

# APPLICATION OF *THE MAKE A MACTH MODEL* IN LEARNING THE VALUE MATERIAL OF PPKn PANCASILA IN GRADE IV STUDENTS OF SD NEGERI 2 KARANG DAPO

Rizki Putri<sup>1</sup>, Agus Triogo<sup>2</sup>

Mahasiswa Universitas PGRI Silampari<sup>12</sup>

[putririski679@gmail.com](mailto:putririski679@gmail.com) <sup>1</sup> [Agustriyogo@gmail.com](mailto:Agustriyogo@gmail.com) <sup>2</sup>

Accepted: June 20, 2025

---

**Abstract:** The low understanding of Pancasila values among elementary school students highlights the need for more engaging and interactive learning strategies. This study aims to determine the effectiveness of the application of the Make a Match learning model in improving students' understanding of Pancasila values in PPKn subjects in grade IV of SD Negeri 2 Karang Dapo. The underlying problem is the low understanding of students due to the lack of interesting learning media and interactive teaching methods. The method used was a pseudo-experiment with One Group Pre-test and Post-test design. The research subjects consisted of 20 students in grade IV. The research instrument is in the form of a multiple-choice test to measure learning outcomes and an observation sheet to assess student activity. The results showed a significant increase in the average score of students, from 60 (pre-test) to 80 (post-test). In addition, 85% of students show high activity during learning. The application of the Make a Match model has been proven to be able to create a fun learning atmosphere, increase student participation, and facilitate understanding of Pancasila values. Thus, this model is effectively used in PPKn learning to improve student learning outcomes. Future research is recommended to examine the long-term effects of this model and its application in different subjects or educational levels to determine its broader effectiveness.

**Keywords:** Make a Match model, PPKn learning, Pancasila values.

---

## INTRODUCTION

Pancasila and Citizenship Education (PPKn) is one of the important subjects at the elementary school level because it aims to form students who have strong character, are able to think critically, and understand the basic values of national and state life. In practice, PPKn learning

is also directed to instill the noble values of Pancasila and the 1945 Constitution of the Republic of Indonesia to students from an early age.

However, in its implementation in the classroom, various obstacles were found, especially in materials related to Pancasila values. Many students are less interested in participating in learning because the methods used tend to be monotonous, memorization-oriented, and less actively involve students in the learning process. As a result, students' understanding of the material taught becomes low, and has an impact on learning outcomes that have not reached the standard of completeness (Lubis, 2020).

To answer these challenges, a more interesting and participatory learning model is needed. One approach that is considered effective is the Make a Match model, which is a game-based cooperative learning model that matches pairs of cards between questions and answers. This model not only encourages interaction between students, but also increases their active involvement in understanding concepts in a fun way (Abdulah, 2020).

The use of appropriate learning media, such as picture cards in the Make a Match model, can be an effective means to facilitate students' understanding of PPKn materials. Through interactive activities, students find it easier to understand and remember the content of learning because it is delivered in an interesting and challenging way (Simamora et al., 2024). Based on this background, this study aims to apply the Make a Match learning model in PPKn learning in grade IV students of SD Negeri 2 Karang Dapo. The main focus of the research is to find out the extent to which this model can improve students' understanding of Pancasila values and evaluate the effectiveness of the use of applied media.

## **THEORETICAL FOUNDATION**

### **Make a Macth**

The cooperative learning model is designed to make teachers facilitators who encourage students to learn actively and independently, while improving academic learning outcomes. This approach is an alternative to the traditional one-way method, because it emphasizes more on the interaction and involvement of students in the learning process (Ponidi, 2021). One form of cooperative learning is the Make a Match model, which relies on the activity of matching

question cards with answer cards in pairs. Through this model, students are invited to collaborate, discuss, and develop critical thinking skills in a fun atmosphere (Simamora, 2024). The Make a Match model can be applied at various levels of education and all subjects, including learning Pancasila values in elementary schools. Teachers can design cards that represent concepts such as mutual cooperation, justice, and tolerance, so that students not only understand these values cognitively, but are also able to relate them to daily life through interactive and meaningful learning activities.

### **PPKn Learning**

Learning is a process that results in a comprehensive change in individual behavior through interaction with the environment, where teachers play the role of facilitators in achieving educational goals. This process not only includes the cognitive aspect, but also includes the development of social attitudes and values. One of the subjects that directly contributes to character formation is Pancasila and Citizenship Education (PPKn), which is taught from elementary school to tertiary level. PPKn aims to develop good values, morals, and attitudes of citizens through daily life-based learning (Rahayu, 2023). In this context, Pancasila as the basic ideology of the state is the main guideline in shaping the nation's personality. The term Pancasila itself comes from Sanskrit which means "five principles", and serves as the basis and direction of society, nation, and state life for all Indonesian people.

### **Cooperative Learning Media Type Make a Match**

The term "medium" comes from Latin, which is the plural form of medium, which means intermediary. The National Education Association (NEA) defines media as anything that can be used to convey information visually, audiolly, or verbally in learning activities. In the context of education, media functions as a tool to achieve learning goals more effectively and efficiently. Therefore, teachers need to understand the material to be taught and choose the right media according to the characteristics of students (Nurfadhillah, 2021). One of the media that can be used is Make a Match, which is a card that contains pairs of questions and answers. These media are designed to support a cooperative learning model, where students actively match information through educational play activities. In addition to creating an interactive and fun learning atmosphere, the use of this media has also been proven to increase students'

understanding of the material being taught, especially if the card design is tailored to learning needs (Kurniasi, 2015).

## **METHODOLOGY**

### **Research Design**

The research method used in this study is the experimental method. According to (Sugiyono, 2020:1) The experimental research method is one of the quantitative methods, used when researchers want to conduct experiments to find the influence of independent variables on dependent variables under controlled conditions. The experimental method used in this study is a pseudo-experiment method. This type of research is an experimental research with a design used in the form of a pre-test and post-test one group design.

### **Research Subject**

The subject of this research is grade IV students of SD Negeri 2 Karang Dapo in the 2025/2026 school year. This class was chosen because based on initial observations, the students' PPKn learning outcomes on Pancasila values material are below the Minimum Completeness Criteria (KKM). This problem arises because the learning method is less interactive so that students are less motivated to follow the learning process.

### **Data Collecting**

The data collection technique used in this study is a test technique. In quantitative research data collection, there are two ways, namely pre-test and posttest. Pre-test is used to find out the initial state of the subject before being given treatment, while Post-test is used to find out the condition after being given treatment by using the make a match media model of picture cards. The test will be carried out at the end of the meeting after the teaching and learning process is carried out using picture card media with the aim of finding out students' understanding of the concept in learning PPKn of Pancasila values material with a type of test in the form of Pilgan questions. The test was carried out twice, which was carried out before learning (pre-test) and after learning activities (post-test).

## Data Analysis

The data analysis in this study was carried out using descriptive and inferential quantitative statistical approaches. The data obtained came from the results of the pretest and posttest of students on the material of Pancasila values. The steps of data analysis are as follows:

### Calculating the Average Pretest and Posttest Scores

The goal is to determine the improvement of student learning outcomes after the implementation of the Make a Match learning model.

### Instrument Validity and Reliability Test

Validity was calculated using the Pearson Product Moment correlation coefficient, while reliability was tested using the Cronbach Alpha formula. The instrument is considered valid and reliable if it meets the  $\geq$  criterion of 0.70.

### Hypothesis Test (Z-Test or t-Test)

The test was carried out to compare the average results of the pretest and posttest.

Hypothesis zero ( $H_0$ ): Average student learning outcomes  $\leq 70$

Alternative hypothesis ( $H_1$ ): Average student learning outcomes  $> 70$

Formula used:  $z = \frac{\bar{x} - \mu}{s/\sqrt{n}}$

### Decision Making Criteria

If the value of Z is calculated  $> Z$  of the table, then  $H_0$  is rejected and  $H_1$  is accepted, which means that there is a significant improvement in student understanding after applying the Make a Match learning model.

## RESEARCH RESULT

### Finding

#### Quantitative Data Description Results

This study uses written tests and observation sheets of student activity in learning:

Pretest: Conducted before the implementation of *the Make A Match model*. The average score of the pretest is 60. Final Test (Posttest): Carried out after the implementation of the *Make A Match model*. The average posttest score increased to 80.

### Results of Student Activity Observation

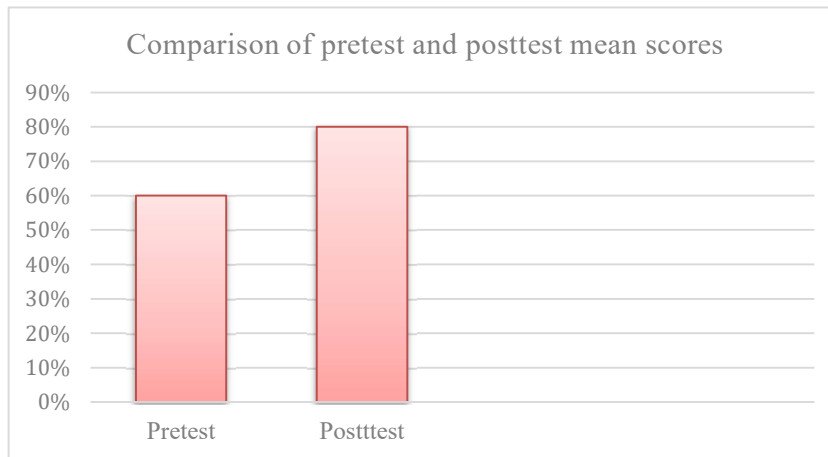
During the learning process with *the Make A Match model*, the frequency of student activity was observed based on 4 indicators:

<b>Answering questions.</b>	<b>Student Activity Results</b>
Discuss with friends	Very Active: 10 students (50%).
Match the answer cards according to the concept of the material.	Active: 8 students (40%).
Convey the results of the discussion in front of friends in the class.	Moderately Active: 2 students (10%).

The implementation of the Make A Match learning model has demonstrated a significant improvement in student engagement and learning outcomes. One of the primary indicators of this enhancement is the notable increase in students' test scores from the pretest to the posttest. The average pretest score was 60, while the posttest average rose to 80, reflecting a meaningful improvement of 20 points. This increase suggests that the Make A Match model effectively enhances students' understanding of the subject matter. To ensure the credibility of the findings, the test instrument used in this study was previously validated and tested for reliability. This process guarantees that the assessment results are both accurate and scientifically accountable.

In addition to academic performance, student activeness during the learning process also experienced a significant boost. Observational data showed that the average percentage of student participation reached 85%, which indicates a high level of involvement. This level of engagement suggests that the interactive and collaborative nature of the Make A Match model successfully stimulates students' interest and motivation to learn. The combination of improved test performance and increased student activity highlights the effectiveness of the Make A Match approach in creating a dynamic and enjoyable classroom environment. Overall, the findings support the conclusion that the Make A Match model is not only beneficial for enhancing students' academic achievements but also for fostering active participation and enthusiasm in the learning process. These outcomes reinforce the value of adopting innovative

teaching models to improve both cognitive and affective learning domains.



## Discussion

Several previous studies and scholarly works have supported the use of the Make a Match learning model in enhancing student engagement and academic achievement, particularly in the context of PPKn (Civic Education) learning at the elementary school level. Abdulah (2020), in his research conducted at STKIP Muhammadiyah Muaro Bungo, Jambi, investigated the application of the Make a Match model in sixth-grade Civic Education classes. The results demonstrated a significant improvement in students' learning outcomes after implementing the model. This finding aligns closely with the current research focus, not only because it involves the same learning model and subject area, but also because it takes place at a similar educational level. The emphasis on improving student performance in PPKn subjects makes Abdulah's study highly relevant and supportive of the proposed research.

Additionally, Ponidi et al. (2021), in their book *Innovative and Effective Learning Models* published by IKAPI West Java, categorize the Make a Match model as an innovative approach that actively promotes student engagement and enhances conceptual understanding, especially in subjects like PPKn where values and principles such as Pancasila are emphasized. Their findings reinforce the idea that integrating fun and interactive methods can improve student comprehension of foundational civic concepts.

Furthermore, Simamora et al. (2024), in the book *Cooperative Learning Model*, highlight that the Make a Match model is highly effective in creating a collaborative and enjoyable classroom environment. This model supports active participation, fosters teamwork, and is adaptable across various subjects and education levels, including elementary education. Their work

serves as a strong theoretical foundation for applying the Make a Match model in teaching Pancasila values, particularly for fourth-grade students. Collectively, these sources provide strong empirical and theoretical justification for the implementation of the Make a Match model in the present study.

## **CONCLUSION**

The purpose of this study is to determine the effectiveness of the application of the Make a Match model in PPKn learning with Pancasila Values material in grade IV students of SD Negeri 2 Karang Dapo. Based on the results of the study, it can be concluded that: The application of the matching model has succeeded in improving student learning outcomes. This can be seen from the increase in the average score of students from 60 in the entrance exam to 80 in the final exam. This model encourages active learning among students as evidenced by 85% of students who are actively involved in the learning process. Learning activities carried out through Make A Match increase students' enthusiasm, help them understand the subject matter and create an interesting and fun learning atmosphere.

Based on the results of the research, it is recommended that teachers use the Make a Match learning model as an alternative in delivering material to increase student participation and understanding, by adjusting card media according to the characteristics of students. Students are expected to be more active in participating in activity-based learning so that the learning process becomes more fun and meaningful. For future research, it should be done on a larger number of subjects and a longer time, and include an evaluation of aspects of students' skills and attitudes to obtain more comprehensive results.

## **REFERENCES**

- Abdulah. (2020). *Application of the Make a Match Learning Model for the Learning Process and Outcomes of Civic Education Class VI Elementary School*. Jambi:STKIP Muhammadiyah Muaro Bungo.
- Ani Sari Rahayu. (2023). *Pancasila and Citizenship Education*. Jakarta: PT Bumi Aksara.
- Daryanto. (2017). *Cooperative Learning Strategies to Improve Social Skills and Student Learning Outcomes*. Yogyakarta: Gava Media.
- Dr. Aprido B. Simamora, M.Pd, et al. (2024). *Cooperative Learning Model*. West Java: IKAPI.
- Husamah, et al. (2018). *Learning and Learning*. Unfortunate: FOURTH.

- Kurniasih, et al. (2015). *A variety of teaching models that are easy to apply*. Bandung: Said Pena.
- Maulana Arafat Lubis, M.Pd. (2020). *Learning Pancasila and Citizenship in Elementary Schools: Opportunities and Challenges in the Industrial Era 4.0*. Jakarta: Kencana
- Ponidi, et al. (2021). *Innovative and effective learning models*. West Java: IKAPI.
- Septy Nurfadhillah, M.Pd. (2021). *Definition of Learning Media, Foundations, Functions, Benefits, Types of Learning Media, and How to Use the Position of Learning Media*. West Java: IKAPI.
- Sugiyono. (2018). *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches*. Bandung: Alfabeta.