

THE EFFECT OF MAKE A MATCH TYPE OF COOPERATIVE LEARNING MODEL AND ACHIEVEMENT MOTIVATION ON STUDENT LEARNING OUTCOMES IN INTEGRATED IPS LESSONS IN CLASS VIII SMP NEGERI 1 BOTUPINGGE BONE

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by Fahrudin Zain Olilingo



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Abstract:

This study aims to determine the effect of the cooperative learning model type make a match and achievement motivation on student learning outcomes in integrated social studies subjects in Class VIII SMP Negeri 1 Botupingge, Bone Bolango Regency. Sources of data in this study is primary data through the distribution of questionnaires to 51 respondents and learning outcomes tests to the research sample (students). The data analysis technique used is multiple linear regression with the help of SPSS version 21. Results of this study indicate that (1) the Make a Match learning model has a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII Junior High School (SMP).) Negeri 1 Botupingge, Bone Bolango Regency with a partial determination coefficient value of 29.60%. (2) Achievement motivation has a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency with a partial determination coefficient value of 41.00%. (3) The Make a Match learning model and achievement motivation together have a very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge Bone Bolango Regency with a coefficient of determination (Adjusted R Square) of 70.60%. While the remaining 70.60% is explained by other variables not examined in this study such as the role of tutors or peers, classroom management by the teacher, teacher competence, learning environment, emotional intelligence, intellectual intelligence, spiritual intelligence, teacher commitment, student personality, interest in learning and parental support from students.

Keywords: Learning Outcomes, Make A Match, Achievement Motivation

INTRODUCTION

Learning outcomes are the pinnacle of the learning process. The learning outcomes occur mainly thanks to teacher evaluations. Learning outcomes are the most important part of learning. One of the progressive learning models that can be a driving force for good learning outcomes is the make a match type of cooperative learning model. Taniredja, et al (2011:55) say that cooperative learning (cooperative learning) is a teaching system that provides opportunities for students to work together with fellow students in structured tasks.

In addition to the make a match type of cooperative learning model, another factor is achievement motivation which is part of learning motivation but more specifically because it assesses students' internal desires to achieve good grades in learning. Achievement motivation according to McClelland in Ridho (2020) can be seen from 6 indicators, namely responsibility, considering the risks of task selection, paying attention to feedback, being creative and innovative, paying attention to task completion time, and wanting to be the best. Good achievement motivation will encourage students to have the highest learning outcomes in subjects, especially integrated social studies subjects.

The explanation above shows that student learning outcomes can be optimized by using the Make a match type of cooperative learning model and efforts to motivate student achievement. So this research was conducted in class VIII SMP Negeri 1 Botupingge, Bone Bolango Regency. The learning outcomes of class VIII students at SMP Negeri 1 Botupingge found problems, namely less than 50% of students did not reach the expected minimum completeness

criteria (KKM). Students who do not give a good response in learning become less dynamic, where the minimum completeness criteria for Integrated Social Studies subjects for class VIIIB SMP Negeri 1 Botupingge is 75. Efforts to overcome this problem require an appropriate learning model, in order to provide sufficient opportunities for children to active and creative in learning, so that learning outcomes will increase. For this reason, learning will be carried out on integrated social studies subjects with the Make a match type cooperative learning model and students' achievement motivation in learning activities. Therefore, learning outcomes that have not been maximized are because the Make a match type cooperative learning model and students' motivation for achievement are still not maximized.

This problem is proven by the results of field observations, that the learning process is still focused on the teacher, especially the learning process in class VIII SMP Negeri 1 Botupingge, is still dominated by teacher lectures by staying in one place and students only listening, especially integrated social studies subjects. And the lack of desire of students to do the assignments given by the teacher, often refuse if given assignments, students often do not come to class avoiding integrated social studies learning that is not liked, often ask friends for help in completing assignments given by the teacher, work if monitored by the teacher, not interested in getting new things, not caring about integrated social studies assignments either given at home or at school, as a result learning outcomes and student achievement motivation decreases, and this condition is not in accordance with what is expected by the curriculum as a standard learning process. Several efforts have been made by teachers to increase learning motivation and learning outcomes for class VIII students at SMP Negeri 1 Botupingge, namely: The teacher has given sanctions to students who do not do assignments and do not want to go to class, the teacher has given encouragement or motivation to students who do not want to do assignments and do not come to class, and the teacher has invited parents of students who do not want to do assignments so that these parents can help the teacher to supervise their children to do assignments.

Based on some of the descriptions of the problems mentioned above, the researchers are interested in carrying out the title of this research as follows: "The Influence of Make a Match Type Cooperative Learning Models and Achievement Motivation on Student Learning Outcomes in Integrated Social Studies Subjects in Class VIII SMP Negeri 1 Botupingge, Bone Regency Bolango".

RESEARCH METHODOLOGY

The place for the research is SMP Negeri 1 Botupingge, Bone Bolango Regency. The location determination is based on several reasons, namely the object is in accordance with the research objectives, besides the data used is easy to obtain. The implementation of this research was carried out for 4 months starting from April 2021 to July 2021. The source of data in this study was primary data through distributing questionnaires to 51 respondents and learning outcomes tests to research samples (students). The data analysis technique used is multiple linear regression with the help of SPSS version 21.

RESEARCH RESULT

1. Descriptive Statistics

The results of the descriptive analysis of each research variable are as follows:

Table 4.7: Descriptive Statistical Results of Research Variables

No	Descriptive	Make a Match	Achievement motivation	Learning outcomes
1	Min	36.00	37.00	51.00
2	Max	75.00	75.00	100.00
3	Mean	57.98	59.22	77.96
4	Std Dev	8.20	7.35	8.78
5	% Variable Score	77.31%	78.95%	82,35% KKM
6	Scoring Criteria	Pretty good	Pretty good	

Source: Excel processed data, 2022

Based on the results in the table above, it can be seen that the minimum, maximum, average and standard deviation values for each variable. For more details, the explanation can be described as follows:

a. Variable Learning Model Make a Match

Based on the table above, it can be seen that the Make a Match learning model variable lies in the "good enough" criteria with a score of 77.31%. This shows that the teachers of SMP Negeri 1 Botupingge, Bone Bolango Regency, have not been maximal in implementing various contextual-based learning models related to the subject matter taught to students.

b. Achievement motivation variable

Based on the table above, it can be seen that the achievement motivation variable lies in fairly good criteria with a score of 78.95%. This shows that the students of SMP Negeri 1 Botupingge, Bone Bolango Regency, have low motivation in achieving academic and non-academic achievements at school.

c. Variable student learning outcomes

Based on the table above, it can be seen that the results of descriptive analysis for the variable student learning outcomes. The result was found that the variable of student learning outcomes lies in the criteria that are not good with

the achievement of 82.35% of students who meet the KKM and 17.65% who do not meet the KKM. This shows that students of State 1 Botupingge Junior High School (SMP) in Bone Bolango Regency have good learning outcomes.

2. Assessment of the Regression Model

The results of the analysis with the help of the SPSS program are shown in table 4.11 as follows:

Table 4.11: Results of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	35.075	4.060		8.640	.000
1 Make a Match	.394	.127	.382	3.113	.003
Achievement motivation	.570	.137	.510	4.152	.000

Source: Processed Data SPSS 21, 2022

Based on the results of the above analysis, the multiple linear regression equation model is:
 $= 35.075 + 0.394x_1 + 0.570x_2 +$

3. Partial Test

The results of the t-value of each independent variable can be presented in the following table:

Table 4.12: Partial Test Results

No	Variable	Coefficient Beta	t _{hitung}	P-Value
0	(Constant)		8.640	0.000
1	Learning model Make a Match	0,394	3.113	0.003
2	Achievement motivation	0,570	4.152	0.000

ns Not Signifikan

*Significant at the 0.1 level (2-tailed)

** Significant at the 0.05 level (2-tailed)

***Significant at the 0.01 level (2-tailed)

Source: Processed Data SPSS 21, 2022

The results of the influence of the Make a Match learning model and achievement motivation on student learning outcomes in Integrated Social Studies subjects in class VIII of State Junior High School (SMP) 1 Botupingge, Bone Bolango Regency, are as follows:

1) The effect of the Make a Match learning model on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency

Based on the analysis, the regression coefficient of the Make a Match learning model is 0.394 and has a positive effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency. The positive regression coefficient indicates that the Make a Match learning model on student learning outcomes in Integrated Social Studies subjects in class VIII of the State 1 Junior High School (SMP) 1 Botupingge, Bone Bolango Regency is in a rational area (according to the theory). Then based on the results of the partial test, it was found that the significance value of the Make a Match learning model was 0.003 where this value was smaller than the probability value of 0.05. So it can be concluded that the Make a Match learning model has a positive and significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency.

2) The effect of achievement motivation on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency

Based on the analysis, the regression coefficient for achievement motivation is 0.570 and has a positive effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency. Positive regression coefficients indicate that achievement motivation on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency is in the rational area (according to the theory). Then, based on the results of the partial test, it was found that the significance value of achievement motivation was 0.000 where this value was smaller than the probability value of 0.05. So it can be concluded that achievement motivation has a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency.

4. Simultaneous Testing (F Test)

The results of testing the regression model (simultaneous) with the help of the SPSS 21 program are shown in table 4.13 below:

Table 4.13: Simultaneous Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2723.206	2	1361.603	57.598	.000 ^b
Residual	1134.716	48	23.640		
Total	3857.922	50			

Source: Processed Data, 2022

Based on the table above, the F-count value of this study is 57.598 with a significance or probability value of 0.000. The probability value obtained from the test is smaller than the alpha value of 0.05. So, overall, it can be concluded that the Make a Match learning model and achievement motivation together have a very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency.

5. Testing the Correlation Coefficient and the Coefficient of Determination

The magnitude of the coefficient of determination (R²) can be seen in the following table:

Table 4.14: Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 ^a	.706	.694	4.86209

Source: Processed Data, 2022

Based on the results of the analysis, the value of the coefficient of determination in the table above shows the magnitude of the correlation coefficient of 0.840 or in this case the relationship between the Make a Match learning model and achievement motivation with student learning outcomes in Integrated Social Studies subjects in class VIII of State Junior High Schools (SMP) 1 Botupingge, Bone Bolango Regency by 84.00% which is in the category of a very strong relationship. Then the magnitude of the coefficient of determination or the number of R Square is 0.706. This value shows that 70.60% of the variability of student learning outcomes in Integrated Social Studies subjects in class VIII of State Junior High School (SMP) 1 Botupingge, Bone Bolango Regency can be explained by the Make a Match learning model and achievement motivation while the remaining 29.40 % is explained by other variables not examined in this study such as the role of tutors or peers, classroom management by the teacher, teacher competence, learning environment, emotional intelligence, intellectual intelligence, spiritual intelligence, teacher commitment, student personality, interest in learning and parental support from students.

Further testing of the partial coefficients was carried out. The test results for the coefficient of partial determination are described in the following table:

Table 4.15: Coefficient of Partial Determination

No	Variable	Rho . Value	Standardized Regression Value	Partial Coefficient of Determination	
1	Make a Match	0.775	0.382	0.296	29.60%
2	Achievement motivation	0.804	0.510	0.410	41.00%
Simultan (R Square)				0.706	70.60%

Source: Processed Data SPSS 21, 2022

Based on the results of the analysis of the coefficient of determination above, it can be explained for the influence of each of the following variables:

1) Make a Match pembelajaran learning model

Based on the above calculation, the value of the coefficient of determination is 0.296. So that 29.60% of the ability of the Make a Match learning model variable in influencing student learning outcomes in Integrated Social Studies subjects in class VIII Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency.

2) Achievement motivation

Based on the above calculation, the value of the coefficient of determination is 0.410. So that 41.00% of the ability of the achievement motivation variable in influencing student learning outcomes in Integrated Social Studies subjects in class VIII Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency.

DISCUSSION

1. The effect of the Make a Match learning model on student learning outcomes in Integrated Social Studies subjects in class VIII Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency

The results of the descriptive test show that the Make a Match learning model variable lies in the "good enough" criteria with a score of 77.31%. This shows that the teachers of SMP Negeri 1 Botupingge, Bone Bolango Regency, have not been maximal in implementing various contextual-based learning models related to the subject matter taught to students. It is very important to be optimized by teachers in an effort to improve student learning outcomes with the Make a Match learning model, namely by organizing student activities that are more effective and efficient in the use of this learning model. An important aspect that must be addressed in the application of the Make a Match learning model is the delivery made by the teacher, where if this is done more optimally then students will be better able to improve their learning outcomes in accordance with the minimum completeness criteria required in the lesson.

The results of the regression test showed that the Make a Match learning model had a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency with a partial determination coefficient value of 29.60%. The positive and very significant influence means that good and ideal learning outcomes can be achieved by students when the teacher is able to apply the Make a Match learning model effectively in learning activities. Through these results, the teacher should combine the use of the Make a Match learning model with updated learning media because the results will be better in improving student learning outcomes.

The results of this test are in line with Ciandra's statement in Novia (2013: 18) namely the preparation, delivery stage and the appearance of the results. The solution that can be implemented in learning is through the Make a match type of cooperative learning model. The success of the learning process cannot be separated from the ability of teachers to develop learning models that are basically oriented towards increasing the intensity of student involvement effectively in the learning process. The development of the right learning model basically aims to create learning conditions that allow students to learn actively and fun so that students can achieve optimal learning outcomes.

Komalasari (2010: 85) states that the Make A Match learning model is a learning model that invites to seek answers to a question or a pair of concepts through a pair card game within a specified time limit. Miftahul Huda (2013: 135) states, the Make A Match learning model is a conceptual approach that teaches students to understand concepts actively, creatively, interactively, effectively and funly for students so that concepts are easy to understand and last long in students' cognitive structures. The Make A Match learning model is a group learning model that invites students to understand concepts through a pair card game. The game is limited by the time specified in a fun learning atmosphere, besides the Make A Match learning model trains students to be active, creative in learning so that the material is easy to understand and lasts a long time.

2. The influence of achievement motivation on student learning outcomes in Integrated Social Studies subject in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency

The results of the descriptive test show that the achievement motivation variable lies in fairly good criteria with a score of 78.95%. This shows that the students of SMP Negeri 1 Botupingge, Bone Bolango Regency, have low motivation in achieving academic and non-academic achievements at school. This motivation is quite good because students have not found interesting things in learning activities and there is no desire to succeed, therefore teachers must continue to strive to provide an overview of learning success, provide motivation and even need to be more creative in classroom management and the learning process where models, learning methods and strategies must be more diverse so that they can make students challenged in learning activities. Students tend to have a desire to be the best, but this is not accompanied by the attitude and efforts to be more creative and innovative in various learning activities carried out by teachers.

The results of the regression test show that achievement motivation has a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency with a partial determination coefficient value of 41.00%. The positive and very significant influence means that the higher achievement motivation of students becomes a very important stimulus in increasing students' understanding of the concepts and context of the subject matter which is ultimately able to improve student achievement test results. Through these results, it is important for teachers to establish good relationships with students and parents of students as control of student learning saturation so that it will be easier to anticipate by continuing to provide direction to students.

The results of this study are in line with the statement of Munandar (2004) achievement motivation is a strong drive to succeed, where individuals only focus on pursuing achievements rather than rewards for success. Individuals will also be more eager to do something better and always complete tasks and responsibilities. Achievement motivation is an impulse that exists in a person in connection with achievement, namely mastering, manipulating fibers, regulating the social and physical environment, overcoming all obstacles and maintaining high quality work, competing through efforts to exceed past work results, and outperforming work results, or other learning outcomes.

3. The influence of the Make a Match learning model and achievement motivation on student learning outcomes in Integrated Social Studies subjects in class VIII of State 1 Junior High School (SMP) Botupingge, Bone Bolango Regency

The results of the descriptive test show that the variable student learning outcomes lies in the criteria that are not good with the achievements of 82.35% of students who meet the KKM and 17.65% who do not meet the KKM. This shows that students of State 1 Botupingge Junior High School (SMP) in Bone Bolango Regency have good learning outcomes. The results of this study should be the attention of the teacher by using appropriate learning models and fostering student motivation to be more accomplished. The results that have dominantly met the KKM show that the

teacher is able to teach students well, in this case the students who need to be paid more attention so that their learning outcomes are better by using the Make a Match learning model and various stimulus efforts to increase student achievement motivation more optimally. With the Make a Match learning model and achievement motivation, the value of student learning outcomes will be higher and even be able to achieve more brilliant academic achievements. The success of students is very dependent on the students themselves and how the teacher stimulates students to be able to understand the concepts and context of the subject matter taught by the teacher.

The results of regression testing show that the Make a Match learning model and achievement motivation together have a very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of State Junior High School (SMP) 1 Botupingge, Bone Bolango Regency with a coefficient of determination (Adjusted R Square) of 70.60%. While the remaining 70.60% is explained by other variables not examined in this study such as the role of tutors or peers, classroom management by the teacher, teacher competence, learning environment, emotional intelligence, intellectual intelligence, spiritual intelligence, teacher commitment, student personality, interest in learning and parental support from students. Through these results, it is necessary to improve learning outcomes by teachers by continuing to work on factors that are very crucial in improving learning outcomes such as continuing to increase the capacity of teacher human resources to be more effective and efficient and productive in learning.

So this result is in line with the statement from Mujiono (2015: 3) that learning outcomes are the result of an interaction between learning acts and teaching acts. From the teacher's perspective, the act of teaching ends with the process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end of the cut and the peak of the learning process. Evidence of business success that has been achieved after someone has participated in learning activities through measurement and assessment of learning efforts. A person can be said to be an achiever if he has made progress on the efforts he has made. Learning outcomes are actual achievements displayed by children. Learning outcomes are abilities obtained after going through learning activities. From this understanding, it can be interpreted that learning outcomes are abilities possessed by students after they receive learning experiences gained through efforts to complete learning tasks.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the research is as follows:

1. The Make a Match learning model has a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency with a partial determination coefficient value of 29.60%. The positive and very significant influence means that good and ideal learning outcomes can be achieved by students when the teacher is able to apply the Make a Match learning model effectively in learning activities.
2. Achievement motivation has a positive and very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII of Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency with a partial determination coefficient value of 41.00%. The positive and very significant influence means that the higher achievement motivation of students becomes a very important stimulus in increasing students' understanding of the concepts and context of the subject matter which is ultimately able to improve student achievement test results.
3. The Make a Match learning model and achievement motivation together have a very significant effect on student learning outcomes in Integrated Social Studies subjects in class VIII Junior High School (SMP) Negeri 1 Botupingge, Bone Bolango Regency with a coefficient of determination (Adjusted R Square) of 70.60%. While the remaining 70.60% is explained by other variables not examined in this study such as the role of tutors or peers, classroom management by the teacher, teacher competence, learning environment, emotional intelligence, intellectual intelligence, spiritual intelligence, teacher commitment, student personality, interest in learning and parental support from students.

26

SUGGESTION

Based on the conclusions of the study, the researchers provide the following suggestions:

1. It is important for teachers to apply the Make a Match learning model with various innovations and updates that are adapted to the material and ability level of students in class.
2. It is important for teachers to always set an example for students and introduce people who excel because they have a strong determination to be the best.
3. Improving student learning outcomes needs to be continuously carried out by the teacher by assessing each learning process and implementing the learning in accordance with the plans that have been carried out by the teacher.

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