



Make a Match Learning Model on Critical Thinking Ability in PKN Learning in Class IV SD Muhammadiyah 32 Medan

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ABSTRACT

The background of this research is students whose critical thinking skills are still lacking and are still limited so that students have not been able to understand the concept of critical thinking and have not mastered critical thinking in Civics learning. The purpose of this study was to determine the effect of the make a match learning model on the critical thinking skills of fourth grade students at SD Muhammadiyah 32 Medan. The population in this study were all 20 students in grade IV. The sampling technique in this study used a total sampling technique. The sample in this study amounted to 20 students with 1 class. This research instrument uses a test sheet. Data analysis techniques in this study used validity tests, reliability tests and hypothesis testing. The results of this study show that the make a match learning model has an effect on students' critical thinking skills, because in the t-test analysis (independent t-test) the results of a significance value (sig. 2-tailed) are $0.000 < 0.05$, then H_a is accepted and H_o rejected. This means that there is an influence of the make a match learning model on students' critical thinking skills in PKN learning in class IV SD Muhammadiyah 32 Medan. The results of data analysis obtained the average (mean) after being given treatment using the make a match learning model in the pretest class, namely 75.25. While students in the posttest class average (mean) without being given treatment with the make a match learning model is 90.55

Keywords : Make A Match Learning Model, Students' Critical Thinking

Introduction

Education is the gateway to the will of a nation. The world of education continues to develop frequently with the current developments. Demands for the quality of human resources will continue to change dynamically. The process of education is formally manifested in learning activities in schools. To achieve a certain goal, learning needs to be done through quality learning activities. Good learning outcomes are achieved through the interaction of various factors that mutually support one another. Learning is the main determinant of educational success. Learning is a system consisting of various components that are interconnected with one another. These components include: objectives, materials, methods, strategies and evaluation. These four lessons will be used in learning, in essence learning is a process of interaction between teachers and students, both direct interactions such as face-to-face activities, and indirectly, namely by using various learning media. In learning the teacher must be able to create conducive conditions so that teaching and learning communication interactions occur between teachers, students, and other components to achieve good learning objectives. Learning from the Pancasila and Citizenship Education (PKN) subjects is one of the lessons that has the goal of forming individual students to always love being waterproof and have a national and state spirit. PKN subjects will provide provisions in developing the basic competencies of students at the basic and secondary education levels in all areas of citizenship, namely attitude competence, skills and knowledge. By providing citizenship, students will be formed into Indonesian citizens who have intelligence and good behavior and are responsible. The causes of students

being less active in learning are several factors involving students, teachers, facilities and infrastructure or learning methods used. Failure to succeed in achieving learning objectives results in a lack of student interest, which in turn results in a lack of initiative and interaction in the learning process. Teachers still tend to provide PKN subject matter in a lecture format, and game activities are still very rarely carried out because teachers are confused and don't have an idea yet, so the learning atmosphere is not conducive and not fun. Even though citizenship education (PKn) is one of the main subjects in school. PKn has undergone several changes. This is adjusted to the development and changes in the curriculum implemented in Indonesia (Dahnial, 2017). Pancasila is the highest government building in the Republic of Indonesia. Pancasila is the ideology that regulates social and state life. Pancasila is the basis of the state as well as the ideology of the State of Indonesia which is so influential in life. Pancasila also represents the personality of the Indonesian nation because it contains points which when implemented represent the personality of the Indonesian nation (Irwan et al., 2021). One of the efforts to instill an attitude of patriotism, love for the motherland, namely Instill Pancasila values from an early age. Pancasila is the basis of the Indonesian state. Pancasila is the state ideology of Indonesia. In order for the goal of achieving learning competence to be met, teaching and learning activities in Internship lessons need to use student-centered learning methods or models, where students' creativity will develop, make learning situations fun so as to provide diverse learning experiences. That way students will get used to being more independent in solving a problem in citizenship when they are in a situation. Patriotism's self-efficacy in Civics is actually rooted in the formation of civic culture, in which patriotism is formed in the context of cultural unity. Because Civics is a social study, one of the learning concepts refers to cultural unity. As explained by Abdul Aziz Wahab and Sapriya that there is a teaching tradition in social studies, namely efforts to form a culture of unity for nations around the world based on the understanding that the younger generation must know the history of their nation besides that they must also be taught about Patriotism¹⁴. This means that there is an important task in social studies including Civics to form Cultural Unity, especially for the younger generation in order to maintain the integrity of the Indonesian nation. (Wahab, et al), p. 301. In general, PKN in elementary schools aims to develop the ability to think critically, rationally and creatively in responding to issues of citizenship, participate actively and responsibly and act intelligently in community activities, nation and state as well as anti-corruption, develop positively and democratically to form themselves based on the characteristics of the Indonesian people so that they can live religiously with other nations and interact in world affairs directly or indirectly by utilizing information and communication technology.

According to Susanto (2019: 229) that "Pancasila and Citizenship Education are subjects that are used as a vehicle for developing and preserving noble and moral values that are rooted in the culture of the Indonesian nation". It is hoped that these noble and moral values can be realized in the form of behavior in the daily lives of students ,both as individuals and members of society, and creatures created by God Almighty, which is an effort to equip students with basic knowledge and skills regarding relations between citizens and the State as well as preliminary education to defend the State so that they become citizens who can be relied upon by the nation and State. Pancasila is the ideology of the Indonesian state. Pancasila certainly has an important meaning in it, namely religious values, humanity, unity, democracy, and justice. These five values are a unity of values that cannot be separated because they have a very special purpose (Auliadi et. al 2021). Where Pancasila is the result of deliberations of the founders of the nation. Today, Pancasila is a firm grip on fostering a spirit of patriotism in students and also improving the character of students to love their homeland more. Pancasila's emphasis on social justice for all Indonesian people allows students to enjoy equal justice without differentiating other subjects. Where elementary school children can be taught to be good leaders by providing justice and increasing a sense of love for the motherland in elementary school children. Where the teacher gives simple examples to students who are able to increase love for the motherland and love for the motherland, Pancasila is an important factor in strengthening the character of the Indonesian nation, especially in the younger generation. Formal and informal education has a duty to support and strengthen the national values of elementary school students in order to carry out sustainable development and strengthen nationalism in schools (Julya Marlita Khaerunisa et al., 2020). The effectiveness of achieving these educational goals is largely determined by how capable and skilled the teacher is in implementing the learning process in the classroom, and these educational goals are not only directed at developing aspects of knowledge/intelligence but also skills, and attitudes or personality of students. However, in fact Pkn teachers in the learning process still often use the teacher-centered lecture method so that it is not interesting and students feel bored, so that the learning process becomes passive, and affects student learning outcomes. According to Shoimin (2018: 23) suggests that, the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning teaching and learning activities. According to Shoimin (2018: 98) that the Make A Match learning model is a learning model developed by Loma Curran. The main feature of the make a match model is that students are asked to look for pairs of cards that are answers or questions about certain material in learning. One of the advantages of this model is that students look for partners

while learning about a concept or topic in a fun atmosphere. This technique can be used in all subjects and for all age levels. The characteristics of the make a match learning model are that it has a close relationship with the characteristics of students who like to play. The implementation of the make a match model must be supported by the activeness of students in moving to find a partner with the appropriate card answers or questions on the card. Students who learn using the make a match model are active in participating in learning so that they can have meaningful learning experiences. Another opinion is Huda (2017: 251-252) this make a match learning model is an important learning model in the classroom. The objectives of this model include: (1) material deepening; (2) excavation of materials; 3) edutainment. The management is quite easy, but the teacher needs to make some special preparations before implementing this model. Some of the preparations include: (a) Make several questions according to the material being studied (the number depends on the learning objectives) then write them on the question cards (b) Make answer keys from the questions that have been made and write them on the answer cards. It would be better if the question cards were different colored answer cards (c) Make rules that contain rewards for successful students and sanctions for students who fail (here the teacher can make these rules together with students) (d) Provides sheets for recording successful pairs as well as for scoring presentations. After preparing question and answer cards, rules for implementing make a match, and sheets for taking notes, the teacher is ready to carry out learning using the make a match learning model. The make a match learning model aims to foster an attitude of responsibility, self-confidence and solving a problem that requires students to be active in the learning process.

The characteristics of the make a match learning model are that it has a close relationship with the characteristics of students who like to play. The implementation of the make a match model must be supported by the activeness of students in moving to find a partner with the appropriate card with the answers or questions on the card. Students who learn using the make a match model are active in participating in learning so that they can have meaningful learning experiences. Thinking is an activity carried out by the brain to send information. Thinking also describes one of the things that distinguishes humans and animals, so that humans have a more optimal degree. In life, we encounter different conditions so that in order to be able to strengthen in conditions that are always changing and uncertain, humans must have the ability to obtain and direct information. This ability requires innovative critical thinking and a desire to collaborate innovatively. The learning process is still dominated by the teacher so that it does not give students the flexibility to develop independently through the discovery of thought processes. Students are not trained to think critically, so students only memorize without knowing the concept of the material they have learned. Students are less trained to make decisions, so they hesitate to make decisions. Regarding the ability to think critically and solve events in Pkn learning at the elementary school level, it is very necessary to have students who can help with existing factual problems. Based on the observations that have been made, there are still many students at SD Muhammadiyah 32 Medan, some of whom do not yet have the ability to think critically. This is due to the nature of students who still want to play and tend not to care about what they do. Most students still like to play and are not sensitive to the problems around them, their curiosity is still low, they do not pay attention to the teacher when explaining material in class. Students' critical thinking skills can be observed from activities carried out daily both at school and outside school including: discussions, asking questions, answering questions, express opinions and interact with others. This is evidenced by the results of student civics learning obtained by 20 students.

Research Methodology

This research used a quantitative method and this type of research used the Make a Match Learning Model. The research was carried out at SD Muhammadiyah 32 Medan. The population in this study were all grade IV SD Muhammadiyah 32 Medan consisting of 1 class with a total of 20 students, as a pre-test and post-test class, sampling was carried out using the total sampling technique. The instruments used in this study were learning tools consisting of a syllabus, lesson plan (RPP), LKPD, questions, test sheets for critical thinking skills, and a rubric for scoring critical thinking skills. The data collection technique was in the form of an initial test (Pre-Test) and a final test (Pos-Test) with a total of 10 essay questions. Furthermore, data analysis techniques use validity, reliability, and hypothesis testing. Furthermore, the data were analyzed descriptively with SPSS software.

Results and Discussion

Based on the results of data analysis using the software are as follows:

Table 1. Statistical Results Description

Data	The number of students	Minimum	Maximum	Average value
Pre-test	20	60	90	75.25
Post-test	20	80	100	90.55

Based on table 1, the Pre-Test results obtained with a minimum value of 60, a maximum value of 90, an average value of 75.25, while the Post-Test value obtained a minimum value of 80, a maximum value of 100, an average value of 90.55, can be seen in the Figure below:

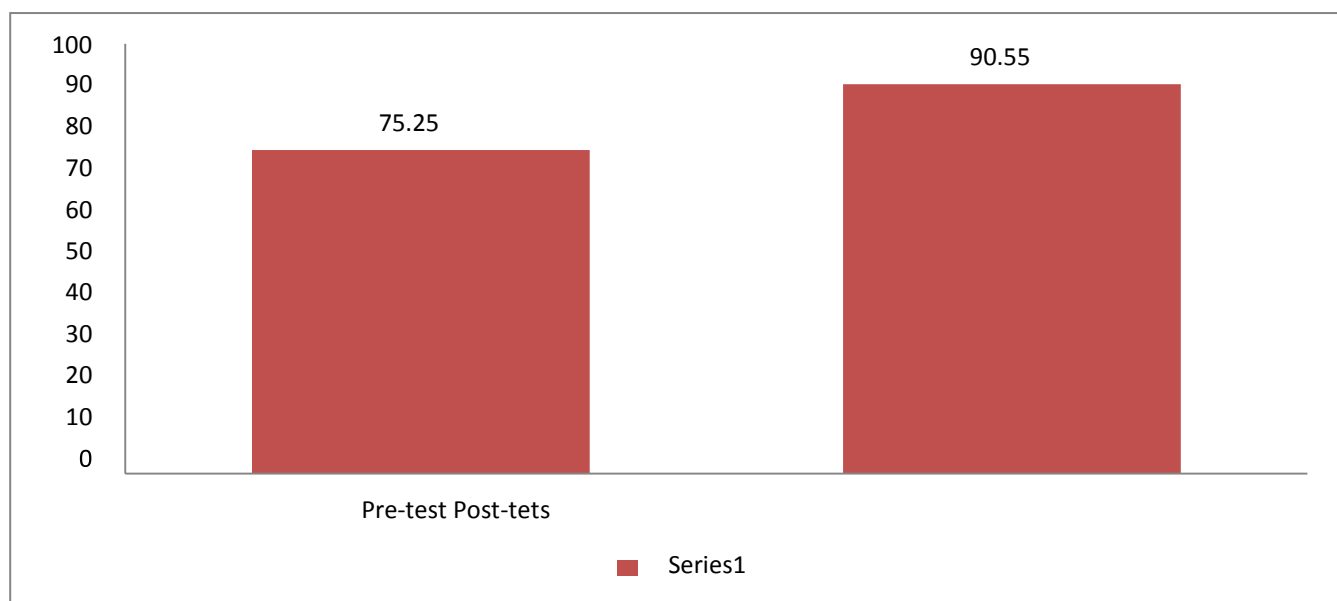


Figure 1. Diagram of the average pre-test and post-test scores

Table 2. Test Validity Test Results

Test	Count	Rtable	Information
1.	0.72182	0.468	Valid
2.	0.58757	0.468	Valid
3.	0.03353	0.468	Valid
4.	0.6126	0.468	Invalid
5.	0.5071	0.468	Valid
6.	0.5086	0.468	Valid
7.	0.6341	0.468	Valid
8.	0.0658	0.468	Invalid
9.	0.5178	0.468	Valid
10.	0.5317	0.468	Valid
11.	0.1836	0.468	Invalid
12.	0.6468	0.468	Valid
13.	0.1006	0.468	Invalid
14.	0.1527	0.468	Invalid
15.	0.6866	0.468	Valid

Based on the results of the data in Table 2. Of the 15 questions that were given to respondents, the remaining 10 questions were valid and 5 questions were invalid. Item selection was carried out using the SPSS 25.0 application to find whether it was valid or not by using the Make a Match learning model for students. Based on the table, 10 valid questions were selected that were feasible to be tested on students.

Table 3. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	
	N of Items
.726	15

Source: Results of Data Processing (SPSS)

Based on the table above, it shows that the reliability results on the test used obtained a value of 0.726 in

the Cronbach's Alpha point table, with a total of 15 items. So, this value belongs to the medium category, meaning this test can be trusted and can be tested repeatedly.

Table 4. Hypothesis Test Results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	std. Different Error	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Ability	1,086	.304	-	38	.000	-	2.46593	-	-
Study	Critical thinking			6			15.3000		20.2920	10.3079
pkn	Pre-test class			5			0		1	9
	Ability			-	36	.000	-	2.46593	-	-
	Critical thinking			6	9		15.3000		20.2997	10.3002
	Post-test class			5			0		2	8

Based on the table above, it can be seen that the significant value is .000, which is $0.000 < 0.05$. This states that there is an influence of the Make a Match learning model on the critical thinking skills of SD Muhammadiyah 32 Medan students.

Conclusion

There is an influence of the Make A Match learning model on students' critical thinking skills. This can be obtained based on a significant value, that is, > 0.05 , so that the research results show that there is an influence of the Make A Match learning model for fourth grade students at SD Muhammadiyah 32 Medan. The critical thinking skills of students in class IV Pretest before using the Make A Match learning model were very low, as seen from only 15 students who met the KKM standards and 5 students who did not meet the KKM standards. With these values, it can be concluded that the students' critical thinking skills in the pretest class without using the Make A Match learning model have not fulfilled effective and efficient learning. The critical thinking ability of students in the Posttest class in using the Make A Match learning model has increased as seen from the 20 students who have met the KKM standards. With this value it can be concluded that the ability to think critically has increased and the student learning process is better and more effective.

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