



Increasing Students' Interest in Learning Mathematics Using the Make a Match Learning Method in Grade V Elementary School

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Abstract

This research uses qualitative research methods, using qualitative research methods researchers are easier to conduct research by observing students who are the object of research. Researchers also The make a match learning method is one of the methods that can be used in the application of a learning, using this method involves students working actively, because the make a match method is a method that motivates all students to be active and gives students the opportunity to think, free to express opinions according to the results of the thoughts they get. With this method, it can be seen that the use of this method greatly affects the development of students who are more active in carrying out learning.

Keywords : Mathematics, Interest in Learning, Method, Make a Match

Introduction

Mathematics learning is an interaction between a teacher and students which in learning involves developing a mindset and processing logic in a learning environment created by a teacher with various methods so that mathematics learning can grow and develop optimally in accordance with the learning process.

A teacher hopes that mathematics lessons will run smoothly and are in demand by students, teachers always expect success for the achievement of their students not only in mathematics, but also in other fields of lessons. The teacher always hopes that all students complete all the tasks that have been assigned to the student, without the teacher seeing whether the student is capable or not. It is undeniable that all lessons have their own difficulties

By the situation and conditions and famous for its difficulty, it is known that not all students like mathematics lessons. The dislike of the students makes them lazy in doing the tasks given by the teacher because they don't like math lessons. There are several reasons why many students do not like mathematics lessons, including those caused by several factors, namely there are students who do not like

counting lessons, there are students who think mathematics is difficult, there are also because of boring teacher factors and many others.

Actually, the interest of a lesson depends on the student himself, he can't blame who is including the teacher. The interest in liking learning starts with oneself which is the student's interest. Because with interest, it automatically knows how the teachers direct the student towards that interest. Many teachers want their expectation to be achieved but still make the same mistake in teaching math lessons.

There are many ways that can be done in increasing students' interest in learning mathematics starting from the teacher getting closer to the student side, the teacher must create ideas as creative as possible so as to attract the attention of students and the teacher must be slow in giving direction

As an effort to solve the problem of students' low interest in learning mathematics, the researchers took action to teach mathematics using a *make a match* type cooperative learning method. The *make a match* method is salah satu metode pembelajaran yang melibatkan siswa

berkerja secara aktif. Metode *make a match* merupakan suatu metode yang memotivasi semua siswa untuk aktif dan memberi opportunities for students to think, free to express opinions according to the results of the thoughts they get. The *make a match* method has an element of play so that it is fun, increases students' understanding of the material being studied and can increase student learning motivation.

This *make a match* type learning provides benefits for students including (1) students can be more active and able to create an active and fun learning atmosphere, (2) the learning materials delivered are more attractive to students' attention, (3) are able to improve student learning outcomes (4) increase cooperation between students manifested dynamically.

The reason why researchers chose the *make a match* learning method is because this learning method requires students to be actively involved during the learning process and involve students to think and freely express their opinions. In addition, this method also has an element of play so that the learning process will be fun so that this method is expected to be able to foster students' interest in learning mathematics lessons.

Research Methods

This research uses qualitative research methods. By using qualitative research methods, researchers are easier to conduct research by observing students who are the object of research.

Qualitative research method is a research method that is descriptive in nature, uses analysis, refers to data, utilizes existing theories as supporting materials, and produces a theory. According to Sugiono methode qualitative research is research used to investigate, describe, explain, discover qualities or privileges of social influences that cannot be explained, measured or described through a quantitative approach.

Theoretical Studies

Learning Model

1. Student Learning Interests

Interest means a very high state of interest and curiosity to know or pay attention to an activity and then accompanied by a happy and consistent feeling. This interest can also generate enthusiasm when carrying out an activity with the aim of the activity to be achieved, with us having a great interest in sesuatu maka semakin besar modal kita untuk mencapai tujuan yang kita inginkan.

Minat menurut Poerwadarminto (1985), secara etimologi dalam Kamus Umum Bahasa Indonesia diartikan sebagai perhatian, kesukaan (kecenderungan) kepada suatu keinginan. Minat adalah perasaan suka dan ketertarikan yang berlebih tanpa adanya orang lain yang menyuruh, minat ini juga timbul dengan alone. Some book sources define the notion of interest such as:

1. According to Ramayulis (2001)

Interest is a womanhood where a person has an interest in something and is accompanied by the desire to know and learn it and prove it.

2. According to Mahfud (2001)

Interest is attention that contains elements of feelings. This interest will also determine an attitude of a person who believes this person to be active in carrying out a job.

3. According to Winkel (2004)

Interest is the persistent tendency in the subject to feel interested in a particular field or thing and feel the pleasure of being involved in that field.

4. According to Djamarah (2008)

Interest is a sedentary tendency to notice and reminisce about some activity or a sense of preference and a sense of attraction to a thing / activity without anyone telling.

5. According to Slameto (1995)

Interest is the fixed tendency of the soul to pay attention to and reminisce about some activity or activity.

Elements of Interest in Learning

According to Baharudin (2010) the elements that exist in students' interest in learning are:

1. Feeling

Feeling is a state of the soul that is felt due to an event or events that come from self-preservation or from within oneself. In the soul we can feel feelings of pleasure as well as feelings of displeasure. The feeling of pleasure itself has a positive strength while if an unhappy feeling arises, there will be negative forces that will result in inhibition in the student's learning process. Students feel interested in the lessons presented by the teacher if the lesson has a connection with himself or the experiences of his life. Therefore, if there are students who are not interested in a lesson that is interrupted by the teacher, the student will definitely avoid it.

2. Attention

Attention is the psychic centering on an object's goal. Students who have an interest in learning will arise in themselves a concern in the face of lessons delivered by his teacher. However, we need to know that not all students have the same attention to understanding the material, so teachers need to have skills in order to arouse the teacher's skills in student learning attention. To arouse the attention of these students, the teacher can provide direction on the importance of learning and also show activities that can stimulate students.

1. Motif

Motive can be interpreted as a mover in a student in memahami sebuah subyek tertentu untuk melakukan aktivitas tertentu demi tercapainnya tujuan pembelajaran. Students carry out learning activities because someone encourages them, so in the teaching and learning process, motivation from a teacher is needed so that students are motivated to learn.

How to Foster Student Interest in Learning

In general, interest can arise because it is preceded by an experience, not only that interest can also arise because of the presence of stimuli in an object related to one's own needs. According to Slameto (1995), interest in learning in a student can be grown through actions, namely:

1. Uses of Varied Learning Methods

So a teacher must be able to use not one but several learning methods when teaching or varying. These varied methods can later result in the presentation of a learning material that attracts students' interest in learning, is easy for students to accept, easy to understand and the atmosphere in the class can be more lively. The purpose of this varied method is so that students do not get bored because of monotonous learning or that's all.

2. Wise Use of Tests And Grades

In fact, these tests and scores are often used as a basis for various social rewards that can be used as tests and grades can be a force to motivate students' learning. With a grade, students will be motivated to study hard in order to get high scores. Thus the teacher gives tests and grades must be in a prudent way by way of providing correct information to the students so that there is no abuse of tests and grades.

3. Cultivating Talents, Attitudes and Values

This learning contains knowledge, experience and skills that can include all individual coaching of oneself, instinctive attitudes and coaching school values if you want to produce for the community as a good citizen and adapt yourself to the environment.

1. The Right Learning Method

Learning is an effort or process carried out by each individual to obtain changes in the form of knowledge, attitude skills and positive values as an experience of the material that has been learned. The meaning of self-study is a process of personality change that exists within each of them – each change has increased both from strength, understanding, attitude, skills, and knowledge. Learning according to experts is stated as follows:

1. M.Sobry Sutikno

Learning is a process of effort made by a person to get a new change as a result of his own experience in interaction with his environment.

2. Thursan Judge

Learning is a process of change in the human spirit that is shown in the form of improving the quality of vows and the quality of behavior such as the improvement of acknowledgment, knowledge, attitudes, habits, understanding, skills, thinking power and other skills.

1. Skinner

Learning is a process of adaptation or adjustment of behavior that applies progressively.

2. C.T Morgan

Learning is a relative change in establishing behavior as a result or result of experience that has passed.

3. Hilgard Dan Bower

Learning is a change in a person's behavior towards a certain situation caused by his repeated experiences in that situation.

Understanding learning methods

The learning method is a systemic way in a concrete form in the form of steps to streamline or to make it easier for students to implement a learning in achieving learning objectives. According to Abdurrahman Ginting, the learning method is a distinctive way or pattern in utilizing various basic principles of education and as techniques and other related resources so that the learning process occurs in students.

The cooperative learning method is a learning method with an approach that emphasizes the cooperation of the teacher (teacher) with students in their group in order to achieve learning goals. This cooperative learning can also make students express their ideas and encourage the emergence of reflections that can lead to concepts actively. In this cooperative learning, special skills are also taught so that students can work well together in their study group, for example, such as being a good listener, giving responses or explanations and designing questions or answers.

1. Use of make a match learning model

Matematika is a lesson that feels difficult compared to other lessons, especially for elementary school children. So as one of the causes of the lack of interest of students to learn mathematics.

In Rusman's Opinion (2012: 223-233) Model Make A Match (Make couples) is one type of method in cooperative learning. This method was developed by Lorna Curran (1994). And one of the advantages of this technique is that students look for a partner while learning about a concept or topic, in a pleasant Learning atmosphere.

Suyatno (2009:72) said that the make and match model is a learning model for teachers to prepare cards containing questions or problems and prepare answer cards and then students look for their card partners. The make and match learning model is part of cooperative learning. Type make and match melatih siswa untuk memiliki sikap sosial yang baik dan melatih students' ability to work together in addition to training students' thinking speed.

According to Suyatno (2009:102) The principles of the make and match model are:

1. Students learn through Deeds
2. Students learn through the five senses
3. Students learn through Language
4. Students learn through Movement.

The purpose of learning with a make and match model is to train students to be more careful and stronger in

understanding the learning material. The steps of the Make A Match learning model in elementary school students are as follows:

1. In advance, the teacher prepares several cards containing several concepts or topics that correspond to the material, one part of the question card and the other part of the answer card.
2. The teacher gives each student a card with a question/answer written on it
3. Each student thinks about the answers /questions from the card that has been given by the teacher earlier.
4. Each student is looking for a pair of cards that match the cards given earlier.
5. Every student who can match his card before the deadline is given a point from the teacher.
6. If the student cannot find the question card or answer card will get a penalty, which has been mutually agreed upon in advance.
7. After the completion of one round, the cards are shuffled again so that each student gets a different card than before, and so on.
8. After that the Teacher together with the students make conclusions to the subject matter.

How to increase students' interest in learning matematika, namely:

1. Using props
2. Incorporating elements of technology as a learning medium
3. Create Groups to conduct peer tutors
4. Telling problems in life that can be solved with mathematical formulas before giving the subject matter. For example, the velocity formula material

1. Characteristics of Grade V Elementary School Children

Definition of characteristics of elementary school children according to several experts, namely:

1. Piaget (In Desmita, 2011)

Children of primary school age are the stage of active age and imitators who participate in the stage of cognitive development of children of primary school age are in the concrete pre-operational stage.

1. David (2001).

According to david the characteristics of schoolchildren basically experience the development of neurons in the child's brain, making more connections compared neurons in the brain Of adults.

1. Piaget (Dalam Snowman, 2010)

According to Piaget the characteristics of primary schoolchildren believe it develops faster when they interact with each other.

1. Suyadi (2009).

According to suyadi , the characteristics of children of primary school age are children who like to play. The child's world is a world of play and the learning of children is mostly through the games they do Play according to Ade

(2011), has a function as a means of refreshing to restore one's energy after being tired from work and being infested with a sense of saturation.

There are several characteristics of children of primary school age that teachers and future teachers need to know. As a teacher or prospective teacher, you must be able to apply teaching methods that are in accordance with the situation of their students / students, therefore it is very important for teachers to know the characteristics of each of their students.

The implementation of the learning process in elementary schools is an important point to shape the character of a student. Students in class V who are usually aged 10 - 12 years, at this stage students in the transition stage from childhood to adolescence at this stage students experience many changes such as changes in cognition, psychological, emotional, feelings, sexual behavior and others.

The ability of class V students to have an unequal growth speed, so there are several variations in their growth rate. That is the factor that causes individual differences in elementary school students even though they are the same age.

Characteristics of students of class V (10-12 years) namely:

1. This stage The curiosity and learning of class V learners is as strong as
2. During this stage, students can already choose the lessons they like and are interested in.
3. At this stage, students view their school achievements from the grades given by the teacher.
4. At this stage, students like to form groups for their playmates.

Each of the students has different characteristics because they have different backgrounds as well. with different characteristics, it can be a challenge for teachers. As a teacher, we should understand the various characteristics or characteristics that students have, therefore teachers must be able to apply teaching according to the characteristics of each student.

RESULTS AND DISCUSSION

As we know that learning is a process of effort to bring about behavioral changes sebagai hasil dari pengalaman berinteraksi dengan lingkungan, hal ini juga sependapat oleh penyataan Slameto (2010). Jadi, behavior change, students become accustomed to activity activities that are able to formulate concepts and interpret in subsequent learning. It was obtained that the learning carried out in Class V elementary schools, namely by studying the make a match method, students experienced changes in behavior, including students becoming more active when students were studying, and students could work together well.

The use of the make a match method in mathematics subjects can affect students' interests and learning outcomes. This can be seen from the impact obtained through interest and learning outcomes because students are active in analyzing and accepting challenges to solve and cooperate with the help of LKS in learning make a match model models, students will better understand the concepts in the material studied.

According to Siregar (2014), stating about learning is a process of forming knowledge. The knowledge in question is the impact of the elimination of learning process activities by students so that students become more aware and aware of a science, in order to improve student scores.

The make a match learning model is a learning model that can be used by mathematics teachers to develop abilities berpikir, pemecahan masalah, penalaran dan komunikasi siswa. Dengan demikian in learning the make a match model, students are used as learning centers. The teacher does not dominate learning activities, but gives students the opportunity to search for and build their mathematical knowledge.

The "make a match" learning model allows students to actively construct their mathematical knowledge by providing material concepts that can be remembered and understood pleasantly in study groups seeking cooperation, cohesiveness, and time efficiency to complete them in learning and give good results. The make match learning model is a type of cooperative learning that is presented in the form of cards, inviting students to creatively find answers to a statement or pair of concepts, looking for a partner of each concept contained in the card they receive.

The initial condition seen by researchers is that students before learning using this make a match method, most of the student learning outcomes are under KKM, this is because the way students learn at school is less active and efficient in the classroom, resulting in a lack of enthusiasm or lack of interest in mathematics. Many students are noisy or playing with their classmates, therefore few students are interested, especially in mathematics lessons, which makes them lack focus on the material presented by the teacher.

In this study, test data was needed in the form of pre-test and post-test. The average score in class V can be seen from the interest and learning outcomes of the pre-test and post-test which shows a large comparison between the average motivation and learning outcomes. The results of the sample before the make a match method was carried out in mathematics learning showed that the average value of pre-test interest in class V was 46.82 and the average value of class V pre-test was 33.21. This indicates that the

sample started in a low state. Then the pre-test and post-test were carried out again using the make a mach method, the sample results obtained showed that the average post-test score for class V was 71.82, and the average post-test score was 76.00. It can be seen that the interest and results of post-test learning in class V have increased high. This can be seen in the classroom where students are given a make a match learning model so that the motivation and learning outcomes achieved are greater and affect the motivation and learning outcomes of students.

So, it is clear that in the research conducted in class V using the make a match learning model, students are more active and prefer to follow learning in class and improved learning outcomes. Thus it can be known that interest and learning outcomes are obtained as a result of the implementation of a learning activity that results in changes in a person, especially in learning activities using the make a match learning method during mathematics learning.

Conclusion

Based on the results of research that has been carried out with the title "Increasing Student Interest in Learning Mathematics Using the Make A MAtch Learning Method in Grade V Elementary School Students", it can be concluded that with the application of the Make A Match learning model, students experience changes in behavior, including students becoming more active when learning, and students can work together well, not only that students also experience improvements in the learning process. Therefore, the Make A Match learning model can be applied by teachers to students in increasing the activeness of the student in the learning process.

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