Optimizing Citizenship Education: Boosting Student Motivation through Make A Match Cooperative Learning Model

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Article Info

ABSTRACT

Purpose of the study: This research aims to evaluate the implementation of the Make A Match Type Cooperative Learning Model and its impact on student learning motivation in citizenship education subjects.

Methodology: This research is classroom action research, with research time from March 2022 to April 2022. The subjects in this research were class VIII students at One Roof State Junior High School, Baru Village. The instruments in this research consisted of questionnaires and observation sheets. This research procedure consists of several stages which include planning, action, observation and reflection. Data analysis in this research uses descriptive statistics.

Main Findings: Based on the recapitulation table of research results, it can be seen that students' learning motivation for citizenship education increases with each cycle. With a value for Cycle I 69.93, Cycle II 80.7 and Cycle III 95.03. At the end of cycle III, it reached a significant increase from the previous two cycles. Therefore, the researcher concluded that one effort to increase the learning motivation of class VIII students at One Roof State Middle School, Baru Village, was to implement the Type Make A Match cooperative learning model.

Novelty/Originality of this study: The research highlights the efficacy of the Make A Match Type Cooperative Learning Model in enhancing learning motivation among junior high school students. Utilizing descriptive statistics as an analytical tool, the findings reveal a consistent and significant improvement in student motivation, emphasizing the model's relevance at the junior high school level.

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1. INTRODUCTION

A learning model is a form or pattern in designing learning, it can also be interpreted as learning steps and tools to achieve learning goals [1], [2]. One learning model that can be applied to the civics education learning process is using the Make A Match type cooperative learning model. Cooperative learning brings students to work in groups to participate in the learning process [3], [4]. Cooperative learning aims to provide opportunities for all students to be actively involved in the learning process and learning activities [5], [6]. Students are expected not only to sit and listen to the teacher's explanation but also to move their physical limbs

and develop their thinking by working in groups [7], [8]. Students are happier participating in learning if there are activities carried out in groups.

Group discussion activities will not bring chaos to the classroom if educators can vary the way groups are formed. The cooperative model is not the same as just learning in groups, but there are elements that differentiate it from group division which is done haphazardly [9], [10]. The teacher can ask students to form groups by counting or by singing. Children of junior high school age are able to think logically about objects and events, even though they are only limited to concrete things [11], [12]. Teachers as a component of learning must be able to stimulate students' knowledge through the media used so that their insights can develop optimally.

The Make A Match type cooperative learning model can be applied to the civics education learning process because apart from encouraging students to think quickly, this type of learning also invites students to do physical activity when looking for a partner, so that students feel happy with the games they play. A learning model that suits students' characteristics will certainly increase students' motivation to learn [13], [14]. The application of the Make A Match type cooperative learning model in the civics education learning process is expected to make students more active during the learning process so that students' learning motivation increases.

Previous research found that the problem based learning model on Pancasila material values as the basis of the state and national outlook on life has a significant influence on student motivation and learning outcomes. [15]. To fill the gap with previous research, this research focuses on the Make A Match Type Cooperative Learning Model as an alternative for increasing student learning motivation in citizenship education subjects, in contrast to previous research which focused on the Problem Based Learning Model. The measurement variable that focuses on student learning motivation in this study is also a contrast to the investigative skills variable emphasized by previous research. In addition, the differences in context and research subjects add a dimension of understanding to the impact of the Make A Match Type Cooperative Learning Model. Using classroom action research methods and descriptive statistical analysis, this research has the potential to provide a more holistic perspective on the effectiveness of this learning model in increasing student learning motivation at the junior high school level.

This research brings novelty by examining in depth the implementation of the Make A Match Type Cooperative Learning Model in the context of citizenship education at the junior high school level. The main novelty lies in the contribution of findings that empirically demonstrate the effectiveness of this learning model in increasing student learning motivation. This research provides new insights into how cooperative approaches can be applied specifically to citizenship courses, and the findings can provide a foundation for the development of more effective and engaging learning strategies. The urgency of this research also lies in its ability to stimulate student interest and participation in civic learning, supporting the formation of a generation that has a deep understanding of democratic values and responsibilities as citizens. Thus, this research not only provides new understanding of learning methods, but also has a positive impact on more holistic citizenship education.

Based on data obtained from a total of 20 respondents, namely class VIII students, it is known that the respondents stated that they were less enthusiastic about learning citizenship education. To prevent this problem, efforts that must be made by a teacher or lecturer include developing teaching and learning activities to be even better, creating teaching and learning activities that are able to increase student learning motivation. Therefore, choosing the use of methods and models in the learning process is very important because the use of interesting learning methods can create a pleasant learning atmosphere for students which ultimately increases students' learning motivation, so that the learning process becomes more lively. The higher the motivation that students have, the more active they will be. This research aims to evaluate the implementation of the Make A Match Type Cooperative Learning Model and its impact on student learning motivation in citizenship education subjects.

2. RESEARCH METHOD

The type of research used is classroom action research. Classroom action research is action research carried out by teachers in the classroom [16], [17]. Action research can also be defined as action research carried out by teachers who are also researchers in their classes or together with other people (collaboration) by designing, implementing and reflecting on actions collaboratively and participatively with the aim of improving or enhancing the quality of the process. learning in class through a certain action (treatment) in a cycle [18], [19].

The time of this research begins in March 2022- April 2022. The research location is in class VIII of the One Roof State Junior High School, Baru Village, which is located in Baru Village, Mestong District, Muaro Jambi Regency. The subjects in this research were class VIII students at One Roof State Middle School, Baru Village. Data collection instruments are methods that researchers can use to collect data. The instruments used in this research were questionnaires and observation sheets. The research procedure used in this research is the Kemmis and Mc Taggart model. In Kemmis and Mc Taggart's planning, one cycle or round consists of several stages which include planning, action, observation and reflection [20], [21]. Before taking action, the researcher

first prepares a plan of action that will be carried out. At this stage, the activities carried out by researchers are presented in the table below:

- Planning : Determine the research class, determine the number of cycles, prepare research tools which include learning tools (syllabus, lesson plans, media) and data collection instruments (motivation questionnaires and observation sheets)
- Implementation of Learning (action): Implementing a make a match based learning process design and monitoring the implementation of learning activities.
- Learning Evaluation: Using evaluation instruments to measure achievement of learning objectives.
- Motivational observation :Fill out student motivation observation sheets during learning.
- Distribution of Questionnaires: Distribute learning motivation questionnaires to students
- Cycle Reflection: Analysis of evaluation results and motivational observations.

After obtaining the results of the first cycle of reflection, it will be obtained whether the treatment or action given was successful in improving or in accordance with the target the researcher wanted to achieve. If it is not successful then a second cycle is carried out by implementing the changes identified in the first cycle and improving and improving the learning strategy. Then carrying out an evaluation to measure the increase in learning outcomes. Continue observing student motivation with a.n observation sheet. Kemidian distributed motivation questionnaires at the end of the second cycle and evaluated them. If not successful, continue to cycle 3. For data from questionnaires and observation sheets, student motivation was analyzed by calculating the percentage of student motivation. To find out the motivation percentage range, see the following table:

Table 1. Percentage Criteria for Learning Motivation for Citizenship Education

No.	Percentage Range of Learning Motivation Results	Category
1	121-150	Very high
2	91-120	Tall
3	61-90	Fair/moderate
4	31-60	Low
5	0-30	Very low

The indicators used to evaluate the success of the actions taken are the stage of learning success obtained by students. The percentage of student learning motivation is expected to be in the range of 91-120 or have high criteria. If the above criteria are met, then the application of the make a match type cooperative learning model is considered successful in increasing student learning motivation.

3. RESULTS AND DISCUSSION

The research results showed that students' learning motivation increased in each cycle. Student learning motivation is measured through a student motivation questionnaire test which is carried out at the end of each cycle. The indicator of the success of the class action is if the percentage of student learning motivation is expected to be in the range of 90 - 150. The following are the results of the class action research on the application of the Type make a match g learning model in the subject of Citizenship Education:

Table 2. Recapitulation of classroom action research results applying the Type make a match g learning model in citizenship education subjects

No.	School name	Research variable	Results of classroom action research		
			Cycle I	Cycle II	Cycle III
1	New Village One Roof Public Middle School	Motivation to learn	699,3	80,7	95,03

Based on the recapitulation table of research results above, it can be seen that these variables increase with each cycle. At the end of cycle III, it reached a significant increase from the previous two cycles. Therefore, the researcher concluded that one effort to increase the learning motivation of class VIII students at One Roof State Junior High School, Baru Village, which is located in Baru Village is to apply the make a match type cooperative learning model and the hypothesis in this learning can be accepted. Citizenship education learning problems that influence learning motivation can actually be overcome if the teacher as a facilitator carries out every step of all learning activities well. A learning model is a pattern in designing learning, it can also be defined as learning steps and tools to achieve learning goals [22], [23]. This means that a series of learning processes are depicted in a learning model. Before the teaching and learning process begins, the teacher already has a learning model which will then be carried out with the students.

Motivation is something that is very important in the learning process at school, without motivation it is difficult for students to develop in their learning. Motivation is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals [24], [25]. In this formulation there are

three interrelated elements, namely as follows: Motivation starts from changes in personal energy. Motivation according to Maslow's theory is characterized by the emergence of feelings (affective arousal) [26], [27]. At first it was psychological tension, then it was an emotional atmosphere. This motivation is characterized by reactions to achieve personal goals that are motivated to provide responses towards a certain goal. Motivation to learn encourages students to want to carry out learning activities. Motivation is internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or elements that support [28], [29]. The make a match type cooperative learning model is a learning model by looking for partners [30], [31]. The activities carried out in make a match learning are as follows, the teacher prepares a card containing the question and a card containing the answer to the question, each student looks for the answer card that matches the question card, the correct student gets a score, the cards are collected again and shuffled, to The next round of learning is like the first round, the final step is for the teacher and students to conclude, evaluate and reflect. The make a match learning model is a learning model developed by Loma Curran [32], [33].

The main characteristic of this model is that students are asked to look for pairs of cards that represent certain answers or statements in learning. One of the advantages of this technique is that students look for partners while learning about a concept or topic in a fun atmosphere so that it can increase students' interest and motivation in learning. Based on the explanations of several experts regarding the Type Make A Match learning model above, the researcher concluded to use the Type Make A Match cooperative learning model in this classroom action research to increase student learning motivation. Previous research found that high-quality cooperative learning contributes to the acquisition of civic knowledge and skills, while flow has more influence on the development of a disposition toward empathy and an interest in learning more about the game topic. In line with previous research, this research was conducted.

The current research creates novelty by evaluating the implementation of the Make A Match Type Cooperative Learning Model and its impact on student learning motivation in citizenship education subjects in junior high school. The main findings of this research reflect a progressive increase in student learning motivation in each cycle, with scores reaching their peak in cycle III (95.03). The implications of this research is that the application of the Make A Match Type Cooperative Learning Model significantly increases students' learning motivation in citizenship education subjects at the junior high school level. The originality of this research lies in its new contribution to understanding the effectiveness of this learning model, providing in-depth insight into changes in students' learning motivation at junior high school level.

4.   CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Make A Match Type cooperative learning model at One Roof Middle School, Baru Village can increase student learning motivation in civics subjects after implementing the Make A Match Learning Model in 6 meetings or three cycles of student learning motivation. is at 95.3% in the high category. Recommendations for future research are expected to be able to use other learning models to increase student learning motivation.

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