

**THE IMPLEMENTATION OF MAKE A MATCH METHODS
TO INCREASE THE STUDENTS ACHIEVEMENT IN
LEARNING IPS TERPADU AT CLASS VIII-C SMP NEGERI 1
BEJI PASURUAN**

THESIS

BY

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**INTERNATIONAL CLASS PROGRAM (ICP)
DEPARTEMENT OF SOCIAL SCIENCE EDUCATION
FACULTY OF TARBIYAH AND TEACHING SCIENCES
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK
IBRAHIM OF MALANG**

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*Presented to Faculty of Tarbiyah and Teaching Sciences of State Islamic
University Maulana Malik Ibrahim Malang in partial fulfillment of the
requirement for the degree of Sarjana Pendidikan (S.Pd)*

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APPROVAL SHEET

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THESIS

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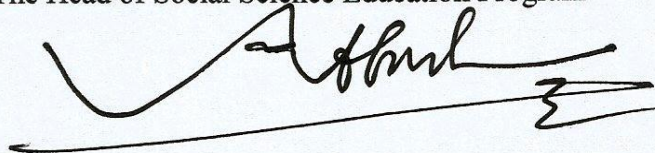


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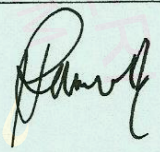
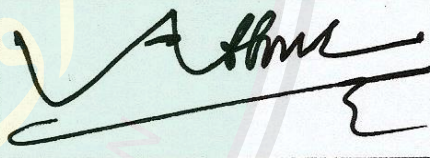


LEGITIMATION SHEET

THE IMPLEMENTATION OF MAKE A MATCH METHODS TO INCREASE
THE STUDENTS ACHIEVEMENT IN LEARNING IPS TERPADU AT CLASS
VIII-C SMP NEGERI 1 BEJI PASURUAN

THESIS

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DEDICATION

This thesis is especially dedicated to :

My beloved father Suprpto, and my beloved mother Kamilah who always give me spirits, supports, prayers, loves, and invaluable attentions to pass the beauty of my life.

Thanks for everything that you have given to me,
Never stop loving you, really love you.....

May Allah SWT
give all His blessings and mercies to you all
And for every part of my dreams, my ideas, my willingness

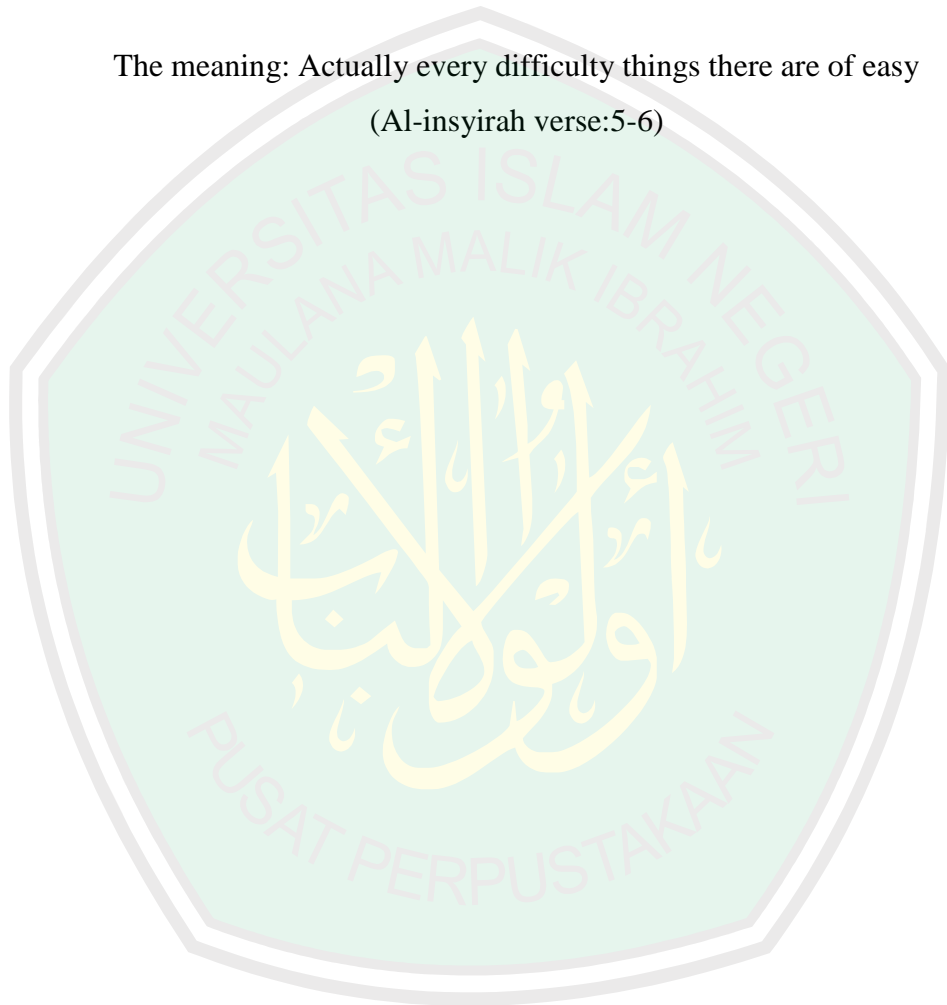
Thank you

MOTTO

إِنِّ مَعَ الْعُسْرِ يُسْرٌ إِنَّ مَعَ الْعُسْرِ يُسْرًا

The meaning: Actually every difficulty things there are of easy

(Al-insyirah verse:5-6)



Dr. H. Rasmianto, M.Ag
The Lecturer of Tarbiyah and Teaching Sciences Faculty
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Rachmad Hidayat
Appendixes: 4 (four) Exemplar

Malang, September 4th, 2014

Dear,

Dean of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
at
Malang

Assalamualaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

Name : Rachmad Hidayat
NIM : 10130127
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Title of Thesis : The Implementation of Make a Match Methods in
Increasing the Students Achievement in Learning IPS
Terpadu of VIII-C students at SMP Negeri 1 Beji Pasuruan

As the advisor, we argue that this thesis has been proposed and tested decent.
So, please tolerate presence.

Wassalamualaikum Wr. Wb.

Advisor,



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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled *The Implementation of Make a Match Methods in Increasing the Students Achievement in Learning IPS Terpadu of viii-c students at SMP Negeri 1 Beji* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, September 4st, 2014



Rachmad hidayat

ACKNOWLEDGEMENT



Thanks to God, all praises be to Allah SWT, the Lord of the universe who has given me His beneficent so that I am able to finish this thesis. Peace and Salam are always blessed and poured down upon our beloved Prophet Muhammad SAW as the last prophet has shown us the right ways, then we will always in the shelter of Allah, now, until hereafter life.

This thesis would not have been completed without any supports from many persons. Thus, I want to express my deepest gratitude to:

1. Mom and Dad and family who I love and proud so much that always give moral and material support and blessing praying to me. You are the greatest spirit to finish this thesis sooner, and you are the best gift for me, I love you so much.
2. Prof. Dr. H. Mudjia Rahardjo, as the Rector of Islamic State University Maulana Malik Ibrahim Malang.
3. Dr. H. Nur Ali, M.Pd as Dean of Tarbiyah and Teaching Science Faculty of Islamic State University Maulana Malik Ibrahim Malang.
4. Dr. H. Abdul Bashith, M.Si as Head of the Department of Social Science Education of Tarbiyah and Teaching Science Faculty of Islamic State University Maulana Malik Ibrahim Malang.
5. Dr. H. Rasmianto, M.Ag as the Advisor who has provided guidance and direction in conducting of this thesis.

6. Mr. H. Mas'ud Hasyim, MM as the headmaster of SMP Negeri 13 Malang who would accept and gave me the opportunity to doing the research, so the writer can finish this thesis.
7. Mrs Wiwik Mualifati, S.Pd as the teacher of social science subject class VIII-C that give useful direction for the author of this thesis.
8. All of students in SMP Negeri 1 Beji especially class VIII-C that help finishing this research.
9. All of friends Social Science Education 2010, especially for ICP IPS 2010.
10. All parties whom researcher cannot mention one by one assistance either directly or indirectly for finishing this thesis.

I hope that this thesis can be useful for us, especially for me as the writer. Then, nobody is perfect. Finally, may God bless us. Amiin

Malang, September 1st, 2014

The Writer

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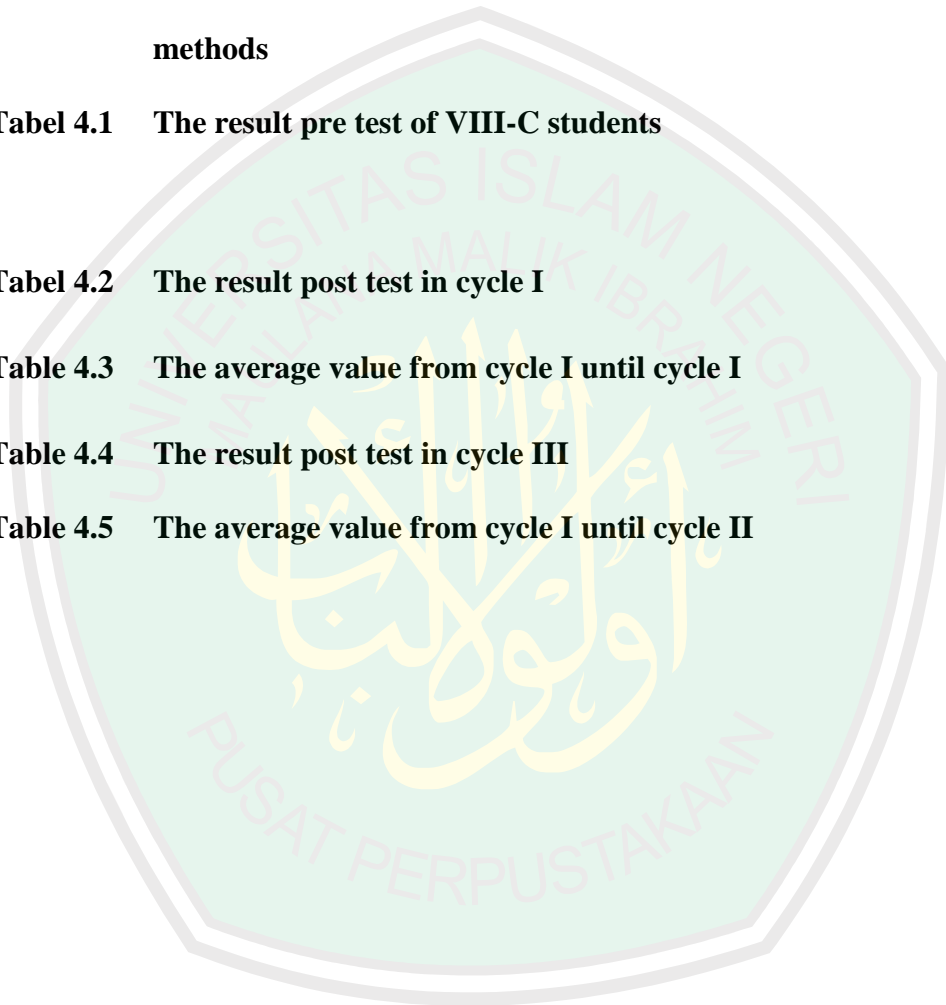
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ABSTRACT

Hidayat, Rachmad. 2014. *The Implementation of Make a match Methods in increasing the Students Achievement in Learning IPS Terpadu at Class VIII-C in SMP Negeri 1 Beji Pasuruan*. Thesis, Department of Social Science Education, Faculty of Tarbiyah and Teacher Science, The State Islamic University Maulana Malik Ibrahim of Malang. Advisor, Dr. H. Rasmianto, M.Ag

Key word : Make a Match, game match, Achievement, and Integrated Social Science.

Learning method is one of the important thing in the learning process. Social science's teachers in SMP Negeri 1 Beji Pasuruan tend to use conventional method such as lectured method. As the result, students will feel bored and uninterested in the lesson, therefore the percentage of student's understanding of concepts tends to be decreased. Then, student's achievement became low. So it needs a method that makes students active in the class. The researcher implements the Make a Match Method in learning integrated social science to solve this problem.

The purpose of this research is to know how the planning, implementation, and learning outcome by using Make a Match Method to increase student's achievement in integrated learning of social science at class VIII-C of SMPN 1 Beji Pasuruan.

The subject of this research is student at class VIII-C of SMPN 1 Beji Pasuruan using Classroom Action Research. All students in class VIII-C as the source of data. The data in this research are gathered from observation, test (pre-test and post -test), interview, and documentation.

Based on the result of research, the process of research are planning of creating lesson plan for every meeting using Make a Match method, preparing learning material, making Match Game, preparing Make a match Card, making pre-test and post-test question, preparing the interview guidelines and documentation tool. The implementation of this research is done in two cycles. Every cycle is held for two meetings. In every first meeting researcher giving evaluation pre-test and in the end of second meeting the researcher gives post test. The result of this research shows that the student's achievement is increasing in every cycle. In pre-test, student's average mark is 59,76, then increases up to 70,21 in the first cycle, and in the second cycle, student's average mark is 66,09 the average mark increase again up to 79,00. The implementation of the two cycles also makes the students more active and confidence than before. The effectiveness of students who used to be lazy, sleepy and tired in following integrated social science lessons, having more spirit and enthusiasm in following the process of learning by this Make a Match Method.

ABSTRAK

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Kata Kunci: Make a Match, Match game, Prestasi dan IPS Terpadu

Metode Pembelajaran adalah salah satu hal penting di dalam proses pembelajaran. Guru IPS terpadu di SMP Negeri 1 Beji Pasuruan masih menggunakan metode konvensional seperti metode ceramah. Sebagai hasilnya, siswa merasa bosan dan tidak tertarik dalam pembelajaran, oleh karena itu persentasi pemahaman siswa terhadap konsep menurun. Selanjutnya, prestasi siswa menjadi rendah. Jadi dibutuhkan sebuah metode yang membuat siswa aktif di dalam kelas. Peneliti mengimplementasikan metode Make a match Match di dalam mempelajari IPS terpadu untuk menyelesaikan masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses, hasil, dan efektivitas pembelajaran dengan menggunakan Make a Match untuk meningkatkan prestasi siswa dalam mempelajari IPS terpadu di kelas VIII-C SMP Negeri 1 Beji Pasuruan.

Subjek penelitian ini adalah siswa kelas VIII-C SMP Negeri 1 Beji Pasuruan dengan menggunakan Penelitian Tindakan Kelas. Seluruh siswa di kelas VIII-C sebagai sumber data. Data di dalam penelitian ini didapatkan dari observasi, tes (pre-test dan post-test), wawancara, dan dokumentasi.

Berdasarkan hasil penelitian, proses penelitian meliputi perencanaan pembuatan RPP untuk setiap pertemuan menggunakan metode Make a Match, menyiapkan materi pembelajaran, membuat materi match game melalui media komputer, menyiapkan kartu Make a match, membuat soal pre-test dan post-test, menyiapkan pedoman wawancara dan alat dokumentasi. Pelaksanaan penelitian ini dilakukan sebanyak dua siklus. Tiap siklus dilaksanakan sebanyak dua kali pertemuan. Disetiap awal pertemuan pertama peneliti memberikan pre-test dan diakhir dari pertemuan kedua peneliti memberikan post-test. Hasil dari penelitian ini menunjukkan bahwa prestasi siswa meningkat disetiap siklus. Pada pre-test nilai rata-rata siswa adalah 59,76, lalu meningkat menjadi 70,21 di siklus pertama, dan pada pre-test di siklus kedua nilai rata-rata siswa adalah 66,09 meningkat kembali menjadi 79,00. Pelaksanaan dari kedua siklus juga membuat siswa lebih aktif dan percaya diri dibanding sebelumnya. Efektifitas dari penelitian ini menunjukkan bahwa siswa yang awalnya malas, ngantuk dan bosan dalam belajar, menjadi semangat dan antusias dalam mengikuti proses belajar di kelas.

الملخص

هدايت، رحمد. 2014 تنفيذ تقديم مباراة طرق في زيادة التحصيل للطلاب في التعلم الاجتماعية المتكاملة في الفصل السامنة ج في الثناوية الحكومية 1 باجي فاسورون. ، قسم العلوم الاجتماعية، كلية العلوم التربوية والمدرس، الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المستشار الدكتور الحاج راسمينطا، المجستير

الكلمة الرئيسية: تقديم مباراة، لعبة مباراة، الإنجاز، والعلوم الاجتماعية المتكاملة.

طريقة تعلم هي واحدة من المهم في عملية التعلم. مدرس العلوم الاجتماعية في الثناوية الحكومية نيغيري 1 باجي فاسورون مكانة لاستخدام الطرق التقليدية مثل طريقة المحاضرة. والحاصل، الطلاب سوف يشعر بالملل وغير مهتم في الدرس، وبالتالي فإن النتيجة والفهم الطلاب تميل إلى أن انخفاض. ثم، أصبح إنجاز الطالب منخفض. لذلك يحتاج الأسلوب الذي يجعل الطلاب الناشطين في الفصل. تنفذ الباحثة أسلوب تقديم مباراة التعلم المتكامل في العلوم الاجتماعية لحل هذه المشكلة.

والغرض من هذا البحث هو معرفة كيف نتائج التخطيط، والتنفيذ، والتعلم باستخدام أسلوب تقديم المباراة لزيادة تحصيل الطلاب في التعلم المتكامل العلوم الاجتماعية في الصف الثامن في الثناوية الحكومية 1 باجي فاسورون.

موضوع هذا البحث هو طالب في الصف الثامن من الثناوية الحكومية 1 باجي فاسورون باستخدام الفصول بحوث العمل. جميع الطلاب في الصف الثامن-ج كمصدر للبيانات. ويتم جمع البيانات في هذا البحث من الملاحظة، الاختبار (قبل وبعد الاختبار)، والمقابلات، والتوثيق.

هذه نتيجة البحث في التخطيط للبحوث ووضع خطط الدرس لكل اجتماع باستخدام جعل طريقة المباراة، وإعداد المواد التعليمية، مما يجعل المباراة لعبة بالكمبيوتر، تستعد بطاقة لجعل مباراة، مما يجعل السؤال ما قبل و بعد الاختبار، إعداد المبادئ التوجيهية المقابلة وثائق الأداة. ويتم تنفيذ هذا البحث في دورتين. يعقد كل دورة لمدة الاجتماعات. الاجتماع الأول في كل باحث إعطاء السؤال ما قبل الاختبار وفي نهاية الاجتماع الثاني للباحث يعطي بعد الاختبار. ونتيجة لهذا البحث يبين أن النتيجة الطالب يزيد في كل دورة. في مرحلة ما قبل الاختبار، علامة النتيجة الطالب هي 59.76، ثم ترتفع إلى 70.21 في الدورة الأولى، وفي المرحلة الثانية، علامة نتيجة الطالب الثاني هي ترتفع إلى 66.09 حتى 79.00 مرة أخرى. تنفيذ دورتين أيضا يجعل الطلاب أكثر نشاطا وثقة من قبل. فعالية هذا البحث يبين أن الطلاب يشعر بالكسل في اوله ، والنعاس والتعب عند التعلم تغير إلي الشعور النشطة.

ABSTRACT

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المخلص

هدايت، رحمد. 2014 تنفيذ تقديم مباراة طرق في زيادة التحصيل للطلاب في التعلم الاجتماعية المتكاملة في الفصل السامنة ج في الثناوية الحكومية 1 باجي فاسورون. ، قسم العلوم الاجتماعية، كلية العلوم التربية والمدرس، الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المستشار الدكتور الحاج راسمينطا، المجستير

الكلمة الرئيسية: تقديم مباراة، لعبة مباراة، الإنجاز، والعلوم الاجتماعية المتكاملة.

طريقة تعلم هي واحدة من المهم في عملية التعلم. مدرس العلوم الاجتماعية في الثناوية الحكومية نيغيري 1 باجي فاسورون مكانة لاستخدام الطرق التقليدية مثل طريقة المحاضرة. والحاصل، الطلاب سوف يشعر بالملل وغير مهتم في الدرس، وبالتالي فإن النتيجة والفهم الطلاب تميل إلى أن انخفاض. ثم، أصبح إنجاز الطالب منخفض. لذلك يحتاج الأسلوب الذي يجعل الطلاب الناشطين في الفصل. تنفذ الباحثة أسلوب تقديم مباراة التعلم المتكامل في العلوم الاجتماعية لحل هذه المشكلة.

والغرض من هذا البحث هو معرفة كيف نتائج التخطيط، والتنفيذ، والتعلم باستخدام أسلوب تقديم المباراة لزيادة تحصيل الطلاب في التعلم المتكامل العلوم الاجتماعية في الصف الثامن في الثناوية الحكومية 1 باجي فاسورون.

موضوع هذا البحث هو طالب في الصف الثامن من الثناوية الحكومية 1 باجي فاسورون باستخدام الفصول بحوث العمل. جميع الطلاب في الصف الثامن-ج كمصدر للبيانات. ويتم جمع البيانات في هذا البحث من الملاحظة، الاختبار (قبل وبعد الاختبار)، والمقابلات، والتوثيق.

هذه نتيجة البحث في التخطيط للبحوث ووضع خطط الدرس لكل اجتماع باستخدام جعل طريقة المباراة، وإعداد المواد التعليمية، مما يجعل المباراة لعبة بالكمبيوتر، تستعد بطاقة لجعل مباراة، مما يجعل السؤال ما قبل و بعد الاختبار، إعداد المبادئ التوجيهية المقابلة وثائق الأداة. ويتم تنفيذ هذا البحث في دورتين. يعقد كل دورة لمدة الاجتماعات. الاجتماع الأول في كل باحث إعطاء السؤال ما قبل الاختبار وفي نهاية الاجتماع الثاني للباحث يعطي بعد الاختبار. ونتيجة لهذا البحث يبين أن النتيجة الطالب يزيد في كل دورة. في مرحلة ما قبل الاختبار، علامة النتيجة الطالب هي 59.76، ثم ترتفع إلى 70.21 في الدورة الأولى، وفي المرحلة الثانية، علامة نتيجة الطالب الثاني هي ترتفع إلى 66.09 حتى 79.00 مرة أخرى. تنفيذ دورتين أيضا يجعل الطلاب أكثر نشاطا وثقة من قبل. فعالية هذا البحث يبين أن الطلاب يشعر بالكسل في اوله ، والنعاس والتعب عند التعلم تغير إلى الشعور النشطة.

ABSTRAK

Hidayat, Rachmad. 2014. *The Implementation of Make a match Methods in increasing the Students Achievement in Learning IPS Terpadu at Class VIII-C in SMP Negeri 1 Beji Pasuruan*. Thesis, Department of Social Science Education, Faculty of Tarbiyah and Teacher Science, The State Islamic University Maulana Malik Ibrahim of Malang. Advisor, Dr. H. Rasmianto, M.Ag

Kata Kunci: Make a Match, Match game, Prestasi dan IPS Terpadu

Metode Pembelajaran adalah salah satu hal penting di dalam proses pembelajaran. Guru IPS terpadu di SMP Negeri 1 Beji Pasuruan masih menggunakan metode konvensional seperti metode ceramah. Sebagai hasilnya, siswa merasa bosan dan tidak tertarik dalam pembelajaran, oleh karena itu persentasi pemahaman siswa terhadap konsep menurun. Selanjutnya, prestasi siswa menjadi rendah. Jadi dibutuhkan sebuah metode yang membuat siswa aktif di dalam kelas. Peneliti mengimplementasikan metode Make a match Match di dalam mempelajari IPS terpadu untuk menyelesaikan masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses, hasil, dan efektivitas pembelajaran dengan menggunakan Make a Match untuk meningkatkan prestasi siswa dalam mempelajari IPS terpadu di kelas VIII-C SMP Negeri 1 Beji Pasuruan.

Subjek penelitian ini adalah siswa kelas VIII-C SMP Negeri 1 Beji Pasuruan dengan menggunakan Penelitian Tindakan Kelas. Seluruh siswa di kelas VIII-C sebagai sumber data. Data di dalam penelitian ini didapatkan dari observasi, tes (pre-test dan post-test), wawancara, dan dokumentasi.

Berdasarkan hasil penelitian, proses penelitian meliputi perencanaan pembuatan RPP untuk setiap pertemuan menggunakan metode Make a Match, menyiapkan materi pembelajaran, membuat materi match game melalui media komputer, menyiapkan kartu Make a match, membuat soal pre-test dan post-test, menyiapkan pedoman wawancara dan alat dokumentasi. Pelaksanaan penelitian ini dilakukan sebanyak dua siklus. Tiap siklus dilaksanakan sebanyak dua kali pertemuan. Di setiap awal pertemuan pertama peneliti memberikan pre-test dan di akhir dari pertemuan kedua peneliti memberikan post-test. Hasil dari penelitian ini menunjukkan bahwa prestasi siswa meningkat di setiap siklus. Pada pre-test nilai rata-rata siswa adalah 59,76, lalu meningkat menjadi 70,21 di siklus pertama, dan pada pre-test di siklus kedua nilai rata-rata siswa adalah 66,09 meningkat kembali menjadi 79,00. Pelaksanaan dari kedua siklus juga membuat siswa lebih aktif dan percaya diri dibanding sebelumnya. Efektifitas dari penelitian ini menunjukkan bahwa siswa yang awalnya malas, mengantuk dan bosan dalam belajar, menjadi semangat dan antusias dalam mengikuti proses belajar di kelas.

CHAPTER I

INTRODUCTION

A. The Background of Study

The Indonesian government holds an education system and teaching national established by legislation. In meaning simple education often defined as human effort to coach individual according to values in society and culture. Pertaining to the UU No.20 Tahun 2003 BAB II pasal 3 who explained that:

“ Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan siswa agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta tanggung jawab “¹

Education is also considered a conscious effort and planned to bring about an atmosphere of learning and the learning process so that students are actively developing potential for her to have the power of religious sepiritual, self-control, moral intelligence noble, as well as the necessary skills them selves, society, nation, and State²

Can be seen in UU No. 20 of 2003 on the national education system, pasal 1:

“Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar siswa secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan sepiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia serta keterampilan yang diperlukan dirinya, masyarakat dan Negara.”³

¹Tim Penyusun, Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Yogyakarta: Media Wacana 2003). Hal 307.

²Hasbullah, Dasar-Dasar Pendidikan (Jakarta: Grafindo Persada,2009), hal.307.

³Ibid hal 304-305

Based on the above understanding of education, it is understood that the process of learning is at the core of activities in education. Learning is not just a transfer of knowledge, but in fact is the process of learning to develop students ' creativity through a variety of interactions and learning experience.

Social science is one branches of science that we must learn to make our life better in society. It is important to us because social science concerns on studying human, society, also their environment. This study is different with other because its integration of some subject like history, geography, economics, sociology, antropology, politic, law and culture. Those subjects can be integrated because they have same lesson: human.

Learning is change of behavior. In the book '*Teknik Belajar yang Efektif*' by Suhartin Citrobroto, learning is defined as a change of behavior as result of experience. The experience can be physical or intelectual. ⁴ With learning process someone will get new knowledge, experience, skill, and attitude that contribute to a better change.

Achievement is the result of some one who has achieved when working on a particular task oractivity. According to Zainal Arifin achievement is the ability, skill, andattitude of a person in accomplishing something.⁵In the process of teaching and learning, students's achievement is one thing that is very important and needs to be considered by the teacher in order to gain an optimal result of learning process. Learning achievement reached is one of the bench marks that indicates the high and low levels ofstudent success in following the teaching and learning activities.

⁴ Sunhaji, *Strategi Pembelajaran*, (Yogyakarta: Grafindo Litera Media,2009,),page 12

⁵ Zainal Arifin, *Evaluasi Instruksional : Prinsip-Teknik-Prosedur* (Bandung: Rosdakarya, 1991),page 3

Education can be defined as a process with certain methods. So that students acquire the knowledge, understanding, and how to behave in accordance with their needs.⁶ In addition, IPS integrated learning, make learning more interesting, it should be also noted some aspects such as how the methods used can make students more active, creative and efficient in order to better learning activities. According to John Holt, the learning process will be improved if students are asked to do the following things:⁷

1. Reconsideration of information with those
2. words. Give an example
3. Recognize it in various forms and situations.
4. see the link between that information or materials with facts or other ideas.
5. Use them in different ways.
6. Predict a number of consequences mention your opponent or the reverse.

But the learning process at the institution as long as it still impressed using traditional methods, where teaching and learning activities are only focused on the teacher, is communicative, and less one-way between students and teachers. As it known the use of traditional methods, such as speaking engagements that had done less could provide an attraction for students to actively learn. This is due to less active role in the activities of student learning and just being spectators and listeners only. This affect in the learning process of students who are less motivated to learn, because learning Integrated IPS impressed like learning that simply relying on the understanding, but the lack of practice or field studies. And most of the teaching and learning activities that impressed ruled and stiff,

⁶Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Rosda Karya, 2006), hlm. 10

⁷Melvin L. Silberman, *Active Learning 101 Cara Siswa Belajar Aktif*, (Bandung: Nusamedia, 2006, cetakan ke-3), hlm. 26

this will give rise to the level of boredom for students and student learning outcome imposes less maximum, this is because the less effective as a learning method that is applied by the teachers in teaching and learning activities, which resulted in a lack of motivation in students to learn. As for the one effort to create an effective and conducive conditions is due to the creativity of teachers in selecting and determining a method of learning.

In the process of teaching and learning, the teacher should have the proper strategy, so that students can learn effectively and efficiently, on the expected purpose and in accordance with the purpose of curriculum of 2013. One of the steps to have a strategy that by mastering the techniques of presentation or commonly known in methods of teaching.⁸

Active learning is an activity of learning in which student involves actively in the learning process. The meaning of active learning is student must be active in searching the information, finding the problem, and solving the problem. In the process of learning, teacher plays as the facilitator. The example of active learning is match game and Make a Match method. Teacher can use that method when they teach topics that contain concepts, characteristics classification, the facts about objects, or assessing information. Make a Match method also can help stimulate the students who feel tired because this strategy contains physical motion.⁹

In the Junior High School age students still have abstract thinking and they are more attractive to activity that make them active, because in this age they always want to play. With the combination of match game and Make Match method students can be more active

⁸Roestiyah, strategi belajar mengajar (jakarta: rineka cipta, 2008), hal.1

⁹ Melvin L.Silberman, *Active Learning : 101 Cara Belajar Siswa Aktif* (Bandung:Nusamedia, 2011),page.169

to search the information, share their idea with their groups, be not bored join the lesson because they can move to one place to another place to find their couple. In other side, both of that method can increase the students achievement because students will be easier in comprehending the material. If students can comprehend well the material, so their achievement will increase.

There are some research about Make a Match methods to increase students achievement. One of them is the research done by Arie Budi Maryanti (2010), he has done research about Application of the technique to Make a Match to increase interest and Liveliness of students in Learning moral Creed in Class VII MTs Karangmojo Gunung kidul. The result of this research is student's achievement increases from 61,25 % become 73,58 % in the first cycle and 77,58 %, in the second cycle.¹⁰

In implementing the plan of teaching and learning activities, teachers ought to be clever in determining the approach to teaching that actually fit with the nature of the subject, the ability of the students and the instructional goals to achieve.¹¹ Can not be denied again, that in the process of teaching and learning there are always students who need assistance, both in understanding the teaching materials as well as in overcoming their learning difficulties. Various attempts at revamping the education system and its apparatus in Indonesia continue to do some rules appear, as a result of education to complement and improve existing regulation is not relevant anymore with the needs of the moment

Based on problems occurred in school classrooms; VIII C SMP Negeri 1 Beji researchers assume that learning achievement of students in the learning process of

¹⁰ Yuni Umaryati, *Penerapan Model Pembelajaran Index Card Match Untuk Meningkatkan Prestasi Belajar Siswa Kelas VIII E SMP Negeri 1 Subah Kabupaten Batang* (Semarang :Skripsi, Fakultas ilmu Sosial Universitas Negeri Semarang, 2009)

¹¹ Roestiyah, *Strategi Belajar mengajar*, hal 224

integrated IPS is still low and needs to be improved by means of applying the appropriate learning strategies. Therefore, improvements need to be made in the process of learning achievements, to KBM grade VIII C SMP Negeri 1 Beji Pasuruan could increase. In the process of learning the Miss Wiwik Mulaviati, s. Pd as IPS integrated subjects teachers and researchers, to plan appropriate measures to support the learning process, research was done to improve the quality of achievement of learners.

Researchers trying to observe the appropriate learning methods, and being able to enable students in learning activities integrated with IPS. Based on the results of the research done on the observation of class VIII-C SMPN 1 Beji, one alternative to the teaching-learning model is to use Make-A Match (looking for Couples). The method contains some elements such as games, learning and the process of evaluation at once, and other advantages of this method is its versatility in terms of lie in. Although it is quite practical and simplified method of finding the couple can train as well as customize the siswa acted independently and cooperate or communicate with others in a fun atmosphere. From what has been presented the learning activities in an effort to achieve better, need if paying attention to aspects that can make learning activities undertaken more attractive to students, enhance the creativity of students, and can provide better student learning outcomes. Based on the description of the background above, researchers want to try researching about. **“The Implementation of Make a Match Methods to Increase Students Achievement in Learning The IPS Integrated at Class VIII-C SMP Negeri 1 Beji Pasuruan”**

B. The Focus of Study

Based on the above description of the background, then the research can be formulated:

1. How the process of Implementation of Make a Match Methods in Increasing the Student Achievement in Learning IPS Terpadu at class VIII-C of SMP Negeri 1 Beji Pasuruan?
2. How the results of Implementation of Make a Match Methods in Increasing the Student Achievement in Learning IPS Terpadu at class VIII-C of SMP Negeri 1 Beji Pasuruan?
3. How the effectiveness of Implementation of Make a Match Methods in Increasing the Student Achievement in Learning IPS Terpadu at class VIII-C of SMP Negeri 1 Beji Pasuruan?

C. The Objectives of Study

Based on the problems formulation above, research objectives can be formulated as follows:

1. Describe the process of Implementation of Make a Match Methods in Increasing the Student Achievement in Learning IPS Terpadu at class VIII-C of SMP Negeri 1 Beji Pasuruan
2. Describe the results of Implementation of Make a Match Methods in Increasing the Student Achievement in Learning IPS Terpadu at class VIII-C of SMP Negeri 1 Beji Pasuruan
3. Describe the effectiveness of Implementation of Make a Match Methods in Increasing the Student Achievement in Learning IPS Terpadu at class VIII-C of SMP Negeri 1 Beji Pasuruan

D. The Significances of Study

This study is expected to provide benefits to all parties in the field of education, at the basic education level, junior high, and high school in improving the quality of education in Indonesia. The expected benefits of this research are:

1. For Researcher

With the implementation of this Classroom Action Research, the researcher can improve self with this method ,and also to add mastery of the material and the experience of implementation Make a Match method in teaching integrated social science.

2. For Students

With the implementation of this Classroom Action Research, students are expected to be more interested in learning social science, more understand about social science learning and it can increase learning achievement.

3. For Teachers

With the implementation of this Classroom Action Research, teachers are expected to be to able implement this method in social science learning, and improve teacher self to be more creative in teaching learning process.

4. For Schools

With the implementation of this Classroom Action Research, is expected to increase the quality of learning, especially social science.

E. The Limitation of Study

To avoid the intersection and expanding research problems in this class action and to facilitate understanding, the authors provide limitations in the discussion including:

1. Application of Make a Match methods.
2. This research was carried out to know the process of learning the application of methods to make a match in the educational learning Integrated IPS class VIII

semester 1 on sub themes Influence the location of economic activity benefits, transportation and communication.

F. Research hypothesis

With the application of this Make a Match method, then the students of class VIII-C SMP Negeri 1 Beji Pasuruan can be motivated, understand, and increase their progress in Integrated IPS lessons.

G. The Terms of Study

1. The Make a Match Method that means learning methods are looking for a partner. Each student gets a card (can be reserved or answers), then immediately find a pair that fits with the cards that students grasp.
2. Learning achievement is result that has been achieved after doing learning activity. Teacher can measure it with doing test in the class after learning activity to know the understanding of the students about the material. The test can be multiple choice or essay.
3. Integrated social science is one of the subjects in the first education level. Integrated social science is an integration of some social subjects, such as sociology, geography, history, and economics.

CHAPTER II

PREVIOUS OF STUDY AND LITERATURE

A. The Previous of Study

Originality of this study presents a field of study of the differences and similarities between the researchers examined the previous researchers. It is intended to avoid any repetition of the study of the same topic. Thus, the sides will know what the difference between the study investigators with the previous studies.

In this case, it would be easier to understand, if researchers are presenting it in tabular or matrix compared to the presenting the form of exposure that is the description.¹In this study also reflect on some previous studies but still keep originality in the study.

Table 2.1 The Differences Between Researcher with the Previous Researchers

| No | Researcher, year, title | Research method, and Differences | Research result |
|----|--|---|--|
| 1. | Arie Budi Maryanti, 2010. Penerapan Teknik Make a Match untuk meningkatkan Minat dan Keaktifan Siswa | <ul style="list-style-type: none">• Classroom Action research, The researcher only uses Make a Match method <p>The aim of this research is to increase the student's motivation</p> | Indicate that interest students have reached 73,58 % in the first of a cycle on a cycle I reached 77,58 %, increase of 4 %. While liveliness students from the tally sheets of observation shows that keaktifan students have reached 61,25 % in the first of a cycle on |

¹Wahidmurni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan Pendekatan Kualitatif dan Kuantitatif; Skripsi, Tesis, Dan Disertasi*, (Malang: UM Press, 2008), p. 23-24

| | | | |
|---|---|---|---|
| | dalam Pembelajaran Akidah akhlak di kelas VII MTs Karangmojo Gunung kidul | | a cycle II reached 71,25 %, increase by 10 % 13. ² |
| 2 | Meytha Sari Agstriningtyas, 2013. implementation of combination of discussion and index card sort strategy for increasing the student's motivation in learning IPS terpadu at MTs Negeri Denanyar Jombang | <ul style="list-style-type: none"> • Classroom Action research, The researcher only uses Index Card Match method <p>The aim of this research is to increase the student's motivation</p> | have result that this strategy can increase the student's motivation. The student's average mark increase 83.14 for first cycle, then decrease become 62.32 in the second cycle, and increase again become 88.26 in the third cycle. ³ |
| 3 | Nur lailiyah, 2012. <i>upaya meningkatkan motivasi dan prestasi belajar siswa pada mata</i> | <p>Clasroom Action research,</p> <ul style="list-style-type: none"> • The researcher only uses Make a Match method | The evaluation of ' Learning achievement of students of class IV B MIN Paste can be improved. It can be seen from the increase in the average value of the class in the cycle I of 72,74, |

²<http://digilib.uin-suka.ac.id/10194/2012/03/15>. 02.07.A.m Arie Budi Maryanti, "Penerapan Teknik Make A Match untuk Meningkatkan Minat dan Keaktifan Siswa Dalam Pembelajaran Akidah Akhlak di kelas VIII Karangmojo Gunungkidul", Skripsi, Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2010, hal.ix.

³Meytha Sari Agstriningtyas, *Implementation of Combination of Discussion and Index Card Sort Strategy For Increasing The Student's Motivation in Learning IPS Terpadu at MTs Negeri Denanyar Jombang*, (Malang: Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, 2013)

| | | |
|---|---|--|
| <p><i>pelajaran ips dengan penerapan strategi make a match kelas IV min tempel.</i></p> | <p>The aim of this research is to increase the student's motivation and achievement in class IV</p> | <p>cycle II of 84,67 with a category either.⁴</p> |
|---|---|--|

The first research that has been done by: Arie Budi Maryanti, 2010. "*Penerapan Teknik Make a Match untuk meningkatkan Minat dan Keaktifan Siswa dalam Pembelajaran Akidah akhlak di kelas VII MTs Karangmojo Gunung kidul*". The methods used in the study is similar to the method that will be used to research this method Make a match, but there are differences on the goal penelitiannya improved on the motivation of students. Results on such research that is Indicate that interest students have reached 73,58 % in the first of a cycle on a cycle I reached 77,58 %, increase of 4 %. While liveliness students from the tally sheets of observation shows that keaktifan students have reached 61,25 % in the first of a cycle on a cycle II reached 71,25 %, increase by 10 % 13.

The second research that has been done by: Sari Meytha Agstriningtyas, 2013. Implementation of combination of discussion and index card sort strategy for increasing the student motivation in learning integrated IPS at MTs Country Jombang. The methods used in the different research methods that will be used to research this method Make a match, and there are also differences on the goal penelitiannya improved on the motivation of students. Results on such research that is have result that this strategy can increase the student's motivation. The student's average mark increase 83.14 for first cycle, then decrease become 62.32 in the second cycle, and increase again become 88.26 in the third cycle.

The third research that has been done by: Nur lailiyah, 2012. "*upaya meningkatkan motivasi dan prestasi belajar siswa pada mata pelajaran ips dengan*

⁴<http://digilib.uin-suka.ac.id/10194/2012/03/15>. 02.07.A.mNur lailiyah, nim. 08480014 (2012) *upaya meningkatkan motivasi dan prestasi belajar siswa pada mata pelajaran ips dengan penerapan strategi make a match kelas iv min tempel*.

penerapan strategi make a match kelas IV min tempel". The methods used in the study is similar to the method that will be used to research this method Make a match, and there were also similarities on the purpose of penelitiannya i.e. an increase in motivation and student achievement. Research on the differences in the object to be examined, the research conducted a study on elementary school students, while in the study object that will be examined are the first high school students. Results on such research that is The evaluation of ' Learning achievement of students of class IV B MIN Paste can be improved. It can be seen from the increase in the average value of the class in the cycle I of 72,74, cycle II of 84,67 with a category either.⁵

B. Review of Related Literature

1. Teaching Method

a. Definition of Teaching Method

Method come from Greek word *Methodos*, from words "meta" and "hodos". *Meta* means pass through, and *hodos* means way, so method means way which should be passed in order to achieve certain goals.⁶

In the book *Pembelajaran Bahasa Arab* by Abdul Hamid and friends, Method in generally is "*segala hal yang termuat dalam setiap proses pengajaran ,baik itu pengajaran matematika, kesenian, olahraga, ilmu alam, dan lain sebagainya.*"⁷

Some times people can different between one the strategy and method. According to Senjaya method is "a way in achieving something"⁸. Method is different with strategy. Strategy is still conceptual and to implement this strategy, it necessary to

⁵<http://digilib.uin-suka.ac.id/10194/2012/03/15>. 02.07.A.mNur lailiyah, nim. 08480014 (2012) *upaya meningkatkan motivasi dan prestasi belajar siswa pada mata pelajaran ips dengan penerapan strategi make a match kelas iv min tempel*.

⁶ Sunhaji, *op.cit*, page 38

⁷ Abdul Hamid, Uril Baharuddin dan Bisri Mustofa, *Pembelajaran Bahasa Arab*, (Malang: UIN Press, 2008), page 3

⁸ Kokom Komalasari, *Pembelajaran Kontekstual*, (Bandung: PT Refika Aditama ,2010), page 56

use certain various learning method, or in other word strategy is a plan of operation achieving something.

So, method can be interpreted as a way of learning that is used to implement a plan that has been prepared in the form of real and practical activities to achieve the learning objectives.

b. Position of Method in Teaching Learning

There are some positions of method in teaching learning process, they are :

1) Method as Extrinsic Motivation Tool

Every teaching learning process uses method. Method is one of important things in the teaching learning process. It means that teacher fully understand about the position of method as an extrinsic motivation tool. According to Sardiman A.M extrinsic motivation is “Motives that active and function as, because there are outside stimulus.”⁹

To use a method in learning process teacher must look at the condition and class situation. The amount of students also has a influence in use of a method. So teacher must choose the effective and efficient method to implement in the teaching learning process with look at the some factors that influence the effectiveness of method above.

Every teaching method have advantages and disadvantages. Some methods also need long time to prepare. It makes teacher seldom to use a method in teaching learning process. This case will make students feel bored in the class. It appearing an awkwardness in teaching learning process. Students look lazy to study. This condition will be not beneficial to teacher also students.

⁹ Syaiful Bahri Djmarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2006), page 73

So using of effective and efficient method and variety will be extrinsic motivation tool in teaching learning process in the school.

2) Method as Teaching Strategy

Students have different ability to absorb and understand the lesson, there are fast, medium, and slow. One factor that influences student's absorbing ability is intelligence. To solve that problem teacher needs a good strategy. And here method is the answer. There are some methods that can be used in the learning process.

According to Dra. Roestiyah, teacher must have strategy to make students can learn effectively and efficiently, touch to hope purpose.¹⁰ One way to have that strategy is by mastering the technique of presentation or usually call teaching method.

3) Method as Tool to Reach the Purpose

The purpose is a hope that will be reached in teaching learning activity. Purpose is instruction that give direction where teaching learning activity will be brought. The purpose of teaching learning process will not reach if the components of it not complete. One of that component is method. Method is one tool to reach the purpose.

Method and purpose must have same way. It means that method must support the reach of teaching purpose. If not, so the formulation of teaching purpose will mean nothing.

So, the teacher is better to use the method that can support teaching learning process, so it can become an effective tool to reach the purpose.

¹⁰*Ibid*, page 74

c. Kinds of Teaching Method

Good teaching learning process should use various kinds of teaching method. Each method have strongness and weakness, so here teacher has task to choose a method that is suitable in the teaching learning process.

Winarno Surahmad classifies teaching method based on students factor become two kinds, first is teaching method toward individual, and the second is teaching method toward group.¹¹ Yusuf Djajadisastro in his book “*Administrasi Pendidikan dan Metodologi Pengajaran*” said that there are some basic that use to clasify teaching methods. There are three aspects in classifying kinds of teaching methods they are aspect of delivering a message, teaching approach, and students organize.

This is some teaching method in global :

1) Project Method

Project method is a way to present the lesson that have as a starting point from a problem, then discussed from various aspect that have relation so the solution on the whole and meaningfull.

2) Experiment Method

Experiment method is a way to present the lesson where the students do experiment with experiencing and prove by them self something that learned. In teaching learning use this method students gived a special chance to doing by self, follow a process, observe an object, analyze, prove and concluding by self about a object, situation, or something process.

3) Task and Recitation Method

¹¹Sunhaji, *op.cit*, page 40

Recitation method is a method that teacher giving a certain task to make students doing learning activity. This method give to students because learning material too much but the time not much or limited. Means that time and material not balance. So to make material enough with time that available, teacher use this method to solve it. Task and recitation not same with homework, but more wide from it. Task can doing in everywhere, home, school, library, etc. The task can be individual or group.

4) Discussion Method

Discussion method is a way to present a lesson where the students faced with a problem, can be expression or question that problematically to discuss and solve together. In discussion teaching learning process happens, where interaction between two people or more, exchange the experience each other, information, solve the problem, all of them active, no one passive as listener.

5) Sociodrama Method

Sociodrama method and role playing have the same meaning. Sociodrama is basicly dramatically behaviour in relation with social problems.

6) Demonstration Method

Demonstration method is a way to present the lesson by exhibiting or showing to students a process, situation, or certain object that learned, in really or imitation, that is often accompanied by oral explanation.

7) Problem Solving Method

Problem solving method is not only teaching method, but also a thinking method, because in problem solving method, it can be used another method that starts with searching data until make a conclusion.

8) Study Tour Method

Study Tour method is a way to present the lesson by inviting the students to a place or certain object outside school to learn/do research such as like museum, shoes factory, auto repair shop, breeding or plantation, etc.

9) Question Answer Method

Question answer method is a way to present the lesson by giving question that must be answered, especially from teacher to students, but it also can be from students to teacher.

10) Training Method

Training method is a method that is good to invest certain habit. Beside, this method also can be used to get a adroitness, accuracy, opportunity, and skill.

11) Speech Method

Speech method can be said as the traditional method. In this method teacher is more active than the students, but this method can not be left in the teaching learning process. Speech method is a teaching method that used to extend information or analysis about a main problem orally.¹²

2. The learning methods make a match

a. The definition of Make a Match

Make a match was developed by Lorna Current. Make a match or find a partner is one of the alternatives that can be applied to students. Application of

¹² Syaiful Bahri Djamarah dan Aswan Zein, *op.cit*, page83-97

the method dimulai of the engineering student was told to look for a pair of cards is the answer or question before deadlines, students who can match the cards of the given points. Agus suprijono mentioned that things need to be prepared if the pembelajaran developed with Make A Match are those cards. These cards consist of the cards contain questions and other cards contain the answers to those questions.

The next step is the teacher split the class into three groups of communities. The first group is the Group of carriers of the cards contain questions. The second group is the Group of carriers of the card contains the answers. The third group is the Group of assessors, and set the position of the groups last lined up facing each other.

If each group were already in the specified position, then the teacher mebunyikan the whistle as a sign that the first group or second group moving each other they met, the couple questions answers mecari fit. Give the opportunity to them for discussion. When they discuss it would be nice if there was a gentle instrumentalia music accompanying their learning activities. Results of the discussions were marked by pairs of card bearer group member questions and answers card carrier group members.¹³

b. Position Make a Match in the Learning

According to Gagne mentioned that learning is a change in disposition or capability that is someone through the activity. Change of disposition is not obtained directly from the growth process a person naturally. Learning is the

¹³ Muhaimin, *Arah Baru Pendidikan Islam, Pemberdayaan, Pengembangan Kurikulum Hingga Redefinisi Pengetahuan* (Bandung: Yayasan Nuansa Cendekia), hlm. 85

process of changing the behaviour of individuals as a result of his experience in interacting with the environment. Learning is not just memorization, but a mental process that occurs in a person.

Learning essentially is a process of interaction between teachers and students, good interaction directly i.e. by using a variety of instructional media. Based on the existence of differences in the interaction, the learning activities can be performed using various patterns of learning. According to Barry Morris (in Rusman, 2010: 141) classifies four learning patterns as illustrated in the chart form as follows:

- 1) Traditional Learning Patterns 1
- 2) Traditional Learning Pattern 2
- 3) Teachers and Learning Media
- 4) Media Learning Pattern

Based on the above description and learning by using the model Make a Match pattern contains the 3rd learning i.e. the learning patterns of teachers and the Media, as in the exercise subjects Geography lesson that cannot be separated from the media, especially maps, and other supporting media in the process of analytical study on an ongoing basis.

c. Application of the steps Make A Match

Type of learning techniques to make a match or find a partner developed by Lorna Curran (1994). One of the advantages of this technique are students looking for the couple while learning about a concept or topic in a pleasant atmosphere. Steps to make a match type implementation as follows:

1. The teacher prepare several cards that contain a number of concepts or topics that are appropriate for the review session, one part of the card is reserved and the other card is the answer.
2. Each student gets a card that reads the question/answer.
3. Each student think of answers/questions from cards held.
4. Any student looking for a suitable card pairs with the cards. For example: the card holder that reads the name of a plant in Indonesia will be paired with plant names in latin (scientific).
5. Any student who can match his cards before the deadline given the point.
6. If the student is not able to match the cards with his friend's card (can't find a card problem or answer card) will be punished, that have been mutually agreed.
7. after one round, the cards are shuffled again so that each student gets a card that is different from the previous, and so on.
8. Students can also join the 2 or 3 other students who hold cards that match.
9. teachers together with students make inferences with respect to the subject matter.
10. Achievements.

d. The advantages and disadvantages of the methods Make A Match

Advantages and disadvantages of cooperative learning model to Make A Match type, which is as follows,

1. Advantages

- a) is able to create an atmosphere of active learning and fun learning Material.
- b) delivered more attracted the attention of students.
- c) able to improve learning results students achieve learning result degrees.

3. disadvantages

- a) with guidance from the teacher is required to perform the activities.
- b) time available need to be curtailed lest too much tinkering in the student learning process.
- c) teachers need the preparation of adequate instruments and materials based on the teaching and learning activities, students appear more actively seeking.

couple of cards between the answers and questions. With this student card search methods can identify problems that are on the card it finds and tell it with simple and clear simultaneously.

3. Achievement

a. Definition of Achievement

According to General Dictionary, achievement is mastery of knowledge and skills that is developed by individuals.¹⁴

¹⁴ Departemen Pendidikan dan Kebudayaan, *Kamus Besar Indonesia* (Balai Pustaka: Jakarta, 1989), page 700

Syaiful Bahri Djamarah have opinion that “achievement is the outcome of an activity”.¹⁵

Dimyanti & Mudjiono said that learning achievement is the culmination of a teaching and learning process in the form of impact accompanist effects that are beneficial to teachers and students.¹⁶ According to Nana Sudjana leaning achievement is abilities gained by students after receiving learning experience.¹⁷

From the above opinion, if we connect it with learning process, it can be concluded that the achievement is a result that is achieved by the students during the learning process. This can be shown by test scores or grades on the evaluation given by the teacher.

In Qur'an there are verse that have a command for children to always have achievement by learning and looking for knowledge. It is explained in surah Al Mujadilah verse 11¹⁸:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ [المجادلة:

11]. *Hai orang-orang beriman apabila kamu dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", Maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. dan apabila dikatakan: "Berdirilah kamu", Maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. dan Allah Maha mengetahui apa yang kamu kerjakan.*

The surah above explain, there are people that will raised his level by Allah. They are people that faithful and have knowledge. With having science and knowledge people can dominate the world. They can easier to collect the wealth, have a position

¹⁵ Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru* (Surabaya: Usaha Nasional, 1994), page 21

¹⁶ Dimyanti & Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Reneka Cipta, 1999), page. 20

¹⁷ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Agresindo, 2004), page 124

¹⁸ Departemen Agama RI, *Al-Qur'an dan Terjemah*, Maghfirah Pustaka, page 543

and always respected by other people. This is mean that Allah will raised the level of someone that have knowledge. This is a sign that Allah raised the level.

b. Factor that Influence Achievement

There are two factors that influence students achievement, they are internal and external factor.

1) Internal Factor

Internal factors are factors that come from the students selves, some of them are:

a) Physical Factors

Physical or physiological condition usually affects a person sability to learn.

User Usman and Lilian Setiawati say that the physical factor that is included in the five senses are not working properly, such asan illness, developmental disability or imperfect functioning of the glands of the body that brings behavioral abnormalities.¹⁹ Students with a healthy physicor psychology make student's life easier to receive stimuli from the out side that will shape the personality characteristics of each student.

b) Psychological Factors

Psychological factorsincludea fewthings, namely:

(1) Intelligence

In general, intelligence can be interpretedas apsycho-physical abilityto react tostimulifrom the environment or adapt in a proper way. So

¹⁹ User Uzman dan Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar* (Bandung: PT Remaja Rosda Karya, 1993),page 10

intelligence is not really a question of the quality of the brain, but also the qualities of other organs.²⁰

The intelligence level determines the level of success of student's learning. If the intelligence of a student is high, so the chances to reach achievement is also high.

(2) Attitude

Attitude is a tendency to react to something, people or object with likes, dislikes or is indifferent. Someone's attitude can be influenced by the knowledge, habits, and beliefs.²¹

In the student self there must be have a positive attitude (accept) towards the lessons learned or to his teacher. Students whose negative attitude (reject) the lesson or the teacher does not have a willingness to learn, in other wise students with positive attitude would be driven by their positive attitude it self in learning and students will have an interest in learning.

(3) Interest

Psychologists interpret the interest as a tendency to always pay attention and remember things continuously. This interest is closely related to feelings, especially feelings of pleasure. In other words, interest occurs because of feelings of pleasure of someone towards something. Interest have big influence on learning. If students learn the subjects that are interesting to them, then students will learn that subject happily without feeling the burden as well as students become gifted in a field.

²⁰ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: PT Remaja Rosda Karya, 2004), page 133

²¹ Alisuf Sabri, *Psikologi Pendidikan* (Jakarta: Pedoman Ilmu Jaya, 1996), page 83

(4) Talent

In general, talent is the potential ability of a person to achieve success in the future. Thus, each person actually has talent in terms of the potential to achieve up to a certain level according to the capacity of each person him self.²²

Gifted student to one of the fields will be faster to absorb and understand all the things related to the field because he has some potentials. Parents are expected to develop existing talents of children and do not impose a field that is not a child's talents.

(5) Motivation

Motivation is every thing that drives a person to act to do something.²³ Strong or weak motivation of learning someone influences the success of the study. Therefore the motivation of learning needs to be organised, especially those from the inside by means of constantly thinking about the future that is full of challenges and must be faced in order to achieve the goals.

2) External Factor

External factors are factors that come from outside students selves . External factors consist of two kinds of social and non-social environment, which includes²⁴ :

a) Family Condition

Family is the social environment for students. Parents and families are social environment that highly affect in students learning activities. Things that

²² Muhibbin Syah, *op.cit*, page 135

²³ Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Karya, 1998), page 69

²⁴ Muhibbin Syah, *op.cit*, page 138

affect the students in learning are how parents educate, relations between members of the family, the house, the family economic situation, parents understanding, and cultural background.

b) School factors

School is one factor that also influence students achievement. In this school factor there are some matters that are influential to students achievement such as teaching quality, teachers' teaching methods, curriculum, teacher relationships with students, student relationships with students, school discipline, learning tools, school time, learning the above standard size, the state of the building, methods of learning and home work assignment.

c) Infrastructure of Learning

Learning tool is a tool that is use din't the learning process to facilitate the implementation of the learning process. Learning facilities in cludetext books, stationery and school laboratories, and various other learning media. While learning infrastructure comprises school buildings, classrooms, fieldsports, worshipspace, and others.

Sudarwan Danim revealed that complete learning facilities provide significant impact on student achievement. Students who have more complete learning facilities, have a better achievement.²⁵

d) Community factors

Things that are included in Community factors are the student's activities in society, mass media, friends hanging out, and shaping of people's lives.

²⁵ Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta : Bumi Aksara, 1995), page 73

c. The Measurement Method of Learning Achievement

In the education world, especially the world of schooling teachers are required to determine the extent of the success of students in participating in the learning process. One way to measure the success or failure of students is by conducting a test.

The test is a tool, or a systematic and objective procedures to obtain the desired data or information about a person, in a proper way and fast. According to Nana Sudjana in his book "*Penilaian Hasil Proses Belajar Mengajar*", that test as an assessment tool is the questions given to the students to get answers from them in the form of verbal (oral test), in writing (writing test), or in form of action (action test).²⁶

1) Various Test based on Usability

In terms of usefulness to measure/determine student achievement, then the test can be divided into three kinds, namely:²⁷

a) Diagnostic Test

The diagnostic test is a test that is used to determine the weaknesses of students, so according to that weaknesses, proper treatment can be given to them. Diagnostic tests is done at the beginning of the lesson, and then formative tests will be given at the end of the lesson.

b) Formative Test

Formative tests are intended to determine the extent to which had been formed after following a certain program. In his formative tests can also be viewed as the diagnostic test at the end of the lesson. Formative evaluation or

²⁶ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 2009), page 35

²⁷ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 1991), page 33-36

formative test is given at the end of each program. This is a post-test or test in the end of each lesson.

The function of this test is as feedback for students and teachers of the progress of learning that has already been reached in a unit of study. Moreover formative tests also serve to establish where the location of weak points of a unit of study and thus can be collated and given remedial teaching alternatives.

c) Summative Test

Summative tests are implemented after final that group of program or larger program. In the school experiences formative tests can be equated with the daily tests, where summative tests can be equated with general tests that are usually carried out at the end of the semester.

2) Various Tests by Type

Tests based on its type can be divided into two kinds, namely:

a. Analytical Test

Analytical test is questions that require students to answer in the form of describing, explaining, discussing, comparing, giving reasons and other similar forms in accordance with the demands of the question using words and language itself. Analytical test is also called an essay examination, it is the oldest learning outcomes assessment tool.²⁸

b. Objective Test

Objective test is question that has the answer choices. This objective question is widely used in assessing learning outcomes, because the extent of learning materials that can be included in the test and is easily assessed

²⁸ Nana Sudjana, *op.cit*, page 35

the answers given.²⁹ This test does not require writing your own words in answering question, but the answer requires a careful selection of the answer choices.

4. Social Education Subject

a. Definition of Social Sciences

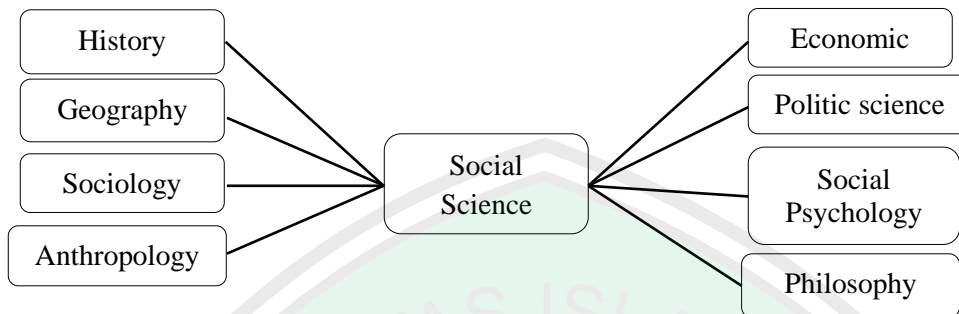
Social Sciences (IPS) are an integration of the various branches of the social sciences such as sociology, history, geography, economics, politics, law, and culture. Social Sciences formulated on the basis of reality and social phenomena that embody the interdisciplinary approach of the aspects and branches of the social sciences (sociology, history, geography, economics, politics, law, and culture). IPS or social studies that are part of the school curriculum content of the material derived from the branches of the social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.³⁰

Geography, history, and anthropology is a discipline that has high cohesion. Learning geography provides an insight, determination with respect to the territories, while history provides insight with respect to the events of various periods. Anthropology includes comparative studies related to values, beliefs, social structure, economic activities, political organization, and spiritual expressions, technological, and cultural objects from selected cultures. Political science and economics belong to the sciences of policies on activities related to decision making. Sociology and social psychology is the science of the behavior of such concept of roles, groups,

²⁹*ibid*, page 44

³⁰ Sapriya. 2009. Pendidikan IPS : Konsep dan Pembelajaran, bandung : Rosda Karya, hal 44

institutions, interaction and social control processes. Intensive concepts this used the social sciences and social studies.³¹



The integration branch of Social Sciences

From the formulation of these objectives can be broken down as follows:

1. Awareness and concern for the public or the environment, through an understanding of the values and cultural history of the community.
2. Knowing and understanding the basic concepts and are able to use methods adapted from the social sciences that can then be used to solve social problems.
3. Being able to use the models and the process of thinking and making decisions to resolve the issue and a growing problem in society.
4. Pay attention to issues and social issues, as well as being able to make a critical analysis, then able to take appropriate action.
5. Able to develop a range of potential so as to establish themselves in order *to survive* are then responsible for building community.³²

1. Subject Characteristics IPS SMP / MTs are as follows.

- a. Social Sciences is a combination of the elements of geography, history, economics, law and politics, civics, sociology, and even the humanities, education and religion.

³¹ Harianti, D, 2000. Model Pembelajaran IPS Terpadu. Jakarta: Depdiknas

³² Ibid,

- b. Standard Competence and Basic Competence IPS derived from the structure of knowledge of geography, history, economics, and sociology, which is packaged in such a way that it becomes subject or topic (theme) specific.
- c. Competence Standard and Basic Competence IPS also involves a wide range of social problems that are formulated with an interdisciplinary and multidisciplinary approach.
- d. Competence Standard and Basic Competence may involve events and changes in people's lives by the principle of cause and effect, regional, adaptation and environmental management, structure, process and social issues and struggles of life measures in order *to survive* such fulfillment, power, justice and security.
- e. Competence Standard and Basic Competence IPS uses three dimensions in assessing and understanding the social phenomena and human life as a whole. These three dimensions are shown in the following table.³³

Table 1. IPS Dimensions In Human Life

| Dimensions in human life | Space | Time | Values / norms |
|--|---|---|---|
| Area and substance of learning | Nature as place and potential providers resources | Natural and life always proceeds, past, present This, and the will come | Rules or rules that become adhesive and guarantor of human life and the natural harmony |
| Examples of basic competencies developed | Spatial adaptation and explorative | Chronological thinking, prospective, anticipatory | Consistent with rules agreed and rules respective natural each discipline science |
| Alternative presentation of | Historical geography | Economics, | Sociology / Anthropology |

³³ Sapriya. 2009. Pendidikan IPS : Konsep dan Pembelajaran, bandung : Rosda Karya, hal 44

| | | | |
|-------------|--|--|--|
| the subject | | | |
|-------------|--|--|--|

There KD containing related concepts to each other but didn't connection. To produce a complete competence, the concepts must be associated with a particular theme to resemble spider webs. There are concepts in KD; the concept of KD is connected with the others KD. Learning in order to produce competence intact, then these concepts should connect in the learning.³⁴

The learning process is applied in the curriculum 2013 is science process approach, some skills are:

1. Thinking skills is the ability to describe, define, classify, hypothesize, generalize, predicting, comparing and contrasting, and create new ideas;
2. academic skills is the ability to read, study, write, speak, listen, read and understand maps, create an outline, create a chart and make notes.
3. Skills research is to define the problem, formulate a hypothesis, find and take data associated with the problem, analyze the data, evaluate the hypothesis and draw conclusions, accept, reject or modify the hypothesis to the right.
4. Social skills : the ability to cooperate, to contribute to the task and group discussion, to understand the signs of nonverbal submitted by others, responding to a variety of problems, provide reinforcement to the advantages of others, and demonstrate proper leadership .

With a foundation in expectations above, IPS subject has five basic steps are:

³⁴ Kemedikbud (ebook) di akses dari website <https://haristepanus.wordpress.com/2013/07/16/konsep-ips-terpadu-kurikulum-2013/>

- a. *Observing* that learning from the environment through the senses of view, listener, and a taster of touch when observing an object. The goal is to gain experience and see the facts about the state of the surrounding environment;
- b. *Ask* which activities learners to express what he wanted to know whether with respect to an object, event, or a particular process;
- c. Experiment, which collects the data through pilot activities, explore more deeply, and to collect the data so that the data that have been obtained can be analyzed and concluded;
- d. Associate that activity learners to compare the data that has been make with existing theories and conclusions that can be drawn or the discovery of principles and important concepts ;
- e. Communicated which activities learners in description and convey the findings of activities observing, asking, testing, and associates.

The fifth process can be filled with various activities that are relevant. Assessment of learners is also directed at the fifth learning process. Thus the process of assessment strategies and learning outcomes assessment used was class. Classroom assessment is carried out through a variety of techniques / ways, such as performance assessment, attitude assessment, written assessment (paper), project assessment, product assessment, assessment by a collection of work / student work (portfolios), and self-assessment.³⁵

In the implementation, there should be a variety of studies that lead to improved efficiency and effectiveness of services and development as a consequence of an

³⁵ Admin, tim MGMP IPS wilayah 3 Kab GOA. Kurikulum 2013 : ilmu pengetahuan sosial <http://mgmpips3gw.wordpress.com/2013/08/01/kurikulum-2013-ips-smpmts/> (online) di akses pada tanggal 20 Maret 2014

educational innovation. One shape of efficiency and effectiveness of curriculum implementation, necessary to develop various models of learning curriculum.

Core Competence (KI) and Basic Competence (KD) of IPS subject derived from the structure of geography, history, economics, and sociology, which is packaged in such a way so that it can be developed into a subject or topic (theme) specific. Core Competence and Basic Competence IPS subject also involves a social problem that is formulated with an interdisciplinary and multidisciplinary approach.

KI and KD may involve events and changes in people's lives by the principle of cause and effect, regional, adaptation and environmental management, structure, processes and social issues and struggles of life measures in order to survive such fulfillment, power, justice and security. KI and KD IPS subject uses three-dimensional (space, time, and value / moral) to examine and understand social phenomena and human life as a whole.

The concepts in KD IPS have different characteristics, so it requires appropriate model to provide optimal alignment results. There are a concepts of KD containing mutually disjoint / overlap, so when be taught separately to be inefficient. The concept of this kind of learning requires a model of integrated or shared.

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b. The Concept of Integrated Learning in the Social Sciences (IPS)

Integrated learning in the social studies approach is often called an interdisciplinary approach. Integrated learning model is basically a learning system which allows students

³⁶ Kemedikbud (ebook) di akses dari website <https://haristepanus.wordpress.com/2013/07/16/konsep-ips-terpadu-kurikulum-2013/>

either individually or in groups actively searching, digging, and found the concepts and principles of holistic and authentic.³⁷

One of them is to integrate basic competencies. Through an integrated learning students can gain hands-on experience, so as to add strength to accept, store, and produce impressions about the things he learned. Thus, students are trained to be able to find yourself a variety of concepts learned.

In an integrated learning approach, the learning program compiled from a variety of disciplines in the social sciences clusters. Development of integrated learning, in this case, can take a topic from a particular branch of science, then fitted, discussed, expanded, and deepened by the branches of other sciences. Topic / theme can be developed from the issues, events, and problems develop. Can form a problem that can be seen and solved from a variety of disciplines or viewpoints, for example flood, slums, the potential for tourism, science and technology, social mobility, modernization, revolution discussed from various disciplines of the social sciences.³⁸

1. The Models of Integrated learning Social Studies³⁹

a. Integration model By Topic

In social studies the integration can be done based on the related topic, for example 'resident economic activity'. Economic activity in the sample population were developed in terms of a range of disciplines covered by the IPS. Economic activity in this population in terms of distribution and physical-geographical conditions covered in the discipline of Geography.

³⁷ Departemen Pendidikan Nasional. 2006. *Model Pembelajaran Terpadu IPS*, Badan Penelitian Dan Pengembangan Pendidikan Nasional Pusat Kurikulum.

³⁸ Somantri, Nukman Muhammad, 2001, *Menggagas Pembaharuan Pendidikan IPS*, Bandung: Rosda

³⁹ Dewi, 2008, model ips terpadu bagian 1.(online) <http://mgmpips.wordpress.com/2008/02/11/model-ips-terpadu-bag1/> diakses 19 desember 2012 jam 1.53 pm

Sociologically, the population, economic activity can affect social interaction in the community or vice versa. Historically, over time resident of economic activity are always changing. Further mastery of concepts about the kinds of economic activity to the extent creativity able to grow and self-reliance in the economic activity can be developed through competency related to the economy. The following scheme gives an overview of the relationship of a topic / theme with a variety of disciplines.⁴⁰

b. Integration Model Based on Potential

The integration of IPS can be developed through a topic based on the potential of the existing main in the local area, as an example, "The potential of Bali as a tourist destination". In learning developed in Balinese culture to be assessed and evaluated from natural factors, the historical chronology and causality, as well as people's behavior against the rules. Through the study of the major potential contained in the region, besides the learners can understand the condition of the area is also well understand the basic competencies contained in several disciplines incorporated in the IPS.⁴¹

c. Integration Model Based Issues

IPS integrated learning model in which the other is based on the existing problems, for example, is "Slums". In integrated learning, Slums in terms of some social factors that influence it. Among these are economic, social, and

⁴⁰ ibid

⁴¹ ibid

cultural. Also be of historical, chronological and causal factors, as well as people's behavior against the rules / norms.⁴²



⁴² Sapriya. 2009. Pendidikan IPS : Konsep dan Pembelajaran, bandung : Rosda Karya, hal 44

CHAPTER III

RESEARCH METHODOLOGY

A. The Approach and Design of Classroom Action Research

In this study researcher use Classroom Action Research (CAR) with a descriptive qualitative approach. The purpose of Classroom Action Research (CAR) is to improve and increase the quality and quantity of learning process in the class. In the Classroom Action Research there are three elements or concept:

- a) Research is an activity that observe an object by scientific methodology by collecting data and analyzed to solve a problem.
- b) Action is an activity which is deliberately done with a specific purpose in the form of cycle activities in order to improve or increase the problems in teaching and learning.
- c) The class is a group of students who are in the same time receive the same lessons from a teacher.¹

According to David Hopkins definition of Classroom Action Research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of : (a) their own social or educational practices; (b) their understanding of these practices; and (c) the situations in which practices are carried out”²

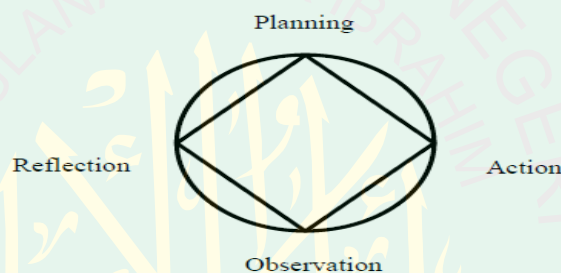
Classroom action research is done in order to improve teacher’s performance by using the classroom as a research subject, thus minimizing the level of difficulty of the

¹ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT Rajagrafindo Persada, 2008), page 45

² *Ibid*, page 45-46

students in their lessons. In this study the researcher implements combination of discussion and index card match method, where researchers have the goal of increasing the student's achievement class VIII-C SMP Negeri 1 Beji Pasuruan.

Classroom Action Research (CAR) have four stages, planning, action, observation, and reflection. Kurt Lewin explain that there are four matters that have to be done in the action research process, that is planning, action, observation, and reflection. The implementation of the research action is a process that happens in a continuously circle.³ It illustrated in picture 3.1 below.



Picture 3.1 Action Research Kurt Lewin Model⁴

The site of this research will be doing in class VIII-C SMP Negeri 1 Beji Pasuruan. The timing of the research is carried out in accordance with the hours of integrated social science subjects.

B. The Attendance of Researcher

The attendance of the researcher in this study is absolute or in other words, researcher should exist in every activity performed. Researcher as the primary instrument in this study. Instruments in addition to human (interview, observation, and documentation). Researcher's duty to observe the state as well as things that happen in the classroom, the

³Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta : Prenada Kencana Media Group, 2011), page 49

⁴*Ibid*, page 50

teacher and student activity in the learning process, as well as the interviewer who will be interviewing the teacher of social science and students in class VIII-C.

C. The Instrument of Research

Research instrument used in this study include:

a. Lesson Plan

Lesson plan is arranged by researcher as a guide in the teaching learning process. There are two lesson plans prepared by the researchers that the first cycle, and second cycle of lesson plan.

b. Test

The test is given to measure the success rate of the learning process by Make a match method. The question of tests made by the researcher then examined by an experienced teacher of integrated social science. Questions will be inform essay and multiple choice.

c. Guidelines for Interviews

Interview is used to get the information before and after of the implementation combination of Match Game and Make a Match method. Interview is addressed to teacher of integrated social science class VIII-C and some students of VIII-C of SMP Negeri 1 Beji Pasuruan to know their responses towards the implementation of Make a match match in the learning process.

d. Guidelines for Observation

Observation contains a list of the types of activities that may arise and be observed. In this research, researcher use some technique to collect the data, they are:

a. Observation

Observation is one technique or way to collect data by doing observation towards occurring activity.⁵ Researcher uses observation type classroom activity observation to get data that needed. This classroom activity observation is hold when learning activity occurs by using Make a Match method. Researcher does direct observation to students with pay attention to student's behavior in teaching learning process. So researcher get direct illustration on how the student's behavior, cooperation, also communication between student's in the group and learning activity.

b. Test

Researcher does test to student's to know the increasement of student's achievement. The test will give to the student's after each cycle implement in the class. Researcher also doing pre test to know the achievement of students before Make a Match method implemented.

c. Documentation

Documentation is a technique to collect the data by searching data about things or variable in the form of note, transcript, book, magazine, newspaper, ancient inscription, meeting notulen, agenda, etc.⁶

d. Interview

Interview is a dialogue, asking and answering orally between two people or more that sit face to face and faced to a certain problem.⁷ In this research, interview is used to collect data about student's condition when social science

⁵Nana Syaodih Sukamadinata, *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2005), page 220

⁶ Kartini Kartono, *Pengantar Metodologi Riset Sosial*, (Bandung: Mandar Maju, 1990), page 135

⁷*Ibid*, page 187

lesson occurs from before getting treatment, until the use of action that is Make a Match method.

D. Sources of the Data

In this study, researchers used two sources of data, namely:

1. Primary Data Sources:

Primary data are obtained by the doing of research on the object in the field. The primary data can be observation sheet, interviews and photos. Related research object is *pre test* and *post test* score of class VIII-CSMP Negeri 1 Beji Pasuruan and opinions of teacher and students about the implementation Make a match method in the learning process.

2. Secondary Data Sources:

Secondary data is a theory or a concept related to the research and the result of previous research can be found in the library.

The kind of data collected in this research is by using a technique of qualitative and quantitative. A qualitative technique used to describe the implementation of learning each cycle in the form of observation and the results of an interview. While the technique of quantitative analysis of data by using the test results of any cycle seen from N-gain. The cycle will stop if an indicator of success has been achieved

E. The Cycle of Classroom Action Research

1. Research Subject

The subject of this research is students at class VII-C SMP Negeri 1 Beji Pasuruan academic year 2014/2015.

2. Time

The research was planned for three weeks.

3. Action Period

Actions research planned for two weeks for two cycles.

4. Research Procedure

The research was planned to be implemented in two cycles. Each cycle will be described below.

a) Pre Action Research

- 1) Choosing the research location
- 2) Arranging the formal licensing
- 3) Doing pre-observation, to adapt between the researchers with condition of school, and discuss with the teacher of integrated social science at SMP Negeri 1 Beji Pasuruan.
- 4) Determining the important problem and determining the class that will use for research.
- 5) Preparing the pre-test question

b) 1st Cycle

1) Planning

Planning is the preparation of classroom action research, include:

- (a) Determining the material
- (b) Creating a post-test questions

(c) Preparing learning media

(d) Preparing guidelines for interview and documentation tool

2) Action

In this implementation, it includes a description of actions that will be conducted by lesson plan (RPP) that has been made, by implementing the learning steps and teaching method used. The using of learning media by giving the real problem, appropriate with the basic and standard competence. At this stage the researcher implement Make a Match method.

3) Observation

This activity is data collecting activity, and the data taken when the learning process. The process are:

- (a) Teacher activity
- (b) Students activity
- (c) Students interaction with the teacher
- (d) Students interaction with students
- (e) Interaction students with teaching materials

4) Reflection

This activity is based on observation and implementation. This is a reflection activities, or connect events in the interaction by identifying what happened in the lesson and how the results, understand the issues, process, problems, and obstacles that occur.

c) 2nd Cycle

1) Planning

The activity in this planning are:

- (a) Learning the results of reflection of the first action and make suggestion for second cycle.
- (b) Developing a program for second action
- (c) Creating the lesson plan for second cycle
- (d) Creating the media for second action
- (e) Preparing the post test question
- (f) Preparing guidelines for interview and documentation tool

2) Implementation

In this stage the researcher implements the second program.

3) Observation

Researcher does observation towards student's activities in the class during the second program implementation.

4) Reflection

Evaluation towards the second program.

F. Techniques Of Collecting Data

Research data is collected and arranged through the technique of collecting data that includes: data sources, the kind of data, the technique of collecting data and instrument used. The technique of collecting data in research this can be viewed on a table 1 the following this:

| No | Data sources | kinds of data | The technique of the collection | Instrumen |
|-----------|---------------------|--|--|-----------------------------|
| 1 | Student | The number of students who can answer true at about pre test and post test | Implement writing tests | About writing test |
| 2 | Teacher | Measures of learning | Observation | Guidelines observation |
| 3 | Teacher and Student | The activity of teachers and students during learning lasts | Observation | Guidelines observation |
| 4 | Student | Student participation in learning activities | Observation participatory | Sheets observation students |
| 5 | Student | Data opinion students against the effectiveness of our methods | Written interview | Guidelines interview |

G. Data Analysis

In this research, researcher uses descriptive qualitative analysis. There are three main activities in the analyzing the data, they are data reduction, data display, and making conclusion.⁸

Data reduction is summarizing, choosing the basic things, focusing on the things that are important, looking for themes and patterns of the data. Thus the reduced data will provide a clearer picture, and will facilitate researchers to conduct further data collection.

After the data are reduced, the next step is data display. Data presentation can be in the form of a short description, chart relationships among categories, and so on. The most often used to present the data in qualitative research is the text of a narrative and quantitative data. Through the presentation of data, it will be easier to understand what happened and to plan further work.

Testing technique data analysis using analysis descriptive of each cycle and by using n gain to see the difference between the pre test and test on any cycle, post to perceive the difference of the results of study in any of the cycle. This research is considered successful in the act, if it was done increase the results of the study on the matter.

To know increase score pre test and post test using formulas normalized gain

$$N\text{ Gain} = \frac{\text{skor posttest} - \text{skor pretest}}{\text{Skor ideal} - \text{skor pretest}}$$

Whether model make a match used effectively what is not used in this research and effectiveness, commentary on a percentage to an average normalized gain is:

⁸ Mathew B. Miles dan Michael Huberman, *Analisa Data Kualitatif*, (Jakarta: Universitas Indonesia, 1992), page 16

| Persentase (%) | interpretation |
|----------------|----------------|
| Less 0, 40 | Not Efektife |
| 0,40 - 0,55 | Less efektif |
| 0,56 - 0,75 | Efektif enough |
| 0,76 - 1,00 | Efektif |

The last steps is making conclusion. Conclusions are drawn from the interpretation and evaluation of results. Display data or data presentation is supported by strong words then it can be concluded.

H. Checking The Validity of Data

Researcher could check the validity of data that utilizes something else out of data for comparison by using triangulation technique. Most widely used triangulation technique the examination through other sources.

Denzin in Lexy J. Moleong distinguishing 4 (four) types of triangulation, namely:

1. Triangulation by Source

To compare and check again the degree of confidence of the information obtained through time and different tools in qualitative research, it is triangulation with the sources.

2. Triangulation by Method

Triangulation by method can be done by two methods:

- a) checking the degree of confidence of the result of research with several data collection techniques, and
- b) the degree of confidence checking multiple sources of data with the same method.

3. Triangulation by investigator

The using of researchers or other observers for the purpose of re-checking the degree of confidence in the data, it is called investigator triangulation.

4. Triangulation by Theory

According to Lincoln and Guba, facts can not be checked by the degree of confidence in one or more theories it is called triangulation with the theory.⁹

In this research, researcher checks the data validity using triangulation by method. Researcher will check the result of research with several data collection techniques, comparing the observations with interview data, and comparing the results of interviews with the contents of a document related.

⁹ Lexy J.Moleong, *Metode Penelitian Kualitatif*, (Bandung:Rosdakarya, 2005), page 320.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Object

This profile, history and structure from the school are one of effort to description the object of research and description the outcome of research like as data explanation. From some explanation, we can know the simulation learning method can enhance students' achievement in social science at SMPN 1Beji.

1. SMPN 1 Beji Profile

Name of school : SMPN 1 Beji
School Address : Wicaksono no. 22 Street
Sub district : Beji
City : Pasuruan
Province : East Java
Phone : (0343) 656140
Email : smpn1beji-pas@yahoo.co.id

Since Year/Accreditation : 1985/A

Headmaster Name : Drs. H.Mas'ud Hasyim, MM

2. Vision, Mission and Motto SMP Negeri 1 Beji Pasuruan

a. Vision

Ethical sublime, an accomplished based on the imtaq and control of science and technology that is environmentally

b. Mission

1. Realization of generation virtuous sublime, a noble mind performance, based on a imtaq clarks science and technology who environmentally sound.
2. The implementation of the education which is based on eight aspects of education standards.
3. Realization of increased development curriculum standards appropriate contents demand and future challenges.
4. Implementation of character education based exploration, elaboration and confirmation
5. Provides educators and education of competent and professional
6. Develop a source of learning that can grow an attitude, the manners of that which is sublime performance, based on imtaq and master science and technology that environmentally sound.
7. Awareness and conduct that is caring and cultured environment

c. Motto

“ if not now, want to when again, if it is not our who else”

3. The purpose of SMP Negeri 1 Beji Pasuruan

Based on the vision and mission from SMP Negeri 1 Beji Pasuruan, a purpose by this school is:

1. Creating the optimal achievements in any sector.

2. Create schools known and pull with extracurricular, intracurricular based on merit and obtained

3. Create school situation clean environment green and security, thereby creating a situation of being uncomfortably to start learning activities.

4. geographical location of SMPN 1 Beji Pasuruan

SMPN 1 Beji Pasuruan is one of educational institutions formal in pasuruan. This school is located in the village of Gunung gangsir, exactly beji sub-district district pasuruan. Exactly about 21 km from the city pasuruan with an area of land about 13.140.13 meters. SMPN 1 Beji Pasuruan having a strategic location, because wicaksono, stands in the way that is the main street of sub-district Beji. The condition of school is surrounded by housing society and industry.

5. The structure of the organization

In a school requires the organizational structure of a clear and systematic it is meant to facilitate in terms of implementation, control, monitoring and evaluation learning school. To facilitate their nets activities in SMPN 1 Beji Pasuruan, the school forming the organization structure includes a notch and responsibilities of each of them.

6. The state of teachers and students in SMPN 1 Beji Pasuruan

To the learning process effective and efficient based on vision and mission school, teacher a substantial role to make it. Teachers and staffs school is basic element in organization education, because they that will regulate and transported learners be human having imtaq and science and technology. Teachers in smpn 1 beji this totaled

53 people teacher, the table teachers and lecturers duty which should be done can by appendix.

Learners is a component in education, because without the learners then no learning process. So instead, the raw material of the learner in the process of transformation of the knowledge. Learners in SMP 1 this amounted to 1.214 Beji students. With details of grade VII amounted to 412 students, students of class VIII totaled 419 students, and students of class IX totaled 383 students.

7. The school facilities and means

In the process of learning, required the presence of facilities and adequate to support the success of learning so as to be in accordance with the purpose of education planned. The purpose of SMPN 1 Beji have close connection with the means by which support on the development of the curriculum 2013. Because the means is aspects that might affect success in learning process and facilitate the teacher as facilitator to relieve students in catching a lesson in particular social class. As for the table facilities school can be in see in appendix.

8. extracurricular activities

This activity aims to deepen and broaden the knowledge and insight of students, about relationships with a wide range of subjects, interests, and talents channeling learners. In this activity students are required to attend and customize with your interests and talents, this activity is directed in an attempt to establish the personal formation of the students through the development, implementation and training, conditioning.

B. Data Description

Before enter to analysis data process, we need to present the data. The presentation of data means to explain or presenting data that get by researcher from research result and then analyzed to get clear illustration.

Data below is data that get from observation result to respondent that support by supporter data in the form of interview, observation, documentation, and measurement of student's achievement in social science lesson.

1. Data Explanation Before Action

a. Observation

Before doing the research, the researcher meets the Head master, vice principal, curriculum and teachers of social sciences on Wednesday, August 21, 2014 in this meeting of researchers seeking permission to conduct research in the schools. The principal, vice principal, curriculum and teachers of social sciences research grant to conduct research there. Then the researchers and teachers of social sciences conducted a discussion on the planning of the research will be carried out, and agreed that the class VIII-C as a source of research. Researchers also discussed about the material to be taught to students, and the material is about the influence of location advantages in economic activities, transport and communications.

Besides conducting observation in the classroom scientists also conducted an interview with master in social studies class, VIII-C the name is Wiwik Mulafiati, S.Pd. In an interview this researchers ask about methods used in process learning lessons integrated in social studies.

"Saya biasanya makek metode Ceramah sama mind mapping gitu mas, kadang-kadang makek Kuis tapi ya jarang" 1

Interview above shows that methods used in the class viii-c smpn 1 beji is a method of conventional, namely speech and mind mapping software. Teachers also using methods other like quiz, but the teacher seldom used this method.

Before performing an action, researchers conduct an interview with Putri Fajar Aprilianti, a student of class viii-c. Researchers ask people about how the teacher taught when in class.

"Gurunya yo gitu se pak, njelasin di depan, kadang sampe ngantuk saya pak, temen- temen juga gitu pak, soalnya waktunya jam terakhir (siang) dan temen temen banyak yang ngantuk" 2

The statement was the same with an opinion Firman Ardiansyah:

"Kalau Bu Wiwik itu biasanya pas pelajaran jelasin aja, kadang Yang rame Sendiri dipanggil trus di kasih pertanyaan" 3

This statement was the same with an opinion Muhammad Fariz Yuliansyah:

"Ya gitu pak, kalau bu Wiwik itu biasanya nerangin pakek gambar bagan, terus habis itu disuruh ngerjakan tugas"

From some of the interviews above we know that studying social sciences a SMPN 1 Beji still teacher center, activity in most classes conducted by the teacher. Teachers using traditional methods and rarely use the methods vary in their learning activities. The Teachers often use the speech and giving assignments on students in the classroom and can make your students are bored or sleepy in class.

b. Pre-test Planning

Before done the action, The Researchers beforehand do pre-test, pre-test held on Thursday the 21st of august, 2014 at 11: 30. First the teacher use a method of lectures and also review the material before with integration. Then proceed by giving pre-test to the students in the class VIII-C. The purpose of this test is pre as a comparison of research results by using the method make a match. There are some preparation to do pretest, namely:

1. Make a lesson plan.
2. Prepare the learning material.
3. Create a pre-built test questions.

c. Implementation of Pre test

Pre-test was held on Thursday, 21 August, 2014 at 11: 30 pm. In the meeting, the researchers used a method of lecture and question to review the material before it. At the first meeting, researchers explained that the purpose of coming to their class is to do research in their class by applying the learning activities using methods of discussion and Make a Match that can improve student achievement.

Researchers continue lessons to review the material before and explain to students to do question and answer session on the influence of excellence location to the activities of economy, transportation and communication. In this meeting visible students only listen to an explanation from the teacher, and look lazy to attending school. At the end of the meeting, the teacher gave about pre-test, that contains 15 question. Researchers give 25 minutes to the students to settle sheets

pre-test. Students lazy to perform pre-test and looked confused, some of them make noisy and cheating for friends other. When time is running out, researchers asked the students to hand over sheets pre-test and close subjects with praying together and give salutations to the students.

c. observation and pre-test results

Implementation results from observation test, pretax there are some students are lazy to join class. In completing pretax test some students, there is a cheat some of them make noisy in class, and they asked to hurry home.⁴

The results of pre-test can be seen in the tables below this:

Tabel 4.2 result Pre-Test class VIII-C

| NO | NAME | L/P | Pre-test result 1 | Explanation |
|-----------|-----------------------------|------------|--------------------------|--------------------|
| 1 | ainur ro'fa | P | 70 | Belum Selesai |
| 2 | akhmad rizal restu pratama | L | 50 | Belum Selesai |
| 3 | alfinatul fauziah | P | 50 | Belum Selesai |
| 4 | alviani damayanti | P | 60 | Belum Selesai |
| 5 | ananda novi hidayati | P | 40 | Belum Selesai |
| 6 | anza rizqi amalia | P | 70 | Belum Selesai |
| 7 | azifatil azifah | P | 80 | Selesai |
| 8 | clarissa ayu nuraini | P | 50 | Belum Selesai |
| 9 | della swastika nur aini | P | 50 | Belum Selesai |
| 10 | devi safitri kafulillah | P | 70 | Belum Selesai |
| 11 | dewi rochmawati | P | 50 | Belum Selesai |
| 12 | dhari wilujeng | P | 40 | Belum Selesai |
| 13 | dwi ari setiawan | L | 80 | Selesai |
| 14 | firda cahyaning febriyanti | P | 50 | Belum Selesai |
| 15 | firman ardiansyah | L | 80 | Selesai |
| 16 | hanim mufarrihah octaviyana | P | 40 | Belum Selesai |
| 17 | idzni rachma dina | P | 70 | Belum Selesai |
| 18 | inti fada putri amalia | P | 70 | Belum Selesai |
| 19 | karina yulianto putri | P | 70 | Belum Selesai |
| 20 | kavita faizatus zahroh | P | 70 | Belum Selesai |
| 21 | maya ayu arieska | P | 70 | Belum Selesai |

| | | | | |
|----|-------------------------------|---|-------|---------------|
| 22 | muchamad yusril | L | 50 | Belum Selesai |
| 23 | muhammad fariz yuliansyah | L | 50 | Belum Selesai |
| 24 | mukhammad nur sulaiman | L | 60 | Belum Selesai |
| 25 | nabil mufarrihah octaviyani | P | 40 | Belum Selesai |
| 26 | nailil magfiroh | P | 70 | Belum Selesai |
| 27 | nur aini zahrotul qoryah | P | 80 | Selesai |
| 28 | nur ayni | P | 50 | Belum Selesai |
| 29 | nur imamatus sa'dia | P | 50 | Belum Selesai |
| 30 | nurainin febrianti | P | 80 | Selesai |
| 31 | nurisma faradina | P | 50 | Belum Selesai |
| 32 | nurur rohmah | P | 40 | Belum Selesai |
| 33 | pratistya firstianti prasetyo | P | 80 | Selesai |
| 34 | putri fajar aprilianti | P | 50 | Belum Selesai |
| 35 | putri indah sari | P | 80 | Selesai |
| 36 | putri okti puspowati | P | 50 | Belum Selesai |
| 37 | qorina hanni fauziyah | P | 80 | Selesai |
| 38 | reza nur adelia | P | 50 | Belum Selesai |
| 39 | risa wahyu widyastuti | P | 60 | Belum Selesai |
| 40 | rizka sukma fadilah | P | 50 | Belum Selesai |
| 41 | rosalia isna putri | P | 50 | Belum Selesai |
| 42 | siti nur azizah | P | 60 | Belum Selesai |
| | Jumlah | | 2510 | |
| | Rata-rata | | 59,76 | |

From table above, know that almost students in the VIII-C not completed, or in other word the achievement of VIII-C still low. From 42 students just 8 students that can get mark exceed the KKM. In this pre-test there are four students that not join the test. The average mark from pre-test is 59,76. It's show that result achieved by student can't reach the target.

2. Data Explanation

a. First Cycle

1) Planning of the First Cycle

The first cycle of action research is planning to use discussion and Index Card Match method. In this cycle the material is about the location of the influence of advantage on the economic. Researcher do two meet in every cycle, Thursday and Tuesday.

Before the first cycle undertaken researcher did some preparation, as follow:

- a) Creating Lesson Plan for every meeting using combination of Make a Match method.
- b) Preparing learning material
- c) Make a match game
- d) Make discussion matter
- e) Preparing the match Card
- f) Make post-test question for students that giving in the last meeting of first cycle.
- g) Prepare the interview guidelines and documentation tool.

2) Implementation of FirstCycle

After the lesson plan prepared, so learning process will did like planning in the lesson plan and using method that have been determined. This research implemented on August 21th and 26th, 2014. In Thursday, August 21th learning held 2x40 minutes, and 2x40 minutes in Tuesday, August 26th.

First and second meeting in this cycle discuss about the location of the influence of advantage on the economic activity. In the first meeting, the opening activity is held for 10 minutes. The first activity is the teacher open the

lesson with say hello and pray together. Then teacher check the attendance list to know who that not join the lesson that day. The teacher held apperception by connecting student's knowledge associated with the material that will be learned. Teacher ask the students to mention kinds of about the location of the influence of advantage on the economic.



Picture 4.1Students discuss lesson that they get from teacher

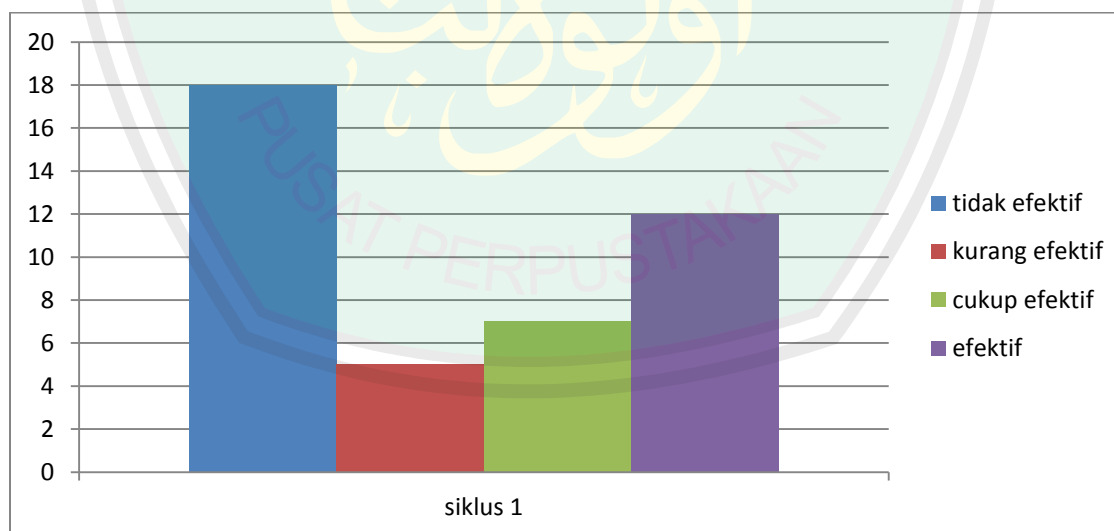
The main activities in this meeting, teachers divide students into 10 groups, then the teacher giving the lottery numbers sort to each group. The teacher asked a group that developed the first turn to get advanced, did Make a match game on computer media. Each group is given a time of 1 minute to match the questions and answers in the game Make a match, and for each group in order to clarify the intent of the order of the questions and answers that are suitable, Continues to the next group until finish. After all, a group of finished the teacher asked for any group to explain the outcome of games make a match. The teacher gave some time for a student to ask if there is something they confused or don't understand about the matter. In this meeting the teacher to evaluate the student or post-test to determine the level of students' understanding

of the material. In this meeting, the teacher asks students to close the social studies textbooks. Then the teacher gives an evaluation of paper to each student. Teachers give students time to work on the problems of post-test. After all students have completed work on the problems of post-test, the teacher asked the students about what the difficulties in working on the evaluation. The results of the first cycle pre-test and post-test as follows:

Tabel 4.3 Pre-test and post-Test class VIII-C

| NO | NAMA | Hasil pre-test 1 | Hasil post-test 1 | Hasil N-gain | penjelasan |
|----|-----------------------------|------------------|-------------------|--------------|----------------|
| 1 | Ainur ro'fa | 70 | 80 | 1 | efektif |
| 2 | Akhmad rizal restu pratama | 50 | 75 | 0,66 | Cukup efektif |
| 3 | Alfinatul fauziah | 50 | 66 | 0,53 | Kurang efektif |
| 4 | Alviani damayanti | 60 | 67 | 0,85 | efektif |
| 5 | Ananda novi hidayati | 40 | 64 | 0,6 | Cukup efektif |
| 6 | Anza rizqi amalia | 70 | 67 | -0,3 | Tidak efektif |
| 7 | Azifatil azifah | 80 | 67 | 0,56 | Cukup efektif |
| 8 | Clarissa ayu nuraini | 50 | 62 | 0,4 | Tidak efektif |
| 9 | Della swastika nur aini | 50 | 60 | 0,3 | Tidak efektif |
| 10 | Devi safitri kafulillah | 70 | 75 | 0,5 | Kurang efektif |
| 11 | Dewi rohmawati | 50 | 60 | 0,33 | Tidak efektif |
| 12 | Dhari wilujeng | 40 | 72 | 0,8 | efektif |
| 13 | Dwi ari setiawan | 80 | 80 | 0,52 | Tidak efektif |
| 14 | Firda cahyaning febriyanti | 50 | 75 | 0,83 | efektif |
| 15 | Firman ardiansyah | 80 | 85 | 2 | efektif |
| 16 | Hanim mufarrihah octaviyana | 40 | 65 | 0,62 | Cukup efektif |
| 17 | Idzni rachma dina | 70 | 78 | 0,8 | efektif |
| 18 | Inti fada putri amalia | 70 | 66 | -0,4 | Tidak efektif |
| 19 | Karina yulianto putri | 70 | 73 | 0,3 | Tidak efektif |
| 20 | Kavita faizatus zahroh | 70 | 67 | -0,3 | Tidak efektif |
| 21 | Maya ayu arieska | 70 | 80 | 1 | efektif |
| 22 | Muchamad yusril | 50 | 70 | 0,66 | Cukup efektif |
| 23 | Muhammad fariz yuliansyah | 50 | 66 | 0,53 | Kurang efektif |
| 24 | Mukhammad nur sulaiman | 60 | 67 | 0,35 | Tidak efektif |
| 25 | Nabil mufarrihah octaviyani | 40 | 64 | 0,6 | Cukup efektif |

| | | | | | |
|----|-------------------------------|-------|-------|------|---------------|
| 26 | Nailil magfiroh | 70 | 67 | 0,3 | Tidak efektif |
| 27 | Nur aini zahrotul qoryah | 80 | 82 | 2 | efektif |
| 28 | Nur ayni | 50 | 62 | 0,4 | Tidak efektif |
| 29 | Nur imamatus sa'dia | 50 | 60 | 0,36 | Tidak efektif |
| 30 | Nurainin febrianti | 80 | 80 | 1 | efektif |
| 31 | Nurisma faradina | 50 | 40 | 0,2 | Tidak efektif |
| 32 | Nurur rohmah | 40 | 72 | 0,8 | efektif |
| 33 | Pratistya firstianti prasetyo | 80 | 80 | 1 | efektif |
| 34 | Putri fajar aprilianti | 50 | 75 | 0,83 | Tidak efektif |
| 35 | Putri indah sari | 80 | 84 | 4 | efektif |
| 36 | Putri okti puspowati | 50 | 54 | 0,13 | Tidak efektif |
| 37 | Qorina hanni fauziyah | 80 | 82 | 2 | efektif |
| 38 | Reza nur adelia | 50 | 80 | 1 | efektif |
| 39 | Risa wahyu widyastuti | 60 | 67 | 0,35 | Tidak efektif |
| 40 | Rizka sukma fadilah | 50 | 75 | 0,36 | Tidak efektif |
| 41 | Rosalia isna putri | 50 | 72 | 0,73 | cukup efektif |
| 42 | Siti nur azizah | 60 | 66 | 0,30 | Tidak efektif |
| | Jumlah | 2510 | 2949 | | |
| | Rata-rata | 59,76 | 70,21 | | |



Tabel grafik 4.4 Pre test dan post Test Kelas VIII-C

3) Observation of 1st Cycle

During the implementation of the learning, the researcher acted as a teacher and observer. In the beginning lesson students look enthusiastic to join the lesson. They answer the greeting very energetic. Students also look competitive when teacher ask them to mention kinds of Indonesian society job.¹

When teacher divided them into ten group, students look confused and some of them not want to become groups with teacher decision. They want to choose by themselves who will become their groups. Teacher agree with students request. When discussion with each group, students not to interest, some of them look confused and lazy especially boy students.²

When teacher give students a card, they be anxious to know what the couple and who brings the card couple. Before teacher ask them to move to find their couple, they look at other friends in right, left, back, also front to search the couple. And then teacher ask them to move from their table. They look so energetic, move from side to other side. Some of them look confused what the couple of their card, some of them also ask to teacher what the answer of the card. They look so happy when they find the couple.³

From exposure to data between results cycle 1 of pre-test and post test showed that students tending not all understand the subject matter having in doing game make a match. Graph showing above that into effectivity application of method make a match still lacking, is the ineffective totaled 18, less effective totaled 5, effective totaled 7, and effective totaled 12 students.

4) Reflection of 1st Cycle

¹Observation on August 26th, 2014 at 12.20 pm

²Observation on August 26th, 2014 at 12.28 pm

³Observation on August 26th, 2014 at 13.05 pm

The purpose of this research is to increase student's achievement using combination of match game and Make a Match Method. From data above the result is not maximal, because only some students that active in learning process. The result of post-test increase than pre-test, but still many students that can't completed to the KKM.

In other side, researcher also doing interview with some students of class VIII-C about their opinion when learning using discussion and Index card match method and what the difficulty when teacher implement this method in the class. Imroatul Azizah said :

“Seru pak pas nyari pasangan kartunya itu, takut ga ketemu sama pasangane. Pada heboh sendiri temen-temen, hehehehe. Tapi malu bu kalo nyarinya sama cowok-cowok.”⁴

Researcher also interview with other students, Hariyanto. He said

“Deg-deg pak saya. Bingung nyari pasangan kartu yang bener.”⁵

Mrs. Wiwik as the social science teacher of class VIII have opinion about the implementation of this method. He said

“.... Anak-anak kelihatan e seneng, kelase rame. Mboten wonten sing ngantuk, podo semangat madosi pasangan kartune....”⁶

Based on the purpose of match game Make a Match method to increasing student's achievement, the researcher concluded that in the first cycle, the implementation of combination both method is still not maximal, because the amount of students that not yet completed is higher than students that can completed the KKM.

⁴ Interview with Imroatul Azizah, student of class VIII-CSMPN 1 Beji, on August26th, 2014 at 13.00 pm

⁵Interview with Hariyanto, students of class VIII-C SMPN 1 Beji, on August26th, 2014 at 13.05 pm

⁶Interview with Mrs. Wiwik, teacher of social science in class VIII-CSMPN 1 Beji, on August26th, 2014 at 13.10 pm

There are several obstacles in the implementation of match game and make a Match method in first cycle, they are:

- 1) Difficult to ask students to make group in randomly. They want to choose the member of group by them self. Boy with the boy, and girl with girl.
- 2) Students confused when looking for their couple. Students often ask to teacher which one the couple of the card. It waste more time.
- 3) When teacher ask students to read loudly the card with his couple, some students look bored.
- 4) When doing post- test still many students that turn their head right and left to get answer from their friend, some cheating, and some still crowded in the class.

b. Second Cycle

Social Science learning in second cycle is the improvement of first cycle with using discussion and Index Card Match method. Research hope that in this cycle better than first cycle.

1) Planning of the SecondCycle

As the planning in first cycle, the second cycle is started with the following stages :

- a) Creating Lesson Plan for every meeting using match game and make a Match method.
- b) Preparing learning material

- c) Make discussion matter
- d) Preparing the match Card
- e) Make post-test question for students that giving in the last meeting of second cycle.
- f) Prepare the interview guidelines and documentation tool.
- g) Prepare the reward for students that fastest and right find the couple of the card.

2) Implementation Action for 2nd Cycle

There are two meeting in the second cycle, on August 28th and 2th, 2014. Learning held 3x40 minutes in Thursday, and 2x40 in Tuesday.

First and second meeting in this cycle discuss about settlement pattern according to physical earth surface. At the first meeting of second cycle, on August 28th, 2014, teacher opening the lesson with say hello and pray together. As the brainstorming teacher doing dialogue with students about factors that influenced toward settlement grow/development.

First and second meeting in this cycle discuss about the location of the influence of advantage on the economic activity. In the first meeting, the opening activity is held for 10 minutes. The first activity is the teacher open the lesson with say hello and pray together. Then teacher check the attendance list to know who that not join the lesson that day. The teacher held apperception by connecting student's knowledge associated with the material that will be learned. Teacher ask the students to mention kinds of about the location of the influence of advantage on the transportation activity.

Then teacher implement make Match method in the lesson. The steps of this method same with implementation of make a Match method in the first cycle, that is teacher distribute card that contain question and answer randomly to students. After all students get the card, teacher give time for students to looking for their couple of card that they bring. Then teacher ask students who find their couple card to sit next to his couple. After all the students find their couple card, teacher asked each couple to read loudly card that they bring. Then teacher doing question answer about thing that not knowing by students. The difference of implementation in first cycle and second cycle is teacher give a reward to students that get the couple of card fastest and right to make students more enthusiasm.



Picture 4.2 Students enthusiastic to find the couple of their card

At the closing activity, teacher give a question to students as feedback and guide the students to conclude the material that has been learned as a reinforcement. Then teacher ask students to learn again material that day and close the lesson with pray and greetings.

The main activities in this meeting, teachers divide students into 10 groups, then the teacher giving the lottery numbers sort to each group. The teacher asked a group that developed the first turn to get advanced, did Make a match game on computer media. Each group is given a time of 1 minute to match the questions and answers in the game Make a match, and for each group in order to clarify the intent of the order of the questions and answers that are suitable, Continues to the next group until finish. After all, a group of finished the teacher asked for any group to explain the outcome of games make a match. The teacher gave some time for a student to ask if there is something they confused or don't understand about the matter. In this meeting the teacher to evaluate the student or post-test to determine the level of students' understanding of the material. In this meeting, the teacher asks students to close the social studies textbooks. Then the teacher gives an evaluation of paper to each student.

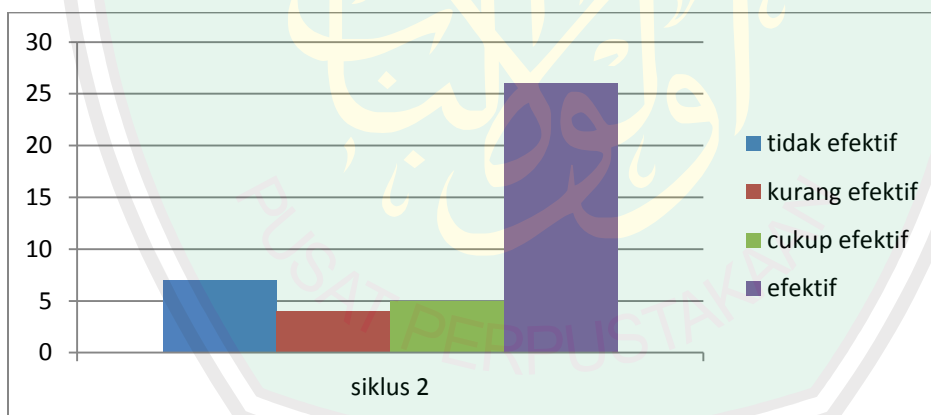
In the second meeting of second cycle, the main activity is evaluation or post-test. But before doing post-test, teacher open the student memory with question answer about previous material. After student ready to doing the question of post-test, teacher asked students to close students worksheet and books that used in the social science learning.

Students start doing the question of post-test after all students get evaluation paper from teacher. After all students done and submitted the evaluation paper on teacher table, teacher ask students what the difficulty in doing evaluation questions. Then teacher strighten out the miss understanding , and give strongness and conclusion.

Teachers give students time to work on the problems of post-test. After all students have completed work on the problems of post-test, the teacher asked the students about what the difficulties in working on the evaluation. And for closing activities students and teacher answer the questions that have been done by the students, closing the lesson with greeting and reading hamdalah together. The results of the pre-test and post-test first cycle are as follows:

| NO | NAME | pre test 2 result | post test 2 result | N- gain result | Explanation |
|----|------------------------|-------------------------|--------------------------|----------------------|----------------|
| 1 | Ainur ro'fa | 60 | 80 | 1 | Efektife |
| 2 | Akhmad rizal restu.p | 70 | 80 | 0,66 | Cukup efektif |
| 3 | Alfinatul fauziah | 60 | 76 | 0,8 | Efektife |
| 4 | Alviani damayanti | 60 | 87 | 1,35 | Efektife |
| 5 | Ananda novi hidayati | 50 | 74 | 0,8 | Efektife |
| 6 | Anza rizqi amalia | 70 | 75 | 0,5 | kurang efektif |
| 7 | Azifatil azifah | 80 | 87 | 7 | Efektife |
| 8 | Clarissa ayu nuraini | 50 | 72 | 0,73 | cukup efektif |
| 9 | Della swastika. N | 60 | 80 | 1 | efektife |
| 10 | Devi safitri. K | 70 | 75 | 0,5 | Kurang efektif |
| 11 | Dewi rohmawati | 60 | 80 | 1 | Efektife |
| 12 | Dhari wilujeng | 70 | 72 | 0,2 | Tidak efektif |
| 13 | Dwi ari setiawan | 60 | 65 | 0,25 | Tidak efektif |
| 14 | Firda cahyaning. F | 70 | 75 | 0,5 | Kurang efektif |
| 15 | Firman ardiansyah | 70 | 82 | 1,2 | Efektife |
| 16 | Hanim mufarrihah. O | 60 | 75 | 0,75 | Cukup efektif |
| 17 | Idzni rachma dina | 70 | 78 | 0,8 | Efektife |
| 18 | Inti fada putri amalia | 70 | 76 | 0,6 | Cukup efektif |
| 19 | Karina yulianto putri | 70 | 73 | 0,3 | Tidak efektif |
| 20 | Kavita faizatus. Z | 70 | 75 | 0,5 | kurang efektif |
| 21 | Maya ayu arieska | 70 | 83 | 1,3 | Efektife |
| 22 | Muchamad yusril | 70 | 70 | 1 | Efektife |
| 23 | Muhammad fariz. Y | 60 | 94 | 1,7 | Efektife |
| 24 | Mukhammad nur. S | 70 | 92 | 2,2 | Efektife |
| 25 | Nabil mufarrihah. O | 60 | 94 | 1,7 | Efektife |

| | | | | | |
|----|-------------------------|-------|-------|------|-----------------|
| 26 | Nailil magfiroh | 70 | 92 | 2,2 | Efektife |
| 27 | Nur aini zahrotul. Q | 80 | 90 | 10 | Efektife |
| 28 | Nur ayni | 70 | 77 | 0,7 | cukup efektif |
| 29 | Nur imamatus sa'dia | 60 | 94 | 1,7 | Efektife |
| 30 | Nurainin febrianti | - | - | - | - |
| 31 | Nurisma faradina | 60 | 98 | 1,9 | Efektife |
| 32 | Nurur rohmah | 70 | 89 | 1,9 | Efektife |
| 33 | Pratistya firstianti. P | 70 | 80 | 1 | Efektife |
| 34 | Putri fajar aprilianti | 60 | 92 | 1,6 | Efektife |
| 35 | Putri indah sari | 80 | 86 | 6 | Efektife |
| 36 | Putri okti puspowati | 60 | 75 | 0,75 | Tidak efektif |
| 37 | Qorina hanni. F | 80 | 74 | -0,6 | Efektife |
| 38 | Reza nur adelia | 70 | 75 | 0,5 | effektife |
| 39 | Risa wahyu. W | 60 | 88 | 1,4 | Tidak effectife |
| 40 | Rizka sukma fadilah | 60 | 73 | 0,65 | Tidak efektif |
| 41 | Rosalia isna putri | 70 | 77 | 0.7 | cukup efektif |
| 42 | Siti nur azizah | 60 | 88 | 1,4 | Tidak efektif |
| | Jumlah | 2710 | 3318 | | |
| | Rata-rata | 66,09 | 79,00 | | |



Tabel graph 4.4 Pre-test and post-test cycle 2 in class VIII-C

3) Observation of the Second Cycle

In this cycle, when teacher enter the classroom they look enthusiastic to join learning. They also have read the material for this day. When teacher dived them into ten groups, students directly make group quickly. The group still same

with previous meeting, girl with girl and boy with the boy.⁷ But it not become big problem, because it make the time more effective and efficient. When the discussion occur, all of group look serious.

In the using Make a Match method also, students not feel confused again find the couple. Because they having study before. Students look very enthusiastic to get the couple faster than their friend because teacher will give reward to students that fastest and right find the couple. Students also not feel shame again when search their couple in girl friends or boys friends. When teacher doing questions answer teacher also look more active. They competitively want to answer question from teacher.⁸

When teacher ask students to read loudly the card, students look more serious and concentration listen to their friends.⁹ In this cycle teacher will point toward students that not listen to their friends and ask them to repeat what their friends said before. Who that can't repeat well, will get punishment.

In the post test, there are students that turn his head right and left to looking for help, but not so much like first cycle. Students seriously do the post test by them self.¹⁰

⁷ Observation on August 28th, 2014 at 13.25 pm

⁸ Observation on August 28th, 2014 at 12.40 pm

⁹ Observation on August 28th, 2014 at 12.05 pm

¹⁰ Observation on September 02th, 2014 at 12.00 pm



Picture 4.3 Students doing the post test questions seriously

The result of post-test in second cycle is so good, the mark average increase become 79,00 from 70,21 in the first cycle. From table above we can see that there are four students that not join the post test. The student's mark average increase become 79,00. Students that can't completed the KKM decrease become just seven students. It showed good progress from students. The purpose of implementation math game and make a Match method can reach, the student's achievement get increase.

4) Reflection of Second Cycle

From observation above, it can be said that the implementation of match game and Make a Match method have benefit for students. They look more enthusiastic to participating in the learning process, so their achievement also increasing. The result of post-test increase become 79,00 in this cycle from 70,20 in the first cycle. Students not make noisy in the class, and join the lesson enjoy and always give good attention than before.

The statement below is the result of Interview with student of class VIII-C about are they agree that this method implement in the class and are they like this method. The first statement is delivered by Happy Prayoga, he said that

“Saya senang kalo pelajaran kayak gini terus, ga bosen. Kalo bisa se sering-sering aja pelajarannya main-main kayak gini biar semangat, apalagi kalo dapet hadiah.”¹¹

This statement same with Lina Rosita’s opinion that said

“ Pastiya senang bu dari pada dijelasin tok kayak biasanya, saya lebih cepet ngerti juga”¹²

Teacher of social science class VIII-C said that

“.... setuju mas, metodene niki sae. Kulo tingali lare-lare senang, aktif, mboten wonten sing rame dewe, nilaine nggeh katah sing meningkat. Saget kulo terapkan waktu pelajaran ben wonten variasine...”¹³

From some statement above showed that the students also teacher of social science subject enjoy this method when researcher implement this method in the learning process. In discussion process not just one member of group that active. All member of group active looking for information about the picture. When Make a Match method also, student not shame again looking for the couple with other friend, boys or girls.

¹¹Interview with Happy Prayoga, student of class VIII-CSMPN 1 Beji, on September, 2th, 2014 at 12.00 pm

¹² Interview with Lina Rosita, student of class VIII-C SMPN 1 Beji., on September, 2th, 2014 at 12.10 pm

¹³Interview with Mrs. Wiwik, teacher of social science class VVIII-C SMPN 1 Beji., on September, 2th, 2014 at 12.45 pm

CHAPTER V

DISCUSSION

In this chapter will discussed the implementation of Game Match and Make a Match method. This research focused on implementation of Game Match and Make a Match method to increase student's achievement in learning integrated social science at class VIII-C of SMPN 1 Beji. Implementation of Game Match and Make a Match method make students active in learning process. They active to search information about the material with their friends by discussion and affirmed with game Match. So, students have deeper understanding of the material.

After researcher collect the data from research result in SMPN 1 Beji by observation, interview, and documentation, so researcher will analyze the data to explain more from research result.

Explanation below is result of researcher's analysis about the implementation of Match Game and Make a Match method to increase student's achievement in learning integrated social science at class VIII-C of SMPN 1 Beji.

A. The Process of Match Game and Make a Match Method to Increase Student's Achievement in Learning Integrated Social Science at Class VIII-C of SMPN 1 Beji

This research held in class VIII-C of SMPN 1 Beji. This class action research was carried out for two cycles. Each cycles did for two meeting. First cycle did in August 21th and 26th, 2014. Second cycle did in August 28th and 3th, 2014.

Before doing first cycle, researcher doing observation to observe learning process and student's condition at class VIII-C of SMPN 1 Beji using lecture method. Researcher also do interview with teacher of social science and students of VIII-C of SMPN 1 Beji, and give pre test in the end of lesson to students as comparison of result research using Match Game and Make a Match method.

After researcher know the beginning condition in class VIII-C of SMPN 1 Beji especially in learning social science, from pre test test result know that student's achievement in class VII-B is still low. So in the first cycle researcher directly divide the class into ten group to doing discussion and then continued with Match game to make student more understand about the material. Like explanation in the book *Strategi Belajar Mengajar* by Syaiful Bahri Djamarah and Aswan Zein, discussion technique is a teaching learning technique that did by teacher in school. In discussion, teaching learning process happen, where interaction between two person or more individu, exchange the experience each other, information, solve the problem, all of them active, no one passive as listener.¹

Planning of the implementation of match game and make a match method in learning integrated social science include the materials of pengaruh keunggulan lokasi terhadap kegiatan ekonomi, transportasi dan komunikasi. The planning also include creating lesson plan for every meeting using match game and make a match method, making learning media (make card for index card match method also picture about topic that will discussed), make a match a game basic multimedia, make post test questions for students that gived in every cycle, also prepare the interview guidelines (for teacher and some students in class VIII-C of SMPN 1 Beji) and documentation.

¹Syaiful Bahri Djamarah dan Aswan Zein, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2006), page 87-88

First cycle did for two meeting. First meeting used to pre-test and implementing match a game and make a match method, the second meeting used to post-test and make a match method. Second cycle used to evaluation. Researcher give post test to student in the end of meeting. Before give post test teacher review the material together with students.

Second cycle also did for two meeting, in this cycle same with first cycle but researcher repair the lesson by looking at result of observation and reflection in first cycle. So, the learning activity in second cycle better than first cycle.

In every activity we need a change, exactly good change, included this research. Reflection is one way to change our self or our activity better than before. In every cycle in this research we need a reflection to create better learning activity.

B. The Implementation of Make a Match Method to Increase Student's Achievement in Learning IPS Terpadu at Class VII-B of SMP Negeri 1 Beji Pasuruan

In this research, researcher doing pre test before implement the Make a match method. Researcher as teacher doing the learning method using conventional method that is lecturer method and question and answer before give pre test to students in class VIII-C.

When learning process in pre-test, knowed that conventional method like lecturer method make students not enthusiastic in the learning process. Students look lazy, sleepy, some of students also make noisy in the class, and they ask to take a break. From pre-test cycle 1 result also showed that almost students in the VIII-C can't complete the KKM, or in other word the achievement of VIII-C still low. There are just five students that can get mark exceed the KKM. The average mark from pre test just 59,76. It's show that result achieved by student can not reach the target.

Based on result above, researcher implement the match game and Make a match method for the next meeting. Both method can make student active. Match game can make students express their opinion and game card match will make students active and fun. This statement same with explanation in website that said game card match method able to create an active learning environment and fun.²

In the first cycle, material give to students in the first meeting. Second meeting is for review the material and researcher give post-test in the end of lesson. Some students look still confused in the first cycle. When teacher divide them into ten group randomly, they still confused and not want to become groups with teacher decision. This problem takes a long time, the disscussion also dominated by one or two students in each group because other member of group lazy or confused especially boy students.³ It is some disadvantages of discussion like Syaiful Bahri Djamarah and Aswan Zein explanation in their book. In discussion students still shy to express their opinion or present the discussion result in front of other friends. When researcher implement the game Card Match some students confused to looking for the couple of the card. The girls also shy when the card is bring by the boys. Students also always ask to the teacher which one the right couple of card that they bring. But in generally, the result of first cycle show that the student's achievement increase. Although some students still confused, students look happy and they become active. Students still be anxious to do this method again in the next meeting.

According to observation and reflection in first cycle, to increase the student's achievement also solve the problem that appear, researcher do some action like :

² <http://nongkrongplus.wordpress.com/2012/03/15/metode-pembelajaran-index-card-match/> accessed on April 15th, 2014 at 06:40 PM

³ Syaiful Bahri Djamarah dan Aswan Zein, *op.cit*, page 88

1. Give a clear explanation to students.
2. Always motivate students to always learning, read the material before enter the class.
3. Give reward to students to make them more competitive and energetic in join the learning process.
4. Give punishment to students that not give attention in learning process, the purpose it to make them more concentration in the class.

In the second cycle, the learning process more enjoy and students can join it with good in discussion and when index card match method. They quickly make group when teacher ask them to make ten group in the class. Students look more confidence to express their opinion in front of their friends. When teacher implement index card match method, students look more confidence when they must look for the card couple in their friends, boys or girls. They look more enthusiastic in this activity. They try to become the fastest that found right couple of the card, because teacher will give reward to the fastest couple that found right couple of that card. This condition appropriate with an explanation that one psychological factor that influence students achievement is motivation. Like explanation in the book *Psikologi Pendidikan* that said, motivation is every thing that drives a person to act to do something.⁴ So, reward make students happy and have motivation to become the best. This method success to increasing student's achievement. In this cycle, from pre-test and post test result, knowed that the average mark of students in class VIII-C of SMPN 1 Beji increase from first cycle.

⁴ Ngalim Purwanto, *Psikologi Pendidikan*(Bandung: Remaja Karya,1998), page 69

C. The Result Outcome of Make a Match Method to Increase Student's Achievement in Learning IPS Terpadu at Class VIII-C of SMP Negeri 1 Beji Pasuruan

To know the learning outcome using Make a match method in class VIII-C, in every end of cycle, researcher always give post test to students. Evaluation also from observation and interview. Teacher give post-test to students because test is an assessment tool is the questions given to the students to get answers from students in the form of verbal (oral test), in writing (writing test), or in form of action (action test).⁵

Evaluation is one of the important thing in the learning process. Like Ngalim Purwanto explanation, there are three main function of evaluation, they are:

1. To know the student progress and development after do the learning activity in certain of time.
2. To know how far a method success to used in the learning activity.
3. With knowing the weakness and badness of the evaluation result, then we can try to looking for improvement.⁶

From the implementation of two cycle, we can see that with implement the Make a match method can increase student's achievement in class VIII-C of SMPN 1 Beji in IPS Terpadu. It can see from student's average mark that increasing. From pre-test and post test result in first cycle student's average mark is 59, 76 increase become 70,21. It because students more enjoy the learning process. They not look lazy or sleepy again like in the pre test. Although some students still confused and shy with other friends when teacher implement the method but they still enjoy learning process.

⁵ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 2009), page 35

⁶ Ngalim Purwanto, *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: Remadja Karya, 1988), page 4

And in the second cycle is increase become 79,00. It happen because students have deeper understanding the material after teacher implement Make a match method. Students have learn the material in their house before lesson begin. The average mark result pre-test 66,09 can increase become 79,00 because they have motivation to become the best in the class. Researcher give a reward for who the fastest find the couple and the couple is right. With this reward students become more active and have competitive soul with other friends.

The explanation above same with surah Al Baqarah verse 148. This verse explain that Allah order to the creature to always competitive in goodness.

...الْخَيْرَاتِ...فَاسْتَبِقُوا

...Maka berlomba-lombalah (dalam membuat) kebaikan...⁷

From the verse above, know that we must always compete in goodness. In this case, learning is one of goodness. Compete in looking for the knowledge is competition in goodness. It will fight the stupidity in the world because Allah hate the stupid creature.

Beside give reward, reseracher also give punishment for who do not pay attention in the learning proccess. Students become more concentration in the learning proccess because they affraid if they get the punishment in the class. With good concentration students will become easier to understand the material and the impact is the student's achievement increase.

Like previous research that did by the thesis work of Arie Budi Maryanti, Department of Islamic studies and the teacher training faculty of Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2010 entitled application of the Techniques to Make a Match to increase

⁷Departemen Agama RI, *op.cit* ,page 23

interest and Liveliness of students in Learning Moral Creed in Class VII MTs Karangmojo Gunungkidul. Budi Arie Maryanti research is a research class action, with the kind of qualitative research. the research subject is grade VIII C and teachers ' Morals. The results showed that interest students have reached 73,58% in cycle 1, cycle II reached 77,58%, there was an increase of 4%. While the liveliness of students observation sheet calculation indicates that the student has achieved 61,25 % in cycle 1, cycle II reached 71,25%, occur an increase of 10% 13.⁸

Research by Meytha Sari Agstriningtyas about implementation of combination of discussion and index card sort strategy for increasing the student's motivation in learning IPS terpadu at MTs Negeri Denanyar Jombang have result that this strategy can increase the student's motivation. The student's average mark increase 83.14 for first cycle, then decrease become 62.32 in the second cycle, and increase again become 88.26 in the third cycle.⁹ From some previous research and the researcher research can conclude that this method not only can increase the student's achievement, but also the student's motivation.

Especially for this research, with implement the Make a match method can increase student's achievement in learning social science integrated at class VIII-C of SMPN 1 Beji Pasuruan, with some indicator of success like students become more active, they enjoy the lesson, their achievement also can increase, and they become more confidence than before.

⁸<http://nongkrongplus.wordpress.com/2012/03/15>. Arie Budi Maryanti, "*Penerapan Teknik Make A Match untuk Meningkatkan Minat dan Keaktifan Siswa Dalam Pembelajaran Akidah Akhlak di kelas VIII Karangmojo Gunungkidul*", Skripsi, Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2010, hal.ix.

⁹Meytha Sari Agstriningtyas, *Implementation of Combination of Discussion and Index Card Sort Strategy For Increasing The Student's Motivation in Learning IPS Terpadu at MTs Negeri Denanyar Jombang*, (Malang: Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, 2013)

CHAPTER VI

CLOSING

A. Conclusion

Class action research with The Implementation of Make a Match Methods in Increasing Student Achievement in Learning The Integrated IPS at Class VIII-C of SMP Negeri 1 Beji Pasuruan was able to increase student achievement. Students become more active and enthusiastic in following the teaching and learning activities (KBM), they enjoyed the lesson and become more confident. The conclusions of this research are:

1. the process of The Implementation of Make a Match Methods in Increasing Student Achievement in Learning The Integrated IPS at Class VIII-C of SMP Negeri 1 Beji Pasuruan performed in respect of the two cycles, there are two cycles in one meeting. In the first meeting the evaluation of pre-test and the granting of material is conducted, for the second meeting the method implementation and the evaluation of post-test is done. The third meeting was conducted on the evaluation of pre-test and the granting of material, for the fourth meeting the methods implementation and post-evaluation test is done. Implementation of the method using two cycles makes students more active and confident than before.
2. The results of The Implementation of Make a Match Methods in Increasing Student Achievement in Learning the Integrated IPS at Class VIII-C of SMP Negeri 1 Beji Pasuruan is the increasing of student achievement that showed from student's average mark. The average mark is increase in every cycle, in the pre-test is 59,76, the average mark in the first cycle is 70,21, and the second cycle in the pre test is increasing 66,09 up

to 79.00. The difference between the results of the first cycle and the second cycle is showed in the rising indication graph that indicates the effectiveness of those methods from 12 to 26 on each student.

3. The effectiveness of The Implementation of Make a Match Methods in Increasing Student Achievement in Learning the Integrated IPS at Class VIII-C of SMP Negeri 1 is indicated by the increasing of student learning achievement. Students who used to be lazy, sleepy and tired in following lessons integrated IPS, having more spirit and enthusiasm in following the process of learning by this make a match method.

B. Suggestion

According to the research, there are some suggestions from researcher :

1. For school

School needs to complete the facility, especially for teaching learning process. If school have complete facility and have good human resources to use it, so quality of the school will be better. Teaching learning process also more pleasing, and student can become more active. In the learning process not only use conventional method, teacher for every subject can implement various method and combine with other method to make student more active and have a meaningful learning. One example of this is Make a Match method.

2. For Teacher Integrated Social Science

In implement Make a match method, teacher can make variation in the learning process. Teacher must creative to make student not bored join the lesson.

3. For Student

Students must be active in the class. If there are material that can understand well, students can ask to the teacher to get clear explanation. Students alsodo not be shy in the learning process, in the discussion or in the looking for the card when teacher implement Make a match method.



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APPENDIX



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 Thesis Title : The Implementation Methods of Make a Match in Improving Student Achievement in social Science Subjects at Grade 8th Junior High Schools 1 BejiPasuruan

| No | Date | Material of Consultation | Signature of Advisor | |
|-----|-----------------------------------|---|----------------------|-----|
| 1. | September 26 th , 2013 | Consultation of Title | 1. | 2. |
| 2. | October 2 th , 2013 | Consultation of chapter I | 3. | 4. |
| 3. | October 10 th , 2013 | Consultation of Chapter I and II | 5. | 6. |
| 4. | October 18 th , 2013 | Consultation of Chapter I, II and III. | 7. | 8. |
| 5. | October 23 rd , 2013 | Acc for Proposal Seminar | 9. | 10. |
| 6. | October 30 th , 2013 | Revision of Chapter I, II and III | 11. | 12. |
| 7. | August 7 th , 2014 | Consultation of Chapter I, II, III and IV | | |
| 8. | August 13 th , 2014 | Revision of Chapter I, II, III | | |
| 9. | August 18 th , 2014 | Consultation of Chapter I, II, III, | | |
| 10. | August 20, 2014 | Revision of Chapter I, II, III | | |
| 11. | August 28 th , 2014 | Consultation of Chapter I, II, III, IV | | |
| 12. | September 6 st , 2014 | All Chapter | | |



Acknowledged by,
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Hal : **Izin Penelitian**

20 Agustus 2014

Kepada
Yth. Kepala SMP Negeri 1 Beji Pasuruan
di

Pasuruan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Semester – Tahun Akademik : Ganjil - 2014/2015
Judul Skripsi : **Implementation Methods of Make Match in Improving Student Achievement in Social Science Subjects at Grade 8th Junior High Schools 1 Beji Pasuruan**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Jurusan P.IPS
2. Arsip



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Prodi : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Tahun Angkatan : 2014/2015

Telah melaksanakan penelitian di sekolah kami dengan judul "Implementation Methods of Make Match in Social Science Subjects at Grade 8th Junior High Schools 1 Beji Pasuruan "
Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk digunakan sebagaimana perlunya.



Beji, 05 September 2014
PLT Kepala Sekolah

Drs. H. Mas'ud Hasyim,MM
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RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|-------------------|--|
| Satuan Pendidikan | : SMP Negeri1 Beji Pasuruan |
| Kelas/Semester | : VIII / Gasal |
| Mata Pelajaran | : Ilmu Pengetahuan Sosial (IPS) |
| Tema/Topik | : Keunggulan Lokasi dan Kehidupan Masyarakat |
| Sub Tema | : Keunggulan Lokasi Indonesia |
| Pertemuan Ke | : 1, 2 dan 3 |
| Alokasi Waktu | : 6 x 40 menit |

A. KOMPETENSI INTI :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan dan alam dalam jangkauan pergaulan dan keberadaan.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR:

- 1.3. Menghayati karunia Tuhan YME yang telah menciptakan manusia dan lingkungannya
- 2.3. Menunjukkan perilaku jujur, gotong royong, bertanggung jawab, toleran, dan percaya diri sebagaimana ditunjukkan oleh tokoh-tokoh sejarah pada masa lalu
- 3.4. Memahami pengertian dinamika interaksi manusia dengan lingkungan alam, sosial, budaya, dan ekonomi

Indikator

- Menjelaskan keunggulan lokasi Indonesia ditinjau dari kondisi iklim
- Menjelaskan keunggulan lokasi Indonesia ditinjau dari geostrategis

- Menjelaskan keunggulan lokasi Indonesia ditinjau dari kondisi tanah

4.1. Mengobservasi dan menyajikan bentuk-bentuk dinamika interaksi manusia dengan lingkungan alam, sosial, budaya, dan ekonomi di lingkungan masyarakat sekitar.

Indikator

- Mengobservasi keunggulan lokasi Indonesia ditinjau dari kondisi iklim, geostrategis, dan kondisi tanah.
- Membuat rencana tindak untuk menanggulangi permasalahan manusia hubungannya dengan kondisi iklim, geostrategis, dan kondisi tanah.
- Mempresentasikan data hasil observasi hubungannya dengan kondisi iklim, geostrategis, dan kondisi tanah

C. Tujuan Pembelajaran :

Setelah mempelajari uraian pada tema ini, diharapkan siswa mampu :

1. Menjelaskan keunggulan lokasi Indonesia ditinjau dari kondisi Iklim, geostrategis dan tanah.
2. Menganalisis pengaruh keunggulan lokasi terhadap kegiatan ekonomi, transportasi dan komunikasi masyarakat.
3. Menjelaskan keunggulan lokasi ditinjau dari geostrategis
4. Mengidentifikasi keuntungan letak Indonesia pada posisi geostrategis
5. Menunjukkan contoh keuntungan yang dirasakan masyarakat Indonesia karena letaknya pada posisi geostrategis
6. Menjelaskan keunggulan tanah di Indonesia
7. Menjelaskan keuntungan kondisi tanah Indonesia terhadap aktivitas pertanian
8. Menunjukkan contoh pemanfaatan tanah yang dilakukan oleh masyarakat

D. Materi Pembelajaran:

1. Keunggulan iklim Indonesia
 - Keunggulan iklim muson tropis
 - Akibat dari iklim muson tropis terhadap kehidupan
2. Keunggulan geostrategis Indonesia
 - Pengertian keunggulan geostrategis Indonesia

- Keuntungan letak Indonesia pada posisi geostrategis
 - Contoh keuntungan Indonesia pada posisi geostrategis
3. Keunggulan tanah di Indonesia
- Kondisi tanah di Indonesia
 - Keuntungan kondisi tanah di Indonesia terhadap aktivitas pertanian
 - Contoh pemanfaatan tanah oleh masyarakat Indonesia

E. Metode Pembelajaran:

1. Pendekatan : Saintifik
2. Metode : Make a Match

F. Media, alat dan sumber pembelajaran

1. Media : Peta Indonesia, game Make a match
2. Alat/bahan : Komputer/laptop, LCD, Power Point
3. Sumber Belajar : Buku Siswa IPS, LKS

G. Langkah-langkah Kegiatan Pembelajaran :

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|-------------|---|--|
| Pendahuluan | <p>Pertemuan ke -1 (2 X 40 menit)</p> <p>Persiapan psikis dan fisik, membuka pelajaran dengan mengucapkan salam dan berdoa bersama</p> <p>Peserta bersama guru mengkondisikan kelas</p> <p>Menginformasikan tujuan yang akan dicapai selama pembelajaran</p> <p>Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> <p>Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu Dari Sabang sampai Merauke, dilanjutkan dengan tanya jawab tentang makna lagu di hubungkan dengan kebutuhan manusia sebagai makhluk sosial (syair terlampir).</p> <p>Membagi siswa menjadi beberapa kelompok (A, B, C,s/d kelompok H) masing-masing beranggotakan 4 s.d 5 orang.</p> | <p>80 menit</p> <p>10 menit</p> |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|-------------|---|--|
| Inti | <p>Mengamati</p> <p>Peserta didik diminta mengamati kondisi iklim di Indonesia pada peta iklim</p> <p>Diskusikan hasil pengamatan tentang keunggulan iklim tropis dan keuntungan letak Indonesia pada posisi silang dua benua dan dua samudera tersebut</p> <p>Menanya, menjawab, mengumpulkan informasi dan menalar</p> <p>Peserta didik diminta mendiskusikan dengan kelompok untuk merumuskan jawaban atas pertanyaan berdasarkan dari hasil pengamatan posisi silang Indonesia pada peta.</p> <p>Peserta didik diminta mendiskusikan dengan kelompok untuk menjawab pertanyaan sesuai dengan apa yang ada pada permainan make a match</p> <p>Penerapan Metode Make a Match</p> <p><i>Langkah-langkah</i></p> <ul style="list-style-type: none"> - Guru menyiapkan media game Make a match yang ada pada game the explorer yang berisi satu bagian kartu soal dan bagian lainnya kartu jawaban. - Siswa diberi petunjuk cara melakukan tata cara pelaksanaan kegiatan Make A Match - Setiap kelompok mendapatkan sebuah kartu yang bertuliskan soal/jawaban. - Setiap kelompok di minta untuk maju di depan kelas untuk mengerjakan game Make a match yang ada pada layar LCD - Tiap kelompok memikirkan jawaban/soal yang cocok dari kartu yang dipegang. - Setiap kelompok mencari pasangan kartu yang cocok dengan game Make a match yang ada pada layar LCD. Misalnya: siswa yang diberi soal tentang pengertian geostrategis Indonesia, maka langkah yang diambil siswa tersebut yaitu mencari jawaban tentang pengertian geostrategis Indonesia - Setiap kelompok yang dapat mencocokkan kartunya sebelum batas waktu (5 menit) diberi poin. - Jika siswa tidak dapat mencocokkan kartunya dengan kartu temannya (tidak dapat menemukan kartu soal atau kartu jawaban) tidak akan mendapatkan nilai, seperti yang telah | <p>60 Menit</p> <p>10 menit</p> <p>40 menit</p> |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|--------------------|--|-----------------------------|
| | <p>disepakati bersama.</p> <ul style="list-style-type: none"> - Setelah satu babak, kartu dikocok lagi agar tiap kelompok mendapat kartu yang berbeda dari sebelumnya, demikian seterusnya. - Kegiatan Make A Match dilakukan 3 kali putaran <p>e. Mengkomunikasikan</p> <p>Peserta didik dalam kelompok diminta mempresentasikan hasil simpulan dari pertanyaan atas jawaban yang sudah diterapkan dalam permainan make a match</p> <p>Peserta didik bersama guru mengambil kesimpulan atas jawaban dari pertanyaan permainan make a match</p> | 10 menit |
| Penutup | <p>Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami</p> <p>Guru memberi penjelasan atas pertanyaan yang disampaikan oleh peserta didik</p> <p>Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi pendekatan dan model pembelajaran</p> <p>Peserta didik diberi pesan tentang nilai dan moral</p> <p>Peserta didik diingatkan untuk menyempurnakan laporan hasil diskusi kelompok yang telah dirumuskan untuk dikumpulkan kepada guru</p> <p>Peserta didik diingatkan untuk membaca materi pada sub tema berikutnya</p> | 10 menit |
| Pendahuluan | <p>Pertemuan Ke-2 (2 X 40 menit)</p> <p>Persiapan psikis dan fisik, membuka pelajaran dengan mengucapkan salam dan berdoa bersama</p> <p>Peserta didik bersama guru mengkondisikan kelas</p> <p>Guru menanyakan materi kemarin</p> <p>Menginformasikan tujuan yang akan dicapai selama pembelajaran</p> <p>Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> <p>Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu Dari Sabang sampai Merauke, dilanjutkan</p> | 80 menit 10 menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|----------------------|--|---|
| | <p>dengan tanya jawab tentang makna lagu di hubungkan dengan kebutuhan manusia sebagai makhluk sosial (syair terlampir).</p> <p>Membentuk siswa menjadi lingkaran besar</p> | |
| Kegiatan Inti | <ul style="list-style-type: none"> - Mengamati <p>Peserta didik diminta mengamati posisi silang Indonesia pada peta</p> <p>Diskusikan hasil pengamatan tentang keunggulan iklim tropis dan keuntungan letak Indonesia pada posisi silang dua benua dan dua samudera tersebut</p> <ul style="list-style-type: none"> - Menanya, menjawab, mengumpulkan informasi dan menalar <p>Peserta didik diminta untuk merumuskan jawaban atas pertanyaan berdasarkan dari hasil pengamatan posisi silang Indonesia pada peta.</p> <p>Peserta didik diminta untuk menjawab pertanyaan sesuai dengan apa yang ada pada permainan make a match</p> <p>Penerapan Metode Make a Match</p> <p><i>Langkah-langkah</i></p> <ul style="list-style-type: none"> - Guru menyiapkan beberapa kartu yang berisi satu bagian kartu soal dan bagian lainnya kartu jawaban. - Siswa diberi petunjuk cara melakukan tata cara pelaksanaan kegiatan Make A Match - Setiap siswa mendapatkan sebuah kartu yang bertuliskan soal/jawaban. - Tiap siswa memikirkan jawaban/soal yang cocok dari kartu yang dipegang. - Setiap siswa mencari pasangan kartu yang cocok dengan kartunya. Misalnya: siswa yang diberi soal tentang keunggulan geostrategis Indonesia, maka langkah yang diambil siswa tersebut yaitu mencari teman yang memegang jawaban tentang keunggulan geostrategis Indonesia - Setiap siswa yang dapat mencocokkan kartunya sebelum batas waktu (5 menit) diberi poin. - Jika siswa tidak dapat mencocokkan kartunya dengan kartu temannya (tidak dapat menemukan kartu soal atau kartu jawaban) tidak akan mendapatkan nilai, seperti yang telah disepakati bersama. | <p>60 menit</p> <p>10 menit</p> <p>30Menit</p> |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|---------------|---|--|
| Pendahuluan | <p>Pertemuan ke 3 (2 X 40 menit)</p> <p>Persiapan psikis dan fisik, membuka pelajaran dengan mengucapkan salam dan berdoa bersama</p> <p>Peserta bersama guru mengkondisikan kelas</p> <p>Menginformasikan tujuan yang akan dicapai selama pembelajaran</p> <p>Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> <p>Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu Dari Sabang sampai Merauke, dilanjutkan dengan tanya jawab tentang makna lagu di hubungkan dengan kebutuhan manusia sebagai makhluk sosial (syair terlampir).</p> <p>Mengkondisikan siswa untuk duduk melingkar</p> | <p>80 menit</p> <p>10 menit</p> |
| Kegiatan Inti | <ul style="list-style-type: none"> - Mengamati <p>Peserta didik diminta mengamati keunggulan tanah di Indonesia pada peta</p> <p>Diskusikan hasil pengamatan tentang keunggulan tanah terhadap beberapa variasi tanaman yang ada di Indonesia</p> <ul style="list-style-type: none"> - Menanya, menjawab, mengumpulkan informasi dan menalar <p>Peserta didik diminta untuk merumuskan jawaban atas pertanyaan berdasarkan dari hasil pengamatan keunggulan tanah Indonesia pada peta.</p> <p>Peserta didik diminta untuk menjawab pertanyaan sesuai dengan apa yang ada pada permainan make a match</p> <p>Penerapan Metode Make a Match</p> <p><i>Langkah-langkah</i></p> <ul style="list-style-type: none"> - Guru menyiapkan beberapa kartu yang berisi satu bagian kartu soal dan bagian lainnya kartu jawaban. - Siswa diberi petunjuk cara melakukan tata cara pelaksanaan kegiatan Make A Match - Setiap siswa mendapatkan sebuah kartu yang bertuliskan soal/jawaban. - Tiap siswa memikirkan jawaban/soal yang cocok dari kartu yang dipegang. | <p>10 menit</p> <p>30Menit</p> |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|----------|---|--------------------------------|
| | <ul style="list-style-type: none"> - Setiap siswa mencari pasangan kartu yang cocok dengan kartunya. Misalnya: siswa yang diberi soal tentang keunggulan geostrategis Indonesia, maka langkah yang diambil siswa tersebut yaitu mencari teman yang memegang jawaban tentang keunggulan geostrategis Indonesia - Setiap siswa yang dapat mencocokkan kartunya sebelum batas waktu (5 menit) diberi poin. - Jika siswa tidak dapat mencocokkan kartunya dengan kartu temannya (tidak dapat menemukan kartu soal atau kartu jawaban) tidak akan mendapatkan nilai, seperti yang telah disepakati bersama. - Setelah satu babak, siswa yang sudah mendapatkan pasangan yang cocok dengan pertanyaan maupun jawabannya siswa di suruh maju untuk menyelesaikan game Make a match yang ada pada layar LCD - Pasangan tersebut mempresentasikan apa yang telah di kerjakan pada game tersebut - setelah pasangan itu benar dalam menyelesaikan game tersebut siswa tersebut akan mendapatkan point tambahan <p>e. Mengkomunikasikan</p> <p>Peserta didik dalam pasangan diminta mempresentasikan hasil simpulan dari pertanyaan atas jawaban yang sudah di terapkan dalam permainan make a match</p> <p>Peserta didik bersama guru mengambil kesimpulan atas jawaban dari pertanyaan permainan make a match</p> <ul style="list-style-type: none"> - Evaluasi <p>Siswa mengerjakan soal evaluasi (terlampir).</p> | <p>5 Menit</p> <p>20 Menit</p> |
| Penutup | <ul style="list-style-type: none"> a. Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami b. Guru memberi penjelasan atas pertanyaan yang disampaikan oleh peserta didik c. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi pendekatan dan model pembelajaran d. Peserta didik diberi pesan tentang nilai dan moral e. Peserta didik diingatkan untuk menempurnakan laporan hasil | 5 menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|----------|---|---------------|
| | diskusi kelompok yang telah dirumuskan untuk dikumpulkan kepada guru f. Peserta didik diingatkan untuk membaca materi pada sub tema berikutnya | |

H. Penilaian

1. Jenis/ teknik penilaian :Tes lisan, produk diskusi, proyek, hasil kinerja peserta didik
2. Bentuk instrumen dan instrumen: proyek
3. Pedoman penskoran: lihat lampiran

Dilakukan menggunakan teknik penilaian autentik yang meliputi penilaian sikap, pengetahuan dan ketrampilan. Untuk menilai aspek sikap digunakan teknik observasi dengan menggunakan rubrik, aspek pengetahuan dengan tes lisan berbentuk uraian dan aspek ketrampilan dengan observasi.

a. Penilaian Sikap

RUBRIK PENILAIAN SIKAP

| NO | NOMOR INDUK | NAMA | SIKAP SPIRITUAL | SIKAP SOSIAL | | TOTAL NILAI |
|----|-------------|----------------------------|-------------------------|----------------|-----------|-------------|
| | | | Menghayati Kaunia Tuhan | Tanggung Jawab | Kerjasama | |
| | | | 1-4 | 1-4 | 1-4 | |
| 1 | 9329 | AINUR RO'FA | | | | |
| 2 | 9038 | AKHMAD RIZAL RESTU PRATAMA | | | | |
| 3 | 9371 | ALFINATUL FAUZIAH | | | | |
| 4 | 9040 | ALVIANI DAMAYANTI | | | | |
| 5 | 9082 | ANANDA NOVI HIDAYATI | | | | |
| 6 | 9415 | ANZA RIZQI AMALIA | | | | |
| 7 | 9122 | AZIFATIL AZIFAH | | | | |
| 8 | 9169 | CLARISSA AYU NURAINI | | | | |
| 9 | 9210 | DELLA SWASTIKA NUR AINI | | | | |
| 10 | 9044 | DEVI SAFITRI KAFULILLAH | | | | |
| 11 | 9087 | DEWI ROCHMAWATI | | | | |
| 12 | 9045 | DHARI WILUJENG | | | | |
| 13 | 9047 | DWI ARI SETIAWAN | | | | |

| | | | | | | |
|----|------|-------------------------------|--|--|--|--|
| 14 | 9048 | FIRDA CAHYANING FEBRIYANTI | | | | |
| 15 | 9340 | FIRMAN ARDIANSYAH | | | | |
| 16 | 9049 | HANIM MUFARRIAH OCTAVIYANA | | | | |
| 17 | 9051 | IDZNI RACHMA DINA | | | | |
| 18 | 9261 | INTI FADA PUTRI AMALIA | | | | |
| 19 | 9053 | KARINA YULIANTO PUTRI | | | | |
| 20 | 9054 | KAVITA FAIZATUS ZAHROH | | | | |
| 21 | 9133 | MAYA AYU ARIESKA | | | | |
| 22 | 9432 | MUCHAMAD YUSRIL | | | | |
| 23 | 9436 | MUHAMMAD FARIZ YULIANSYAH | | | | |
| 24 | 9060 | MUKHAMMAD NUR SULAIMAN | | | | |
| 25 | 9061 | NABIL MUFARRIAH OCTAVIYANI | | | | |
| 26 | 9062 | NAILIL MAGFIROH | | | | |
| 27 | 9064 | NUR AINI ZAHROTUL QORYAH | | | | |
| 28 | 9356 | NUR AINI | | | | |
| 29 | 9105 | NUR IMAMATUS SA'DIA | | | | |
| 30 | 9357 | NURAININ FEBRIANTI | | | | |
| 31 | 9315 | NURISMA FARADINA | | | | |
| 32 | 9067 | NURUR ROHMAH | | | | |
| 33 | 9107 | PRATISTYA FIRSTIANTI PRASETYO | | | | |
| 34 | 9068 | PUTRI FAJAR APRILANTI | | | | |
| 35 | 9069 | PUTRI INDAH SARI | | | | |
| 36 | 9109 | PUTRI OKTI PUSPOWATI | | | | |
| 37 | 9071 | QORINA HANNI FAUZIYAH | | | | |
| 38 | 9403 | REZA NUR ADELIA | | | | |
| 39 | 9111 | RISA WAHYU WIDYASTUTI | | | | |
| 40 | 9366 | RIZKA SUKMA FADILAH | | | | |
| 41 | 9073 | ROSALIA ISNA PUTRI | | | | |
| 42 | 9367 | SITI NUR AZIZAH | | | | |

Nilai sikap peserta didik : Jumlah nilai yang diperoleh dibagi 3

b. Penilaian pengetahuan

| no | Soal | Jawab |
|----|--|---|
| | Keunggulan geografis Indonesia Berada pada posisi silang benua dan samudra | Ramainya perdagangan antar negara |
| | Kerugian dari posisi silang Indonesia | Banyaknya budaya bangsa lain yang masuk ke Indonesia |
| | Keunggulan iklim muson tropis | temperatur yang tidak terlalu ekstrim, dengan kata lain tidak terlalu panas dan tidak terlalu dingin |
| | Dampak dari iklim muson tropis | mengakibatkan terjadinya musim penghujan dan musim kemarau yang senantiasa berganti setiap setengah tahun (6 bulan) sekali. |
| | Dampak dari banyaknya daerah vulkanis di Indonesia | Menyebabkan kesuburan pada tanah |
| | Keunggulan tanah di Indonesia | Berdampak pada banyaknya variasi tanaman dan buah buahan |
| | Curah hujan yang cukup | Sebagai salah satu musim daerah tropis di Indonesia |

Keterangan :

Tiap nomor diberi nilai 1, maka

Nilai pengetahuan = jumlah nilai yang diperoleh

c. Penilaian Keterampilan

RUBRIK PENILAIAN KETRAMPILAN (PRESENTASI)

| NO | NOMOR INDUK | NAMA | ASPEK YANG DINILAI | | | TOTAL NILAI |
|----|-------------|------|----------------------|--------------------|--------------------|-------------|
| | | | Kemampuan Presentasi | Kemampuan Bertanya | Kemampuan Menjawab | |
| | | | 1-4 | 1-4 | 1-4 | |

| | | | | | | |
|----|------|-------------------------------|--|--|--|--|
| 1 | 9329 | AINUR RO'FA | | | | |
| 2 | 9038 | AKHMAD RIZAL RESTU PRATAMA | | | | |
| 3 | 9371 | ALFINATUL FAUZIAH | | | | |
| 4 | 9040 | ALVIANI DAMAYANTI | | | | |
| 5 | 9082 | ANANDA NOVI HIDAYATI | | | | |
| 6 | 9415 | ANZA RIZQI AMALIA | | | | |
| 7 | 9122 | AZIFATIL AZIFAH | | | | |
| 8 | 9169 | CLARISSA AYU NURAINI | | | | |
| 9 | 9210 | DELLA SWASTIKA NUR AINI | | | | |
| 10 | 9044 | DEVI SAFITRI KAFULILLAH | | | | |
| 11 | 9087 | DEWI ROCHMAWATI | | | | |
| 12 | 9045 | DHARI WILUJENG | | | | |
| 13 | 9047 | DWI ARI SETIAWAN | | | | |
| 14 | 9048 | FIRDA CAHYANING FEBRIYANTI | | | | |
| 15 | 9340 | FIRMAN ARDIANSYAH | | | | |
| 16 | 9049 | HANIM MUFARRIAH OCTAVIYANA | | | | |
| 17 | 9051 | IDZNI RACHMA DINA | | | | |
| 18 | 9261 | INTI FADA PUTRI AMALIA | | | | |
| 19 | 9053 | KARINA YULIANTO PUTRI | | | | |
| 20 | 9054 | KAVITA FAIZATUS ZAHROH | | | | |
| 21 | 9133 | MAYA AYU ARIESKA | | | | |
| 22 | 9432 | MUCHAMAD YUSRIL | | | | |
| 23 | 9436 | MUHAMMAD FARIZ YULIANSYAH | | | | |
| 24 | 9060 | MUKHAMMAD NUR SULAIMAN | | | | |
| 25 | 9061 | NABIL MUFARRIAH OCTAVIYANI | | | | |
| 26 | 9062 | NAILIL MAGFIROH | | | | |
| 27 | 9064 | NUR AINI ZAHROTUL QORYAH | | | | |
| 28 | 9356 | NUR AYN | | | | |
| 29 | 9105 | NUR IMAMATUS SA'DIA | | | | |
| 30 | 9357 | NURAININ FEBRIANTI | | | | |
| 31 | 9315 | NURISMA FARADINA | | | | |
| 32 | 9067 | NURUR ROHMAH | | | | |
| 33 | 9107 | PRATISTYA FIRSTIANTI PRASETYO | | | | |
| 34 | 9068 | PUTRI FAJAR APRILIANI | | | | |
| 35 | 9069 | PUTRI INDAH SARI | | | | |
| 36 | 9109 | PUTRI OKTI PUSPOWATI | | | | |
| 37 | 9071 | QORINA HANNI FAUZIYAH | | | | |
| 38 | 9403 | REZA NUR ADELIA | | | | |
| 39 | 9111 | RISA WAHYU WIDYASTUTI | | | | |
| 40 | 9366 | RIZKA SUKMA FADILAH | | | | |

| | | | | | | |
|----|------|--------------------|--|--|--|--|
| 41 | 9073 | ROSALIA ISNA PUTRI | | | | |
| 42 | 9367 | SITI NUR AZIZAH | | | | |

Keterangan :

- 1) Nilai terentang antara 1 – 4
1 = kurang
2 = cukup
3 = baik
4 = amat baik
- 2) Nilai = jumlah nilai dibagi 3

RUBRIK PENILAIAN KETRAMPILAN (DISKUSI)

| NO | NOMOR INDUK | NAMA | ASPEK YANG DINILAI | | | | TOTAL NILAI |
|----|-------------|----------------------------|--------------------|--------------|----------------|---------------|-------------|
| | | | Mengkomunikasikan | Mendengarkan | Berargumentasi | berkontribusi | |
| | | | 1-4 | 1-4 | 1-4 | 1-4 | |
| 1 | 9329 | AINUR RO'FA | | | | | |
| 2 | 9038 | AKHMAD RIZAL RESTU PRATAMA | | | | | |
| 3 | 9371 | ALFINATUL FAUZIAH | | | | | |
| 4 | 9040 | ALVIANI DAMAYANTI | | | | | |
| 5 | 9082 | ANANDA NOVI HIDAYATI | | | | | |
| 6 | 9415 | ANZA RIZQI AMALIA | | | | | |
| 7 | 9122 | AZIFATIL AZIFAH | | | | | |
| 8 | 9169 | CLARISSA AYU NURAINI | | | | | |
| 9 | 9210 | DELLA SWASTIKA NUR AINI | | | | | |
| 10 | 9044 | DEVI SAFITRI KAFULILLAH | | | | | |
| 11 | 9087 | DEWI ROCHMAWATI | | | | | |
| 12 | 9045 | DHARI WILUJENG | | | | | |
| 13 | 9047 | DWI ARI SETIAWAN | | | | | |
| 14 | 9048 | FIRDA CAHYANING FEBRIYANTI | | | | | |
| 15 | 9340 | FIRMAN ARDIANSYAH | | | | | |
| 16 | 9049 | HANIM MUFARRIAH OCTAVIYANA | | | | | |
| 17 | 9051 | IDZNI RACHMA DINA | | | | | |
| 18 | 9261 | INTI FADA PUTRI AMALIA | | | | | |
| 19 | 9053 | KARINA YULIANTO PUTRI | | | | | |
| 20 | 9054 | KAVITA FAIZATUS ZAHROH | | | | | |
| 21 | 9133 | MAYA AYU ARIESKA | | | | | |

| | | | | | | | |
|----|------|-------------------------------|--|--|--|--|--|
| 22 | 9432 | MUCHAMAD YUSRIL | | | | | |
| 23 | 9436 | MUHAMMAD FARIZ YULIANSYAH | | | | | |
| 24 | 9060 | MUKHAMMAD NUR SULAIMAN | | | | | |
| 25 | 9061 | NABIL MUFARRIAH OCTAVIYANI | | | | | |
| 26 | 9062 | NAILIL MAGFIROH | | | | | |
| 27 | 9064 | NUR AINI ZAHROTUL QORYAH | | | | | |
| 28 | 9356 | NUR AYNi | | | | | |
| 29 | 9105 | NUR IMAMATUS SA'DIA | | | | | |
| 30 | 9357 | NURAININ FEBRIANTI | | | | | |
| 31 | 9315 | NURISMA FARADINA | | | | | |
| 32 | 9067 | NURUR ROHMAH | | | | | |
| 33 | 9107 | PRATISTYA FIRSTIANTI PRASETYO | | | | | |
| 34 | 9068 | PUTRI FAJAR APRILIANTI | | | | | |
| 35 | 9069 | PUTRI INDAH SARI | | | | | |
| 36 | 9109 | PUTRI OKTI PUSPOWATI | | | | | |
| 37 | 9071 | QORINA HANNI FAUZIYAH | | | | | |
| 38 | 9403 | REZA NUR ADELIA | | | | | |
| 39 | 9111 | RISA WAHYU WIDYASTUTI | | | | | |
| 40 | 9366 | RIZKA SUKMA FADILAH | | | | | |
| 41 | 9073 | ROSALIA ISNA PUTRI | | | | | |
| 42 | 9367 | SITI NUR AZIZAH | | | | | |

Keterangan :

- 1) Nilai terentang antara 1 – 4
1 = kurang
2 = cukup
3 = baik
4 = amat baik
- 2) Nilai = jumlah nilai dibagi 3

**Mengetahui,
Guru Mapel IPS**

**Malang, 30 Agustus 2014
peneliti**

**Wiwik mualifah, S.Pd.
NIP. 19720706 199512 2 001**

**Rahmad Hidayat
NIM 10130127**

| soal | jawab |
|--|---|
| Produsen melakukan kegiatan produksi atau proses produksi dengan tujuan | Menghasilkan sesuatu (barang dan jasa) yang lebih berguna bagi manusia. |
| Adi sumarmo adalah Bandar udara yang terletak di kota | Kota solo |
| Adi Sucipto adalah Bandar udara yang terletak di kota | Kota Yokyakarta |
| Belawan adalah pelabuhan yang terletak di kota | Kota medan |
| Tanjung emas adalah pelabuhan yang terletak di kota | Kota semarang |
| Tanjung intan adalah pelabuhan yang terletak di kota | Kota cilacap |
| Keunggulan geografis indonesia Berada pada posisi silang benua dan samudra | Ramainya perdagangan antar negara |

| | |
|--|---|
| Kerugian dari posisi silang Indonesia | Banyaknya budaya bangsa lain yang masuk ke Indonesia |
| Keunggulan iklim muson tropis | temperatur yang tidak terlalu ekstrim, dengan kata lain tidak terlalu panas dan tidak terlalu dingin |
| Dampak dari iklim muson tropis | mengakibatkan terjadinya musim penghujan dan musim kemarau yang senantiasa berganti setiap setengah tahun (6 bulan) sekali. |
| Dampak dari banyaknya daerah vulkanis di Indonesia | Menyebabkan kesuburan pada tanah |
| Keunggulan tanah di Indonesia | Berdampak pada banyaknya variasi tanaman dan buah-buahan |
| Curah hujan yang cukup | Sebagai salah satu musim daerah tropis di Indonesia |

| | |
|---|--|
| Seseorang perlu memiliki penghasilan untuk melakukan kegiatan konsumsi | faktor penghasilan yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| Keputusan seseorang konsumen untuk mengonsumsi suatu barang atau jasa sangat ditentukan oleh selera konsumen tersebut | faktor selera yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| perilaku turun menurun yang diyakini masyarakat harus dilakukan | faktor adat istiadat yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| seseorang mengonsumsi barang atau jasa tanpa memperhitungkan apakah ia benar-benar membutuhkan barang tersebut | faktor demonstran effect yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| Seseorang akan mengonsumsi suatu barang tertentu karena ia mengenal atau mengetahui barang tersebut | faktor iklan yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| Harapan konsumen pada harga | faktor perkiraan harga yang |

| | | |
|--|--|--|
| | di masa yang akan datang | menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| | Pengaruh jaman terhadap perilaku konsumsi masyarakat | faktor mode yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen |
| | Kondisi tanah yang berbeda, menyebabkan kegiatan ekonomi masyarakat juga berbeda | menyebabkan terjadinya saling ketergantungan antar daerah di indonesia |
| | Dampak positif perkembangan teknologi informasi dan komunikasi | proses informasi menjadi semakin cepat, dalam bidang ekonomi berpengaruh terhadap sistem jual beli |
| | Lunturnya nilai-nilai agama dan budaya | Budaya Barat negatif seperti budaya suka bersenang- senang (hedonisme), kehidupan bebas, dan ateisme, |
| | Dampak negative Kemajuan teknologi informasi dan komunikasi pada keamanan dan perpecahan | peristiwa perkelahian antar masyarakat, sangat mudah berkembang menjadi perkelahian antar kelompok, bahkan antar etnis |

Soal pre-test

NAMA/NO ABSEN :

Jawablah pertanyaan ini dengan benar dan baik

1. Sebutkan keuntungan iklim muson tropis bagi masyarakat Indonesia?
2. Apa maksud dari Indonesia memiliki letak Geostrategis?
3. Bagaimana kaitan antara produsen, disdributor dan konsumen ?
4. Jelaskan, apa yang dimaksud dengan distributor langsung?
5. Jelaskan keterkaitan antara kondisi tanah dengan jenis tanaman (flora) di Indonesia?



NAMA :

NO ABSEN:

KELAS/SEKOLAH :

SOAL POSTEST KE II

I. Jawablah pertanyaan di bawah ini dengan benar

1. Keunggulan geografis Indonesia berada pada posisi silang benua dan samudra adalah?...
 - a. Adanya Benua Australia dan benua Asia
 - b. Ramainya perdagangan antar Negara=
 - c. Banyaknya budaya bangsa lain yang masuk ke Indonesia
 - d. Adanya samudra Hindia dan samudra Pasifik
2. Temperatur yang tidak terlalu ekstrim, dengan kata lain tidak terlalu panas dan tidak terlalu dingin merupakan?...
 - a. Keunggulan iklim Indonesia
 - b. Dampak dari iklim muson tropis
 - c. Dampak dari banyaknya daerah vulkanis di Indonesia
 - d. Keunggulan iklim muson tropis=
3. Keunggulan tanah di Indonesia adalah?...
 - a. Sebagai salah satu musim daerah tropis di Indonesia
 - b. Menyebabkan kesuburan pada tanah
 - c. Berdampak pada banyaknya variasi tanaman dan buah-buahan=
 - d. Berdampak pada banyaknya pertambangan
4. Keputusan seseorang konsumen untuk mengonsumsi suatu barang atau jasa sangat ditentukan oleh selera konsumen tersebut adalah?...
 - a. faktor penghasilan yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - b. faktor selera yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen=
 - c. faktor adat istiadat yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - d. faktor demonstrasi effect yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
5. Seseorang mengonsumsi barang atau jasa tanpa memperhitungkan apakah ia benar-benar membutuhkan barang tersebut adalah?...
 - a. faktor penghasilan yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - b. faktor selera yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - c. faktor adat istiadat yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - d. faktor demonstrasi effect yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen=
6. Harapan konsumen pada harga di masa yang akan datang merupakan faktor dari?...
 - a. faktor mode yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - b. faktor perkiraan harga yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen=
 - c. faktor iklan yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
 - d. faktor perkiraan yang menentukan besar kecilnya pengeluaran konsumsi yang dilakukan konsumen
7. Memiliki kelebihan lebih jelas dan lengkap, tetapi memiliki kelemahan memerlukan waktu khusus untuk bertemu merupakan komunikasi?...
 - a. Komunikasi non verbal
 - b. Komunikasi tidak langsung
 - c. Komunikasi langsung=
 - d. Ciri bahasa non verbal

8. Budaya Barat negatif seperti budaya suka bersenang- senang (hedonisme), kehidupan bebas, dan ateisme, merupakan dampak dari?...
- Dampak negative Kemajuan teknologi informasi dan komunikasi pada keamanan dan perpecahan
 - Dampak negatif perkembangan teknologi informasi dan komunikasi terhadap criminal
 - Dampak positif perkembangan teknologi informasi dan komunikasi
 - Luntturnya nilai-nilai agama dan budaya=
9. buku tulis akan lebih berguna jika sudah sampai kepada pelajar dari pada ketika masih di pabrik.itu merupakan guna dari...
- Guna Dasar (*Basic Utility*)
 - Guna bentuk (*Form Utility*)
 - Guna tempat (*Place Utility*)
 - Guna waktu (*Time Utility*)
10. Adi Sucipto adalah Bandar udara yang terletak di kota...
- kota Solo
 - kota Yokyakarta
 - kota madiun
 - kota bandung
11. Bakauheni adalah pelabuhan yang terletak di kota...
- lampunng
 - Palembang
 - medan
 - manado
12. Bahasa dari daerah Gorontalo adalah...
- bahasa batak
 - bahasa Bulangga
 - bahasa sasak
 - bahasa bugis
13. penghasil teh terbesar terletak di daerah mana...
- daerah jawa barat
 - daerah jawa timur
 - daerah jawa tengah
 - daerah Sumatra
14. penghasil timah terbesar berasal dari daerah...
- Bengkulu
 - Bangka Belitung
 - batam
 - Palembang
15. bunga Raflesia Arnoldi berasal dari daerah...
- Bengkulu
 - Bangka Belitung
 - batam
 - Palembang

II. Jawablah pertanyaan di bawah ini dengan benar

- sebutkan minimal 3 keunggulan iklim di Indonesia?
- sebutkan minimal 3 keunggulan gostrategis di Indonesia?
- sebutkan minimal 3 keunggulan tanah di Indonesia?
- jelaskan maksud dari cuaca di Indonesia tidak terlalu ekstrim?
- Apa yang dibutuhkan dalam proses produksi?
- Sebutkan kerugian dari Indonesia berada pada jalur silang Negara?
- Bagaimana kaitan antara produsen, konsumen dan distributor

Kunci jawaban

1. B
2. D
3. C
4. B
5. D
6. B
7. C
8. D

9. B
10. B
11. A
12. B
13. A
14. B
15. A

Jawaban II

- 1.



APPENDIX

INSTRUMENT WAWANCARA

A. Respondent of the Teacher Social Science

1. Metode apa yang ibu gunakan dalam proses mengajar IPS?
2. Apa kendala ibu ketika menerapkan metode yang sering ibu gunakan?
3. Factor apa yang mempengaruhi siswa, sehingga siswa mengalami kesulitan dalam belajar?
4. Bagaimana cara ibu dalam mengatasi kesulitan belajar siswa pada mata pelajaran IPS?
5. Apa ibu sudah pernah menerapkan metode make a match, jelaskan?
6. Apakah Ibu setuju jika metode ini sering diterapkan di kelas?
7. Apakah metode ini layak untuk diterapkan di kelas?
8. Sistem evaluasi apa yang ibu gunakan pada mata pelajaran IPS?
9. Apa yang ibu lakukan terhadap siswa yang nilainya kurang atau dibawah KKM?
10. Menurut ibu Apakah penerapan metode make a match mampu mengatasi kesulitan belajar?
11. Apakah ada kesan atau pesan yang ingin Ibu sampaikan dalam penelitian ini?

A. Respondent of VIII-C Students

1. Apa kesulitan kamu dalam belajar IPS?
2. Bagaimana sikap Ibu guru selama ini mengajar?
3. Bagaimana cara Ibu guru mengajar di kelas?
4. Apakah kamu menikmati pembelajaran di kelas?
5. Metode apa yang biasanya digunakan guru dalam pembelajaran IPS?
6. Apa kamu faham dengan materi yang diajarkan ketika menggunakan metode tersebut, jelaskan?
7. Apa yang dilakukan oleh guru ketika kamu sudah mulai bosan dalam mengikuti pelajaran?
8. Selama ini media apa saja yang digunakan guru ketika mengajar?
9. Menurut kamu bagaimana pembelajaran menggunakan metode make a match?
10. Apa kamu mengalami kesulitan ketika belajar dengan menerapkan metode make a match, jelaskan?

