

The Implementation of Cooperative Learning *Make a Match* to improve Social science learning activities and learning outcomes

Mukhammad Alfian Khakim^{a*}, Maria Veronica Roesminingsih^b, Agus Suprijono^c, Waspodo Tjipto Subroto^d

^a Postgraduate Student in Elementary program, State university of Surabaya Jl. Ketintang No.30, Surabaya, 60231 Indonesia

^b Lecturers of Elementary Program, State University of Surabaya, Indonesia

^d Department of Economics Education Faculty of Economics Universitas Negeri Surabaya Indonesia

^a Email: mukh.17070855433@mhs.unesa.ac.id

^b Email: roesminingsih@unesa.ac.id

^c Email: agussuprijono@unesa.ac.id

^d Email: waspodosubroto@unesa.ac.id

DOI: 10.29322/IJSRP.9.03.2019.p8750

<http://dx.doi.org/10.29322/IJSRP.9.03.2019.p8750>

Abstrak: This study aims to describe the students' activities and learning outcomes to enhanced the cooperative learning models *make a match* on social science subjects in 5th grade of Jajartunggal III state elementary school, Surabaya. This research is an action research which carried out in three cycles. The subjects in this study were fifth grade students of Jajartunggal III state elementary school, Surabaya in Academic Year of 2018/2019, they are 36 students. The data collection technique used observation, learning outcomes tests and documentation. The students' activities in cycle I was 69.86% and increased to 78.80% in cycle II, and 85.82% in cycle III. The students' learning outcomes in the first cycle showed an average value of 73.36 with a percentage of classical completeness of 71.82%. It increased to 76.22 in the second cycle with a percentage of classical completeness of 78.86%. Cycle III showed the average score of students is 81.68 with a percentage of classical completeness of 88.28%. Based on the results of the study, it can be concluded that the implementation of cooperative learning *make a match* can improve the social science learning activities and learning outcomes in 5th grade of Jajartunggal III state elementary school, Surabaya.

Kata Kunci: Cooperative learning *Make A Match*, Learning activities and learning outcomes.

1. Introduction

Teaching and Learning process is a dynamic process to achieve a predetermined goal (Sujana, 2011: 30). Social Science is formally defined as an integrated study of social science and humanities in order to develop the competence of citizens (Nasution, 2015: 3). Social science is a learning program that aims to help and train students to be able to have the ability to recognize and analyze a problem from various perspectives in a comprehensive manner (Supardan, 2015: 17).

Based on the observation result which is conducted in Jajartunggal III state elementary school, Surabaya, it created several problems in social science which were identified as follows: (1) using conventional methods, (2) limited materials which is only from textbooks, (3) the low frequency of

students' participation, and (4) low learning outcomes of the students. It is proved by the results in the end of the first final examination in 36 students, it is only 38.9% of students were able to reach the completeness of minimum criteria. The average learning outcome is 61, it is from the completeness of minimum criteria in social science, which is arranged to 75. The low activity and learning outcomes are caused by monotonous and meaningless learning model.

Cooperative learning *make a match* is one of learning constructivist-based understanding (Suprijono, 2016: 196). Constructivist approaches emphasize on the students who are able to construct knowledge by transforming, organizing, reorganizing knowledge and information before, so this is considered as a realization of the goals in social science. Activity is an activity to change someone's behavior in teaching and learning interactions (Sardiman, 2014: 95).

Based on the research questions, the objectives of this study are as follows: (1) describing students activities when implemented cooperative learning *make a match* on social science in fifth grade of Jajartunggal III state elementary school, Surabaya, (2) describing teacher activities when implemented cooperative learning *make a match* on social science in fifth grade of Jajartunggal III state elementary school, Surabaya, and (3) describing the improvement of students learning outcomes through cooperative learning *make a match* on social science in fifth grade of Jajartunggal III state elementary school, Surabaya.

In this study, the results of previous studies which are conducted by researchers as follows: The first study by Fitriani (2017), The Implementation of Cooperative Models Make a Match Improved Social Skills and Social Science Learning Outcomes on the Fourth Grade Students of Surau Gadang 13 state elementary school, Padang. The results of this study show that the cooperative learning model *make a match* can improve social science learning activities and outcomes in fourth grade students of Surau Gadang 13 state elementary school, Padang. The second study by Faniandari (2016), Application of Cooperative Learning to Make a Match on Light Material and Development of Blind Card Learning Media. The results of his research prove that *make a match* can optimize the interaction between all elements in learning, such as teachers, students, and media, as like all five senses, tastes, and intentions that make learning meaningful.

The gap of this research is the researchers conduct the research in different location. The location in this study was Jajartunggal III state elementary school, Surabaya. Another difference is seen from the subjects and the material. The subjects of the previous studies were social science and science, while in

this study the subjects are students who learn social science in analyzing human interaction with the environment.

This study wants to examine about the students' activities and learning outcome while learning social science with cooperative learning model *make a match*. By using the implementation of cooperative learning *make a match* is expected to be able to improve the activities and results of social science of fifth grade students of Jajartunggal III state elementary school, Surabaya.

2. Method

The design and methods in this research are classroom action research. Hopkins interpreted classroom action research as a combination of research with substantive action, which is carried out in inquiry or an effort of someone's understanding of what happened in this case (Hopkin, 1993: 43). The design of this study use Kemmis & Taggart (1988) model which consists of several cycles, each cycle consisting of four stages: 1) planning, 2) action, 3) observation, 4) reflection.

The subjects in this study were 36 fifth grade students of Jajartunggal III state elementary school, Surabaya in academic year 2018/2019. They are 16 girls and 20 boys. The material of this study was to analyze human interaction with the environment.

Data collection techniques in this study include: observation, test and documentation. Data analysis was quantitative with percentages. In observation, there are two kinds of observation, those are observation for teacher activities and observation on student activity. Data analysis in observation was obtained by giving scores on every aspect which is observed during the learning process in each cycle. The Analysis of teachers' activities and students' activities use the following formula.

$$P = \frac{f}{N} \times 100\%$$

Notes:

P = the frequency of occurrence presentage

f = the appearance number of teachers and students' activities

N = total activities

Students learning outcomes in each cycle were analyzed individually and classically. Determination of the completeness level in individual learning activity was measured based on the

completeness minimum criteria of social science, is 75. Furthermore, classical learning completeness was achieved if $\geq 80\%$ of all students in the class were thoroughly studied.

To determine the students' test scores in learning outcomes, use the following equation.

$$Value = \frac{Total\ score}{maximum\ score} \times 100$$

After calculating the value of learning outcomes and the average learning outcomes of social science in the class, the next step find the percentage of classical completeness of students in the learning process. The analysis of students' classical completeness towards the learning process expressed in the percentage with the equation as follows.

$$P = \frac{\sum\ students\ who\ is\ complete\ the\ learning}{\sum\ students} \times 100\%$$

For making easier in knowing the level of its success, it is created a range of assessment criteria for teachers' activities, students' activities and students classical learning outcomes as follows:

Tabel 2: criteria of students activities and learning outcomes (Arikunto, 2008: 128)

80% - 100%	= very good
61% - 80%	= Good
41% - 60%	= Enough
21% - 40%	= bad

The success indicator of this study are: (1) this study is called as successful research if the students activities achieve success criteria of $\geq 80\%$ from all aspects. (2) this study is called as successful research if the students activities achieve success criteria of $\geq 80\%$ from all aspects, and (3) the study is successful if 80% of the students have learning outcomes with a minimum score of 75. This value is accordance with Minimum Completion Criteria determined in social science at Jajartunggal III state elementary school, Surabaya.

3. Result and Discussion

In this section, the results of the study show the implementation of cooperative learning *make a match* to improve the results of activities and learning outcomes in social science which analyze human

interaction with environment. This classroom action research is carried out in 3 cycles with an allocation of 3x35 minutes per meeting.

The first cycle was held on January 3 2019, the second cycle was on January 10, 2019, and the third cycle was on January 17, 2019. Cooperative learning *make a match* carried out in five phases. The first phase provides problem orientation to students. The teacher displays information about recognizing economic activities related to natural resources. The second phase organizes the students to do observation. The students are grouped into 2 groups, the first group becomes an assessment group and the second group is divided into three groups, they are the question card group, the answer card group and the picture card group. The third phase sets the position of the group in a square shape. The teacher blew the whistle as a sign that all the groups were looking for an appropriate partner and students start to discuss. The fourth phase sounds is playing soft instrumental music and control the discussion process. The fifth phase facilitates the discussion to provide an opportunity for all students to explain/confirm the things that have been done while concluding.

Observations are carried out when learning activities take place with the following data.

Table 3. Recapitulation of Observation Results from Teachers and students Activities

No	Cycle	Teachers activities percentage	Students activities percentage
1	Cycle I	70,62%	71,86%
2	Cycle II	80,10%	81,90%
3	Cycle III	87,25%	85,83%

From the results of observations in the first cycle, the percentage of implementation of teacher activities was obtained by 72.76%, so it needs to be continued in the next cycle. In the second cycle obtained a percentage of 79.45%. It indicates that an increase of 6.69% from the first cycle. In the third cycle the percentage of 86.50% increased to 7.05%. This percentage has reached the indicator of success in the study which is determined by 80%.

From table 3, it is known that in the first cycle the achievement of student activities was 69.86%. This percentage has not yet reached the success indicator determined in this study which is 80%. This is because students never use cooperative learning *make a match*. In the second cycle the percentage of activity achievement of 78.80% showed an increase of 7.94%, it is from 69.86% criteria "good" in the

first cycle to 78.80% with the criteria of "good" in the second cycle. The percentage of success achieved in the second cycle which has reached the success of indicator. It determined in this study which is equal to 80%. However, there is one aspect that has a low value, such as the aspect of asking questions. In the third cycle, the percentage of classical activities of students was 82.83%, an increase of 2.83% from the second cycle. The percentage of student activities reached the success indicators which set out in this study so that this research is done in cycle III.

The learning outcomes test in this study is a test of the cognitive learning outcomes of students who is conducted by giving a test in the end of each lesson. The recapitulation of student learning outcomes from cycle I-III can be seen in the following table.

Tabel 4. Recapitulation of students' learning outcome in cycle I-III

No	Cycle	The average learning outcomes	Classical completeness percentage
1	Cycle I	74,63	69,44%
2	Cycle II	80,48	77,78%
3	Cycle III	82,63	83,33%

Based on Table 4 it is known that in the first cycle, 25 from 36 students are completed the learning model and 11 students did not complete the learning model. The percentage of classical completeness and the average value in the first cycle has not reached the success criteria which is determined in this study is equal to 80%, so this research is continued in cycle II. One of the factors affected the low achievement of minimum complexion criteria is in the low level of the concept of learning material. so that students are still having difficulty in conducting presentation and doing assignment.

In the second cycle 28 students from 36 students completed learning model and 8 students did not complete in learning model. The average learning outcomes in the second cycle is amounted to 80.48 with a percentage of classical completeness of 77.78%. The average value of learning outcomes obtained in the second cycle which has been able to reach the minimum completeness criteria. It is equal to 75 but the percentage of classical completeness obtained in the second cycle, it also still does not achieve the indicators of success which is determined in this study. So this research continues in cycle III.

Cycle III 30 students completed in learning and 6 students did not complete in learning. The average student learning outcomes is amounted to 82.63 with the percentage of classical completeness of 83.33% and indicating that the indicator of success had been reached in the third cycle, because it had achieved the success indicators which is determined in this study, is $\geq 80\%$, and the average learning process is higher than the minimum completeness criteria. Based on the results of this research and the description above, it can be said that the implementation of the cooperative learning *make a match* can improve social science learning outcomes of the fifth grade students of Jajartunggal III state elementary school, Surabaya.

4. Conclusion

Based on data analysis, the results of the study of the implementation of cooperative learning *make a match* can improve social studies learning outcomes of fifth grade students of Jajartunggal III state elementary school, Surabaya and the conclusions are as follows: 1) the percentage of implementation of teacher activities in the cycle in the first cycle of 70.62% in the category "good", increased to 80.10% in the second cycle and 87.25% in the third cycle with the category "very good ", 2) student learning activities in the first cycle got a percentage of 71.86% in " good "activities increased to 81.90% in the second cycle and 85.83% in the third cycle in the category of" very good ", 3) students' learning outcomes students in the first cycle obtained an average value of 74.63 with a percentage of completeness of 69.44%. In the second cycle student learning outcomes obtain an average value of 80.48 with a percentage of completeness of 77.78%. The third cycle of student learning outcomes obtained an average value of 82.63 with a completeness percentage of 83.33%. 4) Cooperative learning *make a match* is student-centered learning that can improve social science activities and learning outcomes.

Referensi

- Anni, Catharina Tri dan Achmad Rifa'i. (2011). *Psikologi Pendidikan*. Semarang: UNNES Press.
- Arikunto, Suharsimi. (2008). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Prestasi Pustaka.
- Ekawarna. (2013). *Penelitian Tindakan Kelas*. Jakarta: Referensi GP Press Group
- Hamalik, Oemar (2009). *Proses Belajar Mengajar*. Bandung: BumiAksara.
- Hopkin, David. (1993). *A Teacher Guide To Classroom Research*, 2nd. Phila delpia: Open University Press
- Kemmis&Mc. Taggart. (1988). *The Action Research Planner*. Victoria: Deakin University.

- Kusmarni, Y., Winarti, M., & Kurniawati, Y. (2016). The Development of Edutainment Learning Model in Social Science Education/IPS Research and Development Study on IPS education at elementary level in Bandung and Cimahi. *International Journal Pedagogy Of Social Studies*, 1(2), 8661-18293
- Nasution, S. (2015). *Sosiologi Pendidikan*. Jakarta. Bumi Aksara.
- Purba, G. I. D., Surya, E. Manullang, M., Asmin. (2018). The Effect of Students' Worksheet in the Model of Discovery Learning Against the Students' Ability of Reasoning and Mathematical Communication in the Faculty of Mathematics and Natural Science of State University of Medan. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*. 37(3), 70-82.
- Sardiman AM, (2014). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Simamora, R., E. Sidabutar, D. R., & Surya, E. (2017). Improving Learning Activity and Students' Problem Solving Skill through Problem Based Learning (PBL) in Junior High School. *International Journal of Sciences: Basic and Applied Research (IJSBAR)* 33(2), 321-331.
- Somantri, Nu'man. (2001). *Menggagas Pembaharuan IPS*. Bandung: PT Rodakarya
- Sudjana, Nana. (2011). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rodakarya
- Supardan, Dadang. (2015). *Pembelajaran Ilmu Pengetahuan Sosial Perspektif Filosofi dan Kurikulum*. Jakarta: Bumi Aksara.
- Suprijono, Agus. (2017). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar
- Wena, Made. (2009). *Strategi Pembelajaran Inovatif kontemporer*. Jakarta: Bumi Aksara