



## Make a Match Type of Cooperative Learning Model to Social Skills of Elementary School Students

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### Abstract

*This research was motivated by the low social skills of students during learning activities in class V SDN 020 Ridan Permai, Bangkinang City District, Kampar Regency. This study aims to improve students' social skills by using a make a match type of cooperative learning model in class V SDN 020 Ridan play. The type of this research is classroom action research which is carried out in two cycles. Each cycle consists of two meetings with four stages, namely planning, implementation, observation, and reflection. The subjects of this study were the fifth grade students of SDN 020 Ridan Permai, totaling 23 people, with 9 male students and 14 female students. The research data collection techniques are in the form of observation and documentation. The results of this research observation showed that the social skills of students in the first cycle there were 12 students in the complete category (52%). In the second cycle there was an increase to 19 students in the complete category (83%). Thus, it can be concluded that the application of the make a match type of cooperative learning model can improve the social skills of the fifth grade students of SDN 020 Ridan play.*

**Keywords:** Social Skills, Make A Match Learning Model, Elementary School

### Introduction

Education and teaching have a role which is very important in a learning process. A good learning process will create quality education that is able to print quality human resources (Rusman, 2017). Education is a very important need in human life, because with education humans can develop their potential, increase knowledge, and can develop skills they have as a provision for social life. To realize a good learning process, a teacher is expected to be a professional educator (Astawa, 2019). One of the competencies possessed by professional teachers is pedagogy where teachers are required to apply various models, approaches, strategies, techniques, and learning methods that educate creatively in all subjects.

Quality learning will affect student learning outcomes. Quality learning must be supported by several factors, one of which is social skills that must be possessed by students in the learning process. Social skills are the ability to interact with the surrounding

environmental conditions so that they can behave in accordance with the conditions or in other words adapt to the surrounding environment (Alfian, R. A., Suprpta, B., & Andayani, 2019). Skills for students are basic competencies in starting and maintaining social relationships with peers, teachers and other surrounding environments.

Based on the results of interviews conducted by researchers on February 21, 2022, at 08.30 WIB with the homeroom teacher of class V SDN 020 Ridan Permai, information was obtained that, teachers did not use cooperative learning models and supportive learning media, teachers were more focused on delivering subject matter, teachers did not develop students' social skills in the learning process, students are less active in learning, as well as giving assignments only individually.

Meanwhile, the results of observations made by researchers on February 22, 2022 at 07.00 WIB at SDN 020 Ridan Permai class V showed that, when the learning process took place students were not enthusiastic, learning

was teacher-centered, when the teacher asked questions the students did not respond, there were still students who likes to mock and laugh at students' answers that are not quite right. Some students ignore the class picket schedule, are not responsible for the assignments given by the teacher, and students only want to discuss with their classmates. Furthermore, the learning took place unsportsmanlike, when carrying out group discussions which had been divided by the teacher, only outstanding students did the work, while the other students were silent and disturbed their friends. Another thing that the researcher found was that when one student had difficulty (forgetting to bring school supplies), the other students did not want to lend it.

Based on the document on the value of student social skills given by the homeroom teacher of class V SDN 020 Ridan Permai to researchers with a total of 23 students, it shows that, there are 8 students who have social skills in the good category and 15 students who lack social skills. In Figure 1 , data on the percentage of social skills completeness of class V students is presented.

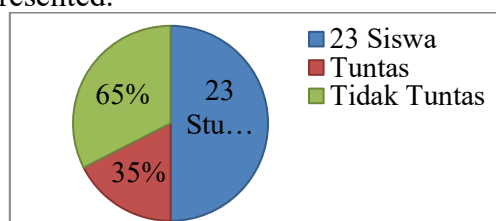


Figure 1 . *Percentage of Student Completeness*

Related to these problems to be able to train and improve students' social skills, teachers need to use one of the creative and competitive learning models and be able to work together, namely by applying one of the cooperative learning models. The cooperative learning model chosen in this study is the cooperative learning model of the *make a match technique* , because this model emphasizes learning in groups that help each other, work together to solve problems, and unite opinions to obtain optimal success both as a group or individually (Rusman, 2012) .

*make a match* type of cooperative learning model makes students more enthusiastic because this model contains elements of the game,

besides that students are directly involved in learning. The *make a match* type of cooperative learning model is able to create interactive classroom conditions, is effective as a means to train students' courage, and is able to eliminate student boredom when learning takes place. (Wirayana, 2017) . Using an attractive learning model is also required learning media to support success in implementing the learning model. In this study, the researcher used a *make a match type of cooperative learning model* , which in the steps of this model used question and answer cards so that the application of this model would be adapted to the learning material in the classroom.

*make a match* type of cooperative learning model has been widely used as research, one of which was carried out by Sari (2020) , for fifth grade students at SDN Kebonjati. In this study, the results of teacher activity were obtained with an average value of 71 with a fairly good category, while student activities obtained an average score of 68 with a moderately active category in the first cycle. In the second cycle the teacher's activity obtained an average score of 82 with a good category and student activity scored 73 with the active category. In the first meeting, the student's skill indicator value reached an average of 76 with good category. Action learning continued with cycle II. In the second cycle the value of the student's social skills indicator reached an average of 82 with a very good category. From these results, it can be concluded that the action research was successful because the indicator value was declared very good classically and had reached 80. Thus, the use of the *make a match model* could improve the social skills of students at SDN Kebonjati.

Based on the background of the problem, the researcher will conduct classroom action research with the title "Application of the *Make A Match Type Cooperative Learning Model* on the Social Skills of Elementary School Students". This study uses the steps or syntax of the *make a match type of cooperative learning model* according to Huda (2013) and indicator Skills social according to Maryani (2011) which

includes interaction skills, communication skills, team/group building skills, and problem solving skills.

### Method

The method used in this research is classroom action research (CAR). The subjects of this study were the fifth grade students of SDN 020 Ridan Permai with a total of 23 people consisting of 10 boys and 13 girls . Then the researcher acted as a practicing teacher, class V teacher as observer I, colleagues as observer II, and observer III.

This classroom action research is carried out in the even semester of the 2021/2022 academic year which consists of two cycles and each cycle is carried out in two meetings. Cycle 1, meeting 1 was held on Monday, May 30, 2022 and Cycle 1, meeting 2 was held on Tuesday, May 31, 2022. Then cycle 2 was meeting 1 held on Thursday 2 June 2022 and cycle 2 meeting n 2 held on Friday 3 June 2022. As for procedure study this use wrong one expert that is according to Arikunto (2015) .

Research data this collected with use a number of technique that is Interview which aims to obtain data or find out the problems that occur in the field , the observations made in this study focus on efforts to find out the extent to which indicators of student social skills that have emerged during the learning process in each cycle and observations are also focused on how the teacher's ability to apply the *make a match type of cooperative learning model* in the learning of each meeting , as well as documentation made to facilitate evidence related to the research carried out .

The instrument used in this research is a learning device like syllabus and RPP. Then data collection instrument used in the form of sheet observation teacher activity , sheet observation activity students , and sheet observation Skills social students . Technique data analysis used that is qualitative data and quantitative data . Qualitative data is Descriptive data obtained from observations regarding activities or behaviors that were raised at the time of the study. While the quantitative data in this study

were obtained by looking at the completeness of students' social skills both individually and classically at each learning meeting.

The indicators of success achieved in this classroom action research are based on the criteria for completeness by individual based on with The minimum completeness criteria (KKM) that have been set by SDN 020 Ridan Permai is 75 and score classically the class reaches 80% of the number of students or in good category. To find the individual values (NI) and score by classic using the following formula:

$$NI = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100$$

$$M = \frac{\sum n}{N} \times 100\%$$

Description :

M = Percentage ( completeness classic )

n = Many \_ completed student \_

N = Many whole student

Table 1. *Qualification Skills Social*

No	Category	Score (%)
1.	Well very	86-100
2.	Well	80-85
3.	Enough	60-79
4.	Not enough	55-59
5.	Not enough very	54

Source : (Pramudyanti, 2016)

### H result and Discussion \_ (70%)

Results and Discussion in study this could seen from comparison \_ social skills for fifth grade students at SDN 020 Ridan Permai from before the action, cycle 1 , and cycle 2 in learning by using cooperative learning model type *make a match* . It can be clearly seen in the data below this:

Table 2. *Percentage of Development in Cycle 1 and Cycle 2*

T	S 1				Cycle 2			
	P1		P2		P1		P2	
	ST	T	ST	T	ST	T	ST	
9	14	12	11	15	8	19	4	

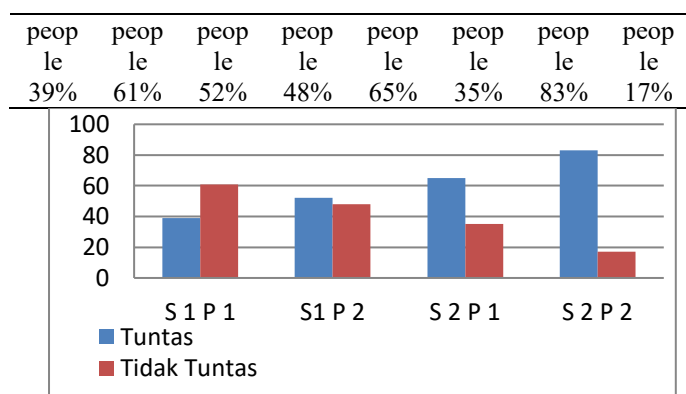


Figure 2. Percentage Chart Development Cycle 1 and Cycle 2

Based on table 2 , it can be explained that the comparison of students' social skills in learning is very different, because step by step there are changes. In cycle 1 , the teacher plans learning by making preparations for research instruments, after that compiling lesson plans, making picture cards for the fluency of the model brought by the teacher, and forming study groups. Planning in cycle 2 the teacher did to improve from cycle 1 . The teacher makes improvements in the form of planning in the preparation of research instruments, preparing lesson plans, and forming problems in the form of students being picky when dividing groups. Another problem is that students are still confused, not enthusiastic, and joking with their friends when implementing the *make a match type of cooperative learning model* . So that it is necessary to improve the way the teacher must be firm and provide an understanding that the formation of groups that have been determined by the teacher at the next meeting will be randomized again. Teachers must also be able to condition students by providing explanations and guidance to students who look confused during learning.

Classroom action research using a *make a match type of cooperative learning model* in class V SDN 020 Ridan Permai which shows that students' social skills increase in each cycle. This is in accordance with the opinion of Sutarniyati (2016) that the *make a match type of cooperative learning model* is very good for supporting students' social skills in learning, because this model is carried out while playing

using pair cards. So that students will be enthusiastic about the teaching and learning process. This model does not just play, but supports students in elementary schools to understand concepts more easily.

Based on the data obtained in cycle II, the criteria for completeness of social skills, both individual and classical, have been achieved. Of the 23 students in class V of SDN 020 Ridan Permai, 19 students have completely met the criteria for social skills mastery and the remaining 4 students have not met the criteria for completeness. Data analysis in cycle II showed that students' social skills had reached 83% completeness which was included in the good category. These gains have met the success criteria of this study, namely the social skills of students are included in the good category, namely 80% of students in the class, therefore the teacher stopped giving action in cycle II.

Based on the discussion that has been described, it can be concluded that the cooperative learning model of the *make a match type* can improve students' social skills in the learning of fifth grade students at SDN 020 Ridan Permai. These conclusions are relevant to the results of previous studies, including those conducted by Fitriani et al., (2017) with the title "Application of the *Make A Match Type Cooperative Learning Model* Assisted with Picture Cards to Improve Social Skills and Social Studies Learning Outcomes for Grade IV".

## Conclusion

Based on results data analysis on research that has been conducted for increase Skills social student class V SDN 020 Ridan play is learning activities are going well, this can be seen from the social skills of students in cycle 1 meeting 1 there are 39%, while cycle 1 meeting 2 has increased to 52%. Furthermore, in cycle 2 , meeting 1, the percentage of student completeness was 65% and at meeting 2 it increased to 83%. Next on study this need existence enhancement or improvements in the form of :

- 1) The results of this study can be used as input for schools, teachers, and prospective teachers to improve themselves and improve the ability of teachers in the application of cooperative learning models to improve students' social skills. One of them with using the learning model cooperative type *make a match* .
- 2) For future researchers who are interested in conducting this research, it is advisable to introduce students to this model and in the use of the *make a match type of cooperative learning model cards* can be made with the same size so that it does not cause problems between students. Furthermore, the researchers carried out time and class management as well as possible so that this research was successful.

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Writer first Eka Riyani , born in Salo , August 08 , 2000 now is student at University Hero my lord Tambusai . Writer go through education at SDN 017 Salo on 2006 and \_ over year 2012. Then continue education at SMP Negeri 1 Salo and over on 2015 . Then on same year \_ researcher continue education at SMA Negeri 1 Salo and over on year 2018. After over 2018 researchers \_ continue study at university Hero my lord Tambusai on Study Program School Teacher Education Base until complete studies on 2022.