

Improving Students' Learning Outcomes in Pancasila Education on Unity in Diversity Through the Cooperative Learning Model Make a Match

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Abstract

The study was motivated by the low learning outcomes of students in the Pancasila Education subject, particularly on the topic Beauty in Differences and Diversity. This issue was caused by a lack of interaction between teachers and students, monotonous learning methods, and limited student engagement during the learning process. The purpose of this study was to improve students' learning outcomes through the implementation of the cooperative learning model Make a Match in Grade III of SDS Al-Amal Mobile Elementary School, Pondok Ranggong, East Jakarta, during the second semester of the 2024/2025 academic year.

The research employed a Classroom Action Research method conducted in three cycles, consisting of four stages: planning, implementation, observation, and reflection. The research subjects were 20 third-grade students, consisting of 11 boys and 9 girls. The results showed an improvement in students' activity and learning outcomes in each cycle. The average student score increased from 54.85 (15% mastery) in Cycle I to 65.95 (40%) in Cycle II, then reached 73.5 (60%) in Cycle III, and finally improved to 78.15 with 90% mastery. Thus, the implementation of the Make a Match cooperative learning model proved effective in improving students' learning outcomes and participation in Pancasila Education learning activities.

Keywords: cooperative learning, make a match, pancasila education.

1 INTRODUCTION

Indonesia is a country rich in cultural diversity, language, religion, and customs. Based on data from the Central Statistics Agency (BPS), there are more than 1,300 ethnic groups that have different characteristics and traditions in each region. This diversity becomes the strength of the nation when accompanied by an attitude of tolerance, mutual respect, and a spirit of unity. However, without an understanding of these values, diversity can cause conflict and social division. Therefore, the cultivation of the values of tolerance and respect for differences needs to be carried out from elementary school age through learning Pancasila Education (Ministry of Education and Culture of the Republic of Indonesia, 2021).

Pancasila education plays an important role in shaping the character of students to understand the basic values of nationality, such as mutual cooperation, justice, and unity. However, the results of observations at SDS Al-Amal Mobile Elementary School show that student learning outcomes in the material Beauty in Difference and Diversity are still low. Students tend to be passive and less enthusiastic about participating in conventional learning. This condition shows the need for learning model innovations that are able to

increase student active participation and create a pleasant learning atmosphere (Nurhadi, 2021).

One alternative that is considered effective is the Make a Match type cooperative learning model. This model was developed to activate students through the activity of matching question cards and answers in pairs in an educational game atmosphere. This process not only trains students' memory and thinking speed, but also fosters cooperation, responsibility, and the spirit of learning in groups (Helmiati, 2012). Previous research has shown that the application of the Make a Match model can improve student learning outcomes and motivation in various subjects, including Pancasila Education (Madona & Setiawan, 2024; Hayun & Taher, 2022).

Based on these problems, this study aims to improve student learning outcomes in Pancasila Education lessons on Beauty in Difference and Diversity through the application of a Make a Match type cooperative learning model in grade III of SDS Al-Amal Mobile Elementary School. This research is expected to make a practical contribution for teachers in creating active, fun, and relevant learning to the characteristics of elementary school students.

The application of the Make a Match type cooperative learning model provides opportunities for students to be actively involved in the learning process through matching questions and answer cards. This activity creates an interactive and fun learning atmosphere, so that students not only listen to the teacher's explanations, but also participate directly in discovering the concepts being taught. This process is able to foster a sense of responsibility, confidence, and cooperation between students in the group. This is in accordance with the principles of 21st century learning that emphasize collaboration, communication, critical thinking, and creativity as the main skills that need to be developed from an early age. In addition, a conducive learning atmosphere based on educational games can reduce student saturation, increase learning motivation, and strengthen understanding of the values of diversity that are at the core of Pancasila Education.

In addition, the implementation of Make a Match not only has an impact on improving cognitive learning outcomes, but also contributes to the formation of students' social character. Through the activities of finding card pairs and discussing, students learn to respect the opinions of friends, help each other, and work together to achieve common goals. Teachers play the role of facilitators who guide the course of learning so that it remains directed and meaningful. This approach also allows students to relate the concepts learned to real life, so that values such as tolerance, mutual cooperation, and unity can be internalized more effectively. Thus, the use of the Make a Match model in learning Pancasila Education is a strategic step to improve the quality of learning processes and outcomes while instilling national character values in elementary school students.

2 RESEARCH METHODS

This study uses the Classroom Action Research (CAR) approach which aims to improve the learning process and improve student learning outcomes in the classroom. The class action research model used refers to the design of Kemmis and McTaggart, which includes four stages in each cycle, namely planning, acting, observing, and reflecting¹. This research was carried out at SDS Al-Amal Mobile Elementary School, Pondok Ronggon, East Jakarta, in the even semester of the 2024/2025 school year. The research subjects consisted of 20 grade III students, with details of 11 male students and 9 female students, which were selected based on the results of initial observations showing low learning outcomes in the Pancasila Education subject, especially the material Beauty in Difference and Diversity.

The research was carried out in three cycles, where each cycle included learning activities using a Make a Match type cooperative model. In cycle I, the teacher introduces the learning model and uses simple question cards. Cycle II was carried out by modifying

cards in the form of cause-and-effect and dividing smaller groups so that all students actively participated. In cycle III, the researcher added mini poster media and case studies to deepen students' understanding of the value of tolerance and cooperation.

Research data was obtained through observation, learning outcome tests, interviews, and documentation. Quantitative data was analyzed using average grades and percentage of learning completion, while qualitative data was analyzed based on the results of observation and reflection of each cycle. The success criteria are set when 85% of students achieve a minimum score of 75 and show an increase in activeness and tolerance in learning. In addition, the study also pays attention to the active involvement of teachers as facilitators in each stage of action, ensuring that each cycle provides constructive feedback for the improvement of subsequent learning strategies on an ongoing basis.

3 RESULT AND DISCUSSION

3.1 Pre-Research Results

Before the implementation of the action, the researcher conducted pre-research to determine the students' initial ability to understand the material Beauty in Difference and Diversity in the subject of Pancasila Education. The results of the initial test showed that the average student score only reached 54.85 with a completeness rate of 15% (3 out of 20 students completed). This shows that most students have not reached the set completion criteria of 75.

Table 1. Pre-Research Results

Information	Number of Students	Percentage
Conclusion	3	15%
Incomplete	17	85%
Sum	20	100%
Friendly	-	54,85

Based on observations, learning is still conventional and teacher-centered. Students tend to be passive, lack the courage to ask questions, and are not enthusiastic about learning. This condition shows the need for innovation in the teaching and learning process so that students are more active and learning outcomes increase. Therefore, the Make a Match type cooperative learning model was chosen as an alternative solution in improving student learning outcomes.

3.1.1 Results of Research Cycle I

The implementation of actions in cycle I is focused on introducing the Make a Match model to students. The teacher explains the rules of the game and guides students in finding pairs of question cards and answers related to diversity materials. The learning process went quite well, although some students still seemed hesitant and did not dare to actively participate.

Table 2. Results of Research Cycle I

Information	Number of Students	Percentage
Conclusion	8	40%
Incomplete	12	60%
Sum	20	100%
Friendly	-	65, 95

The results of the evaluation showed an increase compared to pre-research. The average score of students increased to 65.95 with a completion rate of 40% (8 out of 20 students achieved a score of ≥ 75). Student activities in learning began to increase, especially in terms of working together to find card pairs and discuss with group friends.

However, some students still need direction from teachers so that the learning process runs more effectively. These results show progress, although the indicators of research success ($\geq 85\%$ of students complete) have not been achieved.

3.1.2 Results of Cycle II Research

Based on the reflection of cycle I, several improvements were made in cycle II, including by reducing the number of group members, adding a variety of questions to the card, and clarifying activity instructions. The results show a significant improvement.

The average score of learning outcomes in cycle II reached 73.5, with a completeness of 60% (12 out of 20 students achieved a score of ≥ 75). Students' learning activities increased to the good category, where they were more enthusiastic, daring to express their opinions, and able to work together in groups. The results of the observations also showed that the classroom atmosphere became more lively and fun. However, some students still take longer to understand concepts and work in groups.

Table 3. Results of Cycle II Research

Information	Number of Students	Percentage
Conclusion	12	60%
Incomplete	8	40%
Sum	20	100%
Friendly	-	73,5

3.1.3 Results of Cycle III Research

In cycle III, learning is strengthened by adding supporting media such as mini posters and real case studies so that students better understand the values of diversity contextually. The teacher also provides a wider opportunity for students to conclude the results of the discussion independently.

Table 3. Results of Cycle III Research

Information	Number of Students	Percentage
Conclusion	18	90%
Incomplete	2	10%
Sum	20	100%
Friendly	-	78,15

The results in cycle III showed excellent improvement. The average student score rose to 78.15, with a completion rate of 90% (18 out of 20 students achieved a score of ≥ 75). Student activities are in the very good category; They actively cooperate, dare to express their opinions, and seem enthusiastic in participating in learning. Teachers are also increasingly skilled in managing time and directing students during activities. Thus, the indicators of research success have been achieved in this cycle. The improvement that occurred in cycle III shows that the application of the Make a Match learning model with the support of contextual media such as posters and case studies is able to strengthen students' conceptual understanding of diversity values. The active involvement of students in card matching activities, discussing, and concluding learning outcomes shows a change in learning behavior from passive to participatory. A fun learning atmosphere makes students more focused and easily understands the material, while teachers play an effective role as facilitators who direct the course of activities. This indicates that varied and interactive learning strategies not only improve learning outcomes cognitively, but also foster social skills, cooperation, and mutual respect among students.

3.2 Discussion

Research data shows a progressive improvement in learning outcomes from the pre-research phase to cycle three. The average student score increased from 54.85 (15% completion) to 78.15 (90% completion). This improvement is not merely quantitative but

also indicates a shift in student participation patterns from passive to active. This finding aligns with constructivist learning theory, which states that active student involvement in constructing knowledge improves retention and conceptual understanding (Kirschner & Hendrick, 2020).

In the pre-research phase, the dominance of conventional methods led to low interaction and learning motivation. This situation is consistent with Hattie's (2018) research, which states that one-way learning tends to result in low engagement and minimal learning impact. When students are merely recipients of information, the cognitive elaboration process does not occur optimally.

The implementation of Make a Match in cycle one increased completion to 40%. Although not yet achieving success indicators, this phase demonstrates a shift toward collaborative learning. According to Slavin (2019), cooperative learning is effective in improving learning outcomes because it encourages social interaction and shared responsibility.

The significant improvement in cycle II (60% completion) indicates that strategy modifications—such as reducing group size and varying the cards—had a positive pedagogical impact. Gillies' (2020) research confirms that small group structures increase individual participation and strengthen conceptual understanding through discussion.

Cycle III showed a jump in completion to 90%. The addition of posters and contextual case studies enriched the learning experience. Contextual learning has been shown to enhance knowledge transfer because students connect the material to real-life situations (Johnson, 2019).

The increase in the average grade from 54.85 to 78.15 demonstrates the effectiveness of educational game-based learning. Plass et al. (2020) stated that gamification elements increase intrinsic motivation and cognitive focus.

Make a Match integrates elements of healthy competition and collaboration. Research by Johnson & Johnson (2022) shows that cooperative structures increase positive interdependence and individual accountability.

From a motivational theory perspective, increased student participation reflects the fulfillment of autonomy and competence needs as explained in Self-Determination Theory (Ryan & Deci, 2020). The activity of finding matching cards provides an immediate sense of accomplishment.

Cognitively, this model encourages retrieval practice through matching concepts and answers. Research by Roediger & Butler (2021) demonstrated that retrieval practice improves long-term retention.

Beyond cognitive aspects, social impacts were also evident. Students demonstrated increased cooperation and tolerance. This aligns with a recent Civic Education study, which confirmed that collaborative learning strengthens civic disposition (Reichert & Print, 2019).

The topic "Beauty in Difference and Diversity" is highly relevant to strengthening national character. Pancasila education aims to shape a national identity based on the value of tolerance (Ministry of Education and Culture, 2021). Make a Match facilitates the internalization of these values through authentic interactions.

Teachers act as facilitators, becoming increasingly effective from cycle to cycle. According to Darling-Hammond et al. (2020), the quality of teacher facilitation is a determining factor in the success of cooperative learning.

A pleasant learning environment reduces student boredom. Affective learning theory states that positive emotions improve concentration and comprehension (Immordino-Yang, 2018).

The novelty of this research lies in the application of Make a Match in the context of Pancasila Education for third graders. Most previous studies have focused on science or social studies (Madona & Setiawan, 2024; Hayun & Taher, 2022), so this research expands the model's application to character education.

Overall, the data shows that Make a Match not only improves cognitive learning outcomes but also strengthens social skills and national character. The integration of

cooperative strategies, contextual media, and ongoing reflection makes this model effective and relevant for 21st-century learning.

4 CONCLUSION

The findings of this study indicate that the implementation of the cooperative learning model Make a Match significantly improved students' learning outcomes in the Pancasila Education subject, particularly in the topic Beauty in Differences and Diversity. Across three action cycles, the average score increased from 54.85 in the pre-research stage to 78.15 in the third cycle, with a mastery level reaching 90%. In addition to cognitive improvement, the model also positively influenced students' social attitudes, including their ability to collaborate, respect peers' opinions, and develop tolerance and responsibility during the learning process. These results demonstrate that Make a Match successfully created an active, enjoyable, and participatory learning atmosphere.

The implications of this study suggest that the Make a Match model can serve as an innovative alternative for elementary school teachers to enhance the effectiveness of Pancasila Education learning. Its application encourages meaningful educational interactions aligned with the characteristics of young learners. Future researchers are recommended to apply the Make a Match model to other subjects or educational levels to examine the consistency of its effectiveness. Moreover, adding variables such as learning motivation or students' social skills could provide a more comprehensive understanding and contribute to the development of cooperative learning strategies in the future.

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