

Enhancing the Engagement of Third-Grade Students in Pancasila Education Through the "Make a Match" Cooperative Learning Model.

Dika Binti Johari¹, Zahwa Sahara², Rizky Tidarwati Pratiwi³, Nur Imamah⁴,
Hana Rosyida⁵, Intan Kusumawati⁶.

¹ Innovative University college, Petaling jaya, Malaysia.

^{2,3,4,5} Universitas Trunodjoyo Madura, Bangkalan, Indonesia.

⁶ Universitas Cokroaminoto Yogyakarta, Indonesia.

icaahalfina5@gmail.com , zhwshr1205@gmail.com tiwitiwi434@gmail.com ,
nurimamah066@gmail.com , rosyidanana35@gmail.com

DOI : <https://doi.org/10.56480/jln.v6i3.22>

Received: Mei 05, 2026

Revised: Juni 12, 2026

Accepted: Juli 07, 2026

Abstract

This study aims to increase third-grade students' engagement in Pancasila Education at SDN Pernajuh through the "Make a Match" cooperative learning model. A Classroom Action Research (CAR) method based on the Kemmis and McTaggart model was conducted across two cycles (planning, implementation, observation, reflection). Subjects were 19 third-grade students during the second semester of the 2025/2026 academic year. Data were collected via observation, interviews, tests, and documentation, then analyzed using descriptive quantitative and qualitative methods. Results showed the Make a Match model significantly increased student participation from 42% (less active) in the pre-cycle to 68% (moderately active) in Cycle I, reaching 87% (highly active) in Cycle II. This improvement was evident in students' confidence, collaborative skills, enthusiasm during card matching, and task punctuality. In conclusion, the Make a Match cooperative model effectively enhances third-grade students' learning engagement in Pancasila Education.

Keywords: Student Engagement, Make a Match, Elementary School Pancasila Education.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

Pancasila education plays a crucial role in shaping students' character and national identity at the elementary school level. An effective learning process should be able to stimulate students' mental, physical, and social engagement so that national values can be fully internalized (Irmanda et al., 2025). However, evidence from the field shows that Pancasila education is often still stuck in conventional, one-way teaching methods. Based on initial observations in the third-grade class at SDN Pernajuh, data indicates that student participation remains low, with only a small number of students daring to ask questions or express their opinions (Bora & Riti, 2025). This lack of enthusiasm is compounded by the fact that students tend to get bored with monotonous instruction, which results in a lack of deep conceptual understanding (Muhammad Aldi Pratama, 2025).

Student engagement is one of the key factors determining the success of learning. Fredricks, Blumenfeld, and Paris (2004) explain that student engagement consists of three main dimensions: behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement relates to students' active participation in learning activities; emotional engagement relates to students' interest and enthusiasm toward the learning process; and cognitive engagement relates to students' efforts to understand the material in depth. These three dimensions serve as the conceptual foundation in this study to measure student engagement during the implementation of the Make a Match model in Pancasila Education instruction.

The urgency of this study lies in the need for a transformation in learning strategies that can make the classroom atmosphere more dynamic and enjoyable. The use of cooperative learning models offers a relevant solution because it emphasizes collaboration among students to achieve shared learning goals (Dewi et al., 2025). One variant of the cooperative model deemed suitable for the characteristics of third-grade students is the "Make a Match" type. This model uses cards as a medium, requiring students to actively engage in finding matching answers and questions through structured social interaction (Rosita et al., 2023).

A gap analysis indicates that although numerous studies on the Make a Match model have been conducted in mathematics or science, its integration into Pancasila Education—which focuses on strengthening moral and civic values—still requires further exploration (Taslim et al., 2025). The main difference between this study and previous ones lies in the context of the material taught and the emphasis on the psychomotor and affective aspects

of third-grade students in understanding their self-identity and their environment. The novelty of this study is the application of a modified Make a Match approach specifically reinforcing the values of the Pancasila Student Profile within a coastal/local school environment (Dhiemas Roro Indry Prastika & Mohamad Aminudin, 2025)

This study supports previous research indicating that cooperative learning models are effective in improving learning outcomes; however, this study expands its scope to include qualitative and quantitative improvements in student engagement through Classroom Action Research (Pujiastuti et al., 2026). Thus, the objective of this study is to describe the increase in student engagement through the application of the “Make a Match” Cooperative Learning model in Pancasila Education lessons in third grade at SDN Pernajuh. It is hoped that the results of this study can provide practical contributions for teachers in creating an inclusive and participatory learning environment (Wijayanti et al., 2025)

2. Method

This study employs a Classroom Action Research (CAR) design aimed at practically addressing learning issues in the classroom (Untoro & Putranto, 2025). Search on Mendeley: Definition and Characteristics of CAR in Elementary Schools]. The CLA model applied refers to the cycle design developed by Kemmis and Taggart, which consists of four main components in each cycle: planning, acting, observing, and reflecting (Cahyani et al., 2025)

The research was conducted in the third-grade class at SDN Pernajuh during the second semester of the 2025/2026 academic year. The research subjects were third-grade students, with a primary focus on enhancing learning engagement in the subject of Pancasila Education. The research procedure was designed in two cycles, where each cycle was an improvement on the previous one based on the results of reflection (Hidayad et al., 2025).

Research Procedure:

1. **Planning:** This stage involved developing Pancasila Education lesson plans (RPP) that integrated the Make a Match model, creating question and answer cards, and designing an instrument to observe student engagement (Adreyani & Wahyudi, 2024).

2. Implementation: The researcher applied the Cooperative Learning model of the Make a Match type. There were relevant modifications to the steps of this model; specifically, during the card-matching stage, the researcher added game elements (gamification) to foster healthy competition and enthusiasm among lower-grade students (Mariani, 2017).
 3. Observation: Conducted collaboratively with the classroom teacher to record student activities based on engagement indicators, such as the willingness to ask questions, group cooperation, and timeliness in finding card pairs (Amalia et al., 2025).
 4. Analyzed the results of observations and evaluations to determine the success of the intervention and plan improvements for the next cycle (Intan Sari et al., 2025).
- Data Collection and Analysis Techniques:

Data were collected through participatory observation, learning outcome tests, and activity documentation (Agustin et al., 2024) . The primary instrument used was a student engagement observation sheet validated by experts or senior teachers (Ruron & Ramadhan, 2025).

The data analysis techniques used were quantitative and qualitative descriptive methods. Student engagement data were analyzed by calculating the percentage of scores achieved relative to the maximum score, then categorized into performance levels (very active, active, moderately active, less active) (Nuraini et al., 2024). The success of the intervention is determined if there is an increase in the average student activity from the pre-cycle to the next cycle and it meets the minimum mastery criteria established for the class (Masyhudah & Widyasari, 2024). The student engagement percentage is calculated using the following formula:

$$\text{Engagement Percentage} = (\text{Score Obtained} / \text{Maximum Score}) \times 100\%$$

The calculation results are then categorized as follows: 81–100% (Very Active), 61–80% (Active), 41–60% (Moderately Active), and $\leq 40\%$ (Less Active).

3. Result and Discussion

The results of the study indicate a significant increase in student engagement from the pre-cycle stage through Cycle II. Based on observations, this increase encompasses four key

indicators: willingness to ask and answer questions, group collaboration, enthusiasm in matching cards, and punctuality in completing tasks. A comparison of student engagement data across cycles is presented in Table below:

Table 2. Summary of Student Participation Rates

Research Phase	Average Activity Percentage	Category
Pre-cycle	42%	Less active
Cycle I	68%	Moderately active
Cycle II	87%	Very active

In the pre-cycle phase, student engagement reached only 42%, due to the predominance of lecture-based methods that made students passive. After implementing the Make a Match model in Cycle I, the percentage increased to 68%. Although there was an improvement, challenges remained, such as a classroom atmosphere that was too noisy while students were searching for partners. Through improvements in Cycle II, including stricter time management and the use of rewards, student engagement peaked at 87%, falling into the “Very Active” category.

Table 3. Percentage of Student Engagement by Indicator

Engagement Indicators	Pre-cycle	Cycle I	Cycle II
Asking questions	35%	62%	85%
Answering questions	40%	67%	88%
Collaboration within the group	45%	72%	92%
Enthusiasm for learning	43%	70%	90%
Timeliness in completing assignments	47%	69%	82%

Based on Table 3, all indicators showed improvement in each cycle. The greatest improvement was observed in the indicator of willingness to ask questions, which rose from 35% in the pre-cycle phase to 85% in Cycle II. Meanwhile, the

indicator of group cooperation reached its highest percentage in Cycle II, at 92%. These findings indicate that the Make a Match model not only increases individual participation but also students' ability to collaborate with their peers.

Table 4. Distribution of Student Engagement Categories (n = 19)

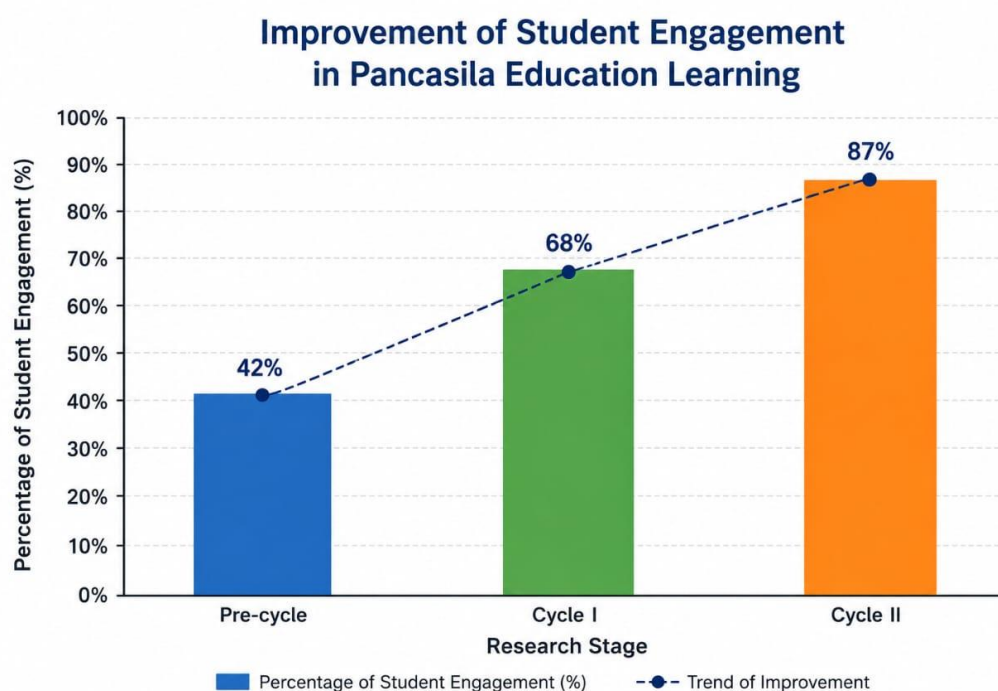
Category	Pre-cycle	Cyclly I	Cycle II
Very active	0	3	10
Active	4	10	7
Moderately active	6	5	2
Less active	9	1	0
Sum	19	19	19

Table 4 shows that during the pre-cycle phase, most students fell into the “less active” category. After implementing the Make a Match model, the number of students in the “active” and “very active” categories increased significantly. In Cycle II, there were no longer any students in the “less active” category, while most students had reached the “active” and “very active” categories.

Table 5. Average Student Test Scores

Research Phase	Mean
Pre-cycle	64
Cycle I	76
Cycle II	88

Improved test scores indicate that increased student engagement during instruction contributes to a better understanding of the material.



The graph shows a consistent upward trend in each cycle, indicating the success of the measures implemented through the Make a Match model.

Discussion

The results of the study indicate that the implementation of the “Make a Match” cooperative learning model significantly increased student engagement. This increase was evident across all engagement indicators, including the willingness to ask questions, the ability to answer questions, group cooperation, enthusiasm for learning, and the timeliness of task completion. This increase in student engagement demonstrates that the “Make a Match” cooperative learning model is capable of creating an inclusive learning environment and stimulating intrinsic motivation among third-grade students (Ningtyas et al., 2025). The primary benefit of these research findings is the transformation of students’ roles from passive listeners to active, interactive participants in the learning process. This model provides an opportunity for students who lack confidence to communicate through the use of cards, thereby naturally overcoming psychological barriers to asking questions (Fadhil & Subiyantoro, 2025).

In addition, the use of cards and game elements creates a fun learning atmosphere, thereby increasing students' interest and enthusiasm. This indicates an increase in emotional engagement, characterized by feelings of joy, confidence, and enthusiasm throughout the learning process. This finding aligns with the theory proposed by Fredricks, Blumenfeld, and Paris (2004), which states that emotional engagement plays a crucial role in enhancing student participation in learning. This success also reinforces the findings of previous studies stating that the use of cards in the Make a Match model significantly increases student participation compared to conventional text-based media (Salimah & Pritasari, 2024).

Furthermore, the increased group cooperation observed in this study supports the view that cooperative learning fosters students' social skills from an early age (Firlana et al., 2025). The difference between the results of this study and previous studies lies in its effectiveness in Pancasila education, where students are not only physically active but also able to internalize the values of togetherness and mutual cooperation while discussing with their card partners (Masyhudah & Widyasari, 2024). Overall, the results of this data analysis provide a reliable answer that the Make a Match model is the right solution for improving classroom dynamics at SDN Pernajuh.

The implementation of this model also has a positive impact on students' memory retention, as information acquired through the card-matching process is easier to remember than textual memorization (Sitepu et al., 2026). Furthermore, active engagement in small groups has been shown to increase students' sense of individual responsibility toward assigned tasks (Rosidah et al., 2025). This increased engagement is further supported by the use of concrete and contextual learning materials for elementary school students (Murtidi & Iskandar, 2025). These findings reinforce the theory that meaningful learning occurs when students are emotionally and physically engaged in classroom activities (Nur et al., 2026). Finally, the effectiveness of this model is also influenced by the teacher's role as a facilitator who can guide group dynamics effectively (Siahaan et al., 2025).

4. Conclusion

The implementation of the “Make a Match” cooperative learning model has been shown to increase student engagement in Pancasila Education lessons among third-grade students at SDN Pernajuh. The percentage of student engagement increased from 42% in the pre-cycle to 68% in Cycle I and 87% in Cycle II. This model encourages students to be more active, collaborate, and participate in the learning process.

This study was limited to a single class with a relatively small number of subjects. Therefore, future research is recommended to involve a larger sample and examine the impact of the Make a Match model on student learning outcomes and character development. Teachers can also utilize this model as an alternative teaching method to enhance student engagement in the classroom.

References

- Adreyani, L. O., & Wahyudi, W. (2024). Pengembangan Media Kartu Bergambar dalam Pembelajaran Make and Match untuk Meningkatkan Minat Belajar Materi Gaya pada Siswa Kelas IV. *JURNAL PENDIDIKAN MIPA*, 14(2). <https://doi.org/10.37630/jpm.v14i2.1703>
- Agustin, E. M., Solfitri, T., & Anggraini, R. D. (2024). Problem Based Learning: Solusi Peningkatan Kemampuan Pemecahan Masalah Matematis. *MATHEMA: JURNAL PENDIDIKAN MATEMATIKA*, 6(1). <https://doi.org/10.33365/jm.v6i1.3490>
- Amalia, N. A., Maftuh, A., & Sidik, G. S. (2025). ANALISIS KEAKTIFAN BELAJAR SISWA KELAS V PADA MATA PELAJARAN MATEMATIKA DI SDN CINTAJAYA. *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar*, 5(3). <https://doi.org/10.51878/elementary.v5i3.6700>
- Bora, A. G., & Riti, K. Y. (2025). Pengaruh Keaktifan Siswa dalam Diskusi terhadap Prestasi Belajar pada Mata Pelajaran Ekonomi Semester I Kelas XB di SMA Manda Elu. *Jurnal Bisnis Mahasiswa*, 5(1). <https://doi.org/10.60036/jbm.v5i1.298>
- Cahyani, H. D., Darmaji, D., & Kurniawan, D. A. (2025). Meningkatkan Kemampuan Berpikir Kritis Siswa melalui Model Inkuiri Terbimbing pada Materi Gelombang Elektromagnetik. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(4). <https://doi.org/10.54371/jiip.v8i4.7638>
- Dewi, E. K. A., Azizah, D. N., Ratnasari, D. A., Khasanah, E. R., Faqih, F. N., Khumairoh, F. N., Hanafi, Y., & Kustia, C. P. (2025). EFEKTIVITAS MODEL COOPERATIVE LEARNING TIPE TEAM GAME TOURNAMENT TERHADAP HASIL BELAJAR

SISWA DENGAN BANTUAN MEDIA EDUCAPLAY. *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 5(2).
<https://doi.org/10.51878/learning.v5i2.4946>

Dhiemas Roro Indry Prastika, & Mohamad Aminudin. (2025). Efek Model Make A Match yang Dimodifikasi Terhadap Kemampuan Berpikir Kritis Siswa Tipe 1. *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora*, 3(2). <https://doi.org/10.61104/jq.v3i2.1163>

Fadhil, M., & Subiyantoro. (2025). A Pemahaman Perkembangan Kognitif dan Sosial Emosional Anak Sebagai Dasar Desain Pembelajaran MISD. *Jurnal Penelitian Dan Pendidikan IPS*, 19(2). <https://doi.org/10.21067/jppi.v19i2.12280>

Firlana, H., Sohirin, S., Wibowo, P. D. K., Adillah, M. A., Astuti, R. K., & Ardi, I. Y. (2025). MENANAMKAN NILAI-NILAI PANCASILA, MENUJU GENERASI EMAS INDONESIA 2045 DI SEKOLAH ANAK PERCAYA. *Jurnal Abdimas Imigrasi*, 6(2).
<https://doi.org/10.52617/jaim.v6i2.819>

Hidayad, A., Hadi, S., & Irawan, F. (2025). UPAYA MENINGKATKAN KEAKTIFAN BERTANYA SISWA MELALUI METODE BERTANYA SECARA TERTULIS DALAM MODEL INQUIRY LEARNING PADA MATA PELAJARAN DDO SISWA KELAS X TSM 1 DI SMKN 9 MALANG. *Jurnal Pendidikan Vokasi Otomotif*, 7(2). <https://doi.org/10.21831/jpvo.v7i2.84984>

Intan Sari, Fatmaridah Sabani, Rifa'ah Mahmudah Bulu', & Lisa Aditya Dwiwansyah Musa. (2025). Meningkatkan Kemampuan Motorik Halus Melalui Teknik Mozaik Pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Indonesia*, 2(2).
<https://doi.org/10.71049/r8em4z47>

Irmanda, S., Sinaga, C. C., & Rozi, S. (2025). Urgensi Nilai-Nilai Pendidikan Pancasila dalam Membangun Komunikasi yang Baik Antar Tetangga. *ALACRITY: Journal of Education*. <https://doi.org/10.52121/alacrity.v5i1.676>

Mariani, M. (2017). PENERAPAN MODEL PEMBELAJARAN MAKE A MATCH UNTUK MENINGKATKAN HASIL BELAJAR MATEMATIKA TENTANG PEMBAGIAN PADA SISWA KELAS II SD MUHAMMADIYAH 4 BATU. *JINoP (Jurnal Inovasi Pembelajaran)*, 3(2). <https://doi.org/10.22219/jinop.v3i2.5306>

Masyhudah, M. S., & Widyasari, C. (2024). Penerapan Model Pembelajaran Cooperative Learning Tipe STAD untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas V. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 5(4).
<https://doi.org/10.54371/ainj.v5i4.655>

Muhammad Aldi Pratama. (2025). Efektifitas Model Discovery Learning terhadap Keaktifan siswa dalam melakukan Senam Ritmik Kelas VII. *Jurnal Pendidikan*, 34(3).
<https://doi.org/10.32585/jp.v34i3.6968>

Ningtyas, Z. P., Zaharuddin, Z., Rusika, D. C., Salsabella Putri, M. T., & Rahmadana, R. A. (2025). Evaluasi Strategi Guru dalam Mengatasi Kesulitan Belajar Matematika Siswa di Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 3(1).
<https://doi.org/10.47134/pgsd.v3i1.2189>

- Nuraini, A. G., Putrie, C. A. R., & Widodo, A. (2024). Pengaruh Keaktifan Belajar terhadap Hasil Belajar IPS pada Siswa Kelas VIII SMP Negeri 3 Kota Bekasi. *Arus Jurnal Sosial Dan Humaniora*, 4(3). <https://doi.org/10.57250/ajsh.v4i3.710>
- Pujiastuti, P., Makkasau, A., & Juliadi, J. (2026). Peningkatan Keaktifan dan Hasil Belajar Siswa Kelas V SDN 1 Besani Melalui Model Problem Based Learning. *Pinisi Journal Pendidikan Guru Sekolah Dasar*, 5(3). <https://doi.org/10.70713/pjp.v6i1.29858>
- Rosita, F. Y., Sajiwa Sasra Kusuma RM, B., & Lestari, H. (2023). IMPLEMENTASI MODEL PEMBELAJARAN MAKE-A-MATCH PADA MATA PELAJARAN BAHASA JAWA KELAS IV DI MIN 1 PONOROGO. *Ibriez Jurnal Kependidikan Dasar Islam Berbasis Sains*, 8(1). <https://doi.org/10.21154/ibriez.v8i1.356>
- Ruron, A. T. T., & Ramadhan, F. (2025). PENGEMBANGAN INSTRUMEN PENILAIAN ALTERNATIF BERPIKIR KRITIS DALAM PEMBELAJARAN PENJAS UNTUK SISWA SMP. *Jurnal Edukasi Citra Olahraga*, 5(1). <https://doi.org/10.38048/jor.v5i1.5189>
- Salimah, M. N., & Pritasari, A. C. (2024). Pengaruh Kooperatif Tipe Make A Match terhadap Hasil Belajar Kognitif Muatan Matematika Siswa Sekolah Dasar. *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, 3(3). <https://doi.org/10.51574/judikdas.v3i3.1233>
- Siahaan, P. R. A., Gultom, M. R. O. B., Siagian, S. V., Junaidi, N. S., & Barus, D. B. (2025). PERAN MODEL PEMBELAJARAN COOPERATIVE LEARNING TERHADAP KEMAMPUAN MEMBACA PEMAHAMAN SISWA KELAS VIII SMP NEGERI 18 MEDAN. *Jurnal Basataka (JBT)*, 8(1). <https://doi.org/10.36277/basataka.v8i1.721>
- Taslim, T., Ratnawati, R., Muhdar, F., & Waris, A. M. (2025). Boosting Speaking Proficiency Through Make-a-Match: an Experimental Study on Tenth Graders. *ALACRITY: Journal of Education*. <https://doi.org/10.52121/alacrity.v5i2.750>
- Untoro, E., & Putranto, D. (2025). Analisis Keterampilan Siswa dalam Membaca Melalui Kartu Kata Bergambar Kelas 2 SD Kanisius Baturetno Wonogiri. *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*, 9(1). <https://doi.org/10.35931/am.v9i1.4013>
- Wijayanti, P. T., Rhamadani, N., Oktadika, U., Jaya Adiputra, M., & Yulita Sari, M. (2025). Analisis Pemahaman Guru Terhadap Teori Konstruktivisme Pada Kurikulum Merdeka Di Sekolah Dasar. *Jurnal Pendidikan Dasar Dan Keguruan*, 10(1). <https://doi.org/10.47435/jpdk.v10i1.3219>