

Improve Student Motivation, Activity, and Learning Outcomes Using a Combination of Group Investigation, Number Head Together, and Make a Match Models in Elementary School



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ABSTRACT: The problem of this research is the low motivation to learn, activities, and learning outcomes. One effort to overcome this problem is to apply the Group Investigation, Number Head Together, and Make A Match learning model. The purpose of this study was to describe the learning motivation, activities, and learning outcomes of students. This research uses Classroom Action Research (CAR) carried out in 4 meetings in class VI SDN 1 Paya with a total of 16 students. The data were analyzed qualitatively, namely learning motivation, teacher activities, student activities, and quantitatively, namely student learning outcomes. The data were analyzed using descriptive techniques and described in the form of tables and graphs. The results showed that student motivation at the first meeting reached 43.75% with the “High Enough” criteria and at the fourth meeting it reached 100.00% with the “Very High” criteria. The teacher’s activity at the first meeting reached a score of 16 with the criteria of “Good Enough” and at the fourth meeting it reached a score of 28 with the criteria of “Very Good”. Student activity at the first meeting reached 50.00% with the criteria of “Enough Active” and at the fourth meeting it reached 100.00% with the criteria of “Very Active”. Classical completeness of student learning outcomes at the first meeting reached 37.50% of the “completed” students and the fourth meeting reached 100.00% of the “completed” students.

KEYWORDS: Motivation, Teacher and Student Activities, and Learning Outcomes.

I. INTRODUCTION

In the 21st century, it is known for the rapid development of science and innovation that is increasingly developing to become more and more modern to adapt to human needs and portability. The changing times and the rapid advancement of science and innovation positively demand an emphasis on increasing superior and quality human resources to be able to compete in the era of globalization. This competition between nations in the 21st century is not only in the monetary, military, and framework spheres but also in the field of education. The nations of the world compete to develop superior school systems.

Public schools face very complex difficulties in hr quality planning that can compete in the world period. The right job to prepare quality human resources (HR) and the main container that should be seen as work as an instrument to build superior human resources is the school. School is work done to expand students’ knowledge, abilities, and perspectives. Reactivity plays an important role in recognizing intelligent, serious, and imaginative people. Brilliant can be interpreted as work that involves reason and the brain in following up on something and managing problems. Seriousness can be interpreted as a solid contest effort to achieve achievements in a particular area. Meanwhile, innovation is one of the attributes of efforts to get a preferred choice from past conditions (Trisiantari & Sumantri, 2016)

(Machali, 2014) revealed that the 2013 Curriculum was ready by creating and fortifying the mentality, information, and ability sections fairly and that the learning framework of the 2013 Curriculum changes had an effect, one of which was logical methodology. The 2013 curriculum is an integrative topical framework emphasizing logical methodologies in educating and developing experiences. Integrative topical learning is an acquiring approach that combines the different abilities of different subjects into different topics (Setyaningrum, 2013).

The demands in the 2013 Curriculum are certainly not only seen by teachers as teachers and originators of learning but also require students as subjects during their growth to be able to take a more dynamic part. One of the important things to develop is the ability to convey, because from this ability students become more open to the whole world and can learn many things.

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One of the subjects that can grow these abilities is a social exam because this subject is one of the subjects that trains students to cooperate with people around them and can be a provision for students to perform in the eyes of the society later. Given the importance of social studies subjects in creating relational abilities, social studies learning should be packaged and expected so that students' abilities can be highly coordinated.

The ideal conditions of social investigation subjects according to the 2006 BSNP Content Norms are (1) Embodying ideas related to the life of individuals and their current state, (2) Having the essential capacity to think legitimately and fundamentally, interests, demands, critical thinking, and abilities. In public activities, (3) Have responsibility and familiarity with social and human qualities, and (4) Can provide, participate and compete in pluralistic cultures, in the environment, public, and world level.

Nonetheless, actually, in the field of learning, they have not introduced ideas related to the life of the region and its ideal climate, learning has not animated the essential ability of students to think in sequence and fundamentally, interests, demands, critical thinking, and the ability to learn. Community activities, and progress have also not maximally prepared students to commit and pay attention to social and humanitarian qualities, and learning has not improved students' ability to share, participate, and compete in local life.

Social studies learning in grade IV at SDN 1 Paya has some shortcomings, considering the absence of student motivation to learn due to less interesting learning and students getting tired easily during the growth period, students are also not very dynamic during learning. Experience. This happens because teachers have not applied different learning models during learning so that learning in general will take place one way, especially with teachers as the focal point of learning activities and techniques like this make students alienated. During educational experience. Low student learning outcomes are also caused because students often fail to remember the material taught by the teacher and students also experience drawing problems.

Based on social studies score data from grade IV students of SDN 1 Paya for the last 3 years. Data on learning outcomes in the 2018/2019 school year showed that out of 20 students, there were 8 students whose scores did not reach KKM, or around 40%, and 12 students whose scores reached KKM, or around 60%. Meanwhile, the 2019/2020 school year showed that out of 8 students, there were 5 students whose scores did not reach KKM, or around 62.5% and 3 students whose scores reached KKM or around 37.5%. And in the 2020/2021 school year, it shows that out of 16 students, there are 9 students whose scores do not reach KKM or around 56.25% and 7 students whose scores reach KKM or around 43.75% with the certainty of KKM in SDN 1 Paya social studies subjects is 70. From this data, researchers think that research is very important to be carried out in class IV SDN 1 Paya on social studies content.

Based on the problems above, a new solution in learning is needed that can increase student motivation and actively involve students in learning, which prioritizes mastery of student-centered competencies. The efforts to increase motivation, activity and improve student learning outcomes can use a model in the form of a combination of 3 learning models, namely Group Investigation, Number Head Together and Make A Match. This study aims to describe teacher activities and analyze student activities, student activities and student learning outcomes.

II. METHOD

The research approach carried out in this study is a qualitative approach. According (Hendriana & Afrilianto, 2017) states that qualitative research is a process that tries to get a better understanding of the complexity that exists in human interaction.

The type of research used in this study is classroom action research (PTK). Classroom action research (PTK) is reflective research by taking certain actions to improve or improve learning practices in the classroom more professionally (Hendriana & Afrilianto, 2017).

This class action research activity was carried out at SDN 1 Paya located on Jl. Gerilya RT 04 RW 03, Batang Alai Selatan District, Hulu Sungai Tengah Regency, South Kalimantan Province. This class action research was carried out with a research focus on the content of social studies with the theme 7 The Beauty of Diversity in My Country in the even semester of the 2021/2022 academic year in grade IV students with a total of 16 students, consisting of 8 male students and 8 female students.

Regarding the factors studied, among others, in the form of teacher activities measured by observation sheets with 7 aspects studied, student activities measured by observation sheets with 7 aspects studied, learning motivation measured by 6 aspects, and student learning outcomes analyzed at the time of learning both individually and in groups through learning outcomes test evaluation questions.

The types of data obtained in this study are qualitative and quantitative data. The two data can be described as follows: Qualitative data in the form of data on student learning motivation, teacher activities, and student activities in the learning process. Quantitative data in the form of student learning outcome test scores are obtained after the learning process takes place.

The indicator of success in this research is as follows: Students have a high level of learning motivation in learning when teachers use a combination of Group Investigation (GI), Number Head Together (NHT) and Make A Match models in social studies subjects. Students are said to have a high level of motivation if the score reaches 39-48 which is included in the category of "Very High" student learning motivation. Indicators of teacher activity success with a combination of Group Investigation

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(GI), Number Head Together (NHT) and Make A Match models. Is considered successful if the quality of teacher activities in carrying out learning activities has reached scores of 17-21 and 22-28 with the categories "Good" and "Excellent". Student activity indicators can be said to be successful if they individually reach the active or very active category and classically if they reach the criteria of being entirely active with a percentage of at least 82%. The completion of learning for grade IV students of SDN 1 Paya is considered complete as a whole if the individual student's success reaches a score of ≥ 70 . Meanwhile, classical learning completion is achieved when 80% of students get completeness in learning.

III. RESULT AND DISCUSSION

Based on the results of data analysis on student learning motivation in carrying out learning with the Group Investigation (GI), Numbered Head Together (NHT) and Make A Match learning models. It can be described in the following table:

Table 1. Student Learning Motivation

No	Meeting	Percentage
1	Meeting 1	43.75%
2	Meeting 2	75.00%
3	Meeting 3	93.75%
4	Meeting 4	100%

Based on the table above, it can be seen that there is an increase in student learning motivation. This increase is due to the improvement in the quality of learning carried out by teachers. Improving the quality of learning carried out by teachers has an impact on increasing student activity. Then this improvement in the quality of teachers and student activities has an impact on increasing student learning motivation. Thus, if you want student learning motivation to increase, it is necessary to implement the learning that can increase student activity, to increase student activity, it is necessary to carry out quality learning by teachers.

The tendency to increase significantly can also be seen from the picture of teacher activity in carrying out learning steps using a combination of Group Investigation, Number Head Together and Make A Match models. This can be described as follows:

Table 2. Teacher Activity

No	Meeting	Percentage
1	Meeting 1	75.00%
2	Meeting 2	78.57%
3	Meeting 3	92.85%
4	Meeting 4	100%

Based on the table above, it can be seen that the quality of learning carried out by teachers in each meeting always shows improvement. This can occur as a result of reflection activities provided by the observer as well as improvements made by the teacher. Thus, it can be said that reflection activities are very important to carry out in any learning.

The tendency to increase significantly can also be seen from the picture of student activities when participating in the learning process using a combination of Group Investigation, Number Head Together, and Make A Match models. This can be described as follows:

Table 3. Student Activity

No	Meeting	Percentage
1	Meeting 1	50.00%
2	Meeting 2	81.25%
3	Meeting 3	87.0%
4	Meeting 4	100%

Based on the table above, it can be seen that there is an increase in student activity. This increase is due to the improvement in the quality of learning carried out by teachers. This means that improving the quality of learning carried out by teachers has an impact on increasing student activity. Thus, if you want student activities in learning to increase, it is necessary to implement quality learning by teachers.

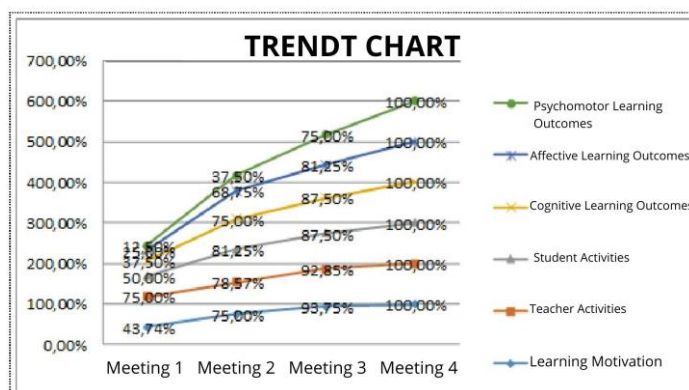
The tendency to significantly improve is also seen in student learning outcomes when following the learning process using a combination of Group Investigation, Number Head Together, and Make A Match models can be described as follows:

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Table 4. Student Learning Outcomes

Meeting	Affective	Cognitive	Psychomotor
Meeting 1	25.00%	37.50%	12.50%
Meeting 2	68.75%	75.00%	37.50%
Meeting 3	81.25%	87.50%	75.00%
Meeting 4	100%	100%	100%

Based on the table above, it can be seen that there was an increase in student cognitive learning outcomes from 37.50% at meeting I to 100.00% at meeting IV, student affective learning outcomes from 25.00% at meeting I to 100.00% at meeting IV, and student psychomotor learning outcomes from 12.50% at the meeting I to 100.00% at meeting IV. This increase is due to the improvement in the quality of learning carried out by teachers. Improving the quality of learning carried out by teachers has an impact on increasing student activity. Then this improvement in the quality of teachers and student activities has an impact on increasing student learning motivation. In the end, improving the quality of student learning motivation, teacher activity and student activity makes student learning outcomes increase. This means that there is a relationship between student learning motivation, teacher activity, student activity, and student learning outcomes. This relationship between linearity and tendency can be described as shown in the chart below:



Picture 1. Trendt Chart

Based on the picture above, it can be seen that there is a relationship between student learning motivation, teacher activity, student activity and student learning outcomes. If teacher activities are better at carrying out the learning process, student activities will also increase with the increase in teacher activities and student activities, which will also increase student learning motivation. In the end, if student learning motivation, teacher activity, and student activity increase, student learning outcomes will also increase.

Based on the graph, it can be interpreted that the aspect of student learning motivation at the meeting I obtained the criteria of "High Enough", where student learning motivation got a score of 43.74%. Then it increased at the II meeting to 75.00% with the "High" criterion. Then it increased again at the III meeting to 93.75% with the "Very High" criterion. Lastly, it increased again at the IV meeting to 100.00% with the "Very High" criterion.

The teacher activity at the first meeting of teachers obtained a score of 75.00% with the criteria "Good Enough". Then it increased at the second meeting to 78.57% with the "Good" criterion. Then it experienced another increase at the III meeting to 92.85% with the "Excellent" criterion. Lastly, it increased again at the IV meeting to 100.00% with the "Excellent" criterion.

Student activity at a meeting I teachers obtained a score of 50.00% with the criterion "Moderately Active". Then it increased at the second meeting to 81.25% with the "Very Active" criterion. Then it increased again at the III meeting to 87.50% with the "Very Active" criterion. Lastly, it increased again at the IV meeting to 100.00% with the "Very Active" criterion.

Student learning outcomes are divided into cognitive, affective, and psychomotor aspects where it will be said to be successful if it reaches the KKM score of ≥ 70 individually, while classically, it is if it reaches a percentage of ≥ 80 from all students. The cognitive learning outcomes of students at meeting I obtained a score of 37.50% then increased again at meeting II to 75.00%, then increased again at meeting III to 87.50%, and finally again increased at meeting IV to 100.00%. Next, the affective learning outcomes of students at meeting I obtained a score of 25.00% then increased again at meeting II to 68.75%, then increased again at meeting III to 81.25%, and finally again increased at meeting IV to 100.00%. Furthermore, the psychomotor learning outcomes of students at meeting I obtained a score of 12.50% then increased again at meeting II to 37.50%, then increased again at meeting III to 75.00%, and finally again increased at meeting IV to 100.00%. This happens because there is a reflection in every meeting so that the results of the students teaching bell can also increase.

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The discussion is carried out based on the predetermined formulation of the problem. Through predetermined observations, field data on student learning motivation, teacher activities, student activities, and student learning outcomes were obtained on learning actions using a combination of Group Investigation, Number Head Together and Make A Match learning models in social studies content lessons with the theme The Beauty of Diversity in My Country in grade IV students of SDN 1 Paya.

Based on the results of observations of student learning motivation in the learning process, the content of social studies Theme 7 The Beauty of Diversity in My Country using a combination of Group Investigation, Number Head Together and Make A Match models increased in each meeting. From the results of data analysis, it is known that with the use of a combination of Group Investigation, Number Head Together, and Make A Match learning models, students' learning motivation can increase significantly, namely 43.75% at a meeting I, increasing to 75.00% at meeting II, increasing again to 93.75% at meeting III, increasing again to 100.00% at meeting IV. Thus, it can be seen that the motivational aspect of students tends to increase at each meeting. The motivation of students who get very high categories in every aspect of motivation is increasing. Meanwhile, students who get the category of being quite active and less active in every aspect of activity are decreasing at every meeting. Thus the teacher has managed to improve every aspect of student motivation in the learning process. It also shows that some aspects of the activities carried out by students in the learning process are getting better.

This expansion in student motivational activities occurs because at each meeting the analysts try to correct the shortcomings or shortcomings, they have in realizing so that later students participate again in taking part in each illustration and become more dynamic. In this way, it has been shown that teachers can ideally carry out educational experiences and can work on exhibitions of student activity according to their form.

The motivation to learn can appear as a result of characteristic elements, such as the incessant desire to succeed and the comfort to advance the need and expected goals. While the external elements are appreciation, a helpful learning climate, and interesting learning activities. These two variables are brought about by certain improvements, so one needs to complete more dynamic and vibrant learning activities (Uno, 2017).

This is in accordance with the mixed step of the model when the teacher guides students in the game Make A Match which at that time greatly influenced the development of motivation, this is in accordance with the assessment of (Santoso & Slameto, 2016) which had the option to make a functioning and pleasant environment for learning delivered to stand out to students.

The relationship between motivation and activity and learning outcomes will be seen if teachers can foster student motivation to learn, learning outcomes and student activities learning activities II increase. This is in accordance with Sardiman's view "Learning outcomes would be ideal, I there is motivation. The more precise the motivation given, the more useful the illustration will be. So motivation will always determine the strength of the learning workforce for students (Sadirman, 2016).

In the evolving experience, motivation can be considered quite possible from a unique main point of view, since motivation can coordinate each person in making choices, in this way an ideal goal can be achieved (Idzhar, 2016). Motivation is a force that can encourage humans to have the choice to achieve a goal that has just been set, because motivation can cause a person to have a high obligation to achieve a goal (Winata, 2021). Therefore, the problem that often occurs in students with low levels of achievement is not because of their low ability, but lack of motivation, so they cannot force them to learn, so students hesitate to try to implement everything. their capacity (Emda, 2017). In this way, to achieve a feat it is important to have a motivation that has an important situation in the evolving experience. Several related examinations may reinforce the consequences of this review, in particular, the side effects of the exploration led by (Iriyani, 2017), the side effects of the testing directed by (Rosdiana, Marli, & Sukmawati, 2016), The Consequences of Exploration led by (Fatimah, 2017).

Taking into account the impression of teachers in developing experiences in social studies earning theme 7 The beauty of diversity in my country uses a combination of Test models, Number Head Together and Make A Match, there is an increase in every meeting. For the current conditions, there is a tendency to expand teacher activities in completing learning with the Group Investigation, Number Head Together and Make A Match models at each meeting. Improvements continue to occur in teacher action in most public learning spaces, and a nice arrangement. This shows that some parts of the teacher's preparation in completing learning are already developed and good. This counseling in teacher preparation occurs considering that at every meeting the examiner tries to overcome the weaknesses or shortcomings he has so that later learning activities will run better. Therefore, it has been shown how teachers in a perfect world can complete the creation experience and can work on their performances appropriately.

Of the many points of view seen from the four meetings, several points of view have achieved an increase in score. At the main meeting the teacher scored only 21 on the big classification, at the second meeting the teacher scored 22 for the class very well, at the third meeting the teacher scored 26 for the general class very well and at the fourth meeting the teacher scor 28 in the excellent classification. The expansion of teacher actions in utizing the mixed learning model of Gathering Examination, Number Head Together, and Make A Match is because teachers continuously reflect in each meeting. This urges teachers to be more ide in preparing and implementing the educational experience as well as possible.

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This can be seen in some teacher practices in learning steps, including the activity of delivering the subject matter, the teacher in delivering learning can influence the understanding of students and can decipher the representations introduced. According to (Gumohong, 2021) Most of the Influence of Teacher Comprehension Capacity on Student Dominance Results is generally covered by teacher explanations with the point that teachers are usually an important source of student data in successful learning. Thus, a teacher must be able to make decisions to complete the learning system in his association.

This is also in accordance with (Rusman, 2016) assessment which states that the Group Investigation model can plan for students to cultivate free thinking skills. The dynamic merging of students should be seen from the initial stage to the final stage of learning. This kind of learning system is very helpful. Group Investigation is a model that is carried out on a get-together or get-together basis, this is common as long as the student's improvement experience is more unique in the classroom, both strong in talking to their meetings and dynamic in searching for or exploring the material or problems given by the teacher.

Another part that is also upheld is a large number of activities and discussions that are an important part of implementing the NHT model which has a huge impact on change. This is also in accordance with (Shoimin, 2016) assessment which states that the benefit of the NHT model is that every student becomes better prepared. Next, it is dynamic and ready to finish the discussion with energy.

Taking into account the impressions of teachers in developing social studies learning with theme 7 The Beauty of Diversity in My Country which uses a combination model of Group Investigation, Number Head Together and Make A Match there is an increase in each meeting. For the current conditions, there is a tendency to expand teacher activities in completing learning with the Group Investigation, Number Head Together and Make A Match learning models at each meeting. It continues to happen in teacher action in most public learning spaces, and a nice arrangement. This shows that some parts of the teacher's preparation in completing learning are already developed and good. This counseling in teacher preparation occurs considering that every meeting of examiners tries to overcome the weaknesses or shortcomings that are expected so that learning activities will run better. Therefore, it can be shown how teachers in the perfect world complete the experience of creating and working on their performances appropriately.

Of the many points of view seen from the four meetings, several points of view have achieved an increase in score. At the main meeting, the teacher scored only 21 on the large classification, at the second meeting it was structured 22 for the class very well, at the third meeting the teacher scored 26 for the general class very well and at the fourth meeting scored 28 in the excellent classification. The expansion of teacher actions in utilizing the mixed learning model of Group Investigation, Number Head Together and Make A Match is because teachers continuously reflect in each meeting. This urges teachers to be more ideal in preparing and implementing the best educational experience.

This is seen in some of the teacher's practices in the learning steps, including adding subject matter, adding learning can affect the understanding of students who can elaborate on the introduced. According to (Gumohong, 2021) most of the influence of Teacher understanding on Student Domination Results is generally covered by teacher explanations with the point that teachers are usually an important source of student data in successful learning. Thus, a teacher must be able to make decisions to complete the learning system in his association.

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Teacher activities in learning using the Group Investigation learning model, Number Head Together and Make A Match saw an increase in teacher activity in teaching at every meeting. Based on the observations, at meeting I the teacher's activity obtained a percentage of 57.14% then increased at meeting II to 75% and increased again at meeting III to 92.85% and at meeting IV reached 100%. This indicates that the teacher's activity at each meeting has improved so that the learning process is carried out by the planned learning steps. The results of the research that has been carried out show that the application of the Group Investigation, Number Head Together and Make A Match learning models in the learning process is appropriate, because the combination of these models can support the success of the learning process. Thus, in this learning the teacher has been able to design the learning process in accordance with his role as a facilitator in presenting learning materials packaged in different forms. The results of this study show that teachers' activities in carrying out learning are getting better it has an impact on the effectiveness of learners in the classroom. This is supported by relevant research, namely as follows.

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Based on these results, the increase in the effectiveness of teacher activities in carrying out this learning is in line with several research results, including research conducted by (Dakhlan, 2020), Research conducted by (Surya, 2018), research conducted by (Alhasni, 2017).

Based on the results of observations of student activities in learning social studies content Theme 7 The Beauty of Diversity in My Country using a combination of Group Investigation, Number Head Together and Make A Match models, it can be concluded that in every meeting student activities always increase. Judging from the graph at meeting I, student activity classically obtained a percentage of 50%, then increased at meeting II to 81.25%, then again increased at meeting III to 87.50% and at meeting IV again increased to 100%. Thus, learning using a combination of Group Investigation, Number Head Together and Make A Match models can increase student activity in learning. Teachers always try to make students become active in learning, so that learning does not go one way. What the teacher does in this learning process is appropriate, namely by using a combination of Group Investigation, Number Head Together and Make A Match models.

In addition, students' actions in focusing on the delivery of material by the teacher also provide expansion in each meeting. This is in line because consideration is a movement that the individual makes according to the choice of improvement derived from his current state. The movement of the soul that is driven, and still, ultimately the spirit is exclusively centered around an item (thing/thing) or an assortment of items (Slameto, 2017).

Another thing also affects the actions of students in groups, in the implementation of teacher activities separate groups heterogeneously, this can support the adequacy of group work that useful learning should involve students with low, medium and convincing capacities so that uniformity between them can be achieved. completely (Huda, 2017).

This is in accordance with (Rusman, 2016) assessment which states, "The implementation of the Gathering Examination model depends largely on the initial preparation in dominating correspondence and interactive abilities". From the above understanding, it can be understood that students are involved from the time of preparation, both in determining the subject and how to study it through analytical meetings. This type expects students to have good relational abilities and collecting abilities.

Widespread developments in societies and societies are shown in their implementation and this is in accordance with what is argued by (Rusman, 2016) that the educational experience is said to occur, assuming there are student actions in it. Dave Meier recommends that learning should end with action, specifically moving earnestly while considering and using the student's abilities as much as expected and keeping the whole body/mind engaged with a thriving experience. In learning students are expected to work in groups considering the pleasant administration that will encourage the readiness, ability and activeness of students in working together. Useful learning will foster students' interactive abilities, share students, explain urgent problems effectively, value other people's point of view, encourage friends to seek explanations about some things, need to understand thoughts or conclusions, and work in groups.

(Arianti, 2018) also revealed that teacher achievements or results still have the upper hand with student activities in learning, and vice versa where student progress in learning is not fully determined by the teacher in teaching. Given some of these feelings, learning activities are one of the important parts that determine whether or not learning outcomes are achieved. Because in completing learning, student actions are needed, such as students doing more activities while the teacher is just helping and coordinating.

The consequences of this study are supported by several exploration results that have yielded results, that the use of a combined learning model between Group Investigation, Number Head Together and Make a Match can further develop student learning activities. Exploration led by (Dakhlan, 2020), research led by (Safitri, 2019), research led by (Surya, 2018), research led by (Khairina, 2017). Therefore, a blend of Group Investigation, Number Head Together and Make a Match learning models is shown to improve student action by improving their ability to handle problems.

Student learning outcomes in learning activities using a combination of Group Investigation, Number Head Together and Make A Match learning models have seen an increase in each meeting. It can be seen that the learning results at meeting I are still not optimal. This is because the meter is not very well understood by students and researchers who have also not applied the steps of the learning model optimally, thus making teaching and learning activities run less optimally and students have difficulty learning using a combination of Group Investigation learning models, Number Head Together and Make a Match. However, student learning outcomes from meeting I to meeting IV always improve.

Student learning outcomes at meeting I got a percentage of 37.50%, then at meeting II it increased to 75%, then at meeting III it again increased to 87.50% and at meeting IV it increased again to reach 100%. From the information above, it can be seen that there is an increase in student learning outcomes in each meeting. This is because researchers reflect on the application of models in the learning process that make the teaching and learning process improve so that it has an impact on students' ability to master the material increasing. Learning according to Gagne is a process in which an organism changes its behavior as a result of experience.

The increase is clearly due to the variables of instructor activity, student activity and learning motivation so that it has an impact on student learning outcomes. In each assessment, the teacher tries his best so that students can understand the material

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given so that they can answer the assessment questions given. The assessment seeks to further develop execution and targets in a growing experience so that in its implementation the assessment will provide fair and equitable student achievement data. Through this assessment, data should be utilized by teachers to further develop a thriving experience.

Learning outcomes will be the outcomes that have been achieved after the educational and learning action program is implemented in schools. Learning outcomes in a certain period of time must be seen from the report card values that are actually found in the form of numbers. Learning outcomes are changes in behavior obtained by students after facing learning activities. In accordance with this, (Rusman, 2016) states that learning outcomes are a result of the opportunity to develop obtained by students so that they have the capacity or ability. Learning outcomes play an important role in the educational experience. The most common way to survey learning outcomes can be to provide teachers with data on student progress in achieving learning objectives through learning activities.

The factors that affect learning outcomes are divided into ten types, namely: knowledge, availability of children, children's abilities, desire to learn, children's interests, material demonstration models, character and mentality of teachers, learning environment, educator abilities. and the condition of the local area. In addition, there are also school factors that include performance techniques, educational programs, educator student relationships, student relationships, school discipline, learning devices, educational time, size example norms, building conditions, learning strategies, schoolwork, and the last is local. Environmental factors that remember learning activities for the local area, friends to spend time with, and the type of life of the local area.

The capacity of teachers to calculate the activities of directing and addressing problems that exist at each meeting will affect the improvement of learning progress at each meeting. Thus, the completed discoveries can be significant learnings (Asniwati, Fauzi, & Rahima, 2019). Thus, there is an improvement in learning outcomes for the socio-social diversity of the local area, this is because teachers can direct students while addressing problems, be it group conversations or when answering assessment questions.

Given the above assessments, it tends to be considered that fun gathering learning will really want to help students in discussing, hanging out with individual friends and respecting each other. It will work with the teacher in a growing experience that is carried out for students in the homeroom home. In addition, the level of student progress in learning outcomes is also due to the interest and motivation of learning that exists in students towards realization so that it is hoped that students can be effectively associated with learning. In accordance with Elmira's assessment in (Dwita, Anggraeni, & Haryadi, 2018) that motivation is a supporting element that can increase student knowledge in achieving achievements and learning outcomes. High motivation to learn, overall will have good achievements and learning outcomes. Then again, low motivation will make presumption and learning outcomes decrease.

Based on these results, the improvement of student learning outcomes during learning is in accordance with several exploration results that have yielded results, for example research directed by (Abidin, 2018), research led by (Yuni, 2018), then, at that time, research led by (Khalis, 2020). Judging from the information on learning outcomes through the use of the Gathering Examination, Number Head Together and Make A Match combination model, it is very noticeable that student learning outcomes have increased due to the maximum application of the learning model.

CONCLUSION

Based on the results of class action research using a combination of Group Investigation, Number Head Together, and Make A Match models in grade IV SDN 1 Paya, it can be concluded: Student Learning Motivation in the implementation of social studies content learning The theme of The Beauty of Diversity in My Country using a combination of Group Investigation models, Numbered Head Together and Make A Match can be carried out well at each meeting so that it obtains excellent categories and has achieved the success indicators that have been set by the researcher. Teacher activities in the implementation of social studies content learning on the theme of the Beauty of Diversity in My Country using a combination of Group Investigation, Numbered Head Together and Make A Match models can be carried out well at each meeting so that they get excellent categories and have achieved the success indicators set by the researchers. Student activities in the implementation of social studies content learning the theme of the Beauty of Diversity in My Country using a combination of Group Investigation, Numbered Head Together and Make A Match models can run well at each meeting so that they get a very active category and have been able to achieve the success indicators that have been set by the researcher. The use of a combination of Group Investigation, Numbered Head Together and Make A Match models can improve the learning outcomes of social studies content The Beautiful Theme of Diversity in My Country in grade IV students of SDN 1 Paya at each meeting and have been able to achieve the completion indicators that have been set by the researcher, both individually and classically.

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