THE EFFECT OF THE APPLICATION OF THE COOPERATIVE LEARNING MODEL TYPE MAKE A MATCH ON THE LEARNING MOTIVATION OF XII IPS CLASS STUDENTS IN ECONOMICS SUBJECTS AT 8 BULUKUMBA STATE HIGH SCHOOL

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Abstract

This study aims to determine the effect of applying the make a match type cooperative learning model on student learning motivation in economic subject in class XII social science at senior high school 8 Bulukumba. The research variable is the make a match type cooperative learning as the independent variable (X) and student learning motivation (Y). The population of this study were all students of class XII social science at senior high school 8 Bulukumba consisting of XIIsocial science totaling 76 students, while the sample in this study was students of class XIIsocial science 1 totaling 30 students with purposive sampling technique. Data collection techniques used are documentation, questionnaires. The data analysis technique used is descriptive statistical analysis, instrument testing and hypothesis testing using SPSS 29 for windows. The results of this study indicate that: (1) Based on the results of simple linear regression analysis, the simple linear regression equation model Y = 2,937 + 0,856 X means that for every one value added by the make a match model,increase by 0,856 units. (2) From the pearson product moment correlation analysis, a pearson correlation value of 0.766 is obtained and a positive value is at the interval 0,61-0.80 which is in the strong category which means that there is a strong relationship between the make a match model and student learning motivation. (3) From the results of the t-test analysis, the significance value is 0.001<0.05, which means that the make a match model variable has a positive and significant effect on student learning motivation in Economic Subject in Class XII Social Science at Senior High School 8 Bulukumba that the hypothesis is "accepted". (4) From the results of the analysis of the coefficient of determination (KD) the value of r^2 = 58.6% is obtained, which means that the make a match model has a contribution of 58.6% to student learning motivation and the remaining 41.4% is influenced by other factors.

Keywords: The Make a Match Type Cooperative Learning Model, Student Learning Motivation, Economic.

INTRODUCTION

The development of science and technology is increasingly advanced and rapid resulting in high competitiveness in the field of education. One of the ways that can be taken is to improve the quality of education, including improvements to the curriculum, human resources, and facilities and infrastructure. These improvements are meaningless without the support of internal and external parties of the school who must participate in improving the quality of education because at this time the teacher only acts as a

Law of the Republic of Indonesia No. 20 of 2003 Article 1 concerning the National Education System which explains that:

> Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Motivation is one of the factors that influence the enthusiasm for student learning in the world of education, this causes individuals to be able to exert effort, desire, and drive to obtain effective learning results (Rahman, 2021: 290). Motivation plays an important role in the learning process so that teachers must maximize the learning process by applying learning models that can increase student learning motivation. The application of the right learning model can increase motivation which can support the continuity of the learning process and the quality and learning objectives to be achieved (Mawikere, 2022: 135).

Economics is one of the subjects taught in Senior High School. In studying economics, a student needs accuracy and tenacity as well as high concentration. For some students, following this lesson is boring and less interesting, so it requires the application of appropriate and fun learning methods to increase student enthusiasm.

Given these conditions, it is necessary to seek the right solution so that learning Economics can be fun for students, including by designing a student-centered learning by using a learning model that is fun and can achieve the learning objectives that students will achieve.

Learning models are guidelines for educators in planning classroom learning, starting from preparing learning tools, and guiding classroom learning (Mirdad, 2020: 15). There are several cooperative learning models that can be used in the learning process, one of which is the make a match type cooperative learning model. The make a match type cooperative learning model is a learning model where students look for pairs while learning a certain concept or topic in a fun atmosphere (Huda, 2015: 252).

Based on preliminary observations made on April 6, 2023 in class XII IPS SMAN 8 Bulukumba, it appears that only some students are enthusiastic about participating in economic learning, while others are not. In the learning process, students were seen only as loyal listeners, note takers, then doing exercise questions on the board. Some students answered correctly while the rest were less precise, some even did not do the assignment because they felt bored.

One of the factors that cause this is the use of an inappropriate learning model. The learning model applied by the teacher is still carried out conventionally, where learning is carried out by explaining the material with what is in the module by directing students to work on problems so that the lesson becomes teacher-centered. In addition, there is no stimulus given to students so that there is no mutual interaction when learning takes place which results in low student learning motivation. The conventional learning model in table 1 obtained an average percentage of 91% of indicators including the excellent category (81-100%) based on the interpretation criteria according to (Rukajat, 2018: 10),

while student learning motivation obtained an average percentage of 39% which is still classified as poor, so student learning motivation still needs to be improved. The following shows the results of a questionnaire conducted by researchers during pre-research in class XII IPS 1 SMAN 8 Bulukumba in the 2023/2024 school year.

Table 1 Effect of Conventional Model on Learning Motivation of XII Social Studies Class Students in Economics Subjects at SMA Negeri 8 Bulukumba

Conventional Learning Model	Percentage (%)	Study Motivation	Percentage(%)
1. The teacher conveys the learning objective s to be achieved	100	1. The existence of desire and desire to learn	42
2. The teacher presents the material to students in stages	90	2. The existence of encouragemebt and needs in learning	40
3. The teacher answers (responds) when there are questions asked by students	97	3. The existence of future hopes and aspirations	46
4. The teacher checks students' understanding and provides feedback	85	4. The existence of rewards in learning	40
5. The teacher gives assignments to students to strengthen their mastery of the material they have learned.	85	5. The existence of interesting activities in learning	35
		6. A conducive learning environment	32
Average Percentage	91	Average Percentage	39

Source : Results of Initial Questionnaire Data Processing on XII IPS I Class Students of SMA Negeri 8 Bulukumba (2023)

Based on this data, it can be seen that even though the conventional model has been applied by the teacher, the learning motivation obtained by students is still low, so an appropriate learning model is needed for students of class XII IPS 1 economic subjects at SMA Negeri 8 Bulukumba. One of the learning models that can be applied by teachers is the make a match type cooperative learning model which can make students more active and enthusiastic in participating in economic learning (Lasnurhadi & Syahrudin, 2020: 10). This is also in line with the fact that "the cooperative learning model of the

make a match type can increase student learning motivation in class VII mathematics subjects at SMP Yapis Timika in the 2019/2020 academic year". (Rasul, 2020: 74).

From the background of the above problems, the researcher is interested in conducting research with the title "The Effect of the Application of the Make A Match Type Cooperative Learning Model on the Learning Motivation of XII Social Studies Class Students in Economics Subjects at SMA Negeri 8 Bulukumba".

RESEARCH METHOD

Variable X in this study is the cooperative learning model type make a match and variable Y is learning motivation. This research is a quantitative research experiment, namely pre experimental design with the type of one-shot case study. Data collection methods are questionnaires and documentation. The data analysis techniques used were instrument testing and hypothesis testing using SPSS 28. Instrument test consists of validity test and reliability test. While hypothesis testing consists of simple linear regression analysis, t test, Pearson product moment correlation analysis and coefficient of determination.

RESULTS AND DISCUSSION
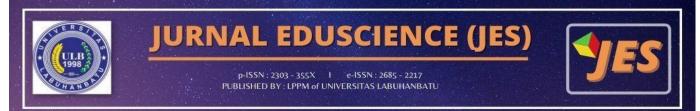### 1. Percentage Descriptive Analysis
A. Cooperative Learning Model of Make A Match type.
`   Based on the results of distributing questionnaires regarding the make a match type cooperative learning model described by the percentage of the total score of all respondents' answers obtained from six indicators, it can be seen in table 2 below:

Tabel 2. Recapitulation of Percentage of Cooperative Learning Model Variable type make a match

No.	Indicator	Actual Scores	Ideal Scores	Actual Scores (%)	Description
1	Material presentation	51	60	85	Very Good
2	Group division	51	60	85	Very Good
3	Distribution of answer cards and question cards	50	60	83	Very Good
4	Delivery of game rules	49	60	82	Very Good
5	Students search for card pairs	48	60	80	Good
6	Card pairs make presentations	50	60	83	Very Good
7	Confirm card match	49	60	82	Very Good
	Totally	**348**	**420**	**83**	Very Good

Source: Questionnaire data processing results(2023)

The results of the percentage of actual scores of learning activity indicators obtained an average actual score percentage of 83 percent with a very good category as stated by Rukajat (2018: 10). However, there are three indicators that are still below the average percentage of actual scores, namely: 1) delivery of the rules of the game with a score of 82 percent, 2) students looking for card pairs with a score of 80 percent, and 3) confirmation of card matches with a score of 82 percent.

A. Learning Motivation

Based on the results of distributing questionnaires regarding learning motivation described by the percentage of the total score of all respondents' answers obtained from six indicators, it can be seen in table 3 below:

Table 3. Percentage Recapitulation of Learning Motivation Variables

No.	Indicator	Actual Score	Ideal Score	Actual Score(%)	Description
1	Desire and Wish to Succed	79	90	88	Very Good
2	Learning drives and needs	77	90	86	Very Good
3	Future hopes and dreams	51	60	85	Very Good
4	Rewards in learning	52	60	87	Very Good
5	Engaging activities in learning	53	60	88	Very Good
6	A conducive learning enviroment	49	60	82	Very Good
	Totally	361	420	86	Very Good

Sumber: Questionnaire data processing results (2023)

The results of the percentage of actual scores of learning activity indicators obtained an average actual score percentage of 86 percent with a very good category as stated by Rukajat (2018: 10). However, there are two indicators that are still below the average percentage of actual scores, namely: 1) future hopes and aspirations with a score of 85 percent, and 2) a conducive learning environment with a score of 82 percent.

1. Instrument Test
a. Testing The Validity Of The Instrument

The validity test is carried out by comparing the calculated r value with the r table for degree of freedom (df) = n-2. Where the number of samples (n) in the research conducted is 30, so the df is 30-2 = = 28, with a significance level of 5% so that the r table = 0.374 is obtained. If r count> r table then the make a match model instrument (X) with 14 statement items and the learning motivation instrument (y) with 15 statement items can be seen in table 3 below:

Table 4. Validity Test Results of Make a Match Model Instrument and Learning Motivation

Instrument	Statement Items	Validity		Conclusion
		r_{count}	r_{table}	
Make a Match (X)	1	0,697	0,374	Valid
	2	0,426	0,374	Valid
	3	0,682	0,374	Valid
	4	0,510	0,374	Valid
	5	0,697	0,374	Valid
	6	0,439	0,374	Valid
	7	0,505	0,374	Valid
	8	0,697	0,374	Valid
	9	0,505	0,374	Valid
	10	0,596	0,374	Valid
	11	0,836	0,374	Valid
	12	0,697	0,374	Valid
	13	0,697	0,374	Valid
	14	0,505	0,374	Valid
Motivasi Belajar (Y)	1	0,650	0,374	Valid
	2	0,429	0,374	Valid
	3	0,898	0,374	Valid
	4	0,771	0,374	Valid
	5	0,771	0,374	Valid
	6	0,587	0,374	Valid
	7	0,516	0,374	Valid
	8	0,876	0,374	Valid
	9	0,587	0,374	Valid
	10	0,771	0,374	Valid
	11	0,587	0,374	Valid
	12	0,876	0,374	Valid
	13	0,542	0,374	Valid
	14	0,718	0,374	Valid
	15	0,516	0,374	Valid

Source: Data Processing Results from SPSS 29 for windows, 2023

The results of the instrument validity test based on table 4 show that all statement items submitted for the Make a Match Model variable (X) have a calculated r value between 0.426 to 0.836. This shows that the rcount value of all statement items of the make a match model variable is greater than the rtable value of 0.374. Based on these results, it can be concluded that all statement items contained in the make a match model questionnaire are declared "valid".

The results of the instrument validity test based on table 3 show that all statement items submitted for the learning motivation variable (Y) have a calculated r value between 0.429 and 0.898. This shows that the rcount value of all items of the learning motivation variable statement is greater than the rtable value of 0.374. Based on these results, it can be concluded that all statement items contained in the learning motivation questionnaire are declared "valid".

a. **Instrument Reliability Test**

Reliability test is a measure that shows the extent to which the measurement results remain consistent when measured several times with the same measuring instrument. This test aims to measure whether or not the respondent's answer to the statement item in a question is consistent. Testing the reliability of the instrument in this study using Cronbach's alpha technique with a sample size of 64 respondents. An instrument is said to be reliable if the Cronbach's alpha value is> 0.60. The results of the instrument reliability test can be seen in table 5 below:

Table 5 Reliability Test Results of Cooperative Learning Model Instrument type Make a Match and Learning Motivation

Variable	Cronbach's Alpha	Description
Make a Match	0,863	Reliabel
Learning Motiation	0,915	Reliabel

Source: Data Processing Results from SPSS 29 for windows, 2023

The Cronbach's alpha value of the make a match model instrument is 0.863> 0.60. Thus it can be concluded that the make a match instrument (X) used in this learning is declared "reliable".Cronbach's alpha value of learning motivation instrument is 0.915> 0.60. Thus it can be concluded that the learning motivation instrument (Y) used in this study is declared "reliable".

Based on the instrument test used, including the validity test and reliability test, it can be concluded as follows:

Table 6. Conclusion of Validity Test and Reliability Test of Research Instruments

Description	Validity			Reability		
	r_count	r_table	Des	Cronbach's alpha	Standard	Des
Model *Make a Match* (X)	0,426-0,836	0,374	Valid	0,863	0,60	Reliabel
Learning Motivation (Y)	0,429-0,898	0,374	Valid	0,915	0,60	Reliabel

Thus it can be concluded that the make a match model instrument and learning motivation in this study are suitable for use.

b. Hyphotesis Testing

a. Simple Linear Regression Analysis

Simple linear regression analysis was used to measure the effect of the make a match type cooperative learning model on student learning motivation. Where the results of simple linear regression calculations in this study can be seen in table 7 below:
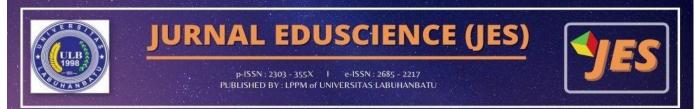
Table 7. Simple Linear Regression Analysis Results

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2,937	1,634		1,798	,083
	Make a Match	,856	,136	,766	6,298	<,001
a. Dependent Variable: Learning Motivation						

The simple linear regression equation model is: Y = 2.937 + 0.856 X. Based on the equation model obtained, it is known that the constant value is 2.937. This means that if the make a match model variable is zero, then the learning motivation variable of XII social studies class students of SMA Negeri 8 Bulukumba is 0.856 units.

The Cronbach's alpha value of the make a match model instrument is 0.863> 0.60. Thus it can be concluded that the make a match instrument (X) used in this study is declared "reliable". The use of cooperative learning model type make a match can increase students' learning motivation because cooperative learning model type make a match prioritizes cooperation, cohesiveness, efficiency in solving problems so that learning motivation for all students who have been united in study groups can increase more optimally. The method used in this learning is also more unique and interesting so that it can spur students' enthusiasm and activeness in participating in the teaching and learning process.

This research design is an experimental quantitative research, namely pre-experimental design with the type of one-shot case study. In this study there was only an experimental group that was given treatment in the form of a cooperative learning model of make a match type. The treatment was conducted twice a meeting with a time allocation of 2 x 45 minutes. The material of accounting as an information system was presented by the researcher using the cooperative learning model of make a match type. The learning steps of the cooperative learning model of make a match type were material presentation, group division, distribution of question cards and answer cards, delivery of game rules, students looking for card pairs, card pairs making presentations, and confirmation of card matches. After the treatment, a questionnaire will be given related to the cooperative learning model of make a match type and learning motivation to determine the results of the application of the cooperative learning model of make a match type on student learning motivation.

The results of the description of the make a match type cooperative learning model variable obtained an actual average of 83 percent, including in the very good category as stated by Rukajat (2018: 10). The indicators of the make a match type cooperative learning model with the highest percentage are material presentation and group division at 85 percent and the lowest indicator is students looking for card pairs at 80 percent.

The results of the description of the make a match type cooperative learning model variable obtained an actual average of 86 percent, including in the very good category as stated by Rukajat (2018: 10). The highest indicator of learning motivation is the desire and desire to succeed and interesting activities in learning at 88 percent and the lowest indicator is a conducive learning environment at 82 percent.

The results of hypothesis testing in this study using SPSS 29 for windows, obtained a significance of 0.001 <0.05, which means that there is a positive and significant influence between the make a match type cooperative learning model on student learning motivation. So that the hypothesis proposed "it is suspected that the cooperative learning model of make a match type has a positive and significant effect on the learning motivation of XII social studies class students in Economics subjects at SMA Negeri 8 Bulukumba" is accepted. Based on the results of the Pearson product moment correlation analysis, the correlation value of 0.766 is in the interval 0.61-0.80 which is in the strong category. This shows that there is a strong relationship between the make a match type cooperative learning model and the learning motivation of XII social studies class students in Economics subjects at SMA Negeri 8 Bulukumba.

Based on the analysis of the coefficient of determination of 58.6 percent. This means that the cooperative learning model of make a match type has an influence on the learning motivation of XII social studies students in Economics subjects at SMA Negeri 8 Bulukumba by 58.6 percent while the remaining 41.4 percent is influenced by other factors. The results of this study are in line with the theory put forward by Huda (2015: 253-254). This cooperative learning model of make a match type is one of the fun learning models with elements of games that can increase student learning activities both cognitively and psychomotorically, increase student understanding of the material and increase learning motivation.

In line with research conducted by Lasnurhadi & Syahrudin (2020: 10), the cooperative learning model of make a match type can make students more active and enthusiastic in participating in economic learning. Not only that, research conducted by Rasul (2020: 74), shows that the cooperative learning model of make a match type can increase student learning motivation in mathematics subjects in class VII of Yapis Timika Junior High School in the 2019/2020 academic year. So that in this study it has answered the hypothesis that has been proposed where the make a match type cooperative learning model has a positive and significant effect on the learning motivation of XII social studies class students in Economics subjects at SMA Negeri 8 Bulukumba.

CONCLUSION

Based on the results of data analysis and discussion described above regarding the effect of cooperative learning model of make a match type on learning motivation of XII social studies class students at SMA Negeri 8 Bulukumba, it is obtained that based on the results of descriptive statistical analysis, the use of cooperative learning model of make a match type on learning motivation of XII social studies class students in Economics subject at SMA Negeri 8 Bulukumba is in very good category. Based on the results of the t-test analysis, the make a match type cooperative learning model has a positive and significant effect on the learning motivation of XII social studies students in Economics subjects at SMA Negeri 8 Bulukumba.

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