



Efforts to Improve Social Studies Learning Outcomes through a Make A Match Model Assisted by Word Wall in Class V UPT SDN 289 Pinrang

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan model Make A Match berbantuan Word Wall, menganalisis peningkatan hasil belajar, dan mendeskripsikan respons siswa pada pembelajaran IPS di kelas V UPT SDN 289 Pinrang. Penelitian menggunakan metode Penelitian Tindakan Kelas dalam dua siklus melalui tahapan perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Teknik pengumpulan data meliputi observasi, tes, angket, dan dokumentasi. Teknik analisis data menggunakan deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan: Pertama, penerapan model Make A Match berbantuan Word Wall dilaksanakan melalui langkah guru menjelaskan materi menggunakan Word Wall, memperkenalkan model dan aturan permainan, membagi siswa menjadi dua kelompok, siswa mencari pasangan kartu, mempresentasikan hasil, dan guru memfasilitasi diskusi konfirmasi. Aktivitas guru meningkat dari 78,57% pada siklus I menjadi 90,48% pada siklus II, sedangkan aktivitas siswa meningkat dari 75% menjadi 89,71%. Kedua, hasil belajar siswa meningkat dari kondisi awal dengan ketuntasan klasikal 35,71% dan nilai rata-rata 65,71, menjadi 64,29% dengan nilai rata-rata 76,07 pada siklus I, dan 85,71% dengan nilai rata-rata 83,21 pada siklus II. Ketiga, respons siswa terhadap pembelajaran sangat positif dengan peningkatan persentase dari 79% pada siklus I menjadi 86,5% pada siklus II.

Kata Kunci: Make A Match, Word Wall, Hasil Belajar

Abstract

This research aims to describe the implementation of the Make A Match model assisted by Word Wall, analyze the improvement of learning outcomes, and describe student responses in social studies learning in fifth grade at UPT SDN 289 Pinrang. The research employed Classroom Action Research method in two cycles through planning, action, observation, and reflection stages. Data collection techniques included observation, tests, questionnaires, and documentation. Data analysis techniques used descriptive quantitative and qualitative approaches. The results showed: First, the implementation of Make A Match model assisted by Word Wall was carried out through steps where the teacher explained material using Word Wall, introduced the model and game rules, divided students into two groups, students searched for matching cards, presented results, and the teacher facilitated confirmation discussions. Teacher activity increased from 78.57% in cycle I to 90.48% in cycle II, while student activity increased from 75% to 89.71%. Second, student learning outcomes improved from the initial condition with classical completeness of 35.71% and an average score of 65.71, to 64.29% with an average score of 76.07 in cycle I, and 85.71% with an average score of 83.21 in cycle II. Third, student responses to learning were very positive with an increase in percentage from 79% in cycle I to 86.5% in cycle II.

Keywords: Make A Match, Word Wall, learning outcomes

Introduction

Social Science (IPS) learning in elementary schools has a strategic role in shaping students' understanding of social realities in the surrounding environment. Through social studies learning, students are expected to be able to develop knowledge, values, attitudes, and social skills that are useful for community life. However, the fact is that social studies learning in elementary schools still faces various obstacles. Learning tends to be conventional with the dominance of lecture, assignment, and teacher-centered learning methods. As a result, students are less actively involved in the learning process and perceive social studies subjects as boring, memorized only, and less interesting.

Based on the results of initial observations at UPT SDN 289 Pinrang, especially in grade V students, it was found that social studies learning outcomes were still relatively low. The data shows that out of 28 students, only 10 students (35.71%) have reached the Minimum Completeness Criteria (KKM) set, which is 75, while 18 students (64.29%) have not reached the KKM. The low learning outcomes are caused by several factors, including: (1) learning is still dominated by monotonous lecture methods, (2) the lack of use of interesting learning media, (3) learning strategies that do not encourage active student participation, and (4) the lack of variety of learning models that are fun and meaningful for students.

To overcome these problems, innovation in social studies learning is needed by implementing appropriate and fun learning models and supported by interesting learning media. One alternative learning model that can be applied is the Make A Match model with the help of Word Wall. The Make A Match model is a cooperative learning model that involves the activity of looking for a pair of cards that contain a suitable concept or topic in a certain time (Lorna Curran, 1994). Meanwhile, Word Wall is a learning medium in the form of a collection of words that are pasted on the classroom wall and arranged systematically to make it easier for students to remember important vocabulary in learning.

The application of the Make A Match model assisted by Word Wall in social studies learning is expected to create an active, fun, and meaningful learning atmosphere. Through the game of finding a pair of cards, students will be directly involved in the learning process, so that it can increase interest, motivation, and

ultimately can improve student learning outcomes. In addition, the use of Word Walls can help students remember important concepts in social studies materials that tend to be memorized.

Based on this description, the researcher is interested in conducting a classroom action research with the title "Efforts to Improve Social Studies Learning Outcomes Through the Make A Match Model Assisted by Word Wall in Class V UPT SDN 289 Pinrang". The formulation of the problem in this study is:

1. How is the application of the Make A Match model assisted by Word Wall in social studies learning in class V UPT SDN 289 Pinrang?
2. Can the application of the Make A Match model assisted by Word Wall improve social studies learning outcomes of students in class V UPT SDN 289 Pinrang?
3. How do students respond to the application of the Make A Match model assisted by Word Wall in social studies learning in class V UPT SDN 289 Pinrang?

In accordance with the formulation of the problem, the objectives of this research are:

1. Describe the application of the Make A Match model assisted by Word Wall in social studies learning in class V UPT SDN 289 Pinrang.
2. Analyzing the improvement of social studies learning outcomes of students in grade V UPT SDN 289 Pinrang through the application of the Make A Match model assisted by Word Wall.
3. Describe students' responses to the application of the Make A Match model assisted by Word Wall in social studies learning in class V UPT SDN 289 Pinrang.

The scope of this research is limited to the application of the Make A Match model assisted by Word Wall to improve social studies learning outcomes in the material "Events Surrounding the Proclamation of Independence" in class V UPT SDN 289 Pinrang for the 2024/2025 school year. The learning outcomes in question include cognitive aspects that are measured through formative tests at the end of each cycle. The research was carried out for two months, namely in July-August 2024.

Previous research has examined the application of the Make A Match model in social studies learning such as those conducted by Putri & Suarni (2020) and Sukraini et al. (2023) or the use of Word Walls as a learning medium such as the research of Maryani et al. (2022). The novelty of this study lies in the integration of the Make A

Match model with Word Wall media which is designed thematically and contextually in accordance with the characteristics of social studies material in grade V of elementary school. The Word Wall not only contains keywords, but also comes with a QR code that students can scan to access additional information in the form of images, short videos, or brief explanations related to the concept.

The differences between this study and the previous research are: (1) this study integrates the Make A Match model with Word Wall media simultaneously in social studies learning, (2) the cards used in the Make A Match model are designed by adapting the keywords on the Word Wall so that there is an integration between the model and the media used, (3) this study develops a process assessment rubric that is specific to Make A Match activities assisted by Word Wall, and (4) this study also analyzes the relationship between students' literacy skills and the success of the implementation of the Make A Match model assisted by Word Wall in social studies learning

Method

This research is a Class Action Research (PTK) which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation of actions, observation, and reflection referring to the PTK model of Kemmis & McTaggart (2014).

The research was carried out at UPT SDN 289 Pinrang which is located at Jalan Pendidikan No. 15, Watang Sawitto District, Pinrang Regency, South Sulawesi Province. The research was carried out in the odd semester of the 2024/2025 school year, from July to August 2024 to be precise. The subject of the study was 28 students in class V UPT SDN 289 Pinrang, consisting of 15 male students and 13 female students. The selection of class V as the subject of the study was based on the results of initial observations that showed that the class had problems in social studies learning with low learning outcomes. The research procedure was carried out in two cycles with the following stages:

1. Planning

- a. Preparing a Learning Implementation Plan (RPP) with the Make A Match model assisted by Word Wall in the material "Events Surrounding the Proclamation of Independence".

- b. Prepare learning media in the form of a Word Wall that contains keywords related to the learning material.
- c. Prepare Make A Match cards consisting of question cards and answer cards.
- d. Prepare research instruments in the form of observation sheets of teacher and student activities, learning outcome tests, and student response questionnaires.
- e. Prepare student worksheets and documentation tools.

2. Execution of Actions

- a. Carry out learning in accordance with the lesson plans that have been prepared by applying the Make A Match model assisted by Word Wall.
- b. The learning stages include:
 - 1) Preliminary activities: perception, motivation, delivery of learning objectives.
 - 2) Core activities:
 - a) The teacher explained the learning material using the Word Wall as a medium.
 - b) The teacher introduced the Make A Match model and explained the rules of the game.
 - c) Students are divided into two large groups (question card holder group and answer card holder).
 - d) Students look for matching card pairs within the stipulated time limit.
 - e) The student who finds a pair of cards presents the result in front of the class.
 - f) The teacher facilitates class discussions to confirm the correctness of the card pairs.
 - c. Closing activities: reflection, conclusion, evaluation, and follow-up.

3. Observation

- a. Observers observe the activities of teachers and students during the learning process using observation sheets.
- b. The observer recorded important findings that occurred during the learning process.
- c. Teachers assess student learning outcomes through formative tests at the end of the cycle.

4. Reflection

- a. Analyze data from student observation results and tests.

- b. Identify successes, obstacles, and weaknesses encountered during the implementation of the action.
- c. Formulate fixes for actions in the next cycle.

The data collection techniques used in this study are:

- 1 **Observation** was carried out to observe the activities of teachers and students during the learning process with the Make A Match model assisted by Word Wall.
- 2 **The test** was carried out to measure the learning outcomes of social studies students in the material "Events Surrounding the Proclamation of Independence" which was carried out at the end of each cycle.
- 3 **The questionnaire** was used to find out students' responses to the application of the Make A Match model assisted by Word Wall in social studies learning.
- 4 **Documentation**, used to collect supporting data such as photos of learning activities, student work results, and other relevant documents.

The research instruments used were:

1. The Teacher Activity Observation Sheet, contains indicators of learning implementation with the Make A Match model assisted by the Word Wall carried out by the teacher.
2. The Student Activity Observation Sheet, contains indicators of student activity during learning with the Make A Match model assisted by Word Wall.
3. Learning Outcome Test questions, in the form of multiple-choice questions and short fill-ins that measure students' understanding of the material "Events Surrounding the Proclamation of Independence".
4. **Student Response Questionnaire**, containing statements about students' responses to the application of the Make A Match model assisted by Word Wall in social studies learning.

The data obtained was analyzed using quantitative and qualitative descriptive analysis techniques with the following steps:

1. Analysis of Teacher and Student Activity Observation Data
2. Student Learning Outcome Data Analysis
3. Student Response Data Analysis

This research is declared successful if:

1. Teachers' activities in implementing the Make A Match model assisted by Word Wall achieved the minimum good criteria ($\geq 71\%$).
2. Student activities in participating in learning with the Make A Match model assisted by Word Wall achieved the minimum good criteria ($\geq 71\%$).
3. Social studies learning outcomes of students achieved classical completeness of at least 80% (80% of students obtained a score of ≥ 75).
4. Students' responses to the implementation of the Make A Match model assisted by Word Wall were at least in the positive category ($\geq 71\%$).

Result and Discussion

Before carrying out the action, the researcher conducted initial observations to identify problems in social studies learning in class V UPT SDN 289 Pinrang. The observation results show that social studies learning is still dominated by lecture methods, the use of learning media is still minimal, and student participation in learning is still low. This has an impact on the low social studies learning outcomes of grade V students.

Social studies learning outcomes data in the initial condition (pre-cycle) showed that out of 28 students, only 10 students (35.71%) had reached the KKM, while 18 students (64.29%) had not reached the KKM. The average grade of the class was 65.71 with the highest score of 85 and the lowest score of 45. The distribution of social studies learning outcomes of students in the initial condition can be seen in the following table:

Table 1. Distribution of Social Studies Learning Outcomes for Students in Early Conditions

No.	Value Range	f	%	Category
1.	86 - 100	0	0%	Excellent
2.	75 - 85	10	35,71%	Good
3.	65 - 74	8	28,57%	Enough
4.	55 - 64	6	21,43%	Less
5.	< 55	4	14,29%	Very Less
Sum		28	100%	

Based on these data, it can be concluded that the social studies learning outcomes of students in grade V of UPT SDN 289 Pinrang in the initial condition are still low and need to be improved through the application of innovative and interesting learning models.

Cycle I

In the planning stage of the first cycle, the researcher carried out the following activities:

1. Compiling a lesson plan with the Make A Match model assisted by Word Wall on the material "Events Surrounding the Proclamation of Independence" sub-material "Rengasdengklok Events and the Formulation of Proclamation Texts".
2. Prepare Word Wall media containing keywords such as "Rengasdengklok", "Young Group", "Old Group", "Sukarni", "Ahmad Subarjo", "Admiral Maeda", and other keywords related to learning materials.
3. Prepare Make A Match cards consisting of 14 pairs of cards (14 question cards and 14 answer cards).
4. Compile observation sheets of teacher and student activities, learning outcome test questions, and student response questionnaires.
5. Coordinate with class V teachers who act as observers during research.

The implementation of the first cycle of actions was carried out in two meetings. The first meeting focused on learning with the Make A Match model assisted by Word Wall, while the second meeting continued with the evaluation of learning outcomes.

The first meeting began with a 10-minute introductory activity, where the teacher greeted the teacher, led prayers, and checked the students' attendance. To arouse interest, the teacher conducted an apperception by asking the questions, "Do you know when Indonesia became independent?" and "What is the process of the proclamation of independence?" The teacher then conveys the learning objectives and explains the learning model to be used. The core activity, which lasted for 70 minutes, focused on the material "Rengasdengklok Events and the Formulation of the Proclamation Text". Teachers use Word Wall media pasted on the classroom wall to explain key words. Next, the teacher introduces the "Make A Match" learning model and explains the rules. Students are divided into two large groups heterogeneously: Group A receives a question card, and Group B receives an answer card. Each student gets a card and is given two minutes to think about their card pair. The teacher gives a hint to start a five-minute card pair search, during which students move actively in class. After finding a partner, students sit down

together to discuss their answers. Each pair presents the question and answer cards in front of the class in turn, followed by a teacher-facilitated class discussion to confirm the correctness of the card pairs. Points are awarded to pairs that manage to match cards correctly. The cards are then collected, shuffled, and redealt for a second round by the same process. The meeting closed with a 10-minute closing activity, where the teacher guided the students to conclude the material, reflect on their impressions of learning, provide reinforcement, assign homework, and close with prayers and greetings.

Second Meeting (70 minutes)

The second meeting began with a 10-minute introductory activity, where the teacher said greetings, led prayers, checked attendance, and reviewed material from previous meetings. The core activity, which lasted 50 minutes, involved students working on the learning outcomes test of the first cycle individually. In addition, students filled out a questionnaire in response to the implementation of the Make A Match model with the help of Word Wall. The closing activity for 10 minutes includes the teacher motivating the students and closing the learning with prayers and greetings.

The results of observations of teachers' activities in implementing the Make A Match model assisted by Word Wall in cycle I can be seen in the following table:

Tabel 2. Hasil Observasi Aktivitas Guru Siklus I

No.	Observed Aspects	Score
1.	Introductory Activities	16/20
2.	Core Activities	38/48
3.	Closing Activities	12/16
	Total Score	66/84
	Percentage	78,57%
	Criterion	Good

Based on the table above, teachers' activity in implementing the Make A Match model assisted by Word Wall in cycle I reached a percentage of 78.57% with good criteria. Although in general teachers have carried out learning well, there are still several aspects that need to be improved, such as: (1) the timing in the Make A Match game which is still not effective, (2) the provision of guidance to students who have difficulty finding card pairs, and (3) the class management during the Make A

Match game which is still not optimal so that some students seem confused.

The results of observations of student activities in participating in learning with the Make A Match model assisted by Word Wall in cycle I can be seen in the following table:

Table 3. Results of Observation of Student Activities Cycle I

No.	Observed Aspects	Score
1.	Introductory Activities	12/16
2.	Core Activities	30/40
3.	Closing Activities	9/12
	Total Score	51/68
	Percentage	75%
	Criterion	Good

Based on the table above, student activities in participating in learning with the Make A Match model assisted by Word Wall in cycle I reached a percentage of 75% with good criteria. Although in general students have participated in learning well, there are still several aspects that need to be improved, such as: (1) students' activeness in asking and answering questions, (2) students' cooperation in finding card pairs, and (3) students' courage in presenting the results of their card pairs in front of the class.

Table 5. Results of Student Response Questionnaire in Cycle I

No.	Aspects Assessed	Average Score	Percentage	Criterion
1.	Interest in learning models	3,2	80%	Positive
2.	Interest in learning media	3,3	82,5%	Positive
3.	Ease of understanding the material	3,0	75%	Positive
4.	Activeness in learning	3,1	77,5%	Positive
5.	Learning motivation	3,2	80%	Positive
	Average	3,16	79%	Positive

Based on table 5, it can be seen that the students' response to the implementation of the Make A Match model assisted by Word Wall in cycle I reached a percentage of 79% with positive criteria. This shows that students respond positively to the application of the learning model and media.

Based on the results of observations and evaluations in cycle I, there are several successes and obstacles faced, including:

Success:

1. Teachers' activities in implementing the Make A Match model assisted by Word Wall have achieved good criteria with a percentage of 78.57%.

The social studies learning outcomes of students in cycle I can be seen in the following table:

Table 4. Distribution of Social Studies Learning Outcomes for Students in Cycle I

No.	Rentang Nilai	f	%	Kategori
1.	86 - 100	5	17,86%	Sangat Baik
2.	75 - 85	13	46,43%	Baik
3.	65 - 74	6	21,43%	Cukup
4.	55 - 64	3	10,71%	Kurang
5.	< 55	1	3,57%	Sangat Kurang
	Jumlah	28	100%	

Based on the table above, it can be seen that the learning outcomes of social studies students in cycle I have increased compared to the initial condition. Of the 28 students, there are 18 students (64.29%) who have reached the KKM, while 10 students (35.71%) have not reached the KKM. The average grade of the class increased to 76.07 with a high score of 95 and a low score of 50.

The results of the student response questionnaire to the implementation of the Make A Match model assisted by Word Wall in cycle I can be seen in the following table:

2. Student activities in participating in learning with the Make A Match model assisted by Word Wall have achieved good criteria with a percentage of 75%.
3. The social studies learning outcomes of students have increased from the initial condition, namely from 35.71% of students who reach KKM to 64.29% of students who reach KKM.
4. Students' responses to the implementation of the Make A Match model assisted by Word Wall achieved positive criteria with a percentage of 79%.

Constraints:

1. Students are still not familiar with the Make A Match model, so there are still some students

who are confused when looking for a card pair.

2. Time management during the Make A Match game is still not effective, so there are some students who have not had time to present the results of their card pairs.
3. Some students are still shy and lack confidence in presenting the results of the card pairs in front of the class.
4. The Word Wall used is still not attractive and has not been used optimally by students as an aid in finding card pairs.
5. Student learning outcomes have not reached the research success indicator, namely classical completeness of at least 80%.

Based on the results of these reflections, the researcher made improvements to the implementation of actions in cycle II, namely:

1. Provides a more detailed explanation of the rules and steps of the Make A Match game.
2. Manage time more effectively, including providing clear time limits for each stage of learning.
3. Provide motivation and reinforcement to students to be more confident in presenting the results of card pairs.
4. Improve the design of the Word Wall to make it more attractive and informative, and provide clear instructions to students to use the Word Wall as an aid in finding card pairs.
5. Improving individual guidance to students who have not yet reached the KKM.

Cycle II

In the planning stage of cycle II, the researcher carried out the following activities:

Compiling RPP with the Make A Match model assisted by Word Wall on the material "Events Surrounding the Proclamation of Independence" sub-material "Moments of the Proclamation and Proclamation Figures".

Setting up a corrected Word Wall media design becomes more attractive by adding images, brighter colors, and scannable QR codes to get additional information.

Prepare Make A Match cards consisting of 14 pairs of cards with more attractive designs and different colors for question cards and answer cards.

Compile observation sheets of teacher and student activities, learning outcome test questions, and student response questionnaires.

Coordinate with class V teachers who act as observers.

The implementation of cycle II actions was also carried out in two meetings. The first meeting focused on learning with the Make A Match model assisted by Word Wall, while the second meeting continued with the evaluation of learning outcomes.

Learning begins with a 10-minute introductory activity, where the teacher says greetings, leads prayers, and checks students' attendance. The teacher then conducts perception by associating the previous material with the topic to be studied, conveying the learning objectives, and explaining the learning model used. The core activity lasted for 70 minutes, starting with an explanation of the material "Proclamation Moments and Proclamation Figures" using a redesigned Word Wall.

The teacher explained the rules of the Make A Match game in detail with examples. Students are divided into two large groups heterogeneously: Group A receives a question card, and Group B receives an answer card. Each student gets a card and is given 2 minutes to think about their card pair while observing the Word Wall as a guide. After that, the teacher gives a cue to look for a pair of cards within 5 minutes, where students actively move in the class. After finding a partner, students sit down together to discuss the answers, then present question cards and answers in turn in front of the class. The teacher provides reinforcement, motivation, and facilitates class discussions to confirm the correctness of the card pair, as well as award points to the successful pair. The cards are then collected, shuffled, and redealt for a second round by a similar process. In the closing activity for 10 minutes, the teacher guides students to conclude the material, reflect by asking students' impressions, give homework as a follow-up, and close the learning with prayers and greetings.

The second meeting of learning began with an introductory activity of 10 minutes, where the teacher said greetings, led prayers, checked the students' attendance, and reviewed the material of the previous meeting. The core activity lasted for 50 minutes, where students worked on the learning outcome test of cycle II individually and filled out a questionnaire in response to the application of *the Make A Match model* assisted by Word Wall. In the closing activity for 10 minutes, the teacher gave motivation to the

students and closed the learning with prayers and greetings.

The results of observations of teachers' activities in implementing the Make A Match model assisted by Word Wall in cycle II can be seen in the following table:

Table 6. Results of Observation of Teacher Activities Cycle II

No.	Observed Aspects	Score
1.	Introductory Activities	18/20
2.	Core Activities	44/48
3.	Closing Activities	14/16
	Total Score	76/84
	Percentage	90,48%
	Criterion	Excellent

Based on table 6, teachers' activities in implementing the Make A Match model assisted by Word Wall in cycle II have increased to 90.48% with very good criteria. Teachers have implemented learning better and have corrected the shortcomings in cycle I. Time management, guidance to students, and classroom management have been much better compared to cycle I.

The results of observation of student activities in participating in learning with the

Make A Match model assisted by Word Wall in cycle II can be seen in the following table:

Table 7. Results of Observation of Student Activities in Cycle II

No.	Observed Aspects	Score
1.	Introductory Activities	14/16
2.	Core Activities	36/40
3.	Closing Activities	11/12
	Total Score	61/68
	Percentage	89,71%
	Criterion	Excellent

Based on the table above, student activity in participating in learning with the Make A Match model assisted by Word Wall in cycle II has increased to 89.71% with very good criteria. Students have followed the learning better and have shown improvement in aspects that were previously lacking in cycle I. Students' activeness in asking and answering questions, students' cooperation in finding card pairs, and students' courage in presenting the results of their card pairs in front of the class have been much better.

The social studies learning outcomes of students in cycle II can be seen in the following table:

Table 8. Distribution of Social Studies Learning Outcomes for Students in Cycle II

No.	Value Range	Frequency	Percentage	Category
1.	86 - 100	9	32,14%	Excellent
2.	75 - 85	15	53,57%	Good
3.	65 - 74	3	10,71%	Enough
4.	55 - 64	1	3,57%	Less
5.	< 55	0	0%	Very Less
	Sum	28	100%	

Based on the table above, it can be seen that the social studies learning outcomes of students in cycle II have increased compared to cycle I. Of the 28 students, there are 24 students (85.71%) who have achieved KKM, while 4 students (14.29%) have not reached KKM. The

average grade of the class increased to 83.21 with a high score of 98 and a low score of 60.

The results of the student response questionnaire to the implementation of the Make A Match model assisted by Word Wall in cycle II can be seen in the following table:

Table 9. Results of Student Response Questionnaire in Cycle II

No.	Aspects Assessed	Average Score	Percentage	Criterion
1.	Interest in learning models	3,5	87,5%	Very Positive
2.	Interest in learning media	3,6	90%	Very Positive
3.	Ease of understanding the material	3,3	82,5%	Positive
4.	Activeness in learning	3,4	85%	Positive
5.	Learning motivation	3,5	87,5%	Very Positive
	Average	3,46	86,5%	Very Positive

Based on table 9, it can be seen that the students' response to the implementation of the Make A Match model assisted by Word Wall in cycle II increased to 86.5% with very positive criteria. This shows that students respond very positively to the application of these learning models and media.

Based on the results of observations and evaluations in cycle II, there are several successes achieved, including:

1. Teachers' activities in implementing the Make A Match model assisted by Word Wall have reached very good criteria with a percentage of 90.48%.
2. Student activities in participating in learning with the Make A Match model assisted by Word Wall have achieved very good criteria with a percentage of 89.71%.

3. The learning outcomes of social studies students have increased from cycle I to cycle II, from 64.29% of students who reach KKM to 85.71% of students who reach KKM, so that they have achieved the indicator of research success, namely classical completeness of at least 80%.
4. The students' response to the implementation of the Make A Match model assisted by Word Wall reached a very positive criterion with a percentage of 86.5%.

Thus, all indicators of research success have been achieved in cycle II, so that the research is stopped until cycle II.

Comparison of Research Results

A comparison of research results from the initial condition, cycle I, and cycle II can be seen in the following table and graph:

Table 10. Comparison of Social Studies Learning Outcomes of Students

No.	Aspects	Initial Conditions	Cycle I	Cycle II
1.	Average Score	65,71	76,07	83,21
2.	Highest Score	85	95	98
3.	Lowest Score	45	50	60
4.	Number of Students Completed	10	18	24
5.	The Number of Students Is Incomplete	18	10	4
6.	Completion Percentage	35,71%	64,29%	85,71%

Table 11. Comparison of Teacher and Student Activities

No.	Aspects	Cycle I	Cycle II	Increased
1.	Teacher Activities	78,57%	90,48%	11,91%
2.	Student Activities	75%	89,71%	14,71%

Table 12. Comparison of Student Responses

No.	Aspects Assessed	Cycle I	Cycle II	Increased
1.	Interest in learning models	80%	87,5%	7,5%
2.	Interest in learning media	82,5%	90%	7,5%
3.	Ease of understanding the material	75%	82,5%	7,5%
4.	Activeness in learning	77,5%	85%	7,5%
5.	Learning motivation	80%	87,5%	7,5%
	Average	79%	86,5%	7,5%

Discussion

The application of the Make A Match model assisted by Word Wall in social studies learning in class V UPT SDN 289 Pinrang has been well implemented and has increased from cycle I to cycle II. This is shown by an increase in the percentage of teacher activity from 78.57% in cycle I to 90.48% in cycle II, and an increase in the percentage of student activity from 75% in cycle I to 89.71% in cycle II.

The application of the Make A Match model assisted by Word Wall in social studies learning is carried out with the following steps: (1) the teacher explains the learning material by using the Word Wall as a medium, (2) the teacher introduces the Make A Match model and explains the rules of the game, (3) students are divided into two large groups (the question card holder group and the answer card holder group), (4) the student looks for matching card

pairs within the specified time limit, (5) the student who finds the card pair presents the result in front of the class, and (6) the teacher facilitates the class discussion to confirm the correctness of the card pair.

In the first cycle, the implementation of the Make A Match model assisted by Word Wall was not optimal because students were still not used to the learning model, less effective time management, and Word Wall that had not been utilized optimally. However, in cycle II, after improvements were made based on the results of reflection in cycle I, the application of the Make A Match model assisted by Word Wall became more optimal. Students are used to the learning model, time management is more effective, and Word Walls have been optimally used as an aid in finding card pairs.

The improvement of the quality of the implementation of the Make A Match model assisted by Word Wall from cycle I to cycle II is in line with the opinion of Huda (2017) who stated that the Make A Match model is a learning model that requires careful preparation and planning, and requires practice and habituation for students to run effectively. In addition, the use of Word Wall as a helping medium in the Make A Match model is also in line with the opinion of Arsyad (2016) who stated that the use of learning media can improve the quality of the learning process and ultimately can improve student learning outcomes.

The results of the study show that the application of the Make A Match model assisted by Word Wall can improve social studies learning outcomes of students in grade V UPT SDN 289 Pinrang. This is shown by an increase in the percentage of classical learning completeness from 35.71% in the initial condition to 64.29% in the first cycle, and increased again to 85.71% in the second cycle. The average grade of the class also increased from 65.71 in the initial condition to 76.07 in the first cycle, and increased again to 83.21 in the second cycle.

The improvement of social studies learning outcomes through the application of the Make A Match model assisted by Word Wall occurred due to several factors. First, the Make A Match model is a fun learning model and actively involves students in the learning process. Through the game of finding a pair of cards, students can learn while playing, so

learning becomes less boring. This is in line with the opinion of Suprijono (2015) who stated that the Make A Match model can improve students' learning activities, both cognitively and physically, as well as provide opportunities for students to learn while playing.

Second, the use of Word Wall as a help medium in the Make A Match model can help students remember important concepts in social studies materials that tend to be memorized. By looking at the keywords on the Word Wall, students can more easily remember the learning material and find matching card pairs. This is in line with the opinion of Windura (2016) who states that the use of visual media such as Word Wall can help students in remembering information, especially factual and conceptual information.

Third, the application of the Make A Match model assisted by Word Wall creates an active, fun, and meaningful learning atmosphere. Students not only passively listen to the teacher's explanations, but also actively look for card pairs, discuss with their pairs, and present the results of their pairs of cards in front of the class. This is in line with the opinion of Shoimin (2014) who states that the Make A Match model can create an active and fun learning atmosphere, and can help students understand learning materials better.

The findings of this study are in line with the results of research conducted by Putri & Suarni (2020) which found that the application of the Make A Match model can improve social studies learning outcomes of grade V students of SD Negeri 3 Banjar Java. Research conducted by Sukraini et al. (2023) also found that the application of the Make A Match model can improve social studies learning outcomes of grade IV students of SDN 1 Cakranegara. In addition, research conducted by Maryani et al. (2022) also found that the use of Word Wall as a learning medium can improve students' understanding of concepts and learning outcomes.

The results showed that students' responses to the application of the Make A Match model assisted by Word Wall in social studies learning were very positive. This is shown by an increase in the percentage of student responses from 79% in cycle I to 86.5% in cycle II. Students responded very positively to interest in learning models, interest in learning media, ease of understanding material, activeness in learning, and motivation to learn.

The very positive response of students to the implementation of the Make A Match model assisted by Word Wall occurred due to several factors. First, the Make A Match model is a fun and not boring learning model. Students can learn while playing, so they don't feel pressured to follow learning. This is in line with the opinion of Johnson et al. (2016) who stated that fun learning can increase students' motivation and interest in learning.

Second, the use of Word Wall as a help medium in the Make A Match model makes learning more interesting and meaningful. Students can easily remember important concepts in the learning material through the keywords on the Word Wall. This is in line with the opinion of Cronsberry (2004) who states that Word Walls can help students in developing vocabulary, improving understanding of concepts, and creating a literacy-rich classroom environment.

Third, the implementation of the Make A Match model assisted by Word Wall involves students actively in the learning process. Students not only passively listen to the teacher's explanations, but also actively look for card pairs, discuss with their pairs, and present the results of their pairs of cards in front of the class. This is in line with the opinion of Silberman (2016) who states that active learning can increase student involvement in the learning process and can ultimately improve student understanding and learning outcomes.

The findings of this study are in line with the results of research conducted by Ahmad et al. (2021) which found that students had a positive response to the application of the Make A Match model in social studies learning. Research conducted by Wulandari et al. (2019) also found that the use of Word Wall media can increase students' motivation and interest in learning social studies.

Conclusion

Based on the results of the research and discussion, it can be concluded that:

1. The application of the Make A Match model assisted by Word Wall in social studies learning in class V UPT SDN 289 Pinrang was carried out with the following steps: (a) the teacher explained the learning material using the Word Wall as a medium, (b) the teacher introduced the Make A Match model and explained the rules of the game, (c) students were divided into two large groups

(the question card holder group and the answer card holder group), (d) the student searches for a matching pair of cards within the specified time limit, (e) the student who finds the card pair presents the result in front of the class, and (f) the teacher facilitates a class discussion to confirm the correctness of the card pair. The application of this learning model and media has improved in quality from cycle I to cycle II, which is shown by an increase in the percentage of teacher activity from 78.57% in cycle I to 90.48% in cycle II, and an increase in the percentage of student activity from 75% in cycle I to 89.71% in cycle II.

2. The application of the Make A Match model assisted by Word Wall can improve social studies learning outcomes for students in grade V UPT SDN 289 Pinrang. This is shown by an increase in the percentage of classical learning completeness from 35.71% in the initial condition to 64.29% in the first cycle, and increased again to 85.71% in the second cycle. The average grade of the class also increased from 65.71 in the initial condition to 76.07 in the first cycle, and increased again to 83.21 in the second cycle.
3. The students' response to the application of the Make A Match model assisted by Word Wall in social studies learning was very positive. This is shown by an increase in the percentage of student responses from 79% in cycle I to 86.5% in cycle II. Students responded very positively to interest in learning models, interest in learning media, ease of understanding material, activeness in learning, and motivation to learn.

Research Limitations

This study has several limitations that need to be considered in interpreting the results of the research, namely:

1. This research is limited to the application of the Make A Match model assisted by Word Wall to improve social studies learning outcomes in the material "Events Surrounding the Proclamation of Independence" in class V UPT SDN 289 Pinrang, so that the results cannot be generalized to all learning materials or all grade levels.
2. The learning outcomes measured in this study were limited to cognitive aspects,

while affective and psychomotor aspects were not specifically measured.

3. This research was carried out in only two cycles with a limited number of meetings, so the long-term effects of the application of this learning model and media are not yet known.

Recommendations

Based on the results of the research, discussion, and conclusions, some of the recommendations that can be submitted are:

1. For teachers, it is expected to use the Make A Match model assisted by Word Wall as an alternative in social studies learning to improve student learning outcomes. Teachers are also expected to develop a variety of Make A Match and Word Wall cards that are more creative and innovative according to the characteristics of the material and students.
2. For schools, it is hoped that it can facilitate and support teachers in implementing innovative learning models and media such as the Make A Match model assisted by Word Walls to improve the quality of learning.
3. For future researchers, it is expected to conduct further research by applying the Make A Match model assisted by Word Wall to other subjects, other materials, or different grade levels. The next researcher is also expected to develop research by measuring more comprehensive aspects of learning outcomes, including cognitive, affective, and psychomotor aspects.

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