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The Effect of the Make A Match Learning Model on Pancasila Education Learning Outcomes at SD Negeri 091316 Pematang Raya

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Abstract: The purpose of this study was to determine the effect of the Make A Match learning model on the learning outcomes of Pancasila Education among fifth-grade students at SD Negeri 091316 Pematang Raya. This study used a quantitative approach with a pre-experimental design, specifically the One-Group Pretest-Posttest model. The sample consisted of all 25 fifth-grade students, selected using saturated sampling. Learning outcomes were assessed using pre-test and post-test scores. The pre-test results showed that only 3 students achieved scores above the minimum mastery criteria (KKTP), while 22 students did not, with an average score of 42.56. After applying the Make A Match learning model, the post-test results showed significant improvement: 24 students scored above the KKTP, and only 1 student did not, with an average score of 89.92. The n-gain score was calculated at 0.834, which falls into the moderate improvement category. These results indicate a substantial increase in students' understanding and mastery of Pancasila Education material. Statistical analysis led to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0). In conclusion, the Make A Match learning model has a positive and significant effect on the learning outcomes of Pancasila Education for fifth-grade students at SD Negeri 091316 Pematang Raya.

Keywords: Learning Model, Make A Match, Learning Outcomes.

INTRODUCTION

A country's progress can be determined by the quality of its education. The quality of education in Indonesia has not met public expectations, as evidenced by the 2022 PISA (Program for International Student Assessment) survey, which ranked Indonesia 69th out of 80 countries. This is a very concerning situation. According to OECD (2023), Indonesian students continue to perform below average in reading, mathematics, and science, indicating gaps in comprehension and critical thinking. This underperformance highlights the urgent need for reforms in instructional practices and learning models in Indonesian schools.

Education plays a crucial role in shaping the character, intellectual development, and mental well-being of children, who will eventually grow into individuals who interact and contribute to their environment, both individually and as social beings (Manurung *et al.*, 2025). Article 3 of Law of the Republic of Indonesia Number 20 of 2003 states that the function of national education is as follows: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation. It aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This law emphasizes holistic education, which aligns with international calls for 21st-century skills such as collaboration, creativity, and digital literacy (World Economic Forum, 2020).

According to Risdiany (2021), in addition to understanding the innovative curriculum, a teacher must also demonstrate a professional attitude toward students (Ansari *et al.*, 2023). Teacher professional development aims to improve the quality of education (Fadhilah *et al.*, 2025). Without active teacher participation, education becomes meaningless, and its content and essence are lost. Research by Suryani and Fathurrohman (2021) also suggests that teachers' professional competence is directly linked to students' academic achievement. However, many Indonesian classrooms still operate with outdated instructional models that do not actively engage students (Gunawan, Sahidu, & Nurul, 2020).

When viewed from the learning process, students tend to be passive, and learning becomes less conducive, significantly impacting their learning styles, creating an unpleasant learning environment. Therefore, teachers are required to be more active and creative in determining the methods and techniques to be used. Zhou, Mulya, and Saputra (2021) emphasize that active learning methods—particularly those involving collaboration and hands-on tasks—help improve students' retention and motivation, especially in primary education. Recent studies also show that passive learning environments can reduce students' long-term engagement and lead to shallow learning (Chen, Ahmad, & Siregar, 2023).

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One effort that can be made to address this problem is by implementing innovative learning models, such as the "make-a-match" cooperative learning model. According to Wulandari, as quoted by Azizah & Jannah (2024), the "make-a-match" cooperative learning model is a learning process that involves learning through play, where students match pairs of cards related to a topic in a fun learning environment. According to Kurniasih in Azizah & Jannah (2024), the "make-a-match" learning model can foster collaboration when answering questions by matching cards, making learning more engaging and enthusiastic. Students' active participation can also be seen when searching for matching cards. This model aligns with modern pedagogical frameworks that promote student interaction, peer learning, and experiential engagement (Pratama & Widodo, 2022).

In teaching and learning activities, there are various learning models, one of which is the "make-a-match" learning model. In practice, this model uses question cards and answer cards held by students, each containing various questions. Students think of answers or questions from the cards they hold to find matching cards. The "make-a-match" model is also effective for practicing accuracy, precision, and speed in matching answers and questions, creating a more active learning environment. Utami and Nugroho (2023) found that the Make-A-Match strategy helped improve students' motivation and collaborative problem-solving, especially when applied in civic and character education contexts.

Globally, the shift toward cooperative and game-based learning reflects a broader trend toward inclusive and student-centered instruction. The "make-a-match" model not only improves understanding of the material but also encourages meaningful interaction among students. The World Economic Forum (2020) notes that education systems must prioritize the development of teamwork, emotional intelligence, and communication, all of which are supported by cooperative learning models like Make-A-Match. Therefore, integrating this method into classroom practice is a promising step to support educational transformation in Indonesia.

LITERATURE REVIEW

Pancasila Education and Its Role in National Curriculum

Pancasila Education plays a vital role in Indonesia's national curriculum as it aims to develop students' moral character, civic values, and sense of national identity. Recent research highlights that the implementation of a Pancasila-based curriculum must be supported by teacher competence, parental involvement, and availability of learning media to be effective (Warlim, Budhiati, & Nalole, 2022). Furthermore, the introduction of the Merdeka Curriculum in Indonesian schools provides a paradigm shift by promoting flexible and student-centered learning, allowing more contextual and interactive teaching methods to be applied to Pancasila Education (Kencana Sari, Sukarno, & Murwaningsih, 2023).

Challenges in Pancasila Learning Outcomes and Student Engagement

Despite its importance, Pancasila Education often suffers from poor student engagement and low academic achievement. In many classrooms, the subject is still delivered in a teacher-centered manner, resulting in passive student learning. However, several studies have shown that applying interactive learning models can significantly enhance students' understanding. For example, a classroom action study at SD Negeri Sungai Kunjang showed that using the Make-A-Match model in the "My Country, Indonesia" topic improved learning outcomes over two instructional cycles (Kuncahyo *et al.*, 2024). Another study at SD Muhammadiyah 8 Jagalan also reported improved learning outcomes and increased student activity through Make-A-Match in second-grade Pancasila classes (Wihida *et al.*, 2023).

Make-A-Match as a Cooperative Learning Model

Make-A-Match is a cooperative learning strategy where students match questions and answers using cards. It is based on the idea that learning becomes more effective when students are actively involved in the process, especially through peer interaction and games. Research at SD Negeri Rayung II demonstrated that this model positively influenced students' understanding of Pancasila values using a pre-experimental design (Azizah & Jannah, 2023). In another study, the Make-A-Match model supported by Word Wall media led to higher student engagement and achievement in fifth-grade Pancasila lessons, especially in topics such as "Pancasila in My Life" (Ulnatifah *et al.*, 2024).

Variations and Supportive Media in Make-A-Match Implementation

To further enhance its effectiveness, Make-A-Match can be combined with various media. For instance, the use of flashcards in second-grade PPKn (Pancasila and Civic Education) lessons

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helped students better recognize and understand the symbols and meanings of Pancasila (Sihombing *et al.*, 2024). In some cases, Make-A-Match is compared with other cooperative models like Snowball Throwing or Numbered Heads Together, showing comparable results in improving both cognitive outcomes and classroom interaction, though Make-A-Match tends to be simpler to implement in lower-grade classrooms.

Research Gap and Relevance of This Study

While many existing studies confirm the positive impact of Make-A-Match on student achievement and engagement, most of them are action research-based or use limited sample sizes. Additionally, few studies have explored the quantitative impact using an n-gain analysis with a one-group pretest-posttest design in the context of Pancasila Education. This study fills that gap by assessing the effectiveness of the Make-A-Match model specifically at SD Negeri 091316 Pematang Raya using a structured experimental method. The findings aim to provide empirical evidence that can support broader implementation of interactive learning strategies in civic education across Indonesian primary schools.

RESEARCH METHODS

This research was conducted at SD Negeri 091316 Pematang Raya, located on Jl. Sutomo, Pematang Raya, in the North Sumatra Province. The study employed a quantitative research approach using an experimental method, specifically a pre-experimental design with a one-group pretest-posttest structure. This design was chosen to measure the effectiveness of the Make-A-Match learning model in improving students' learning outcomes in Pancasila Education. According to Sugiyono (2019), quantitative research is based on positivist philosophy and is useful for examining specific populations and samples using data collection tools and statistical analysis to test hypotheses.

The source of data in this study consisted of fifth-grade students at SD Negeri 091316 Pematang Raya, totaling 25 students. The intervention was conducted over a one-week period, consisting of three consecutive instructional sessions, each lasting approximately 70 minutes. During these sessions, the Make-A-Match model was applied to the Pancasila Education topic “Living in Harmony Despite Differences,” which is part of the thematic unit for Grade V.

The Make-A-Match model was implemented in the classroom by preparing a set of question and answer cards related to the lesson content. Each student was given either a question or an answer card and was instructed to find the matching pair by moving around the classroom and interacting with their peers. Once all pairs were formed, the teacher facilitated discussions to reinforce the concepts and correct any misconceptions. This model was adapted to the values-based content of Pancasila Education by ensuring that the matching tasks involved real-life moral dilemmas and value-oriented statements drawn from the Pancasila principles.

The instruments used in the study included (1) a learning outcome test, administered both before (pretest) and after (posttest) the intervention to evaluate the cognitive gains of students, and (2) teacher and student observation sheets to monitor classroom activities and the implementation fidelity of the Make-A-Match model. The observation sheets were structured and used by two independent observers to ensure reliability. The observations focused on teacher instructional strategies, student engagement, and alignment between the lesson plan and classroom execution.

The data collection techniques consisted of test administration and direct classroom observation. Pretest and posttest scores were collected to measure students' cognitive achievement, while observational data were used to support qualitative insights regarding the teaching process and student behavior.

The data analysis was carried out using descriptive and inferential statistical techniques. First, the pretest and posttest scores were analyzed to determine the average, minimum, and maximum scores. Then, the N-Gain score was calculated to measure the effectiveness of the intervention by comparing the normalized gain between pretest and posttest results. The results were interpreted based on the standard N-Gain categories: low, moderate, and high. The observation data were analyzed descriptively to identify patterns in student engagement and instructional consistency.

RESULTS AND DISCUSSION

Based on the class learning outcome test, a validity test was conducted. In testing the validity of the questions that had been worked on by the respondents, the researcher used the SPSS 26 application. After the researcher corrected the questions that had been worked on by the students,

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after that, the researcher input the data in SPSS 26. The questions were said to be valid if the calculated r value > r table with a significance level of 5% or 0.05, and vice versa if the calculated r < r table then the questions were said to be invalid. In determining the calculated r, it can be seen from the r product moment table with N = 25, which obtained = 0.369.

A reliability test was conducted with the results

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.931	25

Based on the table above, the Cronbach's Alpha value is 0.931 with a r-table of 0.396, indicating that 0.931 is greater than the r-table of 0.396. Therefore, it can be concluded that the instrument used in this study is reliable and meets the criteria for high reliability.

Based on the data, the highest pretest score was 76 and the lowest was 20. The average pretest score was 42.56.

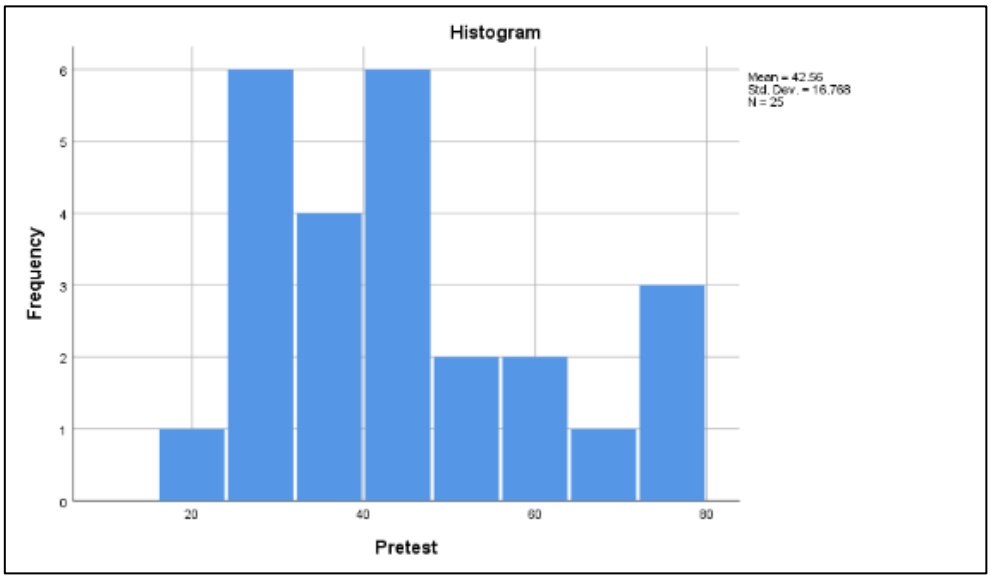

Figure 1. Bar Chart of Students' Pretest

Based on the data for the posttest scores, the number of students was 25 people with the highest score on the posttest being 100, while the lowest score was 68. So the average score on the posttest was 89.92.

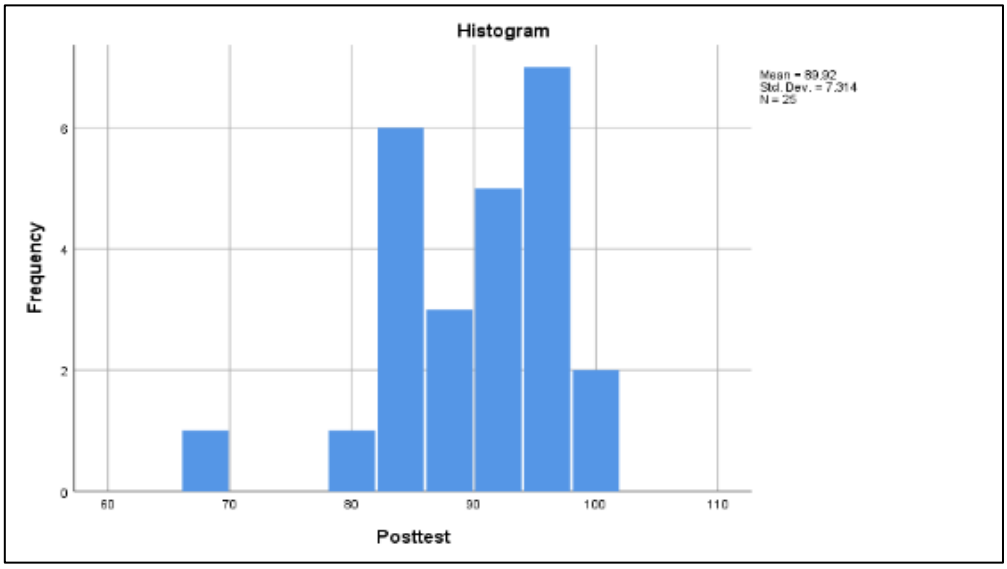

Figure 2. Students' Posttest Bar Chart

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N-Gen Test

After conducting the pretest and posttest, the researcher inputted the learning outcomes data into SPSS 26 to obtain the N-Gain value. The results obtained will later serve as a benchmark for the effectiveness of the use of the make-a-match cooperative learning model on student learning outcomes in the Pancasila Education subject for grade V of SD Negeri 091316 Pematang Raya.

Table 2. N-Gain Results

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	25	.47	1.00	.8341	.10701
Ngain_Persen	25	46.67	100.00	83.4082	10.70085
Valid N (listwise)	25				

- If the N-Gain value is > 0.7, the treatment is highly effective.
- If the N-Gain value is ≥ 0.3 or ≤ 0.7, the treatment is moderately effective.
- If the N-Gain value is < 0.3, the treatment is lowly effective.

t-test

The t-test was conducted to determine whether there was an influence of the use of the make a match learning model on the learning outcomes of Pancasila Education.

Table 3. Hypothesis Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	47.36000	13.84100	2.76820	41.64672	53.07328	17.109	24	.000

Based on table 3 above, it is known that the Sig (2-tailed) value is 0.000 and the value is smaller than 0.005. To find the t table, the researcher uses the t distribution table with a significance level of α = 0.05 and d.b = N-1 = 25-1 = 24. After obtaining t count = 17.109 and t table = 1.708, it is obtained that t count > t table or 17.109 > 1.708 which shows that there is a significant influence between student learning outcomes in the pretest and posttest. So it can be concluded that in this study Ha is accepted and H0 is rejected, which means there is an influence of the make a match learning model on the learning outcomes of fifth grade students in Pancasila Education learning at SD Negeri 091316 Pematang Raya.

DISCUSSION

The results of this study demonstrate that the Make-A-Match cooperative learning model has a significant and positive effect on students' learning outcomes in Pancasila Education. The increase in the average score from the pretest (42.56) to the posttest (89.92), supported by an N-Gain score of 0.834 (categorized as highly effective), confirms that students experienced substantial learning progress after the intervention. Furthermore, the results of the paired t-test (Sig. 2-tailed = 0.000, t-value = 17.109) show that the improvement was statistically significant.

These findings are consistent with previous research that emphasizes the effectiveness of interactive and cooperative learning models in improving student achievement. For instance, Kuncahyo et al. (2024) found that the Make-A-Match model significantly improved Pancasila learning outcomes in elementary schools by increasing student engagement and motivation. Similarly, Azizah and Jannah (2023) reported that the Make-A-Match model enhanced student comprehension in Pancasila topics by encouraging peer collaboration and critical thinking.

One of the key strengths of the Make-A-Match model lies in its ability to foster active learning. Unlike traditional teacher-centered approaches, Make-A-Match encourages students to interact with their peers, match question and answer cards, and discuss content together. This interaction helps students construct knowledge more effectively, especially in subjects like Pancasila Education, which rely heavily on values, moral reasoning, and civic understanding.

The use of games and movement in Make-A-Match also creates a positive and enjoyable

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learning environment, which may contribute to better memory retention and greater student interest. These findings are aligned with the assertions of Ulnatifah *et al.*, (2024), who emphasized that learning strategies involving active participation, such as Make-A-Match, not only improve academic performance but also increase motivation and social interaction.

Another important factor contributing to the effectiveness of the intervention was the alignment between lesson content and the structure of the Make-A-Match activity. By tailoring the matching cards to reflect Pancasila-related values and real-life scenarios, the activity became more meaningful and relevant for the students. This contextualization likely helped bridge abstract civic concepts with practical understanding, a critical challenge in teaching Pancasila at the primary level.

Moreover, the study's findings contribute to existing literature by applying a pre-experimental design with N-Gain analysis, offering a quantitative perspective on the model's impact. While many previous studies have used classroom action research designs, this study provides more measurable data on effectiveness through pretest-posttest comparison and statistical testing, thereby strengthening the empirical basis for using Make-A-Match in Pancasila Education.

Despite its promising outcomes, this study also has limitations. The research was conducted in a single school with a small sample size (N = 25), which may limit the generalizability of the findings. Additionally, while observation sheets were used to monitor teacher and student activities, the results of these observations were not extensively discussed, which could have provided richer qualitative insights into the learning process.

Nevertheless, the overall results confirm that the Make-A-Match model is an effective instructional strategy for improving cognitive learning outcomes in Pancasila Education. Its adaptability, interactive nature, and ability to foster student-centered learning make it a suitable model for addressing challenges related to student passivity and low engagement often encountered in value-based education.

CONCLUSION

Based on the findings and analysis conducted in this study, it can be concluded that the Make-A-Match cooperative learning model has a significant and positive impact on the learning outcomes of fifth-grade students in Pancasila Education at SD Negeri 091316 Pematang Raya. The improvement in students' average scores—from 42.56 in the pretest to 89.92 in the posttest—demonstrates a substantial increase in students' understanding of the material. This is further supported by the N-Gain score of 0.834, which falls under the high-effectiveness category, and by the t-test result ($t = 17.109$, $p < 0.05$), confirming that the observed difference is statistically significant.

The results suggest that the Make-A-Match model effectively enhances not only academic performance but also student engagement. Through its interactive and game-based structure, the model promotes active participation, collaboration, and deeper cognitive processing. These elements are particularly valuable in the context of Pancasila Education, where values, attitudes, and civic understanding are central to the learning objectives. By encouraging peer interaction and real-life application of concepts, Make-A-Match supports both the intellectual and moral development of students, making it an ideal approach for value-based learning.

In light of these results, it is recommended that teachers and schools consider adopting the Make-A-Match model as part of their instructional strategies, especially for subjects that require high levels of student involvement and conceptual understanding. While the study was limited to a single school and a relatively small sample size, the findings provide strong empirical evidence for the model's effectiveness. Future research could expand this study across multiple schools, explore its long-term impact, and examine how Make-A-Match can be adapted for other areas of the curriculum beyond Pancasila Education.

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