



IMPROVING SOCIOLOGY LEARNING OUTCOMES USING THE MAKE A MATCH TYPE COOPERATIVE LEARNING MODEL FOR STUDENTS OF SMA MUHAMMADIYAH KUPANG

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ABSTRACT. This study aims to determine (1) the application of the Make A Match type learning model in improving students' sociology learning outcomes at SMA Muhammadiyah Kupang, (2) students' sociology learning outcomes through the application of the Make A Match type cooperative learning model at SMA Muhammadiyah Kupang. The subjects of this study were 20 students of class X IPS SMA Muhammadiyah Kupang in the even semester of the 2022/2023 academic year. This study was conducted in II cycles and each cycle with three meetings. Data collection techniques in the study used observation sheets, learning test evaluations, and documentation and data analysis techniques used were qualitative and quantitative data analysis techniques. The results of the study showed that the application of the Make A Match type cooperative learning model can improve student learning outcomes. This can be seen from the pre-cycle student learning outcomes of 63.75% with a percentage of 20%. In cycle 1 it increased to 68.50% and the percentage of completion was 30%. Cycle II increased to 82.50% with a percentage of completion of 90%. Thus, the learning outcomes have achieved the classical action success criteria that have been set, namely $\geq 75\%$.

Keywords: Make A Match, Sociology Learning Outcomes.

INTRODUCTION

Education is one of the important factors in the development of a country. With better education, it will lead to the development of a better country. Therefore, education is expected not only to provide knowledge or values but also to function to develop all the potential that has been potentially possessed by students in its entirety in order to improve the quality and quality of their lives in the future. The success of an education cannot be separated from the role of the principal and other educational elements in translating the curriculum design with related parties, choosing the appropriate method for achieving learning completion which aims to produce quality students. Therefore, careful planning needs to be prepared and prepared as well as possible. (Sabariah, 2022)

Learning outcomes are a reflection of the absorption of information, understanding, and application of knowledge obtained by students or education participants. Learning outcomes are the basis for whether educational institutions are successful in delivering students to a better understanding and fulfillment of the required competencies or vice versa. However, apart from the school's preparation for the success of learning activities, there are several problems that have

occurred and have been faced for a long time by the world of education today, one of which is the less than optimal learning process in the classroom. In their activities, sometimes students are not encouraged to develop their thinking skills. However, teachers require students to be able to master the lessons thoroughly. (Joko, & Restiawati, 2023).

Reflecting on this, learning that occurs in the classroom ultimately only requires students to memorize the subject matter, without being required to understand the material they remember by connecting it to everyday life. Talking about the suboptimality of learning in the classroom, the learning process that tends to be monotonous causes students to feel bored with participating in learning activities. Student learning outcomes decline and are below the minimum completeness criteria (KKM). Such problems will become big problems if teachers do not immediately fix them. In addition, the weak learning process in the classroom is also caused by the presence of several students who act as troublemakers. Sometimes, such students can disrupt the classroom atmosphere and make it un conducive during the teaching and learning process. Such classes need to be followed up so that the learning process can run well, and students who act as

troublemakers need to be directed by involving students in every learning activity (Devi, 2021).

Based on the researcher's initial observations at SMA Muhammadiyah Kupang, especially in the subject of Sociology, there are still many students who do not understand, because learning is more emphasized on teaching models that are colored by lectures and teachers do not use the right model. In addition, students only sit, keep quiet, listen, take notes and memorize. This situation results in students participating less in learning activities and tends to make them quickly bored and lazy to learn, so that it affects student learning outcomes that have not reached the minimum completion criteria.

Seeing such conditions, there needs to be alternative learning that is oriented towards how students learn to find information themselves, connect topics that have been learned and those that will be learned in everyday life, and can interact in multiple directions both with teachers and during students in a pleasant and friendly atmosphere. One alternative that can be used as suggested by education experts is to use the Make A Match type cooperative learning model.

According to (Fauhah, 2021) the Make A Match learning model is a learning model where students learn in an exciting condition by finding a partner while learning a particular concept and topic. The Make A Match learning model has a close relationship with the characteristics of students who like to play. The implementation of the Make A Match model must be supported by the activeness of students to move to find a partner with a card according to the answer or question on the card.

In the Make A Match learning model, the learning atmosphere in the classroom is created as a game atmosphere because there is competition between students to solve problems related to the subject matter and there are rewards or awards. With the element of play in a learning process, learning becomes more interesting and enjoyable (Ermita, 2021).

This is supported by the results of the study (Shofiya, 2013) which shows that the application of the Make A Match cooperative learning model can improve student learning motivation and learning outcomes. The increase in learning motivation can be seen from two aspects, namely based on observation sheets and questionnaires. Student learning motivation based on observation sheets showed an increase of 12.3% from cycle I of 63.85% to 76.15% in cycle II. And student learning motivation based on the questionnaire also showed an increase of 4.16% from cycle I of 74.05% to 78.21% in cycle II. While the increase in learning outcomes is indicated by an increase in the average score of student evaluation tests at the end of the cycle, which increased by 4.85

from the pre-cycle with an average score of 71.42 to 76.27 in cycle I. After cycle II was implemented, the average student score increased by 2.38 to 78.65.

Next, the results of the study (Aliputri, 2018) show that the implementation of the Make A Match cooperative learning model assisted by picture cards can improve learning outcomes. This is known from the learning outcomes of social studies students in sociology learning in the initial conditions only reaching 51%, but in the first cycle it increased to 90% and in the second cycle it increased to 94%. Based on the results of this study, it is recommended for social teachers to try using the Make A Match model to improve learning outcomes.

Based on the explanation above, the author is interested in conducting research on "Improving Sociology Learning Outcomes Using the Make A Match Type Cooperative Learning Model for Students of SMA Muhammadiyah Kupang".

METHOD

The research method used is the Classroom Action Research method. According to (Arikunto, 2012) Classroom Action Research (CAR) is an observation of learning activities in the form of actions, which are deliberately presented and occur in a class together. These actions are usually given by the teacher or with direction from the teacher carried out by students. This research will be conducted at Muhammadiyah Kupang High School, Oebobo District, Kupang City, East Nusa Tenggara Province. The subjects in this study were students of class X IPS SMA Muhammadiyah Kupang. The determination of the subjects of this study was adjusted to the title and main material of class X IPS.

This classroom action research design consists of 2 cycles and 1 cycle which has 4 stages: Planning, Action, Observation and Reflection. If the students' learning outcomes in the learning process of cycle I have not reached the KKM, it will be continued to cycle II. The data collection techniques and instruments in this study are: observation, test, and documentation. The data analysis techniques used in this study are qualitative data analysis and quantitative data analysis. Qualitative analysis is data in the form of information in the form of sentences that provide an overview of students' expressions regarding their level of understanding of a subject (cognitive), regarding students' views on their attitudes towards following lessons, attention, enthusiasm in learning, self-confidence, learning motivation and the like can be analyzed qualitatively. Data analysis in this study was conducted using descriptive statistical analysis. Descriptive statistical analysis is used to describe the learning achievements obtained by students in the

application of the Time Token learning model. Success is marked by a change towards goodness, namely an increase in student learning activity in learning. This cycle is stopped if student activity in sociology lessons reaches 75%. While student learning outcomes are declared complete if 80% of all students achieve above the KKM, which is 75.

RESULT AND DISCUSSION

The results of the researcher's observations in the pre-cycle can be seen that there are still many students who do not understand, because learning is more emphasized on teaching models that are colored by lectures. In addition, students only sit, remain silent, listen, take notes and memorize. This situation causes students to participate less in learning activities and tends to make students quickly bored and lazy to learn. Based on the problems described in the pre-cycle, the researcher tries to make improvements to improve student learning outcomes and student activity in participating in Sociology learning by implementing a cooperative learning model of the make a match type.

After following the learning process by implementing the cooperative learning model type make a match to improve students' sociology learning outcomes, the results of the final test of cycle I of 20 students as many as 10 students or around 50% have not reached the minimum completion criteria (KKM) set, namely 75, so the researcher continued to cycle II. The things that cause student weaknesses are that students have not been able to master the concept of the material properly and students have not been able to build interactive relationships either with teachers or with friends in the classroom.

Based on the results of the study and observations of the researcher in cycle II, it can be seen that the achievement of student learning outcomes and student activities in the application of the Make A Match type cooperative learning model can be concluded as follows: Student learning outcomes have reached KKM, Student activity in teaching and learning activities increases through the application of the make a match type cooperative learning model, Students' understanding of the learning material and student motivation increased more than in cycle I.

Based on the research results that have been obtained based on the results of the analysis of student learning outcomes through the application of the make a match type cooperative learning model in sociology subjects at SMA Muhammadiyah Kupang, it shows that there is an increase in student learning outcomes in each cycle.

Number	Action	Learning outcomes
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1.	Pre Cycle	63,75%
2.	Cycle I	68,50%
3.	Cycle II	82,50%

Based on the table above, it can be seen that the pre-cycle student learning outcomes were 63.75%. Actions in cycle I student learning outcomes increased to 68.50%. While in cycle II student learning outcomes increased again to 82.25%. Based on the increase in student learning outcomes in each cycle, it can be concluded that the application of the make a match type cooperative learning model can improve student learning outcomes in sociology subjects at SMA Muhammadiyah Kupang with social interaction.

This is in line with Aliputri's research (2018) which shows that the application of the make a match cooperative learning model assisted by picture cards can improve economic learning outcomes in students of SMA Wulung 1 Blora Regency about economic activities. In the pre-cycle stage, student learning outcomes only reached 51%, in the first cycle it increased to 70 and in the second cycle it increased again to 90%.

The results of Riyanti's (2020) study showed that the application of the make a match type cooperative learning model can improve student learning outcomes in history subjects at SMA Tempuran 4 Ngawi. This can be seen from the increase in learning outcomes I, 72.2%, and in cycle II it increased to 88.8%. From these results, it can be concluded that the application of the make a match type cooperative learning model can improve student learning outcomes.

Based on the research that has been done after the implementation of the cooperative learning model type make a match can create an effective and enjoyable learning atmosphere for students, even though there are obstacles in the meeting. The advantages of the cooperative learning model type make a match is that it can deepen students' understanding, develop students' curiosity and improve cooperative relationships between students in the classroom. In addition, it can increase the sense of responsibility both individually and in groups. The following is a comparison of the results of observations on student activity in each cycle that researchers can present in the following table:

Number	Action	Learning outcomes
1.	Cycle I	20%
2.	Cycle II	85%

Based on the table above, it can be seen that the results of observations of student activity in cycle I and cycle II increased by 85%. And it can be

concluded that during the learning process all students actively participated in learning activities.

Based on the research that has been conducted, the researcher finally presents several findings that occurred during the research, namely as follows: Students feel happy to learn and understand the learning material by using the Make A Match cooperative learning model, By using the Make A Match type cooperative learning model, by grouping and conducting discussions, it can improve student learning outcomes, because students can provide opinions that they want to convey during the discussion, and the Make A Match type cooperative learning model can be used as an alternative learning approach in classroom learning, especially in sociology subjects.

In this study, the researcher found several limitations during the implementation of the make a match type cooperative learning model, namely the researcher could not force students who were unable to make questions and also in make a match type cooperative learning, the presence of researchers in the classroom regarding what was observed was still lacking due to the characteristics and abilities of students in different learning.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of the cooperative learning model type make a match can improve the learning outcomes of Sociology of class X students of SMA Muhammadiyah Kupang. This can be seen from the increase in student learning in each cycle. The implementation of the pre-cycle student learning outcomes only reached 63.75%. The learning outcomes of students in cycle II increased to 68.50%. While in cycle II student learning outcomes increased to 82.50%. These results have achieved the success of the classroom action classically which is set at $\geq 75\%$.

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