The Influence of the Make A Match Cooperative Learning Model on the Learning Outcomes of Class V Students at Animal Life Cycle Material at Cimuncang State Elementary School

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Abstract
Science learning is one of the material loads that often appears in learning because it is directly related to the student's environment. In the implementation of science learning, the teacher plays an important role in creating interactive learning conditions so that learning objectives can be conveyed. This study aims to determinethe influence of cooperative learning type make a match learning model on student learning outcomes in class V atanimal life cycle materialat sdn cimuncang.The research method used in this study was an experimental non-equivalent control group design. This research was conducted at SDN Cimuncang. The population used in this study were all fifth grade students at SDN Cimuncang, totaling 30 students. The sample used is the entire population (total sampling), for sampling using simple random sampling. For data collection techniques using tests, namely pretest and posttest and data were analyzed using the SPSS 24 application. From the results of the data that had been analyzed, sig. (2-tailed) 0.002 and 0.003 <0.05 which means H0 is rejected. Obtain data normality 0.017 > 0.05, and the significance level of data homogeneity is 0.47 > 0.05. The average value of the experimental class is 85.13 and that of the control class is 77.13 (85.13 > 77.13) So the learning model*Cooperative Learning Type Make A Match*have a positive influence onstudent learning outcomes on Animal Life Cycle material in class V SDN Cimuncang.
Keywords: Cooperative Learning, Natural Science Learning Outcomes, Elementary School Children

INTRODUCTION

Educational activities have many scopes and are closely related to the development of young people, starting from physical and spiritual development, including: physical development, thoughts, feelings, will, health, skills, social, conscience, and compassion. Education is an activity of cultivating young people or making these young people live in a culture according to the standards accepted by society. Education is an activity that is assistance or guidance. That means that in the child there are basic abilities or potentials that will develop in the educational process they go through. That the assistance or guidance provided by adults is carried out intentionally or consciously through plans and goals. Assistance given in such a way has the consequence that the assistance must be carried out regularly and systematically. That the object of education is only children who are in the process of growth and development.

From this presentation it can be seen that education is a conscious effort to create a learning atmosphere and learning process that functions to develop the ability and character and civilization of the nation, the learning process in educational units is expected to be held interactively, inspiring, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. The teacher is a very

important component, because it is the teacher who creates a comfortable learning atmosphere for students to do activities, namely learning. The teacher must know himself first to know his students. That is, the teacher must know that he is honest, fair, compassionate, polite, will judge students fairly, treat students as human beings, in short the teacher has good character through words and actions. The character of a teacher is important because the teacher must be an important example because the teacher must be an exemplary example for his students, the teacher as a model for students, in fact the teacher is a live film that the students watch and discuss every day. Therefore,

Natural Science is knowledge from the results of human activities obtained using scientific steps in the form of the scientific method and obtained from experimental results or observations that are general in nature so that they will continue to be refined. Science learning is currently still centered on the teacher, interaction between teachers and students is rare. IPA is a science that is very close to nature. In its concepts are always associated with real facts. Learning science is not just memorizing science concepts and principles but also understanding the contents that depend on it. In the 2013 Curriculum, thematic learning is conceptualized with other learning so that it can be expected to facilitate existing learning. Through a thematic approach, teachers can relate one subject to another. This is a challenge for teachers who are familiar with subject mapping and then move on to thematic concepts and some are still mapping.

The objectives of the Natural Sciences subject in Elementary Schools (SD) are to understand science concepts and their relation to everyday life, have interest skills to develop knowledge, ideas about the natural surroundings, have an interest in knowing and studying objects and events in environment, being curious, diligent, open, critical, introspective, responsible, cooperative, and independent, able to apply various science concepts to explain natural phenomena and solve problems in everyday life, recognize and cultivate love towards the natural surroundings, so that they have awareness and majesty towards God Almighty.

Given the importance of science lessons in elementary schools (SD), in practice it requires the ability of teachers to manage the learning process so that student learning outcomes can be optimal. This problem is also experienced by SDN Cimuncang, Campakasari village, Bojonggambir sub-district. In the learning process group discussions are not carried out, students tend to be passive and the teacher becomes the center of learning, the lecture method is not enough to educate students to develop knowledge, attitudes and skills so that they can develop actively in their future lives as members of society and good citizens.

This problem was also found in science learning at SDN Cimuncang in class V students. Based on the results of interviews that the researchers conducted at SDN Cimuncang on science subjects Class V, information was obtained that the KKM for science subjects was 70. From the KKM 70 it was determined that there were only a small proportion students who have scores close to the Minimum Completeness Criteria. This shows that the learning outcomes achieved by students are still low. The learning process is good enough, but there are still deficiencies. It can be seen that the learning process is not optimal, so that an active, creative and meaningful learning process has not been realized.

In this case it is necessary to use a model that can place students as subjects in learning and the teacher only acts as a facilitator in the learning process. So that it encourages researchers to use and apply the Cooperative Learning Type Make A Match learning model. Cooperative learning is a learning strategy that involves student participation in a small group to interact with each other. In a cooperative learning system, students learn to work together with other members. In this model students have two responsibilities, namely they learn for themselves and help fellow group members to learn. The Make A Match model is a type of model

in cooperative learning with special characteristics of using cards and their implementation. By using this model students in the classroom not only learn and understand the material delivered by the teacher but also play. Because the character of the Make A Match learning model has a close relationship with the characteristics of students who like to play. By using this model students will be more active in participating in learning so that students have a more meaningful learning experience.

The Make A Match model as a type in Cooperative Learning is able to influence and increase student motivation and learning outcomes and the Make A Match Type of Cooperative is quite well implemented than conventional learning. This can be seen directly through the spirit of student learning as the influence of learning activities. Based on the background above, this is a very appropriate reason for the author to conduct a study entitled "The Influence of the Make A Match Type Cooperative Learning Learning Model on the Learning Outcomes of Class V Students atAnimal Life Cycle MaterialAt SDN Cimuncang''.

RESEARCH METHODS

The research method uses a quantitative method with a non-equivalent control group design. This research was conducted at Cimuncang Elementary School, which is located in Cimuncang Hamlet, Campakasari Village, Bojonggambir District, Tasikmalaya Regency. The sampling technique used in this study was total sampling by taking the sample using rendem sampling. Researchers took samples from all students of class V, totaling 30 students. How to determine the grouping of students is done by shaking social gathering. 15 students for the control class and 15 students for the experiment. Data collection techniques used in this study were interviews, tests and documentation. The problems in this study were obtained through the results of interviews while the purpose of conducting the pretest and posttest was to measure students' abilities to be used as research. The questions were tried out to a higher class, then the researcher gave pretest questions.

The type of test used in this study was an objective test in the form of multiple choice with four answer choices (a, b, c and d) with a total of 15 questions according to the instrument question grid. After making the data collection instrument, the validity of the instrument was carried out. After carrying out the validity of the instrument, the instrument reliability test was carried out. The reliability collection technique is to use SPSS version 24, by calculating the alpha coefficient to determine the reliability of the instrument. The data analysis technique used in this research is quantitative data technique. Then a normality test was carried out to determine whether the data obtained was normally distributed or not.

RESEARCH RESULTS AND DISCUSSION

It is known thatThis research was conducted to determine the effect of the learning model*Cooperative Learning Type Make A Match*on student learning outcomes on Animal Life Cycle material in fifth grade students at SDN Cimuncang. To answer the problem formulation, the researcher processes the data obtained, namely quantitative data, the data is the result of the tests carried out. How to analyze data researchers use the SPSS application 24 . One of the results obtained from this research is quantitative data, namely the pretest and posttest values.

Table 1. Descriptive Statistics Posttest

	N	Min	Max	Means	std. Deviation
Experiment	15	73	100	85,13	8,016
Control	15	73	86	77,13	4,273
Valid N (listwise)	15				

Based on table 1, it was found that the experimental class obtained the lowest posttest score of 73 and the highest 100, while the control class obtained the lowest posttest score of 73 and the highest 86. The average posttest result for the experimental class was 85.13 and the control class was 77.13. The data from the posttest results of the experimental and control class students will be the data used in hypothesis testing and will answer the problem formulation in this study.

Table 2. Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	Q	df	Sig. (2-tailed)	Mean Differences	std. Error Difference	Lower	Upper
Results	Equal variances assumed	4,323	.047	-3,411	28	,002	-8,000	2,346	-12,805	-3.195
	Equal variances not assumed			-3,411	21,364	,003	-8,000	2,346	-12,873	-3,127

Based on table 2, there is a sig. (2-tailed) 0.000 to sig. (2-tailed) on equal variance assumed and equal variance not assumed <0.05, namely 0.002 and 0.003 <0.05, which means there is a difference in the average student learning outcomes of the experimental class and the control class. The next step is to compare the calculated t value with the t table. It is known that the calculated t value is -3.411 to find t table, where t table is searched based on the value of df (degree of freedom or degree of greatness) and the significance value (a/2) from the table above it is known that the df value is equal to 28 and 21.364. Thus, the value of t count is -3.411 > t table 2.048, then the decision making is Ho is rejected and Ha is accepted, which means that there is a difference in the average posttest results of students between the experimental class and the control class.

Thus this research is relevant to research from Maulidiyah (2014). With the title "the influence of the cooperative learning model of the make a match type on student learning outcomes in material adaptation of living things".The results of this study indicate that the research method used was quasi-experimental with a pretest-posttest control group design. The first sample consisted of 28 students for the experimental class using make a match cooperative learning. The second sample consisted of 28 students for the control class using the lecture method. The research instrument was a learning outcomes test in the form of 25 multiple choice questions. The analysis technique in this study was the t-test based on the results of the t-test calculation obtained tcount = 2.12 and ttable = 1.706 with a significant level of 5%, which means tcount > ttable (2.12 <1.706), then Ho is rejected and Ha is accepted. So it can be said that make a match cooperative learning has an effect on student learning outcomes in material adaptation of living things.

Furthermore, Nita Sulistyarini (2016). By title. "The Effect of the Make A Match Type Cooperative Learning Model in Science Learning on the Activities and Learning Outcomes of Grade IV Students at SDN Gugus III Jumapolo, Karanganyar Regency". The results of this study indicate that the make a match model influences learning activities and outcomes. The activities of students in the experimental class and control class both achieved good criteria but with

different scores, namely 30 for the experimental class and 25 for the control class. The mean posttest of the experimental class was 86.7 and the mean posttest of the control class was 77.8. for the gain index <g> the experimental class is 0.6370 (medium) while <g> the control class is 0.2379 (low). The results of the t test show a sig.(2-tailed) value <0.05, which is 0.000.

This research is also relevant to the Journal of Education: Theory, Research, Development, Vol.1 No.8 August 2016, EISSN. 2502-471X. Conducted by Udin Cahya Ari Prastya, Sudarmiatin, Sumarmi. With the title "The Effect of Make a Match Cooperative Learning Model Assisted by Slide Share on Social Science Cognitive Learning Outcomes and Social Skills". The results of this study indicate that this study uses a quantitative research type and a quasi-experimental type, the quasi-experimental design used is a "non equivalent control group design", using an independent t-test assisted by SPSS 16 software in analyzing data. From the results of research after the experimental class. given treatment using the make a match cooperative learning model assisted by slide share, the posttest data obtained from the control class averaged 66.15 while the experimental class was 75.18, for social skills the average score of the control class was 45 and the experimental class was 61. Results data the t test states that cognitive learning outcomes are measured from the pretest and posttest gain scores that the significant value is 0.000 and for social skills the significant value is 0.000. So that it can be seen that 0.000 <0.05, thus it can be concluded that there is an influence of the make a match type cooperative learning model assisted by slide share on the results of cognitive learning and social skills of students. Data from the t-test results state that cognitive learning outcomes are measured from the pretest and posttest gain scores that the significant value is 0.000 and for social skills the significant value is 0.000. So that it can be seen that 0.000 <0.05, thus it can be concluded that there is an influence of the make a match type cooperative learning model assisted by slide share on the results of cognitive learning and social skills of students. Data from the t-test results state that cognitive learning outcomes are measured from the pretest and posttest gain scores that the significant value is 0.000 and for social skills the significant value is 0.000. So that it can be seen that 0.000 <0.05, thus it can be concluded that there is an influence of the make a match type cooperative learning model assisted by slide share on the results of cognitive learning and social skills of students.

CONCLUSION

The results of the study "The Influence of the Make A Match Type Cooperative Learning Learning Model on the Learning Outcomes of Class V Students on Animal Life Cycle Materials at SDN Cimuncang" were conducted on 30 students which were divided into 15 experimental class students using the make a match cooperative learning model and 15 control class students use conventional learning models. This research method uses quantitative experimental research with Nonequivalent Control Group Design. Based on the hypothesis test conducted with SPSS 24, sig. (2. tailed) 0.002 and 0.003 <0.05, which means that the effect of the Cooperative Learning Type Make A Match learning model on the learning outcomes of class V students in the Animal Life Cycle material at SDN Cimuncang has a significant effect and HO is rejected. Recommendation: It is hoped that teachers will be able to improve and develop students' abilities in their learning achievement with various innovative approaches to learning models and learning media so that students are more motivated and easily understand the material.

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