Increasing Student Participation and Learning Outcomes Through The Make a Match Model: Cooperative Learning

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Abstract. The problem in this study is that there are still many students who are passive in the learning process in counseling models courses, so that learning outcomes are low. The purpose of this study is to increase student participation and learning outcomes through the Make A Match model. This research applies classroom action research which is carried out in two cycles where each cycle consists of two rounds of activities repeatedly, namely planning, action, observation, and reflection. In this research instrument consists of observation and test results of learning. This study used two data analysis techniques, namely (a) descriptive data analysis with qualitative percentages, (b) analysis of learning outcomes tests. The results of this study indicate that the first meeting of cycle I reached 77.69% and increased in cycle 2 to 86.15%. The average increase in participation from cycle I to cycle 2 was 8.46%. Furthermore, the increase in student learning outcomes on average from the pre-test results reached 57.75. In cycle I, the average value of student learning outcomes reached 70.75, and in cycle 2 it increased to 84.15. It can be concluded that the Make A Match model can increase the participation and learning outcomes of guidance and counseling students when the learning process is in counseling models courses, the Faculty of Education, Medan State University. This study recommended that every lecturer pay attention to student participation and learning outcomes through various learning models.

Keywords: make a match model, student participation, learning outcomes

1 Introduction

Finding the best learning model to employ as a determinant of student success in applying learning is a challenge that arises throughout the learning process in higher institutions. Stated that a decision that reinforces the idea of student-centered learning, fosters student creativity, creates enjoyable and challenging circumstances, develops a variety of importance abilities, offers a variety of learning experiences, and emphasizes learning by doing is a learning model that actively involves students [1]. That the use of the right study model will affect students' interest in learning so that learning is more active and learning outcomes can increase [2].

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Information about the learning process was acquired through observations and interviews with a variety of lecturers, who primarily used the lecture and question-and-answer method. The lecture and question-and answer approach of teaching and learning results in interactions that are unfavorable, where students are merely listeners and the lecturer speaks more. This type of learning environment prevents students from learning the information being studied to their full potential, which results in less-than-ideal grades when the evaluation is completed.

In light of the aforementioned issues, the educational process must employ a learning paradigm that encourages all pupils to be involved (Cooperative). The make a match cooperative learning technique, which is one of several options currently available, may be able to help students with their issues. The "make a match" cooperative teaching learning model is an enjoyable instructional technique with game-like elements that can improve students' cognitive and psychomotor learning activities, their understanding of the subject matter, and their willingness to study.

1.1 Make *a* Match Cooperative Learning

The cooperative learning paradigm known as "make a match" was created [3]. Among the goals of this model are: 1) deepening the material; 2) excavation of materials; and 3) education education. According [4], the term "edutainment" originates from the words "education" and "fun". While entertainment is entertainment, education is education. Edutainment is thus defined as education that is amusing or enjoyable in terms of language. In comparison, the term "edutainment" describes a method of learning that mixes amusing and educational content in a way that makes learning joyful.

Learning changes the learning environment on campus from something frightening to something enjoyable, from something dull to something joyful, or from something the best students hate to something they long for, making them want to keep studying as a result of their intense passion for the lessons they are learning. Make a match cooperative learning model is a fun and enjoyable way to teach that prevents students from feeling like they are learning, may be used as a substitute for more traditional methods of studying and deepening subject matter, and instills in them a passion for learning.

The make a match model's implementation procedures are fairly simple, but instructors must take specific precautions before employing this model. There have been some preparations made for the cooperative learning paradigm known as "make a match". Included in [5] study are 1) Create several inquiries that relate to the subject matter being investigated. 2) Create an answer key based on the created questions and write it on the answer cards. The question cards and the answer cards ought to be of distinct colors. 3) Establish guidelines with incentives for good students and penalties for bad ones (At this stage, lecturers can discuss with students to make regulations). 4) Offer sheets for both scoring presentations and keeping track of successful pairings. The lecturer is ready to conduct the learning using the make a match cooperative teaching learning model after preparing question and answer cards, regulations for carrying out make a match, and sheets for taking notes.

Using the help of the Make a Match cooperative learning methodology, which involves the entire class, students learn content that is presented as a game with question and answer cards. Because it is presented as a game, students are encouraged to study in a different setting. In the learning process using this model, it is intended that through engaging actively, creatively, and more effectively with the subject, students will learn it and the proportion of students who pass the course. It is also hoped that All currently available modules (books) will be read because this learning model cannot be used until the students have finished reading the course materials.

1.2 Make a Match cooperative learning can increase participation

Students' active participation in the learning process is important, and lecturers need benchmarks to use in identifying both those students and those who have not actively participated. If lecturers identify students who have not actively engaged in learning, they can take appropriate action, enhancing the execution of learning and teaching activities, for instance. The three dimensions of student engagement in this study physical, mental, and emotional are described by the indicators of student participation.

Learning outcomes are a product of a relationship between teaching and learning, according [6]. From the viewpoint of the lecturer, the process of evaluating learning outcomes signifies the end of the teaching act. From the viewpoint of the student, learning outcomes represent the apex or peak of the educational process.Learning outcomes as patterns of forming beliefs, conceptions, attitudes, appreciation, and abilities; in this instance, learning outcomes involve changes in behavior generally rather than just one particular component of human potential [7].

1.3 Student Learning Outcomes

The learning process in the end needs to carry out an evaluation of student learning outcomes as a benchmark for lecturers with a standard for determining how well the subject has been understood by the students.. The evaluation can also be interpreted as the culmination of the learning process. In addition, with the evaluation of student learning outcomes, lecturers can design further actions for students. Learning outcomes are changes in behavior that are obtained by students after experiencing learning activities [8]. Made a similar point when they stated that learning outcomes are a product of the interplay between teaching and learning. From the perspective of the lecturer, the process of assessing learning outcomes marks the conclusion of the teaching act. Learning outcomes are the completion of the learning process from the perspective of the student [9].

The learning results in this situation, however, require modifications to behavior as a whole rather than simply one aspect of human potential, according [10]. Learning outcomes are patterns of values, concepts, attitudes, appreciation, and abilities.

2 Research Methods

This research is a classroom action research using the Kemmis & Mc Taggart spiral model design. The major goals of classroom action research are to address actual issues that arise in the classroom and to promote lecturers' participation in practical activities for their professional growth. Planning, action, observation, and reflection were the four repeated rounds of activities that made up each of the two cycles in which this research was conducted.

2.1 Planning

The researcher identified the problems that occurred in the class and then developed a learning plan to solve the problems. At this stage, the researcher compiles scenarios of learning activities, prepares lesson plans, arranges instruments, makes evaluation tests for counseling models, determines indicators of achieving increased participation, and directs lecturers in the learning process using the make a match learning model.

2.2 Action

The actions in cycles I and II are as follows: (a) conditioning the class to suit the application of the Make a Match learning model, (b) giving directions to students, (c) explaining the material to be delivered according to learning objectives, (d) providing opportunities to students to ask questions regarding the material or learning model that will be applied, (e) implementing make a match learning starting from dividing the class into two large groups. Then each student is given a card containing questions or answers according to the material listed on the card, (f) monitors the learning process and student participation when looking for pairs from the cards obtained, (g) instructs each group to present the appropriate material on the cards obtained , (h) summarizing the results of the presentation of the material discussed, (i) giving evaluation test questions at the end of the lesson.

2.3 Observation

Observations were made to determine student participation and learning outcomes during the learning process. The aspects observed were (a) students' attention to the explanation delivered by the lecturer, (b) noting important material presented by the lecturer, (c) precision in identifying card pairs, (d) good interaction when looking for card pairs, (e) student punctuality while looking for card pairs, (f) good cooperation during presentations, (g) good mastery of material during presentations, (h) As lecturers or other students ask questions, the focus of the class, (i) accuracy in answering questions, (j) students' attention to groups that are presenting, (k) maintaining

conduciveness during learning, (l) obeying applicable regulations, (m) enthusiastically participating in learning, (n) students' ability to work on evaluation questions

2.4 Reflection

At this stage, the researcher analyzed the results of observations and evaluations for one cycle. The observation sheets were analyzed and then used as a reference to see student participation. While the evaluation sheet is analyzed as a reference to see student learning outcomes. Activities in cycle II aim to improve the implementation of learning in cycle I with the same implementation procedure as cycle I, namely planning, action, observation, and reflection.

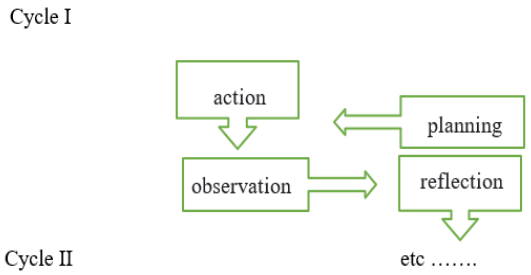

Fig.1. Kemmis & McTaggart spiral model cycle

2.5 Research Instruments

The research instrument consisted of observation and learning achievement tests, namely, (a) observation was used to observe student participation during the learning process of counseling models using the make a match learning model. The observation sheets in this study included physical, mental, and emotional assessments of students. The observation sheet uses a checklist (√) in the "yes" column if students carry out the activities listed on the instrument and provide a checklist (√) in the "no" column if students do not carry out the activities listed on the instrument. (b) learning achievement test to determine the level of students' understanding of the material presented, then an initial test (pre-test) and a final test (post-test) are carried out at the end of the action in each cycle I and II. The test is in the form of multiple choice questions of 20 questions. Each question is worth five points.

2.6 Analysis Technique

This study used two data analysis techniques, namely (a) descriptive data analysis with qualitative percentages, (b) analysis of learning outcomes tests.

3 Result and Discussion

Based on research that has been, by applying classroom action research (classroom action research) The Kemmis and McTaggart spiral model was conducted in two cycles, each of which included two repetitions of the following activities: planning (act), action (act), observation (observe), and reflection (reflect). The results obtained from this research are recapitulation data students' involvement from meeting I & 2 on cycle 1, and meeting 1 & 2 in the cycle 2 in the table below.

Table 1. The Results Obtained From This Research Are Recapitulation Data Students

No	Sub-Indicators	Cycle 1		Cycle 2	
		Meeting 1	**Meeting 2**	**Meeting 1**	**Meeting 2**
1.	Notice explanation lecturer	85.00%	90.00%	90.00%	90.00%
2.	noted mate ri pen ting which was delivered to the lecturer	80.00%	90.00%	90.00%	90.00%
3.	Accuracy looking for pairs of cards	75.00%	85.00%	85.00%	90.00%
4.	Interaction which good moment looking for a mate _ card	70.00%	85.00%	80.00%	85.00%
5.	On time inside look for partner card	80.00%	80.00%	85.00%	90.00%
6.	Cooperation the good one moment presentation _	70.00%	85.00%	80.00%	85.00%
7.	Mastery ma anteri the good at pre sen tasi	70.00%	75.00%	80.00%	85.00%
8.	Notice moment lecturer / student other I submit question	85.00%	85.00%	85.00%	85.00%
9.	Accuracy answer question	60.00%	70.00%	75.00%	80.00%
10	Notice moment to the group other presentation	75.00%	80.00%	75.00%	75.00%
11.	Maintain conduciveness during learning	85.00%	90.00%	90.00%	90.00%
12.	Obey the rules of learning using the Make A Match model	75.00%	80.00%	85.00%	85.00%
13	Enthusiastic about learning	90.00%	90.00%	85.00%	90.00%
Average Student participation		**76.54%**	**77.69%**	**83.46%**	**86.15%**

All of the 13 sub student indicators that were observed have met the requirements for success with the exception of the precision with which questions are answered, namely 71.25 % less to reach the minimum level of 75%. Three mercy sub indicator which has reach criteria success study is sub the indicator pays attention to the lecturer's explanation as much as 88.75 %, the lecturer's main points were noted in 87.50% of the content; the accuracy of locating a partner card was 83.75%; and the interactivity that led to an opportune moment to look for a partner card was 80.00%, on time in looking for pairs of cards as much as 83.75%, good cooperation during presentations as much as 80.00%, good mastery of the material good moment presentation as much 77.50%, notice when the lecturer / student other submit question as much as 85.00 %,

accuracy answer question as much 71.25%, notice moment group other presentation as much as 76 , 25 %, guard conductivity During learning going on as much as 88.75 %, obey the learning rules using the Make A Match model as much as 81.25% and enthusiastic follow learner as much as 88.75%.

According to the findings of this study, every sub-indicator of student engagement went up every cycle. This demonstrates that the cooperative learning model can be a viable alternative to traditional classroom instruction and can boost active student involvement in the learning process. Average sub-indicator student involvement reached 77.69% in cycle I and grew to 86.15% in cycle II. From cycle I to cycle II, the average sub-indicator has increased by 8.46%. Additionally, the sub-first indicator of paying attention to the lecturer's explanation grew from 87.50% on Cycle I to 90.00% at Meeting Cycle 2, meeting the criteria for research success. The lecturer always advises students to keep active and pay attention while the speaker explains material while cycle I is being implemented.

The second sub-indicator is to take notes on the lecturer's key points. On cycle I, good percentage as much as 85.00 %. Percentage ride in cycle 2 it becomes 90.00 %, this has been achieved criteria success study. The lecturer urged the class to diligently add any urgent notes that were not yet included in the module while they were learning on the side.

Sub indicator third is accuracy look for partner card. On cycle I, the percentage reached 80.00%. That matters since many students still do not have their card pairs with the correct answers. The more good in cycle 2 has reach criteria success study, namely 87.50%. Ascension percent is great since professors often advise students to read before learning and to focus on learning so that while they are studying, they can remember the material and correctly look for partner cards go up to 100% and keep stability on each consecutive discovery that is 100%.

When looking for a companion card, a good interaction is the fourth sub-indicator. In cycle I, the percentage reached 77.50%. in cycle 2 this meeting has reached indicator success study 82.50%.Sub indicator fifth is appropriate that time in look for card pair. Since cycle I, indicators of research success have been achieved 80.00%. This is because early students are more likely to be engaged in seeking for cards and to be punctual in daily life, which makes it simple to find cards at the appointed time. Cycle 2 saw a further rise in the percentages, reaching 87.50%. Sub indicator sixth is good teamwork at the presentation. The percentage increased from 77.50% on cycle I to 82.50% on cycle 2. This occurred after the lecturer encouraged the audience to support one other during presentations and to cooperate for a good presentation. The seventh sub-indicator is effective material mastery in presentations. The number reached 72.50% in cycle I as a result of students' inexperience with reading, which had an impact on their ability to understand the content as it was being presented. At the meeting in cycle 2, however, the percentage kept increasing and eventually reached the research success threshold of 82.50%.

The eighth sub-indicator is pay attention when lecturers and students other asking question. The percentage rose to 85.00% in cycle I. In cycle 2, it remained unchanged at 85.00% but had met the criteria for success research. After each lecture, the presenter will prompt the class to maintain their attention. The ninth sub-indicator is the precision with which inquiries are answered. The proportion has not topped out at 65.00% during cycle I. The research success indicator for Cycle 2 has been met at 77.50%. In this instance, accuracy in answering questions applies to perception, material discussion, presentation, and the culmination of learning in addition to during the presentation. The tenth sub-indicator is paying attention to the group during other

presentations. Only 77.50% of the percentage was obtained on cycle I Cycle 2 saw a modest drop to 75.00%. This is due to the fact that many presentation partners still feel too uncomfortable and ashamed to present interactively, which makes other friends in the audience bored and causes them to look away to something more fascinating. After the lecturer contributes, the audience becomes more engaged and eager once more. The eleventh sub-indicator is maintaining conductivity while learning directly. The percentage has gotten to 87.50% in cycle I. In cycle 2, the rate increased to 90%, but it is still far from the success study's criterion. The percentage acquired rises significantly as a result of the lecturer's constant reminders to students to maintain their enthusiasm while also exercising good self-control, particularly when searching for cards to maintain good conductivity while studying, during each study. Sub indicator twelfth is obey regulation learning use it model make a matches. The proportion was 77.50% in cycle I. Cycle 2 sees an increase of 85.00%. The percentage rises as a result of college students becoming accustomed to learning with a make-a-match approach. In order to encourage many students to abide by the relevant rules, the Pre-Test, Cycle I, and Cycle II results list. Even though the sign hasn't yet started to ring, many pupils have already begun seeking for pairs of cards following a normal lecturer's reminder to always abide by all applicable laws.

The final sub-indicator is a positive attitude toward learning. Cycle I's percentage result is 90.00%. Students are excited to learn now that they are aware of the make a match learning model that will be used. drops significantly to 87.50% in cycle 2.

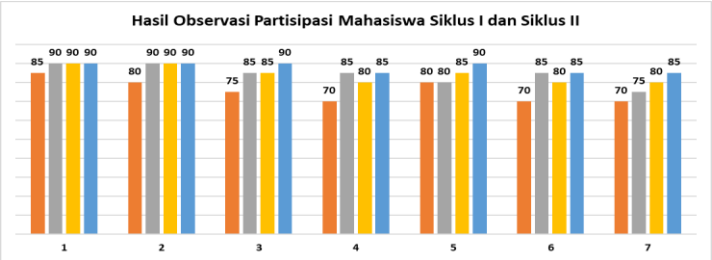

Fig.2. Increased Participation in Cycle I and II Sub Indicator 1-7

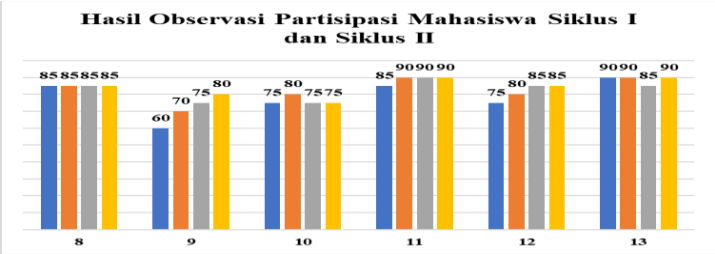

Fig.3. Increased Participation in Cycle I and II Sub Indicator 8 - 13

The make a match cooperative learning model can be concluded to be a good idea on the basis of the findings of the research conducted and with reference to Raka Joni and Martinis Yamin's theory (in Martinis, 2007) of There are five elements that can boost student participation and relate

to the various activities performed in the make a match learning model. can promote student involvement in the educational process.

3.1 Make a Mach cooperative learning can improve learning outcomes

After two cycles of research, students' learning outcomes data consisting of pre-test, cycle I evaluation and cycle II evaluation are shown in the following table:

Table 2. Students' Learning Outcomes Data Consisting Of Pre-Test, Cycle I Evaluation And Cycle II Evaluation

No	Students	Pre-Test	Cycle 1	Cycle II
1	Respondents 1	70	80	85
2	Respondents 2	75	90	90
3	Respondents 3	55	80	85
4	Respondents 4	65	85	85
5	Respondents 5	70	85	85
6	Respondents 6	40	75	85
7	Respondents 7	50	75	90
8	Respondents 8	50	70	80
9	Respondents 9	55	70	80
1 0	Respondents 10	65	70	90
1 1	Respondents 11	55	70	90
1 2	Respondents 12	55	60	80
13	Respondents 13	50	55	85
14	Respondents 14	55	55	85
15	Respondents 15	65	65	75
1	Respondents 16	60	45	85
17	Respondents 17	70	75	85
18	Respondents 18	50	70	80
19	Respondents 19	45	75	85
20	Respondents 20	55	65	85
AVERAGE		57.75	70.75	84.50
TOTAL MARK ≥ 7 5		0	9	20
Completeness Percentage		0%	45%	100%

The list of pre-test scores performed prior to the study shows that the class average was 57.75. The score has not met the college's requirements of 75%. The number of university students who did not mature is as high as 20 students, or 100%, thus this percentage is still modest. The class's average learning outcome for the first cycle of students studying counseling models was 70.75%. This value has not yet been satisfied and does not meet the requirements of the study [11].

There has been an increase in student learning outcomes of 84.50% in cycle 2. Thus, it can be said that the 20 students' use of the Make a Match cooperative learning paradigm has increased their level of learning satisfaction. Additionally, it is depicted in the following image:

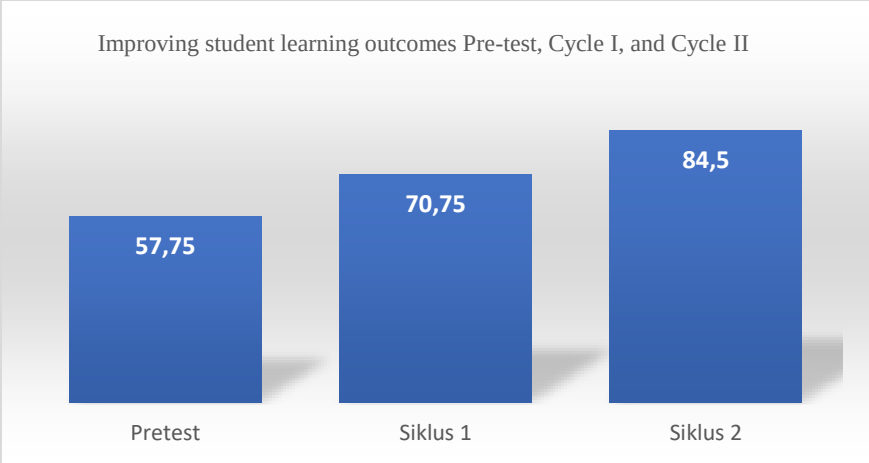

Fig.4. Improving Studen Learning Outcomes Pre-Tes, Cycle I, and Cycle II

The class average was 57.75% according to the list of pre-test results compiled before the study. The amount of college students who do not mature is as high as 20 or 100%, therefore this percentage is still low. In cycle 1, the class as a whole averaged a 77.69% learning outcome. Furthermore, the class receives an average grade of 84.50% for cycle 2's learning outcomes. According to the research criteria, there has been an increase in satisfaction [12].

That students' interest in learning can be increased by applying a learning model. Applying a learning model that is interesting and feels different by students can create an attraction that stimulates students' learning interest [13]. The Make a Match Learning model can enhance learning results, according to research [14], which was used to support this study. Based on the study's findings, it can be said that the cooperative learning paradigm known as "create a match" can enhance student learning.

4 Conclusion

This class action research's findings lead to the conclusion that:

a. The make a match cooperative learning methodology can be used to boost student involvement. The average percentage of student involvement sub-indicators increased from the first meeting to the second meeting in cycle 1, indicating an increase in participation. The average percentage of student involvement sub-indicators was 76.54% in cycle I's first meeting, and it increased to 77.69% in cycle I's second meeting. Additionally, the average percentage of the participation sub-indicators grew to 83.46% in the first meeting of cycle 2 and to 86.15% at the second meeting.
b. The average sub-indicator for student engagement in cycle I was 77.69%, and it rose to 86.15% in cycle 2. The average rise from cycle I to cycle 2 for the sub-indicators was

8.46%. The improvement in student learning outcomes in the counseling models courses came after the improvement in student participation. The increase in grade average between the pre-test, cycle I, and cycle 2 shows that student learning has improved. The findings of the pre-test had an average value of 57.75. The average student's learning score was 70.75 in cycle I and 84.15 in cycle 2.

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