

## Make a Match Model Assisted With Flashcard in the Evaluation of History Learning

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### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan perancangan dan pelaksanaan model pembelajaran *Make a Match* berbantu *flashcard* dalam evaluasi pembelajaran sejarah di SMAN 1 Sutera. Dengan latar belakang kurangnya metode yang menarik dan efektif, penelitian ini menggunakan metode deskriptif kualitatif, melibatkan observasi, wawancara, dan dokumentasi. Hasilnya menunjukkan bahwa model *Make a Match* berjalan melalui tiga tahap: pendahuluan, inti, dan penutup. Meskipun model ini berhasil meningkatkan keaktifan dan pemahaman siswa, terdapat kendala dalam ketidakmerataan partisipasi siswa dalam diskusi kelompok. Penelitian ini menyimpulkan bahwa model ini efektif dalam menciptakan suasana belajar interaktif dan meningkatkan pemahaman materi, namun perlu perbaikan dalam pengelolaan diskusi untuk hasil yang lebih optimal.

**Kata kunci:** *make a match*, *flashcard*, pembelajaran sejarah.

### Abstract

*This study aims to describe the design and implementation of the Make a Match learning model assisted by flashcards in the evaluation of history learning at SMAN 1 Sutera. The background of this study is the lack of interesting and effective learning methods in improving student activity and understanding. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the Make a Match model is implemented through three stages: introduction, core, and closing. Although this model succeeded in improving student activity and understanding, obstacles were found in the unevenness of student participation in group discussions. This study concludes that the Make a Match model is effective in creating an interactive learning atmosphere and improving understanding of the material, but improvements are needed in managing discussions for more optimal results.*

**Keywords:** *make a match*, *flashcard*, *history learning*.

### INTRODUCTION

The development of science and technology in the world of education can develop in a balanced way between science and technology and the intelligence of human resources as users and creators. The more science and technology develop, the more learning facilities and infrastructure develop (Lovisia, 2017).

According to the regulation of the Ministry of Education and Culture No. 65 of 2013, it states that the learning process in educational units is carried out interactively, inspiringly, fun, challenging, motivating students to participate actively, and providing sufficient space for crafts, creativity, and independence according to the talents, interests, and

physical and psychological development of students (Rohdiani & Rakhmawati, 2017).

The teaching and learning process can run well if all components of the learning system that influence it support each other. Learning activities are the teaching and learning process carried out by teachers and students to achieve the educational goals that have been set. During the teaching and learning process, there is interaction between teachers and students.

History learning is a mandatory learning embedded in every level of elementary, middle and high school. However, in reality, education in Indonesia still often experiences problems from various aspects, one of which is the lack of innovation in history learning. In fact, history is a mandatory material that must be mastered by every student. Therefore, history teachers are required to vary in learning activities (Pramesti Vidya Bhakti Eva et al., 2020). The implementation of education in schools, the use of learning models and methods is very much needed to support better learning activities. However, there are problems in learning activities in history subjects such as extensive material combined with decreasing class hours (Evita Wulandari, 2018).

The school where the author conducts PPLK still uses conventional methods, presentations, and discussions. The use of conventional methods or

lectures causes learning saturation and in the learning process results in students being less active, this happens because students are less varied in implementing discussions.

The reality that the author found was that teachers gave material to students where the students were not focused on following the learning, there were students who were still chatting with their friends, many were unable to give their opinions when the teacher asked again about the material that had been taught.

This is also seen in the implementation of discussions, when groups are formed, not all students participate and are active, only a few students participate and are active in the discussion process (Wahyuni, 2020). This makes the discussion learning process less effective due to the lack of interest of students in achieving discussion success and the lack of responsibility of students in completing tasks given by the teacher in the discussion so that the impact can be seen in the activeness of students in participating in the learning process.

Based on the results of observations conducted on February 16, 2024 in the Even Semester in the history teacher at SMAN 1 Sutera, the author found several problems in the learning process, where during the learning process many students did not focus on following the learning process, such as students

busy telling stories and playing cellphones during the learning process. Even when the teacher carried out discussion activities, only a few students participated, the rest did not pay attention during the discussion process.

Based on the problems above, the researcher wants to implement the *Make a Match model* assisted by *flashcards* in the evaluation of history subjects, especially for class XII Phase F. The reason for choosing the *Make a Match model* assisted by *flashcards* is because during the observation, most students in class, apart from not paying attention to the ongoing learning process, many students were found busy with their cellphones. So the author wants to combine the model and media in the form of cellphones so that students can follow the learning process more innovatively. By combining the "Make a Match" model with *flashcards*, teachers can provide a more interesting and personal learning environment for their students (Pradana & Gerhni, 2019).

## METHODS

The type of research used in this study is qualitative descriptive research (Sugiyono, 2016). Descriptive research is a study that is sought to observe problems systematically or sequentially and accurately about the facts and nature of certain objects. Descriptive research aims to interpret or describe facts based on a certain perspective or framework of

thought (Sitompul & Maulina, 2021). This method seeks to describe and interpret phenomena or existing conditions or relationships, developing opinions, ongoing processes, consequences or effects that occur, or developing trends (Gunawan, 2016).

Qualitative research is research that produces analysis procedures that do not use statistical analysis procedures or other quantification methods. In addition, qualitative research is research that aims to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, actions, and others. Holistically, and in the form of words and language, in a specific natural context and by utilizing various natural descriptive methods (Sudaryana & Agusiady, 2022).

This research was conducted at SMAN 1 Sutera in the odd semester of the 2024/2025 academic year. In an effort to obtain information and data relevant to the problems studied by the author, the informants in this study were the curriculum representatives of SMAN 1 Sutera, the principal of SMAN 1 Sutera, the History subject teacher at SMAN 1 Sutera and students of class XII Phase F at SMAN 1 Sutera. This school uses the Merdeka Curriculum in the learning process (Sudaryana & Agusiady, 2022).

Techniques used in this study are as follows (Viafarida et al., 2021):

### 1. Observation

To obtain additional data and match existing data, researchers can conduct observations. Observations referred to in research are deliberate studies carried out systematically, planned, directed at a goal by observing and recording phenomena or behavior of one or a group of people in the context of everyday life, and paying attention to the requirements of scientific research (Gunawan, 2016). This observation aims to collect data on the implementation of the *Make a Match Model* assisted by *flashcards* in the evaluation of history lessons for class XII Phase F at SMAN 1 Sutera

### 2. Interview

Interview is a data collection technique by asking questions to respondents and then the answers from the respondents are recorded or recorded. Interview techniques can be done directly and indirectly with data sources. Direct interviews can be done with people who are data sources without intermediaries such as about themselves or those related to themselves (Hamdi, 2017).

Interviews are direct communication with parties who are used as sources of data that the author needs. The researcher conducted interviews with the principal, history teachers, students of SMAN 1 Sutera, especially class XII Phase F. Through interviews, the author has direct contact with informants, so that they can express their answers more

freely. Through this interview, data or informants are collected by meeting face to face with informants so that a complete picture of the topic being studied is obtained. This interview was conducted using several interview tools in the form of field notes and interview guides. After the interview, the researcher immediately wrote down the results of the interview in the notes (Suparlan, 2019).

### 3. Documentation

Documentation means a method that searches for data about things or variables in the form of notes, transcripts, books, letters of reference, magazines, inscriptions, sealed minutes, lenger, agendas, and so on (Gunawan, 2016). Documentation is essentially everything that works with documents, both official and unofficial, diaries, journals and the like. In this research, documentation is used to obtain data on the names and number of students who are the objects of research, data on students' daily practice and tests, and data used as support in research (Setiawan & Malik, 2022).

## RESULTS AND DISCUSSION

### 1. Designing a *Make A Match Model* Assisted by *Flashcards* for Evaluation of history learning

In the process of designing the *Make a Match* model assisted by flashcards for evaluation in history learning, researchers must start with a comprehensive design stage before entering the implementation

stage (Fauhah & Rosy, 2020). In this process, researchers need to design in detail each step that will be applied to students, taking into account learning objectives and student characteristics. This design stage is very important because it is the basis for implementing effective learning (Evita Wulandari, 2018).

Learning planning is an important part in the smooth and good running of the learning process, without carrying out the planning stage a school will not get maximum results in the learning, so it is necessary to prepare the planning stage first. This is reinforced by the results of an interview with the principal of SMAN 1 Sutera, namely Mr. Y:

*"Of course, the design must be made first, without planning, you can't make a module. A module to start learning is mandatory, so that we have a role model in carrying out teaching activities for children, without a design, of course we don't have a role model in teaching, that's why teachers must have a module before teaching."*

following is a form of the plan that has been made by researchers to facilitate educators in the implementation of the make a match model with the help of *flashcards*, the planning of the module that will be used at SMAN 1 Sutera in the implementation of the *Make a Match module* with the help of *flashcards* aims to help students understand various important aspects in the history of the

struggle to defend Indonesia's independence, especially related to the arrival of the Allies and the resistance that took place in the Medan Area.

## **2. *The Flashcard-assisted Make A Match model in evaluation***

The level of implementation of the flashcard-assisted make a match model for history learning is the level of implementation of the module that has been compiled based on the planning steps of the flashcard-assisted make a match model so that the implementation of learning can go well. In general, the implementation of the *make a match model* with the help of *flashcards* is carried out through three stages that are mutually continuous, including preliminary activities, core activities, and closing activities.

### **a) Preliminary Activities**

The implementation was carried out on Wednesday, July 31, 2024 in class XII Phase 9 odd semester with the history subject teacher, Mrs. ZU, with a time allocation of 2 x 30 minutes. Mrs. ZU entered the class at 10.40 WIB, the first activity carried out was that the educator opened the lesson with a greeting, checked the attendance of students, prayed led by students, then the educator gave a brief overview of the introductory material to students. The material

used is ATP 3.2 with the main sub-material "maintaining Indonesian independence in the Medan area resistance material".

b) Core activities

At this stage, after the educator has conveyed the learning objectives and provided introductory material to the students, the next activity is for the educator to divide the students into five (5) groups named orange group (1), grape group (2), lemon group (3), banana group (4), and bitter melon group (5) consisting of 5-6 people.

Activities Next, the educator will explain a little about the material that will be discussed, namely about the resistance of the area field. After that, the educator will give each group one *flashcard package*, each *flashcard package* consists of ten pictures and ten questions that must be matched by students. After that, each group is given 20 minutes to find and solve the problems contained in the *flashcard package* that has been distributed. During the implementation of the group discussion process and working on the *flashcard package assignment*, the orange group (1) The members at the back, namely MN and N, were busy making noise, chatting

together, and not providing any help in working on the questions in the package. *flashcards* that given to the group. This data was obtained based on the researcher's observations during the activity, marked by two warnings from the researcher, "*sit down and do your homework*" and "*don't talk, keep doing your homework*". Different from the three other groups, where these three groups focus on completing the tasks that have been given.

c) Activity Closing

In the closing activity after the time given is up then continue to the stage where the educator will ask the group to present the results of the group discussion. The presentation begins with the educator reading and showing the correct answers from the flashcard pairs.

From the results of the group presentation, the highest score was obtained by the grape group (2) with a perfect score of 100 points, followed by the banana group (4) with 95 points, then the lemon group (3) and bitter melon (5) with 90 points, then the lowest score was obtained by the orange group (1) with 70 points.

At the end of the implementation process, the

researcher can conclude that the learning activities using the make a match model assisted by flashcards implemented in class XII Phase F9 for the orange group (1) did not get satisfactory results like the other four groups, as can be seen from the results of the points obtained at the end of the learning process which got low points, namely 70 points. This is because some students such as MN and N who are in the orange group (1) are not serious in working on the question packages that have been given and disturb their group mates.

Based on the observation results, it can be concluded that the implementation of learning activities using the Make a Match model assisted by flashcard media in class XII Phase F 9 has been going well and in accordance with learning objectives. However, there are still several aspects that require further improvement and refinement so that the implementation of learning can achieve more optimal results. By evaluating and adjusting existing deficiencies, it is hoped that the implementation of this model can have a more significant impact on increasing student understanding and involvement in the learning process.

### 3. Obstacles in implementing the *Make A Match* model assisted by *flashcards* in evaluation of history learning

On Wednesday, July 31, 2024, the implementation of learning activities implementing the "Make A Match Model with the help of flashcards in Class XII Phase F 9 at SMAN 1 Sutera" experienced several obstacles that affected the smoothness of the learning process as follows:

- a) The first obstacle was that during the implementation of discussions between groups, there were several students who were not fully focused on the tasks given.
- b) The time needed to complete the group discussion turned out to be longer than planned.
- c) The third obstacle that emerged was the power outage, so that educators could not display learning materials in the form of PowerPoint (PPT) that had been prepared. The absence of PPT reduces visual media that should be able to support the explanation of the material to students.
- d) Lastly, the lack of lighting in the classroom due to the lights not working makes the room rather dark, which in turn reduces the enthusiasm and spirit of students at the start of learning.

This study analyzes the application of the *Make a Match model* assisted by *flashcards* in evaluating history learning using constructivism theory, which emphasizes the formation of knowledge through active interaction. This model aims to encourage collaboration between students, deepen understanding of the material, and develop critical thinking skills through discussion activities. The implementation of the *Make a Match* model involves several steps. First, the division of groups has been carried out well, taking into account the heterogeneity of student abilities. However, there are constraints in the number of group members, because some students were absent, causing some groups to only have five members, not the ideal six. Second, the distribution of tasks and flashcards for group discussions also went smoothly, but student participation in the discussion was still lacking, reducing the effectiveness of learning. Third, the discussion of the material and presentation of the results of the discussion were carried out according to plan, with each group presenting the results of their discussions. Although most of the steps were carried out well, increasing active student participation in the discussion is needed to optimize learning.

## CONCLUSION

Based on the results of the research conducted by the researcher on "Implementation of the *Make A Match Model* assisted by *Flashcards* in the Evaluation of History Lessons" in Class XII Phase F9 at SM AN 1 SUTERA, it can be concluded that:

1. At the planning stage of the *Make A Match learning model* With the help of *flashcards*, it is very important for educators to have clear and structured modules or guides. This module functions as the main reference in implementing the *Make A Match model* in class, so that all steps and procedures in this method can be applied consistently and in accordance with learning objectives.
2. In the implementation stage of the *Make a Match* model assisted by flashcards, there are several steps that need to be considered. The group division has gone well, although there are constraints in the number of members because some students are absent, so some groups only consist of five people, not the ideal six. The distribution of materials and tasks for discussion has also been carried out, but student participation in the discussion is still less than optimal, with only a few actively involved. This low participation indicates the need for more effective strategies

from educators to encourage the involvement of all students, such as providing specific roles or creating a more interactive discussion environment. The presentation of the discussion results went smoothly, allowing students to explain their understanding and receive feedback. Although the presentation was carried out according to plan, further evaluation is needed to ensure that all students get maximum benefits and learning objectives are achieved.

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