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The development of cooperative learning models of Make A Macth type of historical materials of the formulation and rativication of the 1945 Constitution to improve of students' learning outcomes

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A B S T R A C T

This study was conducted in the 2018/2019 academic year and is motivated by the learning outcomes of class VII students for the 2017/2018 academic year on the historical material of the formulation and ratification of the 1945 NRI Constitution which has not yet reached the KKM: 75.00 with an average grade per grade of 55.00. The objectives of this study are 1). Produce validity, practicality, and effect liveness of the learning model Pkn. This type of research is the research and development of a 4-D model design with modifications to 3-D adapted from Thiagarajan. Limited trials were conducted in class VII-A. Data collection techniques used validation, observation, questionnaires, pre-test & post-test ins trumpets. The study data analysis yielded:1). The validity level of the syllabus is: 3.17, RPP: 3.28, Bas: 3.17, Lks: 3.19, Question Card: 3.12 & Answer Card: 3.27 and Assessment Card: 3.19 and Pre-test questions: 3.22 & Post-test questions: 3.19.2). The level of practicality of the average Rpp implementation: 3.34, Average Bas readability: 89.63%, and Lks: 90.85%. 3). The level of effectiveness of student responses showed positive responses with an average: 86.60% of the learning tools. Students' activities when teaching and learning process in class showed 86.60% of VII-A students were very active in following the make a match learning model. Analysis of learning outcomes obtained an average N-Gain: 0.58 and showed an increase with the average category average and pre-test average value: 60.09 & post-test average value: 83.61.

INTRODUCTION

Education has a very important role in the development of the next generation of the nation and state. The progress of a country can be seen from the quality of education provided to all future generations of an independent and sovereign nation and country such as Indonesia. The more advanced the education that every citizen gets, the more advanced the country's human resources will be. (Defa, 2019: 1). In fact, in 2013, the United Nations Organization named Unesco reported that Indonesia was ranked 108 out of 195 countries surveyed in the world based on an assessment from an international institution, namely the Education Development Index (EDI), (UNESCO, 2013). This assessment is based on several aspects, including: Literacy at age 15 and over, student survival rates up to grade V, and primary education participation. When viewed from a student's point of view, this happens because the learning is lacking in variation in the selection of learning models. Moreover, it is because of the difficulties of teachers in using cooperative learning in their grade, as well as their lack of knowledge (Gillies & Boyle, 2010). This becomes a benchmark that every learning must have a variety of methods, models that must be implemented so that learning becomes more colorful. Teachers and Lecturers are also required to always develop creative and innovative learning model devices and teaching materials & modules according to current technological developments in order to support the quality of education in Indonesia, because a teacher and lecturer are one type of professional work. in the world of education.

In the title of this study, the researcher uses the make a match cooperative learning model which definition has been described by the following experts in the field of

education. According to Suprijono's opinion, (2016: 196) cooperative learning is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated. Apart from the opinions of experts, there are also theories from experts that underlie the emergence of cooperative learning, namely:

1) Gagne and Berliner's Behavioristic Theory. Basically, this behaviorristic learning theory focuses on changing student behavior. It is the result of the experience process that occurs in each student. The application of behavioristic theory to the make a match type of cooperative learning model can be seen from the appreciation phase for the group that gets the highest score from the game of matching question cards with answer cards correctly and assessed by the group of assessors. The highest of the game matching the question card with the answer card will get an award in the form of a gift from the teacher. With this appreciation, it can make students or group members more enthusiastic about reading Civics textbooks/texts.

In this study, the researcher has references from previous research regarding the Make a Match type of cooperative learning, namely in the research conducted by Mulia Triska Putri (2017), entitled "Development of Natural Science Teaching Devices with Cooperative Learning Model Type make a match assisted by flash media. to reduce misconceptions on the material of the human circulatory system in elementary school students". This study aims to produce science learning tools that can meet the requirements, namely valid, practical and effective so that they are suitable for use and taught to elementary school students. According to Online Indonesian Dictionary (2007: 17), a device is a tool or equipment, while learning is a process or a way of making people learn.

Learning devices are things that must be prepared by the teachers before carrying out learning in grade. A teacher is required to prepare learning tools in detail and systematically before carrying out the teaching and learning process in grade. In Education Minister Regulation No.65 of 2013 concerning Basic and Secondary Education Process Standards, it is stated that the preparation of learning tools is part of lesson planning. Learning planning is designed in the form of a syllabus and RPP/Lesson Plan which refers to the content standard. Types of learning devices include: 1). Syllabus, lesson plans, books/modules, worksheets, and student evaluations.

METHOD

This study is used the research and development model or R&D. The development design in this study adopts the Four-D(4D), development model from Thiagarajan, Semmel and Semmel (1947), which was modified by Ibrahim (2008) into a 3-D development model consisting of four development stages, namely defining, designing, developing and disseminating.

a. Defining Stage

This stage begins with mapping the KI/KD (Main/Basic Competence) into a concept map according to chapter 3 and sub-chapters and then integrates with the historical material for the formulation and ratification of the 1945 Constitution. The next is to analyze the standard content of Civic Education subjects such as: main competences and basic competencies. Indicators of main competencies and basic competencies are modified according to the concept map in chapter 3 and sub-themes in chapter 3 without reducing learning objectives. The next stage is the selection of teaching materials, both from text books/packages, students worksheet and reference material for chapter 3 of Civic Education subject grade VII semester 1 from internet media. The main steps in the definition stage include: analysis of needs, students, assignments, concepts and learning objectives.

b. Designing Stage

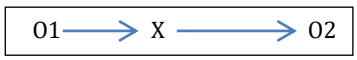
At this stage, the textbooks and student's worksheet are compiled and written in accordance with the mapping of the teaching material framework. The learning modules that have been compiled undergo editing. Changes to writing and arrangement have been made when there are gaps and additions. The textbooks and students worksheet that have been produced are draft 1 of grade VII Civics grade VII based on cooperative learning type make a match. The next process is validation of the syllabus, lesson plan, textbooks, student's worksheet, and the make a match type of cooperative learning indicators included in Draft 1.

c. Developing Stage

The purposes of this development stage is to produce a revised make a match cooperative learning model based on input from 2 validators and data obtained from limited trials in grade VII-A. The activities carried out at this stage include validation of the syllabus, lesson plan, books, student's worksheet, indicators of cooperative learning types make a match and validation of the pre-test and post-test evaluation questions.

d. Disseminating Stage

The dissemination stage can be done through the Civic Education Subject Teacher Conference forum in Sidoarjo Regency. The design of the learning model device trial was carried out using the One group Pre-test-Post-test design. This model uses two times data collection (pre-test and post-test) on the same research subjects. The test design can be described in the following pattern:



(Setyosari, 2010: 206).

Note :

O1= Pre-test, is used to see completeness before being given treatment.

O2= Post-test, is used to see completeness after being given treatments.

X= Cooperative learning model treatment make a match

To see the validity, field trials used the Pre-experimental model with the One-group Pre-test. Post-test design method to determine the effectiveness of the learning tools developed and carried out by calculating the gain score. The pattern used by Hake RR (1999).

Pattern : $< g >= \frac{<Spost> - <Spre>}{100 - <Spre>}$

<g> : Increase in student learning scores
Spre : Mean of pre-test score results
Spot : Mean of post-test score result

The increase in students learning outcomes grade VII-A was in case of the index gains (g) criterion which is guided by the standards of Hake, R.R (1999), namely:

Score Limit	Category
N-Gain > 0,7	High
0,3 ≤ *N-Gain* ≤ 0,7	Moderate
0,3≤ *N-Gain*	Low

Data collection techniques in this study were in terms of 1) Observation, 2) Evaluation of learning in the form of pre-test and post-test, 3). Questionare, and 4) Documentation. The data collection was in case of the feasibility test of the content, language & writing and the appearance of the learning model tools and the limited trial of the learning model tools in grade VII-A students. The instruments used were 1))bservation sheets, 2) readability questionnaire sheet, books, student's worksheet 3) Students response questionnaire sheets, and 4) evaluation sheets in the form of pre-test and post-test questions. Data analysis was carried out using a Likert scale and calculating N-Gain from the results of the pre-test and post-test.

RESULTS AND DISCUSSIONS

Based on the from the stages of the results of the research implementation, the researcher obtained some information and findings which were used as guidelines in the development of the make a match type of cooperative learning model on the historical material. The development of the make a match cooperative learning model tool follows the steps of the Thiagarajan, Semmel and Semmel development models (4-D model).

The validity of the Cooperative Learning Model Tool Type Make A Match Based on Conseptual Validation.

The validity of the cooperative learning model tool type make a match on the historical can be seen from the conceptual validation (content of the learning tools). From the syllabus assessment in table 1, the average score of the two validators is 3.17 and it is in the "good" category, so it can be used with minor revisions and an instrument reliability score of 0.79. Based on the criteria determined by Ratumanan (2006) 2,6 ≤ valid score ≤ 3,5 has good criteria, so it shows that this syllabus assessment is reliable. Based on the assessment of the lesson plan validation in table 4.3, the average score of the 2 validators is 3.28, and it is in "good" category, so it can be used with a small revision and the instrument reliability score is 0.80. Based on the criteria determined by Ratumanan (2006) 2,6 ≤ valid score ≤ 3,5 has good criteria, so it shows that the Lesson Plan assessment is reliable. Based on the assessment of the student activity sheet (LKS) in table 4.5, the average score of the two validators is 3.19 and it is in the "good" category, so it can be used with minor revisions and the instrument reliability score is 0.80. Based on the criteria determined by Ratumanan (2006) 2,6 ≤ valid score ≤ 3,5 has good criteria, thus indicating that the assessment of this student activity sheet is reliable.

It is obtained the average score of the two validators as many as 3.17 and it gets the "good" category, so it can be used with a small revision and the instrument reliability score is 0.79. Based on the criteria determined by Ratumanan (2006) 2,6 ≤ valid score ≤ 3,5 has the criteria of "good", thus indicating that the assessment of this student textbook is reliable. Based on the evaluation of the content of the question cards (formulation and ratification of the 1945 Constitution) in table 4.9.1, the average score of the two validators is 3.12. The evaluation of the contents of the answer cards *(formulation and legalization of the 1945 Constitution)* in the table 4.9.2 obtains an average score of the two validators as many as 3.27. From the validation assessment *(display of question cards and answer cards)* in table 4.9.3 it is obtained an average score of the two validators of 3.17 and gets the category "good", so it can be used with minor revisions. The reliability score of the question card content instrument was 0.78, the answer card content was 0.82 and the question card and answer card display was 0.79, so it shows that the assessment of the make a match type of cooperative learning model is reliable.

Based on the evaluation of the content of the assessor card in table 4.9.5, the average score of the two validators is 3.19 and gets the "good" category, so it can be used with minor revisions and the instrument reliability score is 0.80. Based on the criteria determined by Ratumanan (2006) 2,6 ≤ valid score ≤ 3,5 has good criteria, thus indicating that the assessment of this student textbook is reliable. It is obtained the average score of the two validators as many as 3.22 and it gets a "good" category, so it can be used with minor revisions. The instrument reliability score was 0.80, thus indicating that the assessment of the pre-test items is reliable.

Table 1. The assessment of students' textbook validation

No	Rated aspect	Assessment			Category
		Validator I	Validator II	Average	
01.	I. Eligibility of Content			3	
	a. The coverage and depth of the subject matter is in accordance with what is mandated by KI (core competence) and KD (basic competence)	3	3		Good
	b. Content truth (facts, concepts, theories)	3	3	3	Good
	c. Up-to-date content in accordance with the development of science				
	d. Emerge curiosity	3	3	3	Good
	e. Handouts can be used as guidelines for both students and teachers in implementing learning	3	4	3,5	Good
		3	4	3,5	Good
02.	II. Presentation				
	a. Systematics of material presentation	3	3	3	Good
	b. The balance of substance between sub-chapters				
	c. Illustrations or pictures using effective layouts	3	3	3	Good
	d. The accuracy of using letters				
	e. The accuracy of the numbering and naming of tables / figures is interesting	3	4	3	Good
		3	3	3	Good
		3	4	3,5	Good
03.	III.Language and Readability				
	a. The language used is in accordance with the level of student development	3	3	3	Good
	b. The material is presented in an interesting language				
	c. The language used can motivate students to learn	3	3	3	Good
	d. Use good and correct Indonesian				
	e. The terms used are precise and understandable	3	4	3,5	Good
	f. Use terms and symbols correctly				
	g. Allows students to communicate as if with the author who made student textbooks	3	3	3	Good
		3	3	3	Good
		3	3	3	Good
		3	4	3,5	
	Total	51	57	53,5	
	Average	3,00	3,35	3,15	
			6,35; 2 = 3,17		
	Reliability		0,787 = 0,79		

Table 2. The results of the validation of the pre-test questions

No.	Question Indicators	Validator 1			Validator 2			Average	Category
		Contents	Language and question's writing	Display	Contents	Language and question's writing	Display		
01.	Students can describe the notion of the constitution according to one expert opinion	3	3	3	4	3	3	3,16	Good
02.	Students can explain the meaning of the constitution	3	3	3	4	4	4	3,5	Good
03.	Students can name the head of the formulator of the Jakarta Charter	3	3	3	3	4	3	3,16	Good
04.	Students can say which language the word constitution comes from	3	3	3	3	3	3	3	Good
05.	Students can mention the general characteristics of a constitution	3	3	3	4	4	3	3,33	Good
06.	Students can mention when the constitution first took effect in Indonesia	3	3	3	4	4	3	3,33	Good
07.	Students can mention who is the vice chairman at the 2nd BPUPKI (investigating committee for preparatory work for Indonesian independence) session	3	3	3	4	4	4	3,5	Good
08.	Students can mention when the second BPUPKI (investigating committee for preparatory work for Indonesian independence) session was held	3	3	3	4	4	4	3,5	Good
09.	Students can explain what is the function of a constitution in a country	3	3	3	4	4	4	3,5	Good
10.	Students can mention the value of fighting and the spirit of togetherness of the figures who legalize the 1945 Constitution	3	3	3	4	3	3	3,16	Good
11.	Students can find out why BPUPKI (investigating committee for preparatory work for Indonesian independence) was disbanded	3	3	3	3	4	3	3,16	Good
12.	Students can mention who was the head of BPUPKI (investigating committee for preparatory work for Indonesian independence)	3	3	3	3	3	3	3	Good
13.	Students can mention who was the head of PPKI (preparatory committee for Indonesian independence)	3	3	3	3	3	3	3	Good
14.	Students can explain why Indonesian independence was not a gift from Japan	3	3	3	3	3	3	3	Good
15.	Students can mention when the PPKI (preparatory	3	3	3	3	3	3	3	Good

	committee for Indonesian independence) 1 session meeting was held								
16.	Students can mention the results of the 1st PPKI (preparatory committee for Indonesian independence) session	3	3	3	3	3	3	3	Good
17.	Students can give examples of how as the younger generation should emulate the struggles of the founding fathers of the country	3	3	3	3	4	4	3,33	Good
18.	Students can mention the attitude of the founding figures in making decisions in the PPKI (preparatory committee for Indonesian independence) 1 session meeting	3	3	3	3	4	4	3,33	Good
19.	Students can cite examples of different ethnicity, religion, race and inter-group relation attitudes that are owned by the Indonesian nation and are addressed wisely.	3	3	3	4	4	4	3,5	Good
20.	Students can mention the value of fighting and the spirit of togetherness of the figures who validate the 1945 Constitution	3	3	3	3	4	3	3,16	Good
21.	Students can mention that the 1945 Constitution was formulated in the second BPUPKI session	3	3	3	4	4	4	3,5	Good
22.	Students can present the contents of the 1945 Constitution of the Republic of Indonesia at the beginning of its stipulation	3	3	3	4	4	4	3,5	Good
23.	Students can state the number of members of the 1st PPKI session	3	3	3	3	3	3	3	Good
24.	Students can state how many members of the BPUPKI at the second session	3	3	3	3	3	3	3	Good
25.	Students can state the reasons for the situation at the second BPUPKI session and the 1st PPKI session running smoothly.	3	3	3	3	4	3	3,16	Good
	Total	75	75	75	85	89	84	80,62	Good
	Average	3,00	3,00	3,00	3,40	3,56	3,36	3,22	Good
					19,32: 6 = 3,22				
	Reliability				0,80				

Table 3. The results of the validation of the post-test questions

No.	Question Indicator	Validator 1			Validator 2			Average	Category
		Contents	Language and question's writing	Display	Contents	Language and question's writing	Display		
01.	Students can mention the highest state institutions before the 1945 Constitution of the Republic of Indonesia was amended	3	3	3	4	4	4	3,5	Good
02.	Students can find out examples of nets of authoritarian rule which are a form of constitutional deviation during the 1945 Constitution	3	3	3	4	3	3	3,16	Good
03.	Students can find out the idea contained in an Indonesian nation ideology	3	3	3	4	3	3	3,16	Good
04.	Students can mention the meaning of the constitution used by a country	3	3	3	4	4	4	3,5	Very Good
05.	Students can mention the constitution used by the Indonesia	3	3	3	4	3	3	3,16	Good
06.	Students can describe the definition of preventive	3	3	3	3	3	3	3	Good
07.	Students can explain the ideals and goals of Indonesian independence as stated in the preamble to the 1945 Constitution	3	3	3	2	3	3	2,83	Good
08.	Students can give examples of efforts to maintain Pancasila (five basics) that are repressive, except ...	3	3	3	2	3	3	2,83	Good
09.	Students can explain the duties and authorities of the local government after the amendments was implemented	3	3	3	3	3	3	3	Good
10.	Students can find out changes in the contents of the regulations regarding the president after the amendments to the 1945 Constitution	3	3	3	3	3	3	3	Good
11.	Students can distinguish the contents of the 1945 Constitution between before and after the amendment	3	3	3	4	4	4	3,5	Good
12.	Students can name the institutions that are entitled to ratify Pancasila (five basics) as the basis of the state.	3	3	3	4	4	4	3,5	Good
13	Students can explain the purpose of each country which administering a government	3	3	4	3	3	3	3	Good
14.	Students can state the form of the state at the time the RIS (United of Indonesian Republic) constitution was implemented	3	3	3	3	3	3	3	Good
01.	Students can mention the highest state institutions before the 1945 Constitution of the Republic of Indonesia was amended	3	3	3	4	4	4	3,5	Good
15.	Students can mention when the PPKI (preparatory committee for Indonesian independence) 1 session meeting was held	3	3	3	3	3	3	3	Good
16.	Students can mention the results of the 1st PPKI (preparatory committee for Indonesian independence) session	3	3	3	3	3	3	3	Good
17.	Students can give examples of how as the younger generation should emulate the struggles of the founding fathers of the country	3	3	3	3	4	4	3,33	Good

18.	Students can mention the attitude of the founding figures in making decisions in the PPKI (preparatory committee for Indonesian independence) 1 session meeting	3	3	3	3	4	4	3,33	Good
19.	Students can cite examples of different ethnicity, religion, race and inter-group relation attitudes that are owned by the Indonesian nation and are addressed wisely.	3	3	3	4	4	4	3,5	Good
20.	Students can mention the value of fighting and the spirit of togetherness of the figures who validate the 1945 Constitution	3	3	3	3	4	3	3,16	Good
21.	Students can mention that the 1945 Constitution was formulated in the second BPUPKI session	3	3	3	4	4	4	3,5	Good
22.	Students can present the contents of the 1945 Constitution of the Republic of Indonesia at the beginning of its stipulation	3	3	3	4	4	4	3,5	Good
23.	Students can state the number of members of the 1st PPKI session	3	3	3	3	3	3	3	Good
24.	Students can state how many members of the BPUPKI at the second session	3	3	3	3	3	3	3	Good
25.	Students can state the reasons for the situation at the second BPUPKI session and the 1st PPKI session running smoothly.	3	3	3	3	4	3	3,16	Good
	Total	75	75	75	86	83	82	78,12	
	Average	3,0	3,0	3,0	3,44	3,32	3,28	3,12	Good
	Reliability				3,12: 4 = 0,78				

It is obtained the average score of the two validators as many as 3.16 and it is in a "good" category, so it can be used with minor revisions. The instrument reliability score is 0.79, so it shows that the post-test item assessment is reliable.

The validity of the Make a Match Type Cooperative Learning Model Tool Based on Empirical Validation

Based on Figure 1, 87.80% of students answered the contents of textbook material was interesting, 92.68%, students answered the appearance of textbooks was interesting, 90.24% of students answered that the descriptions of student textbooks were too difficult and 87.80% of students answered illustration of figures easy to understand. Based on the criteria for the percentage of more than 75% of high readability, student textbooks can be used "well". Based on Figure 2, 90.24% of students answered the content of student worksheets interesting, 92.68%, students answered the appearance of student worksheets 87.80%, students answered student worksheet descriptions too difficult and 92.68% of students answered illustration of figures easy to understand. Based on the criteria the percentage of more than 75% readability is high, so that student worksheets can be used "well".

Practicality of the Make a Match Type Cooperative Learning Model Toolkit

Based on table 3, it can be seen that Observer I scored as many as 3.35 and Observer II scored as many as 3.40 This means that the implementation of the lesson plan is in the category of "Good". This shows that students can implement the Make a Match learning model "well". Based on the results of the assessment of the appropriateness of the content, language and writing and appearance of the question card holder group *(formulation and ratification of the 1945 Constitution)* in Table 4.

Table 4. Results of the average score of the two observers

No	Question Indicators	Assessment							
		Observer 1			Observer 2				
		Contents	Language and writing	Display	Contents	Language & writing	Display	Average	category
01.	When was the second BPUPKI (Investigating Committee for Preparatory Work for Indonesian Independence) session done?	3	3	3	4	4	3	3,33	Good
02.	When was the first PPKI (Preparatory Committee for Indonesian Independence) trial held right?	3	3	3	3	3	3	3	Good
03.	Who were the figures formulating the 1945 Constitution at the second BPUPKI session?	3	3	3	4	4	4	3,5	Good
04.	What are the results of the second BPUPKI trial?	4	4	4	4	3	4	3,83	Good
05.	Who was the figure who ratified the 1945 Constitution at the first PPKI session?	3	3	3	4	3	3	3,17	Good
06.	What were the results of the first PPKI session?	3	4	3	3	4	4	3,5	Good
07.	How was the atmosphere of the second BPUPKI session?	3	3	3	4	3	3	3,17	Good
08.	How was the atmosphere of the first PPKI session?	3	3	3	4	3	3	3,17	Good
09	Based on your group, what is the importance of the 1945 Constitution for an Indonesia? give your reasons	3	4	3	3	4	4	3,5	Good
10.	How many members of the second BPUPKI session?	3	3	3	3	3	3	3	Good
11.	How many members of the first PPKI session?	3	4	3	3	3	3	3,17	Good

Total	34	37	34	39	37	37	36,33	
Average	3,09	3,63	3,09	3,54	3,36	3,36	3,30	
Reliability	3,30: 4 = 0,82							

It is obtained an average score of the two observers as many as 3.30. The assessment of the appropriateness of the contents, languages and writing and appearance of the answer card holder group in table 5.

Table 5. The assessment of the appropriateness of the contents, languages and writing and appearance of the answer card holder group

No.	Question Indicators	Assessments							
		Observer 1			Observer 2				
		Contents	Language & writing	Display	Contents	Language & writing	Display	Average	Category
01.	10th July – 16th July 1945 in Jakarta	3	3	3	4	4	3	3,33	Good
02.	18th August 1945 in Jakarta	4	4	4	3	4	3	3,67	Good
03.	a.K.R.T.DR.Radjim an Wedyodinigrat b.Moch.Yamin c.Mr.Soepomo d.Moch.Hatta	3	3	3	4	3	3	3,17	Good
04.	a.Ir.Soekarno b.Moch. Hatta c.Haji.Agus Salim d.Mr.Achmad Soebarjo	3	3	3	4	4	3	3,33	Good
05.	a. Formulate Preamble to the Constitution b. Designing Script Constitution Articles	3	3	3	3	4	3	3,17	Good
06.	a. To enact the 1945 Constitution b. Elect the President Ir. Soekarno and elects the Deputy President, Moch. Hatta	3	3	3	3	3	3	3	Good
07.	Wisdom, calm, in order, there are many suggestions.	3	3	3	4	3	3	3,17	Good
08.	Wisdom, calm, in order	3	3	3	4	4	4	3,5	Good
09	It is important, because if there was no 1945constitution, this country would be chaotic and there would be many legal violations committed by individuals or groups of people.	3	3	3	3	3	4	3,17	Good
10.	The number of members who attended the second BPUPKI (Investigating Committee for Preparatory Work for Independence) session was 63 people.	3	3	3	3	3	3	3	Good
11.	The number of members who attended the second PPKI (Preparatory Committee for Indonesian Independence) session was 27 people.	3	3	3	3	3	3	3	Good
	Total	34	34	34	38	38	35	35,5	
	Average	3,09	3,09	3,09	3,45	3,45	3,18	3,22	
	Reliability	3,22:4=0,80							

Average score of 3.22 and the assessment of the two observers (display of question cards and answer cards) is in table 6 as follow gets.

Table 6. Display of question cards and answer cards

No.	Question Indicators	Assessment							
		Observer 1			Obsever 2				
		Contents	Language & writing	Display	Contents	Language & writing	Display	Average	Category
1.	The suitability between the writing and the color of the question cards and answer cards	3	3	3	4	4	3	3,33	Good
2.	The suitability of the front cover of the question cards and answer cards with the material for the formulation and ratification of the 1945 Constitution	3	3	3	3	4	4	3,33	Good
3.	The suitability of the color choice on	3	3	3	3	3	3	3	Good

question card and answer card with front cover of question card and answer card								
Total	9	9	9	10	11	10	9,67	
Average	3,0	3,0	3,0	3,33	3,67	3,33	3,22	good
Reliability	3,22: 4 = 0,80							

The results of the observations made by these 2 observers indicate that the cooperative learning model make a match type that has been developed by the researcher who is also a teacher gets the "Good" category, so it can be used with minor revisions. The reliability score of the question card instrument was 0.82 and the answer card instrument reliability score was 0.80 and the appraisal card instrument reliability score was 0.80. So, it shows that the assessment of the make a match type of cooperative learning model is reliable. The results of the assessment of observations made by 2 observers on the appraisal card holder in table 6 obtained 3.23 and got the "Good" category, so it can be used with a small revision and an instrument reliability score was 0.80, thus indicating that the assessment of this group of appraisal card holders is reliable

The effectiveness of the Make A Match Type Cooperative Learning Model Tool.

Based on table 6, it can be seen that the response of students shows an average percentage of 90.24% where students are interested and 9.76% are not interested in learning components including: subject matter, books, worksheet, models +methods, instructional media, learning evaluation, learning atmosphere and the way the teacher presents the subject matter. With an average percentage of 89.89% of students stated that the learning components given were new and 10.11% stated that the learning components given were not new. As many as 92.68% students answered yes and 7.32% of students answered no. As many as 89.02% of students stated that the material on the book was easy to understand and the contents of the books were interesting and 10.98% of students said that the material on book was easy to understand and the contents of the student textbooks were not interesting. Furthermore, 90.24% of students stated that the teaching material in worksheet was easy to understand and 9.76% of students stated that the contents of the student worksheets looked interesting. For the evaluation of learning which includes the items given by the teacher during the learning evaluation which consists of: (Pre-test, UH/daily test, UTS/mid-test, Post-test, UAS/final test, as many as 87.80% of students stated that the learning evaluation was in the form of a test given by the teacher was easy to do and 12.20% of students stated that the evaluation of learning in the form of tests given by the teacher was not easy to do. Furthermore, 87.70% of students stated that the learning evaluation in the form of tests given by the teacher was easy to do. 12.20% of students stated that it was not easy to answer the product test.

The results of observations on student activity during 6 meetings are stated by the percentage formula. The percentage of student activities during learning can be seen in table 4.17. Based on table 5, it can be seen that the average student activity in the grade (VII-A) limited trial is 92.94%. From these data it can be seen that the limited trial grade average is categorized as "Very Good". Based on table 3, it is found that 25 pre-test items and 25 items of post-test had a sensitivity of 0.31 to 0.44. The average sensitivity of multiple choice items was 0.3416 or 0.34. It can be concluded that the sensitivity of the pre-test and post-test items can be used as a benchmark for the achievement of the learning objective indicators.

Based on table, it is known that the average result of the pre-test score of grade VII-A students in the limited trial grade is 60.09%. The average post-test score of VII-A students in the limited trial grade is 83.61%. Different from table 4.20, it can be seen that the average learning outcome in the psychomotor aspect in the grade VII-A limited trial is 85.36% . Based on table 4:21, it can be seen that the average student learning outcomes in the affective aspects of the grade VII-A limited trial are 80.36%.

Hypothesis Statistical Test

1. Normality Test

Based on the results of the normality test, the accepted hypothesis is Ho, namely data that is normally distributed. This can be seen from the significance score of each data, namely the pre-test score for grade VII-A 0,007 and the post-test score for grade VII-A 0,006 which shows a significance> 0.05 so that the two data are normally distributed. .

2. Homogeneity Test

Based on the results shown in tables 5 and 6, the data set that has different variants is proven by a significance score of 0.000 < 0.05. So Ho is rejected.

3. Paired t-test

Based on table 3, data on the degrees of freedom (df) of n-1 = 40 with t-table 6 are obtained. The result of the t-count is -16.441. On the test criteria; Ho is accepted if the significance is > 0.005, and Ho is rejected if the significance is < 0.005. In table, the significance score is 0.000 < 0.005. So it can be concluded that Ho is rejected because: 1) .t_{count}

< t_{table}; 2). The significance score is 0.000 < 0.005, then Ho is rejected. This means that there is a difference in learning outcomes between before being given the make a match cooperative learning model and after being given the make a match cooperative learning model, namely the average student learning outcomes on the Post-test increased, when compared with the average student learning outcomes in Pre -test.

4. N-Gain

Based on table it can be seen that the score of increase in the results of the student learning test grade VII-A limited try out is categorized as moderate Gain, with an average N-Gain of 0.58. The number of students with low N-Gain criteria was 1 students from 41 students with a percentage (2.44%) and with high N-Gain criteria as many as 2 students out of 41 students with a percentage (4.88%) and the number of students with N-criteria Moderate gain was 38 students from 41 students with a percentage (92.68%).

CONCLUSION

Based on the results of the study in the limited trial grade regarding the validation of the Make A Match type of cooperative learning model by 2 validators, observation by 2 observers, the obstacles faced during the learning process in grade, it can be concluded that the cooperative learning model tool type make a match on The material for the formulation and ratification of the 1945 Constitution developed by researchers has met the criteria of validity, practicality, and effectiveness as a Make A Match type of cooperative learning model for grade VII-A students at Junior High School PGRI 9 Sidoarjo.

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Author's Contributions

The author discussed the results and contributed to from the start to final manuscript.

Conflict of Interest

The author declare that they have no competing interests

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