THE IMPLEMENTATION OF MATCHING GAMES TO IMPROVE INDONESIAN LEARNING OUTCOMES FOR THE FIRST-GRADE STUDENTS AT SDN 1 CRJ

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IMPLEMENTASI *MATCHING GAMES* UNTUK MENINGKATKAN HASIL BELAJAR BAHASA INDONESIA SISWA KELAS I SDN 1 CRJ

ARTICLE HISTORY	ABSTRACT
	Abstract: *The low Indonesian learning outcomes of the first-grade students at SDN 1 CRJ is caused by the implementation of teacher-centered learning methods like the lecture method. To overcome it, the Classroom Action Research in this paper applies the Matching Games game method to students. This paper reports an improvement of students' learning outcomes in reading and writing Indonesian learning subjects in chapter 5 of "Teman Baru" with the entitled theme of "Bersikap Baik terhadap Teman" through the Matching Games method. There were three cycles of CAR applied to 12 students, which contains the planning, action, observation, and reflection stages for each cycle. The data analysis technique used in the research was descriptive, which compared cross-cycle test scores with indicators of success. The results indicate that the average score of students' learning outcomes in cycle I was 66.66 with only 50% of students who are able to achieve the learning objectives. Whereas in cycle II it was 80.83 with 90% of students who achieve the learning objectives. Based on the research results explained previously, the researcher concludes the results of Indonesian learning outcomes in reading and writing that students can be improved by applying the Matching Games method for elementary students at grade 1.* *Keywords: matching games, students' learning outcomes, Indonesian learning subject*
	Abstrak: Rendahnya hasil belajar Bahasa Indonesia siswa kelas 1 SDN 1 CRJ disebabkan oleh penerapan metode pembelajaran yang berpusat pada guru seperti metode ceramah. Untuk mengatasi hal tersebut, maka penelitian tindakan kelas pada artikel ini menerapkan metode permainan *Matching Games* pada siswa. Artikel ini melaporkan peningkatan hasil belajar siswa pada mata pelajaran Bahasa Indonesia membaca dan menulis bab 5 "Teman Baru" tema "Bersikap Baik terhadap Teman" dengan menggunakan metode *Matching Games*. Terdapat tiga siklus PTK yang diterapkan pada 12 siswa, dengan masing-masing siklus memuat tahap perencanaan, tindakan, observasi, dan refleksi. Teknik analisis data yang digunakan pada penelitian ialah deskriptif, yang mana membandingkan nilai tes antarsiklus dengan indikator keberhasilan. Hasil penelitian menunjukkan bahwa nilai rata-rata hasil belajar siswa pada siklus I sebesar 66,66, dengan hanya 50% siswa yang mampu mencapai tujuan pembelajaran. Sedangkan pada siklus II sebesar 80,83, dengan mencapai 90% siswa yang dapat mencapai tujuan pembelajaran. Berdasarkan hasil penelitian di atas maka peneliti dapat menyimpulkan bahwa hasil belajar Bahasa Indonesia membaca dan menulis siswa dapat ditingkatkan dengan menggunakan metode permainan *Matching Games* untuk siswa kelas 1 sekolah dasar. **Kata Kunci: matching games, hasil belajar siswa, mata pelajaran bahasa Indonesia**

INTRODUCTION

The learning process will produce a variety of knowledge, one of which is Indonesian, namely learning that is directed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering appreciation of Indonesian literary works. Students are said to be skilled in language when they master the ability to read, write, speak and listen (Pujiono, 2012). Once the importance of the Indonesian language subject, then in carrying out the teaching and learning process the teacher must be more sensitive in adjusting the goals and through instructional approaches according to the needs of the students. To gain competency in learning Indonesian, students must be able to master the concepts of reading and writing. Reading is a window to the world (Witanto, 2018). By reading we open the gate to all corners of the world. Even by reading, we seem to explore various places, penetrate space and time. Reading is also a form of appreciation for the past, enriching the present, and preparing ourselves for the future. Reading can also be likened to listening to writing and going to the heart if something is memorable. Reading is also likened to capturing the thoughts of other people, which can later be conveyed back through speaking and writing skills (Harista, 2018). Learning to read will not be successful if it is not based on two things, namely the emergence of child literacy (emergency literacy) and the meaningfulness of learning to read for children. This means, learning to read will be effective when it is given when the child needs and wants it. From the description above, it shows that children can be taught to read from an early age. The level of success depends on the method applied and persistence in undergoing the process.

To support learning efforts that are able to foster reading and writing skills, professional and competent teachers are needed. Professional and competent teachers are teachers who master the material, understand how children learn, master learning that is able to educate students, and have a dynamic personality in making decisions for planning and implementing learning (Susanto, 2020). Teachers with their abilities must be able to fix these problems by applying various learning methods so that the learning process gets satisfactory results. One of them is by implementing a learning model using the game method.

The characteristics of children at the elementary age level are according to the phase of their psychological development, they tend to do all their activities by playing and having fun (Haryati & Mengikuti, 2019). In the process of developing their learning, children's attention and concentration are always looking for fun and exciting things, therefore learning in a happy and joyful atmosphere will help achieve teaching goals. Therefore, teachers can use game methods in the teaching and learning process, one of which is by playing matching games.

Based on the background of the problems above, it can be concluded that in improving learning outcomes through matching games in class I students at SDN 1 CRJ, the problem can be formulated as follows "Is the application of matching games able to improve learning outcomes in Indonesian reading and writing in the first class of students at SDN 1 CRJ in the academic year of 2022-2023?" The purpose of improving this learning in general is to improve student learning outcomes through the matching game method for first grade students at SDN 1 CRJ in the academic year of 2022-2023. The results of classroom action research (Wardhani, 2014) that are beneficial to students are to increase student learning activities so that they further spur better learning achievement. For teachers is to provide input so as to improve the quality of learning. For schools is to contribute to

improving the learning process to improve student learning potential which ultimately affects the quality of school education. For other researchers, this is to provide material for consideration for observers of Indonesian educators in adding to the repertoire of knowledge about Indonesian language learning methods and models.

LITERATURE REVIEW
Learning Outcomes

In the Big Indonesian Dictionary, results are something that is created (made, used, and so on) by effort, while learning is trying to gain intelligence or knowledge (Leonard, 2012). In behavioristic learning theory, learning is a change in behavior from the interaction between any stimulus given (teacher to students) and response (whatever is produced by students (Budiningsih, 2005). Learning is a business process carried out by individuals to obtain new changes in behavior as an individual's own experience (Aritonang, 2008). According to the cognitive learning school, learning is an active mental process to acquire, remember, and use knowledge (Wahab & Rosnawati, 2021). Learning as a process of acquiring knowledge and experience in the form of relatively permanent or permanent changes in behavior and ability to react due to individual interactions with their environment (Festiawan, 2020).In its application in the classroom, Bruner put forward a learning model in class which is referred to as the discovery teaching model in which students or students organize the material studied into a final form (Kemdikbud, 2012) , which aims not only to acquire knowledge but to provide motivation to students, train intellectual thinking skills, and stimulate student curiosity. According to this theory, the best way to learn is for students to construct the concepts and principles they are learning themselves (Sapriati D., 2019).

There are three factors that can affect learning, namely internal factors which include the physical and spiritual condition of students, external factors which are the environmental conditions around students, and learning approach factors which are types of student learning efforts and include the strategies and methods used (Nurmala, 2014). These factors can also make students experience learning difficulties. Learning difficulties are learning disabilities due to disturbances in one or more psychological processes which include understanding and using spoken or written language, in this case reading and writing (Suryani, 2010).

So it can be concluded that learning outcomes are something that is obtained from processes that are active in learning in the form of achievement of competencies to acquire knowledge and as a result of training.

Indonesian Language

In general, it is clear that the function of language is as a means of communication. Language is a vehicle for human communication, both oral and written communication. This function is a basic function of language that has not been linked to social status and values (Ali, 2020). As previously mentioned, in everyday life, language cannot be separated from the activities of people's lives, in which there are actually status and social values. Language always follows and colors everyday human life, both humans as members of tribes and nations. With regard to the learning process, it can be said that students have learned the language in their community (Hamzah & Khoiruman, 2021).

Learning about language is essentially learning about communication so that language learning is directed at increasing the ability of learners to communicate both orally and in writing that the competence of language learners is directed into four sub-aspects, namely reading, speaking, listening and listening. Implicitly, these abilities of course involve pragmatic mastery of language rules,

namely the ability of language users to use language in a variety of different situations according to the needs, goals, and context of the language itself (Solchan T.W., 2019) .

Fundamentally, Indonesian is a lesson that is directed at improving the ability of students to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of Indonesian literary works. Therefore, the competency standards contained in Indonesian subjects must be mastered by students, because competency standards are requirements regarding the criteria required, established and mutually agreed upon in the form of mastery of knowledge, skills and attitudes for students.

The language skills that will be examined in this classroom action research are reading and writing. According to the curriculum, the scope of Indonesian subjects includes components of language skills which include reading aspects, namely reading, such as reading letters, syllables, words, sentences, paragraphs, various reading texts, plans, instructions, rules, announcements, dictionary, encyclopedia, and appreciate and express, literature through reading activities of literary products in the form of fairy tales, children's stories, folk stories, animal stories, children's poetry, song lyrics, rhymes, and children's plays. Writing, such as writing narrative and normative essays in neat and clear writing by paying attention to the purpose and variety of readers, using proper spelling and punctuation, and vocabulary using single sentences and compound sentences, as well as appreciating and expressing literature through the activity of writing literary products in the form of stories and poetry. Based on the scope of learning Indonesian above, learning Indonesian leads to an increase in the ability to communicate, because the four language skills are interrelated.

Learning Indonesian, especially in elementary schools, cannot be separated from the four language skills, namely listening, speaking, reading, and writing. Human language skills are very necessary. As social beings, humans interact and communicate with other humans by using language as a medium, both communicating using spoken language. Also communicate using written language. Indonesian is one of the subjects in elementary school, based on Ministerial Regulation No. 22 (2006: 5) concerning content standards for primary and secondary education units "learning Indonesian consists of aspects of listening, writing letters, writing, and speaking. The aspect chosen in this study is the writing aspect. So the conclusion from the explanation of several experts above is that learning Indonesian consists of several aspects, namely listening, speaking, reading and writing, and basically humans as social beings communicate using language, both spoken and written, so that language skills are very necessary in everyday life-day.

Reading is the third language skill after listening and speaking (Pujiono, 2012). Beginning reading skills are more oriented towards basic level reading skills, namely literacy skills. This means that children can change and pronounce written symbols into meaningful words (Indonesia, 1987) .

Matching Games

The cooperative learning model is a teaching model in which students study in small groups that have different levels of ability, student-centered so that the learning process requires active students and collaboration between group members (Hartoto, 2016) .In completing group assignments, each member cooperates with each other and helps to understand a learning material. Another important goal of cooperative learning is to teach students the skills of cooperation and collaboration. These skills are especially important in societies where much of the work of adults is mostly done in interdependent organizations, where societies are increasingly culturally diverse. In

cooperative learning not only learn the material. But students also have to learn special skills called cooperative skills.

One model of cooperative learning is to use the game method (Endah, 2017). The following is a description of the matching game method.

1. Games Method

In accordance with the mandate of Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) which must be understood by an educator, one of the standards that must be developed is a process standard (Ilhami STAI Rakha Amuntai et al., 2021). In this study, the researcher wanted the learning process to take place in accordance with the process standards, which took place in a pleasant atmosphere. Learning like this is in accordance with the learning theory put forward by Jean Piaget, namely the concrete operational stage (N Triningsih, 2011). This stage begins at the age of 6 or 7 years and ends at the age of 11 years. Concrete operational thinking includes classifying something that already exists but has not been able to solve abstract problems (Mu'min, 2013) . These ages are the ages at which children take lessons in elementary school. The characteristics of children at the elementary age level are according to the phase of their psychological development, they tend to do all their activities by playing and having fun. In the process of developing their learning, children's attention and concentration are always looking for things that are fun and exciting, therefore learning in a happy and joyful atmosphere will help achieve teaching goals (IG.A.K. Wardhani, 2019). The game method is a learning method by carrying out fun or exhilarating activities that support the achievement of learning instructional objectives involving cognitive, psychomotor, or affective aspects (Pramudya et al., 2018).

Taking into account the nature or characteristics and stages of child development as described above, the use of the game method is expected to be used as an alternative method of learning Indonesian to read and write.

2. Matching Games

Game activities that can be used for children learning the concept of reading and writing at low grades are matching games. Games or games in the context of learning at school are often used by teachers to increase student learning activities which will later produce better learning outcomes (Harahap, 2018). *Games bring teacher and pupils closer together in an agreeable way, and that too helps to ease the process of learning and teaching* (Lee.W.R., 1965). Games bring teachers and students closer together on an agreed goal, and also help to facilitate the learning and teaching process (Sugiarsih, 2010).

Matching Games is a game that sentences or phrase are matched to pictures, or vice versa. The work can be done with the class as a whole, by groups, or by individuals (Lee.W.R., 1965). Matching games are games where sentences or phrases are matched or matched to pictures or the like. The game can be done thoroughly in class by forming groups or individually.

Based on the description above, the author can modify it as explained below. On separate cards are written questions and answer keys. Each student is given one card (some students get questions and some get answer keys). The student who gets the question looks for a matching pair of answer keys, while the student who gets the answer key stays on his chair and thinks about which question matches the answer key he has. After the pairs of questions and answer keys that matched met, they were asked to make sure that what they really matched. For students who can match their cards before the specified time limit will be given points. After all the pairs are seated, each pair is asked to take turns explaining the questions on their cards to the other pair, where the solutions are immediately

worked on the blackboard. All students must be ready to appear because they are randomly selected by the teacher. Indirectly they will try to remember well the material that has been taught by the teacher. This will result in students learning actively and effectively. If the student who completes the question cannot complete it, then the partner who throws the question is responsible for solving it. Due to time constraints, it is possible that not all questions will be displayed. Questions that were not displayed were made into homework and collected at the next meeting. Then the final activity of this meeting is the teacher and students make conclusions from the material obtained.

METHOD

The research subjects were class I students at SDN 1 CRJ with a total of 12 students consisting of 6 female students and 6 male students. Characteristics of students have different abilities and potential. The research was conducted on March 9 2023 (cycle 1), March 16 2023 (cycle 2). The implementation of this research was through two cycles, where the results of the first cycle became the basis for preparing learning improvement plans in cycle 2 (Suharsimi, 2015). The stages in each cycle can be described as follows:

The first is problem identification, namely various problems in playing matching games are analyzed and then formulated into one basic problem and requires proper handling. Followed by planning which means improvement in two cycles and outlined in the learning improvement plan. In addition, the researcher also made word card media and made an assessment format. After that, implementation and observation, which later applied game and observation methods as data collection materials to determine children's abilities with the matching games method. The last is reflection, namely looking for strengths and weaknesses in each learning improvement

activity based on implementation and observation results.

Learning improvement or development is designed in two cycles. Each cycle consists of several stages. Cycle 1 consists of, first planning in cycle 1 includes identifying problems based on preliminary studies on the implementation and problems of learning Indonesian in class I SDN 1 CRJ, planning actions to be carried out based on problem identification, namely the use of cooperative learning models with the game method, namely matching games. The learning steps are asking questions from the reading text as apperception, explaining material about combining letters to become words, holding questions and answers on concepts that have not been understood, distributing student worksheets followed by discussion in large groups to discuss questions and word cards color matched - matched with question cards, discussing the results of group discussions through presentations, giving final tests (evaluations) individually, correcting the results of the final tests, and providing follow-up.

The second is implementation of cycle 1 includes, making teaching modules, making worksheets and individual assessment sheets, making observation sheets, implementing learning is done by observing and recording on observation sheets that have been provided by colleagues, researchers with colleagues see and pay attention to the results and impacts of the actions taken, the third is observation and data collection obtained by collecting data through discussions, tests (evaluations), and observations, data instruments include student worksheet scores LKPD, individual student scores, observation sheets. The last is researchers with colleagues see and pay attention to the results and impacts of the actions taken. have been carried out, then reflect on the lesson plan and its activities in the management of learning so that it is better. The results of this reflection will be used as

input and suggestions for improvement in the learning process in the next cycle.

Cycle 2 consists of, first is planning in cycle 2 includes identifying deficiencies in cycle 1 (identifying goals that have not been achieved) based on the results of reflection 1, planning actions to be taken based on identifying the results of reflection 1, asking material questions about reading texts, explaining material combining letters to words with colored word cards, holding questions and answers on concepts that are not yet understood, distributing word cards to some students to look for suitable word cards as answers (which had previously been distributed to some other students), discussing the results of group discussions through presentations and other students responding, giving final evaluations individually, correcting the results of the final evaluation, providing follow-up.

And the second is implementation of cycle 2 includes, making teaching modules, LKPD and individual assessment sheets, observation sheets. The learning implementation was observed by observers from colleagues, starting from the beginning to the end of the lesson, observers made observations and recorded on observation sheets provided by colleagues, researchers and colleagues saw and paid attention to the results and impacts of the actions taken. The third is observation and data collection in cycle 2 was obtained by collecting data through discussions, tests (evaluations), and observation, while the data instruments included student worksheet scores / LKPD, individual student scores, and observation sheets. The last is reflection from cycle 2, namely the researcher together with colleagues see and pay attention to the results and impact of the actions that have been taken.

To determine the success of the action, it can be analyzed using formative assessment which allows educators to obtain information regarding the development of students' mastery of competencies at each learning stage which is useful for taking actions, ensuring that each student achieves optimum mastery (Lestari & Setyarsih, 2020). Data analysis on the attainment of learning objectives in the learning outcomes of Indonesian reading and writing was carried out by comparing the results of achieving learning objectives on daily test (evaluation) scores 1 with daily test (evaluation) scores 2. Based on the learning objectives set in the teaching modules, in this study students were said to be achieving the learning objectives if the formative test scores in the form of evaluation questions obtained reach the KKTP (Kriteria Ketuntasan Tujuan Pembelajaran) (Learning Objective Completeness Criteria).

Formative assessment which is commonly called assessment for learning is the process of collecting data/information/evidence regarding the extent (how well) of students' progress in mastering the competency, interpreting the data/information, and deciding on the most effective learning activities for students in order to master the material/competence optimally. Formative assessment is part of the learning steps, carried out during teaching and learning activities that are part of the daily practice of educators and students in the teaching and learning process in class.

RESULTS AND DISCUSSION
Planning

The application of matching games in cycle one, namely the teacher seeks to involve students in a series of learning processes. The teacher as the action giver prepares learning tools consisting of teaching modules and formative (evaluation) test questions complete with answer keys, as well as media tools for matching games.

To improve student learning outcomes in studying and understanding material during learning, in cycle 2 the teacher increased the

role of students because in cycle 1 students were not involved much.

Implementation

In cycle 1, the teacher motivates students and includes them in a series of learning processes in the application of matching games. In the learning process the teacher has not demonstrated and explained how to play matching games.

Whereas in cycle 2, the teacher did not forget to explain the learning objectives and steps in playing matching games. In this cycle the teacher becomes a facilitator and accompanies students in the learning process.

Observation

The results of observing student activity during cycle 1, namely students who were active and students who were not active, were the same. While students who are less active and students who are quite active, the number and percentage are more, when combined, that is 50% more than the total number of students in class ISDN 1 CRJ. Meanwhile, for learning outcomes in cycle 1, students who do not achieve learning objectives are the same number as students who able to achieve learning goals. This means that the teaching and learning process in cycle 1 is less successful.

In the second cycle, student activity showed satisfactory results compared to the first cycle. The results of the percentage of student activity in cycle 2 experienced a significant change, namely students who were active and students who were quite active became > 77% of the total number of students in class I SDN 1CRJ, while students who were less active decreased by 20% from the previous percentage, so that it is said that there are no more students who are not active. In cycle 2, the results of the evaluation test have increased which resulted in more students achieving learning objectives than in cycle 1. Students who were able to achieve learning

objectives totaled 11 students with a percentage of 90%, while students who were unable to achieve the learning objectives amounted to 1 student with a percentage of 10% of the total number of students in class I SDN 1 CRJ.

Reflection
Cycle 1

Judging from the results of observations and learning outcomes in cycle 1, they are still not satisfactory, so that students who are active and able to achieve learning objectives are still few, so it is said that learning outcomes have not been achieved and can be corrected in the next cycle. The causes of the lack of achievement of learning objectives include the teacher in carrying out learning have not conveyed the objectives of implementing learning and the steps of activities clearly, so students are still confused when implementing learning because students have never played the game before.

Cycle 2

At this stage the teacher evaluates data on student activity in learning and also student learning outcomes. Judging from the percentage of student activity in the group in cycle 2 of 79.9% and the achievement of learning objectives by students by 90%. These results show a significant increase, so it can be said that cycle 2 has been successful.

Successes and failures

At the beginning of cycle 1, the teacher invites children to ask and answer questions about combining letters to make words through matching games, children are invited to play matching pictures with word cards related to the material. Then the teacher gives an explanation of the tasks and activities to be carried out, then the teacher gives instructions to the children to match the word cards correctly.

Results of Cycle 1 Learning Development:

The data analysis results of the end of cycle 1 evaluation can be seen in the following table:

Table 1. **Analysis of Student Activity Data Cycle 1**

Activity Criteria	The number of students	Information
Passive	2	16,6%
Less active	5	40%
Quite active	3	26,6%
Active	4	16,6%

Table 2. **Data Analysis of Student Learning Outcomes Cycle 1**

Category	The number of students	%
Has not succeeded in achieving the completeness criteria	6	50%
Succeeded in achieving the completeness criteria	6	50%

From the data table above shows that at the end of cycle 1 the percentage of success (high learning outcomes) is 6 students with a percentage of 50%, while the percentage of failure (low learning outcomes) is 6 students with a percentage of 50%.

Cycle 2 Learning Development Results:

In cycle 2 activities the teacher gives appreciations to motivate students with question and answer activities regarding the activities to be carried out, then the teacher conveys learning objectives, the teacher gives examples of the application of learning methods to be used, the teacher conveys learning material, the teacher gives assignments to students. The analysis of data from the evaluation results at the end of cycle 2 can be seen in the following tables and graphs:

Table 3. **Analysis of Student Activity Data Cycle 2**

Activity Criteria	The number of students	Information
Passive	0	0%
Less active	2	20%
Quite active	4	33,3%
Active	6	46,6%

Table 4. **Data Analysis of Student Learning Outcomes Cycle 2**

Category	The number of students	%
Has not succeeded in achieving the completeness criteria	1	10%
Succeeded in achieving the completeness criteria	11	90%

From the data table above shows that at the end of cycle 2 the percentage of success failure (high learning outcomes) is 11 students with a percentage of 90%, while the percentage of failures (low learning outcomes) is 1 student with a percentage of 10%. Based on the data obtained during learning in cycle II, learning can be said to have a positive

impact on student learning activities and outcomes. Student activities have achieved the specified success indicators. In cycle I, students who received passive activity were 16.6%, slightly active as much as 40%, quite active as much as 43.75%, and very active as much as 16.6%. In cycle II the passive category decreased to 0%, slightly active to 20%, quite active as much as 33.33%, while the very active category increased to 46.6%. Likewise with learning outcomes, in cycle I only 50% of students achieve complete learning outcomes and the number of students who complete increases to 90% in cycle II. Based on the assessment of learning outcomes and observation of the activities of class I SDN 1 CRJ students from each cycle (cycle I and cycle II) in the subject of Indonesian Chapter 5 "Teman Baru" with the theme "Bersikap Baik terhadao Teman", the results are presented in Graphs 1 and 2 Based on Graph 1, it can be seen that there was an increase in the percentage of students who were very active, namely in cycle I as much as 16.6% and increased to 46.6% in cycle II. Based on Graph 2, it can also be seen that there is an increase in the percentage of students who achieve the completeness criteria in each cycle, both for learning outcomes and student activities. In cycle I, the percentage of students who were able to achieve complete learning outcomes was 50%, and increased to 90% in cycle II.

Discussion

In cycle 1 learning using pictures that are still black and white, without rules, and children are not given the opportunity to try activities first. The groups that were formed in the first cycle also still consisted of many children in each group, so that only a few children were active, while the others did not participate in group activities.

In cycle 2 learning using more colorful media, there are rules of the game, the teacher demonstrates activities or how to play and the teacher gives the opportunity for children to try the game first. So that children are more active and enthusiastic about learning activities and children's learning outcomes are very satisfying and increase significantly.

From the learning process cycle 1 and cycle 2 it can be concluded that there are significant results. This can be seen from the table and graph below:

Tabel 5. Comparative Data Analysis of Student Activeness Cycle 1 and Cycle 2

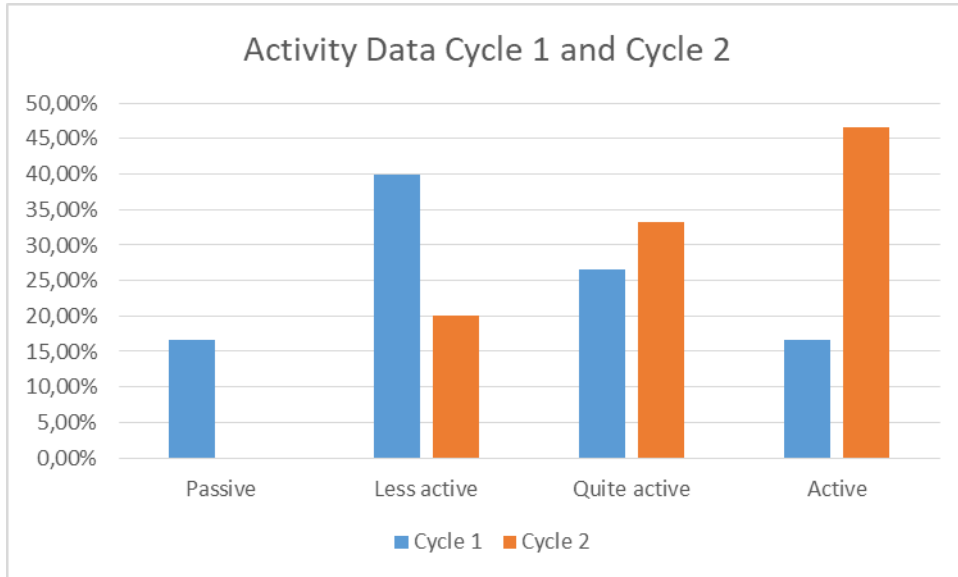| Activity Criteria	Cycle 1	Cycle 2
Passive	16,6%	0%
Less active	40%	20%
Quite active	26,6%	33,3%
Active	16,6%	46,6%

Figure 1. Comparative Analysis of Student Activity Data Cycle 1 and Cycle 2

Table 6. Data Analysis Comparison of Student Learning Outcomes Cycle 1 and Cycle 2

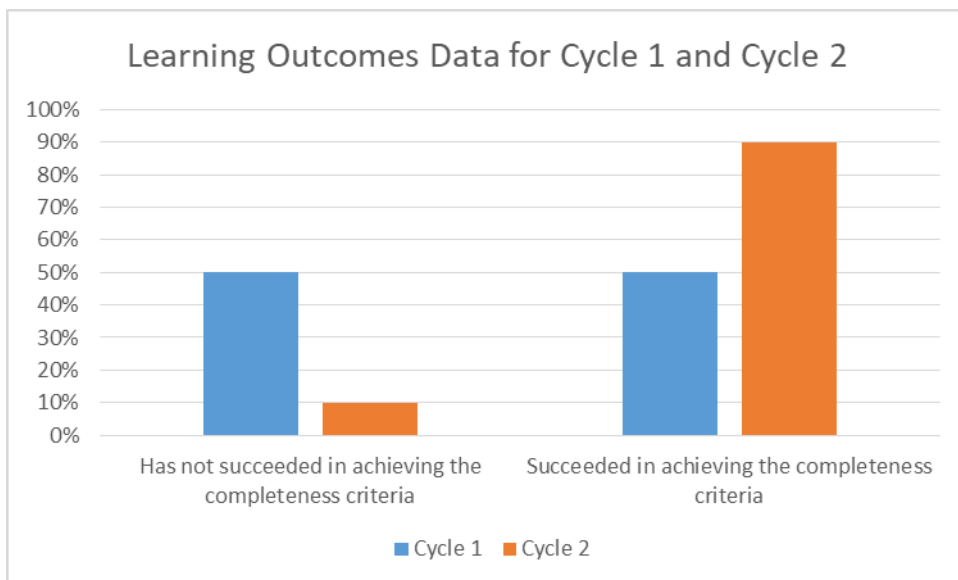| Category	Cycle 1	Cycle 2
Has not succeeded in achieving the completeness criteria	50%	10%
Succeeded in achieving the completeness criteria	50%	90%

Figure 2. Comparative Analysis of Learning Outcomes Data for Cycle 1 and Cycle 2

From table 6 and graph 2 it can be seen that students who were able to achieve learning objectives in class I in cycle 1 were 6 students with a percentage of 50% and rose in cycle 2 as many as 11 students with a percentage of 90%, while students who were unable to achieve learning objectives experienced a decrease from cycle 1 as many as 6 students with a percentage of 50% and cycle 2 as many as 1 student with a percentage of 10%. Thus it can be concluded that the application of matching games can improve student learning outcomes in reading and writing Indonesian in class I SDN 1 CRJ.

In general, the implementation of the action by applying the Matching Games method shows an increase in the average value of learning outcomes (obtained from tests) and an increase in the number of students who achieve completeness in each cycle. Results like this were also found in several other studies. The study conducted by Glatik Larassati (2017) and Moh. Syaifudin (2022) the application of learning using the Matching Games method improves student learning outcomes at school. Meanwhile, research conducted by Vera Kristiana (2019) and Nur Eka Pratiwi (2021) found that students at school became more active when participating in learning using the Matching Games method. Implementation of learning with the Matching Games game method provides a change in the role of class I students in participating in learning activities. Through the Matching Games game method, students work together to solve problems or answer questions given by the teacher by doing fun activities like playing with their friends. Students are required to think about how to match the right word cards with classmates. This learning pattern raises activities, such as reading, thinking independently, discussing in pairs, group discussions, class discussions, asking questions, presenting, or working on worksheets. These games are based on different rules, but still involve information exchange activities. In this game, students will match the same cards or pictures and this can be played as a whole class activity. Each student can move, rotate until he can find a friend who has the same card or picture. If done in pairs or small groups Players must choose pictures or cards, then pair them with pictures or cards that have been chosen by their partners or friends (Agustina et al., 2012). When the math matching game playing activity took place, the students looked enthusiastic, excited and happy. Some of them who were previously inactive when studying mathematics, were lethargic, lazy, didn't pay attention to being more motivated and enthusiastic to solve existing problems and negotiated with group mates intensely (Pratiwi et al., 2021).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research data analysis, the application of the Matching Games game method can increase the activity and learning outcomes of class I SDN 1 CRJ in the Indonesian language subject reading and writing chapter 5 "Teman Baru" with the theme "Berbuat Baik terhadap Teman". This increase can be seen from the increase in the percentage of student activity in each cycle. In cycle I, only 16.6% of students were very active, and increased to 46.6% in cycle II. In addition, the application of the Matching Games method improves the learning outcomes of class I students at SDN 1 CRJ. This increase can be seen from the increase in the percentage of students who can achieve the completeness criteria of learning outcomes in each cycle. In cycle I, only 50% of students were able to achieve the completeness criteria, and increased in cycle II to 90%.

Referring to the results of research and observations during learning, the Matching Games game method is applied to learning in elementary schools through careful and collaborative planning. Through careful and

collaborative planning, the application of the Matching Games game method can make students play an active role in learning activities and improve their learning outcomes. The procedures used in the Matching Games learning method provide opportunities for students to think more, work together, and be active in solving problems. In other words, through the application of the Matching Games method, learning becomes student-centered, and the teacher acts more as a facilitator.

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