

# The Influence of Cooperative Learning Model Make a Match Type Based on Wayang Media on The Results of Learning Through Diversity Themes in My Countries in Students Class IV in MI Unggulan Nuris Jember

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**Abstract:** This research was conducted on fourth grade students at MI Unggulan Nuris Jember. the purpose of this study was to determine the effect of make a match type of cooperative learning model assisted by wayang media on the learning outcomes of Grade IV students on the theme of Beautiful Diversity in My Country, the subtheme of Beautiful Cultural Diversity of My Country in MI Featured Nuris Jember 2019/2020 academic year. This type of research is an experimental study with a pretest-posttest control group design pattern. The subjects of this study were 65 students consisting of classes IVA and IVB. Data collection methods used are observation, interviews, documentation, and tests. The results of calculations obtained from the t-test and ER calculation in the cognitive domain are the number of t-counts greater than the table of  $5.776 \geq 1.997$  with a significant level of 5% and  $df = 63$ , and the results of calculations from the relative effectiveness test (ER) are 45.38% categories medium effectiveness, so that  $H_0$  is rejected and  $H_a$  is accepted. The conclusion that there is a significant influence in the type of make a match cooperative learning model assisted by wayang media on the learning outcomes of Grade IV students on the theme of Beautiful Diversity in My Country, the sub-theme of Beautiful Cultural Diversity of My Country in MI Featured Nuris Jember.

**Keywords:** Cooperative Learning Model Type Make a Match, Puppet Media, Learning Outcomes

## 1. INTRODUCTION

Integrated thematic learning is a learning process that combines interrelated subjects so students become meaningful in their learning. According to Majid (2014: 49) integrated thematic learning is an approach in learning that integrates competencies, namely various subjects into themes. The learning process used today is driven by the 2013 curriculum. Learning K13 is one of the supporters of the ongoing learning process, namely students are actively involved but, in the field, students are rarely active in their implementation. One aspect that can help optimize learning is to use learning models when learning activities take place. According to Joyce & Weil (in Rusman 2018: 133) the learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in the classroom.

Diverse learning models are one indicator that requires consideration in using them for learning activities, for example, whether the learning model is in accordance with the learning styles of students, whether the learning model is in accordance with material needs, and others. Over time the learning model develops into an innovative learning model. Innovative learning models are applied based on needs and in accordance with the material to be delivered. These diverse learning models have their strengths and weaknesses. The teacher in choosing an efficient learning model and in accordance with the objectives to be achieved. One learning model that aims and is designed to encourage active students is the cooperative learning model. According to Hasan (in

Solihatini, et al 2009: 4) cooperative is working together in achieving common goals. Cooperative is done in order to be mutually beneficial.

The results of the interview on October 22, 2019 at MI Unggulan Nuris, researchers found information that in their learning had used the 2013 curriculum (K13) but it had not been implemented optimally. This is said to be not optimal because the teacher is still not implementing a variety of learning models. Teachers are also still learning in building learning in accordance with K13, namely student-centered learning (student center).

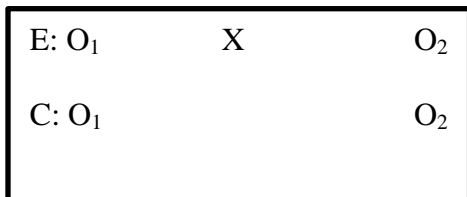
According to the information obtained, learning has used a scientific approach in accordance with K13 and teachers more often use cooperative learning models namely lecture, discussion, question and answer, and assignment methods. Teachers rarely apply innovative learning models during the learning process. Ibrahim et.al., (in Daryanto 2015: 3) said that currently the era of very rapid development of science and technology, teacher professionalism is not enough with the ability to learn only students, but also demanded to be able to manage information and a useful environment to facilitate student learning activities. Media that is more often used is with concrete media. Media that is easily found in the surrounding environment. The response of students when learning takes place varies, for example, there are students who catch lessons quickly, there are students who do not pay attention but understand what has been conveyed by the teacher, and also there are students difficult to understand the material. The response shows that it requires an innovative learning model so that students are not easily bored and monotonous.

Varied learning models can be applied according to situations and conditions during the learning and teaching process. One of them is the type of make a match cooperative learning model. According to Rusman (2018: 223). the advantage of this technique is that students look for partners while learning about a concept or topic, in a pleasant atmosphere. According Istarani (in Sirait M & Noer 2013: 255) has advantages one of which is that students are directly involved in answering questions delivered when learning through cards so that students are active in the learning process and learning is more enjoyable.

The media used is using puppet media. Media puppets made also interesting according to the theme to be learned. Wayang media is packaged in an interesting and durable way to support the learning model that is applied. Media formed like to resemble a puppet, it is made the existence of innovation to preserve Indonesian culture. According to H.Malik (in Sumiharsono R, et al. 2018: 10) learning media is anything that can be used to channel messages (learning materials). This can stimulate students' attention, interest and motivation in learning.

**2. RESEARCH METHODS**

This type of research uses experimental research. According to Masyud (2016: 138) experimental research is research intended to determine whether there is an influence or impact of a treatment (treatment) on changes in a particular condition or condition. The design of this study used experimental research with a pretest-posttest control group design.



Picture. Pretest pattern - posttest control group design

Information:

E = experimental class

C = Control class

O<sub>1</sub> = pretest or observation

X = Treatment given through the cooperative model type Make a Match

O<sub>2</sub> = observation or final test (posttest)

Source: (Mashhud, 2016: 154)

The research location chosen to conduct the research is MI Unggulan Nuris Jember. The subjects of this study were all students in class IV MI Featured Nuris consisting of 2 classes, namely class IVA students totaling 32 students consisting of all male students, while class IVB totaling 33 students consisting of 3 boys and 30 girls.

Homogeneity test which aims to determine the initial abilities possessed by students and homogeneity tests

conducted to determine the ability of both classes whether homogeneous or heterogeneous. The midterm test scores (UTS) of students are used as a reference to determine the homogeneity test. UTS values were tested using SPSS version 23.00. The resulting calculation results that indicate classes IVA and IVB have homogeneous abilities. Determination of the experimental class and the control class were selected by the random sampling method, which is the drawing technique using coins. The results of the drawing of IVB class were selected as the experimental class and IVA as the control class. The experimental class in this study is class IVB by applying the make a match type cooperative learning model, while the IVA class as a control class that does not apply the make a match type cooperative learning model but instead applies the method of discussion, lecture, question and answer, and assignment.

The steps in conducting experimental research with the Pretest-Posttest Control Group Design pattern according to Masyud (2016: 157) namely; (1) Preparation, which is an activity carried out to determine the place of research in accordance with the title and type of research, then observation of learning used by the teacher, and subsequent activities requesting the willingness of the school to be used as a place of research, (2) Conducting a survey to determine the research subjects at MI Featured Nuris Jember, (3) Determine research subjects using a homogeneity test, (4) Conduct student initial ability testing before learning takes place using a pretest, (5) Carry out teaching and learning activities with different treatments, namely the experimental class using cooperative learning model make type a match and control class without using the model but the learning process as usual is done with scientific approaches and lecture methods, questions and answers, assignments, and discussions, (6) Doing a posttest to find out student learning outcomes, (7) Analyzing research data ( pretest and posttest), (8) Meng review the results, (9) Make conclusions.

Data collection methods in this study are; (1) Observation, according to Sutrisno Hadi (in Sugiyono, 2018: 144) observation is a complex process. through direct communication, (3) Documents, according to Masyud (2016: 277) documents are data collection instruments to help researchers collect data sourced from documentation, (4) Tests, according to Masyud (2016: 265) learning outcomes tests are tests that can used to measure the level of student achievement after learning something.

Development of test instruments in this study include; (1) Instrument validation, (2) Instrument reliability, (3) Analysis of different power and problem difficulty levels. Furthermore, after knowing the results of the development of the test instrument, then a data analysis in the form of a t-test is conducted. The formula for calculating the t-test is as follows.

$$T_{test} = \frac{M2 - M1}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}}}$$

Information:

$M_1$  = Average value of group X1 (experimental group)

$M_2$  = Average value of group X2 (control group)

$X_1$  = Deviation of each X1 value from the average X1

$X_2$  = Deviation of each X2 value from the X2 average

N = Number of subjects / research samples (Mashhud, 2016: 386)

The influence or difference between one variable with another variable that has been obtained from the results of the t-test has not revealed the level of relative effectiveness. It is necessary to test the relative effectiveness after the t-test. The relative effectiveness test formula is calculated by the formula which is as follows.

$$ER = \frac{MX_2 - MX_1}{\frac{MX_1 + MX_2}{2}} \times 100\%$$

Information :

ER = The relative effectiveness of the experimental group treatment compared to the control group treatment

$MX_1$  = Mean or mean value in the control group

$MX_2$  = Mean or average value in the experimental group (Source: Mashhud, 2016: 384).

Tabel. Interpretation Criteria for Relative Effectiveness Test

| Relative Effectiveness Test Results | Category Effectiveness         |
|-------------------------------------|--------------------------------|
| 81% - 100%                          | The effectiveness is very high |
| 61% - 80%                           | High effectiveness             |
| 41% - 60%                           | Medium effectiveness           |
| 21% - 40%                           | Low effectiveness              |
| 0% - 20%                            | Effectiveness is very low      |

(Source: Mashyud, 2015: 385)

### 3. RESULTS AND DISCUSSION

The study was conducted in the control class and the experimental class conducted with the same conditions, but there were differences made in terms of providing treatment (treatment) for each class. The teaching and learning process in the experimental class is given treatment using the cooperative learning model make a match type and the teaching and learning process in the control class does not use the cooperative learning model make a match type, but the learning process is carried out in accordance with the 2013 curriculum which uses a scientific approach and lecture method, asked answer, assignment, and discussion. Activity

learning in each of the experimental and control classes was carried out during 2 meetings and with the same amount of time. The schedule used in this study also considers permits from schools and teachers, because it adjusts to certain conditions. This research is more focused on the cognitive domain only, so that the analysis and assessment carried out is only the cognitive domain. The affective and psychomotor domains in this study were only used as a support for the 2013 curriculum assessment, so the affective and psychomotor domains were not analyzed in this study.

The media used to support the learning process are puppet media. According to Suryaningtyaas (2017: 5) Puppet media is one of the tools used by teachers in delivering material in learning that will be delivered to students. The previously created puppet media were already used when working on the Group Worksheet (LKK) which analyzed the puppet media, as well as the puppet media used after applying the make a match type cooperative learning model. The puppet media that have been distributed to each group are matched between the traditional house and the traditional clothes which are paired and suitable in accordance with each region. The puppet media here functions as a stabilization of previously learned material, which is used before starting the game while learning or applying the cooperative learning model type make a match.

The experimental class applying the make a match type cooperative learning model with the puppet media has several learning steps. The initial activity carried out is the teacher asking students to form several groups, and the teacher also prepares a question card along with an answer card. The next step, question cards or answer cards are distributed to each group. The teacher gives time to each group to think about and discuss questions or answers from the cards obtained, then students match the question cards or answers obtained from other groups. The group that succeeded in finding the pairs of question cards or answer cards quickly, students were asked to advance to the front of the class to read the cards and the other students noticed and corrected the pairs of cards correctly or not. The group that succeeds in finding the pair of cards quickly will get points and will be given a reward, while the group that does not find will get an educative penalty such as singing the national anthem.

Students in the experimental class who were given treatment by applying the make a match cooperative learning model assisted by wayang media on the theme of Beautiful Diversity in My Country had a higher level of activity and interest than the control class that was treated without using a cooperative learning model using assisted type. puppet media. According to Rusman (2018: 223) the cooperative learning model type make a match is fun learning. The theory is proven that the activities that take place in the experimental class students run pleasant because there are elements of the game when applying the learning model. Students not only learn, but learn while playing.

The constraints faced when applying the make a match type of cooperative learning model is that the class is not conducive because students are too enthusiastic about applying the model and before applying the model students are still a little confused when applying the model. According to Istarani (in Sirait M & Noer 2013: 255), the weakness of the make a match type of cooperative learning is a noisy classroom atmosphere that can interfere with other classes and students lack understanding of the meaning of learning because when the learning process feels like just playing a game. The solution is that the teacher must be assertive and wait for the classroom atmosphere to not be crowded, so the teacher can read the rules of the application of the model and be conveyed clearly. Students are asked to concentrate and cooperate between groups by discussing calmly, so as not to disturb other classes.

The strengths faced when the make a match type of cooperative learning model are students' responses which are very enthusiastic because, students are directly involved in answering questions delivered during learning through cards so that students are active in the learning process and also puppet media used during learning that can foster interest in learning and student attention. The puppet media created must be adapted to the learning material.

The first meeting was held for each experimental class and control class students, students were given pretest questions in the form of multiple choice questions. The pretest questions given have been tested on fourth grade students at MI Ar-Roudhoh Jember whose school location is not far from MI Featured Nuris Jember and has the ability not much different from MI Featured Nuris Jember, and these questions have been validated by teachers and also expert lecturers. The second meeting conducted was given a posttest problem in the experimental class and the control class, then the difference between the pretest and posttest scores in the experimental class and the control class was analyzed using t-test on the application of SPSS version 23.00 in order to determine the comparison of the two scores. The results of data analysis performed using the SPSS application version 23.00 obtained a tcount value of 5.776. The results of these calculations are consulted with the value of the table at a significant level of 5% with db = 63, so the obtained value of the table is 1.997. The results of the analysis show that the significant results obtained are

tcount t table, so that the alternative hypothesis ( $H_a$ ) which states that there is a significant influence on the make-match type of cooperative learning model assisted by wayang media on the learning outcomes of class IV students on the theme of Beautiful Diversity in My Country in MI The seed of Nuris Jember was accepted and the null hypothesis ( $H_0$ ) stated that there was no significant influence on the make-match type of cooperative learning model assisted by puppet media on the learning outcomes of the fourth grade students of the theme of Beautiful Diversity in My Country in MI.

The next step is taken after testing the research hypothesis, it is necessary to calculate the relative effectiveness test (ER) which aims to determine the effectiveness of the application of the make a match cooperative learning model assisted by wayang media by using the pretest and posttest mean values in the experimental class and control class using the formula relative effectiveness (ER). The calculation results obtained are 45.38% with the category of medium effectiveness, so it can be concluded that the application of the make a match cooperative model with puppet media shows 45.38% more effective when compared to the learning outcomes of the IVA class or control class without applying the learning model make a match cooperative type assisted by wayang media.

There were findings during applying the make a match type cooperative model assisted by wayang media namely; (1) Students state that the learning process that takes place is not boring anymore because students match the question cards and answer cards in accordance with the material, (2) Students feel happy when participating in the learning model of make a match type of learning with the puppet media. (3) Students of the experimental class group are more active when learning takes place compared to students of the control group who tend to be passive when learning takes place, (4) There are students who are still unable to remain silent when learning takes place so that the classroom atmosphere is less conducive, but can still be well directed , (5) Students in the experimental class are more motivated to learn compared to students in the control class, (6) The scores obtained by students increase learning outcomes in the application of the make a match type of cooperative learning model that can be seen from the difference in the students' pretest and posttest scores.

#### 4. CONCLUSION

Based on the results of the analysis and discussion that has been presented, it can be concluded that there is a significant effect of the make a match type of cooperative learning model assisted by wayang media on the learning outcomes of Grade IV students on the theme of Beautiful Diversity in My Country in MI Featured Featured Nuris Jember

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