Effect of Cooperative Learning Model Type Make A Match Aided by Video Media on Activities and Learning Outcomes of Fourth Grade Students at SD Siti Aminah Surabaya

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Abstract:- This study aims to examine the effect of the video media-assisted make a match learning model on the activities of fourth grade elementary school students and to analyze the effect of the video media-assisted make a match learning model on the learning results of fourth grade elementary school students. The implementation of the make a match learning model assisted by video media requires students to be active and work together with groups to find pairs between question and answer cards. This research is an experimental research with a pretest posttest control group design. The subjects of this study were fourth grade students of elementary school Siti Aminah Surabaya. Data collection techniques through student activity observation sheets and learning results tests. Furthermore, it is tested using validity and reliability tests, while the learning tools are tested by expert validation. The data analysis test requirements used the normality test and the homogeneity test. The analysis technique used is the t test. In this case the t test is carried out twice, firstly, to determine the initial conditions of the experimental group and control group and second, to determine the conditions after being treated. The results of the t-test analysis of student activity and learning results between the control class and the experimental class before being treated showed no significant difference (t_{count} 1,229 < t_{table} 1,676 and sig. 2 tailed 0,233 > 0.05 activity; t_{count} -0.181 < t_{table} 1,676 and the value of sig. 2 tailed 0,857 > 0,05 learning results test). While the t test results after being given the treatment showed that there was a significant difference between the experimental group and the control group (t_{count} 3,689 > t_{table} 1,676 and sig. 2 tailed value 0.001 < 0.05 activity; t_{count} 4.208 > t_{table} 1,676 and sig. 2 tailed value 0.000 < 0.05 learning results test). In this study, treatment is the only difference between the experimental group and the control group. So it can be concluded that there is a significant effect on the application of the make a match learning model assisted by video media on student activity and learning results material on natural resource potential for fourth grade SD Siti Aminah Surabaya. For teachers who face the problem of low activity and student learning results, it is recommended to use the make a match learning model assisted by video media.

Keywodrs:- Make A Match Learning Model, Video Media, Student Activities, Learning Result.

I. INTRODUCTIAN

The process for educating the nation's life is through education. Based on this statement, education is the main basis for the creation of quality human resources. Education that is able to create quality resources does not only prioritize science, but also pays attention to attitudes and personalities. Human resources with knowledge, attitudes and personality according to the mandate of Law no. 20 of 2003 which states that "national education has a role in increasing capabilities and shaping the character and civilization of the nation with dignity in the context of educating the nation's life".

In order to achieve the objectives mandated by law, formal education is carried out with a tiered system from primary school to tertiary education. These institutions have objectives in accordance with the goals of national education. Elementary school is the earliest formal level of education to provide students with initial readiness to build a foundation in the form of attitudes and skills before heading to further levels.

Social Sciences is a subject that deals with events, facts, concepts and generalizations. According to the NCSS in Gunawan (2011:34) Social science is a study that integrates science and humanities. Social science also plays an important role in realizing the goals of national education. The teacher as a facilitator in social science learning plays an important role in the learning process in the classroom. The role of the teacher as an educator, mentor, and learning planner accommodates all student abilities in a learning package. Guided by learning planning, one component that needs to be considered is the existence of a learning model.

The learning model is a pattern that is used as a guideline for planning classroom learning and tutorials (Suprijono, 2015:15). The model used needs to consider the conditions of students. Facts in the field teachers tend to use the STAD type in social studies learning. According to (Trianto, 2007:68) STAD cooperative learning uses small groups with a heterogeneous number of members per group of 4-5 students. The use of this method is ineffective if it is

not supported by the use of media that attracts the attention of students. These findings are based on the results of preliminary observations made through interviews and observations to one of the fourth grade teachers of SD Siti Aminah Surabaya.

These findings indicate a problem with student activity and learning outcomes. 40% of students only meet the standard scores in social studies subjects, especially in the material potential of Natural Resources based on their area of residence. The value of student activity is not widely monitored and can be said to be low because during learning activities there are no group dynamics and mutual interaction in learning activities. Some high ability students dominate learning and low ability students withdraw. Students with grades 70 and 72 only accounted for 60% of the total with an average score of 75.

During the learning activities, the class seems ineffective and inefficient. Not many responded to teachers' questions, and no one asked about the topics studied that day. The teacher becomes the center of learning and students only look for sources from the text book that has been provided. There has not been any visible exploration of the environment and social interaction when working on Student Activity Sheets. This incident can be avoided if in the implementation of learning the teacher can master strategies and models that are attractive to students. For this reason, it is necessary to increase the responsibility of teachers in educating and teaching. The way to improve starts with the selection of the right learning model. The teaching model is a teaching plan that describes the process taken in the teaching and learning process in order to achieve specific changes in students such as expected learning outcomes. (Wahab, 2007:51).

Classroom learning that has not used the right model needs to be improved to improve student learning outcomes. In addition to improving student learning outcomes, model selection can also increase student activity. Model selection is supported by media selection to attract students' attention. If the teacher uses the right model and media, the learning objectives can be achieved, and student learning activities increase.

The emergence of the concept of cooperative learning is based on the ability of students to understand the concepts from the easiest to the most difficult through group discussions. When conducting discussions, students regularly work together and solve problems in their groups. The main aspect of cooperative learning is the use of peer groups and social nature. This is the basic guideline for the Make a Match type of cooperative learning.

Asyhar (2001:7) argues that "learning media are anything that can convey or transmit messages from sources in a planned manner so that a conducive learning environment occurs where the recipient can carry out the learning process effectively and efficiently. Based on this opinion, the media is an intermediary in the learning process. The benefits of media in general are to facilitate

interaction between teachers and students so that activities get optimal results with maximum effort.

In learning, teachers are required to have high creativity in order to determine good planning according to the character of students and according to the final goal of learning. For this reason, the ability of teachers to use learning media needs to be improved. One of the learning media that is commonly used is video media. Video is a combination of images and sound that can be played for some time to display images and sounds that match the subject matter. More vivid and real videos can present a learning environment without the need to spend a lot of money for conducting study tours or field trips outside of school.

The objectives of the researchers were (1) to analyze the effect of the video-assisted Make a Match cooperative learning model on student learning activities in the fourth grade social science learning process of elementary schools and (2) to analyze the effect of the video-assisted make a match cooperative learning model on learning outcomes. students in the fourth grade social science learning process of elementary school.

II.   THEORETICAL FRAMEWORK

➢ *Social Studies*
• *Cooperative Learning Model Type Make A Match*
   The make a match learning model is a learning system that prioritizes social skills and collaboration, quick thinking and the ability to interact through card games. This technique was developed by Lorna Curran (1994) where one of the advantages is that students look for partners while learning about a concept or topic in a pleasant atmosphere.

This learning model is formed from the philosophy of humans as social creatures (Lie, 2010:25). In essence, humans are social creatures who need each other, including their social environment. When students do learning activities in class they also need social interaction in the classroom. Students carry out social activities for learning purposes. The make a match model trains students to interact and think quickly. According to Lie (2010:25), the make a match learning model is a learning model that makes students work together in one class.

Rusman (2012:223) states that the steps in the make a match learning model begin with preparing several cards containing the matching concept (question / answer cards). Cards are distributed to all students. Students look for answers to questions from the cards they are holding. This model can be carried out into several stages until students have correctly mastered the concepts they have received. So that the final results of learning from this model students are able to make conclusions about all the things that have been learned.

> *Media Video*

Video is a combination of visual and audio display. Videos can be made according to the desired needs and goals. Video media allows students to use the sense of sight and hearing as much as possible. Views are captured visually with the eye, sound is captured by audio. Video is effective in displaying pictures, writings and various kinds of events that have occurred, are happening and will even happen by making predictions of events or simulating events.

Meanwhile, Asra (2006:5-9) states that audio visual media (video) is media that can be seen and can be heard, such as sound films, television, video, and sound slides. Meanwhile, Rusman (2012:63) explains that audio-visual media (video) is audio and video media that are combined or can be called hearing-view media.

> *Social Studies Learning*

Trianto (2007:24). Proposing social science is an integration of various branches of social science such as sociology, history, economics, geography, politics, law and culture which are formulated on the basis of reality, social phenomena and manifested in an interdisciplinary approach from the aspects of the branch of social science. Djahiri (2006:5) also states that social science is a science that combines a number of concepts that are processed based on educational principles.

Based on the curriculum, the objectives of social science learning are: (1) having a commitment and awareness of values and humanity; (2) Know the concepts related to people's lives and their environment; (3) Having basic skills for critical thinking, curiosity, inquiry, problem solving, and skills in social life. (Isjoni, 2007:50), states that the objectives of social science are: (1) skills; (2) Knowledge; (3) Attitudes; and (4) Value.

Sapriya (2009:7) argues that one of the characteristics of social science is that it is dynamic in accordance with the development of society. The following are details of social science studies according to Sapriya (2007:19) that is (1) social science examines facts from a scientific perspective; (2) social science can be analyzed from various fields; (3) Prioritizing the role of students; (4) Social science programs compiled from various scientific disciplines; (5) social science is volatile; (6) social science requires a human appreciation; (7) social science puts forward skills; (8) social science facilitates students' social differences; and (9) social science puts forward its own characteristics.

> *Learning results*

Suprijono (2013:7) argues that learning results are a comprehensive change in behavior, not just one aspect of humanity. According to Jihad and Harris (2012:14), they share a similar opinion that learning results are a form of change that includes cognitive, affective and psychomotor aspects. Hamalik (2004:31) supports these opinions by stating that learning outcomes reflect attitudes, attitudes, knowledge and values of appreciation and skills. Learning outcomes according to Dimyati and Mujiono (2013:3) are the results obtained from the learning process, and end with teacher evaluation. Winkel (2009:56) supports Dimyati and Mujiono's opinion that learning outcomes are evidence of the success achieved by an individual.

Sudjana (2009:3) supports the opinion of Jihad and Haris which states that learning outcomes are a process of behavior change that includes cognitive, affective and psychomotor abilities. Susanto (2015:5) states that student learning outcomes are abilities obtained after participating in learning activities at school, family and community. Usman (in Jihad and Ahris, 2012:16) reinforces this opinion that learning outcomes are broadly divided into cognitive learning outcomes, affective learning outcomes and psychomotor learning outcomes.

According to Carrol (in Sudjana, 2009:40) several factors influence learning outcomes, namely: (1) talent; (2) ability; (3) quality; (4) explanation of the material from the teacher. According to Munadi (in Rusman, 2013:124) several factors that influence learning outcomes are divided into internal factors and external factors.

> *Learning activity*

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III. RESEARCH METHOD

This study uses a quantitative approach. Quantitative research is a type of research based on the philosophy of positivism which aims to examine a particular population or sample, random sampling, data collection using research instruments, quantitative or statistical data analysis with the aim of testing a predetermined hypothesis. This type of research is a quasi-experimental with a nonequivalent control group design pattern.

Class	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3	C	O4

Table 1:- Nonequivalent Control Group Design

Information:
O1 : Initial test in the experimental group
O2 : The final test in the experimental group
X : The make a match learning model is assisted by video media

C : Conventional learning model
O3 : Initial test in the control group
O4 : The final test in the control group

The research subjects were all fourth grade children at elementary school Siti Aminah Surabaya. The total number of research subjects was 52 students, with details of class IVA students totaling 26 students and class IVB totaling 26 students.Collecting data in this study using a type of systematic observation to observe students and tests to determine student learning outcomes.The research instrument in this study used an observation sheet and a test sheet. The observation guidelines and research instruments were validated before the research was conducted.

Prior to data analysis, the researcher conducted a validity test and a reliability test which aimed to determine the feasibility of an instrument. The data collected from the results of the distribution of the instruments were then analyzed using the normality test and the homogeneity test. After that, the hypothesis is tested.

IV. RESULTS

Before being used for research, the instruments used were validated first by an expert validator. The validation results by the validator are presented below.

No.	Validated instrument	Score	Predicate
1.	Learning Implementation Plan (RPP)	3.75	Very valid
2.	Teaching materials	3.90	Very valid
3.	Student worksheets	3.86	Very valid
4.	Video media	3.90	Very valid
5.	Student activity observation sheet	3.67	Very valid
6	Learning Outcomes Test	3.94	Very valid

Table 2:- Results of the Validation of Research Instruments by Expert Validators
Source: Author processed data, 2020

Validation Score Range	Category
$3,6 \leq P \leq 4,0$	very valid
$2,6 \leq P \leq 3,5$	valid
$1,6 \leq P \leq 2,5$	less lalid
$1,0 \leq P \leq 1,5$	invalid

Table 3:- Criteria for Assessment of Learning Devices

Information:
P : Passing Grade (average value)

Researchers tested the feasibility of research instruments before analyzing the research data. At this stage 6 indicators of student activity are declared valid if rcount is greater than rtable. The total number of students for the instrument trial n = 24 with a significance level of 5% was 0.404. From the data analysis using SPSS version 21, it was found that all indicators of student activity were declared valid

Aspect	r Count	r Table	Information
Indicator No. 4	0.737	0.404	Valid
Indicator No. 4	0.696	0.404	Valid
Indicator No. 4	0.648	0.404	Valid
Indicator No. 4	0.564	0.404	Valid
Indicator No. 4	0.761	0.404	Valid
Indicator No. 4	0.681	0.404	Valid

Table 4:- Results of Student Activity Validity Test
Source: Author processed data, 2020

Furthermore, the researcher tested the validity of the instrument for learning outcomes totaling 20 items with n = 24 with a significance level of 5% was 0.404, based on data analysis using SPSS version 21, the following data were obtained.

Aspect	r Count	r Table	Information
Item No. 1	0,681	0,404	Valid
Item No. 2	0,660	0,404	Valid
Item No. 3	0,802	0,404	Valid
Item No. 4	0,642	0,404	Valid
Item No. 5	0,580	0,404	Valid
Item No. 6	0,442	0,404	Valid
Item No. 7	0,457	0,404	Valid
Item No. 8	0,580	0,404	Valid
Item No. 9	0,662	0,404	Valid
Item No. 10	0,442	0,404	Valid
Item No. 11	0,448	0,404	Valid
Item No. 12	0,552	0,404	Valid
Item No. 13	0,599	0,404	Valid
Item No. 14	0,599	0,404	Valid
Item No. 15	0,552	0,404	Valid
Item No. 16	0,479	0,404	Valid
Item No. 17	0,743	0,404	Valid
Item No. 18	0,476	0,404	Valid
Item No. 19	0,802	0,404	Valid
Item No. 20	0,498	0,404	Valid

Table 5:- Results of the Validity Test of Learning Results
Source: Author processed data, 2020

After the research instrument validity test was carried out, the next step was to test the reliability of the student activity observation sheet instrument and test learning outcomes. This is to find out whether the test instrument is reliable or not. Reliability testing in research instruments that have been trusted and reliable will produce reliable data as well. In this study, the reliability test was carried out twice to test the student activity observation sheet instrument using the Alpha Cronbach's formula and the learning outcome test using the Spearmen Brown formula. The results of student activity reliability are as follows.

Cronbach's Alpha	N of Items
, 883	6

Table 6:- Student Activity Reliability Test Results
Source: SPSS output

Based on the table above, the results obtained from the reliability test of the student activity observation sheet instrument showed the reliability of 0.883. Based on the clarification table of the reliability coefficient (Ruseffendi in Sundayana, 2015: 12), it is known that the reliability test results of the social skills instrument have a high reliability level with the criteria of 0.80 ≤ 0.883 ≤ 1.00) so that this instrument can be used in research.

Furthermore, the researcher conducted a reliability test on the learning outcome test instrument with the Spearman-Brown formula. The reliability test results of the learning outcomes test are presented in the table below

Cronbach's Alpha	Part 1	Value	, 852
		N of Items	10a
	Part 2	Value	, 845
		N of Items	10b
	Total N of Items		20
Correlation Between Forms			, 580
Spearman-Brown Coefficient	Equal Length		, 734
	Unequal Length		, 734
Guttman Split-Half Coefficient			, 734
a. The items are: Item1, Item2, Item3, Item4, Item5, Item6, Item7, Item8, Item9, Item10.			
b. The items are: Item11, Item12, Item13, Item14, Item15, Item16, Item17, Item18, Item19, Item20.			

Table 7:- Reliability Test Results of Learning Outcomes Test
Source: SPSS output

Based on table 7, the results obtained from the reliability test of the learning outcomes test instrument show the Spearman-Brown value > 0.6, namely 0.734> 0.6, so the instrument is reliable or can be used to collect data.

The normality test is used to test whether the data is normally distributed or not. The normality test used the Kolmogorov-Smirnov formula with a significance level of 0.05 or 5%.

Variable	Class	Score Significance	Level	Information
Student Activities (pretest)	Experiment	0.364	0.05	Normal
Student Activities (posttest)		0.594	0.05	Normal
Student Activities (pretest)	Control	0.468	0.05	Normal
Student Activities (posttest)		0.359	0.05	Normal
Learning Outcomes Test (Pretest)	Experiment	0.710	0.05	Normal
Learning Outcomes Test (Posttest)		0.727	0.05	Normal
Learning Outcomes Test (Pretest)	Control	0.820	0.05	Normal
Learning Outcomes Test (Posttest)		0.933	0.05	Normal

Table 8:- Normality Test Results
Source: Author processed data, 2020

The normality test uses the Kolmogorov-Smirnov formula with a significance level of 5%, namely 0.05. If the significance value < 0.05, the conclusion is that the data are not normally distributed. However, if the significance value is > 0.05, the data is normally distributed. Based on table 7 above, all variables have a value of more than 0.05, so it can be stated that all research variables have a normal distribution.

This homogeneity test is carried out to test the similarity of several different samples. This homogeneity test uses the Oneway Anova test using SPSS with the criteria if the probability is (P> 0.05) the sample is homogeneous, whereas if the probability is (P <0.05) the sample is not homogeneous.

Variable	Class	Score Significance	Level	Information
Student activity (pretest)	Experiment	0.297	0.05	Homogeneous
	Control			
Student activity (posttest)	Experiment	0.326	0.05	Homogeneous
	Control			
Learning outcomes (Pretest)	Experiment	0.775	0.05	Homogeneous
	Control			
Learning outcomes (Posttest)	Experiment	0.401	0.05	Homogeneous
	Control			

Table 9:- Homogeneity Test Results
Source: Author processed data, 2020

Table 9 is the homogeneity test data using the 5% significance level, namely 0.05. The conclusion is, if the significance value <0.05, the variant of the data group is not homogeneous, and if the significance value is > 0.05, the variant of the data group is homogeneous. Based on the table above, all variables have homogeneous data variants.

Hypothesis testing is used to answer the problem formulations and hypotheses proposed in this study. Hypothesis testing used in this study is to use the t test.The t test is needed to partially test the significance level between each independent variable's influence on the dependent variable.

Variable	T	Df	Sig. (2-tailed)	Description
Student activities	3,689	50	0.001	H1 accepted
Learning results	4,208	50	0.008	H2 accepted

Table 10:- Hypothesis test
Source: Author processed data, 2020

The results of the analysis in table 9, the results of the student activity test show the results of the analysis obtained sig 2 tailed of $0.001 < \alpha$ (0.05) with $t_{count} > t_{table}$ of (3,689 > 1,676). Thus, it can be stated that H_1 is accepted.

Furthermore, the results of the t test of learning results show the results of the analysis with a sig 2 tailed value of $0.008 < \alpha$ (0.05) with $t_{count} > t_{table}$ of (4,208 > 1,676), it can be stated that H_2 is accepted.

Based on the data analysis above, the conclusion that can be drawn is that there is a significant difference between the scores in the control class and the scores in the experimental class. This significant difference is evidenced by the t-test analysis so that treatment using the make a match learning model assisted by video media has an effect on the activities and learning outcomes of fourth grade students on the material Potential Natural Resources based on the area of residence in Siti Aminah Elementary School Surabaya.

V. DISCUSSION

➢ *The Effect of Learning Model Type Make A Match Aided by Video Media on Student Activities of Fourth Grade Elementary School*

One of the objectives of this study was to determine the effect of the make a match learning model assisted by video media on student activities. Student activities in learning are all learning activities carried out by students to gain knowledge, build skills and increase their interaction with existing learning resources and with other people. This is in line with the opinion of Iskandar (2009, p.180) which states that learning activities are related to activities to obtain information, build skills, improve attitudes or behavior and even strengthen one's personality. In this study, the observed activity aspects were adjusted to the make a match model steps which consisted of 6 activity aspects.

Learning is an activity that can be done psychologically or physiologically (Hosnan, 2014: 183). Activities that are psychological in nature, namely activities such as mental processes, for example thinking, understanding, concluding, listening, examining, comparing, differentiating, expressing, analyzing, and so on. While activities that are physiological in nature, namely activities that are the process of application, for example doing experiments, exercises, practices, making products, appreciation and so on.

Another opinion is expressed by Sardiman (2014: 103) that in learning there needs to be activity, because in principle learning is doing or learning by doing. Activities are principles or principles that are very important in learning interactions. According to Nur and Wikandari (2000: 1) learning is more than just remembering. A student to truly understand and be able to apply knowledge, they must work hard to solve problems, find something and always be in touch with ideas or ideas. Intellectual development of students occurs when students are faced with interesting and challenging experiences in life that occur in the environment.

The learning process that is expected to occur according to Aunurrahman (2013) is a process that can develop students' potentials in a comprehensive and integrated manner. The development of individual dimensions partially will not be able to support the optimization of potential development of students as expected. For this reason, in the learning process the teacher is not only required to convey the subject matter but must be able to actualize its strategic role in an effort to shape student character through the development of personality and prevailing values.

A teacher at school not only acts as a conveyor of subject matter (transfer of knowledge), but also must be able to portray himself as a social worker, student and scientist, parent, role model seeker, and security seeker (Usman, 2002). Teachers have responsibilities from a professional perspective. This is in accordance with the opinion of Simsek (2017) which states that a teacher must have various professional competencies and skills. A teacher must have skills in managing his class. In addition, the skills a teacher must have are skills to evaluate and assess their students. Furthermore, the teacher can develop various learning materials with various learning media.

Social science learning is basically a process to help students develop themselves, so that they are able to face all changes and social problems around them with an open attitude and creative approaches. The teacher as a facilitator who plays a role in the success of students or learners. For this reason, teachers must be precise, in choosing the learning method that will be used so that learning outcomes are achieved. Hamalik (1994, p. 16) stated that choosing the right learning strategy can increase student activity. This make a match model can be one of the models that can be developed and recommended in the school curriculum.

The development of a good curriculum can improve learning outcomes and produce good graduates.

On learning social SciencesThe teacher can involve students maximally, so that students are not only used as learning objects, because students can be subjected to learning by exploring students' knowledge. In addition, students can also be active and directly involved in learning. If the teacher does not update the learning model it uses, it can cause students to experience boredom in social studies learning and their learning outcomes are not in accordance with expectations or in other words many students do not reach the completeness standard. According to Nafiur (2010:3) by using the cooperative learning method, learning will be effective and run according to the nature of students as social beings, namely creatures that cannot stand alone, but always need collaboration with others to learn ideas.

According to Rusman (2012:223), the make a match type of cooperative learning model is a learning model for students to look for pairs of cards which are answers or questions before the deadline, students who can match the cards are given points. The make a match cooperative learning model trains students' understanding of the material being studied, because there is an element of play so that students do not feel bored in learning, besides training time discipline in applying the make a match type of cooperative learning model.

Based on the analysis of the research results presented in chapter IV, it shows that the activity value of the experimental class students who apply the model make a match bthe assistance of video media is more influential than the activity value of control class students who apply conventional learning. The results of this study indicate that learning make a match assisted video media is able to create a climate that makes students enthusiastic so that they actively participate in learning which results in the development of student learning abilities. When students are active in the learning process, it will have an impact on increasing student learning outcomes themselves. As with the educational philosophy developed by John Dewey, that basically learning is doing, "learning by doing" (Adhani in Ningsih, et al., 2017:31)

Make a match is a learning model that is able to increase learning activities and student learning outcomes. Because this learning model involves all students with good, moderate, and low ability to follow the learning process enthusiastically. This causes students to be more enthusiastic in participating in the learning process. According to Isjoni (2009: 67) that the make a match model is a model developed by Curran (1994). One of the advantages of this model is that students look for partners while learning about a concept or topic in a fun atmosphere. This model can be used in all subjects and for all age levels.

The make a match learning model can help students in the learning process, students are required to be active in order to receive the material presented properly because the make a match learning model involves all students. During the learning process students find it easier to understand the material with the help of video media because during the learning process students are given the opportunity to have discussions. Therefore, this model is expected to be an alternative that can be used to increase student activity and learning outcomes in Social Sciences subjects.

From the results of the research conducted, it can be described that students' interest in learning in the experimental class shows an increase where their activities in participating in the teaching and learning process are better than before. The make a match learning model used by researchers has been able to increase the passion to compete both in learning outcomes and student activity in the learning process. because in the make a match learning model it can present more concrete learning materials, so that in the teaching and learning process it will attract more students' attention so that students are even more active in the teaching and learning process. This make a match learning model can increase student activity and learning outcomes. We can see the advantages of the make a match learning model according to Huda (2014:253) namely 1) can increase student learning activities, both cognitively and physically; 2) because there is a game element, this method is fun; 3) increase students' understanding of the material being studied and can increase student motivation; 4) effective as a means of training students' courage to appear presentations; 5) Effectively train students' discipline to appreciate the time to study.

Thus, even though each method or learning model has different characteristics from one another, a pattern or standard is needed to be studied and can complement each other so that later comparisons of the quality and effectiveness of the learning method or model can be determined. This research is relevant to the results of research by Fahrurozi (2016). This study identifies that there is an effect of the make a match learning model on student activity and learning outcomes. When students do learning activities in class they also need social interaction in the classroom. Students carry out social activities for learning purposes. The make a match model trains students to interact and think quickly. According to Lie (2010:25), the make a match learning model is a learning model that makes students work together in one class.

➢ *The Effect of Learning Model Type Make A Match Aided by Video on Learning Results of Fourth Grade Elementary Schools*

The purpose of this next study was to determine the effect of the make a match model assisted by video media on student learning outcomes. The analysis of the research results in chapter IV shows that there is a greater influence on the experimental class using the make a match model assisted by video media compared to the control class learning using conventional learning.

This study provides a model treatment make a match assisted with video media to facilitate students to understand the material on the potential of natural resources

based on shelter in a fun way. Students are actively involved in cooperation with their groups. In learning in the experimental class, material delivery is conveyed through video media.According to Riyana (2007) instructional video media is a medium that presents audio and visuals containing good learning messages which contain concepts, principles, procedures, knowledge application theory to help understanding a learning material. Video is an audio-visual learning material that can be used to convey messages / subject matter. It is said to be heard because the element of hearing (audio) and the element of visual / video (visible) can be presented simultaneously.

The functions of video media are (1) able to attract and direct students' attention to concentrate students on lesson content; (2) it can be seen from the level of emotional involvement and attitudes of students when listening to the subject matter which is accompanied by visualization; (3) assisting the understanding and memory of the content for students who are weak in reading. The advantages of using video media according to Daryanto (2010:90) include: the size of the video display is very flexible and can be adjusted as needed, video is a non-printed teaching material that is rich in information and straightforward because it can reach students directly, and videos add a a new dimension to learning.

The results of this study are in line with research conducted by Ilter (2014) which shows that there is an increase in students' understanding of social science concepts so that their academic results also increase. Another research that supports this research is research conducted by Susanto & Fatullah (2018) which describes the results that the average value of student learning outcomes has increased after the use of the make a match learning model. This is because in the use of the make a match type of cooperative learning model students are also trained to be able to master the material quickly, communicate and cooperate well, for example when each student gets a question card or answer given by the teacher, the student will remember the material referred to in the card, so that when communicating with other friends to find a partner for the questions or answers from the cards they have, it will be easier and faster. Besides that, it can be seen from the average score of 87.88 and the score for each variable also increased from the pretest score.

Kunandar (2013:62) argues that learning outcomes are certain competencies or abilities both cognitive, affective and psychomotor that are achieved or mastered by students after participating in the teaching and learning process. Furthermore Suprijono (2009:5) argues that learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Whileaccording to Sudjana (2014:2) learning outcomes are the abilities that students have after receiving their learning experiences. The learning experience includes all activities that are followed by students from entering class until learning has been completed. To simplify the meaning contained in the learning outcomes carried out by researchers only in the cognitive realm. The success of learning in social studies

will be achieved if in the process students will form and experience the knowledge they get through various forms of interaction. On this basis, the researcher wants to apply a model, namely the cooperative learning model typemake a match.

Learning outcomes can be achieved if the teacher in delivering lessons does not make students only as learning objects, but students are used as subjects, so that students can be directly involved in the learning process. In addition, the teacher does not only use a monotonous learning model, but the teacher must be able to develop a varied and fun learning model so that students enjoy participating in lessons and can improve student learning outcomes. Student activeness is not only in receiving information but also in processing the information effectively, starting to look for partners, discussing, presenting, asking and answering questions. Make a match is usually used to explain a concept that has many discussions.

The procedure for implementing the make a match learning model is carried out with good class mastery so that the atmosphere of the learning process is pleasant and the class remains conducive. Therefore it would be better if the teacher divides the class into small groups with a relatively small number of members. This will make it easier for teachers to condition students during the ongoing make a match learning process. With fewer group members, students will find it easier to cooperate in their groups, so that students are no longer individualistic in carrying out what is assigned by the teacher.

Based on student characteristics, the potential of each student is different from one another, so this difference is used to create cooperation between students who have more abilities and students who are less. By using the Cooperative Type modelmake a match It is hoped that students who have more potential will help students who have ordinary and low potential. Even students who are potentially weak will have the courage to ask their potential peers in pairs. There will be active communication using children's language which will be easier for students to digest.

Students can teach each other fellow students. Peer learning is more effective than learning by teachers. As the experts argue, a joint effort can basically improve the quality of life, bring happiness and enthusiasm and sociability. In addition, joint efforts not only promote social aspects, but also intellectual aspects. Therefore, the make a match cooperative learning model supports the formation of the value of cooperation. Based on the results of research conducted by Febriana (in Rahmawati, 2014) it is concluded that the application of the make a match cooperative learning model can increase student activity and learning outcomes.

This type of Make a Match is a technique to find a partner while students learn about a concept in a fun atmosphere but it needs accuracy and thoroughness so that students can feel the atmosphere of togetherness in

learning. In connection with that, the type of cooperative learning modelmake a match suitable to be applied to improve student learning outcomes in social science learning, besides that it can increase cooperation between students. The things that have not been stated which are produced by the make a match learning model can be seen from the results of research conducted at the Siti Aminah Elementary School Surabaya, can also be seen from the results of previous research, research conducted by Nurdin Dunggio (2013) The results of his research state that there are differences in student learning outcomes between those using the make a match learning model and those using the lecture method. Thus the make a match learning model is classified as effective than the lecture method. Make a match according to Lorna (1994) in Lie (2012: 54). This type of make a match is a learning method that invites students to find answers to a question or pair of a concept through a pair card game. The application of this method begins with a technique, in which students are asked to look for pairs of cards which are answers / questions before the deadline, students who can match the cards are given points.

According to Istarani (2012), the make a match learning model has advantages. The advantages of this model are (1) students are directly involved in answering questions presented to them through cards, (2) increasing student learning creativity, (3) avoiding student saturation in participating in the teaching and learning process, (4) it can foster students' creative thinking, because through matching questions and answers will grow independently, (5) learning is more fun because it involves the media.

Based on the data above, it can be seen that the learning outcomes of students who are taught with the make a match cooperative learning model are higher than the learning outcomes of students taught with the direct learning model, because the make a match cooperative learning model provides opportunities for students to share their opinions or the ideas they have. With the contribution of thoughts from other students and guidance from researchers, students' knowledge will increase. Students work together with their respective groups consisting of two groups, namely; question card carrier group and answer card carrier group. Then the researcher provided guidance and direction in finding pairs of the cards held by the students (question cards with answer cards). This is in accordance with Vygotsky's concept which states that "providing support and assistance to students who are at the beginning of learning then gradually reduce the support or assistance after students are able to solve the problem of the task at hand" (Suprijono, 2013). In addition, with the heterogeneous grouping of students and awarding groups in the cooperative learning model make a match, all students try their best in their groups to understand and master the material being studied. This is different from learning that uses a direct learning model, students tend to be passive and only get knowledge from researchers, as a result students feel bored in learning, so learning becomes meaningless.

The cause of differences in the results of students' analytical abilities applying problem-based learning models with conventional learning models is because in the experimental class students not only form information from a subject matter that they know beforehand, but are also accustomed to building systematic relationships between pieces of information by identifying important elements and determine the structure formed during the learning process. Whereas in the control class, students only understand the information described by the teacher.

VI. CONCLUSIONS AND SUGGESTIONS

Based on the data and discussion of the research results that have been analyzed, the results of the study are concluded as follows. (1) there is an effect of the make a match model assisted by video media on student activity on material potential of natural resources in fouth grade elemSiti Aminah Surabaya and (2) there is an effect of the make a match model assisted by video media on student learning outcomes in material potential natural resources grade IV SD Siti Aminah Surabaya

Based on the research that has been carried out, the following suggestions can be given. (1) the teacher is expected in the learning process to be able to utilize the make a match model assisted by video media because the make a match model assisted by video media has a positive effect on student activities; (2) the teacher is expected in the learning process to utilize the make a match model assisted by video media because the make a match model assisted by video media has a positive effect on better student learning outcomes; (3) the results of this study can be used as a reference for further researchers to conduct further research on the application of the make a match model assisted by video media;

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