

APPLYING THE MAKE A MATCH LEARNING MODEL TO IMPROVE CIVICS LEARNING OUTCOMES ON THE IMPORTANCE OF DELIBERATION AMONG GRADE V STUDENTS AT BAITUL A'LA ISLAMIC ELEMENTARY SCHOOL

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Accepted: June, 24 2025

Abstract: This study aims to examine the effectiveness of the Make A Match learning model in improving student learning outcomes in Civics Education (PKn), particularly on the topic “The Importance of Deliberation in Daily Life.” The background of this research stems from the low student motivation and learning outcomes in Civics classes, which are often caused by conventional, teacher-centered instructional approaches. To address this issue, the Make A Match model—an interactive and enjoyable learning strategy—was implemented. This model actively engages students in a card-matching activity designed to reinforce key concepts in a collaborative and fun manner. The research employed a quasi-experimental design with a one-group pre-test and post-test. The sample consisted of 23 fifth-grade students from SD Islam Baitul A’la. Data were collected using an 18-item multiple-choice test that had been validated and administered before and after the intervention. The pre-test results showed a mean score of 44.70, indicating a limited initial understanding. After the implementation of the Make A Match model, the post-test mean score significantly increased to 83.05. Hypothesis testing using the Z-test showed $Z_{\text{count}} = 6.94$, which is greater than $Z_{\text{table}} = 1.64$ at a 0.05 significance level, indicating a statistically significant improvement in learning outcomes. These results confirm the model’s effectiveness not only in enhancing cognitive performance but also in promoting active, cooperative, and joyful learning environments. It is recommended that this model be considered for wider adoption in elementary education to support critical thinking, civic responsibility, and student-centered learning. Further research should compare its effectiveness with other cooperative strategies and explore its influence on affective and psychomotor domains.

Keywords: Make A Match, Learning Outcomes, Civics Education, Deliberation, Cooperative Learning.

INTRODUCTION

The learning process is a series of abstract activities that occur mentally and are not directly observable. This process can only be recognized through changes in an individual's behavior in cognitive, affective, or psychomotor aspects (Arsa, 2015). In this context, teachers play a strategic role as professional educators who are not only responsible for teaching but also for guiding and shaping students into individuals who embody Pancasila values. The success of education heavily depends on teacher quality, as the future of a nation lies in their hands (Baharudin et al., 2007). Slameto (2010) defines learning as a planned system designed to facilitate student learning through a series of events that stimulate internal learning processes. Therefore, teachers are required to create learning experiences that are creative, varied, and suited to student characteristics to avoid monotony. One strategy that can be implemented is the use of learning models. Sagala (2013) states that a learning model is a conceptual framework that outlines systematic procedures for organizing learning experiences to achieve specific goals. In practice, using appropriate learning models helps overcome classroom issues such as disruptive behavior, lack of discipline, and low motivation. In the modern era, education plays a crucial role in improving quality of life and shaping national character (Hidayat, 2022). Law No. 20 of 2003, Article 3, states that the aim of education is to develop students' potential to become faithful, moral, healthy, knowledgeable, capable, creative, independent individuals, and responsible democratic citizens. The subject of Pancasila and Civic Education (PPKn) plays an essential role in shaping student character and morals from an early age. However, many students show low interest in this subject (Susanto, 2013), leading to poor academic performance (Kusnaedi, 2020), which is often exacerbated by conventional teaching methods that do not actively involve students (Husein, 2019). To address this issue, the Make A Match learning model is a suitable alternative for creating a fun and engaging learning environment. Shoimin (2016) explains that this model effectively enhances cooperation, physical and cognitive activity, and student motivation to be more confident and disciplined.

METODOLOGI

Research Design

This study employed an experimental research method. According to Sugiyono (2017), experimental research is a method used to determine the effect of a specific treatment under controlled conditions. The experimental design used in this study was a quasi-experimental method, specifically the One Group Pre-test and Post-test Design.

The design is illustrated in **Table 3.1** below:

Pre-test Treatment Post-test

O₁ X O₂

Source: Jakni (2016, p. 70)

Explanation:

- O₁: Pre-test (test administered before the treatment)
- O₂: Post-test (test administered after the treatment)
- X : Treatment (application of the Make A Match learning model)

Research Subject

The research was conducted at SD Islam Baitul A'la, located at PWJ8+MRH, Air Kuti, Lubuklinggau Timur I, South Sumatra, during the odd semester of the 2025 academic year. The population consisted of all fifth-grade students at SD Islam Baitul A'la, totaling 23 students, with 14 males and 9 females. The sample selection method used was saturated sampling, where all members of the population were included as samples. Saturated sampling is appropriate when the population is relatively small and can be fully observed (Sugiyono, 2017).

Data Collecting

Data was collected using a test method, which involved administering a pre-test and a post-test. The pre-test was conducted before the treatment to assess students' prior knowledge, while the post-test was administered after the treatment to evaluate learning outcomes following the implementation of the Make A Match model. The test items were multiple-choice questions, administered at the beginning and end of the learning process.

Data Analysis

The instrument used in this research consisted of 20 multiple-choice questions that were tested for validity, reliability, discriminating power, and difficulty index.

- 1) **Validity** was measured using the point-biserial correlation formula. Items were considered valid if the correlation coefficient (r_{pbi}) was greater than the critical value (r_{table}).
- 2) **Reliability** was assessed using the Kuder-Richardson 20 (KR-20) formula. A high reliability coefficient indicated that the test instrument was consistent and dependable.
- 3) **Discriminating Power** was calculated to measure the test items' ability to distinguish between high-performing and low-performing students.
- 4) **Difficulty Index** was used to classify the test items as easy, moderate, or difficult.

Hypothesis Testing

The hypothesis of this study aimed to determine whether the average post-test score met the minimum standard of learning mastery (70):

1. H_0 (null hypothesis): $\mu < 70$ (The average score is below the standard)
2. H_a (alternative hypothesis): $\mu \geq 70$ (The average score meets or exceeds the standard)

The statistical test used was the Z-test, with the following formula:

$$Z = (\bar{X} - \mu_0) / (\sigma / \sqrt{n})$$

Where:

- \bar{X} = Mean of the sample
- μ_0 = Hypothesized population mean (70)
- σ = Standard deviation
- n = Sample size

Decision Rule: If $Z_{count} \geq Z_{table}$ at a significance level of $\alpha = 0.05$, H_0 is rejected and H_a is accepted, indicating that the model significantly improved student learning outcomes.

RESEARCH RESULT

Finding

This research was conducted at SD Islam Baitul A'la with a sample of fifth-grade students consisting of 20 participants. The study involved the application of the Make A Match learning model to improve learning outcomes in the subject of Civics (PKN), specifically the topic "The Importance of Deliberation in My Life." The research was

conducted over four days, following a schedule approved by the school principal and the fifth-grade homeroom teacher. Before the intervention, a written test instrument was trialed in a sixth-grade class to assess the quality and validity of the test items. The instrument consisted of 20 multiple-choice questions. The results of the trial showed that 18 items were valid and 2 were invalid. Therefore, 18 valid items were used for both the pre-test and post-test. The study involved four meetings: one for instrument testing, one for the pre-test, two for the learning implementation, and one for the post-test. The pre-test was conducted to assess students' prior knowledge. After the pre-test, learning activities using the Make A Match model were carried out, followed by a post-test to measure students' final understanding.

Table 4.1

Pre-test Data Recapitulation

No	Category	Description
1	Mean Score	44.70
2	Standard Deviation	8.46
3	Lowest Score	33
4	Highest Score	67
5	Score Range	34
6	Number of Students Below Mastery	20
7	Number of Students Achieving Mastery	0

Based on **Table 4.1**, no students achieved the minimum mastery criterion (70), with the highest score being 67 and the lowest 33. The mean score was 44.70 with a standard deviation of 8.46, indicating that students had not yet mastered the material.

Table 4.2

Post-test Data Recapitulation

No	Category	Description
1	Mean Score	83.05
2	Standard Deviation	8.47
3	Lowest Score	67

No	Category	Description
4	Highest Score	100
5	Score Range	33
6	Number of Students Below Mastery	2
7	Number of Students Achieving Mastery	18

From the data in **Table 4.2**, 18 out of 20 students achieved the mastery criterion, with an average post-test score of 83.05 and standard deviation of 8.47. This shows a significant improvement compared to the pre-test.

Normality Test

The Chi-Square test was used to determine data normality. The results are shown in **Table 4.3**:

Table 4.3

Normality Test Result

Test Type	Chi-Square (count)	df	Chi-Square (table)	Conclusion
Pre-test	5.4232	4	9.47	Normal
Post-test	0.6340	4	9.47	Normal

Since Chi-square count < Chi-square table, the data for both tests are normally distributed.

Hypothesis Testing (Z-test)

The hypothesis tested whether students' average post-test score met the minimum standard of 70.

- $H_0: \mu < 70$
- $H_a: \mu \geq 70$

Table 4.4

Z-Test Result

Test Type	Zcount	Ztable	Conclusion
Post-test	6.94	1.64	H_a accepted

Since Zcount (6.94) > Ztable (1.64), H_0 is rejected and H_a is accepted, indicating that students' scores significantly exceeded the minimum criterion.

Discussion

The learning process involved four meetings: pre-test, two learning sessions, and post-test. The instrument was pre-tested with sixth-grade students and refined to 18 valid items. The pre-test showed a low mean score of 44.70, while the post-test yielded an average of 83.05, indicating significant improvement. The normality test confirmed that the data were normally distributed. Hypothesis testing using a Z-test showed that the learning model significantly improved student learning outcomes. Initial observations during the pre-test showed confusion and anxiety among students, likely due to misconceptions about the purpose of the test. However, after the learning sessions using the Make A Match model, students became more active and confident. The model encouraged group interaction, engagement, and better understanding. The second learning session showed that more students participated in discussions and confidently answered questions. By the end of the study, most students demonstrated improved comprehension and enthusiasm. The Make A Match model proved effective in promoting active learning and significantly improving learning outcomes for Civics education in fifth grade at SD Islam Baitul A'la.

CONCLUSION

Based on the research findings, the implementation of the Make A Match learning model significantly improved student learning outcomes in Civics Education (PKn) for fifth-grade students at SD Islam Baitul A'la. The average score increased from 44.70 in the pre-test to 83.05 in the post-test, showing a gain of 38.35 points. Statistical analysis using the Z-test resulted in $Z_{count} = 6.94$, which is greater than $Z_{table} = 1.64$, indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This confirms that the Make A Match learning model has a significant effect on improving student achievement. The strength of this research lies in its effective application of cooperative learning to enhance understanding of the material on deliberation. The research also demonstrated a high success rate, with 90% of students achieving the minimum completeness criteria. However, a limitation of the study is that it was conducted in a single school, limiting generalizability. Future studies are suggested to apply the Make A Match model in a broader context and compare it with other cooperative models to explore its relative effectiveness more comprehensively.

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