



Enhancing reading comprehension through make a match with control board at SDN 112/II Purwo Bakti

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ABSTRACT

Reading comprehension is a fundamental skill essential for elementary school students; however, many still struggle to understand the content of texts. This condition was also identified at SDN 112/II Purwo Bakti, where most fourth-grade students had not yet achieved the minimum mastery criteria. This study aimed to enhance students' reading comprehension skills through the application of the cooperative learning model, "Make a Match," assisted by a control board. The research was conducted in the form of Classroom Action Research (CAR), carried out in two cycles consisting of planning, implementation of action, observation, and reflection. The participants consisted of 35 fourth-grade students, and data were collected through observation sheets and reading comprehension tests. The findings revealed a significant improvement in both the learning process and students' outcomes. Students became more active, motivated, and engaged in learning activities, and their ability to understand texts improved. The implementation of the Make a Match model assisted by a control board proved effective in creating an interactive and enjoyable learning environment that enhanced students' reading comprehension skills at the elementary school level. learning environment, thereby enhancing students' motivation, active participation, and reading comprehension skills.

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ABSTRAK

Kemampuan membaca pemahaman merupakan keterampilan dasar yang esensial bagi peserta didik sekolah dasar, namun kenyataannya masih banyak peserta didik mengalami kesulitan dalam memahami isi bacaan. Kondisi tersebut juga ditemukan di SDN 112/II Purwo Bakti, di mana sebagian besar peserta didik kelas IV belum mencapai kriteria ketuntasan minimal. Penelitian ini bertujuan untuk meningkatkan keterampilan membaca pemahaman peserta didik melalui penerapan model pembelajaran kooperatif Make a Match berbantuan media papan kontrol. Penelitian ini dilaksanakan dalam bentuk Penelitian Tindakan Kelas (PTK) selama dua siklus dengan tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian terdiri dari 35 peserta didik kelas IV, dengan data diperoleh melalui observasi dan tes membaca pemahaman. Hasil penelitian menunjukkan adanya peningkatan yang signifikan baik dalam proses pembelajaran maupun hasil belajar. Peserta didik menjadi lebih aktif, termotivasi, dan terlibat dalam kegiatan pembelajaran, serta mampu memahami isi bacaan secara lebih baik. Penerapan model Make a Match berbantuan papan kontrol terbukti efektif dalam menciptakan suasana belajar yang interaktif dan menyenangkan sehingga mampu meningkatkan keterampilan membaca pemahaman peserta didik sekolah dasar.

Kata Kunci: make a match; membaca pemahaman; papan kontrol; sekolah dasar

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INTRODUCTION

Reading comprehension ability is a fundamental skill that is essential for elementary school students because it supports the acquisition of knowledge and literacy development (Fadhilah et al., 2024). An effective reading learning process in elementary schools (SD)—including vocabulary development, text comprehension, and reading fluency—shapes comprehensive literacy competence and becomes an important foundation for students' learning outcomes (Juhanaini et al., 2025; Gomes et al., 2024). Reading comprehension specifically is the ability to read to truly understand a text's content, identify its main ideas, and convey information in one's own words. This reading comprehension skill is important to develop early because it is the key to students' success in the educational process. Even at the early stages of elementary school, many students experience difficulties with initial reading, and these early difficulties can affect reading comprehension in later grades. Therefore, reading comprehension skills in supporting elementary students' learning success are something important to pay attention to (Sari et al., 2021).

The reading literacy levels of students in Indonesia remain concerning. The results of the 2022 Program for International Student Assessment (PISA) show that Indonesian students' reading ability remains low. This aligns with the report from the Language Development and Fostering Agency (2024), which found that the national literacy index is in the low category, indicating that students' reading comprehension skills need more serious attention. Reading literacy activities in Indonesia in 2022 only reached 37.32% (low category). The 2023 education report revealed that Indonesian students' reading literacy skills across all educational levels are in the moderate category, including at the elementary school level. This condition means that many students still have difficulty understanding the material they read. A lack of interest in reading and weak reading habits also contribute to low reading comprehension among students in Indonesia. In the context of learning, teachers are required to motivate and accustom students to enjoy reading so that their interest and reading skills increase.

A similar problem was found at *SDN 112/II Purwo Bakti*. Initial observations and statements from the fourth-grade teacher indicate that the learning outcomes in Indonesian, especially in reading comprehension, remain low. Many fourth-grade students have not yet achieved the completeness criteria (*KKTP*) set for reading materials. For example, of 35 students, only 14 (40%) achieved a score of ≥ 75 on the initial reading comprehension evaluation, while the remaining 60% did not complete it. Students have difficulty retelling the content of the reading; they often forget or fail to understand what they have read. The teacher identified several main causes of students' low reading comprehension, including a lack of interest in reading, limited prior knowledge, and unawareness of effective reading strategies. The students admitted that reading activities felt boring and exhausting, so they often skimmed the text without delving into its content.

Increasing students' enthusiasm and interest in reading requires innovative learning approaches; it is necessary to adopt a varied, enjoyable learning model that encourages active reading and understanding of texts. One alternative learning model expected to address this issue is the Make-a-Match model based on a control board. Make a Match is a cooperative learning model. Students search for and match pairs of question-and-answer

cards in a fun, game-like atmosphere. This model requires students to be active while also training discipline within a certain time limit. The Make a Match model can foster an active learning environment and increase students' cooperation and social interaction. In addition, this model contains elements of play that make students more enthusiastic and directly involved in learning (Inayah & Wartulas, 2023). The Make a Match type of cooperative learning can create an interactive classroom, build students' courage, and eliminate boredom during learning. For teachers, this model helps students become more motivated and enthusiastic, reducing the burden of guiding them (Sarika et al., 2021).

Various previous studies support the effectiveness of cooperative learning models in improving reading skills. Various strategies have been applied to enhance students' reading comprehension, including the cooperative Think-Pair-Share model, the Preview, Question, Read, Reflect, Recite, Review (PQ4R) method, the Survey, Question, Read, Recite, Review (SQ3R) technique, as well as the Preview, Question, Read, Summarize, Test (PQRST) model. All of them are reported to yield positive results in increasing students' reading comprehension. For example, research shows that improvements in reading comprehension skills can be achieved through the Think-Pair-Share model (Vitriani & Rochmiyati, 2023). The PQ4R method has also been proven effective in improving reading comprehension among elementary school students. Similarly, the SQ3R strategy has been shown to enhance reading comprehension among elementary school students. The Make a Match model used in this study is one of the cooperative models that has also been extensively researched. Several recent studies show that the Make a Match learning model has a positive impact on the learning outcomes of elementary school students in various subjects, as it encourages collaborative activities, concept matching, and a more engaging learning environment compared to conventional methods (Damayanti et al., 2024; Saputro & Khabdila, 2024; Sandy & Mala, 2024).

Other research reports an improvement in student learning achievement through the application of Make a Match in thematic learning (Sukerni, 2020). Therefore, given the existing problems and findings from previous research, the researcher is interested in applying the Make a Match model, assisted by a control board, to improve fourth-grade students' reading comprehension skills at SDN 112/II Purwo Bakti. Some previous studies have indeed shown that the Make a Match model can improve student learning outcomes. However, most have not integrated a control board to enhance interactive visualization of the card-matching process. The novelty of this research lies in combining the Make a Match model with control board media to create a learning environment that is more systematic, collaborative, and engaging than in previous studies. The purpose of this study is to describe the improvement of the reading comprehension skills process and outcomes of fourth-grade students through the application of the Make a Match model based on a control board. This study is expected to create active, enjoyable learning that can overcome students' low interest and reading comprehension obstacles.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension plays an important role in enhancing critical thinking, analyzing information, and drawing conclusions from texts. The purpose of reading is to identify the main ideas, select important information from the text, and formulate conclusions based on predictions of the text's content (Yesika et al., 2020). In addition, reading can also distinguish between facts and opinions contained in the text. However, the results of the PISA survey (2022) show that Indonesian students' reading literacy skills remain relatively low, underscoring the need for appropriate and engaging learning strategies. Some reading comprehension techniques include answering questions, finding main ideas, and organizing ideas. These techniques can help learners focus more on the content of the reading and develop critical thinking skills. Both internal and external factors influence reading comprehension skills. Internal factors that affect reading comprehension include physical condition, motivation, interest, and learners' prior knowledge. Meanwhile, external factors that influence reading comprehension skills include the family and school environment (Anshar et al., 2024). Low reading interest and the lack of varied learning strategies can hinder learners' ability to understand texts. Therefore, a learning model that actively involves learners, is enjoyable, and motivates them to read is needed.

Make a Match Learning Model

The Make a Match model was first developed by Lorna Curran in 1994 to help learners understand material through activities that match question-and-answer cards in a fun learning environment (Fauhah & Rosy, 2021). This model is part of cooperative learning that emphasizes interaction among learners, group cooperation, and active engagement in the learning process (Erawan & Afrilia, 2025). The advantage of the Make a Match model is that it can foster an active, enjoyable learning environment, making learners more enthusiastic about participating in lessons. Previous research shows that this model effectively improves learners' learning outcomes across various subjects (Fauhah & Rosy, 2021; Sukerni, 2020). Other research also found that using Make a Match with a digital literacy cloud book can enhance elementary school students' comprehension of narrative texts (Hasanah et al., 2024). The drawback is that it requires thorough media preparation and effective classroom management to avoid a noisy atmosphere.

Control Board Media in Learning

Control board media is used to organize question-and-answer cards in a structured manner. The use of similar board media (one board) makes it easier for students to match the correct pairs, making the learning process more engaging. The use of board-based learning media has been widely used to facilitate students' learning in a visual form (Maulidina & Darmawati, 2025). The integration of control boards with the Make a Match model can increase student engagement by combining elements of games, material visualization, and group collaboration, thereby honing their critical thinking skills (Siregar & Siregar, 2025).

METHODS

This research is a Classroom Action Research (PTK) by applying the Make a Match learning model. The research subjects are fourth-grade students of SDN 112/II Purwo Bakti for the 2024/2025 academic year, totaling 35 students (20 boys and 15 girls). The research was conducted in the even semester of that academic year, specifically from June 2 to June 5, 2025, with each cycle comprising two meetings.

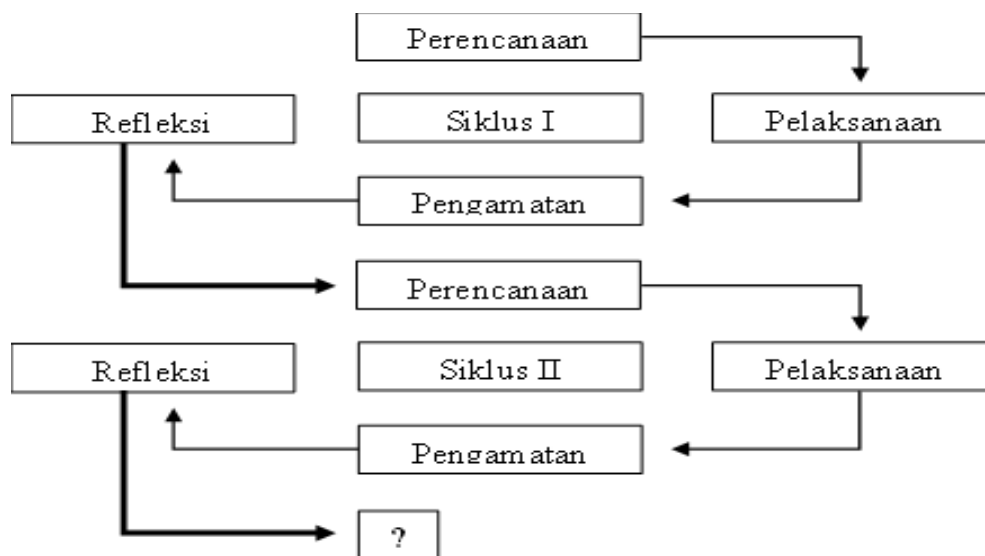


Figure 1. Classroom Action Research Cycle

Source: Arikunto (2013) in the book "Prosedur Penelitian Suatu Pendekatan Praktik"

The research design (**Figure 1**) follows the Kemmis and McTaggart spiral model, which consists of two cycles, each including the stages of planning, action implementation, observation, and reflection. At the planning stage, the researcher and the collaborating teacher prepare a Lesson Plan (RPP) using a Make-a-Match model scenario assisted by a control board. The learning material used is an Indonesian reading text from the fourth-grade curriculum. The teacher prepares Make a Match tools in the form of question-and-answer cards for students to match, as well as a control board to attach the matched pair cards. This control board serves as a place to verify answers. Students attach the question cards and answer cards that they believe match on the board, so that the whole class can see and discuss the matching of the card pairs. In addition, research instruments such as observation sheets and test questions are prepared. The observation sheet is used to assess the teacher's performance and students' learning activities during the learning process. In contrast, the test questions measure students' learning outcomes (reading comprehension) at the end of each cycle.

The implementation stage of the action is carried out according to the prepared plan. In the Make a Match learning activity, the teacher divides the students into small groups. Each group receives several cards containing pieces of information (questions or answers). Students actively search for matching card pairs, for example, looking for the answer card that corresponds to the question card they hold within a specified time limit. After the time is up, each group sticks the question-answer card pairs they have found on the control board

at the front of the class. The teacher then guides a class discussion to check whether the card pairs posted on the control board are correct. This activity concludes with a brief presentation by a group representative on their matching results, teacher feedback and appreciation, and reinforcement of the material learned.

The observation stage is carried out simultaneously with the implementation of the action. Observations are conducted by a collaborator (observer) using a prepared observation sheet. The aspects observed include teacher performance in applying the steps of the Make a Match model (for example: giving instructions, managing time, providing motivation and reinforcement, etc.) as well as students' activities during learning (for example: actively finding card matches, cooperating in groups, enthusiasm in asking questions, and the ability to express opinions). The observer records the implementation of each learning component and student participation, using the established indicators. In addition to process observation, a final test is conducted at the end of each cycle to assess the improvement in students' reading comprehension skills following the implementation of the action. The test consists of reading comprehension questions drawn from textbooks or materials studied, to evaluate students' understanding of the content.

The reflection stage is carried out after the observation data and test results have been collected. The researcher and the teacher analyze the findings from the ongoing cycle to identify the successes and shortcomings of the action implementation. This reflection is used as a basis for improvements in the next cycle. For example, if in Cycle I some steps of the Make a Match model were found not to be optimally implemented (such as providing feedback or poor time management), then the strategy is corrected in Cycle II. Similarly, the test results from Cycle I are analyzed to determine the extent of improvement and whether the expected targets have been met.

The indicators of success in this study are determined both qualitatively and quantitatively. From the process side, learning is considered successful if there is an increase in students' activity and participation in reading, and if the teacher can conduct learning effectively, as evidenced by performance at least in the "good" category.

The indicators of success in this study are determined qualitatively and quantitatively. In terms of results, the study is considered successful if the class average score reaches at least 75 and at least 80% of students achieve a score ≥ 75 in accordance with the classical completeness target (*KKM*) commonly used in Classroom Action Research. If the target is not achieved at the end of Cycle I, it will continue to Cycle II, with improvements in learning strategies, until the success indicators are met. The teacher's teaching observation sheet can be obtained using the following percentage score formula.

$$\text{Student grades} = \frac{\text{The total score obtained}}{\text{Maximum score}} \times 100$$

In calculating the classical observation sheet scores of students, the following formula can be used.

$$\text{Student grades} = \frac{\text{The number of students who can be categorized}}{\text{Total number of students}} \times 100$$

Next, the performance of educators is categorized based on the achievement of scores in **Table 1** below.

Table 1. Educator Performance Category

No	Score	Range of values	Category
1	4	81-100	Very good(A)
2	3	66-80	Good (B)
3	2	51-65	Enough (C)
4	1	<50	Less (D)

Source: 2025 Research

The test results data were analyzed quantitatively by calculating the class average score and the percentage of students' learning completeness in each cycle. Furthermore, these two data were compared between cycles to observe improvement trends. The success of the Make a Match model in enhancing reading comprehension was evaluated from the significant improvement in observation scores and test results between Cycle I and Cycle II.

RESULTS AND DISCUSSION

Improvement of the Learning Process

The implementation of the Make a Match model using control boards in grade IV at SDN 112/II Purwo Bakti improved the quality of the learning process. In Cycle I, the model implementation was not yet fully optimal, but it already showed improvements over the initial conditions. The teacher began applying the Make a Match steps according to the plan, though there were still shortcomings, such as a lack of reinforcement at the end of discussions and a need for improvement in time management. Observers assessed the teacher's performance in Cycle I in the "good" category with an average score of 74.99%. Students appeared enthusiastic in finding card pairs, but some remained confused and passive, so student engagement reached only an average of 65.38% (sufficient category) in Cycle I. Many students were not yet brave enough to ask questions or express opinions. The final evaluation results of Cycle I showed that the number of students achieving a score of ≥ 75 was only 55% (only 19 out of 35 students passed). The class average in Cycle I was 72.75, still slightly below the *KKM* (75).

Table 2. Comparison of the Learning Process in Cycle I and Cycle II

Aspect	Cycle I	Cycle II	Description
Teacher Performance	74,99% (Good)	92,3% (Very good)	Improvement in teachers' time management and feedback skills.
Student Involvement	65,38% (Enough)	82,53% (Very good)	Students are more active in discussing and presenting the results.
Student Activities	65,38% (Enough)	82,53% (Very good)	A more significant increase in student participation in Cycle II.

Aspect	Cycle I	Cycle II	Description
Number of Students Completed	19 students (55%)	30 students (85%)	The surge in the number of students achieving a score of ≥ 75 , according to the success indicator.

Source: 2025 Research

In Cycle II, there was a significant improvement in both the process and the results (**see Table 2**). The teacher has reflected on the shortcomings in Cycle I and made improvements. Good teacher performance and the use of engaging learning media increased student participation in learning (Agustin et al., 2023). The implementation of the Make a Match model in Cycle II went more smoothly; the teacher was more skilled in managing time, providing motivation and feedback at the end of each activity, and ensuring that all students were actively involved. The teacher's performance in Cycle II averaged 92.3%, which is categorized as "very good." This improvement indicates that the teacher successfully enhanced professionalism and teaching effectiveness through inter-cycle reflection. From the students' perspective, active participation increased drastically. The average student activity during learning in Cycle II was 82.53%, placing it in the "very good" category. Students appeared more confident and enthusiastic; around 65.7% showed excellent participation in class discussions. They were no longer passive, but actively discussed in groups and enthusiastically stuck cards on the control board as well as presented their group results. The class became more lively and interactive.

Improvement of Learning Outcomes

In line with these process improvements, students' reading comprehension skills also improved. In Cycle I, the average score on students' comprehension tests was 72.75, with a classical completeness rate of 55% (only 19 students completed the tests out of 35). After improvements were made in Cycle II, the class average rose to 84.25. There was an increase of 11.5 points compared to Cycle I, indicating the effectiveness of the learning improvements. If the class average score reaches at least 75 and at least 80% of students obtain a score ≥ 75 according to the learning completeness criteria, this aligns with the indicators of educational evaluation success that emphasize academic achievement and process quality (Zahroh & Hilmiyati, 2024). The percentage of students who achieved a score ≥ 75 jumped to 85% in Cycle II (30 out of 35 students). The established success indicator ($\geq 80\%$ of students complete) was met in Cycle II. This achievement indicates that most students were able to understand reading well after the implementation of the Make a Match model. The increase in students' learning achievement from 55% (Cycle I) to 85% (Cycle II) shows a 30% surge in classical completeness. In addition, the number of students achieving very high scores also increased. These findings are consistent with increased student activity; interactive learning interventions had a positive impact on conceptual understanding and students' performance on comprehension questions.

Table 3. Comparison of Students' Reading Comprehension Skills Learning Outcomes

Aspect	Cycle I	Cycle II	Description
Average Test Comprehension Score	72,75	84,25	An increase of 11.5 points indicates the effectiveness of learning.
Completion Percentage	55% (19/35 students complete)	85% (30/35 students complete)	An increase of 30% indicates that the success indicator ($\geq 80\%$ of students completed) was achieved in Cycle II.
Number of Students Completed	19 students	30 students	The increase in the number of students achieving a score of ≥ 75 indicates improved learning.
Observation Score of Understanding	65,38% (Enough)	82,53% (Very good)	An increase in understanding in Cycle II in terms of significantly comprehending explicit and implicit information.

Source: 2025 Research

Viewed in more detail, the improvement in students' reading comprehension skills is evident in various aspects. Based on the data in Table 3, it shows that students became more capable of identifying the main ideas of texts, understanding difficult vocabulary, and summarizing the content of readings. At the end of Cycle II, through observations and test results, it was noted that students were able to answer inferential questions (not explicitly stated) more effectively, explain the meanings of new words in the text, and retell the content of the reading in their own sentences. For example, in the "Raja Ampat" reading material used during the intervention, students were able to identify the main idea of each paragraph and answer detailed comprehension questions after the learning session. The average observation score of students' comprehension increased from 65.38 (fair) in Cycle I to 82.53 (very good) in Cycle II. This indicates an improvement in students' literal reading skills (understanding explicit information) and interpretive reading skills (drawing implicit conclusions). The balanced improvement across various comprehension indicators indicates that implementing the Make a Match model not only makes students more active but also genuinely enhances the quality of their reading comprehension.

Discussion

This indicates an important the success of implementing the Make a Match model based on a control board in this study proves that an interactive cooperative learning strategy can enhance the reading comprehension skills of elementary school students. The improvement in the learning process (student engagement and teacher performance) is directly proportional to the increase in student learning outcomes. Furthermore, when students are more motivated and actively learning in an enjoyable environment, their understanding of the reading material also improves. This finding aligns with cooperative learning theory, which emphasizes that active student involvement and collaboration can enhance both cognitive and affective learning outcomes. Students who learn by discussing with each other and role-playing (finding card pairs) tend to understand the material better than students

who learn passively. Movement in the students' literal reading skills (understanding explicit information) and interpretive reading skills (drawing implicit conclusions) is comprehensively documented. The balanced improvement across various comprehension indicators indicates that implementing the Make a Match model not only makes students more active but also genuinely enhances the quality of their reading comprehension. This is in accordance with research indicating that cooperative learning, specifically Make a Match, makes students more enthusiastic and less bored through its game-based activities (Sarika et al., 2021).

Similarly, research highlights that Make a Match encourages cooperation among students and creates an enjoyable learning atmosphere. In this study, the positive effects were evident from students' enthusiasm in participating in each stage of learning, from the initial to the final activities (Inayah & Wartulas, 2023). The success of this model is supported by the use of a control board media as an aid. The control board media allows students to visually see the results of their work (card pairs) and verify them together with classmates. The process of attaching cards to the control board in front of the class makes the learning activity more visually engaging and encourages group responsibility for their answers. Students are motivated to correctly find card pairs so that they can be displayed on the control board. This indirectly trains students to carefully read and understand the material, because they want to ensure the pairs are correct before sticking them. The control board media also helps teachers and other students to easily correct and provide open feedback. The control board fosters direct feedback and more intense interaction during learning.

The Make a Match model, equipped with a control board, can be categorized as an edutainment approach that combines education and games, effectively enhancing students' learning motivation. The results of this study are consistent with previous research demonstrating that the Make a Match type cooperative learning model significantly improves the reading comprehension skills of elementary school students (Zainudin, 2024). This finding is supported by research indicating that the Make a Match model triggers student engagement, increases interest in learning, and improves understanding of learning materials (Hasni & Amelia, 2024). Both have been proven to enhance students' reading comprehension skills compared to conventional methods. There is also research showing significant improvement in elementary school students' oral reading skills and junior high school students' Indonesian language learning outcomes through the implementation of the Make a Match cooperative learning model (Rosyidah et al., 2023; Ririantika et al., 2020).

The Make a Match model can indeed increase engagement and learning motivation for elementary school students in various learning contexts (Hasni & Amelia, 2024). The use of the Make a Match model has been shown to significantly improve students' learning outcomes (Fauhah & Rosy, 2021). The study explains that students' activity in finding card pairs triggers a deeper understanding of the material, resulting in improved academic scores. Specifically, research indicates that implementing the Make a Match learning model for fourth-grade students significantly increases learning motivation and learning outcomes; these findings support the observations in this study, where more active students tend to achieve better results (Sandra et al., 2024). In line with recent findings, the implementation of the Make a Match cooperative model in thematic learning in elementary schools has been shown to improve learning outcomes by offering more engaging, participatory learning activities than conventional approaches (Sambawarana, 2022; Kencono & Harjono, 2023).

The Make a Match model is effectively used as an alternative to improve classroom learning, particularly in reading skills. From the perspective of reading comprehension skills, the improvement that occurs cannot be separated from the Make a Match strategy which requires students to truly understand the content of the question cards and answer cards. Students cannot just randomly match the cards; they have to read and comprehend the information on each card, then find the correct pair. This process trains students to read carefully and search for important information in the text (according to the purpose of reading comprehension). Students also learn to think critically when they consider whether the paired cards are logical and related in content. Group discussions during the search for matching cards provide scaffolding. Students who understand better help their friends who understand less, so that all group members gain a better understanding. This learning activity is rooted in constructivist theory, which holds that students build their own knowledge through interaction and direct experience rather than merely receiving the teacher's explanation.

Recent research shows that in order for students to more easily understand readings, teachers need to vary effective learning strategies and encourage active student participation, for example through discussions, group work, and text-based assignments—because this approach has been proven to improve reading comprehension (Majdi et al., 2025; Fuad et al., 2023). This is evident in this study: teachers applied effective cooperative methods, and students were actively involved, thus improving their reading comprehension. On the other hand, this study's results show that students' motivation and interest in reading also increased with the implementation of the Make a Match model. Students who initially considered reading a boring activity became more enthusiastic when the material was presented as a game. This aligns with the factors for improving reading comprehension proposed by experts, which emphasize motivation and interest. When students are motivated and interested, they will make more effort to understand the reading. Make a Match encourages students to read texts to win the “matching” game, thereby indirectly increasing the frequency and quality of their reading.

This model contributes positively to the formation of better reading habits. Students become accustomed to reading to find specific information (card pairs), rather than just reading passively. This is very important, given that many elementary school students' reading habits remain low and they tend to read only when asked. Implementing interactive models like this helps instill active, focused reading habits. Overall, the Make a Match model based on the control board successfully improves fourth-grade students' reading comprehension skills. This improvement occurs both in the process (improved learning quality and student participation) and in the results (increased students' reading comprehension scores). In terms of the process, learning is considered successful if there is an increase in students' reading activity and participation, and the teacher can conduct learning effectively, which is measured through descriptive analysis in the form of the percentage of achievement of observation indicators (Petriza & Eliyasni, 2020).

The success of the actions in Cycle II that met the indicators shows that the learning interventions have been optimal. The Make a Match model addresses the problems identified at the beginning: it reduces students' boredom, increases reading interest, and provides meaningful learning experiences that help students better understand reading. The Make a Match model, assisted by a control board, is recommended as an innovative learning strategy to improve literacy skills, particularly reading comprehension, in elementary schools.

CONCLUSION

This classroom action research (PTK) shows that implementing the Make a Match cooperative learning model using a control board can improve fourth-grade students' reading comprehension skills at *SDN 112/II Purwo Bakti*. From the process aspect, this model has proven to create a more active, collaborative, and enjoyable learning atmosphere. Student involvement becomes more intensive through activities such as finding card pairs, discussing, and interacting with peers, making learning more meaningful and directed. Teachers also find it easier to manage the class because learning activities are structured and participatory. From a learning outcomes perspective, students show improvement in their ability to understand the content of the readings comprehensively. They become more skilled at identifying main ideas, answering inferential questions, and retelling the text content in their own words. This indicates that the majority of students successfully achieved the established competencies and that the Make a Match model can facilitate the internalization of understanding through a combination of play and learning strategies. This model not only enhances cognitive understanding but also fosters motivation, self-confidence, and communication skills among students. The implications of this study emphasize that the board-based Make a Match model is feasible as an alternative learning strategy for teaching the Indonesian language in elementary schools. Teachers are advised to integrate the interactive learning model with creative media to be able to foster reading interest and increase student participation. In addition, future research can examine the application of this model across other language skills and at different educational levels to further enhance its effectiveness. The board control-based Make a Match model has the potential to be a learning innovation that consistently supports the improvement of students' basic literacy.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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