



CENDEKIAWAN:  
JURNAL PENDIDIKAN DAN STUDI KEISLAMAN

Volume 3 Nomor 1 Tahun 2024 Page 380-384

<https://zia-research.com/index.php/cendekiawan>



## Use of the Make A Match Learning Model Against Elementary School Students' Learning Outcomes

Widja Hadi

SMPN 1 Badar, Indonesia

Email: [widjahadi@gmail.com](mailto:widjahadi@gmail.com)

### Abstract

*Elementary education is a type of education that focuses on the maturation and development of young learners. The purpose of this study is to ascertain how the make-a-match learning model can be applied to the learning objectives of primary school children. This study is a review of the literature using a qualitative methodology, and it will be explained in a descriptive manner. Understanding and evaluating data sources from scientific publications, theses, proceedings, and books that are relevant to the research topic is how data gathering approaches are carried out. The use of cards in learning activities to create meaningful learning and reinforce students' conceptual understanding is one of the research's findings. In order for students to be joyful and enthusiastic about the subject and to be able to comprehend it well, as shown by an increase in their learning outcomes.*

**Keywords:** Elementary School, Learning Strategies, Make a Match.

### PRELIMINARY

The most crucial aspect of life, both personally and nationally, is education (Prihatiningsih & Setyaningtyas, 2018). Learning is the most significant outcome of the educational process. The purpose of learning is to fulfill educational objectives. There are various factors that determine learning. The elements of learning include teachers, pupils, buildings and infrastructure, media, goals, surroundings, and assessment. The learning system is the culmination of several elements working together. When all of the necessary elements are there and function properly, learning will proceed smoothly.

The needs of the education sector are becoming more complex in the more contemporary times, especially in the sphere of education, and different types of education have given rise to different educational systems, tactics, and procedures. However, in actuality, all that pertains to education—both strategy and process—is simply the accomplishment of a learning objective in line with learning principles, resulting in the provision of high-quality instruction for students as process objects and future teachers as facilitators (Khodijah, *et.al.*, 2022).

In an ideal world, teachers would be parents who work in schools to instruct, guide, direct, train, assess, and evaluate pupils (Indriani, 2015). As a component of the learning system that decides whether or not pupils succeed in reaching their objectives, the teacher has a lot of power. It is an indisputable fact that the teacher sets the tone, curriculum, and instructional activities in the classroom. Learning will be less successful no matter how excellent the course is or how well-equipped the facilities are, if the teacher does not inspire, love, comprehend, and complete the duties at hand. The truth is that there aren't many different learning models or tactics available today, most lessons are too repetitive to employ in a classroom, and teachers struggle to run their sessions effectively.

In addition to choosing learning models or techniques that are appropriate for children, creating a pleasant environment is crucial for the learning process. The ability of the instructor to instruct must be a factor in education's success. In an ideal world, a teacher would create instructional tactics that result in the most engaged and effective learning from the students. Consequently, a teacher must possess more than just subject-matter expertise (Mustajab, *et.al.*, 2020), is also necessary to be able to design instructional

strategies in line with academic objectives (Fiteriani & Baharudin, 2017). The goal of the teaching strategy is for the pupils to grasp the material with ease (Mikran, *et.al.*, 2014). Students that use less creative learning models are also less able to grow as individuals, which has a particular impact on their learning outcomes.

The make-a-match cooperative learning model helps students learn how to solve problems in groups. It also helps teachers create an environment where children can interact with one another and receive the help and guidance they need to develop other skills, like social and emotional intelligence. It is also indisputable that a significant amount of research on the make-a-match learning model to enhance student learning outcomes in the classroom has been conducted in the past. Researchers can apply the make a match learning model as a solution to this challenge in relation to the previously outlined literature review. It is anticipated that using the make-a-match learning methodology will enhance primary school students' learning outcomes.

## METHOD

This study is a review of the literature using a qualitative methodology; it will be explained in a descriptive manner. The process of reading, recording, and turning library data gathering outcomes into study material is known as the library research method (Sari, 2021). The goal of employing a qualitative descriptive method is to provide a clear and detailed description of research findings in order to enhance and assist the reader's comprehension of current study.

Understanding and evaluating data sources from scientific publications, theses, proceedings, and books that are relevant to the research topic is how data gathering approaches are carried out. The collected data will be examined in phases, starting with: (1) reading, comprehending, and compiling the full study into data pertinent to this investigation. (2) Examine the abstracts of every study to determine whether it satisfies the goals of the research that has to be done by understanding the overall description of the study. (3) Make a note of the major ideas and modify them in light of the research as well as the information sources that will be cited in the bibliography.

## FINDINGS AND DISCUSSION

### *Definition of Make A Match Learning Model*

The make a match learning model (looking for a partner) is a game in which players use cards that contain questions and answers to questions included on other cards to find pairs (Wijendra, 2020). Make a match type cooperative learning is a game by working together between two or more children with a system of finding the right pair of existing questions and answers, this learning model can provide lessons to children so they can solve a problem by working with friends. With the cooperation between friends can develop motivation to learn in children (Wahyuni, *et.al.*, 2010).

Students look at cards brought by their classmates to see if they can find a solution to the question printed on their own card. Students can make new friends as well as gain an understanding of an idea or subject through the use of this strategy, which is one of the many benefits of this method. Because it gives students the opportunity to engage in conversation with one another, the cooperative learning approach described here is well suited for the task of increasing individual student motivation. It is possible to make the learning environment in the classroom similar to a game; there is competition between students to find solutions to problems related to mathematics subject matter, and there are rewards so that students can learn in an atmosphere that is conducive to having fun (Wulandari, *et.al.*, 2018).

In addition, the make a match learning model is suitable for addition and subtraction material, regarding concepts or topics in a fun atmosphere, as well as training students to socialize with each other so students don't feel bored when understanding the material and the expected learning outcomes can be achieved. compared to the material delivered by the teacher orally. According to Ririantika, *et.al.* (2020) explained that the make a match model is a learning strategy that challenges students to solve a problem or solve a pair of problems within a predetermined time. Wulandari, *et.al.* (2018) argues that "the make a match learning model emphasizes students to work together with other students and can develop student knowledge through learning while playing". The purpose of this model is "deepening the material, extracting material, and as a distraction". Meanwhile, according to Huda in Wijendra (2020) the make a

match learning model is learning that teaches conceptually in an active, creative, effective and interactive manner so that students can easily understand the concepts being taught and don't feel bored.

### *Stages of the Make A Match Learning Model*

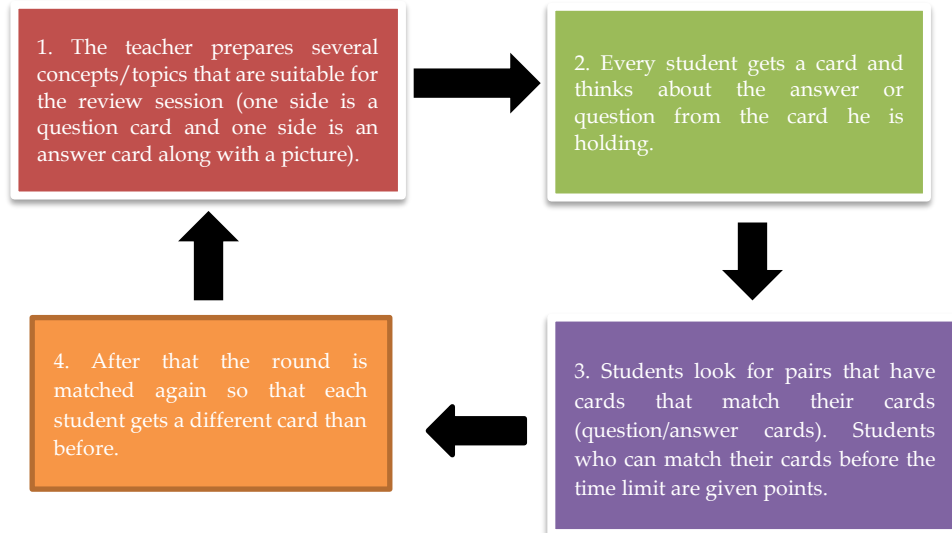


Figure 1: Make a Match Learning Model's Stage Schematic

The following are the steps involved in making matches, or match learning: (1) Each student receives a card, and they are asked to think of questions or answers based on the cards they hold. The teacher prepares a number of concepts/topics that are appropriate for the review session (one side of the question cards and one side of the answer cards together with pictures). (3) Students search for partners who have question/answer cards that match their own cards. Those who can match their cards before the time restriction is up win points. (4) Following that, the rounds are matched once more, giving each student a new card (Kurniasih, 2020).

The steps of the make-a-match learning model are as follows, per Rusmani (2010): (1) The teacher prepares a number of cards with a variety of concepts/topics that are appropriate for review sessions; (2) Each student receives a card, and they are asked to think of answers or questions based on the cards they hold; (3) Students locate pairs of cards that match (question cards/answer cards); (4) Students who can match their cards before the time limit is awarded points; (5) Following a round, the cards are shuffled once more to provide every pupil a new card; this process continues until (6) the finish.

According to Adelya (2022), the steps in the make-a-match learning methodology are as follows: (1) The instructor prepares cards with the themes covered; (2) Each child receives one card; (3) the teacher shows the card, and the child finds a partner in accordance with the card; (4) the teacher sets a time limit for matching the card; (5) The youngster will receive a penalty if they are unable to match the card within the allotted time. (6) The cards are shuffled once more, and (7) The kids and teacher draw judgments regarding the lesson plan.

### *Strengths and Weaknesses of the Make A Match Learning Model*

The make a match learning model (MaM) has several benefits and drawbacks, according to Kurniasih (2020): (1) It can increase students' learning activities, both cognitively and physically; (2) It is fun because it involves play; (3) It can increase students' understanding of the material being studied and can increase student learning motivation; (4) It can effectively train students' courage to make presentations; and (5) It can effectively teach students to value time for learning.

Lack of make a match (MaM) learning model: (1) a lot of time will be wasted if this learning model is not prepared properly; (2) many students will be embarrassed to pair up with the opposite sex in the early stages of implementing the method; (3) many students will pay less attention during partner presentations if the teacher does not provide good guidance; (4) the teacher must exercise caution and

wisdom when assigning punishments to students who do not receive partners because they may feel embarrassed; and (5) using this learning model repeatedly will make students bored.

The effectiveness of learning is a multifaceted system that can be evaluated from two perspectives: the process and the product (Sanjaya, 2011: 13). Both the process and the result sides of a learning system impact its success. Learning success from a single perspective won't be ideal. When it comes to the final product, learning success is defined as student achievement as demonstrated by the outcomes, namely the emphasis on subject matter mastery. Students that have a creative and independent attitude, noble character, and a sense of responsibility are the ones who demonstrate the achievement of learning. Consequently, when deciding on student learning objectives, all sides must be taken into account.

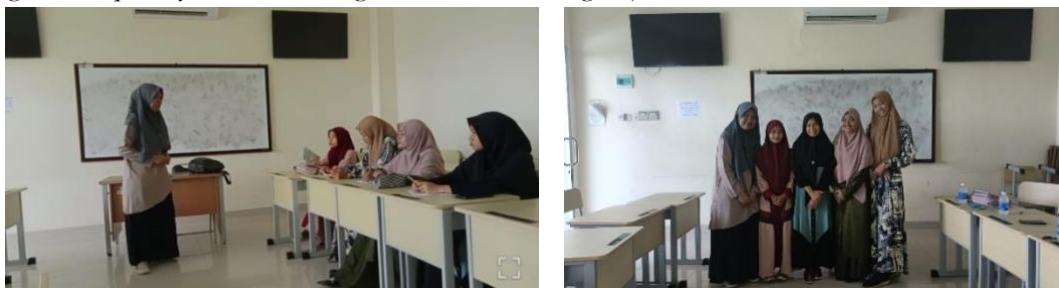


Figure 2. Make a Match Research Process

Three key components make up the match learning model, according to the findings of the researchers' observations. First, kids study and collaborate in small groups using the make-a-match learning paradigm, which is a kind of cooperative learning model. The search for a mate or the "make a match" concept are other options that can be used with kids. The method's application begins with the technique: before the time limit, the youngster searches for pairs of cards that include answers or questions; those who are able to match their cards receive points. A benefit of this method is that kids search for companions while learning a concept or subject in an enjoyable environment.

To foster cooperation among students, the second component of the make-a-Mmatch learning model asks students to search for pairs of question and answer cards that have been generated by the teacher within a set amount of time. Furthermore, children's correctness, precision, accuracy, and speed in pairing or matching the cards they hold are required by the make-a-match learning paradigm, which aims to teach concepts in an enjoyable way. This approach works well when applied in the form of games to stimulate student learning activities. Third, equipping pupils with a deeper comprehension of a subject and increased caution are the outcomes of mastering the make-a-match model.

The complexity of educational activities determines pupils' effectiveness in the learning process (Bahri & Mustajab, 2020). Learning will undoubtedly be impacted by having fun while studying and in line with the traits of the pupils. By matching question cards and answer cards, the make-a-match paradigm is applied, including students in the learning process (Mikran, *et.al.*, 2014). Whereas before, using the make-a-match paradigm, the researcher had already instructed the students on how to match the question and answer cards. Students' learning concepts are strengthened and relevant learning is provided when cards are used in the learning process (Syamsijulianto, *et.al.*, 2020). as seen by the rise in student learning outcomes in numerous studies and earlier research, in order for pupils to feel content and enthusiastic about the subject matter.

## CONCLUSION

The description provided leads one to the conclusion that science education is urgently needed in modern-day Islam for four reasons: first, to meet the demands of science in the twenty-first century; second, to expand the capacity of the human mind to realize renewal (innovation); third, to investigate each student's multiple intelligence potential; and fourth, to bolster efforts to Islamize science by demonstrating the validity of the scientific method.

## REFERENCES

- Adelya, N. (2022). "Pengaruh Model Pembelajaran *Make A Match* Terhadap Kemampuan Mengenal Angka pada Anak Kelompok B2 TK Islam An-Nur Kabupaten Gowa" *Skripsi*, Universitas Muhammadiyah Makassar. [https://digilibadmin.unismuh.ac.id/upload/32766-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/32766-Full_Text.pdf).
- Bahri, S., & Mustajab, A. (2020). "Pengaruh Model Pembelajaran Kooperatif *Jigsaw* Terhadap Aktivitas Belajar Siswa pada Pelajaran IPA" *Jurnal Sikola: Jurnal Kajian Pendidikan dan Pembelajaran*, 2(2), 126–134. <https://doi.org/10.24036/sikola.v2i2.97>.
- Fauhah, H., & Rosy, B. (2021). "Analisis Model Pembelajaran *Make A Match* Terhadap Hasil Belajar Siswa" *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(2), 321–334. <https://journal.unesa.ac.id/index.php/jpap/article/view/10080>.
- Fiteriani, I., & Baharudin. (2017). "Analisis Perbedaan Hasil Belajar Kognitif Menggunakan Metode Pembelajaran Kooperatif yang Berkombinasi Pada Materi IPA di MIN Bandar Lampung" *Jurnal Pendidikan Dan Pembelajaran Dasar*, 2(2), 1–30. <http://www.ejournal.radenintan.ac.id/index.php/terampil/article/view/2224>.
- Indriani, F. (2015). "Kompetensi Pedagogik Guru dalam Mengelola Pembelajaran IPA di SD dan MI" *Jurnal Fenomena*, 7.1, 17. <https://doi.org/10.21093/Fj.V7i1.267>.
- Khodijah, K., Darmayanti, N., & Harahap, A. C. P. (2022). "Upaya Meningkatkan Kemandirian Belajar Siswa Kelas VIII SMPN 2 Panyabungan Melalui Pemberian Layanan Informasi" *Cendekiawan: Jurnal Pendidikan dan Studi Keislaman*, 1(3). <https://zia-research.com/index.php/cendekiawan/article/view/63>.
- Kurniasih, N. (2020). "Analisis Model Pembelajaran *Make A Match* Terhadap Kemampuan Mengenal Angka Anak Usia 4-5" *Jurnal Pendidikan Guru Pendidikan Anak Usia Dini*, 8(15), 11-12. <http://jurnal.stkipbanten.ac.id/index.php/Joe/article/view/117>.
- Mikran, M., Pasaribu, M., & Darmadi, I. W. (2014). "Penerapan Model Pembelajaran Kooperatif *Make A Match* untuk Meningkatkan Hasil Belajar Siswa Kelas VIIA SMP Negeri 1 Tomini pada Konsep Gerak" *JPFT (Jurnal Pendidikan Fisika Tadulako Online)*, 2(2), 9. <https://doi.org/10.22487/j25805924.2014.v2.i2.2781>.
- Mustajab, A., Bahri, S., & Julyanto, Y. (2020). "7-Step PBL: Problem Solving Ability of Students in Work and Energy" *JIPF (Jurnal Ilmu Pendidikan Fisika)*, 5(3), 169. <https://doi.org/10.26737/jipf.v5i3.1838>.
- Prihatiningsih, E., & Setyanigtyas, E. W. (2018). "Pengaruh Penerapan Model Pembelajaran *Picture and Picture* dan Model *Make a Match* Terhadap Hasil Belajar Siswa" *Jurnal Pendidikan Sekolah Dasar*, 4(1), 1. <https://doi.org/10.30870/jpsd.v4i1.1441>.
- Ririantika, R., Usman, M., Aswadi, A., & Sakir, G. (2020). "Penerapan Model Pembelajaran Tipe "*Make A Match*" Terhadap Hasil Belajar Bahasa Indonesia" *Cakrawala Indonesia*, 5(1), 1–6. <https://jurnal.umsrappang.ac.id/cakrawala/article/view/230>.
- Sari, D. I. (2021). "Aspek-aspek Berpikir Probabilistik Siswa Sekolah Dasar (SD)" *APOTEMA: Jurnal Program Studi Pendidikan Matematika*, 7(1), 12-34. <http://publikasi.stkippgri-bkl.ac.id/index.php/APM/article/view/557/426>.
- Syamsijulianto, T., Hidayat, A., & Zainudin, M. (2020). "Pengenalan Indahnya Keragaman Budaya Negeriku Melalui Media Pembelajaran Mobuya" *Jurnal Pendidikan: Teori, Penelitian, & Pengembangan*, 5(10), 8. <http://journal.um.ac.id/index.php/jptpp/article/view/14148>.
- Wahyuni, S., Sri Kartikowati, Hardisem Syabus. (2010). "Penerapan Model Pembelajaran Kooperatif Tipe *Make A Match* Untuk Meningkatkan Motivasi Belajar IPS Siswa Kelas VII SMP N 6 Tanah Putih" *Skripsi*, Universitas Riau.
- Wijendra, I. W. (2020). "Penggunaan Model Pembelajaran *Make A Match* Sebagai Upaya Meningkatkan Prestasi Belajar Bahasa Indonesia" *Mimbar Pendidikan Indonesia*, 1(2), 240–246. <https://doi.org/10.23887/mpi.v1i2.30199>.
- Wulandari, K. E., Suarni, K., & Renda, N. T. (2018). "Pengaruh Model Pembelajaran *Make A Match* Berbasis Penilaian Portofolio Terhadap Hasil Belajar IPA" *Journal of Education Action Research*, 2(3), 240. <https://doi.org/10.23887/jea.v2i3.16261>.