



Is the Make a Match Method Effective in Improving Economics Learning Outcomes? (A Study on High School Students)

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DOI: 10.17977/um013v7i12025p2025p21-29

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History Article

Received 10 January 2025

Accepted 15 March 2025

Published 29 April 2025

Keywords

Education Quality, Make a Match Learning Method, Learning Outcomes

Abstract

The improvement of education quality is something needed by all countries, including Indonesia. In Indonesia, efforts to enhance the quality of education have been made through the implementation of the Merdeka Belajar (Freedom to Learn) program by the Ministry of Education and Culture. The use of appropriate teaching methods is one of the efforts to improve the quality of education and enhance student learning outcomes. The cooperative learning method called "make a match" is a teaching method that encourages students to actively engage in learning activities by searching for matching cards they receive, which contain questions and answers. To determine the effectiveness and differences in student learning outcomes using the "make a match" teaching method and the lecture method, a research study was conducted using an experimental approach with a quantitative approach. The population in this study was the 10th grade students at SMAN 7 Malang. The sample for this study consisted of 64 students from classes X-07 and X 09, which were divided into control and experimental groups. Data for this study were collected using pre tests and post-tests. The results of this study indicate that the "make a match" teaching method has a significant impact on learning outcomes, with a significance value of $0.01 < 0.05$. The effectiveness of the "make a match" teaching method falls within the category of moderately effective, with an NGain percentage of 63.9%.

How to Cite

Rahmatullah, Aji & Istiqomah, Ni`matul (2025), Is the Make a Match Method Effective in Improving Economics Learning Outcomes? (A Study on High School Students). *Classroom Action Research Journal*. 7(1), 20-28

INTRODUCTION

Education is crucial to improving and developing the quality of human resources (Wijayanti & Ghofur, 2021). Having reliable human resources is very important as a solution to overcoming the problems of a nation. Education aims to produce a generation that is intelligent and has a virtuous character. Improving the quality of education is a focal point for all countries, including Indonesia. Until now, the government has carried out many strategies and efforts to improve the quality of education (Aini et al., 2022). One of the government's efforts to improve the quality of education is by launching the Independent Learning Policy by the Ministry of Education and Culture. Independent learning will become a learning trend focusing on developing future human resources. Independent learning provides freedom in learning, namely, anywhere, anytime, even from any source. Independent learning focuses on the freedom to learn independently and creatively (Ainia, 2020). The presence of Merdeka Belajar is expected to be able to overcome existing educational problems, especially in economic subjects.

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is an interaction between students and learning resources that are included in one learning process environment. The learning process is referred to as a system that involves a unity of interrelated components that interact with each other to achieve the expected goals. According to (Pramesti, 2022) learning is also referred to as an effort to help and guide students to carry out the learning process. Educators or teachers also play a full role in the learning process, so they must be able to create learning that supports students or students. Based on several experts, it can be concluded that learning is the process of forming students so that they can learn well and can accept the learning provided by educators well.

According to (Huda, 2015) cooperative learning refers to a teaching method where students work together in small groups and help each other learn. Meanwhile, according to (Syaifurahman & Ujiati, 2013) cooperative learning is a learning activity by working together to help each other construct concepts, solve problems or inquiries. Cooperative learning is also a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated (Hamdayama, 2016). According to (Suprijono, 2013) in general, cooperative learning is considered more directed by the teacher, where the teacher sets tasks and questions and provides materials and information designed to help students solve problems. From the understanding of cooperative learning according to several experts, it can be concluded that cooperative learning is a learning model that is innovative and effective, involving students who work together in a group of 4-6 students to achieve learning goals.

The make a match learning method according to (Suprijono, 2013) is a learning method that is carried out by finding a partner through cards. Where the card contains a question card and a card containing the answers to the questions. Meanwhile, according to (Rusman, 2018) the make a match learning method is one type of cooperative learning model, namely a form of learning in which students learn to work in small groups collaboratively whose members consist of four to six students with a heterogeneous group structure. According to (Huda, 2015) the make a match learning method is a learning method where students look for partners while

studying a particular concept or topic in a fun atmosphere, this method can be applied to all subjects and grade levels.

The make a match learning method has several advantages according to (Kurniasih, 2015) the advantages of the make a match learning method such as being able to create an active and enjoyable learning atmosphere, the material presented becomes interesting, can influence learning outcomes, the cheerful atmosphere increases, cooperation between other students is achieved, there is a sense of mutual cooperation in all students. While for the disadvantages of the make a match learning method, it really needs teacher direction in implementing learning, time needs to be limited because it is likely that during the lesson, the teacher must prepare equipment and supplies during the lesson, if there are more than 30 students in the class if it is not right, it will cause a crowd, can interfere with other class learning staff.

The lecture learning method is one of the learning methods that has been used for a long time and is the learning method most often used by most teachers. According to (Wirabumi, 2020) the lecture learning method is one of the learning methods with one of the oldest traditional teaching methods used in the teaching and learning process from the most basic level to college level, considering its very practical and efficient nature for learning models with large materials and numbers of students. According to (Amaliah et al., 2014) the lecture learning method is a way of delivering learning material by prioritizing interaction between teachers and students. The teacher delivers learning material with a process of explanation and oral narration to his students. The process of delivering the lesson can be assisted or supplemented by aids such as pictures, videos and others. From the lecture learning method, there are several advantages and disadvantages of this method, according to (Wirabumi, 2020) including its advantages such as cheap, easy, can cover broad subject matter, and the class situation can be controlled. Meanwhile, the disadvantages are such as not stimulating students to read, students easily forget what the teacher has conveyed, it is difficult to detect the level of student understanding and there is minimal opportunity for students to have discussions. From several expert explanations, it can be concluded that the lecture learning method is a learning method that focuses on the teacher as an explainer and oral speaker of the lesson material and students as listeners and listeners to the material delivered by the teacher.

Learning outcomes according to (Kpolovie et al., 2014), as one of the benchmarks for measuring the success of the learning process, the results of the learning process, and educational institutions have achieved the specified educational goals. Meanwhile, according to (Popenici & Millar, 2015), learning outcomes are also reports on what students have obtained in the learning process. According to (Slameto, 2012) learning outcomes are also influenced by several factors, namely internal factors and external factors. For internal factors such as health, physical disabilities, intelligence, attention, interest, talent, motivation, maturity and readiness. While for external factors such as family, school and society. From several expert explanations, it can be concluded that learning outcomes are the competencies and skills possessed by students which are obtained through teaching and learning activities.

According to research conducted by Ruski in (2016) showed the effectiveness of the implementation of the make a match type cooperative learning model in economic learning, there was an increase in learning achievement after the implementation of the make a match type cooperative learning model in teaching

and learning activities. Meanwhile, according to research conducted by Erlina Fitriati and Syamsu Hadi (2014), it was explained that there was an increase in learning outcomes after implementing the make a match learning method in teaching and learning activities compared to using the lecture learning method.

METHOD

This study aims to calculate the effectiveness of the make a match learning method and the lecture learning method on learning outcomes, therefore the researcher uses a quasi-experimental research type. The place where the research was conducted was at SMA Negeri 7 Malang with a research period of approximately 2 months. The population in this study were class X students of SMA Negeri 7 Malang in the 2023-2024 academic year consisting of 5 classes. For sampling, the researcher used the proportional purposive sampling technique. By considering two homogeneous classes to be used as the control class and the experimental class. For data collection techniques, the researcher used pre-test and post-test for primary data, while for secondary data the researcher used student records, students' daily test results, students' semester exam results and so on. The independent variables in this study are the make a match learning method (X1) and the lecture learning method (X2), while learning outcomes are the dependent variable (Y).

RESULTS AND DISCUSSION

Data testing was conducted using IBM SPSS 27 software, classical assumption testing was conducted before hypothesis testing. Testing was conducted with normality testing and homogeneity testing, which was then followed by hypothesis testing using the t-test technique (difference test) and N-Gain test.

Classical Assumption Test

Table 1. Pre-test Normality Test

		One-Sample Kolmogorov-Smirnov Test	
		Unstandardized Residual	
N		31	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	12.97284832	
Most Extreme Differences	Absolute	.099	
	Positive	.084	
	Negative	-.099	
Test Statistic		.099	
Asymp. Sig. (2-tailed) ^c		.597	
Monte Carlo Sig. (2-tailed) ^e	Sig.	200 ^d	
	99% Confidence Interval	Lower Bound	.584
		Upper Bound	.609

Source: Data processed 2023

This normality test is conducted to determine whether the data distribution of each variable is normal. The test uses the Kolmogorov Smirnov method, if the Asymp. Sig (2-tailed) value is greater than the alpha level of 5% or 0.05, then the data from the population is normally distributed, and vice versa. In processing the data, the Asymp. Sig (2-tailed) value is obtained, namely $0.200 > 0.05$. The sig. value is greater than 0.05, so it can be concluded that the results of the normality test of

the pre-test data are normally distributed.

Table 1.1. Post-test Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		31	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.31034990	
Most Extreme Differences	Absolute	.158	
	Positive	.158	
	Negative	-.155	
Test Statistic		.158	
Asymp. Sig. (2-tailed) ^c		.048	
Monte Carlo Sig. (2-tailed) ^c	Sig.	.045	
	99% Confidence Interval	Lower Bound	.039
		Upper Bound	.050

Source: Data processed 2023

Meanwhile, the results of the post-test data normality test obtained results with an Asymp. Sig (2-tailed) value of $0.048 > 0.05$. The sig. value is greater than 0.05, so it can be concluded that the results of the post-test data normality test are normally distributed.

Table 2 Pre-test Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Pretest	Based on Mean	.085	1	62	.771
	Based on Median	.025	1	62	.874
	Based on Median and with adjusted df	.025	1	57.783	.874
	Based on trimmed mean	.061	1	62	.807

Source: Data processed 2023

The homogeneity test in this study aims to determine whether the 2 groups of sample data used come from a population that has the same variance or not. This test uses the F formula with a significance set at 5% or 0.05. If the significance value is more than 0.05, then the data used is homogeneously distributed or has the same variance, and vice versa. In the processing of the pre-test data, a significance value of $0.771 > 0.05$ was obtained, so it can be concluded that the pre-test data has the same variance.

Table 2.2 Post-test Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Pretest	Based on Mean	.150	1	62	.699
	Based on Median	.138	1	62	.712
	Based on Median and with adjusted df	.138	1	56.567	.712
	Based on trimmed mean	.159	1	62	.692

Source: Data processed 2023

For the homogeneity test on the post-test data, a significance value of $0.699 > 0.05$ was obtained, so it can be concluded that the post-test data has the same variance.

Hypothesis Testing

Table 3 Control class t-test

Paired Sample Test

Paired Differences

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test – Post-test	-5.000	10.539	1.893	-8.866	-1.134	-2.642	30	.013

Source: Data processed 2023

The t-test in this study was used to determine whether the independent variable has a limited influence on the dependent variable. If the significance value (sig) is smaller than the probability value (0.05), then there is a significant difference in the data, or the independent variable partially affects the dependent variable, and vice versa. For the results of the t-test on the control class data, a significance value of $0.013 > 0.05$ was obtained, so it can be concluded that there is no significant difference between the pre-test and post-test learning outcomes in the control class. This could happen because in the control class students are less interested in learning because students feel bored with learning activities that only listen to teacher explanations. Students are also less interested in learning and the methods used.

Table 3.1 Experimental class t-test

Paired Sample Test									
Paired Differences									
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test – Post-test	-22.515	14.191	2.470	-27.547	-17.483	-9.114	32	.001

Source: Data processed 2023

Meanwhile, for the t-test of the experimental class, a significance value of $0.01 < 0.05$ was obtained, so it can be concluded that there is a significant difference between the learning outcomes of the pre-test and post-test in the experimental class. This can happen because students have a high interest in learning using the make a match learning method, students are also interested in the use of cards as a learning medium and the use of learning methods that are different from usual.

Table 3.2 T-test of control class and experimental class

Independent Sample Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df				95% Confidence Interval of the Difference	
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	2.589	.113	-7.501	62	.000	-18.94917	2.52605	-23.99867	-13.89966
	Equal variances not assumed			-7.369	44.980	.000	-18.94917	2.57151	-24.12853	-13.76981

Source: Data processed 2023

For the t-test results of the post-test learning outcomes of the control class and the experimental class, a significance value of $0.01 < 0.05$ was obtained. Based on these results, it can be concluded that there is a significant difference between the post-test learning outcomes in the control class and the experimental class.

Implementation of the Make A Match Learning Method is Effective in Improving the Learning Outcomes of Grade X Students in Economics Subjects Compared to Using the Lecture Learning Method.

The application of the right and effective learning method is something that must be done by a teacher, by choosing the right learning method the teacher can convey learning materials easily and students will receive learning well and get good learning outcomes. In this study which took place at SMAN 7 Malang, the researcher received direction from the economics teacher at the high school to study two homogeneous classes as research subjects. The class is class X-7 which acts as a control class and class X-9 as an experimental class. From the results of the researcher's observations, the two classes have almost the same average class scores.

From the results of the study in the control class and the experimental class, it can be seen that the effectiveness of the application of the make a match method has a positive and significant effect on the learning outcomes of class X students in the economics subject which can be accepted. This positive influence shows that the higher the effectiveness in applying the make a match learning method, the higher the learning outcomes of students in teaching and learning activities in the classroom.

The results of this study are supported by Erlina Fitriati and Syamsu Hadi (2014) who stated that the application of the make a match method is effective in improving learning outcomes in the subject of economics, basic competency of demand and supply of money. This is because cooperation between students is established smoothly, teachers and students have been able to carry out their functions and roles in the a match learning method well. This hypothesis is also supported by field data, which is then tested simultaneously using SPSS 27 For Windows. The results of this study obtained NGain percent with the use of the make a match method being higher than the use of the lecture method, and the use of the make a match learning method is included in the fairly effective scope.

Student Learning Outcomes Using the Make A Match Method Increase Compared to Using the Lecture Learning Method

After conducting research on the control class by applying the lecture learning method and on the experimental class by applying the make a match learning method. Both classes were given the same treatment, namely the same material used. In teaching and learning activities, researchers used teaching modules as a reference and the use of learning methods in accordance with the syntax of the learning method. In the control class there were 31 students, while in the experimental class there were 33 students. Before the learning was carried out, both classes were given a pre-test first to measure the level of student knowledge of the material to be taught. The pre-test results in the control class and the experimental class had relatively the same values. After being given the material taught to the two classes with the learning method that had been determined in each class, there was an increase in student learning outcomes.

The results of this study are supported by research by Farah Annisa, Linda

Cibya Rahmawati and Yona Wahyuningsih (2022) which states that the make a match learning method can improve student learning outcomes. This learning method can be said to be quite effective during classroom learning. The make a match learning method can be applied to all subjects and grade levels.

CONCLUSION

Based on data analysis and discussion of research results, it can be concluded that the use of the make a match learning method is effective in improving the learning outcomes of class X students at SMAN 7 Malang, this is because the make a match learning method invites all students to be active in teaching and learning activities in class. To improve learning outcomes using the make a match learning method is more significant than using the lecture learning method because students who use the make a match learning method find it easier to remember learning materials because in the make a match learning method to find out the pair of cards that students have they have to read the description on the card, so that students remember the learning material.

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