

# Identification of Students Perception Towards the Use of the Make a Match Learning Model in the Process of Learning Pancasila Values in Elementary Schools

Naimah Hidayati<sup>1\*</sup>, Winarno<sup>2</sup>, Fadhil Purnama Adi<sup>3</sup>,

<sup>1,2,3</sup>Universitas Sebelas Maret, Indonesia

\*) Corresponding author: naimahhidayati62@student.uns.ac.id

## Abstract

*Education of Pancasila values at the elementary school level is very important to shape the character and learning independence of students. The Make a Match learning model is an interactive method that is expected to improve students' learning independence in understanding Pancasila values. This study aims to identify students' perceptions of the use of the Make a Match learning model in learning Pancasila values in elementary schools. The research method used is descriptive quantitative, with data collection through questionnaires given to 30 fifth grade students from elementary schools in Wonogiri. The results of the study and analysis of students' perceptions of the process of implementing the Make a Match learning model in the process of learning Pancasila values, students' perceptions are seen in the following indicators: 1) enjoyment of learning is in the high category of 40%, 2) understanding of the material is in the medium category of 36.67%, 3) activeness in learning is in the high category of 36.67%, 4) cooperation with friends is in the medium category of 56.67%, and 5) learning independence is in the high category of 36.67%. So it can be concluded that the overall research results of students' perceptions are in the high category. This has been explained by students through a questionnaire, where most students stated that the Make a Match learning model in the process of learning Pancasila values was effective.*

Keywords: Make a Match Learning Model, Pancasila Values, Student Perception

## Introduction

Pancasila as the foundation of the Indonesian state consists of five principles that reflect the noble values that must be understood and applied by every citizen. A citizen is said to have the characteristics of a citizen which include: 1) a sense of identity, 2) enjoyment of certain rights, 3) fulfillment of appropriate obligations, 4) level of interest and involvement in public affairs, and 5) recipient of social values (Winarno, 2021: 2). Civic education is a subject that aims to shape the personality of the nation in accordance with the order of moral values (Prihandoko, Y., St Y, S., & Winarno, W, 2018: 472). Civic Education in the independent curriculum is

taught in Pancasila Education, which includes Pancasila values. Pancasila values in elementary schools aim to instill an understanding and awareness of the importance of applying these values in everyday life. Individual moral development can be enhanced through a learning approach that involves moral discussion, role-playing, and self-reflection (Maryani et al., 2024: 188). The basic values of Pancasila are fundamental philosophical values that are used as regulations and the basis for norms that apply in Indonesia. The basic values of Pancasila are normative and abstract which can be used as a basis for state activities. Pancasila as the basis of the state means that Pancasila is used as a

guideline in implementing all legal norms and in organizing the state (Hasanah, 2021: 56). Therefore, instilling an understanding and application of Pancasila values from an early age is very crucial. However, conveying abstract concepts such as Pancasila values to elementary school students who are at the concrete operational stage requires a special and effective approach. Students are more motivated if the lessons given take them to the real and concrete world in accordance with the development of the maturity of elementary school-age students (Ananda, 2017: 25).

One of the biggest challenges in Pancasila values education is finding a learning model that can bridge the abstraction of these values with children's cognitive abilities. The *Make a Match learning model* offers a solution through an interactive approach that involves students in an information matching game. This model not only encourages active student involvement but also makes the learning process more enjoyable. The *Make a Match learning model* combines democratic principles where students are actively involved in learning activities including students being free to choose the material to be studied according to the topic being discussed (Anggraeni et al., 2019: 221). The *Make a Match learning model* is a learning model that is packaged in the form of a game where students work in groups to match questions and answers in the form of cards with a certain time limit (Damayanti, 2020: 122). The *Make a Match learning model* is a learning model where the teacher prepares cards containing questions or problems and prepares answer cards then students look for their card pairs (Safitri et al., 2023: 88). The teacher determines the materials needed in the form of question and answer cards, then distributes them to students to match the pairs of cards, after students can match their cards they are asked to present to the front (Fauhah, H., & Rosy, B., 2021: 322). Students can actively participate in expanding their knowledge by using the *Make a Match*

*cooperative learning model* (Retnaningsih: 2020). Because of the pleasant learning environment, students can remember and understand the lesson material (Kurniawan & Agustin, 2024: 8). Thus, it is hoped that students' understanding of the values of Pancasila can increase.

## Literature review

### The Students' Perception of The Make a Match Model.

Several previous studies have shown that interactive and game-based learning models, such as *Make a Match*, have a positive influence on students' motivation and understanding. For example, research by Zalfa & Pranata (2024) shows that the use of the *Make a Match model* in civic education learning has significant effectiveness on students' learning outcomes. Another study by Wulandari (2024) also explains that this model is effective in improving students' learning outcomes in thematic learning on the theme of recognizing symbols and the principles of Pancasila.

However, each learning model has different dynamics and outcomes depending on the students' perceptions of the model. Positive perceptions from students are very important, because this can increase learning motivation, involvement in class, and ultimately their understanding of the material being taught. Perception is the process by which individuals organize and interpret stimuli from the environment to form understanding. Perception can be defined as the process of receiving, selecting, organizing, interpreting, testing and reacting to stimuli from the five senses or data (Nisa, 2023: 215). In the context of education, students' perceptions of the learning model used can affect their motivation, participation, and learning outcomes. Therefore, identifying students' perceptions of the use of the *Make a*

*Match learning model* in learning Pancasila values is very important to ensure the effectiveness of this model.

### Method

This study uses a quantitative method conducted with a quantitative description method. The method used in this study is a survey method with a data collection technique using a questionnaire. With the aim of describing students' perceptions of the use of the *Make a Match learning model* in learning Pancasila values. This study was conducted at SD Negeri 2 Jendi and SD Negeri 1 Krisak. The population of the study was grade V students, with a sample using a *voluntary random sampling technique*, namely members of the population from all students who were willing to be samples by filling out a questionnaire totaling 30 people.

Data collection techniques that will use questionnaires. The questionnaire in this study is in the form of a Likert scale. Based on Sugiyono's opinion (2009:93), *the Likert scale* is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In the study of student perceptions of the *Make a Match learning model* in learning Pancasila values, it is categorized into five indicators, namely: 1) enjoyment of learning, 2) understanding of the material, 3) activeness in learning, 4) cooperation with friends, and 5) learning independence.

The data analysis used is quantitative descriptive data analysis. Descriptive statistical calculations use descriptive percentage statistics, because descriptive statistics include data presentation through tables, graphs, diagrams, circles, mean calculations, modes, medians, decile calculations, percentiles, data distribution calculations, average calculations, standard deviations, and percentages (Sugiyono, 2011:112).

### Result and Discussion

The results of the study on Students' Perceptions of the Use of the *Make a Match Learning Model* in the Process of Learning Pancasila Values in elementary schools in this

study were based on five indicators, measured by 30 respondents and 20 statement questions, with a score range of 1-5, the following findings were obtained:

#### The Joy of Learning

Frequency distribution of research data on students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on the learning pleasure indicator obtained the lowest score of 7, the highest score of 15, the average (*mean*) 11.17, standard deviation (SD) 2.267. The complete results can be seen in the following table:

Table 2. Statistical Description of Learning Enjoyment Indicators

Statistics	
N	30
Total Answers	335
Mean	11.17
SD	2,267
Lowest Score	7
Highest Score	15

When displayed in the form of a frequency distribution, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on the learning enjoyment indicator are presented in the following table:

Table 3. Perception Frequency

No	Interval	Category	Frequency	%
1.	14.57<X	Very high	2	6.66 %
2.	12.30<X<14.57	High	12	40%
3.	10.04<X<12.30	Medium	8	26.67 %
4.	7.77<X10.04	Low	5	16.67 %
5.	X< 7.77	Very Low	3	10%
Amount			30	100 %

Based on the frequency distribution in the table above, students' perceptions of the use of the *Make a Match learning model* In the process of learning Pancasila values based on

learning enjoyment indicators, this can be presented in the following bar chart:

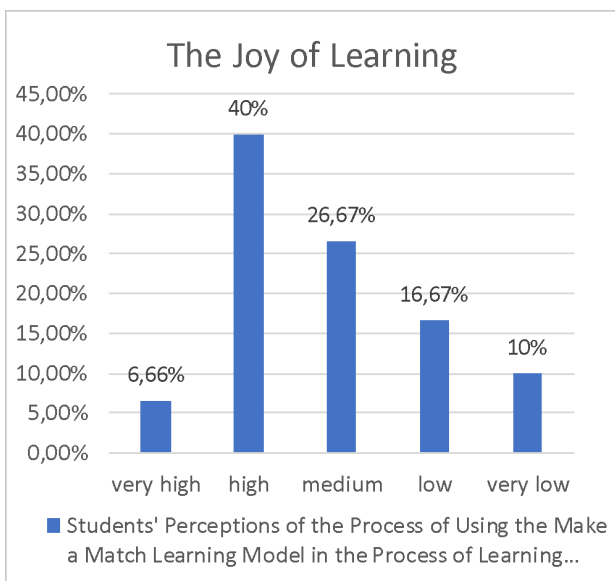


Figure 1. Bar Chart of Student Perception

Based on the table and image above, it shows the results of the study on the learning pleasure indicator that students' perceptions of the process of using the *Make a Match learning model* in the process of learning Pancasila values in the category "Very Low" by 10% (3 students), "Low" by 16.67% (5 students), "Medium" by 26.67% (8 students), "High" by 40% (12 students), and "Very High" by 6.66% (2 students). Based on these results, it is interpreted that students' perceptions of the process of implementing the *Make a Match learning model* in the process of learning Pancasila values in the "High" category of 40%.

### Understanding the Material

Frequency distribution of research data on students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on the material understanding indicator obtained the lowest score of 8, the highest score of 15, average (mean) 11.97, standard deviation (SD)

1.722. The complete results can be seen in the following table:

Table 4. Statistical Description of Material Understanding Indicators

Statistics	
N	30
Total Answers	359
Mean	11.97
SD	1,722
Lowest Score	8
Highest Score	15

When displayed in the form of a frequency distribution, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on material understanding indicators are presented in the following table:

Table 5. Perception Frequency

No	Interval	Category	Frequency	%
1.	14.55 < X	Very high	3	10%
2.	12.83 < X < 14.55	High	9	30%
3.	11.11 < X < 12.83	Medium	11	36.67%
4.	9.39 < X < 11.11	Low	6	20%
5.	X < 9.39	Very Low	1	3.33%
Amount			30	100%

Based on the frequency distribution in the table above, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on material understanding indicators, this can be presented in the following bar diagram:

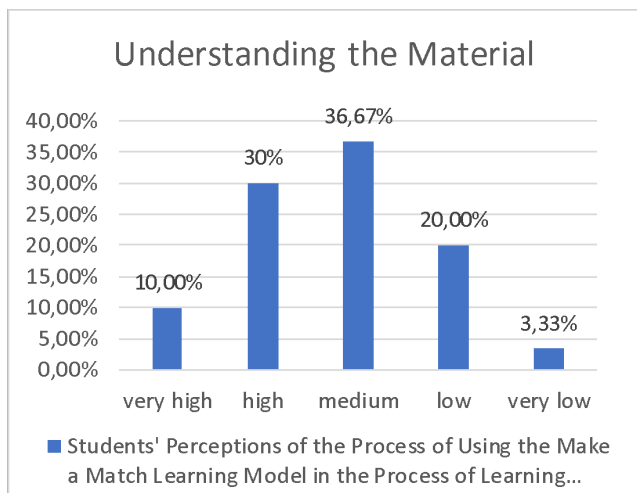


Figure 2. Bar Chart of Student Perception

Based on the table and image above, it shows the results of the study on the material understanding indicator that students' perceptions of the process of using the *Make a Match learning model* in the process of learning Pancasila values in the category "Very Low" of 3.33% (1 student), "Low" of 20% (6 students), "Medium" of 36.67% (11 students), "High" of 30% (9 students), and "Very High" of 10% (3 students). Based on these results, it is interpreted that students' perceptions of the process of implementing the *Make a Match learning model* in the process of learning Pancasila values in the "Moderate" category of 36.67%.

**Activeness in Learning**

Frequency distribution of research data on students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on the Activeness in Learning indicator obtained the lowest score of 8, the highest score of 16, the average (mean) of 11.77, standard deviation (SD) of 1.764. The complete results can be seen in the following table:

Table 6. Statistical Description of Learning Activity Indicators

Statistics	
N	30
Total Answers	353
Mean	11.77
SD	1,764
Lowest Score	8
Highest Score	16

When displayed in the form of a frequency distribution, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on indicators of activeness in learning are presented in the following table:

Table 7. Perception Frequency

No	Interval	Category	Frequency	%
1.	14.42 < X	Very high	2	6.67%
2.	12.65 < X < 14.42	High	10	33.33%
3.	10.89 < X < 12.65	Medium	8	26.67%
4.	9.12 < X < 10.89	Low	6	20%
5.	X < 9.12	Very Low	4	13.33%
Amount			30	100%

Based on the frequency distribution in the table above, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on indicators of activeness in learning, this can be presented in the following bar chart:

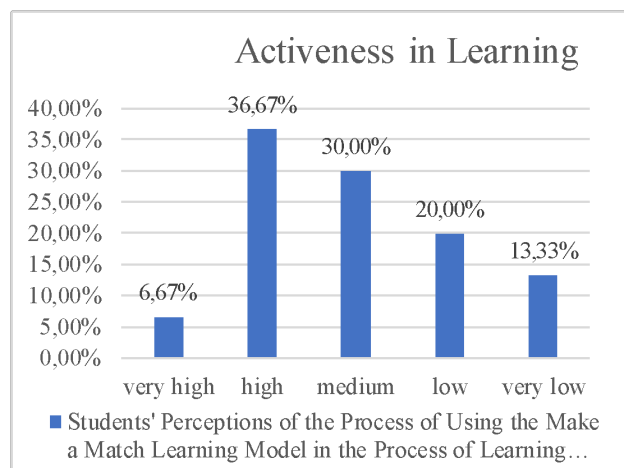


Figure 3. Bar Chart of Student Perception

Based on the table and image above, it shows the results of the research on the indicators of activeness in learning that students' perceptions of the process of using the *Make a Match learning model* in the process of learning Pancasila values in the

category "Very Low" of 13.33% (4 students), "Low" of 20% (6 students), "Medium" of 26.67% (8 students), "High" of 33.33% (10 students), and "Very High" of 6.67% (4 students). Based on these results, it is interpreted that students' perceptions of the process of implementing the *Make a Match learning model* in the process of learning Pancasila values in the "High" category of 36.67%.

### Collaboration with Friends

Frequency distribution of research data on students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on the Cooperation with Friends indicator obtained the lowest score of 6, the highest score of 15, the average (mean) of 11.47, standard deviation (SD) of 1.857. The complete results can be seen in the following table:

Table 8. Statistical Description of Cooperation Indicators with Friends

Statistics	
N	30
Total Answers	344
Mean	11.47
SD	1,857
Lowest Score	6
Highest Score	15

When displayed in the form of a frequency distribution, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on indicators of cooperation with friends are presented in the following table:

Table 9. Perception Frequency

No	Interval	Category	Frequency	%
1.	14.26<X	Very high	1	3.33%
2.	12.40<X < 14.26	High	6	20%
3.	10.54<X < 12.40	Medium	17	56.67%
4.	8.69 < X < 10.54	Low	3	10%
5.	X < 8.69	Very Low	3	10%
Amount			30	100%

Based on the frequency distribution in the table above, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on indicators of cooperation with friends, this can be presented in the following bar chart:

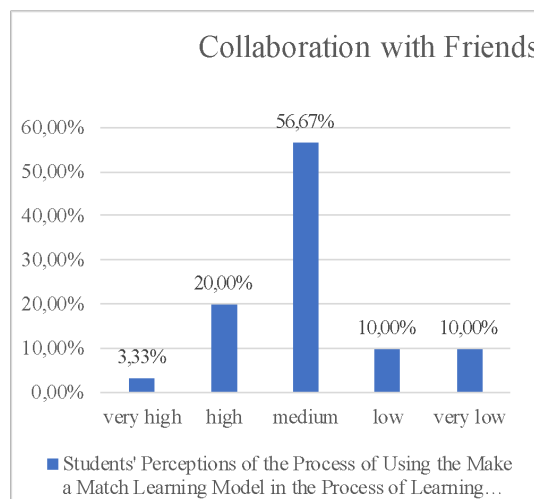


Figure 4. Bar Chart of Student Perception

Based on the table and image above, it shows the results of the study on the indicator of cooperation with friends, namely that students' perceptions of the process of using the *Make a Match learning model* in the process of learning Pancasila values in the category "Very Low" by 10% (3 students), "Low" by 10% (3 students), "Medium" by 56.67% (17 students), "High" by 20% (6 students), and "Very High" by 3.33% (1 student). Based on these results, it is interpreted that students' perceptions of the process of implementing the *Make a Match learning model* in the process of learning Pancasila values in the "Moderate" category of 56.67%.

### Learning Independence

Frequency distribution of research data on students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on the Learning Independence indicator obtained the lowest score of 8, the highest score of 15, the average (mean) 11.47, standard deviation (SD) 1.726. The complete results can be seen in the following table:

Table 10. Statistical Description of Learning Independence Indicators

Statistics	
N	30
Total Answers	344
Mean	11.47
SD	1,726
Lowest Score	8
Highest Score	15

When displayed in the form of a frequency distribution, students' perceptions of the use of the *Make a Match learning model* in the process of learning Pancasila values based on learning independence indicators are presented in the following table:

Table 11. Perception Frequency

No	Interval	Category	Frequency	%
1.	14.06<X	Very high	1	3.33%
2.	12.33<X < 14.06	High	11	36.67%
3.	10.61<X < 12.33	Medium	9	30%
4.	8.88 < X < 10.61	Low	8	26.67%
5.	X < 8.88	Very Low	1	3.33%
Amount			30	100%

Based on the frequency distribution in the table above, students' perceptions of the use of the *Make a Match learning model* In the process of learning Pancasila values based on learning independence indicators, this can be presented in the following bar chart:

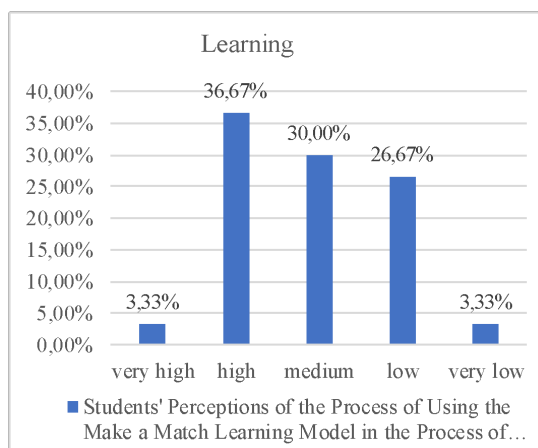


Figure 5. Bar Chart of Student Perception

Based on the table and image above, it shows the results of the study on the learning independence indicator that students' perceptions of the process of using the *Make a Match learning model* in the process of learning Pancasila values in the category "Very Low" of 3.33% (1 student), "Low" of 26.67% (8 students), "Medium" of 30% (9 students), "High" of 36.67% (11 students), and "Very High" of 3.33% (1 student). Based on these results, it is interpreted that students' perceptions of the process of implementing the *Make a Match learning model* in the process of learning Pancasila values in the "High" category of 36.67%.

### Conclusion

Based on the results of research and analysis of student perceptions of the process of implementing the *Make a Match learning model* In the process of learning Pancasila values, students' perceptions are seen in the following indicators: 1) enjoyment of learning is in the high category of 40%, 2) understanding of the material is in the medium category of 36.67%, 3) activeness in learning is in the high category of 36.67%, 4) cooperation with friends is in the medium category of 56.67%, and 5) learning independence is in the high category of 36.67%. So it can be concluded that the overall research results of students' perceptions are in the high category. This has been explained by students through a questionnaire, where most students stated that the *Make a Match learning model* in the process of learning Pancasila values was effective. The *Make a Match learning model* was well received by students and had a positive impact on their motivation and understanding of Pancasila values. This model is effective in creating an interactive and enjoyable learning atmosphere, which increases student involvement and understanding.

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