

# ijeca2

*by* Turnitin Jember

---

**Submission date:** 07-Oct-2023 07:15PM (UTC-0600)

**Submission ID:** 2188698628

**File name:** Sinta\_3.3\_Ijeca2.pdf (1.07M)

**Word count:** 4237

**Character count:** 22226

ISSN 2614-3380

# IJECA

International Journal of Education and Curriculum Application



Vol. 3 No. 1 April 2020

Universitas Muhammadiyah Mataram

<http://journal.ummat.ac.id/index.php/ijecca>

[ijeccaummat@gmail.com](mailto:ijeccaummat@gmail.com)

+62 87964003847



## Editorial Team

### Editor in Chief

[Intan Dwi Hastuti](#), [Scopus ID: 57211409095], Universitas Muhammadiyah Mataram, Indonesia

### Managing Editor

[Syaharuddin Syaharuddin](#), [Scopus ID: 57204821706], Universitas Muhammadiyah Mataram, Indonesia

### Associate Editors

[Maria Pescaru](#), [Scopus ID: 57208393740], Universitatea din Pitesti, Romania  
[Hesham El Barmelgy](#), [Scopus ID: 57863874600], Cairo University, Egypt  
[Ahmet Kara](#), [WoS ID: ABH-7027-2020], İnönü Üniversitesi, Turkey  
[Awad Ibrahim](#), [Scopus ID: 58544192700], University of Ottawa, Canada  
[Rajendra Parsad GUNPUTH](#), [Scopus ID: 57190984568], University of Mauritius, Mauritius  
[Dragana Božić Lenard](#), [Scopus ID: 57204755648], Computer Science and Information Technology Osijek, Croatia  
[Tetiana Tytarenko](#), [Scopus ID: 57430403100], National Academy of Educational Sciences of Ukraine, Ukraine  
[Abdillah Abdillah](#), [Scopus ID: 57211600486, Sinta ID: 6661347], University of Muhammadiyah Mataram, Indonesia  
[I Wayan Arka](#), [Scopus ID: 8955319100], Universitas Udayana, Indonesia  
[Giambattista Bufalino](#), [Scopus ID: 57200211744], University of Catania, Italy  
[Ioan-Daniel HUNYADI](#), [Scopus ID: 25951561200], University of Sibiu., Romania  
[Gülcan Çetin](#), [Scopus ID: 36543717800], Balıkesir Üniversitesi, Turkey  
[Noel Jimbai Balang](#), [Scopus ID: 57216658674], Universiti Kebangsaan Malaysia, Malaysia  
[K. Nagy Emese](#), [Scopus ID: 57190122351], University of Miskolc, Hungary  
[Prasart Nuangchalerm](#), [Scopus ID: 35099135800], Mahasarakham University, Thailand  
[Arwa Aleryani](#), [Scopus ID: 57210172181], Independent Researcher, Sana'a, Yemen  
[Abdulsalami Ibrahim](#), [Scopus ID: 57469319900], Millersville University, United States  
[Stamatiou Papadakis](#), [Scopus ID: 57038471800], University of Crete, Greece  
[Muhammad Ahmad Baballe](#), [Scopus ID: 57727140300], Kano State Polytechnic, Niger  
[Silvia Gaftandzhieva](#), [Scopus ID: 56406512300], University of Plovdiv "Paisii Hilendarski", Bulgaria  
[Vassiliki Pliogou](#), [Scopus ID: 39361971800], University of Western Macedonia, Greece  
[Saba Mehmood](#), [Scopus ID: 57216323112], Thal University Bhakkar, Punjab, Pakistan  
[Som Pal Baliyan](#), [Scopus ID: 35782903100], Botswana University of Agriculture and Natural Resources, Botswana  
[Ahmad Kailani](#), [Scopus ID: 57217385752], Universitas Muhammadiyah Banjarmasin, Indonesia  
[Habib Ratu Perwira Negara](#), [Scopus ID: 57207735045, Sinta ID: 6041642], University of Bumigora Mataram, Indonesia  
[Dwita Laksmi Rachmawati](#), [Scopus ID: 57224477375], Universitas Merdeka Pasuruan, Indonesia

Vol 6, No 1 (2023)

April

## Table of Contents

### Articles

 <b>Implementation of LMS Viska Learning on Motivation and Learning Achievement of Class XI OTKP Students of Vocational High School</b> <i>Nurul Yuhana</i>  Views of Abstract: 81   DOWNLOAD [PDF]: 12	DOWNLOAD [PDF] 1-12
 <b>The Use of the NHT Type Cooperative Learning Model Can Improve Students' Critical Thinking Ability</b> <i>Ayang Kinasih, Erni Mariana, Fitri April Yanti, Kusuma Wardany</i>  Views of Abstract: 64   DOWNLOAD [PDF]: 8	DOWNLOAD [PDF] 13-20
 <b>Islamic Education in the Society 5.0 Era: Lesson to Learn</b> <i>Uswatun Hasanah, Istiazah Ulima Hakim, Zaki Faddad Syarif Zain</i>  Views of Abstract: 208   DOWNLOAD [PDF]: 12	DOWNLOAD [PDF] 21-32
 <b>Implementation Adiwiyata Program in Shaping the Environmental Care Character of Senior High School Students</b> <i>Ayu Komalasari, Jagad Aditya Dewantara, Sulistyarini Sulistyarini, Fitria Arifiyanti, Okiri Peter Ochieng</i>  Views of Abstract: 121   DOWNLOAD [PDF]: 9	DOWNLOAD [PDF] 33-42
 <b>Make a Match with Question Box Media for Improving the Thematic Learning Outcomes of Elementary School</b> <i>Endang Sri Maruti, Wiwin Andriani, Nico Irawan, Endah Sari</i>  Views of Abstract: 79   DOWNLOAD [PDF]: 11	DOWNLOAD [PDF] 43-51



# Make a Match with Question Box Media for Improving the Thematic Learning Outcomes of Elementary School

Endang Sri Maruti<sup>1</sup>, Wiwin Andriani<sup>2</sup>, Nico Irawan<sup>3</sup>, Endah Sari<sup>4</sup>

<sup>1,2</sup>Elementary School Teacher Education, University of PGRI Madiun, Indonesia

<sup>3</sup>Department of Education and Society, Institute of Science, Innovation and Culture (ISIC),  
Rajamangala University of Technology Krungthep, Bangkok, Thailand

<sup>4</sup>Indonesian Education and literature Department, STKIP of PGRI Jombang, Indonesia  
[endang@unipma.ac.id](mailto:endang@unipma.ac.id)<sup>1</sup>, [wiwina@unipma.ac.id](mailto:wiwina@unipma.ac.id)<sup>2</sup>, [nico.i@mail.rmutk.ac.th](mailto:nico.i@mail.rmutk.ac.th)<sup>3</sup>, [endahsari@gmail.com](mailto:endahsari@gmail.com)<sup>4</sup>

## ABSTRACT

### Keywords:

Classroom Action  
Research (CAR);  
Make a match;  
Learning outcomes;  
Question box.

The purpose of this study was to improve thematic learning outcomes for class IV elementary school by using the Make a Match learning model assisted by the Question Box media. This type of research is Classroom Action Research (CAR) with 11 students as the research subject. The research (CAR) was carried out in two cycles, namely cycle I and cycle II. The procedure in this research is planning, implementation, observation, and reflection. Collecting data through interviews, observation, and test. Data analysis used qualitative data analysis, namely by collecting data, reducing data, presenting data, and drawing conclusions and quantitative analysis by analyzing data through test results, and measuring the percentage of completeness of test results. The results of the study after using the make a match model, the learning outcomes in the first cycle obtained an average of 73 with a percentage 55% and in the second cycle an average of 92 with a percentage of 91%. The application of the make a match model to student learning outcomes has increased by 36%, so the results of the study indicate that the application of the make a match model assisted by the question box media can improve thematic learning outcomes at elementary school.



### Article History:

Received: 01-02-2023  
Revised : 14-03-2023  
Accepted: 16-03-2023  
Online : 03-04-2023



This is an open access article under the CC-BY-SA license



<https://doi.org/10.31764/ijeca.v6i1.13537>

## A. INTRODUCTION

Education is an 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. 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 2013 curriculum. The implementation of the 2013 curriculum uses thematic learning. Jiwa, et al. (2013) thematic

learning is learning by connecting various subjects to be combined into one in one particular theme. Thematic 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. Rusman (2015) suggests that thematic 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.

Learning problems occur a lot at this time so as to provide less than optimal learning outcomes. Riwayudin (2015) explains that learning problems can come from various factors, namely 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. 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. 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 according to Supardi (2013) explain learning outcomes as achievements that students have in terms of abilities in knowledge, attitudes, and skills. Learning outcomes are obtained through direct testing from the teacher to determine student development. 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. 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. 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.

The researcher made observations to find out the learning that was carried out at SDN 03 Trisono which was chosen as the research location and obtained the result that 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.

The learning model that supports group learning is the Make a Match model. Anggarawati, et al. (2014) explained that the 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. Students are sorted with several people into one team, 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. 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 accordance with a certain limited time. This model is expected for students to think critically, creatively and be more fun. 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. 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. 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. 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. 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.

P. 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, think critically. Based on these problems, the researcher is interested in conducting a targeted research regarding innovative learning activity models through make a match with the help of the media utilizing question boxes to provide change, development of abilities obtained by training through knowledge, behavior, interests and talents of class IV at elementary school.

## B. METHODS

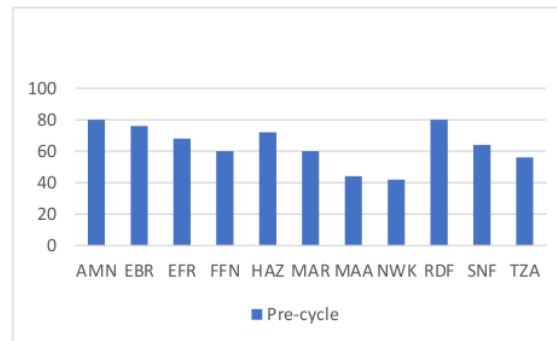
This type of research is Classroom Action Research (CAR). Classroom action research is research to find out the teacher's actions when carrying out learning, and student activities when participating in learning and produce reflections that can improve learning and increase learning outcomes. This research took place at Trisono 3 Public Elementary School, Babadan District, Ponorogo Regency. The subjects in this study were 11 fourth grade students at elementary school. 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. Data analysis techniques used qualitative data analysis, namely by collecting data, data reduction, data presentation, and drawing conclusions as well as quantitative analysis by analyzing data through test results, and measuring the percentage of completeness of the test

results. Classroom Action Research (CAR) has four components, namely: planning, implementing, observing, and reflecting. The indicator of success in this study is that student learning outcomes have been included in the good and very good categories of 80%. Learning success is said to increase when it has achieved the ability of the indicators that have been set.

## C. RESULT AND DISCUSSION

### 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, as shown in Figure 1.



**Figure 1.** Student grades in the pre-cycle

It can be observed in Figure 1. The values obtained by students in the pre-cycle are AMN = 80, EBR = 76, EFR = 68, FFN = 60, HAZ = 72, MAR = 60, MAA = 44, NWK = 42, RDF = 80, SNF = 64, TZA = 56. Based on the picture, 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%, as shown in Table 1.

**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%	

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. The explanation can be seen in Figure 2.

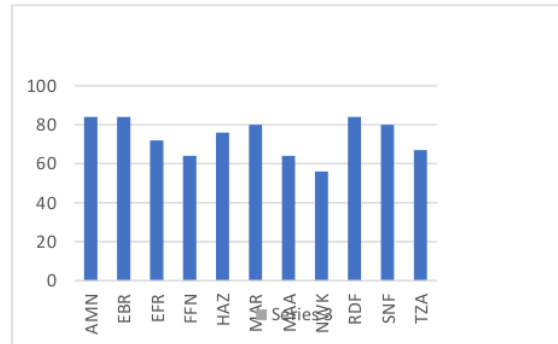


Figure 2. Student scores in cycle I

It can be observed in Figure 2, the values obtained by students in cycle I are AMN = 84, EBR = 84, EFR = 72, FFN = 72, HAZ = 76, MAR = 80, MAA = 64, NWK = 56, RDF = 84, SNF = 80, TZA = 70. Based on the pictures in the first cycle, 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  $56-61 = 9\%$ ,  $62-67 = 9\%$ ,  $68-73 = 9\%$ ,  $74-79 = 18\%$ ,  $80-85 = 55\%$ . 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%.

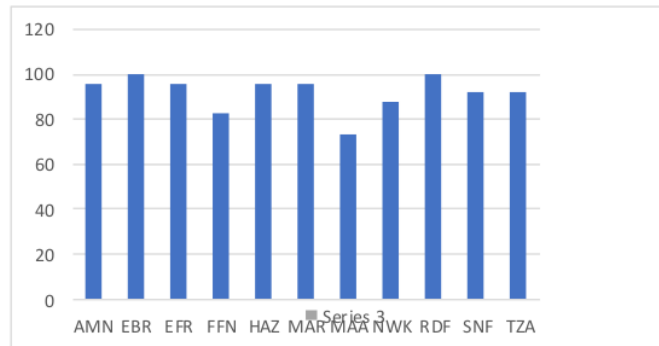
Table 2. Completeness of Cycle I Student Learning Outcomes

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, as shown in Figure 3.



**Figure 3.** Cycle II level student grades

It can be observed in Figure 3. The values obtained by students in the second cycle are AMN = 96, EBR = 100, EFR = 96, FFN = 83, HAZ = 96, MAR = 96, MAA = 73, NWK = 88, RDF = 100, SNF = 92, TZA = 92. Based on the pictures in the second cycle, 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%, as shown in Table 3.

**Table 3.** Completeness of Student Learning Outcomes Cycle II

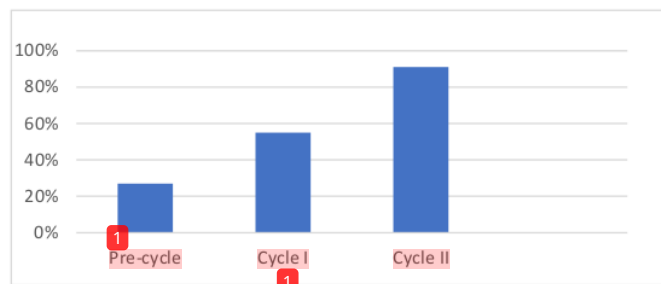
Aspect	Amount	Percentage	Target
Students taking the test	11		
Students who complete learning	10	91%	
Students who do not complete learning	1	9%	
Completeness presentation		91%	80%

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 of class IV elementary school. 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. As shown in Table 4.

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

Action	Percentage and number of students who complete	Percentage and Number of students who have not completed	Classically average	Information
Pre Cycle	3 students with a percentage of 27%	8 students with a percentage of 73%	64	The percentage of
Cycle I	6 students with a percentage of 55%	5 students with a percentage of 45%	73	student learning outcomes has
Cycle II	10 students with a percentage of 91%	1 student with a percentage of 9%	92	increased 36%

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 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%, as shown in Figure 4.

**Figure 4.** 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 at elementary school.

#### D. CONCLUSION AND SUGGESTIONS

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%. So that the application of the make a match model assisted by question box media can improve thematic learning outcomes on the theme of 8th grade students at elementary school.

Learning with innovative make a match models assisted by question box media in its implementation has advantages and disadvantages. 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. Teachers train students to get used to focus when studying. 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. 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. 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. 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. 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

## ACKNOWLEDGEMENT

Thank you for Universitas PGRI Madiun.

## REFERENCES

- Aliputri, D. H. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Make A Match Berbantuan Kartu Bergambar Untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Bidang Pendidikan Dasar*, 2(1A), 70–77. <https://doi.org/10.21067/jbpd.v2i1a.2351>
- Anggarawati, I. G. A. A., Kristiantari, M. R., & Asri, I. G. A. A. S. (2014). Pengaruh Make a Match Berbantuan Media Kartu Gambar Terhadap Hasil Belajar IPA SD. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, 2(1), 1–10. <https://doi.org/http://dx.doi.org/10.23887/jpgsd.v2i1.2146>
- Ayuni, I. G. A. P. A. S., Kusmariyatni, N., & Japa, I. G. N. (2017). Pengaruh Model Pembelajaran Talking Stick Berbantuan Media Question Box Terhadap Hasil Belajar Ipa Kelas V. *Journal of Education Technology*, 1(2), 183–190. <https://doi.org/10.23887/jet.v1i3.12503>
- Jiwa, Dantes, & Marhaeni. (2013). Pengaruh Implementasi Pembelajaran Tematik Terhadap Prestasi Belajar Ditinjau Dari Motivasi Belajar Pada Siswa Kelas IV Gugus Empat di Kecamatan Gianyar. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 3. <https://doi.org/https://doi.org/10.23887/jpepi.v3i1.621>
- Pertiwi, P., Dony, N., & Mashuri, M. T. (2019). Pengembangan Media Pembelajaran Box Question

- Pada Materi Sistem Koloid Di Ma Siti Mariam Banjarmasin. *Dalton : Jurnal Pendidikan Kimia Dan Ilmu Kimia*, 2(2), 26–35. <https://doi.org/10.31602/dl.v2i2.2385>
- Pingge, H. D., & Wangid, M. N. (2016). Faktor yang mempengaruhi hasil belajar siswa sekolah dasar di kecamatan kota Tambolaka. *Jurnal Pendidikan Sekolah Dasar*, 2(1). <https://www.neliti.com/publications/71489/faktor-yang-mempengaruhi-hasil-belajar-siswa-sekolah-dasar-di-kecamatan-kota-tam>
- Riwahyudin, A. (2015). Pengaruh Sikap Siswa Dan Minat Belajar Siswa Terhadap Hasil Belajar Ipa Siswa Kelas V Sekolah Dasar Di Kabupaten Lamandau. *Jurnal Pendidikan Dasar*, 6(1), 11. <https://doi.org/10.21009/jpd.061.02>
- Rusman. (2015). *Pembelajaran Tematik Terpadu*. Rajawali Pers.
- Saputra, D. (2017). Peningkatan Hasil Belajar Siswa Kelas IV pada Pembelajaran IPA dengan Model Pembelajaran Make A Match Di SDN 12 Api-API Pesisir Selatan. *Jurnal Konseling Dan Pendidikan*, 4(3), 148. <https://doi.org/10.29210/120200>
- Supardi. (2013). Hasil belajar matematika siswa ditinjau dari interaksi tes formatif uraian dan kecerdasan emosional. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(2), 78–96. <https://doi.org/http://dx.doi.org/10.30998/formatif.v3i2.115>
- Suprianingsih, N. W. S., & Wulandari, I. G. A. A. (2020). Model Problem Posing Berbantuan Media Question Box Berpengaruh Terhadap Kompetensi Pengetahuan Matematika Siswa SD. *Jurnal Mimbar Ilmu*, 25(3), 308–318. <https://ejournal.undiksha.ac.id/index.php/MI/article/view/25472>
- Tarigan, D. (2014). Meningkatkan Aktivitas Belajar Siswa dengan Menggunakan Model Make A Match Pada Mata Pelajaran Matematika di Kelas V SDN 050687 Sawit Seberang. *Kreano: Jurnal Matematika Kreatif-Inovatif*, 5(1), 56–62. <https://doi.org/10.15294/kreano.v5i1.3278>
- Wirda, Y., Ulumudin, I., Widiputera, F., Listiawati, N., & Fujanita, S. (2020). *Faktor-Faktor Determinan Hasil Belajar*. Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan.

## ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCES

4%

PUBLICATIONS

0%

STUDENT PAPERS

## PRIMARY SOURCES

1

[prospek.unram.ac.id](http://prospek.unram.ac.id)

Internet Source

5%

2

[ijmmu.com](http://ijmmu.com)

Internet Source

2%

3

[repo.undiksha.ac.id](http://repo.undiksha.ac.id)

Internet Source

2%

4

Lydia Hendayani Sukma, Ramadoni Ramadoni, Mulia Suryani. "THE IMPLEMENTATION EFFECT OF PEER TEACHING FLIPPED CLASSROOM ON STUDENT'S UNDERSTANDING OF MATHEMATICAL CONCEPTS IN LEARNING MATHEMATICS", Alifmatika: Jurnal Pendidikan dan Pembelajaran Matematika, 2022

Publication

2%

Exclude quotes Off

Exclude bibliography Off

Exclude matches &lt; 2%