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THE EFFECT OF THE MAKE A MATCH COOPERATIVE MODEL ON IMPROVING CIVICS LEARNING OUTCOMES AT AL-FURQON ELEMENTARY SCHOOL

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Abstract: Low student interest and learning outcomes in Civics, particularly Pancasila Education, indicate the need for innovative and engaging instructional strategies in elementary schools. This study aims to examine the effect of the Make a Match cooperative learning model on improving students' learning outcomes in Pancasila Education. The study was conducted at Al-Furqon Elementary School to address classroom-based learning challenges. The research employed Classroom Action Research (CAR) consisting of two cycles involving elementary school students. Data were collected through classroom observations, learning outcome tests, and documentation. The results revealed that the implementation of the Make a Match cooperative model significantly improved students' learning activities and understanding of Pancasila concepts. Learning became more enjoyable and interactive, as students were actively involved in finding matching pairs of question and answer cards while collaborating with their peers. The improvement in learning outcomes was indicated by a consistent increase in students' average scores across the two cycles. In conclusion, the Make a Match cooperative learning model is effective in enhancing Civics learning outcomes in elementary school settings. This study implies that cooperative and game-based learning models can be used as effective alternatives to conventional teaching methods in Civics education. Future research is recommended to apply this model in different schools, grade levels, or subjects to examine its broader effectiveness and sustainability.

Keywords: Make a Match, Pancasila Education, Learning Media, Elementary School

INTRODUCTION

Education is a fundamental process in developing students' potential to become individuals who possess strong faith, noble character, intelligence, and a sense of responsibility as citizens. In the context of national education, schools play a strategic role in shaping students' character, attitudes, and civic awareness from an early age. One subject that has a central function in achieving these goals is Pancasila and Citizenship Education (PPKn). Through PPKn learning, students are expected to understand and internalize the values of Pancasila, the principles of the 1945 Constitution, social responsibility, democracy, and the rights and obligations of citizens (Ministry of National Education, 2006). Therefore, PPKn is not merely a cognitive subject but also a medium for character and moral development.

However, the implementation of PPKn learning in elementary schools has not always achieved the expected outcomes. In many classrooms, students' learning outcomes in Civics remain relatively low, particularly in terms of understanding concepts and applying civic values in daily life. This condition reflects a gap between the objectives of PPKn education and the reality of classroom practices. One of the main contributing factors is the dominance of teacher-centered learning, where teachers rely heavily on lectures and textbooks with limited variation in instructional methods. Consequently, students often become passive recipients of information, show low motivation, and experience boredom during the learning process. This situation leads to limited student engagement and shallow understanding of Civics material (Rusman, 2010).

Based on this current condition, a clear research problem emerges, namely the need to identify an effective learning model that can actively involve students and improve their learning outcomes in PPKn. Specifically, this study addresses the question of whether the implementation of the Make a Match cooperative learning model can improve students' Civics learning outcomes at the elementary school level. Addressing this problem is essential, as elementary school students require interactive, concrete, and enjoyable learning experiences to understand abstract civic concepts effectively.

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One promising solution to overcome these challenges is the application of the Make a Match cooperative learning model. Developed by Lorna Curran in 1994, this model emphasizes cooperative learning through game-based activities in which students search for matching pairs of question and answer cards (Lie, 2010). Through this process, students are encouraged to think critically, respond quickly, communicate with peers, and collaborate to solve learning tasks. The Make a Match model transforms learning into an interactive and enjoyable experience, allowing students to actively construct knowledge rather than passively receive information from the teacher.

The application of the Make a Match model is expected to create a more active, creative, and student-centered learning environment. Students are not only involved cognitively but also socially, as they interact with classmates to find correct matches and discuss the learning material. Such conditions support meaningful learning and can lead to improved understanding and retention of Civics concepts.

This study is significant for several reasons. First, it provides empirical evidence on the effectiveness of cooperative and game-based learning models in improving Civics learning outcomes at the elementary school level. Second, it offers practical guidance for teachers, particularly in PPKn instruction, to move beyond conventional teaching methods and adopt more innovative strategies. Finally, this research contributes to the development of effective instructional practices that support character education and active citizenship, especially at Al-Furqon Elementary School.

METODOLOGI

Research Design

This study employed Classroom Action Research (CAR), which was carried out in two interconnected cycles—Cycle I and Cycle II. Each cycle consisted of a series of planned actions that were continually refined based on the outcomes of the previous cycle. The CAR model used in this research follows the framework developed by Stephen Kemmis and McTaggart, consisting of four systematic stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. These stages were repeated to ensure improvements in student learning outcomes and to evaluate the effectiveness of monopoly media in supporting the Pancasila Education learning process..

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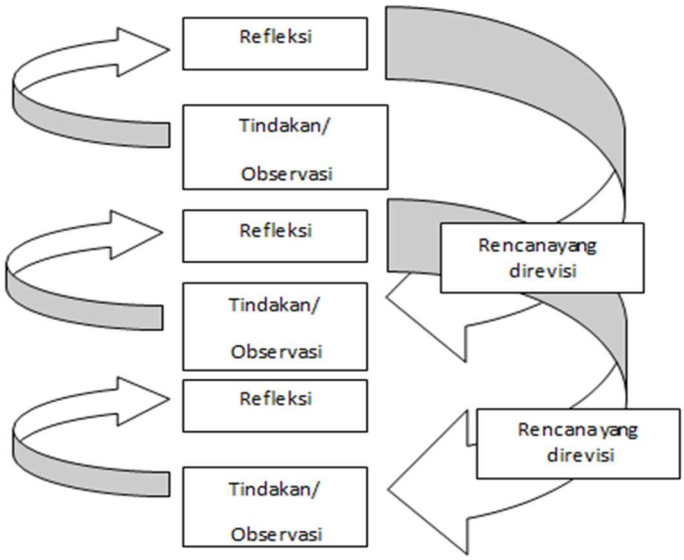

Figure 3.1 PTK Cycle Model by Stephen Kemmis and Mc.Taggart (Novakhta, et al. 2023: 6)

Research Subjects

This research was conducted in the even semester of the 2025 academic year. The subjects of the study were third-grade students of SD Negeri 5B Srikaton. A total of 20 students participated in the research. The third-grade classroom teacher acted as the observer, one of the researchers was responsible for documentation, and the main researcher served as the instructor during the learning process.

Data Collection Techniques

Data collection in this study employed several techniques, including observation, interviews, tests, and documentation.

Observation

Observation was conducted to record events occurring during the learning process, either directly or indirectly, using structured observation sheets. This technique was used to describe classroom situations, student activities, and the teacher's instructional practices during Pancasila Education lessons in Grade III. The observation sheet served as the primary instrument to document findings throughout each learning cycle.

Interview

Interviews were conducted through face-to-face conversations between the researcher and the classroom teacher. This technique aimed to collect information related to learning implementation, including the learning model used, instructional media, and students' responses to the learning activities.

Test

Tests were administered to strengthen observational data, particularly to measure students' cognitive learning outcomes in Pancasila Education. Learning outcomes were collected through pre-tests and post-tests in the form of written multiple-choice questions.

Documentation

Documentation was used to collect supporting data from relevant sources such as written records, photographs, images, and videos. This technique functioned as physical evidence to complement and validate the data obtained through other methods.

Data Analysis Techniques

This study applied both quantitative and qualitative data analysis methods.

Quantitative Data Analysis

Quantitative data were obtained from students' test results to determine improvements in learning outcomes. The data were analyzed using simple statistical calculations.

Mean (Average) Score

Students' learning outcomes were considered improved if the average score after the learning implementation was higher than the previous score. According to Ariyani and Djamudi (2023), the percentage formula used is:

$$P = (F / N) \times 100$$

Where:
P = Percentage
F = Frequency
N = Total number of students

Individual Mastery

Individual mastery was determined by comparing students' scores with the Minimum Mastery Criteria (KKTP), set at 70. Students who achieved a score of ≥ 70 were

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considered to have mastered the learning objectives, while those scoring below 70 were categorized as not yet mastered (Emelda et al., 2019).

Classical Mastery

Classical mastery was achieved when at least 70% of students reached individual mastery. If fewer than 70% of students met this criterion, the learning process was considered not yet successful at the class level.

Qualitative Data Analysis

Qualitative data were obtained from classroom observations conducted during each learning cycle. The observation results were analyzed descriptively and presented in percentage form to describe student activity and engagement.

Table 3.1

Performance Interval of Students' Ability Levels

VALUE	CATEGORY
85%-100%	Very Good
75%-84%	Good
60%-74%	Enough
40%-59%	Incomplete
0%-39%	Failure

(Emelda, dkk 2019)

RESEARCH RESULT

This study was conducted in Grade III at SD Negeri 5 B Srikaton. The data obtained in this research consisted of learning outcomes measured using an instrument of 10 multiple-choice questions administered to 20 students. The students' test results were analyzed based on scoring guidelines that assess their critical thinking skills. To determine whether there were changes in students' learning outcomes in

Pancasila Education on the topic *My Rights and Obligations at School* in each cycle, the data can be presented in a table showing the percentage recap of mastery learning outcomes for this topic in Cycle I and Cycle II.

Tabel 4.1
Perbandingan Ketuntasan Belajar dan Presentase Ketuntasan Dalam Tindakan Penelitian

Nilai Hasil Tes	Siklus I		Siklus II	
	Frekuensi	Persen	Frekuensi	Persen
65 ke atas	8 orang	40,00%	17 orang	85,00%
65 ke bawah	12 orang	60,00%	3 orang	15,00%
Jumlah	20 orang	100%	20 orang	100%
Nilai rata-rata	64,80		78,00	

Based on Table 4.1, an improvement in the Pancasila Education learning outcomes of Grade III students can be observed. This improvement is evident in the learning activities conducted using monopoly-based media, with the topic *My Rights and Obligations at School*. In Cycle I, the students' average score in the pre-test was 48, with 30% of students (6 students) achieving mastery. The post-test average score was 68, with 55% of students (11 students) reaching mastery. This means that out of 20 students, 11 were able to absorb the learning activities implemented in Cycle I.

Meanwhile, in Cycle II, the learning activities using monopoly media also showed a significant increase in mastery. In this cycle, the students' average score was 82.5, with 85% of students (17 students) achieving mastery. This indicates that out of 20 students, 17 were able to effectively absorb the learning activities implemented in Cycle II.

Discussion

The findings of this study show a clear improvement in the Pancasila Education learning outcomes of Grade III students after the implementation of monopoly- based learning media. The increase is evident from the comparison of mastery percentages between Cycle I and Cycle II. In Cycle I, the pre-test average score was 48 with only 30% mastery, while the post-test improved to 68 with 55% mastery. This suggests that the introduction of monopoly media already began to support better understanding and engagement. In Cycle II, the students' average score increased further to 82.5 with 85% mastery, indicating a strong positive effect of the learning media on student comprehension and participation.

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These results align with the opinion of Arsyad (2019), who states that learning media serve as tools to clarify instructional messages, improve students' motivation, and make learning experiences more meaningful. The use of monopoly media in this study created an enjoyable learning atmosphere that stimulated students' curiosity and fostered active participation. When students are involved in interactive activities, they tend to process information more effectively, which corresponds with Bruner's theory of active learning, emphasizing that students learn best when they engage directly in meaningful tasks.

Furthermore, the significant improvement between cycles is consistent with Dale,
E. (1969), which explains that students retain more information when they learn through direct, hands-on experiences rather than passive listening. Monopoly media provides a concrete, game-based experience that allows students to explore concepts such as rights and obligations in a way that feels relevant and practical. Another contributing factor is the motivational aspect of games. According to Deci and Ryan's (1985). Self-Determination Theory, learning becomes more effective when students experience autonomy, enjoyment, and intrinsic motivation. The monopoly game used in the lessons increased students' motivation by making the learning process competitive, fun, and collaborative, thus enhancing their willingness to participate and understand the material.

The improvement from Cycle I to Cycle II also suggests that students became more familiar with the rules and flow of monopoly-based activities, which reduced cognitive load and allowed them to focus more on the Pancasila content. This observation is supported by Sweller's (1988). Cognitive Load Theory, which states that reducing unnecessary cognitive demands helps students learn new concepts more efficiently.

Overall, the findings indicate that monopoly media is effective in improving both mastery of learning outcomes and student engagement in Pancasila Education. The increase from 55% mastery in Cycle I post-test to 85% in Cycle II demonstrates that game-based learning can transform abstract concepts into concrete experiences, thereby strengthening comprehension and retention. These results support previous studies emphasizing that educational games can enhance interaction, motivation, and learning outcomes in elementary classrooms.

CONCLUSION

This study concludes that the implementation of game-based learning media significantly improves students' learning outcomes in Pancasila and Citizenship Education at the elementary school level. The use of monopoly-based learning media created an interactive, enjoyable, and student-centered learning environment that encouraged active participation and collaboration among third-grade students. The results of the Classroom Action Research demonstrated a consistent increase in students' achievement across learning cycles. In Cycle I, learning outcomes showed moderate improvement, indicating that students were beginning to adapt to the learning model. However, in Cycle II, a substantial increase in average scores and mastery levels was achieved, suggesting that students had become more familiar with the game mechanics and were able to focus more effectively on the learning content.

Furthermore, the integration of learning content into a structured game format helped students understand abstract concepts related to rights and obligations in a more concrete and meaningful way. This approach also enhanced students' motivation, curiosity, and willingness to participate actively during lessons. The findings support educational theories emphasizing active learning, experiential learning, and intrinsic motivation as key factors in improving learning effectiveness.

Overall, this study highlights the potential of game-based instructional media as an effective alternative to conventional teaching methods in Civics education. It is recommended that teachers consider integrating similar interactive learning strategies to enhance student engagement and learning outcomes.

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