# Increasing Students' Civic Knowledge Through the Application of the Cooperative Learning Model of Make a Match Type Assisted by Wordwall Media

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| Article Info | Abstract |
|---|---|
| | The purpose of this study was to evaluate the effectiveness of the implementation of cooperative learning model type Make A Match mediated by *Wordwall* in improving the understanding of civic concepts of seventh grade students at SMP Negeri 2 Praya. This classroom action research took place in two cycles, in each cycle there are several stages which include planning, implementation, observation, and reflection. The subjects of this study were all students of class VII totalling 30 people consisting of 17 women and 13 men. Data collection was done through observation sheets and formative tests. Descriptive quantitative data analysis was used to process the data obtained. The results showed an increase in the percentage of students who reached the minimum completeness criteria (KKM) by 33.33% from cycle I to cycle II, from 10% to 43.33% in cycle I, then significantly increased to 76.66% in cycle II. In addition, the average value of student learning outcomes also experienced a significant increase of 14.97% from 57.66% in the initial condition to 72.63% in cycle I, and continued to increase to 85.74% in cycle II. Based on the findings of this study, it can be concluded that the application of cooperative learning model of Make A Match type by utilising *Wordwall* media is proven to be effective in improving the understanding of civic concepts of seventh grade students at SMP Negeri 2 Praya. |

## INTRODUCTION

The dynamics of Indonesia's national education landscape are characterised by continuous evolution in the curriculum framework. The transition from the 2013

Curriculum to the Merdeka Curriculum represents an adaptive effort in responding to the increasingly complex demands of the times. This new paradigm carries a more student-centered learning concept, with an emphasis on developing holistic competencies covering cognitive, affective, and psychomotor aspects, as well as character building in line with the noble values of the nation. Learning is a teaching and learning process carried out by teachers to help students gain greater insight. In line with the opinion of Yuliatin, at., al (2022) learning is essentially a process of helping students achieve the expected competencies. The pedagogic process in the school environment should be designed to create a conducive atmosphere that minimises anxiety levels, fosters a sense of security, and stimulates learners' intrinsic motivation. Such a learning environment is expected to focus students' attention optimally, creating an ideal psychological condition for the internalisation of knowledge.

The reluctance of students to actively involve themselves in learning Pancasila and Citizenship Education (Civics) is a fairly common phenomenon. In fact, Civics as the heart of the national curriculum has a crucial role in shaping individuals who have character, nationalism, and awareness of their citizenship. According to research by Aisah at., al (2022), a number of obstacles such as the complexity of the material, limited infrastructure, and low levels of student participation are the main obstacles in the Civics learning process. To overcome these challenges, educators need to design effective learning strategies by paying attention to aspects such as learning methods, media, and relevant teaching materials (Ismail at., al 2021).

The results of preliminary observations conducted collaboratively by researchers, Pancasila and Civics Education (PPKn) subject teacher, Mrs Dra. Baiq Marniatun, and several representatives of class VII students of SMP Negeri 2 Praya on 21 May 2024, indicated significant problems related to student learning outcomes. Analysis of students' final score data shows that the average score obtained is far below the Minimum Completion Criteria (KKM) that has been determined, namely 57.66 compared to the KKM of 75. This KKM itself is a benchmark mutually agreed upon by teachers and education units as a reflection of the expected competency standards and the unique characteristics of students. This phenomenon is confirmed through direct interaction in the classroom, where students often have difficulty responding to teacher questions, indicating a significant gap between the material taught and student understanding.

Deficiencies in conceptual understanding and inclusive values in Civics subjects, such as social norms, legal regulations, human rights, citizen obligations, the essence of democracy, and legal awareness, are crucial problems in the learning process. This phenomenon indicates that there are limitations in the pedagogical methods applied, especially the lack of integration of teaching materials with real-life contexts. In addition, limited access to information and communication technology also hampers the development of students' civic competence. The dominance of conventional lecture methods, group discussions and teacher-centred textbook-based assignments, as well as the lack of variety in learning approaches, have created a learning environment that tends to be monotonous and less stimulating. The accumulation of these factors significantly contributes to students' low *civic knowledge.*

Given the limitations of the educator-centred pedagogical paradigm, it is urgent for education practitioners to adopt a more student-centred approach to learning. This traditional approach tends to inhibit learners' cognitive development, creating a passive learning environment and reducing their potential to actively participate in the learning process. Consequently, learners become passive recipients of information, hindering the development of critical thinking skills, creativity, and independent problem-solving abilities. Therefore, the effectiveness of the learning process as a whole becomes marginalised, failing to achieve educational goals that are oriented towards developing the potential of students to the fullest. Based on the existing problems, teachers are required to choose the current and latest learning models and media, in order to create enjoyable learning so that the lessons delivered can increase students' desire to learn. Therefore, the author tries to improve students' *civic knowledge* by applying the Make A Match type cooperative learning model assisted by *Wordwall* media.

According to Putri (2020), the cooperative learning model is a group learning model that prioritises cooperation between students, and has certain rules so that it can achieve common goals. So the Make A Match type cooperative learning model is an active learning model, which emphasises group learning that works together to match questions and answers so as to achieve success. The application of the model also coincides with *Wordwall* media.

*Wordwall* digital platform comes as an innovation in the realm of interactive learning, offering various types of educational games that can be accessed online through

the *Wordwall*.net website. With a user-friendly interface and engaging visual appearance, this platform allows learners to actively interact with learning materials through various forms of quizzes and interesting activities, thus significantly increasing their motivation and engagement in the teaching-learning process (Restu, at., al 2023). Various types of templates contained in *Wordwall* media such as quizzes, matching, pairing, anagrams, *word* scramble, *word* scramble, and more. pairs, anagrams, random words, word search, grouping, and others. By using *Wordwall* media, it can be a learning resource for students to be more enthusiastic and their *curiosity* is getting higher so as to increase students' *civic knowledge*.

**RESEARCH METHOD**

This study is a classroom action research (PTK) conducted in the area of SMP Negeri 2 Praya, precisely located on Jalan Ki Hajar Dewantara Number 3, Praya Village, Praya District, Central Lombok Regency, West Nusa Tenggara. The data collection process was carried out intensively over a period of three months, starting from the beginning of September to the end of November 2024. The subjects of this study were limited to 30 students of class VII.6 consisting of 13 male students and 17 female students. Data collection in this study relied on two main instruments. First, observation sheets were used to systematically record teacher performance and student engagement during the learning process. Second, a test instrument was prepared to measure students' cognitive mastery level of the learning material after following the entire series of learning activities.

This study adopted the Classroom Action Research (PTK) model adapted from Elliot's conceptual framework (Arif 2023). The research design was divided into two iterative cycles, with each cycle including four interrelated stages, namely: (1) careful action planning, (2) direct implementation of actions in the learning context, (3) participatory observation to collect empirical data, and (4) critical reflection on the findings obtained. The overall flow of the PTK process can be visualised through a diagram adapted from Arikunto 2010 (Kurniasih 2018), as follows:

$$\% = \frac{n}{N} x \ 100$$

Description:

% = Percentage improvement

n = Frequency (number of all student scores)

N = Number of Respondents (number of students present)

100 = Fixed number

The numerical evaluation results obtained were then verified comparatively with the following predetermined metric references:

**Table 1 Knowledge Assessment Criteria**

| Level of Improvement | Knowledge Grade |
|---|---|
| Very Good (A) | 91≤ A <100 |
| Good (B) | 81≤ B <90 |
| Fair (C) | 75≤ C <80 |
| Less (K) | <75 |

The numerical evaluation results obtained were then verified comparatively with the reference metrics that have been established as follows:

**RESULTS AND DISCUSSION**

**RESULTS**

**4.1. Implementation of Students'** *Civic Knowlage* **Through the Application of Cooperative Learning Model Type Make A Match Assisted by** *Wordwall* **Media**

a. Cycle I

In line with the main objective of this research to optimise concept understanding in Pancasila and civic education subjects of seventh grade students at SMP Negeri 2 Praya through a cooperative learning approach of Make A Match type mediated by Wordwall, the evaluation results in the first cycle can be grouped based on the range of scores obtained by students. For a more comprehensive visualisation of the distribution of students' scores in the first cycle, consider the following table.

**Table 2 Level of Knowledge Improvement Cycle 1**

| Knowledge score | Level of improvement | Number of students | percentage |
|---|---|---|---|
| ≥91 | Very good | 2 | 6,66 % |
| 81-90 | Good | 5 | 16,66% |
| 75-80 | fair | 6 | 20% |
| 60-74 | less | 13 | 43,33% |
| <60 | Very less | 4 | 13,33% |
| Average score of students in cycle I | | | 72,63 |

Numerical descriptive analysis of student learning outcomes data in cycle I showed the following score distribution: Two learners (6.66%) reached the excellent category (score ≥ 91), five learners (16.66%) were in the good category (score 81-90), six learners (20%) were categorised as sufficient (score 75-80), thirteen learners (43.33%) were in the poor category (score 60-74), and four learners (13.33%) were in the very poor category (score < 60). The average score of students' learning outcomes in cycle I was recorded at 72.63. The visualisation of the score frequency distribution can be observed in the following table:

**Table 3 Level of Knowledge Improvement**

| No | Description | Cycle I |
|----|-------------|---------|
| 1 | Score ≥75 | 43,33% |
| 2 | Score <75 | 56,66% |

Quantitative data analysis in the first cycle indicated that the percentage of students who achieved the competency standard (score ≥ 75) was 43.33% (13 students), while the rest, namely 56.66% (17 students), had not met the criteria for learning completeness. The profile of the overall achievement of student learning outcomes in cycle I can be observed in more detail through the following tabular representation.

**Table 4 Level of Knowledge Improvement**

| Student learning outcomes | Pre-action | | Cycle I | |
|---------------------------|-----------|-----|---------|-----|
| | frequency | % | frequency | % |
| Score ≥75 | 3 | 10 | 13 | 43,33 |
| Score <75 | 27 | 90 | 17 | 56,66 |
| Pre-action students' average score | | 57,66 | Average student score cycle 1 | 72,63 |

Analysis of the specific learning objectives focusing on "describing the meaning, types, and functions of norms in community life" during cycle I showed a significant increase in students' cognitive achievement. The average final score increased by 14.97%, from 57.66 in the pretest to 72.63 in the posttest. Further analysis showed a significant increase of 33.33% in the proportion of learners who reached the minimum completion criteria (score ≥ 75), from 10% to 43.33%.

This shows that the class action research in cycle I has not yet reached the specified KKM. There were several challenges during the implementation of learning in cycle 1, namely: 1) lack of student attention when the teacher gave the initial explanation, 2) students protested and rejected the rules presented by the teacher, students did not

record the correct questions and answers for reinforcement of the material that had been learned, 4) students did not show attention when the teacher gave the conclusion of the material that had been learned.

b. Cycle 2

The grouping of student scores in cycle II for more details can be seen in the following table.

**Table 5 Level of knowledge improvement in cycle II**

| Knowledge score | Level of improvement | Number of students | percentage |
|---|---|---|---|
| ≥91 | Very good | 8 | 26,6 % |
| 81-90 | Good | 12 | 40 % |
| 75-80 | fair | 3 | 10% |
| 60-74 | less | 7 | 23,3% |
| <60 | Very less | 0 | 0 |
| Average score of students in cycle II | | | 85, 74 |

Indicating encouraging academic achievement. There were eight (8) learners who achieved an excellent level of proficiency with scores ≥ 91. Twelve (12) other learners showed good improvement with scores ranging from 81-90. Three (3) learners belonged to the fair category with scores of 75-80, while seven (7) other learners were in the poor category with scores of 60-74. All research respondents achieved scores above the minimum completion threshold (60), indicating that there were no students categorised in the 'very poor' category. The average final score in the second cycle showed a substantial increase of 85.74. This encouraging result reflects the effectiveness of the learning intervention that has been carried out. The full details of students' learning outcomes in the second cycle can be visualised in the following table:

**Table 6 Level of knowledge improvement**

| No | Description | Cycle II |
|---|---|---|
| 1 | Score ≥75 | 76,66% |
| 2 | Score <75 | 23,33% |

Quantitative data analysis in cycle II showed that the proportion of students who reached the minimum standard of completeness (≥75) reached 76.66%. In other words, out of the total student population, 23 individuals had successfully met the predetermined success criteria. In contrast, only 23.33% (or 7 students) were not optimal in achieving the learning target. The profile of students' learning outcome achievement is comprehensively presented in the table below:

**Table 7 Level of knowledge improvement**

| Student learning outcomes | Cycle I | | Cycle II | |
|---|---|---|---|---|
| | frequency | % | frequency | % |
| Score ≥75 | 13 | 43,33 | 23 | 76,66 |
| Score <75 | 17 | 56,66 | 7 | 23,33 |
| | Average score of students in cycle I | 72, 63 | Average score of students in cycle II | 85,74 |

The results of empirical data analysis indicate that the application of the Make A Match cooperative learning model mediated by Wordwall in Civics subjects has succeeded in significantly improving the understanding of the concept of citizenship of grade VII students at SMP Negeri 2 Praya. There was an increase in the percentage of students who reached the minimum completion criteria by 33.33% from the first cycle to the second cycle, from 43.33% to 76.66%. In addition, the average value of student learning outcomes also increased substantially by 13.11%, from 72.63 to 85.74.

The dynamics of the development of understanding the concept of citizenship of grade VII students at SMP Negeri 2 Praya in the subject of Pancasila and Citizenship Education (PPKn) experienced a significant increase after the implementation of the Make A Match cooperative learning strategy mediated by the Wordwall digital platform. Comparative analysis of pre-action, cycle I, and cycle II data shows a positive trend in material mastery.

**Table 8 Level of knowledge improvement**

| Student learning outcomes | Pre-action | | Cycle I | | Cycle II | |
|---|---|---|---|---|---|---|
| | frequency | % | frequency | % | frequency | % |
| Score ≥75 | 3 | 10 | 13 | 43,33 | 23 | 76,66 |
| Score <75 | 27 | 90 | 17 | 56,66 | 7 | 23,33 |
| | Pre-action students' average score | 57, 66 | Average student score cycle I | 72,63 | Average value of students in cycle II | 85,74 |

Comparative analysis of student learning outcomes on the material "understanding the history of the formulation and ratification of the 1945 Constitution of the Republic of Indonesia" by applying the Make A Match type cooperative model facilitated by Wordwall digital media has shown a substantial increase in student learning outcomes in the second cycle. Quantitative data analysis revealed that the

students' average score experienced a significant increase of 14.97 points, from 57.66 at the initial stage of the research to 72.63 in the first cycle, and continued to increase to 85.74 in the second cycle. In addition, the proportion of students who successfully achieved the minimum completion criteria (score ≥ 75) also experienced a significant increase, from 10% at the initial stage to 43.33% in the first cycle, and reached a very satisfactory figure of 76.66% in the second cycle.

During the implementation of the action the teacher created strategies to improve the challenges in the cycle, namely: 1) creating a learning opening that attracts students' attention using ice breaking, 2) giving appreciation in the form of praise for students who reach the target score, 3) giving an explanation of the benefits of recording the material, 4) giving a brief reflection on the benefits of the material that has been learned.

**Discussion**

4.2 Analysis of the Implementation of Student *Civic Knowlage* Through the Application of the Cooperative Learning Model Make A Match Type Assisted with *Wordwall* Media

a. Civic Knowledge Cycle I

The learning objective of "describing the meaning, types, and functions of norms in community life" in cycle I increased knowledge with an average learning outcome of 14.97%, namely from 57.66 in the initial condition to 72.63 in cycle I. The number of students who obtained a score ≥75 experienced an increase in knowledge. The number of students who scored ≥75 increased by 33.33% from the initial condition of 10% to 43.33%.

This finding provides a strong indication that the implementation of the Make A Match type cooperative learning model mediated by Wordwall has a positive impact on improving students' learning achievement in Civics subjects. This finding is in line with Aprilia's research (2021) which concluded that the Make A Match type cooperative learning model can be an effective pedagogical strategy to improve students' learning outcomes in the context of Civics subjects. The results of the evaluation carried out on the experimental group, namely class VC students of Widiatmika Elementary School, showed a statistically significant increase in learning outcomes. There was a significant jump in the average class score from the pre-cycle stage, which was recorded at 67.12 with a percentage of

students who completed learning only 23.08%. After the learning intervention in cycle I, the average class score increased to 75.96, and the percentage of completers increased drastically to 76.92%. In cycle II, this upward trend continued with more optimal achievements. The average class score reached 82.69, and all learners successfully met the predetermined minimum completeness criteria (KKM) of 80%. The results of this study confirm the success of the pedagogical interventions that have been carried out in achieving the learning objectives set. This finding is in line with previous research conducted by Faizal, et al. (2021) which showed that the application of the Make A Match type cooperative learning model for grade VII students at UPTD SMP Negeri 3 Akabiluru District significantly correlated positively with increased academic achievement. Thus, the findings of this study strengthen the empirical evidence regarding the effectiveness of the Make A Match type cooperative learning model in improving student learning outcomes. This pedagogical approach, which emphasises social interaction, cognitive agility and ludic elements, proved effective in enriching students' understanding of civic concepts.

The results of this study are in line with the findings of Rizka et al. (2024) who highlighted the ability of the Make A Match learning model in creating a fun and interactive learning environment through the integration of game elements. Similarly, Wijanarko (2017) underlined that the Make A Match pedagogical approach has been recognised as an effective learning innovation in stimulating learners' active involvement and creating a more interesting learning atmosphere. Furthermore, Topandra (2020) emphasises the important role of educators in designing optimal learning strategies to maximise the potential of the Make A Match cooperative model. In the same context, the implementation of the Make A Match learning model is proven to facilitate social interaction between learners, improve focus and concentration, strengthen memory, stimulate critical thinking, and ultimately improve student achievement. The card matching process in this model not only demands speed and accuracy in answering, but also encourages students to think more deeply and comprehensively.

The implementation of Civics learning using the Make A Match type cooperative learning model assisted by Wordwall media in cycle I has not been

carried out as a whole and there are several challenges that arise in learning in cycle 1, namely: 1) lack of student attention when the teacher gives an initial explanation. This can be seen from some students who do not listen well and do not show an attitude of readiness to participate in learning, due to distractions from friends or the surrounding environment that makes it difficult for students to focus. 2) students protested and rejected the rules presented by the teacher due to fear or anxiety about the punishment for students who did not reach the target score. 3) students do not record questions and correct answers to reinforce the material that has been learned, this is due to the lack of time given, especially for students who tend to be slow in writing and lack of motivation or sense of responsibility for reinforcing the material. In line with the opinion of Endang (2019) Without great motivation students will have difficulty in learning, because motivation is a driving factor. 4) students did not show attention when the teacher gave the conclusion of the material that had been learned, this was due to the conclusion of the lesson.

The material is delivered in an uninteresting way, such as lectures without involving students. The lecture method makes the learning atmosphere less interesting, which can result in the learning process not being optimal (Aksiwi 2014). for this reason, researchers need to continue the action to cycle II.

b. Civic Knowledge Cycle II

Based on the learning objective "understanding the history of the formulation and ratification of the 1945 Constitution of the Republic of Indonesia" using the cooperative learning model of Make A Match type assisted by Wordwall media in cycle II with the results of student learning scores after the improvement of actions, there was a significant increase from pre-action, cycle 1 and cycle II. The average value of student learning outcomes rose 14.97 from the initial condition of 57.66 to 72.63 in cycle I, and learning outcomes increased again 13.11 from 72.63 in cycle I to 85.74 in cycle II. Students who scored ≥75 increased to 33.33% from the initial condition of 10% to 43.33% in cycle I, and increased again 33.33% to 76.66% in cycle II. The implementation during the action has gone very well. Where the challenges in the previous cycle were improved in cycle II with the teacher creating several strategies, namely: 1) creating an opening of learning

that attracts students' attention using ice breaking. One way to foster student concentration is to slip ice breaking in the learning process whose purpose is to arouse enthusiasm as well as to attract students' attention again (Fauzi 2024). 2) giving appreciation in the form of praise for students who reach the target value, to create positive motivation. Research from Erick (2022) states that teachers give appreciation to students accompanied by mentioning the student's name when answering questions either right or wrong will be able to increase student learning motivation. 3) provide an explanation of the benefits of recording material to help the learning process and the teacher provides sufficient time to record the material. 4) providing a brief reflection on the benefits of the material learnt for everyday life, so that students are more interested in listening.

The significant improvement observed in cycle I and II can be closely attributed to the implementation of the Make A Match type cooperative learning model mediated by Wordwall. The Wordwall digital platform not only functions as an interactive learning media, but also as an independent learning resource and innovative online assessment instrument. In accordance with the findings of Sari et al. (2021), Wordwall has been proven to be able to arouse students' interest in learning through interesting visual displays and various types of games available at wordwall.net. In line with this, Restu et al. (2023) have successfully proven that the game-based learning approach implemented through the Wordwall platform can significantly increase students' intrinsic motivation. Similarly, Utami (2023) also highlighted the potential of Wordwall in stimulating students' interest in learning. By utilising Wordwall, educators can create a more interactive and challenging learning environment, thus fulfilling students' psychological needs for competence and autonomy. This is in line with the findings of Tatsa (2022) who concluded that Wordwall is one of the user-friendly and effective digital learning media in increasing students' interest and motivation to learn. This finding is reinforced by Ichsani, et al.'s (2023) research which shows that the use of Wordwall in Civic Education (Civics) learning can increase students' interest, motivation, and active participation. This increase in learning motivation is directly positively correlated with an increase in understanding of civic concepts in students of SMP Negeri 2 Praya. Thus, the research objective to improve

students' learning achievement on the material has been achieved, so the research was stopped at cycle II.

**CONCLUSION**

The results of comparing research data empirically show that the application of the *Make A Match* collaborative learning model combined with *Wordwall* digital media has a significant impact on improving the understanding of the concept of citizenship of grade VII students at SMP Negeri 2 Praya. This is reflected in the substantial increase in the average score of learning outcomes, from 57.66 in the initial condition to 72.63 in the first cycle, and further increased to 85.74 in the second cycle. This increase shows a positive trend of 14.97 points in the first cycle and 13.11 points in the second cycle. In addition, the proportion of students who reached the minimum completion criteria ($\geq 75$) also increased significantly, from 10% in the initial condition to 43.33% in the first cycle, and reached the highest figure of 76.66% in the second cycle.

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