

Enhancing Civic Education Outcomes of Fifth Grade Students through the Make a Match Cooperative Model at MIS Persiapan Negeri Namlea

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ABSTRACT: This study addresses the issue of inadequate learning outcomes in Civics among fifth-grade students at MIS Persiapan Negeri Namlea, Buru Regency. The research aimed to explore the effectiveness of the Make a Match cooperative learning model in improving students' Civics learning outcomes. A qualitative research approach was employed, using classroom action research (CAR) methodology, which involved iterative cycles of planning, implementation, observation, and reflection. The participants were 48 fifth-grade students (27 boys and 21 girls). Data collection methods included observations, tests, and summaries. Data analysis was conducted through data reduction, presentation, and conclusion drawing. The findings showed a significant improvement in student engagement and learning outcomes. In Cycle I, only 35.41% of students met the Minimum Completeness Criteria (KKM), while in Cycle II, 81.25% of students achieved the KKM, demonstrating the effectiveness of the Make a Match model in enhancing student learning outcomes.

Keywords: Cooperative Learning Model, Make A Match, Learning Outcomes, MIS Persiapan Negeri Namlea.



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INTRODUCTION

Education and knowledge play a critical role in the survival and advancement of both individuals and society as a whole. Through the process of education, individuals are encouraged to maximize their potential, thereby contributing meaningfully to the development of the nation. This principle extends beyond individual achievements to encompass the collective progress of society. Education serves as a robust foundation for nurturing a generation that is not only intelligent but also possesses strong character and the capability to confront the challenges of modern times. As noted by Shapiro & Brown (2018), formal education within schools aims to cultivate the abilities and social awareness of children and adolescents, which constitutes a fundamental step in shaping responsible individuals who care for their surrounding environment.

The Indonesian Law No. 20 of 2003 concerning the National Education System underscores that national education is designed to enhance capabilities and shape a dignified national character. In

this context, education transcends mere knowledge transfer; it encompasses a character-building process that integrates moral, ethical, and social values. Civic Education (Pendidikan Kewarganegaraan or PKn) is a mandatory subject that focuses on character formation and understanding rights and responsibilities as good citizens. This is vital to ensure that students evolve not only into knowledgeable individuals but also into active and responsible citizens. Kiptiah (2020)

Nevertheless, in practice, many educators continue to employ conventional teaching methods that lack variety, resulting in low student participation in the learning process (Suryatiningsih, 2020). Traditional methods, such as lectures, are increasingly ineffective in capturing the attention of students who are more accustomed to interactive and technology-driven environments. Consequently, students often adopt a passive stance, which adversely affects their learning outcomes.

Observations conducted at MIS Persiapan Negeri Namlea reveal that student performance in civic education remains subpar, with only 12 out of 48 students meeting the Minimum Completeness Criteria (KKM). This is a clear indication that there are significant issues that need to be addressed within the learning process. The low academic performance can be attributed to insufficient active participation from students and monotonous teaching methods. Students who are not actively engaged in the learning process are likely to struggle with comprehension, ultimately leading to unsatisfactory academic results.

To tackle these challenges, the implementation of a cooperative learning model, specifically the Make a Match type, is proposed as a viable solution. The Make a Match cooperative learning model, developed by Lorna Curran, allows students to engage in a learning process while searching for pairs of cards that contain questions and answers. Mashuri (2021), Septi & Dian (2024) dan Dian (2017). This method not only creates a positive learning environment but also improves student participation. In this scenario, students transition from being passive recipients of information to actively seeking and discovering knowledge, making the learning experience more meaningful. Sussolaikah et al. (2024)

Previous research indicates that the application of this model can lead to improved student learning outcomes, as evidenced by studies conducted by Nia et al. (2024) and Nita et al. (2024), which reported significant enhancements in student performance following the implementation of the Make a Match model. This suggests that interactive and collaborative teaching methods hold substantial potential for improving students' understanding of the subject matter and motivating them to engage more actively in their studies. In this manner, students learn not only from their teachers but also from their peers, creating a more dynamic learning environment.

The objective of this research is to describe the implementation of the Make a Match cooperative learning model in enhancing student learning outcomes in civic education for fifth-grade students at MIS Persiapan Negeri Namlea. By adopting this approach, it is anticipated that students will be more actively involved in the learning process, thereby achieving better academic results. The application of this model aims to transform the existing paradigm of education from a unidirectional approach to a more interactive and collaborative one.

The cooperative learning model emphasizes collaboration among students to achieve learning objectives and is characterized by features such as the formation of heterogeneous groups and a greater focus on group-oriented rewards. In this context, students learn not only for their personal benefit but also for the benefit of their group. This fosters a heightened sense of responsibility among students, motivating them to engage more earnestly in their studies and contribute actively to group discussions.

Simultaneously, civic education aims to cultivate character and a strong sense of nationalism among students, emphasizing the values of Pancasila and the 1945 Constitution. This education is crucial for instilling a love for the homeland and a consciousness of rights and responsibilities as citizens. With a solid understanding of national values, students are expected to emerge as individuals who are not only academically proficient but also possess high integrity and moral standards.

Overall, this research demonstrates that the implementation of the Make a Match cooperative learning model can serve as an effective alternative for enhancing student learning outcomes in the domain of Civic Education while fostering a more interactive and enjoyable learning environment. Through this innovative approach, it is hoped that students will not only achieve the KKM but also gain a deeper understanding of the material being taught. (Hatta, 2019)

In practice, the Make a Match model can be executed through systematic steps. Initially, teachers need to prepare cards that contain questions and answers relevant to the subject matter. These cards are then distributed randomly among the students. Subsequently, students are tasked with finding their partners, which involves locating another student who possesses a card with the corresponding answer. This search process not only engages academic abilities but also necessitates social skills, as students must communicate and collaborate to identify the correct pairs.

This activity can be conducted in a lively atmosphere where students are encouraged to move around and interact with one another. This stands in stark contrast to conventional methods that tend to be static and monotonous. With a more dynamic environment, students are likely to feel more motivated to participate in the learning process. Additionally, interactions among students can reinforce their understanding of the material, as they can explain and discuss the answers they have discovered.

On the other hand, teachers also play a pivotal role in this process. In addition to preparing the material, educators must supervise and provide guidance throughout the activity. They should ensure that all students are engaged and that none are left behind. By doing so, teachers can offer constructive feedback that enables students to continuously enhance their understanding.

Once the activity concludes, it is essential for teachers to engage in reflection with the students. Discussions regarding what has been learned and their experiences during the activity can provide valuable insights for the students. This also offers an opportunity for students to express their opinions and experiences, which can enrich the overall learning process.

In the context of civic education, the application of the Make a Match cooperative learning model can assist students in grasping essential concepts such as rights and responsibilities as citizens, the values of Pancasila, and the principles of democracy (J.F.K.I.P., 2019). Through this method,

students not only acquire theoretical knowledge but also develop connections between the material and their daily lives, making the learning experience more relevant and meaningful.

For instance, when students learn about rights and responsibilities, they can discuss real-life situations they encounter in their surroundings. For example, students may share experiences about their participation in social activities within the community and how these reflect their obligations as citizens. Such discussions not only deepen their understanding but also foster empathy and concern for others.

Moreover, the implementation of this learning model can also aid students in developing collaboration and communication skills. In today's increasingly complex world, these skills are essential. Students who are accustomed to working together in groups will be better prepared to face future challenges, both academically and professionally.

Education and knowledge play a pivotal role in shaping both individuals and society. Through the implementation of the Make a Match cooperative learning model, it is anticipated that students will engage more actively in the learning process, leading to improved academic outcomes (Cosmos, 2024). Civic education, being one of the critical subjects, will be more effective when delivered through interactive and collaborative methods. Consequently, students will not only acquire knowledge but also cultivate character and awareness as responsible citizens. The application of this model can serve as a stepping stone towards creating a generation that is not only academically proficient but also possesses high integrity and social awareness.

METHOD

This study uses a Classroom Action Research methodology to iteratively enhance civic education results for fifth-grade students at MIS Persiapan Negeri Namlea through the "Make a Match" cooperative learning model (Laaroiba, 2024). CAR is fitting since it offers a cyclical method—planning, action, observation, and introspection—to handle classroom-based problems Gani (2019). This enables ongoing teaching strategy refinement grounded on real-time data and classroom comments. Although the effect of the intervention is assessed using quantitative data, the main emphasis is on improving teaching and learning by means of recurrent cycles of action and contemplation. Over two cycles, the study included 48 students—27 male and 21 female. Every cycle consists in cooperative planning to improve lesson plans using the "Make a Match" model, application of the lessons with an eye toward student involvement, methodical observations to compile data on student behavior and learning outcomes, and analysis of the data and modification of the teaching strategies for the following cycle. Student involvement, improved civic knowledge and abilities, and favorable changes in classroom dynamics define success. Pre- and post-tests, classroom observations, student comments help to gather data; it is then examined both qualitatively and statistically. The cyclical character of CAR guarantees that the research is sensitive to student requirements and promotes ongoing development in teaching and learning.

RESULT AND DISCUSSION

The results of the study were derived from student learning outcomes assessed through end-of-cycle tests for both Cycle I and Cycle II, as well as observational data on teacher and student activities collected using a checklist model. The data were analyzed descriptively, with frequencies and percentages calculated for interpretation.

Cycle I

The learning activities in Cycle I for the Civic Education subject employed the cooperative learning model "Make A Match" and were structured into four phases: planning, implementation, observation, and reflection.

a. Planning Phase

The researcher collaborated with the class teacher to prepare and design the action plan for Civic Education lessons. This phase included consulting on the material and learning model, preparing the Lesson Plan (RPP), and developing teaching materials. Specifically, the first meeting addressed rights and obligations towards the environment, while the second focused on rights and obligations regarding energy sources. Various materials, including question and answer cards and student worksheets, were prepared for the lessons.

b. Implementation Phase

The lessons were conducted using the "Make A Match" model, where students worked in pairs to match questions with answers. The initial activities included greetings, attendance checks, and explaining the learning objectives. The teacher provided a brief introduction to the concepts of rights and obligations, distributed reading texts, and guided students through the matching activity. At the end of the session, students presented their findings, followed by an evaluation test consisting of multiple-choice questions.

c. Observation Phase:

Observations were conducted to assess students' activities. Student activity was assessed, revealing a completion rate of 44.44% in the first meeting and 66.66% in the second, indicating that both meetings fell short of the success criteria.

d. Learning Outcomes:

The end-of-cycle test results indicated that only 17 out of 48 students met the Minimum Completeness Criteria (KKM) of 75, representing 35.41%. Thus, the learning outcomes in Cycle I did not achieve the target of 76% student mastery.

e. Reflection:

The reflection highlighted several areas for improvement, including the need for more effective supervision of students, motivation, and summarizing the learning process collaboratively.

Cycle II

The second cycle aimed to address the shortcomings identified in Cycle I

a. Planning Phase:

Adjustments were made based on Cycle I reflections, such as increasing supervision during activities, implementing penalties for students who failed to match cards, and enhancing teacher-student interactions. The learning materials for Cycle II focused on the rights and obligations of citizens and natural resources.

b. Implementation Phase:

The lessons were structured similarly to Cycle I, with a focus on active student engagement through the "Make A Match" model. The teacher began with greetings and attendance, followed by an explanation of the learning objectives. Students participated in matching activities and presented their findings. Each session concluded with a group discussion and an evaluation test.

c. Observation Phase:

Observational data from Cycle II indicated significant improvement in students' activity improved, with completion rates of 72.22% and 94.44% in the respective meetings.

d. Learning Outcomes:

In Cycle II, 39 out of 48 students met the KKM, achieving a mastery rate of 81.25%. This result surpassed the previously established success criteria.

e. Reflection:

The reflection from Cycle II confirmed that the implementation of the "Make A Match" model had been successful, achieving good ratings in both teacher and student activities, as well as in the evaluation scores (Nurhattati & Kamaludin, 2024).

Following the "Make a Match" cooperative learning approach, the study results show a clear trend of improvement in Civic education outcomes. With only 35.41% of students reaching the Minimum Completeness Criteria (KKM) in Cycle I, the initial implementation of the model showed potential but did not meet the desired success threshold. This finding is consistent with previous studies indicating that the early stages of cooperative learning often require adjustment before optimal outcomes are realized Ismawati et al. (2020). Observational data also revealed that students' activity levels during cycle I were below expectations, echoing similar challenges reported in the literature when transitioning from traditional to interactive learning models (Tabrani & Amin, 2023).

Nevertheless, the reflection phase at the end of Cycle I provided valuable insight for improvement. In Cycle II, modification focused on enhancing teacher-students interaction, motivation, and supervision. As a result, completion rates on respective meeting increased to 72,22% and 94,44%, demonstrating that targeted adjustment can significantly boost student engagement. This aligns

with findings by Parwati & Apsari (2020), who emphasized the importance of adapting teaching strategies to students needs to foster greater motivation and participation.

The learning outcomes in cycle II clearly highlighted the benefits of theses improvements. The proportion of the students achieving the KKM rose dramatically to 81.25%, surpassing the established success criteria. This significant progress underscores the effectiveness of the “Make a Match” model when implemented with close attention to student engagement and teacher support (Kusumaningtyas & Mirtasari, 2024). Similar results have been reported in studies where iterative cycle of action research led to substantial gains in both academic achievement and classroom participation Gani (2019).

These results are consistent with current research confirming the benefits of cooperative learning approaches in enhancing student performance (Nugroho, 2019). The “Make a Match” model, in particular, fosters critical thinking, active involvement, and teamwork-qualities essential for effective civic education (Johnson et al., 1973). By matching questions and answers, students become more active participants in their own learning, deepening their understanding of key concepts (Khakim, 2019). Recent studies have also shown that such models promote social skills and communication, which are crucial for citizenship education (Cakrawala: Journal of Citizenship Teaching and Learning, 2023)

These finding highlight the necessity for continuous reflection and adaptation in instructional practice. The issues identified in Cycle I were addressed in Cycle II, resulting in improved learning outcomes and student activity. This iterative approach demonstrates the value of classroom action research in identifying and resolving real-world teaching challenges (Syam & Lansart, 2021). The cyclical process of planning, action, observation, and reflection is widely recognized as an effective method for ongoing instructional improvement (International Journal of Students Education., 2024).

The success of the “Make a Match” strategy in this study has important implication for educators seeking to enhance civic education outcomes. Teachers who integrate cooperative learning methods into their instruction can create more engaging and effective learning environments (Rohmani & Wuryandani, 2019). Emphasizing teamwork and active participation, the “Make a Match” model offers a practical tool for fostering responsible citizenship and deeper understanding of civic concepts. This is supported by literature reviews indicating that cooperative learning increase student activity, activeness, and group responsibility in civic education (Cakrawala: Journal of Citizenship Teaching and Learning, 2023)

Although this study focused on fifth-grade students at MIS Persiapan Negeri Namlea, the findings may be applicable in other educational settings. The principles of active participation and cooperative learning are universal and can be adapted to diverse student populations and subject (Ajomra, 2024). Studies in mathematics and science have also demonstrated the effectiveness of the “Make a Match” model in improving both engagement and academic achievement (Abdul Latif et al., 2024; Fidiyanti, 2017).

Furthermore, recent research highlights the motivational benefits of the “Make a Match” model. For example, Cahaya-I.C. (2022) found that cooperative learning significantly increased student

motivation in civic education classes. The interactive nature of the activity, which encourages students to move and communicate, creates a more enjoyable and memorable learning experience (Mashuri, 2021). This approach also supports the development of collaboration and communication skills, which are increasingly vital in today's complex world (Maldonado-Mahauad et al., 2023).

Limitations and Cautions

This study presents several limitations. Firstly, the restricted sample size of 48 students from a single institution constrains the generalisability of the findings. Secondly, the brief duration of the intervention, comprising only two cycles, may not adequately represent long-term effects. Additionally, variations in teacher experience and levels of student engagement can significantly impact the outcomes. Furthermore, external factors such as available school resources and individual student circumstances were not taken into account. Lastly, the data collection methods employed, which included observations and tests, may not comprehensively capture all dimensions of student learning, particularly non-cognitive outcomes. Consequently, caution should be exercised when generalizing these findings, and further research involving larger, more diverse samples and extended intervention periods is advisable.

Recommendations for Future Research

Future research should aim to expand the sample size across various schools to enhance the generalisability of findings and to investigate the long-term effects of the Make a Match model on student learning outcomes. Furthermore, applying this model to additional subjects such as mathematics or science, as well as incorporating digital tools, could yield valuable insights into its wider applicability and effectiveness. Exploring non-cognitive outcomes, including social skills and attitudes towards learning, would provide a more comprehensive understanding of its overall impact. Finally, examining the significance of teacher training in the successful implementation of the model could illuminate how teacher preparedness affects its efficacy.

CONCLUSION

Based on the results and discussions outlined above, it can be concluded that the observations of student learning activities in Cycle I and Cycle II revealed the following: In Cycle I, during the first meeting, the observation result was 44.44%, categorized as 'poor', while in the second meeting, the result improved to 66.66%, falling into the 'satisfactory' category. In Cycle II, there was a notable increase; the first meeting recorded an observation result of 72.22%, categorized as 'satisfactory', and the second meeting achieved an impressive 94.44%, thus both meetings were classified as 'good'. In terms of student learning outcomes, Cycle I yielded only 35.42%, categorized as 'poor', whereas Cycle II demonstrated a significant improvement, achieving 81.25% and categorized as 'good'. This indicates that the implementation of more effective teaching methods can contribute positively to enhancing student learning outcomes.

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