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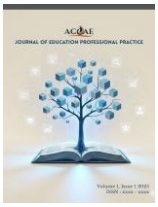

IMPROVING GRADE II STUDENTS' CIVICS LEARNING OUTCOMES ON PANCASILA SYMBOLS THROUGH THE MAKE A MATCH METHOD

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ABSTRAK
Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar PPKn siswa kelas II di SDN Cipinang Muara 05 Pagi, Jatinegara, Jakarta Timur, di mana hanya 14 dari 31 siswa atau 45% yang mencapai Kriteria Ketuntasan Minimal (KKM) sebesar 75 pada materi mengenal simbol-simbol Pancasila, dengan rata-rata kelas sebesar 62. Dominasi metode ceramah satu arah diidentifikasi sebagai penyebab utama rendahnya keterlibatan dan motivasi belajar siswa. Penelitian ini bertujuan untuk meningkatkan hasil belajar PPKn melalui metode Make A Match. Desain penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dua siklus yang mengikuti model spiral Kemmis & McTaggart, masing-masing terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 31 siswa kelas II, terdiri atas 11 laki-laki dan 20 perempuan, pada tahun pelajaran 2025/2026. Hasil penelitian menunjukkan peningkatan ketuntasan yang signifikan, yaitu dari 45% dengan rata-rata 62 pada prasiklus menjadi 81% dengan rata-rata 75 pada Siklus I, dan 87% dengan rata-rata 83 pada Siklus II. Data observasi mengonfirmasi adanya transformasi kualitatif dari budaya kelas yang pasif-reseptif menjadi aktif-partisipatif. Penerapan metode Make A Match terbukti efektif dalam meningkatkan hasil belajar serta menciptakan lingkungan pembelajaran yang aktif, kreatif, dan menyenangkan.
Kata Kunci: Hasil Belajar; Make A Match; PPKn; Simbol Pancasila; Penelitian Tindakan Kelas

ABSTRACT
This research was motivated by the low PPKn (Civics Education) learning outcomes of Grade II students at SDN Cipinang Muara 05 Pagi, Jatinegara, East Jakarta, where only 14 out of 31 students (45%) achieved the Minimum Mastery Criteria (KKM) of 75 on the material of recognising the symbols of Pancasila, with a class average of 62. The dominance of the one-directional lecture method was identified as the main cause of low student engagement and learning motivation. This study aims to improve PPKn learning outcomes through the Make A Match method. The research design employed was a two-cycle Classroom Action Research (CAR) following the Kemmis & McTaggart spiral model, each consisting of planning, implementation, observation, and reflection stages. The research subjects were 31 Grade II students (11 male, 20 female) in the 2022/2023 academic year. The results showed significant improvement in mastery rates: from 45% (average 62) in the pre-cycle to 81% (average 75) in Cycle I, and 87% (average 83) in Cycle II. Observation data confirmed a qualitative transformation from passive-receptive to actively participatory classroom culture. The application of Make A Match proved effective in improving learning outcomes and creating an active, creative, and enjoyable learning environment.
Keywords: *Learning Outcomes; Make A Match; Civics Education; Pancasila Symbols; Classroom Action Research*

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INTRODUCTION

Civics Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn) is a compulsory subject at the elementary school level in Indonesia, fulfilling a strategic function in shaping students' national character and civic identity (Daryono, 2011). One of the core topics in Grade II PPKn is recognising the symbols of Pancasila. However, the reality at SDN Cipinang Muara 05 Pagi Jatinegara, East Jakarta showed a significant gap: only 14 of 31 students (45%) achieved the KKM of 75, with a class average of 62, and the remaining 17 students (55%) scored below the threshold.

Learning outcomes refer to behavioural changes acquired by students following a learning process, encompassing cognitive, affective, and psychomotor domains (Bloom, in Jihad & Haris, 2013). Muhibbin Syah (2008) identifies the instructional method as the most directly modifiable external factor for improving learning outcomes. Slameto (2010) similarly emphasises that active involvement is a prerequisite for meaningful and durable learning. Dominance of one-directional lecture instruction positions students as passive recipients, resulting in low engagement and motivation (Djamarah & Zain, 2013).

The Pancasila symbols material is inherently iconic: each of the five principles carries a specific visual symbol — the golden star (1st Principle), golden chain (2nd), banyan tree (3rd), head of a bull (4th), and rice and cotton (5th) (Mohamad Mahfud, 2017). This content calls for an approach capable of activating visual memory, fostering meaning association, and creating memorable experiences (Daryono, 2011). Grade II students (aged 7–8 years) are in Piaget's concrete operational stage (in Santrock, 2014), learning most effectively through direct interaction with concrete objects and physically engaging activities. The inherent symbol–meaning pairing of each Pancasila principle translates naturally into the card-pair format of Make A Match.

Make A Match is a cooperative learning method developed by Lorna Curran (1994), in which students match question cards with answer cards in a positively competitive atmosphere (Huda, 2013). Recent empirical studies confirm its effectiveness: Permata & Wahyudi (2020) found that Make A Match significantly improved elementary social studies outcomes compared to conventional methods; Fitria et al. (2021) showed that card-matching learning enhances factual retention in lower-grade students by integrating visual and motor processing simultaneously; Plass et al. (2019) confirmed that game-based learning elements substantially increase intrinsic motivation and cognitive engagement in elementary students; and Wulandari & Surjono (2022) demonstrated that cooperative card-based learning in Grade II produced higher conceptual understanding than expository methods.

The procedural steps of Make A Match are presented systematically in Table 1 below.

Table 1. Procedural Steps of the Make-A-Match Learning Method

No	Procedure of Make A Match Learning Method
1	The teacher prepares a set of cards with questions and corresponding answers about the symbols of Pancasila.
2	Students are divided into small groups of 5–6.
3	Each student randomly receives one card — either a question card or an answer card.
4	Students search for the correct matching partner card within a given time limit; successful pairs earn points.
5	Cards are reshuffled and redistributed so that each student receives a different card in the next round.
6	The teacher and students collaboratively summarise the lesson content covered through the matching activity.

According to Huda (2013: 253–254), the primary advantages of Make A Match include: (a) increasing cognitive and physical learning activity through game elements; (b) deepening content understanding through active matching processes; (c) enhancing learning motivation through healthy competition; (d) developing students' confidence in social interaction and presentation; and (e) training

students' time management discipline. Its limitations include the need for thorough preparation and attentive classroom management to prevent the matching activity from becoming disorderly.

To contextualise why Make A Match was selected as the intervention in this study, Table 2 presents a comparative analysis with conventional lecture-based instruction, synthesised from the reviewed literature.

Table 2. Comparison of Conventional Lecture-Based Learning and Make A Match

Conventional Lecture-Based Learning	Make A Match Learning Method
Students are passive recipients of teacher-delivered information.	Students are physically and cognitively active as they search for matching cards.
One-way interaction: teacher to students only.	Multi-directional interaction: among students and between students and the teacher.
Motivation depends on external pressure from the teacher.	Motivation arises intrinsically through game elements and healthy competition.
Assessment is summative and individual (written test at the end).	Assessment is authentic and ongoing throughout the process.
Poorly suited for kinaesthetic and visual learners.	Accommodates multiple learning styles: visual, auditory, and kinaesthetic.

Grade II elementary students, typically aged 7–8 years, are in Piaget's concrete operational stage (as cited in Santrock, 2014). At this stage, children learn most effectively through direct interaction with concrete objects and physically engaging activities. Izzaty et al. (2008) add that children in the early elementary years are highly responsive to game-based activities because games stimulate intrinsic motivation and facilitate learning without pressure. These characteristics make Make A Match highly appropriate for Grade II students, as the method integrates game elements, healthy competition, and visual card-based learning that supports iconic information processing.

The Pancasila symbols material is particularly well-suited for Make A Match because each principle carries a specific, meaningful visual symbol: the golden star (1st Principle: Belief in the One and Only God), the golden chain (2nd Principle: Just and Civilised Humanity), the banyan tree (3rd Principle: the Unity of Indonesia), the head of a bull (4th Principle: Democracy Guided by the Inner Wisdom in the Unanimity Arising Out of Deliberations amongst Representatives), and rice and cotton (5th Principle: Social Justice for All of the People of Indonesia) (Mohamad Mahfud, 2017: 39). The natural pairing between each visual symbol and its corresponding principle name and meaning directly translates into the card-pair format of Make A Match, creating a structural alignment between the content and the method.

This study pursues three objectives: (1) to describe the implementation of Make A Match in teaching Pancasila symbols to Grade II students; (2) to analyse the improvement in students' learning outcomes; and (3) to examine the impact of Make A Match on students' learning activity and motivation.

METHOD

This study employed a Classroom Action Research (CAR) design following the Kemmis & McTaggart spiral model, comprising four cyclical phases: planning, acting, observing, and reflecting (Arikunto, 2011; Kunandar, 2013). The research was conducted at SDN Cipinang Muara 05 Pagi, Jl. Buletin Komplek PWI RT 006/RW 009 No. 9, Jatinegara, East Jakarta, during the even semester of 2025/2026. Cycle I was implemented on 18 April 2026 and Cycle II on 4 May 2026.

The research subjects comprised all 31 Grade II students (11 male, 20 female). Four instruments were employed: (1) a teacher activity observation sheet (10 indicators of Make A Match implementation fidelity); (2) a student activity observation sheet (active engagement, enthusiasm, collaboration); (3) an end-of-cycle achievement test in multiple-choice and matching formats; and (4) field notes. Two external observers assisted: the School Principal (Rike Nilam Sari, S.Pd., MM) and Supervisor 2 (Masitoh Lilulidesi, M.Pd.). Instrument validity was ensured through supervisory consultation and alignment with RPP

indicators. Ethical clearance was obtained from the school administration, and student data are used with institutional consent.

Quantitative data were analysed using P = (f/N) × 100%, where P is the classical mastery percentage, f is the number of students achieving KKM, and N is the total number of students. The action success criteria were: (a) minimum classical mastery of 80%; and (b) class average score ≥ 75. Qualitative data from observations and field notes were analysed thematically.

RESULTS

The research was carried out in three phases: pre-cycle, Cycle I, and Cycle II. Each phase generated data on student mastery levels, teacher and student activity, and reflective findings, as comprehensively presented in the tables and figures below.

During the pre-cycle phase, PPKn instruction was delivered using the conventional lecture-based method. Formative evaluation revealed that only 14 out of 31 students (45%) achieved the KKM of 75, with a class average of 62. Most students displayed passive behaviour, low enthusiasm, and inattentiveness, confirming the urgent need for methodological intervention.

In Cycle I, Make A Match was applied for the first time. In Cycle II, targeted improvements were made based on Cycle I reflections. The complete results across all three phases are presented below.

Table 3. Summary of Student Learning Outcomes Across Pre-Cycle, Cycle I, and Cycle II

No	Indicator	Pre-Cycle	Cycle I	Cycle II
1	Highest score	80	90	95
2	Lowest score	50	60	65
3	Class average	62	75	83
4	Students achieving KKM (≥75)	14	25	27
5	Students below KKM	17	6	4
6	Mastery percentage	45%	81%	87%
7	Non-mastery percentage	55%	19%	13%

Table 3 shows a consistent and significant improvement in student learning outcomes across all three phases. The class average rose from 62 in the pre-cycle to 75 in Cycle I and 83 in Cycle II, while the mastery rate increased from 45% to 81% and then to 87%. The most substantial gain occurred between the pre-cycle and Cycle I (a 36-percentage-point increase), indicating that the introduction of Make A Match produced an immediate positive effect on student achievement. The additional improvement from Cycle I to Cycle II (6 percentage points) reflects the impact of targeted implementation refinements. By Cycle II, the established success criterion of ≥80% classical mastery was exceeded, and the number of students below the KKM decreased from 17 to only 4.

Table 4. Teacher Activity Observation Results: Cycle I and Cycle II

N	Teacher Activity Indicator	Cycle I	Cycle II
1	States learning objectives clearly	✓ Good	✓ Very Good
2	Explaining Make A Match rules systematically	✗ Fair	✓ Good
3	Prepares question-answer card sets	✓ Good	✓ Very Good
4	Organises card distribution evenly	✓ Good	✓ Good
5	Provides time guidance for card search	✗ Fair	✓ Good
6	Monitors the card-matching process	✓ Good	✓ Very Good
7	Manages the points/reward system fairly	✓ Good	✓ Good
8	Provides feedback on card-pair results	✗ Fair	✓ Good
9	Guides students who experience difficulty	✗ Fair	✓ Good

10	Summarises lesson content with students	✓ Good	✓ Very Good
	Total indicators met	**6/10 (Good)**	**10/10 (Very Good)**

Table 4 reveals a notable improvement in the quality of teacher activity between the two cycles. In Cycle I, only 6 out of 10 indicators were fulfilled at Good level or above, with four indicators — explaining Make A Match rules, providing time guidance, giving feedback on card pairs, and guiding struggling students — rated only as Fair. These weaknesses were directly addressed in the Cycle II planning phase through more detailed rule explanations with demonstrations, extended partner-search duration, the addition of a paired correction session, and more intensive individual guidance for passive students. As a result, all 10 indicators were fulfilled in Cycle II, with four reaching Very Good. This improvement in teacher implementation quality is directly reflected in the corresponding rise in student learning outcomes between Cycle I and Cycle II.

Table 5. Student activity observation results: Cycle I and Cycle II

No	Student Activity Dimension	Cycle I	Cycle II
1	Enthusiasm in receiving cards	High (24/31)	Very High (30/31)
2	Physical activity in searching for partner	Moderate (20/31)	High (28/31)
3	Accuracy in card matching	Moderate (22/31 correct)	High (27/31 correct)
4	Peer interaction during activity	Moderate	High
5	Confidence in presenting card pairs	Low (15/31)	Moderate (22/31)
6	Participation in discussion/summary session	Moderate	High
	Overall category	Moderate–High	High–Very High

Table 5 documents a qualitative transformation in student activity across all six observed dimensions from Cycle I to Cycle II. The most notable gains were recorded in enthusiasm for receiving cards (24 → 30 students), physical activity in searching for card partners (20 → 28 students), and accuracy in card matching (22 → 27 students). Peer interaction and participation in discussion sessions both shifted from Moderate to High. Although student confidence in presenting card pairs remained the lowest-scoring dimension across both cycles, it still showed meaningful improvement from 15 to 22 students. The overall category shift from Moderate–High to High–Very High confirms that the classroom culture underwent a genuine transformation from passive-receptive to actively participatory, consistent with the developmental characteristics of Grade II students who learn most naturally through physical movement, play, and peer interaction.

Table 6. Reflection Table: Problems in Cycle I, Corrective Actions, and Results in Cycle II

No	Problem in Cycle I	Corrective action in Cycle II	Result in Cycle II
1	Some students did not understand Make A Match rules	Rules explained in greater detail with teacher demonstration before activity	All students understood rules and participated immediately
2	Imbalanced distribution of picture cards and text cards	Cards redesigned with distinct colours for each Pancasila principle	Students identified card pairs faster; matching errors decreased
3	Partner-search duration too short for some students	Duration extended; staged time reminders provided	All students found their card partners within the time limit
4	Several students	Teacher provided intensive	Participation increased;

	were passive and reluctant to engage	encouragement and approached passive students directly	only 1 student showed initial hesitation
5	Teacher feedback on incorrect card pairs was insufficient	A paired correction session was added before the summary	Understanding of sila meanings was more solid; average rose from 75 to 83

Table 6 presents the systematic cycle-to-cycle improvement process that characterises effective Classroom Action Research practice. Five key problems were identified during the Cycle I reflection stage: insufficient rule explanation, imbalanced card design, inadequate time allocation, student passivity, and limited teacher feedback on card-pair results. Each problem was directly addressed through a specific, targeted corrective action in Cycle II planning. The results column confirms that all five corrective actions produced measurable improvements in the subsequent cycle. Notably, the colour-coded redesign of cards (Problem 2) and the addition of a paired correction session (Problem 5) contributed most directly to the rise in class average from 75 in Cycle I to 83 in Cycle II, reinforcing the value of systematic, evidence-based reflection as a driver of instructional improvement.

DISCUSSION

The results across three phases show a consistent upward trend in student learning mastery. Mastery rates increased from 45% in the pre-cycle (class average 62) to 81% in Cycle I (average 75), and further to 87% in Cycle II (average 83), exceeding the established success criterion of 80% classical mastery. The largest gain occurred between the pre-cycle and Cycle I, representing a 36-percentage-point increase, which suggests that the shift from lecture-based instruction to Make A Match was associated with an immediate and substantial improvement in student achievement. The additional 6-percentage-point gain from Cycle I to Cycle II reflects the incremental benefit of targeted implementation refinements documented in Table 6, particularly the colour-coded card redesign and the addition of a paired correction session before the lesson summary. These findings are consistent with Permata and Wahyudi (2020) and Fitria et al. (2021), who found that card-matching learning is associated with higher factual retention in elementary students compared to conventional methods. It should be noted, however, that this study did not employ a control group; the observed improvement is therefore associated with — rather than solely caused by — the Make A Match intervention, as other factors such as novelty effects and observer presence cannot be fully ruled out.

Beyond test score improvement, the observation data document a meaningful transformation in the quality of student engagement across cycles. As recorded in Table 5, student enthusiasm for receiving cards increased from 24 to 30 out of 31 students, physical activity in searching for card partners rose from 20 to 28 students, and accuracy in card matching improved from 22 to 27 students. Peer interaction and participation in the discussion session both shifted from Moderate to High between Cycle I and Cycle II. The external observer's field notes from Cycle II recorded that all students moved actively throughout the classroom, with spontaneous peer dialogue about the meanings of Pancasila symbols occurring throughout the activity, and the classroom atmosphere was described as lively without losing learning focus. In parallel, teacher activity observation (Table 4) showed an improvement from 6 to 10 indicators fulfilled, with four indicators previously rated as Fair — rule explanation, time guidance, feedback on card pairs, and guidance of struggling students — reaching Good or above by Cycle II. This parallel improvement in both teacher and student activity is consistent with Izzaty et al. (2008), who affirm that children aged 7–8 years engage most naturally through physical movement, play, and peer interaction, all of which are structurally embedded in the Make A Match procedure. It is important to acknowledge, however, that increased observable activity does not automatically equate to deeper conceptual understanding; the correlation between rising observation scores and rising test averages provides corroborating — rather than conclusive — evidence of the relationship between engagement and achievement (Slameto, 2010).

A key factor that appears to have contributed to the effectiveness of Make A Match in this study is the structural alignment between the method's card-pair format and the inherent characteristics of the Pancasila symbols material. Each of the five Pancasila principles possesses a natural pairing between a distinctive visual symbol — the golden star, golden chain, banyan tree, head of a bull, and rice and cotton — and its corresponding principle name and philosophical meaning (Mohamad Mahfud, 2017). This inherent pairing translates directly into the question-answer card format of Make A Match, creating a content-method fit that is not present in all subject areas. The physical process of searching for and matching the correct card pair requires students to actively process the relationship between each symbol image and its verbal meaning, a cognitive mechanism that Muhibbin Syah (2008) describes as elaboration. According to dual coding theory (Atkinson and Shiffrin, in Santrock, 2014), simultaneous encoding through both visual and verbal channels is associated with stronger long-term memory consolidation, which may partly account for the sustained accuracy gains observed in Cycle II. This structural alignment, combined with the competitive and game-based elements of Make A Match that support intrinsic motivation (Plass et al., 2019), suggests that the method's effectiveness in this context was not incidental but grounded in a genuine fit between content characteristics and instructional format.

At the conclusion of Cycle II, 4 students (13%) had not yet achieved the KKM of 75. Based on field notes and observation records from both cycles, these students shared common characteristics: a tendency toward social passivity during the card-searching activity, difficulty reading card text quickly under time pressure, and a generally slower pace of information processing compared to their peers. One student still showed initial hesitation at the start of the Cycle II activity despite the teacher's intensified encouragement (Table 6, Problem 4). These observations suggest that the barriers faced by these students are individual in nature and are unlikely to be fully addressed through classroom-level intervention alone, regardless of how well-designed that intervention is. Recommended remedial approaches include: first, individual or small-group guidance sessions outside regular class hours using the same Make A Match cards in a less time-pressured setting, allowing students to practise symbol-meaning matching at their own pace; second, the use of larger-format cards with simplified text to reduce the reading load for students who struggle with rapid text processing; and third, the involvement of more academically capable peers as informal tutors in guided practice sessions, an organic peer-learning mechanism that was observed to emerge spontaneously in Cycle I and could be deliberately structured in follow-up sessions. These remedial strategies align with Johnson and Johnson's (2009) principles of positive interdependence, in which structured peer support is recognised as a means of extending the benefits of cooperative learning to students who require additional scaffolding.

CONCLUSION

The findings of this study demonstrate that the application of Make A Match was associated with consistent improvement in Grade II students' PPKn learning outcomes on Pancasila symbols across three phases. The class average rose from 62 in the pre-cycle to 75 in Cycle I and 83 in Cycle II, with mastery rates increasing from 45% to 81% and 87% respectively — exceeding the 80% success criterion. Alongside these numerical gains, observation data confirm a qualitative shift from passive-receptive to actively participatory classroom culture, evidenced by increases in teacher indicator fulfilment, student enthusiasm, peer interaction, and card-matching accuracy across cycles. The structural alignment between the card-pair format of Make A Match and the inherent symbol–meaning pairing of the Pancasila material appears to have been a key contributing factor to this effectiveness. Notwithstanding these results, 4 students (13%) did not yet achieve the KKM by Cycle II; field notes indicate these students required more individualised support than the whole-class intervention could provide, pointing to the continued need for targeted remedial follow-up outside regular class sessions.

Future research is recommended to address the key limitations of this study. A quasi-experimental design with a comparison group should be employed to allow more rigorous evaluation of Make A Match's effectiveness relative to other instructional approaches, as the absence of a control group here precludes definitive causal claims. The intervention period should also be extended to at least four to six weeks — rather than the two consecutive days used here — to enable more robust observation of learning

processes and to reduce potential novelty effects. Additionally, a delayed post-test administered no fewer than four weeks after the intervention's conclusion should be included to measure long-term retention of the Pancasila symbol material, an aspect this study was unable to assess.

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