

Improving Thematic Learning Outcomes Of My Daily Task Subthema At Home Using The Make A Match Type Cooperative Learning Model In Class Ii Students Of SDN 019 Tanjung Sawit, Tapung District

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Abstrak

Metode yang digunakan pada penelitian tindakan kelas ini adalah model kurt lewin yang didalamnya terdapat 4 (empat) tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Subjek pada penelitian ini adalah siswa kelas II SDN 019 Tanjung Sawit yang terdiri dari 26 siswa. Pengambilan data dilakukan peneliti melalui observasi, wawancara, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Penerapan model kooperatif tipe Make a Match dapat meningkatkan aktivitas guru dan siswa. Pada hasil observasi aktivitas guru pada siklus I yaitu 72,52, dan meningkat menjadi 90,32 pada siklus II. Sedangkan hasil observasi aktivitas siswa pada siklus I yaitu 70,83, dan meningkat menjadi 91,7 pada siklus II. 2) Peningkatan hasil belajar siswa dapat dilihat dari nilai rata-rata siswa mata pelajaran Bahasa Indonesia pada pra siklus sebesar 63,7 dengan prosentase 46,15%, pada siklus I menjadi 72,7, dengan prosentase 69,23%, dan meningkat menjadi 77, dengan prosentase 80,8% pada siklus II.

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Abstract

The method used in this classroom action research is the Kurt Lewin model which contains 4 (four) stages, namely planning, action, observation and reflection. The subjects in this research were class II students at SDN 019 Tanjung Sawit, consisting of 26 students. Data collection was carried out by researchers through observation, interviews, tests and documentation. The research results show that: 1) Implementing the Make a Match type cooperative model can increase teacher and student activity. The results of observing teacher activities in cycle I were 72.52, and increased to 90.32 in cycle II. Meanwhile, the results of observing student activities in cycle I were 70.83, and increased to 91.7 in cycle II. 2) The increase in student learning outcomes can be seen from the average score of Indonesian language subject students in the pre-cycle of 63.7 with a percentage of 46.15%, in the first cycle it was 72.7, with a percentage of 69.23%, and increased to 77, with a percentage of 80.8% in cycle II.

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1. INTRODUCTION

Education is a very important aspect in supporting the nation's progress in the future. Through education, humans as development subjects can be educated, nurtured and develop their potential. Learning is a process carried out consciously by each individual or group to change their attitude from not knowing to knowing throughout their life. The teaching and learning process is an activity in which students learn and teachers teach in an interactive context, and there is educational interaction between teachers and students, so that there are changes in students, both changes in the level of knowledge, understanding and skills or attitudes (Hamalik, 2001).

The problem at SDN 019 Tanjung Sawit is the low student learning outcomes in the thematic learning sub-theme My Daily Tasks at Home in class II B, this is because the teacher still uses conventional learning patterns with lecture methods and assignments according to those in the student's book. Based on an interview with the class teacher on Monday, 22 October 2022 in class II at SDN 019 Tanjung Sawit. The learning outcome scores obtained in the cognitive aspect of thematic learning subtheme My Daily Tasks at Home are distributed into 2 subjects, namely, Mathematics and Indonesian. In Mathematics learning, the percentage of student learning completeness is 20% with a class average score of 61.68. In Indonesian language learning, the percentage of student learning completeness was 24%, with an average class score of 62.96. Student learning outcomes are said to be still low because most students get scores below the Minimum Completeness Criteria (KKM).

A. Learning outcomes

Learning outcomes are the abilities that students have after receiving their learning experience. Student learning outcomes are indirectly used as a benchmark for the extent to which students receive learning material. According to Horward Kingsley, learning outcomes are divided into three, namely (a) skills and habits. (b) knowledge and understanding, and (c) attitudes and ideals. Each type of learning outcome can be filled with materials that have been determined in the curriculum. In learning activities or instructional activities, teachers usually set learning objectives. Children who are successful in learning are successful in achieving learning goals.

Assessment of student learning outcomes is something that is very important and strategic in teaching and learning activities. Therefore, the assessment of learning outcomes must be carried out properly starting from determining the instrument, preparing the instrument, reviewing the instrument, implementing the assessment, analyzing the assessment results, and following up the assessment results program. The level of achievement of student learning outcomes must be assessed or measured using appropriate and accurate instruments or measuring tools. Appropriate means the instrument or measuring tool used to assess student learning outcomes with what will be measured or assessed, namely in accordance with the characteristics of the material or the demands of certain competencies. The characteristics of the material include cognitive, affective and psychomotor aspects.

B. Thematic Learning Subthemes My daily tasks at home

Learning is a series of activities designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment and other learning resources in order to achieve competency. Learning activities can be realized through varied and student-centered learning. Learning activities contain life skills that students need to master (Agus, 2011).

Thematic learning is a type of learning that emphasizes student activities in its implementation. Student activity really depends on the teacher's ability to organize learning materials and classes during the learning process. Thematic learning is a learning program that starts from one particular theme/topic and is then elaborated from various aspects or viewed from various perspectives of subjects usually taught in school. Theme is the main thought or main idea that is the main topic of discussion.

The objectives of thematic learning assessment include:

- a. Knowing the achievement of predetermined indicators.
- b. Obtain feedback for teachers, to find out obstacles that occur in learning and the effectiveness of learning.
- c. Obtain a clear picture of the development of students' knowledge, skills and attitudes.
- d. As a reference in determining follow-up plans (remedial, enrichment and stabilization).

Thematic learning assessment tools can be tests and non-tests. Tests include written, oral, or action, student progress diaries and portfolios. In learning activities in the early classes, the

assessment that is more widely used is through giving assignments and portfolios. In thematic learning, assessment is carried out to test the achievement of basic competencies and indicators in each subject contained in that theme. Thus, assessment in this case is no longer integrated through themes, but is separated according to basic competencies, learning outcomes and subject indicators. The final grade on the report (report card) is returned to subject competency.

C. Make a Match Type Cooperative Learning Model

Joyce and Weil argue that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or otherwise. Slavin defines the cooperative learning model as a learning model where students learn and work in small groups collaboratively whose members are 4-6 people with a heterogeneous group structure.

The Make a Match method is one type of method in cooperative learning. This method was developed by Lorna Curran (1994). 58 Kurniasih and Sani (2015) stated that Make a Match is a learning model where students are invited to find a partner while learning about a concept or topic in a fun learning atmosphere. Meanwhile, according to Afandi (2013), Make a Match is a type of learning model that uses cards containing questions and answers to these questions.

According to Huda (2011), the steps for learning Make a Match include:

1. The teacher delivers material or gives assignments to students to study the material at home.
2. Students are divided into two groups, for example groups A and B. Both groups are asked to face each other.
3. The teacher gives question cards to group A and answer cards to group B.
4. The teacher tells the students that they have to look for/match the cards held with the cards of other groups. The teacher also needs to convey the maximum time limit he is giving them.
5. The teacher asks all of group A to look for their partners in group B. If they have found their respective partners, the teacher asks them to report themselves to him. The teacher records them on prepared paper.
6. If time is up, they should be told time is up. Students who have not found a partner are asked to gather separately. The teacher calls one pair for a presentation. Other pairs and students who don't get a pair pay attention and give feedback on whether the pair is suitable or not.
7. Finally, the teacher provides information about the correctness and suitability of the questions and answers from the pair giving the presentation.
8. The teacher calls the next pair, and so on until all pairs have made their presentations.

D. Significance of the Implementation of the Make a Match Type Cooperative Learning Model with Improved Learning Outcomes

Based on the test results before the research was carried out, it was discovered that student learning outcomes were less than satisfactory, this can be shown by the 25 students, in the thematic learning sub-theme My Daily Tasks at Home which was distributed into 2 subjects, namely Mathematics and Indonesian. In the Mathematics subject, only 5 students completed it and 20 students did not complete it, while in the Indonesian language subject only 6 students completed it and 19 students did not complete it.

Using the Make a Match type cooperative learning model in the thematic learning process for the sub-theme My Daily Tasks at Home, the teacher can create a more enjoyable classroom atmosphere and students become active in learning. So that students as subjects not only listen to explanations from the teacher, but can also play an active role in learning and can work together well in their groups, so that the sub-theme of My Daily Tasks at Home can be conveyed well to students, as well as students can understand the sub-theme of My Tasks everyday at home well.

2. RESEARCH METHODS

This research uses the Classroom Action Research or PTK (Classroom Action Research) method. This research was conducted to examine the improvement of student learning outcomes in the thematic learning sub-theme My Daily Tasks at Home using Make a Match type cooperatives for class II students at SDN 019 Tanjung Sawit. In this classroom action research, the author uses the research model of Kurt Lewin, who was the first person to introduce action research. Kurt Lewin stated that the main concepts in action research consist of four components, namely: Planning, Acting, Observing, and Reflecting.

Implementation of class actions (PTK) at SDN 019 Tanjung Sawit. This research was carried out in the odd semester in October-December 2022. The research subjects were 25 class II students at SDN 019 Tanjung Sawit. Action research was carried out in several cycles, namely pre-cycle, cycle I, and cycle II.

Data and Collection Techniques in research are qualitative data and quantitative data. In this research, several methods will be used to collect data during the research process, namely: Observation, interviews, tests, and documentation.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

3.1 Research Results

The results of this research were obtained through observation, interviews, documentation and tests. Observation aims to observe the learning activities carried out by the teacher and student activities during the learning process. Interviews with teachers were used to support the results of observations regarding the description of student characteristics and the application of thematic learning in class II of SDN 019 Tanjung Sawit before researchers conducted research. Documentation techniques were carried out by researchers to collect student and teacher data, as well as the KKM scores that students had to take. Meanwhile, researchers used tests to obtain data on improving learning outcomes for the thematic learning subtheme My Daily Tasks at Home.

1. Pre Cycle

At this stage the researcher collects data from observations, interviews and pre-cycle evaluations. Researchers made observations on Monday, October 22 2022, during the learning process in class, the teacher still used conventional learning patterns with lecture methods and assignments according to those in the students' books.

The results of interviews with class II teachers at SDN 019 Tanjung Sawit show that the students' condition is heterogeneous, with varying cognitive abilities becoming obstacles in implementing thematic learning. So teachers prefer to apply conventional learning methods using lecture and assignment methods. The average score for class II students' learning outcomes for the Indonesian language subject, thematic learning, the sub-theme My Daily Tasks at Home is 63.7. Of the 26 students, only 12 students achieved the KKM with a completion percentage of 46.15%. Meanwhile, the average score for class II students' learning outcomes for the Mathematics subject, thematic learning, the sub-theme My Daily Tasks at Home is 64.11. Of the 26 students, only 11 students achieved the KKM with a completion percentage of 42.30%.

2. Cycle I

In cycle I, it consists of four stages, namely planning, implementation, observation and reflection.

a. Planning (Planning)

The implementation of the Make a Match type cooperative learning model in cycle I is planned for one meeting. The activities carried out are as follows:

- 1) Prepare learning tools (RPP), the learning tools prepared have been validated. The Learning Implementation Plan (RPP) can be seen in the attachment.

- 2) Compile and prepare teacher and student observation sheet instruments, these observations are carried out during the learning process. The observation sheet can be seen in the attachment.
- 3) Prepare cycle I student evaluation test questions. The prepared questions have been validated by the lecturer as validator. The question sheet can be seen in the attachment.
- 4) Prepare facilities and infrastructure such as media used for help the process Thematic learning with sub-theme material My daily tasks at home, learning three by applying the Make a Match type cooperative learning model in improving learning outcomes for thematic learning.

b. Implementation

The actions in cycle I were carried out on Wednesday 28 November 2022 at 10.00-11.00 WIB in class II of SDN 018 Kubang Jaya. The research subjects were students of class II of superior SDN 019 Tanjung Sawit with a total of 26 female students in this stage. The researcher acted as a teacher with implementing the Make a Match type cooperative learning model. Meanwhile, the class teacher served as an observer to observe the learning activities implemented by the researcher by filling in the observation sheet that had been provided previously.

c. Observation Stage

1) Results of Teacher Activity Observations

At the observation stage, the researcher used an observation sheet instrument which was used to see the teacher's activities during the learning process in cycle I. Data from observations of teacher activities during the learning process are attached in the attachment.

2) Results of Observation of Student Activities

Observation activities were also carried out on students. This activity is carried out during the learning process. This cycle I student activity is said to be incomplete because it has not reached the minimum score of 80. The average score for class II student learning outcomes for the Indonesian language subject, thematic learning, the sub-theme My daily tasks at home is 72.7. Of the 26 students, only 18 students achieved KKM with a completion percentage of 69.23%.

Then from pre-cycle to cycle I class II MI experienced an increase in the percentage of completion from 46.15% to 69.23%. The average score in cycle I has not yet reached the $KKM \geq 70$. Apart from that, the percentage of student completion has not yet reached the performance indicators determined by the researchers and thematic teachers, namely a percentage of 69.23%.

d. Reflection

1) Disadvantages and causes

In the cycle I process which was carried out by researchers on November 28 2022 for class II of SDN 019 Tanjung Sawit, there were several shortcomings in its implementation. In general, deficiencies that arise or have occurred are due to students who are less orderly and often carry out other activities such as not paying attention to the teacher and talking to themselves or with their friends, as a result students are not able to receive the learning material information explained by the teacher optimally. This is because while learning is taking place there are still some students who are doing other activities such as playing alone, talking with their friends so that this affects the value of their learning outcomes, where the learning outcomes of cycle I students obtained an average value of 72.7 and.

2) Maintenance plan

Based on the several reasons for the deficiencies explained above, an improvement plan is needed to overcome these deficiencies. uhi the results of observations of student activities. So that student learning outcomes can increase.

3. Cycle II

Cycle II is a follow-up activity to the results of reflection in cycle I, where at cycle I the researcher had not found the results expected by the researcher. Cycle II also has the same stages as cycle I, namely consisting of (four) stages, namely:

a. Planning

Action planning for cycle II is a follow-up activity to the implementation of cycle I. In cycle II, it is hoped that it can be maximized and further perfect all the shortcomings that existed in cycle I. Like planning in cycle I, activities in cycle II planning also begin with preparing tools. learning or RPP. The arrangement of lesson plans in cycle I and cycle II is not much different, but a few stages are added to maximize the learning process in cycle II and also to adapt to the results of reflection in cycle I. In the initial activities, the teacher does not add any activities.

b. Implementation

The research in cycle II will be carried out on Thursday 13 December 2022 at 07.45-08.55 WIB. The subjects of this research were 26 class II students at SDN 019 Tanjung Sawit. In cycle II, the researcher acts as implementer and the teacher as observer. No different from cycle I, in cycle II actions also carry out 3 (three) activities, namely preliminary activities, core activities and closing activities. Details of these three activities are contained in the lesson plan which applies the Make a Match type cooperative learning model. The following is a discussion of these three activities:

c. Observation Stage

1) Results of Teacher Activity Observations

At the observation stage, the researcher used an observation sheet instrument which was used to observe the teacher's activities during the learning process in cycle II. The results of observations of teacher activities during the learning process have been attached in the attachment.

2) Results of Observation of Student Activities

Observation activities were also carried out on students. This activity is carried out during the learning process. The average score for class II students' learning outcomes for the Indonesian language subject, thematic learning, the sub-theme My Daily Tasks at Home is 78.42. So, by carrying out actions in cycle II using the Make a Match type cooperative model, there was an increase in learning outcomes compared to the results of cycle I which only got a class average score of 72.7.

Then from cycle I to cycle II class II MI experienced an increase in the percentage of completion from 69.23% to 80.8%. Even though the average score has reached $KKM \geq 70$. Apart from that, the percentage of student completion has reached the performance indicators determined by researchers and thematic teachers, namely a percentage of 75%.

d. Reflection

At this stage, we will examine what has been done in cycle II to find out the success in implementing the Make a Match type cooperative model. The following are the results of reflection in cycle II:

1) From teacher observation data in cycle II regarding learning activities. Teachers are able to control and condition students to be more active in learning. All obstacles in cycle I have been corrected in the action process in cycle II.

- 2) From student observation data, it can be concluded that it is easier for students to understand the material by using the Make a Match type cooperative model during the learning process. This is proven by an increase from 70.83 in cycle I to 91.7 in cycle II.
- 3) Based on data analysis, the results obtained show that learning using the Make a Match type cooperative model can improve learning outcomes for the subthemes of my daily tasks at home. This is proven by the average score and percentage of student completion in each sub-theme of my daily assignments at home.

Table 1. Average increase in learning outcomes

No.	Subjects	Cycle I	Cycle II
1.	Indonesian	72.7	78.4
2.	Mathematics	69.5	77

The increase in the percentage of student learning completion can be seen in table 2 as follows:

Table 2. Increase in Student Completion Percentage

No.	Subjects	Cycle I	Cycle II
1.	Indonesian	69.23 %	80.8 %
2.	Mathematics	57.7 %	80.76 %

Based on the increase in teacher and student observations as well as student learning outcomes on the sub-theme My daily tasks at home in lesson 3, the researcher and class II teacher decided not to continue with the next action.

3.2 Discussion

1. Application of the Make a Match type cooperative learning model in the sub-theme My daily tasks at home for class II students at SDN 019 Tanjung Sawit

Make a Match is a type of learning model that uses cards containing questions and answers to these questions. In applying this learning model in cycle I and cycle II, researchers obtained different results.

The application of the Make a Match type cooperative model in the sub-theme My daily tasks at home in lesson 3 in class II at SDN 019 Tanjung Sawit can be said to be successful because there was an increase in teacher and student activity from cycle I to cycle II.

Teacher activity in cycle I and cycle II has increased. In the first cycle, the score was 72.58 and this result was said to be incomplete because it had not reached the minimum criteria, namely 80. The teacher's activities were not optimal due to several factors, such as the teacher speaking too quickly, the teacher not being focused enough in teaching and so on. Meanwhile, in cycle II the result was 90.32, compared to cycle I, in cycle II there was an increase and it could be said to have been successful because it had achieved success in the learning process. The success in the actions in cycle II was due to the evaluation in cycle I so that it was maximized in cycle II, such as delivering the material more calmly and slowly.

From the research conducted, there was an increase from cycle I to cycle II. In cycle I, the score was 70.83. These results are said to be incomplete because they do not meet the minimum criteria, namely 80. In the learning process in cycle I, students were less active when asked questions, students also often talked to themselves during the learning process. Meanwhile, in cycle II, they obtained a score of 91.7 and could be said to be complete or successful because they had reached the minimum criteria, namely 80. Overall, students were able to participate in learning well, such as working with groups or being active. This is in accordance with the advantages of the cooperative model, namely

that an atmosphere of excitement will grow in the learning process, cooperation between students is created dynamically, the emergence of mutual cooperation dynamics is evenly distributed among all students. Avoids student boredom in learning, because students are directly involved in answering questions presented to them via card media. This is because the function of media is as a tool in the learning process to make it easier for students to understand the material so that it can increase students' absorption of the learning material.

2. Improving the thematic learning outcomes of the sub-theme My Daily Tasks at Home using the Make a Match type cooperative learning model for class II students at SDN 019 Tanjung Sawit.

In classroom action research (PTK) which has been carried out since pre-cycle, cycle I and cycle II, results have increased. Learning outcomes always increase in each cycle. In action cycles I and II, the researcher applied the Make a Match type cooperative model which included a discussion stage. Holbert added that 75% of students will understand material if students discuss it. 82 The following will describe the results of student completion in each cycle:

a. Pre Cycle

When researchers made observations at SDN 019 Tanjung Sawit, it was discovered that the grades for learning the 3 sub-themes of my daily tasks at home were very low, this was proven by the many students who scored below the KKM. The number of students who completed the Indonesian language subject was only 12 students, while 11 students completed the mathematics subject.

b. Cycle I

In cycle I the researcher applied the Make a Match type cooperative model in class II of SDN 019 Tanjung Sawit to improve student learning outcomes in the sub-theme of my daily tasks at home in learning 3. The Indonesian language subject from the pre-cycle obtained 51.9% to 69, 23%. Meanwhile in Mathematics subjects from 55.6% to 80.8%.

Based on the KKM score in the Indonesian Language and Mathematics subjects, it is 70, so it can be seen that from the total of 26 students in learning 3 sub-themes of my daily tasks at Home in the Indonesian Language subject there are 18 students who have completed it and 8 students have not completed it, while in the mathematics subject there were 15 students who completed and 11 students did not complete.

c. Cycle II

In cycle II, learning outcomes in learning 3 sub-themes My daily tasks at home experienced a significant increase. In the Indonesian language subject, out of 26 students who have completed it, 21 students have completed it and 5 others have not yet completed it.

The results obtained from learning the 3 sub-themes of my daily tasks at home using the Make a Match type cooperative learning model with tests in pre-cycle, cycle I and cycle II have increased significantly, this can be seen from the results of the increase in the number of students who received appropriate grades. KKM that has been determined.

Below is an overall comparison table for each cycle:

Table 3. Comparison Results of Improvement in Each Cycle

No.	Assessment criteria	Pre Cycle	Cycle I	Cycle II
1.	Average value Indonesian	63.7	72.7	78.4
	Mathematics	64.1	69.5	77
2.	Percentage Indonesian	46.15 %	69.23 %	80.8 %
	Completeness Mathematics	42.30 %	57.7 %	80.76 %
3.	Value of Teacher Activity Observation	-	72.52	90.32
4.	Value of Observation of Student Activities	-	70.83	91.7

Before carrying out the cycle, the researcher asked several questions to the thematic class II teacher at SDN 019 Tanjung Sawit. The conclusion from the results of the interview is that the teacher has mastered the material on the sub-theme of living in harmony at school in the subjects of Indonesian Language and Mathematics, but the problem is when students are busy alone and do not pay attention to the teacher when explaining the material, so that what the teacher conveys cannot be digested by the students. . Teachers have also never implemented a cooperative learning model.

Based on the results of interviews with class II thematic teachers at SDN 019 Tanjung Sawit, after the researchers took action, it can be concluded that the students' ability level increased so that their learning outcomes also increased. So, with this research, the Make a Match type cooperative learning model has been implemented at SDN 019 Tanjung Sawit.

Researchers also conducted interviews with students before carrying out the cycle. In the interview, it was concluded that the students felt bored because the teacher only told stories/used the lecture method so that the students were busy alone and did not understand the material presented by the teacher.

When researchers conducted interviews after the cycle, it could be concluded that students preferred thematic because the learning process was carried out while playing so that students did not feel bored and were more enthusiastic in participating in the learning process.

This proves that the statement from Umami Mahmuda and Abdul Wahab stated that active learning is intended to optimize the use of all the potential possessed by students, so that students can achieve satisfactory learning outcomes according to their personal characteristics. Apart from student abilities, there are external factors that influence student learning achievement, namely the quality of learning. Learning can be said to be of quality depending on how the teacher manages learning, including using models, methods or learning media.

4. CONCLUSION

Based on the results of the research and discussion regarding improving learning outcomes for the 3 sub-themes of my daily tasks at home by implementing the Make a Match type cooperative learning model in class II of SDN 019 Tanjung Sawit, the following conclusions can be drawn:

1. The application of the Make a Match type cooperative model in the thematic subjects subthemes of my daily tasks at Learning House 3 can be categorized as good, as evidenced by the increase in the value of teacher activity observation results which in cycle I only reached 72.52, while in cycle II it increased to 90.32. Likewise, the student observation score in cycle I was 70.83 and increased to 91.7 in cycle II. And it can be concluded that teachers and students are able to apply the Make a Match type cooperative learning model well.
2. The Make a Match type cooperative learning model can improve thematic learning outcomes of the sub-theme of my daily tasks at home for class II students at SDN 019 Tanjung Sawit. This can be seen from the average score of Indonesian language students in the initial condition, namely 63.7 with a percentage of 46.15%; in cycle I there was an increase to 72.7 with a percentage of 69.23%; and in cycle II there was another increase to 78.4 with a percentage of 80.8%. Apart from Indonesian language subjects, the increase in learning outcomes was also proven in mathematics subjects, namely 64.1 in the initial condition with a percentage of 42.3%; then in cycle I there was an increase to 69.5 with a percentage of 57.7%, and again there was an increase in cycle II to 77 with a percentage of 80.86%.

5. THANK-YOU NOTE

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