

Model Implementation Make a Match Based Culturally Responsive Teaching (CRT) to Improve the Motivation and Learning Outcomes of History Education Students of the Faculty of Teacher Training and Education, UNMAS

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Keywords:

Implementation of Make a Match, History Learning, Learning Motivation, Student Learning Outcomes, Culturally Responsive Teaching (CRT), Innovative Learning Methods, History Education Study Program, FKIP UNMAS

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Abstract:

Learning history requires methods that can increase student motivation and learning outcomes, enabling them to be more active and understand the material in depth. This study aims to determine the effect of implementing the model. Make a Match based Culturally Responsive Teaching (CRT) on the motivation and learning outcomes of fourth-semester students in the History Education Study Program, FKIP UNMAS. The method used was Classroom Action Research (CAR) with two cycles covering the stages of planning, implementation, observation, and reflection. The research subjects consisted of 44 fourth-semester students. Data were collected through observation, questionnaires, and learning outcome tests, then analyzed descriptively qualitatively and quantitatively. The results of the study indicate that the application of CRT Make a Match CRT-based learning significantly improved students' learning motivation and learning outcomes, as indicated by increased active participation, learning interest, and a better understanding of historical concepts. The discussion confirmed that this method was able to create an interactive and enjoyable learning environment, thereby encouraging improved academic achievement. These findings suggest that this learning model Make a Match CRT-based learning can be an innovative alternative in history learning and has the potential to be adapted to other subjects to improve the quality of learning in general.

INTRODUCTION

Education is a fundamental element in human development and is one of the main pillars of national development. According to Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, both in spiritual aspects, personality, intelligence, and skills.

This definition emphasizes that education is not merely the transfer of knowledge, but also the process of character formation and competency development relevant to the cultural and social values of society (Pristiwanti et al., 2022). Therefore, education must be able to adapt to the dynamics of the times and the needs of students to produce competent, critical, and characterful individuals. Furthermore, education is a process that involves systematic interactions between teachers, students, and the learning environment, which aims to develop individual potential holistically. According to Carter V. Good (1985), educational science is a systematic body of knowledge that encompasses quantitative and objective aspects of the learning process and uses scientific methods to test educational hypotheses (Alurwatul, 2021). In this context, the role of educators is crucial as facilitators and motivators capable of creating an effective and enjoyable learning process. Educators must be able to understand the characteristics of students from various backgrounds, both economic and cultural, so they can implement appropriate learning strategies that can improve their motivation and learning outcomes.

At the tertiary level, particularly in history instruction, the challenges faced are quite complex. History instruction plays a strategic role in shaping national insight, critical thinking, and an understanding of the social and political processes of the Indonesian nation. The Proclamation of Independence, as one of the main topics discussed, serves as an important foundation for fostering a sense of patriotism and historical awareness in students. Unfortunately, the reality of history instruction at the tertiary level often faces obstacles in the form of low student motivation. This is due to the dominance of conventional methods such as lectures and memorization, which tend to lead to boredom and minimal active student involvement (Mustika Zahro et al., 2017).

This phenomenon directly impacts student learning outcomes, particularly in understanding factual and chronological historical material. Low student motivation leads to a lack of interest and a poor understanding of the context and meaning of the material being taught. Internal factors such as lack of interest, low

self-confidence, and a lack of effective study habits contribute to low academic achievement. On the other hand, external factors such as lecturers' teaching strategies, facilities and infrastructure, and the learning environment also influence the success of the history learning process (Mirayani et al., 2021). To address these challenges, innovations in learning approaches are needed that can actively and meaningfully engage students.

Various studies show that the use of cooperative learning models can improve student motivation and learning outcomes. The application of cooperative learning models can increase student motivation by increasing the sense of responsibility for the learning process and achieving better learning outcomes (Johnson & Johnson, 2019). The use of Jigsaw-based cooperative learning models significantly improves student learning outcomes, especially in the process of understanding complex concepts (Ahmad et al., 2020). Cooperative learning models have a positive impact on student motivation and learning outcomes, especially in the development of soft skills and critical thinking skills (Saraswati, 2021). One effective model is Make a Match, A learning strategy that prioritizes matching activities with cards containing questions and answers related to the subject matter. This model positions students as the main actors who actively collaborate in the learning process, making the classroom atmosphere more interactive, enjoyable, and challenging (Shoimin, 2017). Research by Afkarina (2024) revealed that the implementation of Make a MatchIn history learning, it can increase students' enthusiasm for learning through activities that directly involve them, thus facilitating understanding and improving material retention. Furthermore, this model can save learning time because students can grasp concepts efficiently without relying on lengthy lectures from lecturers.

However, the success of the model Make a Match not only depends on the technique used, but is also strongly influenced by the cultural context of the learners. Approach Culturally Responsive Teaching (CRT) emphasizes the importance of linking the learning process to students' cultural backgrounds so that they feel valued and fully engaged. According to Gay (2010), CRT aims to

create an inclusive and culturally relevant learning environment, thereby enhancing student motivation and learning outcomes. Integration of CRT into learning models Make a Match It is believed that it can answer these challenges by fostering a sense of identity and recognition of students' cultural diversity, as well as increasing their active involvement in the history learning process.

Although various studies confirm the effectiveness of this model individually, there is still a lack in the literature regarding its integrative application between Make a Match and CRT empirically in the context of history learning at the university level. This study aims to fill this gap by examining in depth the influence of implementing the model. Make a Match The study aimed to determine the effect of CRT-based learning strategies on the motivation and learning outcomes of fourth-semester students in the History Education Study Program, Faculty of Teacher Training and Education, Universitas Mas, specifically on the Proclamation of Independence. Therefore, this study is expected to provide practical and theoretical contributions to the development of innovative learning strategies that are relevant to the needs of the times and the cultural diversity of students.

In general, this study is based on the assumption that a combination of active learning strategies and a cultural approach will significantly improve students' learning motivation and academic outcomes. The successful implementation of this model will serve as an important reference in efforts to improve the quality of history teaching and other fields facing similar challenges in higher education. Therefore, this study contributes not only to the development of educational science but also to enhancing the effectiveness of inclusive, meaningful, and culturally based learning.

RESEARCH METHODS

This study used a Classroom Action Research (CAR) approach, designed to improve the quality of learning through direct reflection and continuous improvement in the classroom (Kemmis & McTaggart, 1988). This method was

chosen because it aligns with the research objectives, which are oriented towards the development and innovation of the learning process, and allows teachers or lecturers to apply and evaluate learning strategies directly in real-world contexts. In the context of this study, CAR was conducted in two cycles, where each cycle consists of four main stages: planning, action implementation, observation, and reflection. This approach allows researchers to systematically evaluate the learning process and outcomes and make adaptive improvements based on the reflection results obtained from each cycle (Creswell, 2014).

In the planning stage, the researcher designed learning activities that integrated the Make a Match model based on Culturally Responsive Teaching (CRT). The plan included determining materials, assessment instruments, and implementation steps that emphasized collaborative and interactive activities and their linkage to students' cultural backgrounds, as proposed by Gay (2010). Furthermore, the researcher prepared data collection instruments, such as observation sheets, learning outcome test questions, and motivation questionnaires that would be used to measure the research variables.

The action was implemented according to the established plan. At this stage, the learning process using the CRT-based Make a Match model was implemented directly in the classroom, where students were actively involved in matching cards containing questions and answers related to the Proclamation of Independence. This activity was designed to create a fun, interactive, and meaningful learning atmosphere, and to link the material to the students' cultural backgrounds so they felt valued and emotionally engaged. This implementation was carried out over two cycles, with each cycle lasting several meetings according to the needs and dynamics of the class. In each meeting, the lecturer or researcher facilitated the activity, ensuring that the process was carried out in accordance with the CRT principles and the Make a Match model.

During the learning process, observations were conducted directly by the researcher and his assistant to observe student engagement in learning activities. These observations aimed to obtain qualitative data regarding the level of student

participation, interest, and social interactions during the learning process. A previously developed observation guide was used as a reference in the observations to ensure more systematic and objective data. Aspects observed included the level of student activeness in participating in activities, cooperation between participants, and emotional responses to learning activities. These observation data were then analyzed descriptively to determine the dynamics of student engagement during the learning process (Ary, Jacobs, & Sorensen, 2010).

In addition to observations, quantitative data were collected through learning outcome tests and student motivation questionnaires. The learning outcome tests were structured based on expected competency indicators, namely understanding the Proclamation of Independence material. These tests consisted of multiple-choice and essay questions that had been validated and were reliable according to educational measurement standards (Cohen, Manion, & Morrison, 2018). The tests were administered before and after the implementation of the model during each cycle to measure improvements in students' understanding of the material. Data from these tests were analyzed quantitatively using descriptive statistics to illustrate score increases and t-tests to test the significance of differences in results before and after the treatment.

In addition, a learning motivation questionnaire was developed based on relevant learning motivation theories, such as the Self-Determination theory developed by Deci and Ryan (2000). This questionnaire contains statements that measure aspects of student motivation, including learning interest, self-confidence, and the desire to be active in the learning process. Respondents provided answers using a 4-point Likert scale, ranging from strongly agree to strongly disagree. This questionnaire was administered before and after the implementation of the model to measure changes in student learning motivation. Data from this questionnaire were then analyzed quantitatively using a t-test to assess the significance of differences in scores before and after the treatment.

Data analysis was conducted using quantitative and qualitative descriptive methods. Observational data were analyzed descriptively to describe the level of

student engagement and the dynamics of the learning process. Meanwhile, data from the learning outcome test and motivation questionnaire were analyzed using a paired t-test, which allows for testing the significance of differences in average scores before and after the implementation of the model (Creswell, 2014). The success of the study was measured by the increase in test scores and student motivation, as well as the level of active participation during the learning process. If there is a statistically significant increase in both variables, it can be concluded that the CRT-based Make a Match model is effective in improving student motivation and learning outcomes.

This research was conducted over a six-month period, from January 2025 to June 2025. During this period, the researcher systematically conducted all stages of the research in accordance with the established procedures. Each cycle was followed by a critical reflection process on the results of observations, data analysis, and student responses. This reflection served as the basis for making improvements in the next cycle to make the learning process more effective and tailored to the needs of students. Thus, this methodology is not only oriented towards improving learning outcomes but also towards developing a sustainable learning process that is responsive to the classroom context and students' cultural backgrounds, as proposed by Creswell (2014).

RESULTS AND DISCUSSION

Results

The results of the study show that the application of the model Make a Match based Culturally Responsive Teaching (CRT) had a significant impact on student learning motivation and learning outcomes during two implementation cycles. Data obtained from observations, learning outcome tests, and motivation questionnaires showed consistent improvement from Cycle I to Cycle II, indicating that improvements in teaching strategies and adjustments to cultural approaches were able to increase learning effectiveness.

In Cycle I, the average student learning motivation score reached 75, a 20% increase compared to the pre-cycle score of 62.5. This increase indicates that the learning model Make a Matchable to motivate students to be more active and interested in participating in the learning process. In general, observations during the implementation of Cycle I indicated that students began to show active participation in discussions and involvement in the card matching activities that were part of this model. However, student learning outcomes in Cycle I still showed that of the 44 students who participated, only 20 students achieved the learning completion criteria of 75, with an average score of 74. These data indicate that approximately 45% of students have achieved learning completion, while the rest still have not met this standard. This indicates that although motivation has increased, learning outcomes have not shown optimal achievement and still require improvements in learning strategies.

This situation reflects that the application of the model Make a Match While direct motivation can increase, achieving optimal learning outcomes requires adjustments and innovations in the learning process. Therefore, in Cycle II, improvements were made to the teaching strategy by integrating a more intensive CRT approach that was more relevant to the students' local cultural context. This change proved quite effective, with the average student learning motivation increasing significantly to 92.5, a percentage increase of 22.5%. This increase indicates that students feel more valued and are emotionally and cognitively engaged in the learning process. Observational data also shows that students are increasingly actively participating and showing high enthusiasm during learning activities.

Furthermore, student learning outcomes improved significantly. The average learning outcome score in Cycle II reached 90, far exceeding the average score in Cycle I and the pre-cycle. More importantly, the learning completion rate reached 100%, with all students achieving scores above 75. This demonstrates that the adapted learning strategy fully met the learning completion standards. These data indicate that the implementation of the Make a Match model coupled with the

CRT approach effectively and substantially improved student academic achievement.

The figures and tables provided show a consistent increasing trend from Cycle I to Cycle II.

Table 1. Increase in Learning Motivation

Cycle	Average Motivation	Percentage Increase
Pre-Cycle	62.5	-
Cycle I	75	20%
Cycle II	92.5	22.5%

Graph 1. Percentage of Learning Motivation in Cycle II

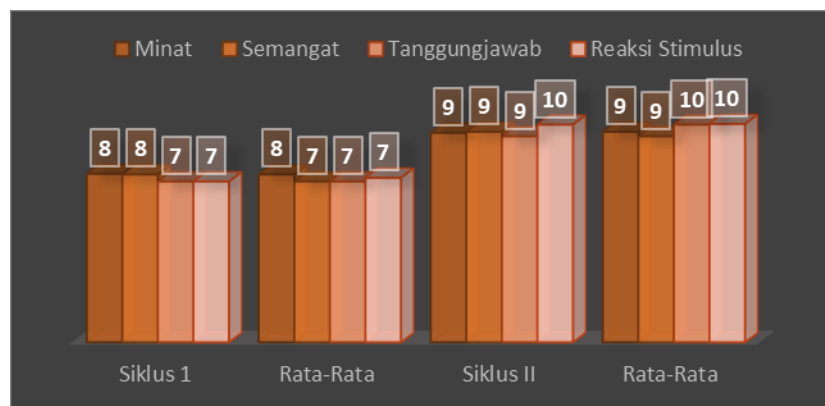


Table 1 shows an increase in learning motivation from an average of 62.5 in the pre-cycle to 75 in Cycle I, and then a sharp increase to 92.5 in Cycle II. The percentage increase in motivation from pre-cycle to Cycle I was 20%, while from Cycle I to Cycle II it reached 22.5%. Graph 1, which shows the percentage of learning motivation, shows a fairly stable and significant upward trend, which strengthens the quantitative data in the table.

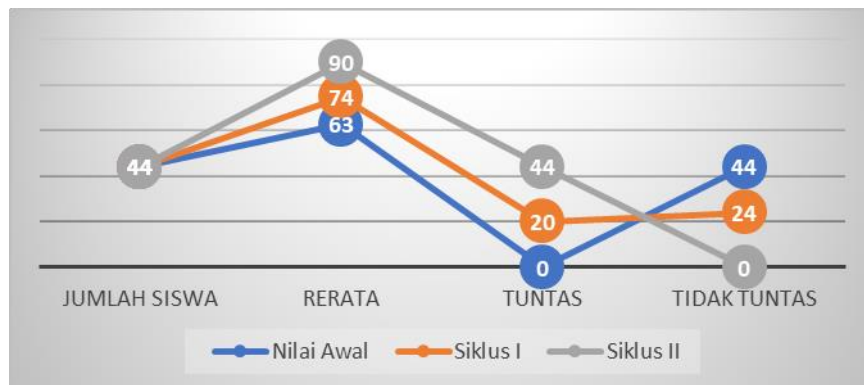
Meanwhile, Table 2 shows an increase in student learning outcomes from an average of 63 initially to 74 in Cycle I, and then jumped to 90 in Cycle II. In terms of completeness, no students completed the course initially, while in Cycle I, only 20 students met the KKM, and the remaining 24 students had not reached the standard, so the completion percentage was only 45%. In Cycle II, all students achieved completeness, namely 44 out of 44 students, so the completion

percentage reached 100%. Graph 2 shows that the percentage of completeness of learning outcomes experienced a very significant increase from Cycle I to Cycle II.

Table 2. Improvement in Learning Outcomes Between Cycles

	Initial Value	Cycle I	Cycle II
Number of Students	44	44	44
Rerata	63	74	90
Completed	0	20	44
Not Completed	44	24	0
Percentage	0	45%	100%

Graph 2. Percentage of Learning Outcomes Completion in Cycle II



Overall, these results indicate that the implementation of the Make a Match model integrated with the CRT approach was able to effectively improve student learning motivation and learning outcomes significantly from Cycle I to Cycle II. This significant improvement indicates that adapting learning strategies based on active interaction and cultural relevance can create a more enjoyable, meaningful, and productive learning atmosphere. These results are consistent with the literature stating that cooperative learning strategies and cultural approaches can increase student engagement and motivation and significantly improve learning outcomes (Shoimin, 2017; Gay, 2010). These findings also confirm that pedagogical innovation that integrates cultural aspects into learning can be an

effective solution in improving student academic achievement, particularly in history subjects that are factual and chronological.

DISCUSSION

The use of the Culturally Responsive Teaching (CRT)-based Make a Match model in history learning at the university level, as revealed in the results of this study, shows a significant impact on student motivation and learning outcomes. This finding is in line with the literature stating that active and culturally relevant learning strategies can increase student engagement and motivation, and achieve better learning outcomes (Shoimin, 2017; Gay, 2010). Specifically, the increase in learning motivation from an average of 62.5 in the pre-cycle to 92.5 in Cycle II indicates that the integration of the CRT approach in the Make a Match model can create a more inclusive and meaningful learning atmosphere, which can stimulate students' sense of appreciation and emotional involvement. This is in line with the Self-Determination theory which states that intrinsic motivation and identification with learning materials will increase if students feel appreciated and have a connection to their own culture (Deci & Ryan, 2000).

This increase in motivation scores not only impacted cognitive aspects but also demonstrated positive changes in students' affective aspects, such as interest and self-confidence. Observations during the learning process indicated that students were increasingly active in participating and exhibiting high enthusiasm, which are key indicators of the success of active and culturally relevant learning models (Gay, 2010). This success was also supported by data showing that in Cycle II, all students achieved learning completion with scores above 75, indicating that this strategy was able to significantly improve academic achievement. This increase is consistent with the findings of Afkarina (2024), who stated that the implementation of Make a Match can efficiently improve understanding and retention of historical material, resulting in more optimal learning outcomes.

In addition, the increase in learning outcomes from an average score of 63 at the beginning of the study to 90 in Cycle II indicates that this model not only motivates students emotionally but also effectively improves academic competency achievement. This increase can be explained by the effectiveness of the Make a Match model in activating students' cognitive processes through card matching activities that require them to think critically and establish relationships between concepts, as expressed by Shoimin (2017). The emphasis on collaborative and interactive activities in this model is able to facilitate a deeper and more meaningful learning process, in accordance with the principles of constructivism which emphasize that knowledge is built through direct experience and social interaction (Creswell, 2014).

The positive impact of CRT integration within the Make a Match model can also be seen from the consistent upward trend from Cycle I to Cycle II, as shown by the data in Tables 1 and 2. The increase in motivation scores from 75 to 92.5 and the increase in average learning outcomes from 74 to 90 indicate that the gradual process of improving and adjusting learning strategies has strengthened their effectiveness. This improvement is also reflected in the learning completion indicator, where in Cycle I only 45% of students achieved the completion standard, while in Cycle II all students met the standard. This trend strengthens the argument that adapting teaching strategies to a cultural approach is crucial in improving learning success at the tertiary level, particularly in history subjects that are factual and chronological.

The application of CRT in the context of Make a Match also plays a role in building identity and a sense of recognition of students' cultural diversity, which according to Gay (2010) is an important factor in increasing engagement and motivation to learn. By connecting historical material to students' cultural backgrounds, they feel valued and are more interested in understanding the material in depth. This concept is relevant to intrinsic motivation theory, which suggests that emotional engagement and cultural relevance can increase students' internal motivation to learn (Deci & Ryan, 2000). Furthermore, this approach can

help students connect historical knowledge to their own experiences and identities, ultimately strengthening the learning process and substantively improving academic outcomes.

The results of this study also confirm that the Make a Match model embedded with CRT is able to create an interactive and enjoyable learning atmosphere, which is in accordance with the findings of Shoimin (2017), that fun and collaborative learning activities can improve student motivation and learning outcomes. The collaborative card matching activity not only makes the learning process more interesting but also improves social skills and cooperation between students. This activity supports the theory of constructivism which states that effective learning occurs when students actively construct knowledge through direct experience and social interaction (Creswell, 2014).

Furthermore, this success demonstrates that the implementation of this model can be an innovative and relevant pedagogical strategy in the context of higher education, particularly in addressing the challenges of low student motivation and learning outcomes in history. As stated by Mirayani et al. (2021), external factors such as teaching strategies and the learning environment significantly influence the success of the learning process. By integrating culturally relevant approaches, teaching becomes more personalized and meaningful, thus addressing the needs of students with diverse cultural backgrounds and experiences.

However, the success of this model is inseparable from the continuous adjustment and improvement process carried out throughout the learning cycle. In Cycle I, despite increased motivation, student learning outcomes did not reach optimal levels, as evidenced by the large number of students who did not meet the completion standards. Therefore, adjustments made in Cycle II, namely the integration of a more intensive and relevant CRT approach, proved effective in significantly improving learning outcomes. This underscores the importance of reflection and innovation in designing learning strategies that are adaptive and responsive to student needs and the local cultural context.

Beyond academic aspects, increased student motivation and engagement also demonstrate that this model is capable of enhancing students' psychosocial and identity aspects. By feeling valued and fully engaged in the learning process, they tend to demonstrate higher self-confidence and a desire to actively participate in discussions and other learning activities. These findings support the theory that an inclusive and culturally relevant learning environment is a key factor in enhancing educational success (Gay, 2010). As a result, this model not only improves learning outcomes quantitatively but also contributes to the overall quality of students' learning experiences.

In a broader context, the application of the CRT-based Make a Match model shows great potential for adaptation in other subjects that require in-depth understanding and active student engagement. The implementation of a culturally relevant approach can strengthen the effectiveness of active learning strategies in general and improve the quality of learning across various subject areas. For example, the development of this approach can be used in social studies, language arts, or even science and technology subjects that require high student engagement and motivation. Thus, the success of this research also underscores the importance of pedagogical innovation that integrates cultural elements and collaborative activities in improving overall educational outcomes.

Overall, the findings of this study confirm that the successful implementation of CRT-based Make a Match relies on a continuous process of adaptation and sensitivity to the cultural context of students. The implementation of enjoyable, culturally relevant, and collaborative activities can significantly improve student motivation, engagement, and learning outcomes. This suggests that innovations in teaching strategies must be carefully designed, taking into account the cultural aspects and psychological dynamics of students, so that learning becomes more meaningful and sustainable.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the results of this classroom action research, it can be concluded that the application of the Learning Model *Make a Match* with Approach *Culturally Responsive Teaching* (CRT) significantly improved student motivation and learning outcomes. In cycle I, student motivation was at a moderate level with an average score of 7, while in cycle II it increased to a high level with an average score of 9, representing a 25.2% increase. Furthermore, student learning outcomes showed significant improvement, with the learning completion rate increasing from 42% in cycle I to 100% in cycle II, representing a 66% increase. These findings indicate that this model is capable of activating the learning process effectively, increasing active participation, and improving students' understanding of historical material, particularly the Proclamation of Independence. The main implication of this study is that this approach can be used as an innovative alternative in history learning that is oriented towards the continuous development of student motivation and academic achievement. This research contribution adds to the body of educational knowledge, particularly in the application of activity-based learning strategies and relevant culture. For further development, it is recommended that this research be applied to other subjects and that studies be conducted examining the sustainability aspects and long-term effects of this model on student motivation and learning outcomes.

RECOMMENDATIONS

Based on the results and findings of this study, it is recommended that:

1. CRT-based *Make a Match* learning model can be implemented more widely in various subjects, not only in history, to improve student motivation and learning outcomes sustainably.
2. Further research development should be conducted to examine the sustainability and long-term impact of implementing this model on students' motivation and academic achievement, as well as other aspects such as attitudes and social skills.

3. Teachers and lecturers It is hoped that this model can be adapted and modified according to the needs and characteristics of students so that the learning process becomes more relevant, interactive and enjoyable.
4. Related parties Educational institutions should provide adequate training and technological support as well as learning resources to support the optimal implementation of this model.

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