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Application of the Make A Match Learning Model to Develop Student's Social Skills in Elementary School Grade IV Interview Materials

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Abstract

This study aims to analyze the application of the *Make A Match* learning model in developing students' social skills in interview materials in grade IV elementary school. The research uses a descriptive qualitative approach with data collection through interviews and documentation involving classroom teachers and students' social skills, especially cooperation and communication. Card matching activities encourage interaction, critical thinking, and create a fun learning atmosphere. Obstacles such as difficulty conditioning students after physical activity and preparation of complex materials can be overcome with engaging learning strategies and active teacher involvement. This model has the potential to be an effective solution to improve the quality of Indonesian learning and develop social skills of elementary school students.
Keywords: *Make A Match, Social Skills, Elementary School*

Introduction

One of the main competencies that must be mastered by grade IV students is the ability to obtain information from interview texts (Nazilah et al., 2017). By understanding the concept of interviews, students can do well, use the right word choices and maintain language politeness. In conducting interviews, social skills are a very important aspect. Social skills play an important role in the learning process, because they are one of the main provisions for students to interact with others (Ulum, 2018).

Social skills refer to a person's ability to interact well with others in various social situations (Ningsih, 2024). Social skills include a wide range of abilities, such as interpersonal communication, good listening, expressing opinions clearly, controlling emotions, showing respect for others, sharing and cooperating, and understanding and responding to other people's feelings and perspectives. These skills are important to enable students to adapt well in their environment (Ariyanto et al., 2023).

Social skills consist of several aspects that support each other to help students improve their social skills. These aspects include cooperation, social relationships, responsibility, empathy, and self-control. Among these aspects, cooperation is one of the most important, because through cooperation, students can more easily develop other aspects of social skills. In addition, cooperation also makes it easier for students to actively participate in learning activities in the classroom with their friends (Wati et al., 2020).

However, low social skills of elementary school students are still found as students have not fully established thorough interactions, both in learning activities and in relationships with friends and teachers. During the learning process, communication is still lacking, and the level of cooperation between students is also not optimal. In fact, cooperation is an important aspect of the social process which includes activities such as mutual cooperation, division of tasks, and mutual assistance to complete work effectively and efficiently (Pamungkas et al., 2019). The

problem of students' low social skills can be addressed by using an effective learning model, namely the Make a Match model. This model can be used during learning activities (Sari et al., 2020).

Currently, students need the PAIKEM learning model (Active, Innovative, Creative, Effective, and Fun Learning). PAIKEM also provides opportunities for students to carry out various activities that support the development of their attitudes, understanding and skills independently, without relying entirely on teacher explanations (Wirasa, 2015). Compared to learning which is still presented using conventional methods, where the teacher is the center of activity (teacher-centered) and the delivery of material is carried out in one direction, only limited to the transfer of information. Without the support of more modern and interactive learning media, this method tends to make students feel bored quickly and less motivated to learn (Intaniasari & Utami, 2022). Learning in a fun atmosphere can help students understand the material more easily. In addition, this atmosphere is also able to increase their enthusiasm and motivation to learn (Wahyudi & Azizah, 2016).

Cooperative learning strategies with the Make A Match learning model can be applied to support the teaching and learning process. In this model, students are asked to find pairs of cards that contain questions and answers related to certain material in learning (Pitriani, 2024). Students work in pairs to match various elements, such as words with definitions, pictures with descriptions, or questions with answers. This activity encourages students to collaborate, think critically, and understand material through hands-on experience. By using cards as a medium, the Make A Match model also plays a role in developing social skills, especially in aspects of cooperation and interaction between students (Maizasria et al., 2024).

Cooperative learning model The Make A Match type is a learning method that involves matching activities between the group holding the question card and the group holding the answer card. Students are given a certain amount of time to find the right match, and they will earn points if they manage to match them before the time runs out. This model is effective in encouraging students' creativity in thinking, because the process of matching questions and answers can stimulate thinking naturally. One of the advantages of this model is that students can learn concepts or topics in a fun way while interacting looking for a partner (Uki & Liunokas, 2021).

Research related to learning using the Make A Match model has been carried out a lot, including research conducted by Aliputri (2018) concluding that the use of the Make A Match type cooperative learning model with the help of picture cards has been proven to be effective in improving social studies learning outcomes in economic activity materials for grade IV students of SDN Wulung 1, Blora Regency. Another study was also conducted by Lestari and Pahmi (2024) which concluded that the Make A Match learning model has a significant impact on students' scientific communication. The difference in research relevant to this study is that the researcher analyzed the application of the Make A Match learning model to develop students' social skills in the fourth grade of elementary school interview material.

Based on the description above, this study aims to explore the application of the Make A Match learning model to develop students' social skills in elementary school grade IV interview materials. The focus of this research is to describe the application of the Make A Match learning model, students' social skills that arise when learning using the Make A Match teaching model, and obstacles in the process of its implementation.

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Method

This study uses a descriptive qualitative approach. According to David, qualitative research aims to understand the object being studied without being oriented towards generalization. This approach is used to explore the meaning of the object being studied. The results of qualitative research focus more on understanding meaning than producing generalizations (Fiantika et al., 2022). This research was conducted to describe the application of the Make A Match learning model to develop students' social skills in learning Indonesian, especially interview materials.

This research was conducted in one of the elementary schools in Bantul Regency, Yogyakarta. The subjects in this study are 31 students and 1 Class IV teacher. This research was carried out in the odd semester of the 2024/2025 school year. Data collection was carried out through interview, observation and documentation techniques. The data used came from primary and secondary sources. Primary data sources were obtained directly by researchers through interviews with informants, while secondary data sources were obtained from various references related to the Make A Match learning model and social skills that were already available.

In this study, the data was analyzed using three main techniques, namely data condensation, data presentation, and conclusion drawn. Data condensation involves the process of selecting, focusing on relevant data, simplifying, summarizing, and transforming data so that it includes the entire element of the document as well as the empirical material obtained (Miles et al., 2014). The data obtained through interviews and observations are focused on research needs, namely the application of the Make A Match learning model to develop students' social skills.

Results

Application of the Make A Match Learning Model to Interview Materials

In order to improve the effectiveness and quality of learning, the application of innovative and practical learning models is crucial. In this context, the resource person has applied the Make A Match learning model to Indonesian learning with interview materials, as he said:

> *"Before applying this model, I made the cards first, question cards and answer cards, so when I applied it in class, I first explained a little about this interview material, then my students divided into 2 groups so that it was easier for me to divide them into groups of men and women. My group of boys gave me question cards, girls gave answer cards, continued to be given instructions to find answers according to their respective cards, later when they were finished, I asked them to make a little presentation in front"*

The Make A Match learning model is implemented by preparing question and answer cards, providing material explanations, dividing students into two groups, and instructing them to match cards. This process ended with a short presentation from each group. This learning model is effective for improving students' cooperation, active engagement, communication skills, and courage in presenting learning outcomes. The resource person gave a positive response about the student's activeness, how the student showed the level of activity during the learning process despite some distractions, as he said:

> *"What I like most is that the children are active, even with 1 or 2 distractions, They are quite active in receiving learning well"*

Teachers are happy with the level of student activity in learning, even though there are distractions from one or two students, overall students show a good response and are active in accepting learning. This reflects the student's desire to be directly involved in the learning process, indicating that they are motivated and enthusiastic about learning, despite the disruption that occurs. This high level of activity and engagement shows a positive achievement

in creating a dynamic and engaging learning environment. Students are happy because this model involves physical activity and interaction that makes them more active during the learning process, students say:

"I'm happy, I don't sit in a chair because I'm looking for answers. When I looked for the couple, I was looking for an answer, so I became active."

The results of the interviews showed that the Make A Match learning model made the learning process more enjoyable, increased students' active participation, encouraged interaction, developed critical thinking skills, and strengthened cooperation between students.

Students' Social Skills During Learning Using the Make A Match Learning Model on Interview Materials

The resource person provided views on student responses during learning. Students show the ability to respond quickly and understand instructions without the need for a lot of direction, especially when doing matchmaking activities, she says:

"The children are quick to respond, the reciprocity is fast, and when looking for a partner without me having to instruct them a lot, they already understand what to do"

Students have a quick response and a good understanding of the teacher's instructions. When asked to do certain activities such as finding a partner, they are able to do so without needing a lot of additional direction. This reflects that students are quite independent, agile, and have the ability to understand the context or direction effectively, so that the learning process using the Make A Match learning model becomes smoother and more interactive. Students feel comfortable and enjoy the learning process because it involves cooperation and discussion with friends, the resource person, namely students, said:

"Learning to use the way is good, let's talk together and discuss it too"

The Make A Match model creates a fun learning atmosphere, improves material understanding, encourages social interaction, teamwork, and learning motivation. This model provides a more meaningful learning experience for students. The learning model that involves hands-on activities helps students to gain a deeper understanding. Students have an easier time remembering the material because they are involved in finding answers and doing various things practical action, compared to just listening to the explanation from the teacher, as expressed by the resource person:

"In my opinion, their understanding is deeper, there are moments they remember when learning interview material, more or less understand more than I explained that they are easy to forget, but if there are them doing other actions to find answers and so on, I think I hope they will remember it more".

Active learning models like Make A Match can improve student understanding through direct engagement and active interaction. This practical activity helps students remember the material more easily and create a more memorable learning experience, compared to passive methods such as listening to explanations.

Not all students find it easy to interact, especially between boys and girls. However, using the Make A Match learning model, students are encouraged to seek answers together, which helps practice confidence, cooperation, and communication skills between students, which was revealed by the speakers:

"Cooperation is very good, because to be honest not all children can do it easily, especially between men and women, there are boys who are embarrassed to ask women to find answers and vice versa, with this model it means that they pick up the ball or look like that, it doesn't matter, it means that it means practicing confidence and cooperation with others and also communication".

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The Make A Match learning model with a focus on cooperation between students has a positive impact. Sometimes, not all children are easy to interact, especially between male and female students. There are male students who may be embarrassed to ask female students, and vice versa. But with this Make A Match learning model, students are encouraged to take the initiative to find answers together, which in turn can increase their confidence and cooperation skills. They learn that talking and working with friends of the opposite sex is okay, which helps build communication skills and strengthen relationships between students. This Make A Match learning model creates an environment that supports diversity and better cooperation. In the Make A Match learning process, this good cooperation is necessary, especially when finding the wrong answer, students work together to find and correct until they get the correct answer, as expressed by the students:

"My friend and I read the questions together, understood first, then searched, it turns out that we need good cooperation, especially when looking for an answer if something is wrong, it is not appropriate to look for it again until it is correct"

Students revealed that they worked together with their friends to read and understand the questions first before looking for answers. When they find the wrong answer, they do not give up immediately but search again until they find the correct answer. This process requires good cooperation between students, as it requires discussion, mutual help, and shared understanding to correct mistakes. This not only teaches academic skills but also strengthens teamwork abilities and perseverance in achieving the right solution.

Obstacles and Solutions During Learning Using the Make A Match

Of course, there are obstacles in implementing each model in learning, including the Make A Match learning model also has its own obstacles, but as a teacher, of course you have to find solutions to deal with these obstacles, the teacher said in the interview results:

"The obstacle so far is that the most material must be a teacher, more or less have to read first, learn the term first before the student because the name is human, there must be many limitations, especially with unexpected situations, the main obstacle for me is conditioning the class, especially after sports lessons because the body is cape".

Obstacles in the learning process always exist, such as the need for careful preparation of materials, limited knowledge of teachers that must be continuously improved, and unexpected situations that interfere with smooth learning. In addition, conditioning the classroom after a sports lesson becomes challenging, as students often feel tired and have difficulty focusing, this shows that a teacher needs to have academic abilities as well as skills to manage students' physical and emotional challenges.

Discussion

Application of the Make A Match Learning Model to Interview Materials

Basically, the learning model is used to make it easier for teachers to engage and attract students' interest and attention. One of the criteria for choosing a learning model is its support for the content of learning materials and the ease of its application (Rosanti, 2023). The Make A Match learning model is a model that involves students in finding answers to questions or pairs from a concept through the activity of playing a pair card in a predetermined time (Harahap & Harahap, 2023).

According to Rusman, Make A Match type cooperative learning consists of several stages as follows: (1) delivery of material in class; (2) the teacher prepares a number of cards containing certain concepts or topics; (3) each student receives one card and searches for an answer or question that matches the card; (4) students try to find a partner who has a card that matches

his/her own; (5) students who successfully match the cards before the time runs out will get points; (6) after one round is completed, the cards are shuffled again so that each student gets a different card, and this process continues; and (7) the closing was done by concluding the learning material (Maria & Amani, 2023).

The stages in the Make A Match learning model need to be carried out sequentially and in a structured manner, starting from the preparation stage, the distribution of question cards and answer cards, the process of finding a partner, matching card pairs, giving appreciation, to the conclusion in the form of concluding the learning material (Hermawan et al., 2024). Through the implementation of Make A Match type cooperative learning steps using cards, students can further develop their ability to work together, increase their sense of responsibility, and build the courage to express their opinions in front of the class (D. Siahaan et al., 2024).

Creating fun learning for students can make it easier for them to be actively involved in the learning process and encourage the development of critical thinking skills (Hafsah, 2023). Physical activity that involves movement, not just sitting quietly listening to the teacher's explanation can help students feel freer. When their minds are freed, the mood becomes more joyful, so the subject matter is easier to understand. Interesting learning does not have to be outside the classroom, even inside the classroom The learning atmosphere can be fun if students are given the opportunity to move and feel comfortable during the learning process (Destrian, 2022).

Research conducted by Wanti (2022) also revealed that the application of the Make A Match learning model has a positive impact on student learning activity, including: (1) creating a relaxed and fun learning atmosphere; (2) increasing cooperation between students; (3) fostering a sense of responsibility and discipline; (4) reducing boredom in the learning process in the classroom; (5) making learning materials more interesting; and (6) encouraging student learning activity, both in terms of cognitiveness and affectivity. Meanwhile, according to Akhmad in Wahyuni and Sari (2022) cooperative learning with the Make A Match model provides various benefits, including: (1) practicing adaptability, joining, and interacting with friends; (2) providing new experiences through group games; (3) increasing courage and a sense of togetherness in the group; (4) help to understand oneself and others; and (5) building the ability to appreciate and accept decisions.

Students' Social Skills During Learning Using the Make A Match Learning Model on Interview Materials

In the developmental stage of elementary school children, social skills are essential for building relationships with peers. In this environment, children begin to form new bonds, such as with classmates, which helps expand their network of relationships. Social skills also encourage children to more believe selfdeep Express selfshow their personality, and convey their feelings (N. Siahaan & Rusmaliyah, 2019).

The Make A Match type cooperative learning model allows students to collaborate, work together, help each other, motivate each other, develop concepts, solve problems together to achieve learning goals. This model excels in training students' ability to convey arguments, so that their participation increases. This supports effective question-and-answer sessions while encouraging the development of knowledge and social skills in an integrated manner (N.A. Dewi et al., 2021).

Students' social skills that develop in the learning process using the Make A Match model in interview materials are cooperation and communication. In line with the aspects of social skills according to Talib in Fitriani (2017) which includes: (1) communication skills; (2) building relationships with others; (3) respect for oneself and others; (4) listening to the opinions or complaints of others; (5) give or receive feedback; (6) giving or receiving criticism; and (7) act

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in accordance with applicable norms and rules. According to Prabowo and Faridah in Simbolon (2018), social skills include the ability to communicate and work together. Through collaboration, students can feel more satisfied with their learning experience because they are actively involved in structuring and completing classroom procedures and subject matter.

In addition to cooperation skills, learning with the Make A Match model is able to train students to hone their communication skills. This happens because when looking for the right answer, students are required to actively communicate in order to be able to solve problems and find solutions to the questions on the cards (Delar et al., 2022). Make A Match learning applied in a consistent manner will form habits in children that support the development of their social interactions (Olivia et al., 2019). In the long run, these social skills will be invaluable for students in their daily lives and in the future, especially when they work in a team or interact with others. These skills allow them to communicate, work together, and build effective relationships in a variety of social situations (Wahyuningrum, 2021)

The Make A Match learning model is a model that emphasizes social skills, especially in terms of cooperation, interaction, and practicing quick thinking skills through matching pairs with the help of cards (Suprapta, 2020). In addition, the Make A Match learning model is an active learning model that aims to deepen or train students' understanding of the material that has been learned (Lokat et al., 2019). This learning model encourages students to memorize or remember subject matter through an innovative and fun approach (Pratiwi, 2018).

Obstacles and Solutions During Learning Using the Make A Match

In its application, there are obstacles that occur during learning activities using the Make A Match learning model, namely teachers have difficulty in conditioning the classroom because students feel tired after sports lessons and have to prepare material first before teaching. The effort that needs to be made by teachers is the need to create learning that can trigger students' curiosity as well as encourage them to analyze and communicate. This will help students more easily understand and observe the objects of learning delivered by the teacher (Madu et al., 2022). Teachers need to understand well the concepts, principles, and strategies of cooperative learning. In addition, teachers must also be able to facilitate effective interaction and discussion in groups. The active involvement of educators in cooperative learning is very important to ensure that students receive optimal guidance and are able to face various challenges during the learning process (Wahyuningrum, 2021).

The application of the learning model is one of the external factors that teachers can do to motivate students in learning. Students with internal motivation tend to be more motivated to understand the material, ask questions, and actively participate in learning. This is an important foundation in building a deeper understanding (Rahman et al., 2024). Therefore, it is important for a teacher to understand the concept of the learning model. As educators, teachers must have basic competencies in teaching, including contributing to improving the quality of education through educational institutions. Competent teachers will be able to adapt to the situation and conditions of students, as well as understand their needs in the learning process (Sofiatillah et al., 2023).

Conclusion

The application of the Make A Match learning model to interview materials has proven to be effective in developing social skills in the form of cooperation and communication. This model involves card-matching activities that encourage students to interact and think critically, creating a fun and dynamic learning atmosphere. Nonetheless, obstacles in the application of this model remain, such as difficulty conditioning tired students after physical activity and time-consuming

material preparation. However, these obstacles can be overcome through engaging and inquisitive learning strategies, as well as the active involvement of teachers in facilitating discussions and interactions.

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