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Application of Make a Match Cooperative Learning Model in Counseling Models Courses to Increase Participation and Student Learning Outcomes

Abdul Munir[1], Miswanto[2], Nurarjani[3]
[1,2,3]*Lecturer of Educational Psychology and Guidance of the Faculty of Education, Universitas Negeri Medan, Indonesia*

Abstract

This study aims to determine the application of the Make A Match cooperative learning model in counseling models courses to increase student participation and learning outcomes. This type of research is classroom action research (classroom action research) spiral model of Kemmis & McTaggart. The research subjects were 20 students of the Guidance and Counseling Study Program, FIP Unimed, Academic Year 2020. The data collection instruments used were participation observation sheets and learning outcomes tests. The data analysis technique is descriptive-qualitative. The results of this study indicate that at the first meeting of the first cycle, the average percentage of participation sub-indicators was 76.54%, and increased at the second meeting of the first cycle to 77.69%. Furthermore, at the first meeting of the second cycle, it increased to 83.46% and increased again at the second meeting of the second cycle to 86.15%. The average sub-indicator of student participation in the first cycle reached 77.12% and increased in the second cycle to 84.18%. The increase in the average sub-indicator of cycle I to cycle II was 8.46 %. Followed by an increase in student learning outcomes seen from the increase in the percentage of student learning outcomes that achieve completeness, namely the results of the pre-test, no student achieves complete learning. Furthermore, student learning outcomes in the first cycle of 70.75 and in the second cycle of 84.50. The increase between cycles I and II was 13.75. In the first cycle, the number of students who have achieved completeness is 45%. In the second cycle increased by 100%. It can be concluded that the application of the make a match cooperative learning model can increase student participation and learning outcomes. This means that the hypothesis is accepted.

Keywords
cooperative learning makes a match; participation; learning outcomes

I. Introduction

The problem that occurs in the learning process in higher education is the determination of the right learning model that can be used as a success factor for students in implementing learning.

Wina Sanjaya (2008) states that a learning model that actively involves students is a choice that supports the principle of student-centered learning, develops student creativity, fosters Create fun and challenging conditions, develop a variety of value-laden abilities, provide diverse learning experiences, and learn through doing (learning by doing).

The results of observations and interviews conducted with several lecturers obtained information about the learning process carried out by them mostly using lecture and

question and answer methods. During learning by using the lecture and question and answer method, the interaction is not conducive (one-way) where students are only listeners and the lecturers do most of the talking. Only some students actively respond to questions from lecturers. Learning conditions like this cause students to not be optimal in receiving the material being studied, so that when the evaluation is carried out, the value obtained by students is not optimal.

Based on the problems above, the learning process needs to use a learning model that directs the activity of all students (cooperative). Among the many choices of cooperative learning models available, the make a match cooperative learning model can be a solution to the problems faced by students. The make a match cooperative learning model is one of the fun learning models with game elements that can increase students' learning activities both cognitively and psychomotor, improve students' understanding students to the material and increase motivation to learn.

As Miftahul Huda (2013) stated that in addition to cognitive and psychomotor aspects, the make a match co-operative learning model also trains students in affective terms, namely training students' courage to appear bold. Achievement and train discipline to value time.

The Make a match cooperative learning model was first developed in 1994 by Lorna Curran. The objectives of this model include: 1) deepening of the material; 2) material excavation; and 3) education. Education itself according to Moh. Sholeh Hamid (2011) comes from the words education and entertainment. Education means education, while entertainment means entertainment. So, in terms of language, edutainment is education that is entertaining or fun. Meanwhile, in terms of terminology, education is a learning process that is designed in such a way, so that educational and entertainment content can be harmoniously combined to create learning that is engaging fun.

This fun learning that makes the learning atmosphere on campus will change, from something scary to something fun, from something boring to happy, or from something that is hated become something that students miss, so they want to continue learning, because they are influenced by a high sense of enthusiasm and enthusiasm to take lessons.

The make a match cooperative learning model is a learning model that is entertaining and fun, makes students not feel like they are studying, can be an alternative for understanding and deepening material, and making students enthusiastic and enthusiastic about learning.

The steps for implementing learning using the make a match model are quite easy, but lecturers need to make some special preparations before applying this model. Some preparations for implementing the make a match cooperative learning model according to Miftahul Huda (2013) include: 1) Making several questions that are in accordance with the material being studied (the number depends on the learning objectives), then write them on question cards. 2) Make answer keys from the questions that have been made and write them on answer cards. It would be better if the question cards and answer cards were of different colors. 3) Make rules that contain rewards for successful students and sanctions for students who fail (here, lecturers can make these rules together with students). 4) Provide sheets to record successful pairs at the same time for scoring presentations. After preparing the question and answer cards, make a match implementation rules, and notes sheets, the lecturer is ready to carry out the learning using the make a match cooperative learning model match.

This cooperative learning model makes Mach, students learn the material that is packaged in a game in the form of question and answer cards that involve all students in

the class. Students are invited to learn with a different atmosphere, because it is packaged in the form of a game. It is hoped that in the learning process using this model, students participate actively, creatively, more optimally in understanding the material, increasing the percentage of student completeness, and the existing modules (books) will always be read because before the implementation of the model In this learning, students are required to read the material first. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

Counseling models courses that contain counseling theories that reflect students' cognitive aspects. In addition, students can apply what they have learned. So that the theory and its application can simultaneously be applied in their lives. Here it is necessary to use the Make a Match cooperative learning model.

Active participation of students during the learning process, an indicator is needed as a benchmark for lecturers in observing students who have actively participated and students who have not actively participated. With the presence of student participation indicators, lecturers can take actions, such as improving the implementation of teaching and learning activities if students are found who have not actively participated in learning. The indicators of student participation in this study refer to student participation from three aspects, namely physical, mental, and emotional.

The same thing was also conveyed by Dimyati and Mudjiono (2010) who explained that learning outcomes are the result of an interaction of act of learning and act of teaching. From the lecturer's perspective, the act of teaching ends with the process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end or peak of the learning process.

According to Suprijono (2011), learning outcomes are patterns of actions, values, and understandings, attitudes, appreciation, and skills, in this case learning outcomes include changes in behavior as a whole is not just one aspect of human potential.

In this study, the assessment of learning outcomes was obtained through student evaluations to identify students' cognitive domains. As for the affective and psychomotor domains, it is observed through the active participation of students during learning.

Based on the problems described above, it is necessary to conduct research with the problem: "whether the application of the Make a Match Cooperative Learning Model in counseling models courses can increase participation and outcomes student learning".

II. Research Methods

This research is a class action research (classroom action research). According to Kunandar (2012), classroom action research (CAR) is research conducted with the aim of improving the quality of classroom learning practices. The main purpose of CAR is to solve real problems that occur in the classroom and increase the real activities of lecturers in learning development activities.

In this research, Kemmis & McTaggart's spiral model research design is used. This research was carried out in two cycles where each cycle consisted of two repetitive activities, namely planning (plan), action (act), observation (observe), and reflection (reflect).

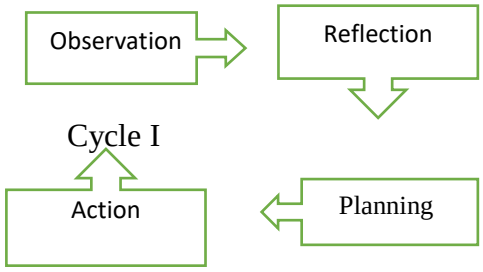

Figure 1. *Kemmis & McTaggart. Spiral Model Cycle*

The research subjects were students of the FIP Unimed guidance and counseling study program in the even semester of the 2021/2022 academic year, totaling 20 students. The data collection techniques in this study used the participation observation sheet technique, and learning outcomes tests. The steps of data analysis are as follows: 1) Determine the scoring criteria for each sub-indicator of student participation. In this study, the Guttman scale is used, which is a scale consisting of two alternatives, namely yes and no, so that it will give a firm response. For each sub-indicator, if the answer "yes" is worth 1 and if "no" is worth 0. 2) Adding up the scores of each observed sub-indicator 3) Calculating the percentage of student participation in each sub-indicator observed.

Analysis of learning outcomes test is used to measure the extent to which students understand the material that has been delivered. The analysis was obtained from the test of learning outcomes at the end of each action in each cycle. Analysis of student learning outcomes test was carried out by descriptive-qualitative data analysis by determining the class average. The class average is obtained from the sum of the total scores obtained by students and then divided by the number of students in the class.

III. Discussion

3.1 Make a Match Cooperative Learning Model in Improving Student Participation

After the implementation of the treatment for two cycles, data on the increase in student participation during the learning process was obtained. The recapitulation of student participation data from meetings I & 2 in cycle 1, and meetings 1 & 2 in cycle 2 is shown in table 1 below.

The 13 student sub-indicators observed, all of the sub-indicators have met the criteria for success except for the accuracy of answering questions, which is 71.25% less than 75%. The thirteen sub-indicators that have met the research success criteria are 88.75% attention to lecturer explanations, 87.50% of important material delivered by lecturers, 83.75% accuracy in finding card pairs, good interaction when looking for pairs of cards as much as 80.00%, on time in looking for pairs of cards as much as 83.75%, good cooperation during pre-presentations as much as 80.00%, good mastery of material during presentations as much as 77.50%, paying attention when lecturers/ other students ask questions as much as 85.00%, accuracy in answering questions as much as 71.25%, pay attention when other groups present as much as 76.25%, maintain conduciveness during learning as much as 88.75%, obey learning rules using the Make A model Match as much as 81.25% and enthusiastically participate in learning as much as 88.75%.

Based on the results of the study, each sub-indicator of student participation experienced an increase in each cycle. This shows that the make a match cooperative learning model can be an alternative learning model in the classroom that can increase student participation actively during learning. The average sub-indicator of student

participation in the first cycle reached 77.69% and increased in the second cycle to 86.15%. The increase in the average sub-indicator from cycle I to cycle II was 8.46%.

Table 1. Percentage of Student Participation in Cycle I and Cycle 2

No	Sub Indicator	Cycle 1		Cycle 2	
		Meeting I	Per-meeting 2	Meeting 1	Per-meeting 2
1.	Pay attention to the lecturer's explanation	85.00%	90.00%	90.00%	90.00%
2.	Note mate-important ri deliveredare you lecturer?	80.00%	90.00%	90.00%	90.00%
3.	Men's accuracycari card pair	75.00%	85.00%	85.00%	90.00%
4.	Good interaction when menlook for card pairs	70.00%	85.00%	80.00%	85.00%
5.	Just in time to find a pair of cards	80.00%	80.00%	85.00%	90.00%
6.	Good cooperation at precentsbag	70.00%	85.00%	80.00%	85.00%
7.	Mastery of ma-good anchoviesik at presentbag	70.00%	75.00%	80.00%	85.00%
8.	Paying attention when other lecturers/students ask questions	85.00%	85.00%	85.00%	85.00%
9.	The accuracy of answering questions	60.00%	70.00%	75.00%	80.00%
10.	Paying attention to group time another presentation	75.00%	80.00%	75.00%	75.00%
11.	Keeping Con-ducivitas intermediaryma learnerin progress	85.00%	90.00%	90.00%	90.00%
12.	Obey the behaviorbuyer's tourgu teachingmake a match model	75.00%	80.00%	85.00%	85.00%
13.	Enthusiastic aboutfollow buyer-teachings	90.00%	90.00%	85.00%	90.00%
Average Student Participation		**76.54 %**	**77.69 %**	**83.46 %**	**86.15 %**

In the first sub-indicator, namely paying attention to the lecturer's explanation, in the first cycle as much as 87.50%, at the second cycle meeting it increased to 90.00%, having reached the research success criteria. During the implementation of cycle II, the lecturer always reminded students to stay active and pay attention when the lecturer explained the material.

The second sub-indicator is recording important material delivered by the lecturer. In the first cycle, the good percentage was 85.00%. The percentage increased in cycle 2 to 90.00%, this has reached the research success criteria. On the sidelines of learning, the lecturer reminds students to be diligent in adding notes to important material that has not been listed in the module.

The third sub-indicator is the accuracy of finding a card pair. In the first cycle, the percentage reached 80.00%. This is because there are still many students who have not got their card pairs correctly. The better in cycle 2 has reached the research success criteria, namely 87.50%. The increase in percentage is very good because the lecturer always motivates students to get used to reading before learning and always focus on learning, so that when learning students can remember the material and look for pairs of cards correctly increased to 100% and remained in the second meeting, which was 100%.

The fourth sub indicator is a good interaction when looking for card pairs. In the first cycle, the percentage reached 77.50% in cycle 2 of this meeting, the indicator of research success was 82.50%.

The fifth sub-indicator is on time in looking for card pairs. Since the first cycle, the indicator of research success has been achieved, namely 80.00%. This is because since the beginning students have been enthusiastic about looking for cards and they are used to being on time in everyday life, so it is not difficult to find cards according to the agreed time. The percentage continued to increase in cycle 2, reaching 87.50%.

The sixth sub-indicator is good cooperation during presentations. In the first cycle, the percentage reached 77.50% and in the second cycle it had reached 82.50%. This happened after the lecturer reminded them to cooperate well during the presentation, each pair trying to help each other during the presentation.

The seventh sub-indicator is good mastery of the material during the presentation. In the first cycle, the percentage reached 72.50%, because students were not used to reading so that it affected the mastery of the material during presentations. However, the percentage continued to increase at the meeting of cycle 2 and had reached the criteria for research success, namely 82.50%.

The eighth sub-indicator is paying attention when lecturers and other students ask questions. In the first cycle, the percentage reached 85.00%. In cycle 2, it is still the same as 85.00% but has reached the research success criteria. After the lecturer always reminds students to stay focused on learning.

The ninth sub-indicator is the accuracy of answering questions. In the first cycle, the percentage has not reached success, which is 65.00%. In Cycle 2, the indicator of research success was 77.50%. In this case, the accuracy of answering questions is not only during presentations, but also during apperception, discussion of material, presentations, to conclude learning.

The tenth sub-indicator is paying attention to when other groups are presenting. In the first cycle, the percentage only reached 77.50%. In cycle 2 it decreased slightly to 75.00%. This is because during presentations, many presentation pairs are still shy to do interactive presentations, so that other friends who pay attention feel bored and divert their attention to other more interesting things. After the lecturer provides input so that students are more interactive and enthusiastic in presenting.

The eleventh sub-indicator is maintaining conduciveness during the learning process. In the first cycle, the percentage has reached 87.50%. In cycle 2, the percentage increased to 90.00% and is still far from the research success criteria. Because the percentage is quite high, because in every lesson the lecturer always reminds students to stay enthusiastic but also good at controlling themselves, especially when looking for cards so that the conduciveness remains good during learning.

The twelfth sub-indicator is obeying the learning rules using the make a match model. In the first cycle, the percentage reached 77.50%. In cycle 2 it rose to 85.00%. The increase in the percentage is because students always get used to learning to use the make a match model. List of Pre-Test, Cycle I, and Cycle II scores so that many students obey the applicable regulations. There are still many students who have started looking for a pair of cards before the signal is sounded. After the lecturer routinely reminds students to always obey every applicable regulation.

The last sub-indicator is enthusiastic about participating in learning. The percentage obtained in the first cycle is 90.00%. Since it was explained about the make a match learning model that will be implemented, students are enthusiastic to learn. In cycle 2 it decreased slightly to 87.50%.

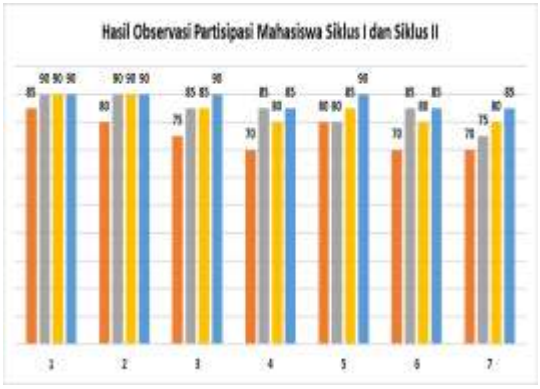

Figure 2. *Increased Student Participation in Cycles I and II Sub Indicators 1-7*

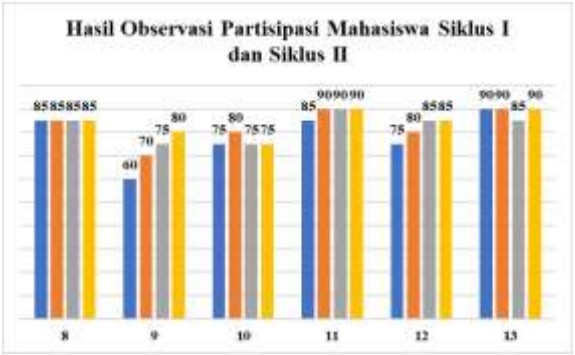

Figure 3. *Increased Student Participation in Cycles I and II Sub Indicators 8 - 13*

Based on the results of research that has been carried out and refers to the theory of Raka Joni and Martinis Yamin (in Martinis, 2007) about 5 aspects that can increase student participation and their relation to various activities carried out on the make a match learning model, it can be concluded that it was concluded that the make a match cooperative learning model could increase student participation during the learning process.

3.2 Make a Match Cooperative Learning Model in Improving Learning Outcomes

After the preparation and implementation of the research for two cycles, data obtained from student learning outcomes consisting of pre-test, evaluation of cycle I and evaluation of cycle II are depicted in table 3.

The list of pretest scores that were carried out before the implementation of the study, showed the class average was 57.75. This value does not meet the completeness determined by the university, which is 75. This percentage is still relatively low, because the number of students who do not achieve completeness is as many as 20 students.

Students or 100%. In the first cycle of students who studied counseling models, the average learning outcomes obtained by the class was 70.75%. This value has not yet reached completeness and has not met the research criteria.

Table 2. Results of `Pretest Learning, Cycles I and II

NO	STUDENT NAME	PRE TEST	CYCLE I	CYCLE II
1	Respondent 1	70	80	85
2	Respondent 2	75	90	90
3	Respondent 3	55	80	85
4	Respondent 4	65	85	85
5	Respondent 5	70	85	85
6	Respondent 6	40	75	85
7	Respondent 7	50	75	90
8	Respondent 8	50	70	80
9	Respondent 9	55	70	80
10	Respondent 10	65	70	90
11	Respondent 11	55	70	90
12	Respondent 12	55	60	80
13	Respondent 13	50	55	85
14	Respondent 14	55	55	85
15	Respondent 15	65	65	75
1	Respondent 16	60	45	85
17	Respondent 17	70	75	85
18	Respondent 18	50	70	80
19	Respondent 19	45	75	85
20	Respondent 20	55	65	85
AVERAGE		**57.75**	**70.75**	**84.50**
TOTAL VALUE 75		**0**	**9**	**20**
Completeness Percentage		**0%**	**45%**	**100%**

In cycle 2, there was an increase in student learning outcomes reaching 84.50. Thus, it can be concluded that the Make a Mach cooperative learning model, which was attended by 20 students, has exceeded the completeness of learning. Furthermore, it can be seen in Figure 4 below:

Figure 4. *Improving Student Learning Outcomes in Pretest, Cycle I and Cycle II*

The list of pre-test scores that were carried out before the implementation of the study showed the class average was 57.75. This percentage is still relatively low, because the number of students who do not achieve completeness is as many as 20 students or 100%. In the first cycle the average learning outcomes obtained by the class was 77.69. And finally in cycle 2 the average value of learning outcomes obtained by the class is 84.50. There is an increase that achieves completeness that meets the research criteria.

This research is supported by research conducted by Wiwik Sulisti (2014) which states that the Make a Mach learning model can improve learning outcomes. Thus, the results of this study can be concluded that the make a match cooperative learning model can improve student learning outcomes in counseling model courses.

IV. Conclusion

Based on the results of this classroom action research, it can be concluded that:

1. The application of the make a match cooperative learning model can increase student participation in counseling models courses. The increase in participation can be seen from the increase in the average percentage of the sub-indicator of student participation from the first meeting to the second meeting in cycle 1. At the first meeting of the first cycle, the average percentage of the sub-indicator of student participation throughout the cycle 1. -lots of 76.54%, increased in the second meeting to 77.69%. Furthermore, at the first meeting in cycle 2, the average percentage of participation sub-indicators rose to 83.46% and increased again at the second meeting to 86.15%. The average sub-indicator of student participation in the first cycle reached 77.69% and increased in the second cycle to 86.15%. The average increase in the sub-indicator of cycle I to cycle 2 is 8.46%.
2. The increase in student participation is also followed by an increase in student learning outcomes in counseling models courses. The increase in student learning outcomes can be seen from the increase in the class average score of the pre-test, cycle I and cycle 2. The average value of the pre-test results reaches 57.75. In the first cycle, the average value of student learning outcomes reached 70.75, and in the second cycle it increased to 84.15.h.

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