
THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL MAKE A MATCH IN TEACHING INDONESIAN FOR CLASS VII STUDENTS

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ABSTRACT

The purpose of this study was to determine: (1) the ability of teachers in learning Indonesian Language for Grade VII students of SMPN 6 Makale who were taught using the Make a match model; (2) Student activities in learning Indonesian VII grade students of SMPN 6 Makale by using the make a match model; (3) to find out the results of Indonesian language learning for Grade VII students of SMPN 6 Makale. This study uses a quasi-experimental design. The study population was Grade VII students of SMPN 6 Makale. The research sample was selected by Cluster Random Sampling, which is Class VII C, namely 25 students. The research data was taken using an essay learning achievement test with a total of 10 items. The test statistic requirements of the test instruments are Validation of Teacher Ability, validation of Student Activities, and validation of test instruments. The validation of the test instrument was carried out by content validation by 3 validators. Student learning outcomes data were analyzed using descriptive techniques. The results showed that the teacher's ability to manage the make a match learning model was classified as good, the application of the make a match model was able to actively involve students so that the learning-centered on students, and student learning outcomes in the pre-test with an average score of 39.33 and increased in the post-test with an average score of 81.78 with a good category. In this case the application to make a match learning model can be applied in Indonesian language learning for Grade VII students of SMPN 6 Makale.

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INTRODUCTION

The results of preliminary observations and short interviews of researchers with the principal and teacher of class VII at SMPN 6 Makale that Indonesian subjects are difficult to understand and students are less active in the learning process and are boring, so some students have low grades because sometimes in learning Indonesian is still shy/reluctant to ask the teacher about unclear things, so things that are not clearly understood by students just pass away, which ultimately is the factor that lowers the average value of Indonesian students. One of the factors that triggered the situation above is because the learning model used by the teacher has not been able to actively involve all students in learning, both individually and in groups, so students do not have the skills to develop their thought patterns. Therefore, one of the efforts to prevent the above situation from developing is through the learning model used by the teacher. The learning model used by the teacher must be following the objectives, types, and nature of the material being taught so that students can be seen actively, able to work together and learning objectives can be achieved.

One model that can be used is the Make a Match learning model which is a learning model that makes students more active and faster in solving problems. Therefore the Make a match model can be chosen as a learning model to improve student learning activities. This learning model is part of the cooperative learning model. The cooperative learning model is a learning model that places students in small groups that have different levels of ability. To increase student activity in learning, one of the fun models in cooperative learning is the Make a match model. The Make a match learning model includes a learning model that emphasizes interaction in the active learning process, by working together as well as group discussions in understanding the material and completing the questions in the Indonesian language exercises in a pleasant atmosphere and manner. Based on the above problems, it can be said that one form or way to improve student learning outcomes is to use the learning model Make a match learning model. This motivates researchers to research the application of the make a match learning model in Indonesian Language Learning in Grade VII students of SMPN 6 Makale.

METHOD

This research is a descriptive study to describe the sub-variables of research such as the ability of teachers, student activities, and learning outcomes. This research was conducted in one class, where at the initial stage a pre-test was given, to determine students' initial abilities about the research material then proceed with giving treatment. After treatment, given a test through the post-test to determine student mastery of the material that has been taught through the make a match learning model.

The population of this study was all students of class VIII of SMPN 6 Makale in the odd semester of the 2015/2016 school year. Sampling in this study was carried out with the Cluster random sampling technique. With five classes, namely VII A, VII B, and VII C. The sample in this study is class VIII C with a total of 25 students at SMPN 6 Makale

The research instrument used in this study was the teacher ability observation sheet, which was used to determine the teacher's ability to manage Indonesian language learning. Student activity observation sheets are used to determine student activities in the application of the make a match learning model. This instrument is used to determine student activities during the learning process. Learning outcomes tests are used to see and measure students' increased understanding of the teaching material that has been discussed. In this case, it is emphasized to see the extent to which students' increased understanding of Indonesian language learning by applying the make a match learning model.

There are two student learning outcomes test instruments used, namely the pre-test, the test given to students before the application of the Make a Match learning model, and the final test (post-test), namely the test given to students after the application of the Make a Match learning model. Both tests are formed description. This test was developed by the researcher, and before the test was given it was first consulted and examined by the Indonesian supervisor and teacher at the school where the research was to be validated. The results of the validator's research will be used as a material in revising the test

Data collection is a very important step in research. Data collection in this study was carried out observation methods, and learning outcomes tests. This observation technique was carried out to directly observe the teacher's ability to manage Indonesian language learning by using a make a match learning model, and student activities in teaching and learning activities, using student observation sheets during the teaching and learning process in progress.

In this study data collection for the ability of teachers to manage learning is obtained with an observation sheet given to the observer where the observer in making observations is in a strategic place that allows being able to see the ability of the teacher during the learning process takes place. The observer writes the observation category by putting a checkmark in the assessment column on each aspect observed by the existing observation sheet.

Data collection for student activities is obtained through observation sheets where observations are made in class every 2 minutes during the learning process. The observer writes sequentially the category codes on the rows and columns available on the observation sheet. To find out the learning outcomes obtained by students after following the make a match learning model, two tests are given, namely pre-test and post-test.

Data analysis is the process of systematically searching and compiling data obtained from research results. Data analysis techniques used in this study are descriptive statistics that aim to describe the ability of teachers to manage learning and student activities towards make a match learning model, and test learning outcomes in the form of scores and percentages.

FINDINGS AND DISCUSSION

Teacher's Ability to Manage Learning

Observation of the management of integer learning with the Make a Match model is used to determine the teacher's ability to apply integer learning using the Make a

Match model. Categorizing the teacher's ability score in managing learning consists of 5 assessment criteria as follows:

Score	Category
0,00 - 1, 49	Very Poor
1,50 - 2,49	Poor
2,50 - 3, 49	Average
3,50 - 4,49	Good
4, 50 - 5, 00	Excellent

The results of observations on the management of learning during teaching and learning activities using instruments are briefly presented in the table above. Based on observations made by observers such as the data contained in table 1.1. It can be seen that overall the teacher can manage the learning of integers through the make a match model well.

Table 1.1. Teacher's Ability Calculation in Managing Learning Make a Match

Aspects to Observe	Score		Average	Category
	P- I	P- II		
Initial Activity				
1. Apperception for learning	4	5	4,5	Excellent
2. Conveying learning objectives and strategies	3	4	3,5	Good
			4	Good
Core Activity				
1. Explain teaching material that is accompanied by examples	3	5	4	Good
2. Give question/answer cards to students	5	4	4,5	Good
3. Provide opportunities for students to think of answers or questions from the cards that they hold.	3	4	3,5	Good
4. Organizing students into study groups	3	3	3	Average
5. Guiding each group in discussing problems and providing information/ data to students.	4	4	4	Good
6. Guiding students to present the results of the questions/answers they hold.	3	3	3	Average
7. Allow students to write down the right answer.	4	4	4	Good
8. Give reinforcement in the form of praise to students	4	4	4	Good
			3,75	Good
Closing Activity				
1. Guiding students in concluding material	4	4	4	Good
2. Give a test/quiz	3	3	3	Average
3. Reinforce the form of homework	3	Good	3,5	Good
			3,5	Good
Time Management	3	Good	3,5	Good
			3,5	Good
Class Atmosphere				
1. Enthusiastic Teacher	4	4	4	Baik
2. Enthusiastic Student	4	4	4	Sangat Baik
			4	
Total Average Score			3,75	good

Based on the observations shown in table 1.1, in general, the teacher's ability to manage Indonesian language learning with the Make a Match learning model is quite good, with an average score of all aspects observed, which is 3.75 because each aspect observed is following what existing in the initial activities, core activities and

final activities. The initial activity included two aspects, namely apperception and conveying learning objectives and strategies which were categorized as good with an average score of 4.

The ability of teachers in the core activity includes 8 aspects, namely explaining teaching material that is accompanied by examples, giving question/answer cards to students, allowing students to think of answers or questions from the cards that they hold, organizing students into study groups, guiding each group in discussing problems and giving information/data to students, guiding students to present the results of the questions/answers they hold, allowing students to write correct answers, and giving reinforcement in the form of praise to students who are categorized well with an average score of 3.75. The final activity includes three aspects, namely guiding students in concluding the material, giving tests/quizzes, and providing reinforcement in the form of homework that is categorized well with an average of 3.5. Time management is categorized as good with an average score of 3.5, and the class atmosphere with an average score of 4 is categorized as good. By looking at several aspects observed from each average number of categories, it can be concluded that the teacher can manage learning well, namely, the Make a Match learning model in Round Number material in class VIII D, SMPN 6 Makale.

Based on these findings it can be revealed that the ability of teachers to manage learning influences student learning processes and outcomes. Teachers are the human element that determines the success of education. Therefore the teacher must be able to manage the learning process well so that the quality of student learning outcomes. Besides mastery of the material and how to deliver it is an absolute requirement for a teaching teacher. Student activities are all forms of activities carried out by students in learning to create active learning situations so that the expected learning objectives can be achieved. Student activities in learning have a very important role. Learning outcomes are abilities in the form of new skills and behaviors as a result of practice or experience, the results of which can be expressed in the form of scores/scores. Learning outcomes are obtained from the interaction of students with the environment as planned by the teacher in the act of teaching (Mohammad, 2009).

Student Activities in the Learning Model Make a Match

Student activity data in learning activities obtained from observations using observation sheets are presented in table 1.2.

Table 1.2. Student Activity in Learning with the Make a Match Model

Aspects	Percentage		Average
	P-1	P-2	
1. Hear or record the teacher's explanation	32	27,75	29,87
2. Answering questions or expressing opinions	29	31,5	30,25
3. Think about the answer or question from the card given	5,25	6,25	5,75
4. Looking for a partner from the answers and questions gave	6	4,25	5,25
5. Cooperation in correcting answers	12,5	14,5	13,5
6. Present the results of the discussion	4,25	6	5,12
7. Get an award (point)	3,25	2,75	3
8. Summarize the subject matter	4,25	3,75	4

9. Irrelevant behavior	3,5	3,25	3,37
Total	100	100	100

Based on observations made by observers in table 1.2. above, it can be seen that all student activities during learning with the learning model Make a match during (2) meetings show student-centered learning, in the order of time used with the average percentage of each successive activity that is listening/taking notes teacher explanations with an average of 29.87%, Answering questions or expressing an opinion of 30.25%, thinking of answers or questions from a given card of 5.75%, looking for a partner of answers or questions given by 5.25%, cooperation in correcting answers by 13.5%, presenting the results of discussions by 5.12%, getting an award or point by 3%, summarizing subject matter by 4%, and irrelevant behavior by 3.37%.

The average percentage of student activities at each meeting includes meeting I 64.5% (active), meeting II 69.25% (active). So, overall the percentage of student activity in the learning process observed during 2 meetings is 66.75% with an active category, in addition to aspects of listening or recording teacher's explanation, and irrelevant behavior.

In line with the findings above, it can be stated that the learning model influences student activity in learning. Learning models that are often and practically used by teachers in teaching, respectively are achievement, direct teaching, concept teaching, cooperative learning, problem-based teaching, and class discussion. According to Johnson to know the quality of learning models must be seen from two aspects, namely process and product. Process aspects refer to learning to create a fun learning situations and encourage students to actively learn and think creatively. The product aspect refers to learning the achievement of objectives which is to improve students' abilities according to the ability or competency standard (Sanjaya, 2007 & Karuru, 2014)

The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management (Rohman & Amri, 2013). The learning model directs the teacher in designing learning to help students achieve learning goals. The characteristics of the learning model include (1) based on the theory of education and the theory of learning from certain experts, for example, a group research model prepared by Herbert Thelen and based on John Dewey's theory. This model is designed to train participants in groups democratically, (2) has a specific educational mission or goals, for example, the inductive thinking model is designed to develop the process of inductive thinking, (3) can be used as a guide for improving teaching and learning activities in the classroom, for example, the Synthetic model designed to improve creativity in teaching lessons, (4) Have parts of the model called the teacher's practical guidelines: (a) sequence of learning steps (syntax); (b) the principles of reaction; (c) social system; and (d) support systems, (5) have impacts as a result of applied learning models, which include: (a) learning impacts, i.e. measurable learning outcomes; (b) the accompanying impact of long-term learning outcomes, (6) making teaching preparation (instructional design) with the selected learning model guidelines, and (7) making teaching preparation (instructional design) with the chosen learning model guidelines. (Karuru, 2014 & Uno and Nurdin, 2011).

Huda (2011) states that the steps of the make a match learning model are (1) the teacher prepares the material to be taught, (2) the teacher prepares several cards containing several concepts or topics suitable for the review session, one part of the question card and the other part is the answer card, (3) each student gets a card that says questions/answers, (3) each student thinks of the answer/question from the card holder, (4) each student looks for pairs of cards that match the card, (5) if students cannot match the card with their friend's card (cannot find the question card or answer card) will get a penalty, which has been mutually agreed upon, (6) after one round, the cards are shuffled again so that each student gets a different card than before, and so on, (7) students can also join 2 or 3 other students who hold matching cards, and (8) the teacher together with students draw conclusions on the subject matter.

The advantages of learning models are (a) can increase student learning outcomes activities, (b) because there are elements of the game, this method is fun, (c) increase students' understanding of the material learned, (d) can increase student learning motivation, (e) effective as a means of training the courage of students to perform percentages, and (f) effectively training student discipline to value time for learning. The drawbacks of the Make a match learning model are (a) a lot of time is wasted if learning is not designed beforehand, (b) in the early stages of application, many students are embarrassed to be able to pair up with the opposite sex, (c) at a presentation, many students are lacking pay attention, so before students must be directed properly, (d) must be careful and wise when giving punishment to students who do not get a partner, because they can be embarrassed, and (e) cause boredom if done continuously (Suprijono, 2014).

Learning outcomes

To determine student learning outcomes, two tests were conducted, namely, pre-test to determine the students' initial abilities before being given the treatment model of Make a Macht and post-test after being given the learning treatment which was followed by 25 students in class VIII.D of SMPN 6 Makale. A summary of the preliminary and final test results is summarized in the following table.

Table 3.1 Learning Outcomes of Class VIII.D Students of SMPN 6 Makale in 2016

Respondents	Score	
	<i>Pre-test</i>	<i>Post-test</i>
1	52,77	83
2	47,22	77
3	55,55	80
4	63,88	91
5	30,55	77
6	22,22	87
7	25	75
8	27,77	63
9	50,00	87
10	30	77
11	21,66	86
12	35	86
13	33,33	86
14	25	75
15	35	86

16	40	86
17	30	77
18	33,33	83
19	28,33	83
20	40	86
21	50	75
22	35	83
23	26,66	69
24	35	80
25	30	83

The results of data processing of student learning outcomes taught using the Make a match learning model can be seen in the results of data analysis which are presented in the following table.

3.2 Descriptive Statistical Analysis Results Pre-test and Post-test scores

Statistic	<i>Pre-test</i>	<i>Post-test</i>
Number of Samples	25	25
Mean	39,33	80,56
Maximum Score	63,89	91,63
Minimum Score	19,44	63,88

Based on Table 3.2 it can be seen that the average value of the pre-test has increased in the post-test. The average score on the pre-test was 39.33 with a maximum score of 63.89 and a minimum score of 19.44. While the average score on the post-test was 80.56 with a maximum score of 91.67 and a minimum score of 63.88. If the pre-test and post-test scores are divided into five categories, the frequency scores and percentages are as follows.

Table 3.3 Distribution of Student Learning Outcomes Class VIIID SMPN 6 Makale

Score	Category	Frequency of <i>Pre-test</i>	Percentage <i>Pre-test</i>	Frequency <i>Post-test</i>	Percentage <i>Post-test</i>
80-100	Baik Sekali	0	0%	16	64 %
67-79	Baik	0	0%	8	32%
56-66	average	2	8%	1	4%
40-55	Kurang	10	40 %	0	0%
0-39	Gagal	13	52%	0	0%

In the table above it can be seen that in the pre-test there were no students who received grades in the excellent and good category, while for the category there were only 2 students with a percentage of 8%, for the less 10 category students with a percentage of 40% and the Failed 13 student category with a percentage of 52%. These results indicate that in the pre-test student scores were in the very low/fail category. Based on the average value of the pre-test in table 3.4 that is equal to 39.33. Whereas in the post-test for the very high category 16 students with a percentage of 64%, for the good category 8 students with a percentage of 32%, for the category enough 1 student with a percentage of 4%, and there were no students in the Less and Failure category. Based on the discussion above it can be said that student learning outcomes in learning by using inquiry learning strategies have increased. This can be seen from the average score of students in the pre-test of only 21.62 while in the post-test of 71, 14.

Cooperative learning is a learning strategy that involves student participation in a small group to interact with each other (Huda, 2011). In a cooperative learning

system, students learn to work together with other members. Cooperative learning strategy is a series of learning activities carried out by students in a group, to achieve the stated learning goals. Make a match model is one type of model in cooperative learning. One of these excellent techniques is that students look for a partner while learning about a concept or topic in a pleasant atmosphere (Slavin, 2008).

The model makes a match or find a pair is an alternative that can be applied to students, the application of this model starts from the technique that students are told to look for pairs of cards which are answers/questions before the deadline, students who can match the cards are given points. Make a Match Learning Model is an alternative that can be applied to students. Make a match learning model is perfect for teachers to review concepts that have been taught to increase student participation and activeness in the classroom. So that students learn not only to listen and the teacher explains in front of the class, but the student activeness is needed in learning. The application of this method starts with the technique, where students are told to look for pairs of cards that are answers/questions before the deadline, students who can match the cards are given points (Aqib, 2013).

Conclusion

The teacher's ability to manage the make a match learning model can be categorized well with an overall average score of 3.75. The application of the make a match learning model can actively involve students in the Indonesian learning process with a percentage of 66.555% outside of listening to or recording teacher's explanations, summarizing irrelevant material and behavior. The application of the make a match learning model can improve student learning outcomes. This can be seen from the average score at the initial test (pre-test) 20.56, and at the end of the test (post-test) increased to 90.5.

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