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The Effect Of The Make A Match Learning Model On The Social Science Learning Outcomes Of Grade VIII

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Abstract

This research aims to investigate the Effect of the Make A Match Learning Model on the Social Studies Learning Outcomes of Class VIII Students of Tamansiswa Private Junior High School Pematangsiantar in the 2025/2026 Academic Year. Based on the discussion and results of research conducted by researchers, which shows that the Make A Match learning model has a significant effect on student learning outcomes in social studies learning in class VIII of Tamansiswa Private Junior High School Pematangsiantar. With the results of the data normality test obtained in the pretest of the experimental class sig. 0.221>0.05, posttest in the experimental class with a sig. 0.242>0.05. The pretest in the control class obtained a sig. 0.794>0.05 and in the posttest of the control class obtained a sig. 0.385>0.05 which means it is normally distributed. The Homogeneity test shows that the sig. data is 0.239>0.05 meaning that the variance between the experimental class and the control class is homogeneous. In the t-test using the independent samples test, the calculated t value> t table = 5.601> 2.014 was obtained. With a sig. value < of the sig level = 0.00<0.05, it means that H0 is rejected and Ha is accepted, which means that there is a significant influence of the application of the Make A Match learning model on the social studies learning outcomes of students in class VIII of Tamansiswa Private Middle School Pematangsiantar in the 2025/2026 Academic Year.

Keywords : Animated, Writing, A2 Level.

INTRODUCTION

Education is a process aimed at optimally developing students' potential, including knowledge, skills, and attitudes. In the educational process, learning success is measured not only by the classroom process but also by the learning outcomes achieved by students. Learning outcomes serve as a benchmark for assessing the extent to which learning

objectives have been achieved and as a reflection of the teacher's use of learning strategies and methods (Harahap, 2021).

According to Ulfah and Arifudin (Siang, 2021) learning outcomes are changes that occur in students after participating in the learning process, whether in the form of knowledge, skills, or attitudes. Learning outcomes indicate the extent to which students are able to understand, master, and apply the subject matter taught by the teacher. These changes can be seen directly through student grades or achievements and can also be seen in students' behavior, ways of thinking, and attitudes in everyday life. Learning outcomes not only reflect individual student abilities but also serve as an indicator of the success of the educational process as a whole. Therefore, learning outcomes are very important for evaluating learning or to see the extent to which learning objectives have been achieved. These learning outcomes are also necessary for designing improvements in the future.

According to Phafiandita and Permadani (Caswati, 2022) teacher assessment of learning outcomes is the process of gathering information about the extent to which students have achieved learning objectives, including attitudes, knowledge, and skills. This assessment process is carried out in a planned and gradual manner so that teachers can monitor the development of student learning outcomes, monitor student progress, and make improvements if necessary. Assessment of learning outcomes is usually carried out through assignments, tests, observations, or other forms of evaluation. The purpose of this assessment of learning outcomes is to determine grades and also to see how students develop comprehensively, both in terms of their thinking, behavior, and in practicing what they have learned.

According to Endrayanto and Harumurti (HALAWA, 2019) assessment of learning outcomes encompasses three main aspects: attitude, knowledge, and skills. Attitude assessment is conducted to determine students' spiritual and social behavior, as reflected in their daily lives, both inside and outside the classroom. Knowledge assessment is the process of determining the extent to which students understand and master the subject matter. In this assessment, the thinking processes include remembering, understanding, applying, analyzing, evaluating, and creating. Therefore, it can be concluded that knowledge assessment focuses not only on how much information students have mastered, but also on their ability to use that knowledge appropriately in various situations.

The Make A Match learning model according to Puspitasari (Putri & Taufina, 2020) is a learning model that uses cards as the main aid. The cards consist of two types: cards containing questions and cards containing answers to those questions. After the teacher delivers the material, students are asked to find the matching card pairs between the questions and their answers. By involving game elements in the learning process, students become active, enthusiastic, and do not get bored quickly, so that learning can take place optimally and can improve student learning outcomes. Furthermore, Suprapta (Ferdiana & Mulyatna, 2020) explains that the Make A Match learning model is a learning model that can create a new and enjoyable learning atmosphere. By implementing this learning model, students will be more enthusiastic in participating in the learning process. This learning

process is designed creatively and innovatively to arouse students' curiosity, so they do not get bored easily. The insertion of paired card games also presents its own challenges, because students are not only involved in listening to theory, but also actively participate in learning activities that can have a positive impact on student learning outcomes.

Therefore, it can be concluded that the Make A Match learning model uses question and answer cards to encourage interaction and discussion among students through elements of play and competition. This model creates a fun learning environment, increasing student engagement, enthusiasm, and learning outcomes, especially in social studies, which is very different from conventional learning models.

According to Maysaroh and Ilah (Ishaq, 2018) the conventional learning model (lecture) uses a teacher-centered approach. In this learning model, the teacher is the primary source of information, and students only act as recipients of information. This conventional learning model places more emphasis on achieving final results than on the learning process itself. Students tend to be passive and rarely actively involved, making it difficult for them to express their opinions or participate in learning.

Based on observations conducted by the author at Tamansiswa Private Junior High School in Pematangsiantar, students in grade VIII were found to have low learning outcomes in social studies. This can be seen in the table below (Nadliyah, Taufiq, Hidayat, & Kasiyun, 2019).

It can be seen in the table of the Recapitulation of the final exam scores for the 2024/2025 Academic Year Social Studies Even Semester above in classes VIII A, VIII B and VIII C that the criteria for achieving learning objectives (KKTP) in the Social Studies subject is 72. The total number of students in class VIII is 70 students, in the two classes who obtained a score of more than 72 were 21 students who completed it with a percentage of 30% and students who obtained a score below 72 were 49 students who did not complete it with a percentage of 70% while the percentage of completion expected by the teacher is approximately 85% and in reality it was found that students who completed the specified KKTP were 30%

During observations, researchers observed that students tended to be passive during the learning process, leading to a less conducive learning environment. Many students were noisy, as the teacher only explained the lesson and gave assignments, making the learning process monotonous and uninteresting. This low student learning outcome could be influenced by inappropriate learning models. For example, teachers tended to use conventional learning models (lecturing) and assignments without actively involving students, making it difficult for students to understand the material. Therefore, the right solution to overcome this is to use varied and appropriate learning methods and models. One such method is the make-a-match learning model.

Based on the background of the problem above, the researcher is interested in researching how to improve student learning outcomes, especially in the Social Studies subject in class VIII on theme 4 of Indonesian economic development, with the research title "The Effect of the Make A Match Learning Model on Social Studies Learning Outcomes of

Class VIII Students of Tamansiswa Private Middle School, Pematangsiantar, Academic Year 2025/2026"

RESEARCH METHODS

This research is an experimental study. An experiment is a type of research conducted through experiments. This method is included in quantitative research and is used to determine the extent of the influence of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions (Yaomalieka Hasieba, Rohaeni, & Ruhyanto, 2021).

research is a type of Quasi-experimental research (quasi-experiment) is a research method that does not use random assignment, but uses existing groups. According to Creswell (Arisnandar, Hakim, & Ilmi, 2022) quasi-experiment is an experimental design that is carried out without randomization, but involves the placement of participants to groups carried out in class VIII B and Class VIII C. In this study using a pretest-posttest control group, namely two groups given a pretest and posttest in the experimental class (given treatment) and the control not given treatment (lecture).

In the initial stage, a pretest will be given to students in the experimental and control classes to determine their initial abilities. The experimental class will be given treatment using the Make A Match learning model, while the control class will be given treatment using the lecture method. After the treatment, each class will be given a posttest as the final stage. This study aims to determine whether there is an effect of the Make A Match learning model on student learning outcomes in social science subjects at Tamansiswa Private Middle School, Pematangsiantar (Ma'rifah, Rohmah, & Firmansyah, 2020).

A research design is a structured description of the research stages, encompassing the planning process through evaluation, to ensure the direction and methods of the research are aligned with its objectives. According to (Caswati, 2022) a research design is a systematic description of the relationships between variables, data collection techniques, and data analysis procedures. With an appropriate design, researchers and stakeholders can clearly

understand the relationships between variables and how to measure them. Therefore, the research design used in this study is as follows:

1. Determining Research Problems
2. Conducting Theoretical Studies
3. Determining Research Variables
4. Selecting a Quasi-Experiment Design
5. Determining Population and Sample
6. Determining Research Instruments
7. Conducting Research
8. Analyzing Data
9. Draw a conclusion
10. Compiling a Research Report.

The location of this research is at Tamansiswa Private Junior High School, Pematangsiantar, Jalan Kartini No. 18, Banjar Village, West Siantar District, Pematangsiantar City, North Sumatra Province.

The reason the researcher chose this location was:

1. Researchers found several problems related to student learning outcomes.
2. The location of this research is strategic because the school environment is easy to reach.

This research will be conducted in August 2025. Population is a group or generalization area consisting of objects or subjects that have certain characteristics and numbers, which are determined by the researcher to be studied in order to obtain conclusions (Marhayani & Wulandari, 2020).

This population can be categorized as a limited population (Finite population) because the number is clear and calculated, So the number of population in Tamansiswa Private Junior High School Pematangsiantar class VIII is 3 classes with a total number of students of 70. The sample is part of a population that is used to represent the entire population and answer the results of the study. The sample in this study was in class VIII B and VIII C which amounted to 47 students. This selection was not done randomly, but with certain considerations. The sampling technique used is purposive sampling, this is a sampling technique based on certain objectives and considerations that are considered relevant to the study.

A research instrument is a tool used to measure observed natural and social phenomena. Sugiyono (Anggraeni, Veryliana, & Fatkhu R, 2019) explains that a data collection instrument is a tool used by researchers to collect data in research. This instrument was chosen to facilitate and systematically conduct data collection activities. The data collection instruments used in this study were multiple-choice test questions on social studies (IPS) subject matter. The tests administered consisted of pretests to the control and experimental classes, as well as posttests to the control and experimental classes. Data analysis techniques are the process of transforming collected data into new information, with the goal of drawing conclusions from the research data that are easy to understand

(Astawa & Tegeh, 2019). In quantitative research, the data analysis techniques used are clear: to answer the problem statement or test the hypothesis formulated by the researcher. This activity is carried out to facilitate data understanding. The data analysis technique in this study consists of two stages: Normality Test, Homogeneity Test, and Hypothesis Test.

RESULTS AND DISCUSSION

Description of Research Results

This research was conducted from September 2 to 20, 2025, at Tamansiswa Junior High School, Pematangsiantar, with the topic being Theme 4 on the Indonesian economic conditions. The Make A Match learning model was implemented in class VIII students of Tamansiswa Private Junior High School, Pematangsiantar. The school has three classes, namely class VIII A, VIII B, and VIII C. The instrument test was conducted in class VIII A, and the research was conducted in class VIII B and VIII C, with class VIII B as the experimental class and class VIII C as the control class. The number of students in the experimental and control classes was 47 students (Prihatiningsih & Setyanigtyas, 2018).

This validity test was conducted on class VIII A, namely 23 students using 30 multiple-choice questions. Pearson product moment correlation at a significance level of 5% (0.05) with N = 23, the r table is 0.433. In this criterion, if r count > r table, the question is classified as valid. Therefore, the results of the validity test conducted by researchers in this study can be seen in the table below.

Based on table 4.1 above, it can be seen that there are 25 questions numbered (2,3,4,5,6,7,8,9,10,12,13,14,15,17,17,19,20,22,23,24,25,27,28,29,30) that are valid and as many as 5 questions, namely questions (1,11,16,21,26) are invalid, so the researcher will not use these invalid questions but instead the researcher will use 25 valid questions for further research.

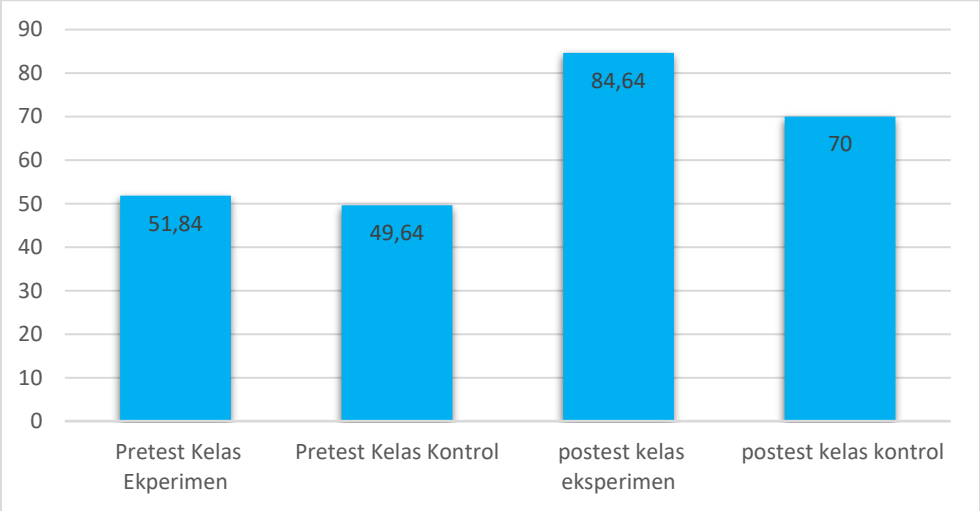
Table 1. Descriptive Results Study Student Class Experiment And Control

Class	Posttest (Experiment)	Posttest (Control)
N	25	22
Minimum	72	52
Maximum	100	92
Mean	84.64	70
Std. Deviation	7,718	10,161

Table descriptive results Study student on class experiment And class control on so can seen that on class experiment there is 25 student And mark smallest (minimum) on class experiment that is as big as 72 And mark highest Which obtained on class experiment that is as big as 100 with mark average student on class experiment that is as big as 84.64 Which standard the deviation sebsesar 7,718. Then on class control Which amount to 22 person mark smallest (minimum) on post-test as big as 52, whereas mark highest (maximum) that is as big

as 92 with mark average student on class control that is as big as 70 Which own standard the deviation as big as 10,161. From table This can We interpret that mark post-test in class experiment more tall with use model learning *Make A Match* even though student in the classroom experiment A little more Lots from class control However results Study student This can show influence from model learning Which used that is model *Make A Match* (Kurniasari, Koeswanti, & Radia, 2019).

For clarify results descriptive on Table 4.7, data average posttest class experiment And control served in form diagram stem following. Diagram This aim For give description visual difference results Study between second class.



Picture 1. Average mark class Experiment And Class Control

On pretets class experiment And class control seen clear If ability beginning student in the classroom experiment And class control relatively The same or Can it is said ability beginning student The same before given Treatment or treatment with Model learning *Make A Match* on class experiment. And class control without treatment Model Learning Make A *Match* . And on post-test class experiment average mark student 84.64 more tall compared to student Which No given treatment (class control) that is as big as 70.

Technique Analysis Data

Technique analysis data on study This use three stage that is test normality, test homogeneity And t-test (test hypothesis)

Results Test Normality

Test normality This aim For see whether data Which obtained distributed normal. Test normality This is as condition in use test t. Following is results test normality Which obtained on research This. Based on results test normality on can We Look results test normality on pretest And post-test class experiment so Also with pretest And post-test class control. Need in remember return If mark sig> level significance that is 0.05 so data Which tested distributed normal. Can We Look on pretest class experiment mark sig. As big as 0.221>0.05 so pretest on

class experiment distributed normal (Adriliyani, Dantes, & Jayanta, 2020). Then post-test in the classroom experiment with mark sig. As big as 0.242>0.05 so data post-test on class experiment distributed normal. Furthermore pretest in class control obtained mark sig. As big as 0.794 > 0.05 so data on pretest class control distributed normal And on post-test class control obtained mark sig. As big as 0.385 > 0.05 Which means data on post-test on class control distributed normal (Suprapta, 2020).

Results Test t (Test Hypothesis)

Because data between class experiment And class control on test normality distributed normal so that test hypothesis Which used in study This is *test t* on *independent samples test* . following This is results test t can seen on table under This

Table 2. Results Test Hypothesis

information	Mark
t-count	5,601
t-table	2,014
Sig.	0.00
Level sig	0.05

Based on test independent samples test in test t obtained mark thitung>t tabel = 5,601>2,014. With mark sig. < from level sig = 0.00<0.05 so can H0 rejected And Ha accepted Which means The existence of influence Which significant implementation model learning *Make A Match* to results Study Social Studies student in class VIII JUNIOR HIGH SCHOOL Private Tamansiswa Pematangsiantar Year Teachings 2025/2026

Discussion Study

Study This done in class VIII JUNIOR HIGH SCHOOL Private Tamansiswa Pematangsiantar year teachings 2025/2026 Which aim For know influence *Make A match* to results Study Social Studies student. Class VIII in JUNIOR HIGH SCHOOL Private Tamansiswa Pematangsiantar This on class VIII there is 3 local that is Class A, B, and C. Class VIII A Which amount to 23 student, in Lakas This researchers do test instrument to question so that question worthy to be continued on study, test instrument Which done There is 4 stage that is test validity question, test reliability, test difficulties question And test Power different question. On test instrument This found 5 question Which No valid from 30 question Which Already researchers prepare previously so that researchers decide For No use question Which No valid the in study This (Purwanti & Saputri, 2020).

Then class VIII B Which his students amount to 25 person Which is class experiment on study This. On class experiment researchers give Treatment or treatment that is in the form of model learning *Make A Match* pda process learning Which done during 4 time meeting, meeting First researchers give pretest to student in class experiment, meeting second peace meeting fourth student given treatment with use model learning *Make A Match.* After learning

on the day fourth finished researchers give post-test to student class VIII B Which is class experiment in study This.

Furthermore on class VIII C Which is class control on study This Which amount to 22 student. On class control This student No given treatment or treatment Which process his learning use model learning Which conventional. On class control This done moreover formerly pretest in meeting First, Then on day second until day fourth do learning Yan conventional Then on day fourth after learning finished student given post-test For know results Study student (Fauhah & Rosy, 2020).

From results study Which obtained on class experiment Which use model learning *Make A Match* obtained average mark student Which amount to 25 person student that is 50 And average post-test Which obtained student on post-test that is 84.64 and on class control There is 22 student with mark average pretest that is 49.60 Then on post-test average mark Which obtained that is 70 (Sulhan, 2020).

Then on test normality, on pretest class experiment mark sig. As big as 0.221>0.05 means distributed normal And post-test in the classroom experiment with mark sig. As big as 0.242>0.05 It means distributed normal. Furthermore pretest in class control obtained mark sig. As big as 0.794 > 0.05 Which means distributed normal And on post-test class control obtained mark sig. As big as 0.385 > 0.05 Which means distributed normal. So on pretest post-test class experiment And class control that is distribute normal.

On test homogeneity Which obtained mark based on mean Which show data sig.adalah as big as 0.239>0.05 means variance between class experiment And class control homogeneous.

Test hypothesis Which done on study This that is test t with use independent samples test obtained mark thitung>t tabel = 5,601>2,014. With mark sig. < from level sig = 0.00<0.05 means H0 rejected And Ha accepted Which means The existence of influence Which significant implementation model learning *Make A Match* to results Study Social Studies student in class VIII JUNIOR HIGH SCHOOL Private Tamansiswa Pematangsiantar Year Teachings 2025/2026 (Raharjo & Kristin, 2019).

On moment study researchers Also make sheet observation on moment ongoing model learning make a match, found that student more active And No feel bored Because learning Which pleasant in process learning ongoing seen from participation student in match question And answer Which provided by researchers And Because existence element award for Which succeed match card Which given so that student more active in look for partner card. Matter This weight model learning *Make A Match* This is model learning Which can increase results Study student And Also can make student become active in learning with increase participation students in look for field card question And card answer

CONCLUSION

Based on discussion And results study Which done by researchers, Which show that model learning *Make A Match* influential significant to results Study student on learning Social Studies class VIII JUNIOR HIGH SCHOOL Private Tamansiswa Pematangsiantar. With

results test normality data obtained on pretest class experiment mark sig. As big as 0.221>0.05, post-test in the classroom experiment with mark sig. As big as 0.242>0.05. pretest in class control obtained mark sig. As big as 0.794>0.05 And on post-test class control obtained mark sig. As big as 0.385>0.05 Which means distributed normal.on test Homogeneity show data sig.adalah as big as 0.239>0.05 means variance between class experiment And class control homogeneous. On test t with use independent samples test obtained mark thitung>t tabel = 5,601>2,014. With mark sig. < from level sig = 0.00<0.05 means H0 rejected And Ha accepted Which means The existence of influence Which significant implementation model learning *Make A Match* to results Study Social Studies student in class VIII JUNIOR HIGH SCHOOL Private Tamansiswa Pematangsiantar Year Teachings 2025/2026.

Suggestion

1. For Teacher. Recommended so that Teacher start apply model learning *Make A Match* as choice method learning For create atmosphere Study Which more active, creative, And pleasant, as well as For increase results Study student.
2. For School . School expected give training or workshop related implementation models learning innovative like *Make A Match* so that Teacher can implement it in a way optimal in process learning.
3. For Students. Students expected more active And independent in follow process learning, as well as used to think critical in finish problem Which related with material lesson.
4. For Researchers Next. Research This can become reference And base For study advanced with scope Which more wide, for example on level education Which different, eye lesson other, or variables other Which related like motivation And activity Study .

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