

Make A Match Model Assisted by Audio Visual Media on the Motivation and Civics Learning Outcomes

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ABSTRAK

Motivasi belajar siswa dalam belajar PKn yang masih rendah. Selain itu masih banyak juga siswa yang hasil belajarnya tidak melampaui KKM yang telah ditetapkan sekolah. Penelitian ini bertujuan menganalisis model make a match berbantuan media audio visual terhadap motivasi dan hasil belajar siswa kelas IV sekolah dasar. Metode yang digunakan dalam penelitian ini adalah eksperimen kuasi dengan desain non-equivalent control group. Sampel penelitian terdiri dari dua kelas yaitu kelas IV A dan IV B yang diambil secara simple random sampling. Metode pengumpulan data motivasi belajar dikumpulkan dengan angket dan hasil belajar diukur dengan tes berbentuk pilihan ganda dan essay. Teknik analisis menggunakan analisis kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan motivasi dan hasil belajar antara siswa yang belajar dengan menggunakan model make a match berbantuan media audio visual dengan siswa yang belajar dengan model pembelajaran konvensional sehingga dapat disimpulkan bahwa model make a match berbantuan media audio visual memberikan pengaruh dalam meningkatkan motivasi dan hasil belajar siswa kelas IV UPTD SD pada pembelajaran PKn. Implikasi penelitian ini model pembelajaran make a match berbantuan media audio visual dapat memudahkan guru dalam mengajar serta menggambarkan proses pembelajaran secara nyata sehingga memberikan pengalaman belajar yang lebih berarti kepada siswa.

ABSTRACT

The students' motivation in learning Civics (PKn) is still low, and there are many students whose learning outcomes do not exceed the Minimum Mastery Criteria (KKM) set by the school. This research aims to analyze the Make a Match model assisted by audio-visual media in relation to the motivation and learning outcomes of fourth-grade elementary school students. The method used in this research is quasi-experimental with a non-equivalent control group design. The research sample consists of two classes, namely Class IV A and IV B, selected through simple random sampling. Data on learning motivation is collected through a questionnaire, while learning outcomes are measured through multiple-choice and essay tests. The analysis techniques involve both quantitative and qualitative analyses. The results of the research show a significant difference in motivation and learning outcomes between students who learn using the Make a Match model assisted by audio-visual media and those who learn through conventional teaching models. Therefore, it can be concluded that the Make a Match model assisted by audio-visual media has an impact on improving the motivation and learning outcomes of fourth-grade students at UPTD Elementary School in Civics. The implication of this research is that the Make a Match learning model assisted by audio-visual media can facilitate teachers in teaching and depict the learning process realistically, providing a more meaningful learning experience for students.

1. INTRODUCTION

Citizenship Education (PKN) is one of the mandatory subjects included in the primary and secondary education curriculum (Anatasya & Dewi, 2021). Civics subjects equip students to face life's challenges by looking for concepts from the results of investigations into problems that exist in society, both regionally and globally. Citizenship Education is a collection of appropriate knowledge that must be taken by every citizen in order to socialize in society. Civics, which contains Pancasila values as a paradigm used in national and state life, is the spearhead in creating democratic citizens, which means

that every citizen has an understanding of their rights and obligations to become intelligent, skilled citizens with Pancasila character/personality (Kristanto, 2019; Nanggala & Suryadi, 2021). The objectives of Civics teaching and learning activities can be achieved by increasing students' learning motivation. Teachers are required to be able to design learning as best as possible so that it is interesting so that students can be encouraged to participate in the learning process. The role of the teacher is very important to foster students' interest in learning, one way of teaching is fun, providing constructive motivation (Della Festova, Sakdanur Nas, 2022). Motivation to learn is a feeling of liking or being interested in something and learning activities without anyone telling you to study (Alexander et al., 2020; Andriani & Rasto, 2019; Ricardo & Meilani, 2017). With motivation in students, students are able to obtain optimal learning outcomes. Learning outcomes can be interpreted as the level of success of students in studying learning material at school which is expressed in the scores obtained from tests on knowing a number of certain learning materials (Nawawi, 2015). To determine someone's success in learning, a measuring instrument is needed. By measuring a person's learning outcomes, one can know the limits of a person's abilities, abilities, mastery of knowledge, skills and attitudes or values in completing a job (Novita et al., 2019).

The current reality is that students' view of Civics is still a boring subject, plus the teacher's method of presenting Civics learning uses the lecture method. The variety of learning methods and media that teachers use to teach Civics subjects is still limited, students tend to learn Civics by rote memorization, so the material studied cannot be conceptualized well. This also triggers a decrease in students' motivation to learn Civics concepts. Based on the results of observations and document recording carried out in class IV, it was found that students' Civics exam results with basic competency in national cultural diversity were still low. As for the students' scores, 15 students got a score ≤ 75 (79% of students who had not completed) and 4 students got a score ≥ 75 (21% of students who had completed). The value shown does not meet the minimum completeness criteria (KKM) for UPTD SD Inpres Bayor, both individual and classical student completeness. The results of observations by researchers at UPTD SD Inpres Bayor, Topoyo District, found that there were several things that could cause low motivation and student learning outcomes in Civics subjects, including in the learning process teachers used more lecture methods, did not apply innovative learning models so that learning became passive, in Student learning only involves listening, taking notes and memorizing the material presented by the teacher. Students are less active and often feel bored in taking Civics lessons, the lack of enthusiasm of students in participating in learning activities is because students are not given the opportunity to express their opinions and students do not get equal opportunities to answer questions from the teacher. Lack of student cooperation in groups, this can be observed during the learning process, group assignments tend to be done by only one student. Lack of use of learning media, teachers tend to use one book in the learning process. So the learning process does not activate students and has an impact on student learning outcomes.

The right solution to increase student motivation and learning outcomes in class IV UPTD SD Inpres Bayor is to use the make a match learning model assisted by audio-visual media. The make a match model or looking for a partner is an alternative that can be applied to students. The make a match model of learning is a type of cooperative learning that encourages students to be active and help each other in mastering lessons to achieve maximum achievement (Isjoni, 2016; Sholihah et al., 2019; Uki & Liunokas, 2021). Apart from that, this method can be used to stimulate student learning activity and is suitable for use in the form of a game (Suryani et al., 2017; Sutarniyati, 2016). The advantages of the make a match learning model are that it can increase students' learning activities, both cognitively and physically, this method is more fun, increases students' understanding of the material being studied and can increase students' learning motivation, is effective as a means of training students' courage to give presentations, and is effective train students' discipline to respect time for studying (Topandra & Hamimah, 2020). Apart from using an interesting learning model, learning media is also needed which is a supporting factor for success in implementing the learning model. The importance of using learning media is that learning media makes students happy, interested and enthusiastic during the learning process and maximum learning results can be obtained (Kurniawan & Trisharsiwi, 2016). Therefore, this research uses audio-visual media in the form of learning videos to improve student learning outcomes. Audio visual learning media is an intermediary media that is absorbed through sight and hearing so as to build conditions that can enable students to acquire knowledge, skills or attitudes that are used to help achieve learning goals (Gading & Kharisma, 2017; Hayati et al., 2017; Lestari, 2018). Audio visual media is media that relies on the sense of sight and hearing (Darihastining et al., 2020; Fitri & Ardipal, 2021; Laaser & Toloza, 2017). The use of audio visual media is in the form of learning videos that discuss learning topics and concepts, so that they can broaden students' insight and make them easy to understand.

Previous research findings stated that there were significant differences in learning outcomes between students who took part in learning using the make a match learning model and students who

took part in learning using conventional learning models in learning (Nyoman et al., 2017). Next, the research conducted explains that there is an influence of the make a match learning model assisted by audio-visual media on learning outcomes and can arouse students' interest in learning due to the large number of group interactions carried out by students (Susanto & Gusti Mardhika, 2022). The use of the make a match learning model can awaken students' characteristics in learning because it is interspersed with games (Yuliani et al., 2017). The make a match learning model can make students feel competitive in the learning process so that they can easily solve problems in the topics and concepts being studied (Suryani et al., 2017). Using the make a match learning model can make learning more meaningful and active in the learning process (Pratama et al., 2018b). The aim of this research is to analyze the make a match model assisted by audio-visual media on the motivation and learning outcomes of Civics class IV

2. METHOD

The type of research used is quasi-experimental research with a non-equivalent control group design. This research consists of an experimental class that uses the make a match model assisted by audio-visual media and a control class that uses conventional learning media. The research sample consisted of two classes, namely class IV A and IV B which were taken using simple random sampling. Class IV A as the experimental class was treated using the make a match model assisted by audio visual media and class IV B as the control class was treated using the conventional model. Data collection techniques use questionnaire methods to obtain student learning motivation and tests to measure student learning outcomes.

The data analysis technique used to analyze data to test research hypotheses is Multivariate Analysis of Variance (Manova). Before conducting a hypothesis test, there are several requirements that must be met and need to be proven. The requirements in question are that the data being analyzed must have a normal distribution and knowing that the data being analyzed is homogeneous. These two prerequisites must be proven first, so to fulfill this, an analysis prerequisite test is carried out by carrying out a normality test and a homogeneity test. The normality test used SPSS 24.00 with the Shapiro Wilk statistical test at a significance of 0.05. Meanwhile, testing the homogeneity of variance in this research was carried out using Levene's Test of Equality of Error Variance with the help of SPSS via the Box's M test. Testing of the three hypotheses was carried out using Multivariate Analysis of Variance (Manova). Hypotheses 1 and 2 were carried out using the F variant test through Manova analysis using the Test of Between Subject Effects with the testing criteria for a significance level of $F = 5\%$, assisted by SPSS 28.00 for windows. Meanwhile, hypothesis 3 was carried out using the F test through decisions taken using the Pillae Trace, Wilk Lambda, Hotelling's Trace, Roy's Largest Root analysis, with a significance level testing criterion of $F = 5\%$. If the calculated F significance number is less than 0.05 then the null hypothesis is rejected and H_a is accepted.

3. RESULT AND DISCUSSION

Result

The data described in this research includes data on learning motivation and learning outcomes in Civics learning which were given different treatment, namely using the Make A Match learning model assisted by audio-visual media and conventional learning. Descriptive data on student motivation and learning outcomes in Civics learning in the experimental class and control class are presented in Table 1.

Table 1. Descriptive Data on Student Motivation and Learning Outcomes in the Experimental Class and Control Class

Variable	Class	Mean	Std. Deviation	N
Motivation	Experiment	90.50	5.99437	38
	Control	78.66	4.64570	38
Learning outcomes	Experiment	91.39	6.35244	38
	Control	76.03	8.15222	38

Based on Table 1, it was found that student learning motivation data in the experimental class had a mean value of 90.50, and student learning motivation data in the control class had a mean value of 78.66. Meanwhile, student learning outcomes data in the experimental class has a mean value of 91.39, and student learning outcomes data in the control class has a mean value of 76.03. Comparison of data for two classes is shown in the bar graph in Figure 1.

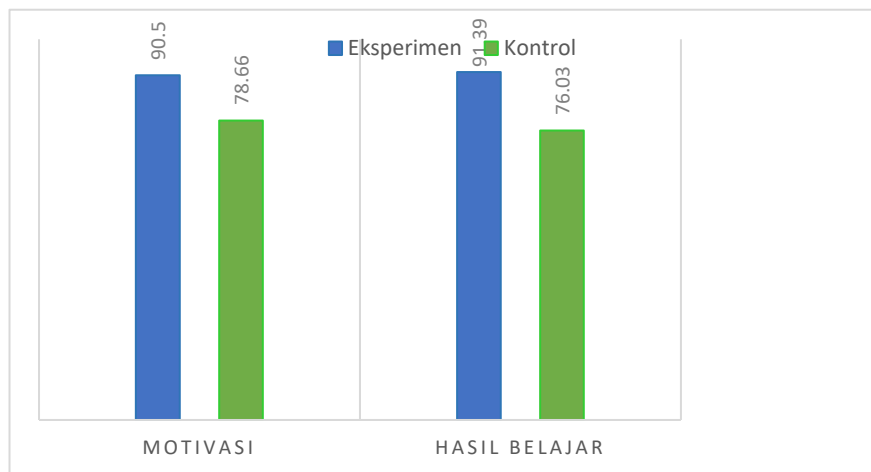


Figure 1. Comparison of Motivation Scores and Student Learning Outcomes in the Experimental and Control Groups

Before testing the hypothesis, data on motivation scores and student learning outcomes were subjected to prerequisite tests, namely the normality test and homogeneity test. The first step is to carry out a data normality test. The normality test is used to determine whether the distribution of data obtained is normally distributed or not. In this study, the normality test was used using the Shapiro Wilk test with the condition that the data is normally distributed if the sig value is >0.05 . The significance level values obtained are as presented in Table 2.

Table 2. Normality Test Results

Variable	Class	Shapiro-Wilk Sig.	Alpha	Information
Motivation	Experiment	0.055	0.05	Normal
	Control	0.092	0.05	Normal
Learning outcomes	Experiment	0.066	0.05	Normal
	Control	0.088	0.05	Normal

Based on the significance values in Table 2, the sig value of the experimental class motivation data is 0.055, the sig value of the control class motivation data is 0.092, the sig value of the experimental class learning outcomes data is 0.066, and the sig value of the control class learning outcomes data is 0.088. All of them have a sig value > 0.05 , so it is stated that all sample members in the study are normally distributed. The homogeneity test in research uses Levene's Test of Equality of Error Variance with the help of SPSS via the Box's M test. This test is intended to determine whether the data obtained comes from a homogeneous population or not. The results of the homogeneity analysis are presented in Table 3.

Table 3. Homogeneity Test Results

Box's Test of Equality of Covariance Matrices ^a	
Box's M	5.862
F	1.897
df1	3
df2	985680.000
Sig.	0.128

Based on the results of the homogeneity analysis, a significance value of $0.128 > 0.05$ was obtained, so it can be stated that the data variance obtained was homogeneous. After testing the analysis prerequisites, the type of analysis can be determined statistics that will be used to test the proposed hypothesis. Based on the results of the analysis prerequisite tests carried out, the data produced in this study was normally distributed and homogeneous. From the results of data processing in hypotheses 1 and 2, the F variant test was carried out through Manova analysis using the Test of Between Subject Effects with the criterion that if the calculated F significance number is less than 0.05 then the null hypothesis is rejected and H_a is accepted. The test calculations are presented in Table 4.

Table 4. Variant F Test Results Using the Test of Between Subject Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Motivation	2664.474a	1	2664.474	92.653	0.000	0.556
Corrected Model	Learning outcomes	4487.579b	1	4487.579	84.027	0.000	0.532
Intercept	Motivation	543673.474	1	543673.474	18905.471	0.000	0.996
Intercept	Learning outcomes	532566.368	1	532566.368	9972.011	0.000	0.993
Class	Motivation	2664.474	1	2664.474	92.653	0.000	0.556
Class	Learning outcomes	4487.579	1	4487.579	84.027	0.000	0.532
Error	Motivation	2128.053	74	28.757			
Error	Learning outcomes	3952.053	74	53.406			
Total	Motivation	548466.000	76				
Total	Learning outcomes	541006.000	76				
Corrected Total	Motivation	4792.526	75				
Corrected Total	Learning outcomes	8439.632	75				

Based on the results of the first hypothesis analysis regarding student learning motivation data in both classes, namely the experimental class and the control class, it can be concluded. There is a significant difference in learning motivation between students who are taught using the make a match model assisted by audio-visual media and students who are taught using the conventional learning model. Looking at the research data, theoretically it can be said that the make a match model assisted by audio-visual media has an influence in increasing students' learning motivation. This is proven by the results of Asymp. Sig is less than 0.05 ($0.000 < 0.05$) with valueF count is 92.653. Furthermore, based on the results of the second hypothesis analysis regarding data on student learning outcomes in both classes, namely the experimental class and the control class, conclusions can be drawn. There is a significant difference in learning outcomes between students taught using the make a match model assisted by audio-visual media and students taught using the conventional learning model. Looking at the research data, theoretically it can be said that the make a match model assisted by audio-visual media has an influence in improving student learning outcomes. This is proven by the results of Asymp. Sig is less than 0.05 ($0.000 < 0.05$) with valueF count is 84.027. Then, the third hypothesis was carried out with an F test through decisions taken using Pillai Trace, Wilk Lambda, Hotelling's Trace, Roy's Largest Root analysis, with a significance level testing criterion of $F = 5\%$. If the calculated F significance number is less than 0.05 then the null hypothesis is rejected and H_a is accepted. The test calculations are presented in Table 5.

Table 5. Multivariate Test Results

	Effect	Value	F	Hypothesis df	df error	Sig.	Partial Eta Squared
Class	Pillai's Trace	0.694	82.816b	2.000	73.000	0.000	0.694
	Wilks' Lambda	0.306	82.816b	2.000	73.000	0.000	0.694
	Hotelling's Trace	2.269	82.816b	2.000	73.000	0.000	0.694
	Roy's Largest Root	2.269	82.816b	2.000	73.000	0.000	0.694

Based on Table 5, the research results show that the calculated F value of Pillai Trace (F calculated = 82.816), Wilk Lambda (F calculated = 82.816), Hotelling's Trace (F calculated = 82.816), Roy's Largest Root (F calculated = 82.816), all have significance $0.000 < 0.05$, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, based on the analysis of the third hypothesis, there is a significant difference in motivation and learning outcomes together between students who are taught using the make a match model assisted by audio-visual media and students who are taught using the conventional learning model. Looking at the research data, theoretically it can be said that the make a match model assisted by audio-visual media has an influence in increasing student interest in learning and student learning outcomes simultaneously.

Discussion

Based on the results from the research obtained, several results were obtained. First, there was a significant difference in motivation between experimental class students (IV A) who were taught using the make a match model assisted by audio visual media and control class students (IV B) who were taught using the conventional learning model. Looking at the research data, theoretically it can be said that the

make a match model assisted by audio-visual media is measurably better and more effective in increasing students' learning motivation in the learning process compared to conventional learning models. The make a match learning model can motivate students to learn, because the learning process is fun and easy to understand (Mamun, 2018; Pratama et al., 2018b). With this model, teachers can create a learning atmosphere that is fun and not boring, so it is hoped that it can increase students' learning motivation (Sutarniyati, 2016). Using the make a match learning model in the learning process can reduce boredom in the learning process (Rasul, 2021; Setiawan & Ari Oka, 2020). The advantage of the learning process that involves audio-visual media is that it can also attract students' attention in learning, make teaching easier for teachers and make the learning process enjoyable. Audio visual media is a learning medium that teachers use to facilitate the learning process and provide new experiences for students in learning so that it can attract students' attention and interest in the learning process because the learning process is interesting with sounds and images that make students more enthusiastic (Gading & Kharisma, 2017; Niken Ayu Mutiasari & Rusnilawati, 2022; Pratama et al., 2018a).

Second, the application of the make a match model assisted by audio-visual media has an influence in improving student learning outcomes. Learning outcomes can increase after teachers apply the make a match learning model assisted by audio visual media, where the make a match learning model is a cooperative learning model that contains game elements in it, namely when looking for pairs of answers on cards. If learning is designed to make a match fun, and the presence of picture cards can convey instructional messages then this strengthens students' social skills, creates a happy learning atmosphere, makes students motivated in learning and the desired learning outcomes can be realized (Fatimah, 2017; Suryani et al., 2017). This make a match cooperative model contains game elements that make students feel happy thereby improving student learning outcomes (Arbiyah et al., 2020). The application of the make a match learning model influences student learning outcomes (Suatnaya et al., 2015). There are differences in learning outcomes between students who were treated with the make a match learning model assisted by audio-visual media and students who were not treated with the make a match learning model assisted by audio-visual media (Gading & Kharisma, 2017). Students who learn using the make a match model assisted by audio-visual media show better student learning outcomes. This happens because the make a match type cooperative model assisted by audio-visual media is a learning model that can provide opportunities for students to learn creatively and innovatively. With the support of complete audio visual (video) media, students feel that learning is enjoyable, students get various positive things from learning using the make a match type cooperative model assisted by audio visuals, one of which is good learning results.

Third, based on the research data, theoretically it can be said that the make a match model assisted by audio-visual media has an influence in increasing student motivation and learning outcomes. This finding is reinforced by previous research findings stating that the use of the make a match model is expected to increase students' learning motivation and increase students' understanding of the subject matter (Ari & Wibawa, 2019). Through this make a match type cooperative learning model, it encourages students to increase their activity, enthusiasm for learning, mastery of subject matter and cooperation between students which will directly influence increasing motivation and learning outcomes (Darmi, 2020). The make a match technique cooperative learning model is suitable for increasing student learning motivation because in this learning model students are given the opportunity to interact with other students, the learning atmosphere in the class can be created as a game atmosphere, there is competition between students to solve problems related to the lesson topic. and there are rewards, so that students can learn in a pleasant atmosphere (Anggraeni et al., 2019). In Civics learning, using the make a match type cooperative learning model assisted by audio-visual media allows students to work together with their partners where students share information together. In this learning, students are trained to develop cooperation to be able to solve problems with the material provided by the teacher in learning. Thus, it can be concluded that the make a match learning model assisted by audio-visual media can increase the motivation and learning outcomes of elementary school students.

4. CONCLUSION

The make a match learning model assisted by audio visual media has an influence on the motivation and learning outcomes of fourth grade elementary school students in learning Civics. Apart from that, the presence of audio-visual (video) media adds to the variety of student learning resources. The implications of this research is that the make a match learning model assisted by audio-visual media can make it easier for teachers to teach and depict the learning process in a real way and can be played repeatedly, thus providing a more meaningful learning experience for students and making the learning process easier.

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