

## RESEARCH ARTICLE



# Enhancing student learning outcomes on cultural diversity through the cooperative learning model 'Make a Match'

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This study aims to improve fifth-grade students' learning outcomes on cultural diversity using the cooperative learning model "Make a Match." Conducted as Classroom Action Research (CAR) over two cycles, the study involved observation, reflection, planning, and implementation stages. The research was conducted at an elementary school with 25 fifth-grade students as participants. Data collection tools included learning outcome tests, observation sheets, and documentation. The results showed that the "Make a Match" model significantly enhanced student learning. In the first cycle, the average learning outcome was 72.4, with a classical completeness percentage of 68%. In the second cycle, the average increased to 85.6, with a classical completeness percentage of 92%. Moreover, student engagement in learning activities improved significantly. Thus, the "Make a Match" cooperative learning model effectively enhanced fifth-grade students' learning outcomes on cultural diversity. Teachers are encouraged to adopt this model as an alternative teaching strategy for other subjects.

**KEYWORDS**

Make a Match; learning outcomes; cultural diversity; classroom action research

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## 1. Introduction

Diversity culture is one of the riches of the Indonesian nation that must be preserved and maintained. Indonesia has a highly diverse culture, the highest in the world, with more than 1,300 tribes, nations, customs, traditions, and languages in different areas

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(Koentjaraningrat, 2010). In elementary school, material about diverse cultures aims to teach students tolerance, respect for differences, and awareness that diversity forms unity. However, interested study students and a poor understanding of diverse cultures hinder learning this material.

Observation results The beginning was carried out in class V at SDN Lamklat, showing that marking students for diversity in material culture still brought minimum completeness (KKM). This shows a difference between the results achieved and the objectives learned. Because this material is abstract and irrelevant to life, some students consider it challenging to understand daily. According to Dimiyati & Mudjiono (2013), approaching uninteresting and uninvolved learning students can cause difficulty understanding the draft.

A number of factors cause these poor learning outcomes. Some are non-varied learning methods and low student involvement during the learning process. Conventional learning, such as lectures, still dominates the classroom. Students tend to be passive and unmotivated to learn, even though this method effectively conveys information (Sanjaya, 2011). As a result, students become less enthusiastic and easily bored while learning. Therefore, a learning model that supports achieving learning objectives while increasing student interest and learning outcomes is needed. Therefore, a creative learning approach is needed to motivate students and, at the same time, improve their learning outcomes. The learning model cooperative Make a Match type is one of the learning models that can be used.

Huda (2017) said the Make-a-Match model is an approach to learning that aims to increase students' engagement through games and look-for-partner cards. Students see lessons become more interesting, and this model encourages them to talk, work in groups, and mutually help. Students are more motivated to learn if the atmosphere is his learning pleasant.

Previous research shows that the Make a Match model can improve students' learning outcomes. A study by Wibowo (2019) found that, compared to the lecture method, this model can increase students' value by an average of 15 %. According to another study by Nurhasanah (2021), the Make-a-Match model can help students improve social skills, such as talking and working. This is very relevant to the topic of cultural diversity. Make a Match type of cooperative learning also involves students looking for matching pairs of cards; this makes the class active, fun, and collaborative. This model can also increase student engagement and understanding of the concepts. Therefore, this model is the right choice to address learning problems.

This study aimed to determine how well the Make a Match cooperative learning model helps fifth-grade students learn about cultural diversity material. Hopefully, this study will provide practical solutions for teachers to overcome low student learning outcomes and be a reference for implementing innovative learning strategies.

## **2. Literature review**

### ***2.1. Research approach***

One of the main topics taught in elementary schools, especially in Social Sciences (IPS), is the cultural diversity of Indonesia. This material aims to inform students about the diversity of cultures, ethnicities, languages, and local customs as national wealth that must be maintained and appreciated. As Saputra (2020) stated, students' understanding of cultural diversity can shape tolerance, mutual respect, and love for the homeland.

The approach used by teachers in learning dramatically affects how well students understand the material. Students often become passive because lectures dominate conventional learning. Therefore, a more creative learning approach that actively involves students is needed. The Make a Match type of cooperative learning model is one of these methods.

### ***2.2. Make a Match model***

The Make-a-Match model is a cooperative learning model intended to increase student participation in learning through card-matching activities. According to Huda (2017), this model encourages students to work in groups, share information, and help each other achieve learning goals. The advantages of Make a Match include increasing student interaction and understanding of concepts through kinesthetic activities and creating a fun learning environment.

Previous studies have shown that the Make a Match model can improve student learning outcomes. For example, research by Wibowo (2019) found that this model can motivate students to learn and make lessons more straightforward to understand. Another study by Nurhasanah (2021) also found that the Make a Match model significantly improved student learning outcomes compared to the lecture method.

Based on the theoretical basis and previous research findings, it is possible to apply the Make a Match type cooperative learning model to overcome the problem

of low student learning outcomes in cultural diversity material. This model improves student learning outcomes and builds social skills by helping them work together and interact in groups.

### **3. Methods**

#### ***3.1. Research approach***

The Classroom Action Research (CAR) method, developed by Kemmis and McTaggart, was used in this study. CAR consists of four main steps: planning, implementation, observation, and reflection. This study was conducted in two cycles. According to previous evaluations, each cycle aims to improve student learning outcomes and the learning process.

The subjects of this study were 25 fifth-grade students at an elementary school, consisting of 13 male students and 12 female students. The subjects were selected based on initial observations that showed low student learning outcomes in cultural diversity material. This study was conducted at SDN Lamklat for two months.

#### ***3.2. Research design***

This study consists of two cycles. Cycle I includes learning planning using the Make a Match model, implementing learning activities, observing student activities, and evaluating learning outcomes. Cycle II includes improvements based on reflections from cycle I, implementation of activities with adjusted strategies, and further evaluation to identify improvements in learning outcomes.

#### ***3.3. Research instruments***

The instruments used in this study include learning outcome tests to measure students' understanding of cultural diversity material. Observation sheets are used to monitor student activities and involvement in learning, and documentation is provided in the form of photos of activities and notes on group discussion results.

Data collection techniques in this study were collected through the following methods: written tests were conducted at the end of each cycle to determine the improvement of student learning outcomes. Observations were conducted during the learning process to assess student activities and the application of the make-a-

match model. Interviews were conducted with students to determine their responses to the learning process.

Data were analyzed descriptively quantitatively to measure the improvement of student learning outcomes. The analysis steps include calculating the average score of student learning outcome tests in each cycle. Calculating the percentage of classical completeness. Comparing learning outcomes between cycle I and cycle II to see the effectiveness of the action.

## **4. Results**

### ***4.1. Cycle I***

The Make-a-Match model was used well in this cycle. There were some problems, such as students not understanding the game procedure and not having enough time for group discussions. The test results showed that the average student score was 72.4, and the classical completion percentage was 68%.

Some students still had difficulty understanding the concept of cultural diversity, especially regarding real examples of the diversity of customs in various places. Observation of student activities showed that students were quite involved in learning. While some students seemed interested in finding card pairs, others seemed less active or confused in group discussions.

### ***4.2. Cycle II***

Improvements in the cycle included more detailed explanations of the game rules, additional time for discussion, and more in-depth feedback. The second cycle showed significant improvements. Students saw significant improvements in their activity, and their average score increased to 85.6, with a classical completion percentage of 92 percent. According to observations, almost all students actively found card pairs, spoke, and provided answers confidently. The class became more conducive and interactive, and learning was more enjoyable.

## **5. Discussion**

The study showed that the Make a Match cooperative learning model improved students' learning outcomes on cultural diversity material. The increase in students'

average scores from cycle I to cycle II showed that this model could help students understand the concept of cultural diversity more deeply.

The Make-a-Match model works because it actively engages students in learning. The activity of finding card pairs is not only fun while learning but also encourages students to collaborate, talk, and share information. This study aligns with Huda (2017), which found that the cooperative learning model can improve students' understanding of concepts and social skills.

In addition, increasing student activity in class also improves learning outcomes. According to observations, students are more interested in learning because the Make-a-Match model offers a different way of learning from conventional methods. The competitive and healthy game atmosphere encourages students to be more active and focused.

Previous studies, such as those conducted by Wibowo (2019), found that applying the Make a Match model increased students' motivation and learning outcomes. This finding is consistent with the findings of this study. Therefore, this model can be used as an alternative learning method for other subjects that require in-depth conceptual understanding.

Overall, the success of the Make-a-Match model in this study shows that the problem of low learning outcomes can be solved by using creative learning strategies and actively involving students, especially in materials that require an understanding of social and cultural values.

## 5. Conclusion

The results of this study show that the learning model Make a Match cooperative effectively improves learning outcomes for fifth-grade students in diverse material cultures. The success of this model in helping students understand draft diversity culture shows an improvement in learning outcome value students' average from 72.4 in cycle I to 85.6 in cycle II. The percentage completeness classic also increases from 68% in cycle I to 92% in cycle II, exceeding the indicator success that has been set.

In addition, there is proof that the Make-a-Match model helps students be more involved in learning. Students are more motivated to learn. The activity looks for partner cards and group discussions, which makes the class more active, fun, and interactive. Understanding students about Topic diversity culture also increased significantly due to environment-supportive learning.

## Conflict of interest

The authors declare that they have no conflict of interest.

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