

Cooperative Learning Model Type Make A Match in Social Studies Lessons to Increase Learning Activity of Elementary School Students

Trimansyah

STIT Sunan Giri Bima - Indonesia

Corresponding Author : * trimansyahbima123@gmail.com

Submit: February 9, 2026	Review : February 29, 2026	Accepted : March 21, 2026
DOI : https://doi.org/10.47625/fashluna.v7i1.1270		

ABSTRACT

This study aims to see and examine the extent to which student learning activity has increased by implementing the make a match type cooperative learning model . Because to increase student learning activity, teachers need to be creative in providing fun lessons, especially preparing innovative models, so that students can understand the material well, especially social studies material that discusses natural phenomena and the social environment that exists around students' lives. For example, the make a match type cooperative learning model . The results of the study show that the use of this model is able to increase student activity, this can be seen from the active presentation of students from 35% increasing to 88%, this shows a significant increase from the previous learning process. In addition, this model can make learning more interesting, fun, more lively, and meaningful, because it is marked by students' attitudes in receiving learning much more enthusiastically than before, they have dared to ask, answer, discuss, more than that physically involved and actively participating in learning such as looking for pairs of cards that have been prepared by the teacher without shame and fear. So the make a match type cooperative learning model is very good to be applied in elementary schools.

Keywords: Cooperative Learning Model Learning Type Make a Match, Social Studies, Learning Activity

INTRODUCTION

In today's modern era, education is demanded to be more than just a narrow scope or just memorizing the material in its entirety, but education must strive to have a broader understanding such as processing learning that can emphasize the discovery of concepts, various information and learning that can solve problems in life, so that students can express themselves according to their demands and needs. However, in reality, this has not been achieved completely so that the goals or results of education are still not in accordance with expectations.

Meanwhile, in our country, education has been described as an effort or endeavor to provide learning that provides active space for students so that they are able to develop their potential, in addition to students having spiritual strength, intelligence, personality, noble morals, responsibility, self-control, and skills ¹.

Based on the description, it can be interpreted that students are no longer positioned as objects of learning, but as subjects who play an active role in the learning process. Therefore, students are required to be actively involved in every learning activity, because activeness is an important factor in achieving learning goals . Learning is not only related to knowledge

¹ Machful Indra Kurniawan, "Educating to Form the Character of Elementary School Students: A Study of Teacher Task Analysis in Educating Students with Good Personal Character," *PEDAGOGIA: Jurnal Pendidikan* 4, no. 2 (2015): 121–26.

from teachers being transferred to students, but rather to creating learning situations that encourage students to actively participate so that behavioral changes occur. Activeness includes physical and mental activities that are interrelated, namely between doing and thinking that cannot be separated. Thus, in the most important learning activity there must be active students, because without active involvement for students, learning tends to be passive and less interesting ².

Every learning activity that can awaken the activeness of each student depends greatly on the learning concept designed by each teacher. The implementation of an interesting and relatively new learning model for students can foster interest, thus positively impacting learning outcomes. Therefore, choosing a learning model to apply in each learning process is very important and must be considered by every educator. Because every teacher who chooses a learning model that is less appropriate or inappropriate will impact the interest and active learning of students. If forced, it will create a learning terminal for each student uncomfortable and bored. To overcome this problem, efforts must be made to implement a variety of models and seek various learning media relevant to the material being taught. These models must be measured against good standards to be able to improve the optimal learning process. One model used is the *cooperative learning model make a match*.

make a match model is one of the learning models that can activate students in learning activities such as students being actively involved in finding pairs between questions and answers from a concept through a pairing card game ³. This learning model was chosen because it is suitable for application to elementary school students, especially in science material. By applying this *make a match model*, it will make students learn while playing by searching and matching between question cards and answer cards that have been provided by the teacher, of course it is related to the concept or topic in the material being discussed or studied by students and is fun for them. This activity is an effort to encourage students to be able to develop various potentials as well as skills and knowledge both independently and in groups.

Cooperative Learning Make a Match Type

This learning model emphasizes cooperation among students in achieving learning objectives ⁴. This learning strategy has four main elements: the formation of student groups, work rules, group responsibilities, and shared learning goals ⁵. Desired learning outcomes in applying the model *Cooperative Learning*, besides achieving academic values, the most important thing is moral values and good character for each student, such as having a sense of responsibility, mutual respect and appreciation for each other, a sense of mutual need, and sharing ⁶. In general, *Cooperative Learning* includes various teaching methods that encourage students to complement each other in understanding the material being studied.

Model Make a Match

² Muhammad Andi Isya, "Role-Playing in Improving Student Learning Outcomes and Activeness in the Subject of Islamic Cultural History (SKI) Material on the Prophet's Hijrah to Medina for Class V Students of MI Riyadhul Ulum Bangil in the 2019-2020 Academic Year," *Progressa: Journal of Islamic Religious Instruction* 4, no. 1 (2020): 41–50.

³ Lutfi Annisa and Wakijo Wakijo, "The Effect of the Problem-Based Make A Match Type Cooperative Learning Model on the Social Studies Learning Outcomes of Class VIII Students of SMP Negeri 1 Trimurjo," *PROMOSI (Jurnal Pendidikan Ekonomi)* 7, no. 1 (2019).

⁴ Arfiani Yulia, Endah Juwandani, and Dwina Maulidya, "Cooperative Learning Model," 3 (2020).

⁵ Vianita Prasetyawati, "Cooperative Learning Methods in Improving the Quality of Learning Outcomes During the Covid-19 Pandemic," *Jurnal Epistema* 2, no. 2 (2021): 90–99.

⁶ Maya Aberthina Boru and Yakobus Adi Saingo, "Cooperative Learning Model as a Biblical Teaching Approach to Improve Student Cooperation," *Sinar Kasih: Journal of Religious Education and Philosophy* 3, no. 2 (2025): 65–78.

Make a Match model is a learning model that involves students in activities to find pairs of cards through a game of matching questions and answers.⁷ In practice, group members are not determined from the start, but rather are formed based on the matching of the cards obtained, such as between question cards and answer cards. After the teacher presents the learning material, two boxes are prepared: one containing question cards and the other containing answer cards, which students must match. This card-matching activity is carried out in a game-like atmosphere, thus increasing student engagement.

Implementation of *Make a Match*

This model is one of the effective methods to increase learning activity for students, especially in social studies material in elementary schools. This model makes students learn to collaborate, interact, and help each other in understanding the subject matter⁸. The following are the steps in implementing the *Make a Match cooperative learning model* in social studies material in elementary schools, namely starting with selecting appropriate material, dividing groups, preparing question and answer cards, introducing the material, dividing roles, implementing activities, monitoring and guidance, discussion and reflection, and finally evaluation⁹.

Advantages and Disadvantages of *Make a Match*

Make a Match has the following advantages: 1) It can increase students' active involvement in the learning process through interaction, collaboration, and discussion among group members. 2) It can improve students' understanding of the material through matching activities between questions and answers. 3) It helps students learn to work together as a team. 4) It can adapt to students' ability levels in working together to achieve goals. 5) Interactive and competitive activities can increase students' motivation in learning.

Meanwhile, the disadvantages include; 1) Requires sufficient preparation time, especially in preparing materials, dividing groups, and monitoring during activities. 2) Dependence on groups because the effectiveness of learning can be affected by group dynamics, where the success of learning depends on the ability of each group member to contribute. 3) Some materials or concepts may not be suitable for this model, especially if the material is more suitable to be taught individually or requires a more specialized learning approach. 4) Difficulty in individual evaluation because individual understanding of the material may be difficult to evaluate separately because this activity tends to focus more on group results. 5) Requires a competent facilitator, because this model requires a teacher or facilitator who is able to manage and guide interactions in groups well¹⁰.

Social science

Social studies is a subject that studies natural phenomena and social problems taught from elementary school to college¹¹. Social studies subjects in elementary schools are implemented with the aim of developing students' potential to be sensitive to various social

⁷ Emah Fauziah Rachman and Enik Setiyawati, "The Effect of the Make a Match Type Cooperative Learning Model on Student Learning Motivation on the Solar System Material in Elementary Schools," *EDUKASIA Journal of Education and Learning* 4, no. 1 (2023): 489–96.

⁸ Rubi Babullah et al., "Collaboration of Group Discussion Method with Problem Solving Learning to Improve Students' Problem Solving Skills on Aqidah Akhlak Material," *Jurnal Budi Pekerti Agama Islam* 2, no. 2 (2024): 65–84.

⁹ Homroul Fauhah and Brillian Rosy, "Analysis of the Make a Match Learning Model on Student Learning Outcomes," *Journal of Office Administration Education (JPAP)* 9, no. 2 (2021): 321–34.

¹⁰ Prasetyawati, "Cooperative Learning Methods in Improving the Quality of Learning Outcomes During the Covid-19 Pandemic."

¹¹ Edi Susrianto Indra Putra, "Implementation Of Social Sciences Education Learning In Elementary Schools (Case Study in Indragiri Hilir Regency, Riau Province).," *Education* 8, no. 1 (2020): 32–48.

problems that occur in the community, fostering a positive mental attitude in an effort to improve various forms of inequality, and equipping students with the skills to face and solve problems faced in everyday life, both related to themselves and their social environment.

Social Sciences aims to: 1) Enable students to understand various concepts related to social life and the surrounding environment, 2) Develop basic skills, foster curiosity, problem-solving skills, and skills in social life, 3) Enable students to have an awareness of social and humanitarian values, 4) Provide students with the ability to communicate, cooperate, and compete healthily in a diverse society, both locally, nationally, and globally ¹².

Learning Activity

Active learning refers to students' active role in the learning process through involvement, participation, and contribution in constructing knowledge independently ¹³. In practice, students become active learning subjects through activities such as discussions, experiments, projects, and collaboration, so they are able to relate new concepts to their experiences, while developing critical, analytical, creative, and collaborative skills. In addition, active learning includes self-monitoring (metacognition) where students evaluate their understanding and learning strategies. Thus, active learning involves physical, mental, intellectual, and emotional aspects to support the development of cognitive, affective, and psychomotor domains, so that students become more independent, critical, and creative learners ¹⁴.

Forms of Learning Activity

Current psychological trends view children as active individuals, driven to act, and possessing their own will and aspirations. Student learning activity can manifest itself in various forms, including psychological, intellectual, emotional, social, and physical activity. ¹⁵ This view aligns with the cognitive school, which asserts that learning is an active mental activity, in which individuals process the information they receive, rather than simply storing it without transformation. Psychologically, active learning involves the involvement of the learner's senses, emotions, thinking skills, memory, and physical activity ¹⁶.

According to Thorndike's theory, student engagement in the learning process is closely related to the Law of Exercise, which states that learning will be more effective if done through repeated practice. Furthermore, McKeachie, as quoted by Dimiyati and Mudjiono, explains that in the principle of active learning, individuals are seen as active learners who have a high sense of curiosity. This active learning is not only mental, but also reflected in physical activities, such as taking notes, reading, discussing, and listening during the learning process ¹⁷.

¹² Dea Safitri et al., "Principles and Objectives of Social Studies Learning to Build Knowledgeable and Critical Thinking Citizens," *Cognoscere: Journal of Communication and Educational Media* 2, no. 1 (2024): 53–59.

¹³ Ujang Ruslandi, Siti Qomariyah, and Mimit Sumitra, "The Role of Discussion Learning Methods in Creating Student Learning Activity at MAS Tarbiyatul Islamiyah," *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika* 2, no. 1 (2025): 79–90.

¹⁴ Hithna Rohadatul Aisyi, Putry Mardiana, and Dini Anjani, "Analysis of Holistic Education Reviewed from Intellectual, Emotional, Psychomotor, and Spiritual Aspects," *An-Nidzam: Journal of Educational Management and Islamic Studies* 12, no. 1 (2025): 113–31.

¹⁵ Nurfatimah Nurfatimah, Lalu Hamdian Affandi, and Ilham Syahrul Jiwandono, "Analysis of the Learning Activity of Senior High School Students at Sdn 07 Sila During the Covid-19 Pandemic," *Scientific Journal of Educational Professions* 5, no. 2 (2020): 145–54.

¹⁶ Ahmad Atiq, Choirul Umam, and Hendri Maksum, "Activity of the Senses, Reason, Memory, and Emotions of Football Athletes During Training in the New Normal Period," *Jurnal MensSana* 6, no. 1 (2021): 23–30.

¹⁷ Asrori, *Innovation in Islamic Education Learning and Teaching (Theory & Application)*, 2019.

Characteristics of Active Learning

Namely: (1) students can actively ask questions and are not afraid or embarrassed to ask the teacher for clarification if there is something they don't understand or something they can't solve. (2) students are able to express opinions and discuss other people's ideas by linking them to their own thoughts; and (3) students carry out each task by involving thinking skills, such as analyzing ideas, solving problems, and applying the knowledge they have acquired. Active learning should take place in an atmosphere that is enthusiastic, fun, and encourages students' enthusiasm for learning¹⁸.

Indicators of active learning are: (1) students actively ask questions to the teacher and peers. (2) students are brave and able to express their opinions; (3) students play an active role in providing responses or corrections to friends' answers that are less precise or irrelevant; (4) students are actively involved in efforts to solve problems provided by the teacher. (5) students are able to complete the tasks given independently¹⁹.

Factors that Influence Learning Activity

Active participation of students in learning activities contributes to the development of their potential and talents, while also training critical thinking skills and forming habits in solving various problems encountered in everyday life. In this case, teachers play a strategic role in developing a planned and systematic learning design to encourage active student involvement during the learning process. Nana Sudjana explains that active learning is influenced by five main elements, namely learning stimuli, attention and motivation, student responses to learning materials, providing reinforcement, and the application and transfer of learning outcomes.²⁰

The teacher's activities that play a role in increasing student activity include: (1) growing learning motivation while focusing students' attention so that they are encouraged to participate actively in learning activities. (2) conveying the instructional objectives to be achieved; (3) developing and improving students' learning competencies; (4) presenting initial stimuli through problems, topics, or concepts that are the focus of learning; (5) providing guidance to students regarding strategies and steps in learning the material. (6) Encouraging student involvement and activity in the entire series of learning activities; (7) Providing feedback on the learning implementation process and student learning outcomes. (8) carrying out evaluations or assessments through tests to monitor and measure students' abilities on an ongoing basis. (9) Summarizing and reaffirming the main points of the material that have been learned at the end of learning activities²¹.

RESEARCH METHODS

Make A Match Type Cooperative Learning Model on Social Studies Material to Increase Elementary School Students' Learning Activity" is This research uses a classroom action

¹⁸ Kezia Rikawati and Debora Sitinjak, "Improving Student Learning Activity by Using Interactive Lecture Method," *Journal of Educational Chemistry (JEC)* 2, no. 2 (2020): 40.

¹⁹ Niamul Huda, "Implementation of the Question and Answer Method as an Effort to Increase Student Activeness in the Fiqh Subject of Class X IPA 3 MA Darussalam Krempyang Tanjunganom Nganjuk," *El-Barqie Journal: Jurnal MA Darussalam* 1, no. 1 (2020): 141–62.

²⁰ Tri Hardini, "Improving Student Activeness and Learning Outcomes in Civics Learning Through the Sociodrama Method in Grade 5 of Tlompakan 01-Tuntang Elementary School," *Scholaria: Journal of Education and Culture* 5, no. 3 (2015): 120–35.

²¹ Kasna Gustiansyah, Nur Maulidatis Sholihah, and Wardatuz Sobri, "The Importance of Preparing Lesson Plans to Increase Student Activeness in Teaching and Learning in Class," *Idarotuna: Journal of Administrative Science* 1, no. 2 (2020): 81–94.

research (CAR) approach which is carried out collaboratively between researchers and class teachers. The research was carried out in two to three learning cycles which include the stages of planning, action implementation, observation, and reflection. The research subjects were elementary school students in one particular class, while data were collected through observation of student activity, documentation of the learning process, and assessment of learning outcomes. The research data were analyzed using a simple qualitative and quantitative descriptive approach to identify increases in learning activity in each cycle. Based on the results of the analysis, the level of effectiveness of the application of the *Make A Match learning model* in increasing active participation of students in social studies learning can be known.

RESULTS AND DISCUSSION

Research result

After conducting research and analyzing the learning process starting from before using and after applying the cooperative learning model type make a match, the researchers obtained results showing that there was success in increasing motivation, interest and student learning activity significantly. This can be seen in the learning activities carried out before using the cooperative learning model type make a match getting students learning less fun, less enthusiastic, students feel bored and tired, because the teacher is more dominant in using a confessional model that is fixated on students listening more and paying attention to the material delivered by the teacher, without involving students actively to take part directly in learning, this is also seen in the presentation of student learning activity from the specified standards not reaching completely only 35% of the standard. This result is an analysis carried out by researchers in cycle 1 .

After that, learning was carried out using the cooperative learning model, make a match type. During several meetings, in this second process, students were very visible in their increased activity, interest, and enthusiasm in participating in the learning process, this was indicated by their very active participation in learning, students had begun to dare to ask questions about what they did not understand, students had shown courage to answer questions from teachers or peers. What is important to note is that student activity after implementing this model is not only seen in how students can and dare to ask and answer questions or discuss, but more than that, students actively move physically to find pairs of cards prepared by the teacher without shame and fear. So that the results of the researcher's analysis after implementing the cooperative learning model of the make a match type in terms of presentation reached 88% of the specified standard, this is an analysis in cycle II. This indicates that student learning activity using this model has a very significant increase from before.

Thus, implementing the "make-a-match" cooperative learning model will significantly enhance the learning process, making it more engaging and enjoyable, and also livening up the atmosphere. Students can interact with each other and exchange information. Furthermore, teachers can provide positive feedback on students' learning progress, as they better understand the concepts of the material covered in social studies.

Discussion

The increase in learning activity in this study is in accordance with the characteristics of the *Make a Match model* with the needs of elementary school students. This model encourages cooperation between students, interpersonal communication, and active information exchange,

so that the learning process runs two ways²². With student involvement in the learning process, such as finding pairs of cards containing questions and answers, learning activities are no longer passive, but change into activities that require them to use the ability to understand concepts, remember information, and communicate that understanding to friends.

Pedagogically, elementary school students are at a developmental stage where playful and mobile learning is highly effective in capturing their attention²³. Furthermore, this model allows students greater freedom to move around, interact with others, especially in their learning environment, and allows them to learn without pressure from anyone²⁴. This environment makes students feel comfortable and confident, allowing them to avoid fear of making mistakes when answering or expressing opinions.

Thus, in this study, the Make-a-Match cooperative learning model was found to be more effective in encouraging active learning compared to passive learning. This was influenced by a supportive classroom atmosphere, where students' willingness to engage increased because they were in a non-judgmental, collaborative, and team-based learning environment. Therefore, the *Make-a-Match model*, in addition to increasing individual engagement, can also influence the development of social skills such as cooperation, mutual respect, good communication, complementarity, and constructive interaction²⁵.

Analysis and Implications of Research Results

The results of the study showed that the application of the Make a Match Cooperative Learning model in *social studies* material was able to significantly increase the learning activity of elementary school students. The increase in student activity from 35% before the action to 88% after the implementation of the learning showed that the *Make a Match model* was effective in creating a more active, interactive, and enjoyable learning atmosphere. In the learning process, students not only act as recipients of information, but are also directly involved through activities such as finding matching cards, discussing, collaborating, and conveying their findings. This condition shows a change in learning patterns from teacher-centered learning to student-centered *learning*.

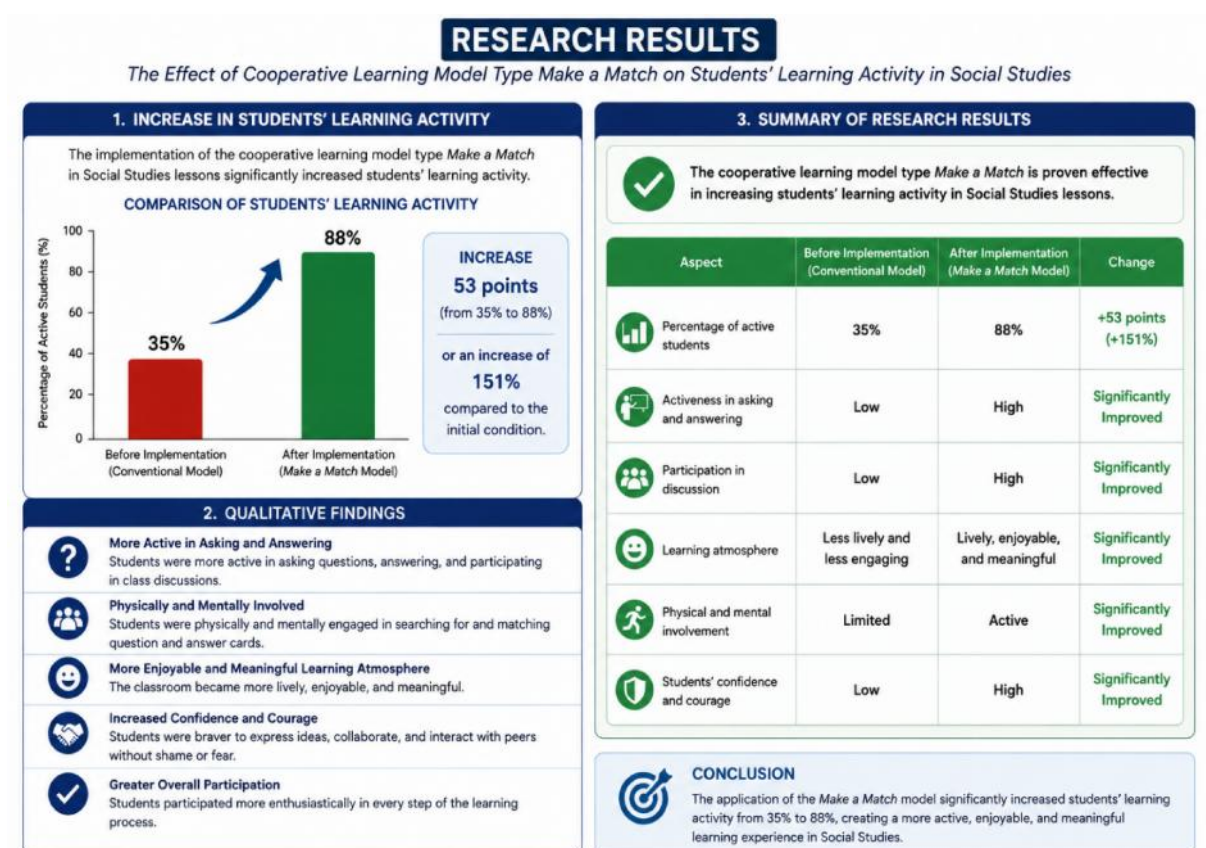
Analytical evidence suggests that the increased learning engagement occurred because the *Make a Match model* provided students with the opportunity to learn while playing, thereby enhancing their attention, motivation, and participation in the learning process. The matching activity encouraged students to move, think quickly, interact, and collaborate with their classmates. This finding aligns with constructivist learning theory, which emphasizes that knowledge is built through experience and social interaction. Furthermore, the implementation of the *Make a Match model* supports Thorndike's *law of exercise*, which states that students understand material more easily when they are actively and repeatedly involved in learning activities. Therefore, this learning model not only enhances engagement but also helps students understand social studies material in a more concrete and meaningful way.

²² Fara Nabila Tania, Dimas Dwika Syahrahmanda, and Afwan Syahril Manurung, "Interpersonal Communication Strategies in Building Teacher-Student Relationships," *Jurnal Intelek Dan Cendekiawan Nusantara* 1, no. 6 (2024): 9845–52.

²³ Atikah Rahman, Nurhayati Simatupang, and Albadi Sinulingga, "Development of Traditional Games on Manipulative Movement Skills in Elementary School Children," *Journal of Sports Pedagogy* 7, no. 2 (2021): 27–31.

²⁴ Alya Nurhaliza et al., "Analysis of Elementary School Students' Stress Coping Activities Through Ice Breaking Practices," *Tunas Nusantara* 6, no. 1 (2024): 701–7.

²⁵ Meilani Nuris Salimah and Ade Cyntia Pritasari, "The Effect of Make A Match Cooperative Learning on Elementary School Students' Cognitive Learning Outcomes in Mathematics," *Indonesian Journal of Elementary Education* 3, no. 3 (2024): 144–54.



The results of this study also show that the use of a cooperative learning model can create a more communicative and collaborative classroom atmosphere. Previously passive students become more confident in asking questions, answering questions, and expressing opinions. Interactions between students during the learning process also help build social skills, cooperation, and self-confidence. This indicates that social studies learning through *the Make a Match model* impacts not only the cognitive aspects but also the affective and social development of elementary school students.

The implications of this research have both theoretical and practical dimensions. Theoretically, this study strengthens the concept that a cooperative learning model based on educational games can be an effective strategy for increasing the learning activity of elementary school students. This research also contributes to the development of social studies learning that is more innovative, participatory, and oriented towards student learning experiences. Practically, the research results can be used as a reference for elementary school teachers in selecting learning models that can optimally increase student participation. Teachers can develop variations in card media and game activities according to the characteristics of the material and the needs of students to make learning more interesting and less monotonous.

However, this study has limitations because it was only conducted in one class covering specific social studies material, so the results cannot be generalized widely. Furthermore, the study focused more on increasing learning engagement and did not measure the effect of the *Make a Match model* on students' cognitive learning outcomes in depth. Therefore, further research is recommended to develop experimental studies involving a wider sample and examine the effect of the *Make a Match model* on students' learning outcomes, motivation, creativity, and social skills more comprehensively.

CONCLUSION

From the results of research conducted by researchers as described above that the application of the cooperative learning model type make a match in learning on social science material concluded that this model can increase student learning activity very significantly, because it was seen before using this model the active process of student learning was only 35%, while after applying this model reached 88%, this shows a significant increase from the previous learning process. In addition, this model can make learning more interesting, fun, more lively atmosphere, and meaningful, because it is characterized by the attitude of students in receiving learning much more enthusiastic than before, they have dared to ask, answer, discuss, more than that physically involved and actively participated in learning such as looking for pairs of cards that have been prepared by the teacher without shame and fear. So the cooperative learning model type make a match is very good to be applied in elementary schools.

REFERENCES

- Aisyi, Hithna Rohadatul, Putry Mardiana, and Dini Anjani. "Analysis of Holistic Education Reviewed from Intellectual, Emotional, Psychomotor, and Spiritual Aspects." *An-Nidzam: Journal of Educational Management and Islamic Studies* 12, no. 1 (2025): 113–31.
- Annisa, Lutfi, and Wakijo Wakijo. "The Effect of the Problem-Based Make-A-Match Cooperative Learning Model on the Social Studies Learning Outcomes of Grade VIII Students of SMP Negeri 1 Trimurjo." *PROMOSI (Journal of Economic Education)* 7, no. 1 (2019).
- Asrori, M. Pd I. *Innovation in Islamic Education Learning and Teaching (Theory & Application)*. 2019.
- Atiq, Ahmad, Choirul Umam, and Hendri Maksum. "Activity of the Senses, Reason, Memory, and Emotions of Football Athletes During Training in the New Normal Era." *Jurnal MensSana* 6, no. 1 (2021): 23–30.
- Babullah, Rubi, Siti Qomariyah, Neneng Neneng, Ujang Natadireja, and Siti Nurafifah. "Collaboration of Group Discussion Method with Problem Solving Learning to Improve Students' Problem Solving Skills on Aqidah and Akhlak Material." *Journal of Islamic Religious Character Education* 2, no. 2 (2024): 65–84.
- Boru, Maya Aberthina, and Yakobus Adi Saingo. "The Cooperative Learning Model as a Biblical Teaching Approach to Improve Student Cooperation." *Sinar Kasih: Journal of Religious Education and Philosophy* 3, no. 2 (2025): 65–78.
- Fauhah, Homroul, and Brillian Rosy. "Analysis of the Make a Match Learning Model on Student Learning Outcomes." *Journal of Office Administration Education (JPAP)* 9, no. 2 (2021): 321–34.
- Gustiansyah, Kasma, Nur Maulidatis Sholihah, and Wardatuz Sobri. "The Importance of Preparing Lesson Plans to Increase Student Activeness in Teaching and Learning in the Classroom." *Idarotuna: Journal of Administrative Science* 1, no. 2 (2020): 81–94.
- Hardini, Tri. "Improving Student Activity and Learning Outcomes in Civics Learning Through the Sociodrama Method in Grade 5 of Tlompakan 01-Tuntang Elementary School." *Scholaria: Journal of Education and Culture* 5, no. 3 (2015): 120–35.
- Huda, Niamul. "Implementation of the Question and Answer Method as an Effort to Increase Student Activeness in the Fiqh Subject of Class X IPA 3 MA Darussalam Krempeyang Tanjunganom Nganjuk." *El-Barqie Journal: Journal of MA Darussalam* 1, no. 1 (2020): 141–62.
- Isya, Muhammad Andi. "Role-Playing in Improving Student Learning Outcomes and Activeness in the Subject of Islamic Cultural History (SKI) Material on the Prophet's

- Hijrah to Medina for Grade V Students of MI Riyadhul Ulum Bangil in the 2019-2020 Academic Year.” *Progressa: Journal of Islamic Religious Instruction* 4, no. 1 (2020): 41–50.
- Kurniawan, Machful Indra. “Educating to Shape the Character of Elementary School Students: A Study of Teacher Task Analysis in Educating Students with Good Personal Character.” *PEDAGOGIA: Jurnal Pendidikan* 4, no. 2 (2015): 121–26.
- Nurfatimah, Nurfatimah, Lalu Hamdian Affandi, and Ilham Syahrul Jiwandono. “Analysis of the Learning Activity of Senior High School Students at Sdn 07 Sila During the Covid-19 Pandemic.” *Scientific Journal of Educational Professions* 5, no. 2 (2020): 145–54.
- Nurhaliza, Alya, Laily Amalia Firdausi, Hellen Silvia Meilana Putri, Ulya Dinatus Sholihah, and Muhammad Nofan Zulfahmi. “Analysis of Elementary School Students’ Stress Coping Activities Through Ice Breaking Practices.” *Tunas Nusantara* 6, no. 1 (2024): 701–7.
- Prasetyawati, Vianita. “Cooperative Learning Methods in Improving the Quality of Learning Outcomes During the Covid-19 Pandemic.” *Jurnal Epistema* 2, no. 2 (2021): 90–99.
- Putra, Edi Susrianto Indra. “Implementation Of Social Sciences Education Learning In Elementary Schools (Case Study in Indragiri Hilir Regency, Riau Province).” *Education* 8, no. 1 (2020): 32–48.
- Rachman, Emah Fauziyah, and Enik Setiyawati. “The Effect of the Make a Match Cooperative Learning Model on Student Learning Motivation in Solar System Material in Elementary Schools.” *EDUKASIA Journal of Education and Learning* 4, no. 1 (2023): 489–96.
- Rahman, Atikah, Nurhayati Simatupang, and Albadi Sinulingga. “Development of Traditional Games on Manipulative Movement Skills in Elementary School Children.” *Journal of Sports Pedagogy* 7, no. 2 (2021): 27–31.
- Rikawati, Kezia, and Debora Sitinjak. “Improving Student Learning Activity with the Use of Interactive Lecture Method.” *Journal of Educational Chemistry (JEC)* 2, no. 2 (2020): 40.
- Ruslandi, Ujang, Siti Qomariyah, and Mimit Sumitra. “The Role of Discussion Learning Methods in Creating Student Learning Activity at MAS Tarbiyatul Islamiyah.” *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika* 2, no. 1 (2025): 79–90.
- Safitri, Dea, Dinda Oktovia, Putri Audya Sari, Radya Amalia, and Syifa Salsabila. “Principles and Objectives of Social Studies Learning to Develop Knowledgeable and Critical Thinking Citizens.” *Cognoscere: Journal of Communication and Educational Media* 2, no. 1 (2024): 53–59.
- Salimah, Meilani Nuris, and Ade Cyntia Pritasari. “The Effect of Make A Match Cooperative Learning on Elementary School Students’ Cognitive Learning Outcomes in Mathematics.” *Indonesian Journal of Elementary Education* 3, no. 3 (2024): 144–54.
- Tania, Fara Nabila, Dimas Dwika Syahrahmanda, and Afwan Syahril Manurung. “Interpersonal Communication Strategies in Building Teacher-Student Relationships.” *Indonesian Journal of Intellectuals and Scholars* 1, no. 6 (2024): 9845–52.
- Yulia, Arfiani, Endah Juwandani, and Dwina Maulidya. “Cooperative Learning Model.” 3 (2020).