



Increasing Students' Interest in Learning through the "Make A Match Type" Learning Model in KKPI Subjects

Munzir Akmal¹, Nurhasanah²

^{1,2}SMKN 1 Batanghari, Jambi, Indonesia

Corresponding author email: munzir_akm31@gmail.com

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Abstract

This technique can be used in all subjects and for all ages of students. In the implementation of this make and match learning model a teacher must prepare a card containing the problem or problem and prepare the answer card then the students look for the pair of cards. By using this learning model, it is expected the interest or passion of learning and cooperation among students will be better. In this class action research (PTK) aims: (1) To improve students' ability in operating Microsoft Excel software. (2) To increase students' learning interest in operating Microsoft Excel (3) To know the effectiveness of the use of model make-match type learning in improving students' interest in operating Microsoft Excel software. Implementation of this research is done through Classroom Action Research (PTK) in class X Administration Office 1 SMK Negeri 1 Batanghari. Based on the research findings, the following suggestions are proposed: (1) A teacher must be able to choose the right learning model, so that the learning objectives can be achieved as expected. (2) In order for teachers to try to apply the Make a Match learning model as an alternative in implementing learning, so that learning is fun and not boring. (3) In order for good cooperation between teachers, students and schools can always be improved in order to support success in the learning process at school.

Keywords: Learning Model; Type Make a match; Interest in learning

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INTRODUCTION

Information and communication technology in the last ten years has developed very rapidly, this development has had a big influence on various aspects of life, even human behavior and activities depend a lot on information and communication technology. KKPI subjects in vocational schools are intended to prepare students to be able to anticipate these rapid developments by using computer technology in everyday life, and to be able to apply computers in accordance with competency standards in the world of work they will later enter.

One of the software that students in vocational schools must master is Microsoft Excel (spreadsheet/number processing). To be able to master this software well, students need to study it carefully and continuously both in theory and practice. Because by mastering Microsoft Excel software, students will be able to do work related to processing numbers such as making lists/tables, typing financial reports, addition, multiplication, division, as well as statistical functions and so on more

effectively. easy and fast.

Based on the author's experience while teaching KKPI subjects, it turns out that students' ability to master computer skills varies from one student to another, especially for students who are just starting to learn to operate Microsoft Excel software, most of them have difficulty translating the meaning and function of menus. menus and symbols or toolbars are widely used in the software, so that when they are tested in writing, some of the students have difficulty answering them, they are not very enthusiastic or interested in knowing the functions of the toolbar, even though the toolbar is very useful and very helpful for students when they work using Microsoft Excel. In every evaluation carried out there are still students who do not achieve the score according to the minimum completeness criteria limit that has been set. The average number of students who do not complete each evaluation is between 10% - 20% of the total number of students in the class, so they have to take remedial or re-learning.

In each learning activity the teacher has tried to explain the material in detail, convey the work steps systematically, demonstrate the work steps with the help of an LCD projector, but the expected results are still not optimal. From several of the problems above, the author identifies that the low learning achievement of students is caused by their low interest in learning. Therefore, students' interest in learning must always be developed and improved. This is in accordance with what Slameto (2010) said: Interest can be grown and developed in a student. To increase students' interest in learning is of course the responsibility of a teacher. Teachers must look for factors that need to be considered so that students' interest in learning can be increased. Furthermore, Slameto said that in general there are two factors that influence student learning success, namely internal and external factors for the student concerned. Internal factors are factors that come from within the student, while external factors are from outside the student, such as the learning model applied, the teacher, the learning environment and so on.

In connection with the description above, the author views external factors, especially the learning model applied by the teacher, as a factor that greatly influences the increase in students' interest in learning. Therefore, the author will try to use a learning model that is expected to increase student interest and learning achievement. The author tries to apply a learning model that can stimulate memory, passion for learning, and student cooperation. One of them is the cooperative learning model, because this cooperative learning model can make students interact and share with each other so that learning activities take place in a pleasant atmosphere.

According to Eggen and Kauchak (1996), one cooperative learning model that might be able to improve mastery of concepts well is the "Make and match" type of cooperative learning developed by Lorna Curran (1994). Anita Lie (2008) states that the Make A Match type learning model or exchanging partners is a learning technique that gives students the opportunity to work together with other people. Meanwhile, Suyatno (2009) revealed that the make and match model is a learning model where the teacher prepares cards containing questions or problems and prepares answer cards then students look for pairs of cards. By using this learning model, it is hoped that students' interest or enthusiasm for learning will increase because the learning atmosphere feels fun for them.

The formulation of the problem proposed in this research is "Can the Make a match type learning model increase students' interest in learning? The objectives of this classroom action research are: 1) to improve students' ability to operate Microsoft Excel (number processing) software; 2) to increase students' interest in learning to operate Microsoft Excel (number processing); 3) to determine the effectiveness of using the make a match type learning model in increasing students' learning interest in operating Microsoft Excel (number processing) software.

The benefits of this research are: 1) Getting students used to studying together and interacting with fellow classmates; 2) Stimulate students to learn happily and enthusiastically so that it is not boring; 3) Motivate teachers to understand and use several variations of learning models to be applied in the classroom.

RESEARCH METHODS

This research is classroom action research (PTK) which was carried out through two cycles, namely cycle 1 and cycle 2. The place for carrying out this research was the Batanghari 1 State Vocational School (SMK) which is on Jalan Jend. Sudirman KM.4 Muara Bulian, Batanghari Regency, Jambi Province. The subjects in this research were 36 students of class X AP 1 SMK Negeri 1 Batanghari.

The data obtained during the research was obtained in the following way: 1) Observation is used to determine the stages of student activities in the teaching and learning process. It takes the form of a detailed observation sheet showing the aspects of the process that must be observed; 2) Formative tests, used to measure KKPI learning outcomes, both during action and at the end of the action cycle; 3) Documentation, in the form of recording activities during learning in the form of pictures. Data collected during each observation activity from the implementation of the research cycle is analyzed descriptively using percentage techniques to see trends that occur in learning activities.

RESULTS AND DISCUSSION

Based on the results of observations made in the learning process during cycle I and cycle II through the interest observation sheet, it can be seen in the table below:

Table 1. Recapitulation of Observation Results of Students' Learning Interest in Make A Machine Learning Cycle I and cycle II

No	Learning interest	Cycle I		Cycle II		Information
		Average	Predicate	Average	Predicate	
1	Favorite	85%	Very good	91	Very good	Increase 6%
2	Interest	21%	Not enough	43	Not enough	Increase 22%
3	Attention	69%	Good	82	Very Good	Increase 12%
4	involvement	95%	Very good	98	Very good	Increase 6%
	Average	68%	Good	79	Good	Increase 11%

After carrying out an assessment through evaluation at the end of the second meeting in cycle I and II, data was obtained as in the table below:

Table 2. Recapitulation of student learning outcomes in cycle 2 and cycle II

Value Range	Amount		percentage		Information
	Cycle I	Cycle II	Cycle I	Cycle II	
0 – 54	0	0	0 %	0%	Still
55 – 74	6	1	17%	3%	down 14%
75 – 84	20	19	55%	53%	down 2%
85 – 100	10	16	28%	44%	Go on 16%
Total	36	36	100%	100%	

CONCLUSION

Based on the results of the research and discussion described above, the following conclusions can be drawn: The "Make a Match" learning model can increase students' interest in learning in KKPI subjects with learning material to operate Microsoft Excel software. This can be seen from the results of observations of student interest in learning in cycle I to cycle II which increased by 11%, in cycle I the average was 68% with a good predicate, in cycle II it increased to 79% with a good predicate, and there

were no variables that received a good predicate, less predicate. The Make a match learning model can improve student learning outcomes. This can be seen from the level of classical learning completeness in the first cycle of 83%, there were 6 students (17%) who had not achieved the score according to the minimum completeness criteria, whereas in the second cycle classical learning completion increased to 97% and there was only 1 student (3%) who have not reached the value according to the determined minimum completeness criteria limit.

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