



APPLICATION OF MODELS MAKE A MATCH BASED ON MULTICULTURAL EDUCATION AS STRENGTHENING PROFILE PANCASILA STUDENTS

Meiske Puluhulawa

Gorontalo State University
meiskepuhulawa@ung.ac.id

Ditya Ibrahim

Gorontalo State University
ditya.ibrahim4@gmail.com

Marsella Desriyarini Gui

Gorontalo State University
marselladesriyarini@gmail.com

Anik Mufarrihah

Gorontalo State University

Abdul Rahmat

Gorontalo State University
abdulrahmat@ung.ac.id

Nina Lamatenggo

Gorontalo State University
ninalamatenggo@ung.ac.id

Article history:

Received 8th October 2022
Accepted: 8th November 2022
Published: 17th December 2022

Abstract:

Multicultural education in schools is expected to form a strong student character based on the recognition of diversity. The application of make a match based on multicultural education can develop a sense of sensitivity towards students, respect each other, and be creative. Thus students are able to become Pancasila students who can accept various differences, where students understand that as a nation, Indonesia does have diverse backgrounds, and is able to respect other people where the issue of respect can be a trigger for other problems such as divisions. The research method used was classroom action research using the model proposed by Kemmis and Mc Taggart which consisted of 2 cycles. The results showed that before the implementation of the cycle there were 2 out of 14 students or 28.58% of students who had shown behavior according to the Pancasila student profile, while in cycle I there were 7 out of 14 or 50% of students who had demonstrated behavior according to the Pancasila student profile, and in cycle II there 13 out of 14 or 92.85% of students have shown behavior according to the Pancasila student profile. The results showed that there was a change in behavior according to the profile of Pancasila students before the implementation of the cycle to cycle I by 21.42%, and an increase in behavior according to the profile of Pancasila students by 42.85% from the implementation of cycle I to cycle II or an increase in behavior according to the profile of Pancasila students by 64.27% from before the implementation of cycle II. This shows that the application of a make a match model based on multicultural education can improve behavior according to the profile of Pancasila students. The application of a make a match model based on multicultural education can improve students' critical thinking skills, and student learning outcomes in understanding Indonesia's cultural diversity and can strengthen the profile of Pancasila students.

Keywords: Make a Match, Multicultural Education, Profile of Pancasila Students

INTRODUCTION

Participant Indonesian students are expected could participate in sustainable global development as well as toughness in face various challenge. Expected competencies participant educate in accordance with Law Number 20 of 2003 namely Becomes a man of faith and piety to Almighty God Esa, morals noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens as well as responsible answer. Pancasila is one word fits best for summarizes whole expected character and competence for owned every individual Indonesian students. This study, which examines various documents related to 21st Century character and competence, also finds that the values contained in Pancasila are in harmony with the competencies recommended by the global community. Thus, being a Pancasila Student means being a student who has a strong identity as an Indonesian nation, who cares for and loves his homeland, but is also capable and confident in participating and contributing to overcoming global problems (Irawati, D., Iqbal, A., Hasanah, A., Arifin, B., 2022).

The Pancasila Student Profile was coined by the Ministry of Education and Culture of the Republic of Indonesia through the Character Strengthening Center which continues to strive to produce successors to the nation in accordance with the Pancasila Student Profile. The Minister of Education and Culture, Nadiem Anwar Makarim has established six indicators for Pancasila Student profiles. The six indicators are having a noble character, being independent, having critical thinking, being creative, working together and having global diversity. These six indicators are inseparable from the 2020-2035 Indonesian Education Roadmap, which is caused by technological, social and environmental changes that are happening globally (Kemendikbud, 2020). The dimensions of the Pancasila Student Profile are also designed holistically and comprehensively through habituation and exemplary. These dimensions are not only long-term goals, but also integrated into learning in at least three ways, namely 1) as subject matter in intracurricular activities, 2) as learning experiences or teaching strategies used by teachers, and 3) as projects. co-curricular activities. These three methods are not an option for schools or educators, but all of them need to be fulfilled so that the Pancasila Student Profile can be built and developed in each individual student effectively (Irawati, D., Iqbal, A., Hasanah, A., Arifin, B., 2022). The Pancasila Student Profile was coined on the basis of various kinds of phenomena in the world of education that occurred in Indonesia, both classic problems and modern problems. The classic problems that occur are social problems such as intolerance in the world of education. This is considered a threat, especially a threat to the national ideology, namely Pancasila. The rise of classic social problems such as social conflicts based on race and religion, human rights violations, and the threat of radicalism which has claimed many lives (Rusnaini., Raharjo., Suryaningsih, A., Noventari, W., 2021).

The results of previous research show that multicultural education tries to help unify the nation democratically by emphasizing the perspective of plurality of people in various nations, ethnicities, and different cultural groups (Khairiah, 2020). Banks defines multicultural education as an idea, an educational reform movement and an educational process, whose main goal is to change the structure of educational institutions so that both male and female students, students with special needs, and students who are members of different racial, ethnic and cultural groups that variety will have the same opportunity to achieve achievements (Najmina, 2018). Multicultural education can foster a spirit of brotherhood, brotherhood, friendship and lasting relationships, team spirit, unity, tolerance inside and outside of school, thus making the school environment safer and friendlier for all students (Okagbu, EF, Wang, M., Ezeachikulo, UP, 2022). In addition, multicultural education fosters the principle of social justice for all people, regardless of their identity background (Jayadi K., Abduh A. Basri M., 2020). Education with a multicultural approach is very appropriate to be applied in Indonesia for the formation of a strong character for the nation's generation based on the recognition of diversity. Then in its application it must be flexible, gradual, and not indoctrinated to adapt to the situation and conditions of the school. The multiculturalism approach is closely related to values and habits so that it requires deep insight and understanding to be applied in learning, role models, and daily behavior that is able to develop sensitivity, positive appreciation, and creative power (Najmina, 2018).

There are many methods that can be used by educators for the teaching and learning process and are expected to increase students' understanding of the material including students' understanding of Indonesia's cultural diversity, one of which is the make a match model . The research results of Rahmawati, SE, Darsono, D., Yulina, Y. (2017) show that the make a match type cooperative learning model has a significant effect on student social studies learning outcomes. Nengsih, F. (2018) proved that the make a match strategy can improve social studies learning outcomes. The advantages of the make a match learning model are that it can increase student learning activities, both cognitively and physically, there is an element of play, so this type is fun, increases student understanding of the material being studied, can increase student learning motivation, and effectively trains student discipline in respecting time. (Suprpta, 2020).

make a match type cooperative learning model can improve biology learning outcomes. In line with the results of Sulhan's research (2020) also states that the application of learning using the make a match model can improve student learning outcomes compared to conventional learning models. Seasfaot, L., Bien, YI, & M.Abi, A., (2020) in his research found that there was an increase in learning motivation by applying the make a match model . Classroom action research conducted by Widayanti and Sukirno (2018), motivation and learning activities can be increased by applying the make a match model . The research results of Yulianti, T., Fitria, Y., Ningsih, Y., (2020) explain that the make a match learning model can be used by students to make it easier to get answers to the questions given so that they can find the knowledge they should have for themselves.

Based on the results of relevant research on the make a match model, there has not yet been found a make a match model based on multicultural education as strengthening the profile of Pancasila students, even though the application of a make a match model based on multicultural education can improve students' critical thinking skills, and student learning outcomes in understanding diversity Indonesian culture and can strengthen the profile of Pancasila students which is the general goal of education today. Then in the learning process where students match pictures, many competencies are

required, namely knowledge, understanding, and skills. The make a match model based on multicultural education not only makes students know and skilled at pairing pictures but in the end students are required to be able to understand the material. In addition, the application of make a match based on multicultural education also strengthens the understanding of the foundation of education, namely being able to describe the latest educational issues, namely multicultural education, and finally as an educator can understand the concepts, goals, backgrounds, objectives and implementation of multicultural-based education that can applied in the learning process.

METHODOLOGY

The research method used is classroom action research using the model put forward by Kemmis and Mc Taggart. The Kemmis and Mc Taggart class action research design is as shown in the following figure:

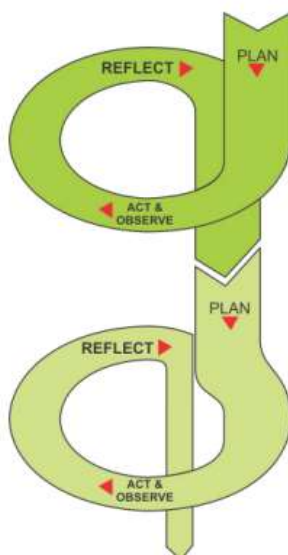


Figure 1. Action Research Model from Kemmis and Mc Taggart

The classroom action research design in this study uses the model proposed by Kemmis and Mc Taggart (2007), which consists of 4 stages, namely: (1) action planning; In this planning stage, an action plan is prepared to improve critical thinking skills and student learning outcomes through the application of a make a match model based on multicultural education. Action planning consists of preparing lesson plans, make a match learning tools, preparing equipment and practical materials, learning media used, socializing learning with make a match to students and preparing research instruments. (2) implementation of the action (act); at this stage the researcher carried out the planned learning. Teachers carry out Civic Education learning by applying a make a match model based on multicultural education, with Indonesian Cultural Diversity material with the steps for implementing the make a match model as follows; a) the teacher prepares several cards containing several concepts/topics suitable for the review session, one part of the question cards and the other part of the answer cards; b) the teacher distributes cards, each student gets a card with questions/answers written on it; c) the teacher asks each student to think about the answer/question from the card he is holding; d) the teacher asks students to look for pairs of cards that match their cards; e) the teacher gives points to students who can match the cards before the specified time limit; f) the teacher gives mutually agreed sanctions if students cannot match their cards after the specified time limit; g) after one round, another card so that each student gets the same card as before, and; 8) the teacher and students conclude the lesson at the end of the meeting (Rusman, 2011). (3) observation (observe); the observation stage was carried out by researchers assisted by 2 observers to observe directly during the learning process. Observations aim to find out whether or not there are changes that occur with the implementation of the actions that are being carried out, namely the application of the make a match model and student achievement in achieving the Pancasila Student profile (which is characterized by students being able to reason critically, creatively, cooperate/work together and understand diversity). (4) reflection, the action reflection stage, namely evaluating the results of the implementation of the action. Reflection is based on the data collected in the form of observations and assessments. The results of this reflection serve as the basis for determining what to do or what actions to take in the next cycle. The PTK model is spiral-shaped and continuous if the target results of the actions taken have not been achieved, then it is continued with the next cycle.

This research was conducted from October to November 2022. The research took place at 5 Tilongkabila Public Elementary School, Bone Bolango Regency with the research subjects being fourth grade students, totaling 14 students. The choice of class IV as the research subject was because there was a theme of Indonesian cultural diversity in the subject matter of Civics in class IV odd semester. The research procedure carried out in this study, in one cycle consists of 4 stages, namely planning, implementing, observing and reflecting.

The data obtained in this study is in the form of quantitative data in the form of observations of teacher and student activities in the application of the make a match model based on multicultural education, students' critical thinking skills, and student learning outcomes on understanding Indonesian cultural diversity. The data collection technique used is observation using checklist instruments and performance tests. Classroom action research is case research in a class where the results

are not to be generalized, so data analysis is sufficient by describing the data collected. The statistical technique used is descriptive statistics. Each research variable was analyzed with reference to the established criteria.

RESULTS

The procedure for the research conducted using classroom action research procedures from Kemmis and Mc Taagart consisted of the stages of planning, implementing, observing and reflecting. The classroom action research that has been conducted consists of 2 cycles, which were carried out from 24 October 2022 to 14 November 2022. The actions provided were in the form of applying a make a match model based on multicultural education in the Civics learning process with Indonesian Cultural Diversity material. At the first meeting, 14 students were present, complete and no one was absent. Prior to the implementation of the first cycle, data obtained from 71.42% of students or 10 out of 14 students still did not show behavior that was in accordance with the Pancasila profile and had not shown a united attitude in diversity, and as many as 28.58% of students had shown behavior in accordance with the Pancasila profile and had not shown unity in diversity. These behaviors include always fighting, mocking, insulting friends who have different physiques, laughing at different dialects, and excluding friends from other areas, in this case, transfer students.

Learning begins with the teacher opening the lesson by greeting, praying, and the teacher checks student attendance. Next, the teacher conveys the theme and learning objectives. To find out students' understanding of Indonesian cultural diversity, the teacher conducts dialogue or interviews. Based on the dialogues or interviews, it is known that students' understanding only comes to knowledge of traditional clothes and regional dances. Even though the learning objectives are that students are able to understand the diversity of Indonesian culture and accept all forms of differences, as well as demonstrate the behavior of the Pancasila Student Profile where; have noble character, be independent, reason critically, be creative, work together and have global diversity. Entering the core learning, the teacher began to divide students into 3 groups randomly. After the group is formed, the teacher explains the activities that will be carried out, namely carrying out make a match activities about Indonesia's cultural diversity.

Student behavior in learning in general, students in this class basically have a fairly active nature. However, this activity has not been well-directed for positive things. For example, when the teacher starts the lesson by displaying a picture and providing pairs of pictures, many students give comments. However, because the teacher has not directed properly, the class becomes less disciplined. Students comment as they please without a clear purpose. Thus it appears that the attitude of students who are less polite in speaking. In addition, students get bored quickly and find it difficult to stay focused for a long time. It can be seen that when the teacher explains the lesson, only a small number of students really pay attention. The rest are busy with their own activities, some are talking with friends, glancing at windows, contemplating, and so on. Likewise, when students were asked to pair pictures, members of the group did not show enough cooperation, so that there was only 1 group that was correct in pairing pictures. Then the students were impressed that they were careless in pairing pictures not showing a critical reasoning attitude like the Pancasila Student Profile indicator. The behavior shown by students is mocking each other and not respecting and respecting each other, this can be seen from if another group makes mistakes, students will laugh at and ridicule. From cycle I, it was found that 50% of students or 7 out of 14 students still did not show behavior that was in accordance with the Pancasila student profile and had not shown a united attitude in diversity, and 50% of students had shown behavior in accordance with the Pancasila profile and had not shown a united attitude in diversity.

After carrying out the cycle in stage I, a reflective action is carried out. These results are then used to improve the teaching and learning process in cycle II. The description of the reflection results in cycle I can be seen in the following table:

Table 1. Reflection Results of Cycle I

Deficiency	Reason	Repair Alternatives
There are still students who do not want to cooperate with group members	High individual attitude, which was previously caused by conflicts between students	Students are motivated to cooperate with group members, for students who have conflicts are not put together in groups
There are students at random in pairing pictures	Do not have understanding and perform image analysis	The teacher explains again about how to pair the pictures
Make fun of the group that made a mistake	Lacks respect and accepts other people's shortcomings	Students are explained again about respect
Students do not concentrate in class	There are other outdoor activities	Focus students' attention by making the media more interesting

Based on the table above, the results of the reflection show that there are still deficiencies which of course must be made improvements in the implementation of further learning to understand the diversity of Indonesian culture and show attitudes according to the Pancasila Student Profile. Therefore, follow-up is required as an improvement as follows:

1. Planning

At this planning stage, several preparations for the learning process were carried out which included; development of lesson plans, development of the use of learning media using pictures in pairs that are more varied about Indonesian cultural diversity, and development of Student Activity Sheets. At the RPP improvement stage, basic competency development is carried out in understanding the diversity of Indonesian culture and accepting differences in diversity. In the process of improving the lesson plans, researchers conducted an analysis of the depth of the subject matter with the available time

allocation.

2. Implementation

Teaching and learning implementation activities are carried out in a duration of 2 x 45 minutes. On Monday 14 November 2022. In the preliminary activity the teacher conducts reflective activities to students about the material studied previously. Then, the teacher motivates students to pay attention and be active in learning. At the grouping stage students are given the freedom to choose group members, as well as for students who were involved in previous conflicts, not put together in one group.

Students are actively involved in group activities. Students are given worksheets to help students play an active role in working on applying the newly received learning. Some groups are motivated to complete the assigned task. This enthusiasm occurred because the group wanted to complete the task earlier than the other groups. The teacher divides students into 3 groups, the teacher also conveys the learning objectives, namely students are able to understand the diversity of Indonesian culture and are able to pair pictures appropriately. After giving an introduction to learning, the teacher briefly presents material about Indonesia's cultural diversity and accepts various differences. The students were then given the opportunity to ask questions related to the material. After that, the teacher asks students to make a match of the pictures provided. Before students pair pictures students are given the opportunity to conduct group discussions to pair pictures. In the discussion, each group pairs the pictures and the results of the make a match are presented in front of the class. At the end of the activity, reflection activities are carried out on learning outcomes using the evaluation sheet provided.

3. Observation

Notes and observations obtained from the learning process were analyzed and produced research data, as follows: Based on observational data on the learning process in cycle II, it is known that the use of the Make a match learning model provides good development and progress to students in participating in the activity process learning. This is shown by the existence of cooperation between group members, and respecting friends. More than that, the make a match learning model makes the process more active as indicated by the activeness of students and the success of pairing the appropriate pictures. The make a match learning model is more in demand by students based on the students' explanations from the interviews conducted. The students were careless in pairing pictures, students discussed actively before pairing pictures, then there were no students who laughed at their friends when they made mistakes. The description of the advantages of cycle II from cycle I can be described as follows: First, the efficient use of time in cycle II is better than cycle I so as to enable the learning process to be more effective. Second, in cycle II the students were able to accurately describe the pictures provided, and better understand the material on Indonesian cultural diversity as a result of having clearly formulated student activity sheets (LKS). More than that, in this phase students are also given the opportunity to verbally present the results of each group's discussion with the intention that other groups can understand as well as provide notes of improvement on the results of the discussion. Third, group classifications have been adjusted and students are more active and respect the opinions of group members. Fourth, this follow-up action is considered better than before based on the results of observations by two observers of the teacher's activities.

4. Reflection

Then Reflection is carried out again by producing data which is summarized in the following table:

Table 2. Reflection Results of Cycle II

Deficiency	Indicator	Notes
Students are active in learning	Students are actively involved in group discussions	There were still students who were not involved in group discussions because they felt embarrassed to express their opinions
Students are enthusiastic in learning	Students are not careless in pairing pictures and are very enthusiastic in learning	-
Students show cooperative behavior and respect	Students help each other in determining pictures and don't mock when someone makes a mistake	-

Based on Table 2 above, the reflection results show the progress and development of students in the process and results of understanding Indonesian cultural diversity with the make a match model , 92.85% of students or 13 out of 14 students have shown behavior that is in accordance with the Pancasila student profile, and show a united attitude in diversity. Changes in student behavior from before the implementation of the cycle to cycle II can be seen in the following table:

Table 3. Results of Implementing the Make a Match Model

Initial Observation / Prior to Cycle Implementation	Cycle I	Cycle II
2 out of 14 students have shown behavior according to the Pancasila student profile	7 out of 14 students have shown behavior according to the Pancasila student profile	13 out of 14 students have shown behavior according to the Pancasila student profile
28.58%	50%	92.85%

The table above shows that there was a change in behavior according to the profile of Pancasila students before the implementation of cycle I was 21.42%, and an increase in behavior according to the profile of Pancasila students was 42.85% from the implementation of cycle I to cycle II or an increase in behavior according to the profile of Pancasila students of 64.27% from before the implementation of the cycle to cycle II. This shows that the application of a make a match model based on multicultural education can improve behavior according to the profile of Pancasila students.

DISCUSSION

Based on the results of the research above, from the implementation of 2 cycles of applying the make a match model based on multicultural education it can improve the behavior of Pancasila student profiles where students have shown progress in understanding the diversity of Indonesian culture and demonstrated behavior according to the Pancasila profile and demonstrated a united attitude in diversity. The existence of multicultural education in schools is expected to form a strong student character based on the recognition of diversity. The application of make a match based on multicultural education can develop a sense of sensitivity towards students, respect each other, and be creative, as revealed by Najimna (2018) that the multicultural approach is closely related to values and habits so that deep insight and understanding is needed to be applied in learning. , role models, and daily behavior that can develop sensitivity, positive appreciation, and creative power. Thus students are able to become Pancasila students who can accept various differences, where students understand that as a nation, Indonesia does have diverse backgrounds, and is able to respect other people where the issue of respect can be a trigger for other problems such as divisions. Becoming a Pancasila Student means being a student who has a strong identity as an Indonesian nation, who cares for and loves his homeland, but who is also capable and confident in participating and contributing to addressing global problems (Irawati, D., Iqbal, A. , Hasanah, A., Arifin, B., 2022).

The application of make a match can assist teachers in increasing student motivation, student understanding and student learning outcomes as in research by Prasetyo, MM, Nurhidayah (2021) found that the make a match type cooperative learning model can improve biology learning outcomes. In line with the results of Sulhan's research (2020) also states that the application of learning using the make a match model can improve student learning outcomes compared to conventional learning models. Seasfaot, L., Bien, YI, & M.Abi, A., (2020) in his research found that there was an increase in learning motivation by applying the make a match model . Classroom action research conducted by Widayanti and Sukirno (2018), motivation and learning activities can be increased by applying the make a match model . The research results of Yulianti, T., Fitria, Y., Ningsih, Y., (2020) explain that the make a match learning model can be used by students to make it easier to get answers to the questions given so that they can find the knowledge they should have for themselves. However, a make a match model based on multicultural education has not yet been found to strengthen the profile of Pancasila students. In the end it was found that the application of a make a match model based on multicultural education can improve students' critical thinking skills, and student learning outcomes in understanding Indonesian cultural diversity and can strengthen student profiles. Pancasila.

CONCLUSION

Based on the results of the research above, from the implementation of 2 cycles of applying the make a match model based on multicultural education it can improve the behavior of Pancasila student profiles where students have shown progress in understanding the diversity of Indonesian culture and demonstrated behavior according to the Pancasila profile and demonstrated a united attitude in diversity. Thus it can be concluded that the application of the make a match model based on multicultural education can improve students' critical thinking skills, and student learning outcomes in understanding Indonesian cultural diversity and can strengthen the profile of Pancasila students. Furthermore, it is hoped that there will be further studies that are more in the implementation of multicultural education in schools so that there is the latest model regarding multicultural education in learning so that it can help students have character according to the profile of Pancasila students. Acknowledgments to the parties involved and those who have facilitated the implementation of the research, especially Tilongkabila 5 State Elementary School, Bone Bolango Regency, Province and Gorontalo State University.

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