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Improving the Thematic Learning Outcomes of Elementary School Through Make a Match Model With Question Box Media

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ABSTRACT

With the aid of the Question Box media and the Make a Match learning methodology, this study aimed to enhance theme learning results for class IV students. 11 pupils are the research subjects for this kind of classroom action research (CAR). Two cycles—cycle I and cycle II—of the research (CAR) were completed. The steps taken in this research's process are planning, carrying it out, observing it, and reflecting on it. Gathering information through testing, observation, and interviews. Data analysis with quantitative analysis by looking at data through test results. According to the study's findings utilizing the make-a-match model, the learning outcomes in the first cycle were on average 73, or 55% of the total, and in the second cycle, they were on average 92, or 91% of the total. The study's findings show that using box media with question can enhance theme learning outcomes because the application of the model to student learning outcomes has increased by 36%. Teachers can use a variety of models as learning innovations to give students learning motivation that can effect learning.

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INTRODUCTION

Intermediary as a place for the nation's successor to seek knowledge that has been prepared to play a role in educating the nation's successors in obtaining knowledge, attitudes, skills and other knowledge was named education. Education provides training, teaching, and guidance aimed at providing quality human resources so that the position of education is very influential in any country. Education can be carried out through learning activities carried out in educational units. According to Saputra (2017), learning is the process of acquiring knowledge to gain deeper knowledge carried out by the teacher as a teacher with students as someone who wants to learn. Teachers in carrying out learning have their own challenges when students have learning problems that require an approach, identify a problem, and help find solutions to problems that students have.

Learning that is applied at the elementary school level is still guided by the thematic curriculum. Thematic integrated learning is learning using themes that contain several subjects, so that in one theme students can accept various lesson concepts (Jiwa et al., 2013). The theme is tailored to each student's class, in one theme usually consisting of 3 subjects such as Indonesian, Natural Sciences, and Civics. Thematic learning does not only emphasize knowledge, but other aspects are also prioritized such as students' social skills in the environment, attitude skills with character formation are also linked during learning, aiming for students to get used to good behavior in everyday life, as well as skills in carrying out a task obtained from their knowledge aims to train students to do it directly (Dhani et al., 2022). The implementation thematic learning curriculum (Y. J. John, 2015). Thematic learning is learning by connecting various subjects to be combined into one in one particular theme (Nurlaela et al., 2018). Thematic

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learning aims to teach concepts or material that is conveyed to students by actively doing something, the activities chosen are adjusted to the needs of students and new concepts (Wuryani & Yamtinah, 2018). Thematic integrated learning is learning that has a focus so that students become more enthusiastic about gaining knowledge and are trained to formulate and solve a problem (Putra et al., 2019).

Learning problems occur a lot at this time so as to provide less than optimal learning outcomes. Riwahyudin (2015) explains that learning problems can come from various factors. From internal factors or within students such as lack of motivation to learn, concentration, intelligence, body condition, as well as the interest and attention needed when learning (Roza et al., 2023). While external factors such as the influence of various environments both from the family environment, school, and society. Pingge and Wangid (2016) suggest that learning problems in students are also related to the lack of socializing with classmates so that a lack of self-confidence arises, fear of expressing opinions, so that what is not understood in the subject matter is not conveyed. Learning outcomes can be said to be successful when seeing changes in students' ways of thinking that are conceptualized with what the teacher teaches (Maruti et al., 2023). Wirda et al. (2020) learning outcomes are a method that can be used by the teacher as a measuring tool in learning that aims to find out students' mastery of the learning material that has been implemented.

Learning outcomes as achievements that students have in terms of abilities in knowledge, attitudes, and skills (Fajriah et al., 2021). Learning outcomes are obtained through direct testing from the teacher to determine student development (Joshi & Lau, 2021). Aspects of knowledge can be done through tests or non-tests related to subject matter which is the standard of student competency. The attitude aspect can be seen how students behave when they are in class, the responses made can be a character to be directed to become a better person in the future (Dunst, 2012). Aspects of skills can be identified when students carry out activities related to children's abilities in the field of skills. The method or model chosen by the teacher has an important influence on the implementation of learning (Ananstasia, 2020). The problem of learning difficulties provides a challenge for teachers to provide innovation in learning, teachers can change how the strategies are used in learning both from models, methods, or supporters of the implementation of learning that is effective, efficient, and understood by students (Anugraheni, 2018).

From the observations, the teacher provided knowledge related to the concepts that students would get by using direct oral explanations or the lecture method. When researchers observe, that in student learning there are those who do not concentrate, so the teacher has difficulty controlling student focus to follow the lesson. To find a way out regarding conditions that are not in accordance with what is expected the teacher can go through a learning model that is taken in the hope of providing changes in the understanding of the concept of learning material so that learning outcomes can increase. The cooperative learning model is the model chosen as learning that is carried out in groups either in pairs or with large groups that aim to develop psychomotor, cognitive, and affective abilities in learning (Fauhah & Brillian, 2021).

The learning model that supports group learning is the make a match model (Pane & Dasopang, 2017). Make a match model is carried out in pairs, namely students can find partners while learning to recognize the concept of the material presented in learning, according to the cards they get (Putri & Taufina, 2020). Students are sorted with several people into one team (Widayanti & Slameto, 2016), namely several people bring and show problems and a group of people looking for a partner or a group of people who are related to the questions obtained with a predetermined time limit, so that in the learning process they become more active, creative, work together to solve problems, and bring out critical thinking (Mustikasari et al., 2020; Ramdan et al., 2019). Tarigan (2014) explains that the activity in this learning begins with the teacher providing material first, then the teacher prepares a card related to the subject matter. The cards are then matched with students. If it is done in pairs, it is different from one student to another so that students play an active role in matching questions and answers that are in

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accordance with a certain limited time. This model is expected for students to think critically, creatively and be more fun (Tristiantari & Sumantri, 2016). The make a match model has a goal in the connectivity of implementing thematic learning which does not only focus on knowledge but also provides changes in attitudes, social and other behavioral developments (Shevock, 2015). Aliputri (2018) revealed that the make a match model is expected to shape students' attitudes or personalities to have an attitude of cooperation, respect for differences, confidence when learning.

The make a match model requires sufficient time when pairing questions and answers obtained by students, the need for learning media so that the time needed can be efficient during learning (Saputra, 2017). Learning support tools by utilizing question boxes are the use of one of the concrete or real learning support media that can increase student motivation to learn (Lazim et al., 2018). Students' learning motivation needs encouragement by utilizing learning support media so that it becomes more understandable and interesting, besides that efficiency of time and effort with the existence of learning media can facilitate the implementation of learning (Ceylan & Koç, 2021). Supporters of *question box learning* according to Suprianingsih and Wulandari (2020) explain that question boxes are made in a square shape. The box is made by being given various kinds of questions related to the learning material taken by each group at random. According to Ayuni et al. (2017), this *question box* gives students to think creatively, innovatively, fun which is expected by looking for their own questions, trains students to find problems, identify problems, and find solutions or answers related to learning material. Pertiwi et al. (2019) explained that learning by using question box media becomes more interesting and fun for students to participate with predetermined rules. So that it can bring motivation to learn, think creatively, and think critically.

The novelty of this research is the use of make a match with boxes containing questions as media in thematic learning as well as an effort to improve students' critical thinking processes in the 21st century learning era. How can the make-a-match cooperative learning approach be used with question box media to support integrated theme learning for elementary school pupils in the fourth grade? By utilizing the Make a Match learning approach and Question Box media, this study aimed to enhance theme learning results for class IV students. With question boxes, students are trained to think creatively, innovatively, and have fun. By looking for questions on their own, training students to be able to find problems, identify problems, and find solutions or answers related to learning material.

RESEARCH METHOD

The kind of this study is classroom action research (CAR). With classroom action research aims is to examine the actions taken by teachers to facilitate learning, and student activities when participating in learning and produce reflections that can improve learning and increase learning outcomes (Arikunto, 2021).

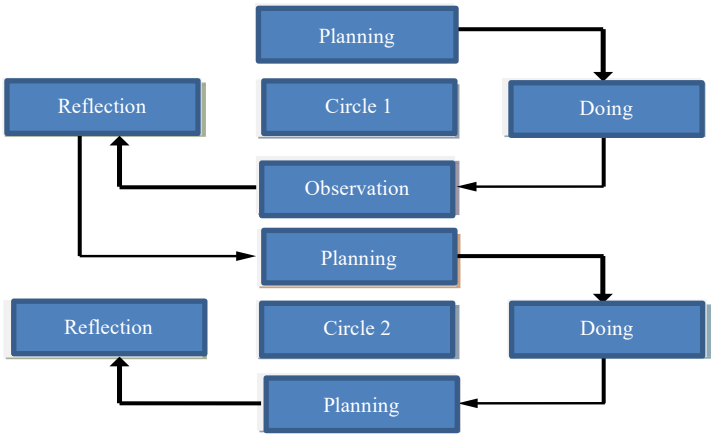

Figure 1. Classroom action research flow

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This research took place at SDN 3 Trisono, Babadan District, Ponorogo Regency within 11 fourth grade students for the subject. Data collection techniques in this study using interviews, observation, and tests. The instrument for collecting data used teacher and student interview sheets, teacher and student observation sheets, and test sheets as evaluations after going through the process of learning activities. Validation of research instruments was carried out by means of expert triangulation (John & Benet-Martínez, 2014). Instruments that have been valid and reliable are then used in making observations of related teachers during the learning process. Researchers can collect data by identifying lesson plans, then combining the results from the data that are already understood.

Data analysis methods included both quantitative analysis, which involved studying data by studying test results, and qualitative analysis (Miles & Huberman, 1994). The four parts of classroom action research (CAR) include preparing, carrying it out, observing it, and reflecting on it. The inclusion of student learning outcomes in the good and very good categories is an indication of the study's success (Nuriyah, 2014). Learning success is said to increase when it has achieved the ability of the indicators that have been set.

RESULTS AND DISCUSSION

Results

This study was divided into three expertise fields for the results, i.e (1) pre cycle results, (2) cycle 1 results, and (3) cycle 2 results.

1. Pre-Cycle Results

Before carrying out the research, the researcher gave tests to students to determine the initial ability of student learning outcomes. The student learning outcomes in the pre-cycle are shown in figure 2.

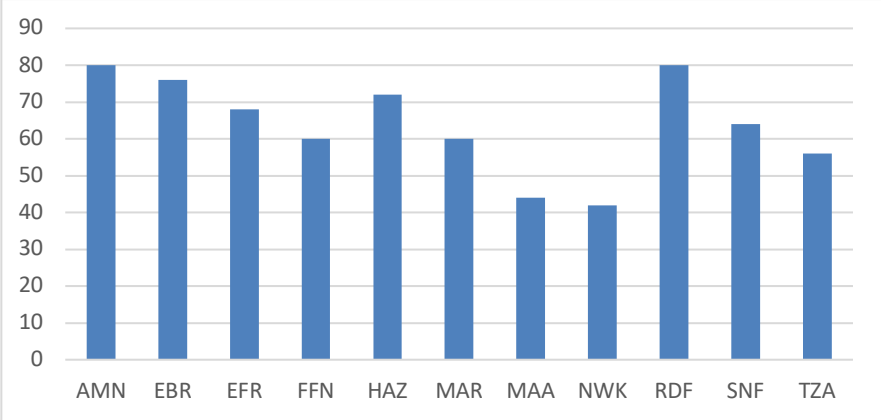

Figure 2. Student grades in the pre-cycle

Based on figure 2, the initial conditions state that learning outcomes get a low percentage. This can be proven through the acquisition of student scores 40-48 = 18%, 49-56 = 9%, 57-64 = 18%, 65-72 = 27%, 73-80 = 27%. So, it can be seen that there are 3 students who get scores above the predetermined average with a percentage of 27%, while 11 other students get scores below the predetermined average with a percentage of 73%. These results indicate that in the pre-cycle, students have not been able to achieve the specified results. The absence of learning media is the cause.

Table 1. Completeness in pre-cycle student learning outcomes

Aspect	Amount	Percentage
Students taking the test	11	
Students who complete learning	3	27%
Students who do not complete learning	8	73%
Completeness presentation		27%

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Based on table 1. student completeness can be obtained that students who get the criteria value above achievement are 3 with a percentage of 27% so it is still not optimal with a target of 80% on classical completeness. So the researcher provides an innovation to assist students in improving thematic learning outcomes through the make a match model assisted by the question box media.

2. Cycle I Results

Researchers took an assessment by giving tests to students to find out student learning outcomes after applying the make a match model with the help of a question box.

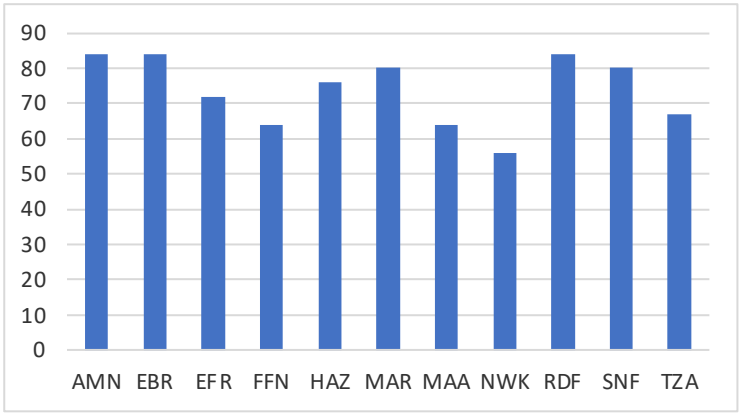

Figure 3. Student scores in cycle I

Based on figure 3, it states that learning outcomes get a higher percentage compared to the initial conditions but are not optimal. This can be proven through the acquisition of student scores 56-61 = 9%, grades 62-67 = 9%, 68-73 = 9%, 74-79 = 18%, 80-85 = 55%. So, it can be seen that there are 6 students who get scores above the predetermined average with a percentage of 55%, while 5 other students get scores below the predetermined average with a percentage of 45%. the use of the make a match model for the first time makes students a little confused to follow each step. so that in the next cycle it is necessary to simplify the steps.

Table 2. Completeness of cycle I student learning outcomes

Aspect	Amount	Percentage	Target
Students taking the test	11		
Students who complete learning	6	55%	
Students who do not complete learning	5	45%	
Completeness presentation		55%	80%

Based on table 2, it is stated that of the 11 students who took the test, only 6 students were declared complete with a percentage of 55%. So, it is categorized as less than optimal student learning outcomes. This can be seen when giving tests related to economic activity material students have not been able to distinguish differences between economic activities. Then understanding the text of fictional stories, parts of prose still need the teacher's guidance to understand the story. Then the action to improve student learning outcomes for the better will work on the second cycle of action.

3. Cycle II Results

Cycle II was carried out with the aim of correcting the deficiencies that occurred in the actions of cycle I during learning to improve the thematic learning outcomes of grade IV elementary school students. clear instructions. The explanation is through figure 4 below.

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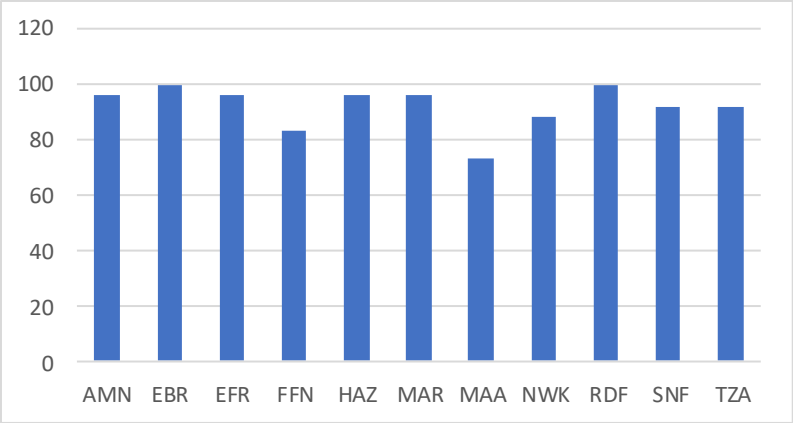

Figure 4. Cycle II level student grades

Based on figure 4, it is stated that learning outcomes get a maximum increase in percentage. This can be proven through the acquisition of student scores 70-75 = 18%, 82-88 = 9%, 89-94 = 18%, 95-100 = 55%. So, there are 10 students who complete their studies with a percentage of 91%, and students who do not complete their studies there are 1 with a percentage of 9%. So, it can be seen that there are 10 students who get scores above the predetermined average with a percentage of 91%, while 1 other student gets a score below the predetermined average with a percentage of 9%.

Table 3. Completeness of student learning outcomes cycle II

Aspect	Amount	Percentage	Target
Students taking the test	11		
Students who complete learning	10	91%	
Students who do not complete learning	1	9%	
Completeness presentation		91%	80%

Based on the diagram above, the learning outcomes in thematic learning theme 8 in class IV have increased and are more optimal, namely students who have completed learning as many as 10 students with a percentage of 91%, can be observed by the way the teacher explains the material via video, giving different variations of questions giving students the opportunity to understand the differences in economic activity. This gives students an understanding that can be achieved in accordance with the learning objectives.

Data on learning outcomes on the actions of cycle I and cycle II. In this case there is an increase in learning after implementing learning activities using the make a match model assisted by the question box media. The explanation can be seen on table 4.

Table 4. Learning outcomes at the pre-cycle level, first cycle level, and second cycle level

Action	Completed	Incompleted	Average	Information
Pre-Cycle	3 students with a percentage of 27%	8 students with a percentage of 73%	64	The percentage of student learning outcomes has increased 36%
Cycle I	6 students with a percentage of 55%	5 students with a percentage of 45%	73	
Cycle II	10 students with a percentage of 91%	1 student with a percentage of 9%	92	

Based on table 4, that in the first cycle of students who experienced the criteria for learning completeness there were 6 students who had mastery at the percentage of 55%, and who did not meet the criteria for learning completeness there were 5 students through learning completeness with a percentage of 45%, with an average value 73. Whereas in the second cycle of students who completed their studies there were 10 students with a percentage of 91%, and 1

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student who had not completed their studies with a percentage of 9% with an average value of 92. So, student learning outcomes have reached the standard KKM score and experienced an increase of 36%. The explanation is through the following picture:

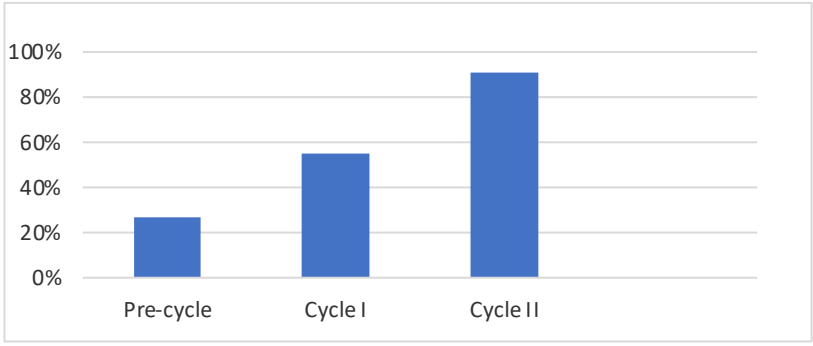

Figure 5. Learning outcomes in the pre-cycle, cycle I, and cycle II stages

Through figure 4, in the initial conditions it shows a percentage of 20% in student learning completeness, in cycle I it shows a percentage of 45% in student learning completeness, in cycle II it shows a percentage of 92% in student learning completeness. In cycle I and cycle II, an increase in learning outcomes was obtained by 36%. So, it can be concluded that the application of the make a match model assisted by question box media can improve thematic learning outcomes in fourth grade students.

Discussion

Learning with innovative make a match models assisted by question box media in its implementation has advantages and disadvantages (Yulianti et al., 2018). The advantages of innovative learning activities using the make a match model assisted by question box media for teachers are that through this model the teacher delivers material to students more interesting and clearer, teachers are trained to be more creative in making question cards because with more varied questions students are more interested in discussing (Joshi & Lau, 2021). Teachers train students to get used to focus when studying (Wuryani & Yamtinah, 2018). The drawback for the teacher is that the teacher first understands the material to be delivered so that students can understand the material and have no difficulty in discussing it, if the teacher's delivery is not clear the material is not conveyed to students (Fauzi et al., 2017). Then the teacher takes a long time in learning activities. Giving questions that are too complicated with unclear instructions can make it difficult for students when discussing to find answers.

The advantage of applying the make a match model with the help of question box media for students is that learning with the make a match model becomes more fun, learning does not only listen to the teacher's explanation but students are trained to actively seek their own answers through group learning activities. Learning with the make a match model can increase activity, and be trained in learning to work together (Fauhah & Brillian, 2021). Disadvantages for students is the application of the make a match model if done repeatedly will feel bored so the teacher must be creative in providing different variations of learning activities by making cards that are more interesting (Anggarawati et al., 2014; Nurfiati et al., 2020). Application of the make a match model if students do not understand the rules of activities explained by the teacher, then will have an impact on the difficulty of students finding their groups, matching cards, then when discussing difficulties in understanding the contents of the questions, students are trained to concentrate on paying attention to the delivery of material from the teacher (Maryam et al., 2019). Learning with innovative make a match models assisted by question box media can be able to improve learning outcomes, so teachers can apply various models as learning innovations in order to provide student learning motivation that can affect learning outcomes (Twiningsih et al., 2019).

By using a learning model that can support the implementation of learning by helping students improve their way of thinking, being able to identify problems, and solving a problem so that they can find knowledge from the learning process that has been carried out. The learning model that can support the make a match model is a student-centered learning model. Learning activities with this model are very enjoyable for students in collaboration with other friends to build knowledge from how to discuss learning material. The make a match model can be implemented more easily when there is supporting media, namely Question Box media which is a concrete learning media in the form of a box in which there are several questions that students can take to match with other students.

CONCLUSION

From the results of the data obtained through direct observation carried out during learning, it can be concluded that the make a match model assisted by the question box media can provide innovation and increase students' learning abilities towards the learning process and is more interesting compared to previous learning activities. In the implementation in each cycle, it gives changes to students. Learning outcomes in each cycle experience development after learning to apply the make a match model assisted by question box media. Learning outcomes have increased, namely in the first cycle 55% and 91% in the second cycle. The increase in cycles I and II is 36%. In order to enhance the thematic learning outcomes for students in the eighth grade using the make a match model with the use of question box media. This study is applicable to all thematic learning content in primary school, for both low and high grades. The limitations of this study are the lack of variation in the list of questions provided by the teacher. Teachers should look for lots of references to lists of interesting questions that are appropriate to the material in order to increase student learning outcomes.

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