

Development of Differentiation-Based Make A Match Learning Model to Improve Student Well-Being in Elementary School.

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ABSTRACT

This research aims to develop a differentiation-based Make a Match learning model to improve the emotional and social well-being of elementary school students in Bumijawa District, Tegal Regency. The research used a research and development (R&D) method with a mixed methods approach, involving questionnaires, observation and documentation as instruments. This model was designed to overcome the problem of conventional learning that is less interactive, so that students are less motivated and not optimal in building social relationships. The results show that the differentiation-based Make a Match model is effective in increasing engagement, learning motivation, and positive relationships between learners and teachers. This approach provides an inclusive learning experience by adjusting to learners' needs and abilities. This research makes a significant contribution in supporting the implementation of Merdeka Curriculum and creating a holistic and learner-oriented learning environment.

Keywords: *Make a Match, differentiated learning, student well-being, learning motivation, social relationships..*

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INTRODUCTION

Learner well-being is a fundamental aspect of learning that supports holistic development, encompassing physical, emotional, social and intellectual dimensions. It not only improves academic performance but also strengthens interpersonal skills, self-confidence and ability to face challenges. Ki Hadjar Dewantara's philosophy emphasizes the importance of learning in accordance with learners' natures, including the development of social-emotional competencies that require early practice. (Hidayati et al., 2023) revealed that learners' well-being is an important aspect of education that supports their comfort, motivation and active participation in school. A conducive environment helps optimize learners' potential, interests, talents and skills, and empowers them to be confident, creative and productive in learning and interacting.

According to (Masngundah, 2021) learner well-being is the ability to function effectively in the school environment, including adaptation, interaction, and positive contribution. This well-being supports academic and social development through active and productive involvement in school. Then Engels et al in (Indrakusuma Linggi & Sakinah Waji, 2024) define learner well-being as positive emotions that arise when the school environment aligns with their expectations. This includes teacher support, good relationships with friends, and a conducive learning atmosphere, which promotes satisfaction, motivation, comfort, and academic achievement and personal well-being. Attention to well-being enables schools to create an environment that supports learners' optimal development, both in academic achievement and personal happiness (Risqullah et al., 2023).

Then students with optimal well-being tend to achieve high academic achievement, have good physical and mental health, are able to manage stress, and behave socially responsibly (Agustina & Yuniarti, 2024). Students with good well-being tend to achieve high academic achievement, have good physical and mental health, are resilient to stress, and behave socially responsibly (Kemendikbud, 2021) in (Prima et al., n.d.). In addition, (Hasanah & Fuhaidah, 2022) also said that good learner well-being encourages positive attitudes in social interaction and learning, while disturbed well-being can trigger negative behavior. Support for well-being plays an important role in success and creating a harmonious learning atmosphere.

So, learner well-being is a crucial element in modern education, encompassing physical, emotional, social and academic dimensions. A supportive, safe and respectful school environment encourages learners' holistic development, self-confidence and exploration of their potential. However, the learning process in some primary schools, especially in Bumijawa sub-district, is still classical, educator-centered, and less motivating. Learners often feel bored, less active, and have difficulty understanding the material. The lack of variety in learning methods and attention to individual needs exacerbates the condition, which has a negative impact on learners' motivation and well-being.

The differentiation-based Make a Match model is a potential solution. It creates active and inclusive learning by tailoring materials and approaches to learners' individual needs. This model not only improves academic understanding, but also social skills and learning motivation, supporting learners' overall well-being. Learning activities using the Make a Match approach will certainly allow learners to be directly involved, learn according to their needs, learners are more relaxed, not bored so that well-being can be achieved. The purpose of the Make a Match learning model is to foster a sense of interest in learning in students so that students do not feel monotonous by learning while playing students feel interested in learning and providing opportunities for students to interact directly with other students (Ningrum et al., 2022) in (Rizkiana et al., 2023). Make a Match type learning is an approach that involves the use of question cards and answer cards, where learners are assigned to find and match pairs between the question cards and the answer cards they get. This method is designed to increase interaction between students, strengthen understanding of concepts, and make the learning process more interesting and interactive (Arfilian et al., 2024).

The application of the Make a Match learning model begins with a technique, namely students are asked to find pairs of answer or question cards that are limited by time and students who have found pairs of questions and answers get points. the advantages of this learning model are that the learning model is fun because it contains elements of play and can increase students' understanding of subjects that can affect students' learning outcomes. This learning model can be applied to any subject including mathematics Rusman (2014: 223) in (Sari Maria Ulfa et al., n.d.)

According to Fariz et al. (2020) in (Yani Maulina & Utomo, 2023) differentiated learning is defined as a series of careful and reasonable decisions made by educators, which are oriented towards the individual needs of learners to ensure that each child receives a learning experience that suits their needs. This learning is designed to meet the various learning needs of different learners, both in terms of abilities, interests, and learning styles. Fariz et al. (2020) in (Yani Maulina & Utomo, 2023) also mentioned four important aspects in differentiated learning that teachers should understand. First, the content of the material is adjusted to the understanding and interests of students. Second, the learning process that uses various strategies and methods that suit each learner's learning style. Third, the product, where learners demonstrate understanding through tasks or projects tailored to their strengths and interests. Finally, the learning environment which includes the physical setting and classroom atmosphere that supports effective and inclusive learning.

Then Derici et al. (2023) in (Yani Maulina & Utomo, 2023) state that differentiated learning is a strategic and proactive effort made by educators to meet the learning needs of each learner. This approach requires teachers to understand individual differences, such as

learners' abilities, interests, learning styles, and backgrounds, so that they can design customized teaching strategies. Differentiated learning is not just a technical adjustment, but also creating an inclusive and responsive learning environment, where every learner feels supported and valued to reach their maximum potential. (Kusumawati et al., 2024) also mentioned that Differentiated learning is an approach designed to accommodate the diverse abilities and needs of learners in the learning process. Therefore, educators are expected to be able to adjust teaching methods, materials, and learning activities to make them more relevant and effective for each individual. For example, an educator can provide additional challenges for learners who understand the material more quickly, while learners who need more time will be given more intensive support.

Make a Match model research has been conducted by (Nuryadin, 2023) which shows that the Make a Match learning model has a positive influence on student learning motivation. With quantitative methods and quasi-experimental design, this study involved 56 fifth grade students. Data were obtained through questionnaires and observations, then analyzed using descriptive and inferential statistics. The results showed that students' response to this model was high (average 77.64%) and had a positive impact on improving learning outcomes. Meanwhile, (Mukromin et al., 2024) examined differentiated learning at SDN Sendangmulyo 02 using a qualitative descriptive method. This study found that differentiated learning, which is adjusted to the level of student understanding through grouping and diverse methods, is effective in improving collaborative abilities despite limited time and facilities.

Based on the description above, the author will conduct research to develop a differentiation-based make a match model limited by the use of puzzles in improving student well-being of elementary school students in bumijawa sub-district, tegal district. Puzzle media is an image that is cut into parts to be reassembled into a whole. Puzzles can be played in groups, create a game atmosphere, and are suitable for manual learning, so they are effectively used in schools without electronic technology (Rusanti et al., 2022). In addition, according to (Nurhakiki et al., 2024) Puzzle is a puzzle game that combines pieces of images to form a unified whole. This game trains critical thinking skills, analytical, cognitive, fine motor skills, as well as patience and perseverance. Apart from entertainment, puzzles are also effective as an educational tool for children and adults. Thus, this research supports efforts to improve the quality of education in public elementary schools in Bumijawa District, Tegal Regency, through the implementation of the Merdeka Curriculum, with the title "Development of a Differentiation-Based Make a Match Model in Improving Student Well-Being in Elementary Students in Bumijawa District, Tegal Regency".

METHOD

This research uses a type of development research or Research and Development (R&D) which aims to create new products or improve existing products. The product developed in this research is a differentiation-based Make a Match learning model development procedure. This development procedure includes three main stages, namely Analysis, Design, and Development. These stages are designed to ensure that the learning model produced can encourage cooperation between students and improve student well-being, including student happiness and satisfaction, especially in the Bumijawa District, Tegal Regency. Through this approach, it is hoped that the learning model developed can be an innovative solution in creating a more inclusive and effective learning environment.

According to (Fayrus et al., 2022) in the book Development Research Model, Research and Development (R&D) is a research method to produce and test the effectiveness of a product. The process involves analyzing the needs and testing the product so that it can function optimally in society. This research is longitudinal, takes place in stages, and can be carried out over a long period of time. In addition (Fayrus et al., 2022) said that research and development in education involves thorough design, implementation, and evaluation. The

learning model developed must pay attention to the problem, the characteristics of students, teachers, and the readiness of facilities and infrastructure. Research and Development (R&D) requires structured steps by considering all learning components, using a model that suits the needs of educational designers.

The development model that can be used in development research is the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The ADDIE model is one of the systematic learning design models. According to (Fayrus et al., 2022) in his book entitled “Development Research Model”, ADDIE consists of 5 stages, namely as follows:

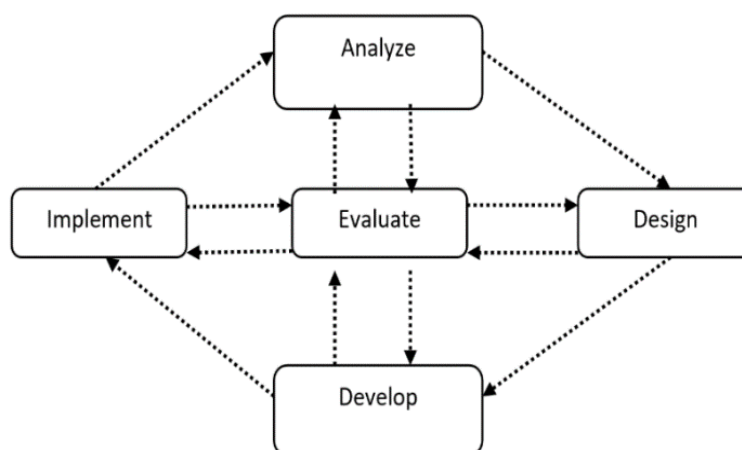


Figure 1. Design of the Research

However, this research is limited to only 3 stages, namely analysis, design and development according to the needs. The activities are needs analysis, product design, development, and validation. At the analysis stage, a study of competencies, learner characteristics, and relevant learning models was carried out. The design stage produces Make a Match-based teaching modules with puzzle media adapted to differentiated learning. The development stage involved validation by experts, revision based on feedback, and product trials in four elementary schools in Gugus Werkudara, Bumijawa District, Tegal Regency.

The study population included fifth grade students in 10 elementary schools with a total of 318 students, while the sample was taken randomly from 4 schools with a total of 108 students. The sampling technique used simple random sampling. Quantitative data were obtained through questionnaires to measure student well-being, while qualitative data were obtained through observation. Product validity and reliability were tested through field trials, and the results were analyzed to ensure the learning model is practical and effective.

Data collection techniques are the means used to obtain the data needed to conduct research. This study uses three main data collection methods, namely questionnaires, observation, and documentation. Questionnaires are used to measure student well-being with a closed format, where respondents only choose the answers that have been provided. Observation was conducted in a non-participant manner, aiming to explore preliminary data by observing the behavior and interaction of students without direct involvement of the observer in the activities carried out by the subject. Meanwhile, documentation was used to collect written information related to research variables from various sources, such as notes, documents, or transcripts, which are relevant to the data needed.

The data analysis technique in this study involved quantitative and qualitative approaches. Quantitative data analysis was carried out by processing questionnaire results to see the differences between experimental and control groups related to student well-being. The data was then analyzed statistically to measure the effectiveness of the learning model. Meanwhile, qualitative data analysis was conducted on observation data, comments from validators, and questionnaire results with a descriptive approach to gain deeper insights. In the observation, the assessment is done by giving a score of "Yes" (1) or "No" (0) to the indicators observed, which is then calculated the percentage using the formula: $P = (\text{Number of indicators implemented (It)} / \text{Total number of indicators (Is)}) \times 100\%$. The results of this qualitative analysis are used to understand patterns, meanings, and suggestions relevant to the development of the differentiation-based Make a Match model, as well as supporting product validation and refinement based on the empirical data obtained.

Quantitative data analysis in this study involves the use of statistical methods to analyze numerical data obtained from questionnaires. Student well-being data was obtained from questionnaires filled out by students in experimental and control classes. The data was analyzed by grouping the learners into high and very high categories, then a t-test was conducted using SPSS application to compare the proportion of student well-being between the two groups. In addition, the questionnaire was also used to identify the level of learners' needs for the differentiation-based Make a Match model, by determining the score range for the needs category.

FINDINGS AND DISCUSSION

This research and development produces products in the form of differentiated IPAS learning modules and puzzle learning media to improve student well - being in students. This module and media were developed in accordance with the ADDIE model with the stages of analysis, design, development, implementation and evaluation. However, it is only limited to the stages of analysis, design and development due to limited time and researchers (Fayrus et al., 2022).

Analysis

At this stage, literature study and information gathering are conducted to support the development of IPAS learning. The literature study was conducted by studying various sources, such as books, modules, articles, and previous research reports related to module development, differentiation-based learning, and relevant materials in IPAS learning. This study includes the principles of contextual learning, the scientific approach, and learning strategies that are effective in improving students' understanding of WWI concepts, such as ecosystems, food chains, energy, and other natural phenomena.

Information collection was conducted through field studies to obtain data that is more specific and in line with students' needs. Field studies include observation of the learning process in the classroom, interviews with teachers, as well as identification of students' needs and characteristics in understanding the IPAS material. The results of this literature and field study become an important basis for designing IPAS learning that is interactive, relevant, and oriented towards developing 21st century skills, such as critical thinking, collaboration, and creativity. Field study activities were carried out in several public elementary schools in Bumijawa sub-district, especially in the werkudara cluster.

Based on the facts that occur in elementary school students and based on information complained about by several educators in Bumijawa District, the current learning process tends to be classical. Learning is still centered on educators, in the learning process there are still some students who are less eager to take part in lessons, feel bored, less active, less able to work together and there is noise during learning activities so that the learning process does not go well. In addition, there are still many students at the Elementary School (SD)

level who have not been able to receive and understand the subject matter well, so a more effective learning strategy is needed.

Then there are still a number of problems that affect student well-being and learning effectiveness. One of the main problems is the low motivation of students to learn which is caused by learning methods that are less varied and not interactive. Many teachers still use conventional learning approaches such as lectures that do not actively involve learners. As a result, learners tend to be passive and unenthusiastic about learning, which results in their lack of engagement in the classroom. In addition, learners' different abilities and learning styles are not well accommodated in the learning process. In heterogeneous classes, learners with different abilities often feel marginalized because the approach used is uniform, without considering their individual needs. This causes some learners to feel left behind, lack confidence and are not motivated to learn. On the other hand, more advanced learners feel unchallenged and have less interest in developing further.

This is exacerbated by the lack of attention to learners' emotional and social well-being. Many learners feel stressed due to academic pressure or lack of positive classroom interactions. An unsupportive learning atmosphere causes learners to feel uncomfortable, both emotionally and socially, which ultimately has a negative impact on their achievement and overall well-being. In the initial observation, the researcher gave a questionnaire to learners to find out their **student well-being**. Based on the answers of the questionnaire results, students have not fully felt the well-being in learning, indicated by the low level of happiness, satisfaction, and positive relationships with educators and peers. The reason is the lack of variation in learning methods, the lack of active involvement of students in the learning process, and the limited approaches that support the emotional and social needs of students.

Design.

At this stage contains instrument design and product design in the form of modules and Puzzle media that will be developed in accordance with the results of the previous stage analysis.

Instrument Design.

At the instrument design stage, researchers developed various assessment tools to measure the validity of the module and puzzle media to be developed. In addition to instruments for validating modules and puzzle media, researchers also designed other instruments, such as student response questionnaires related to student well-being and observation sheets. These instruments are used to validate the feasibility of the products developed, ensuring that the products are effective and in accordance with the expected goals.

Module Design

At this stage, researchers began designing the IPAS module by first determining the material to be developed. The determination of the material was carried out through discussions with the subject teacher and adjusted to the schedule of learning activities at school. After the materials and sub-materials were agreed upon, the researchers developed the design and form of the module to be developed. The module is structured with components that include cover, preface, table of contents, general information, core components, learning activities, student worksheets (LKPD), reflection, assessment rubric, and bibliography. Each part is organized systematically to ensure the module is easy to understand and can be used effectively in the learning process.

Puzzle Media Design

In the design stage, the researcher designs the elements of the puzzle media in detail. This process includes creating images or materials that will be cut into puzzle parts, as well as determining the shape and size of pieces that complement each other. To design this puzzle media, the researcher utilized the Canva application, which allows the creation of attractive and accessible visual designs. Canva provides various templates and design tools that make it easy for researchers to create images that match the learning material and

organize the puzzle pieces with precision. In addition, this application also allows researchers to add text, color, and other visual elements, so that the puzzle media becomes more interactive and in accordance with the needs of students. The researcher also designed the layout and instructions for use in Canva, ensuring the puzzle media is easy to understand and use in learning. This design was made by considering the learning objectives, learners' needs, as well as the suitability of the material being taught, so that the puzzle media can be effective in improving learners' cognitive and motor skills.

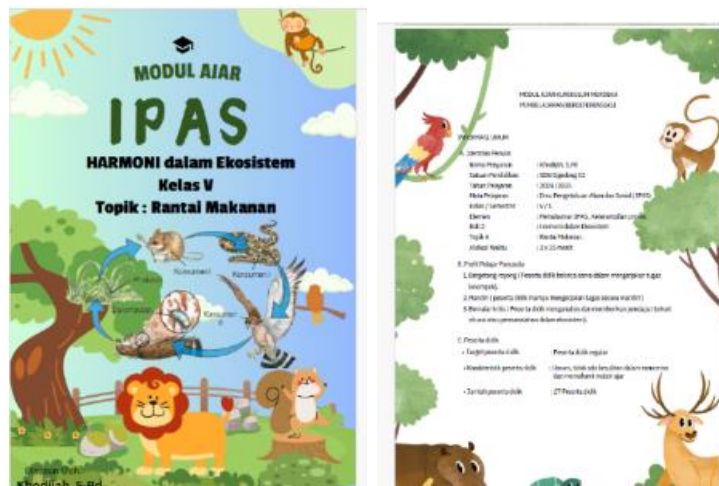
Development

At the development stage, researchers not only produce module and puzzle media products, but also carry out a validation process to ensure that both are suitable for use in learning. This validation process was carried out by involving material experts, media experts to evaluate the feasibility of modules and puzzle media. Researchers checked the suitability of the material in the module with the learning objectives, as well as the quality of the design and functionality of the puzzle media. In addition, product trials were also carried out to ensure that the modules and puzzle media were effective and easily understood by students. Based on the results of validation and trials, researchers can make improvements or revisions to the product to improve its quality and suitability to the needs of students. Thus, validation is an important step in the development stage to ensure that the module and puzzle media are ready to be used in the learning process.

The results of product trials of modules and puzzle media in improving student well-being of elementary school students in experimental and control classes showed a significant increase. This research was conducted at SDN Dukubenda 1 and 2 as experimental classes, and SDN Dukubenda 03 and SDN Sigedong 01 as control classes. Through the same questionnaire distributed to students, both before the product trial (pre-test) and after the product trial (post-test), it was found that students in the experimental class using the differentiation-based Make a Match model experienced significant improvements in aspects of well-being, including happiness, self-satisfaction, social relationships, and learning motivation. In contrast, the control class that did not use the product showed less change in these aspects. The post-test results showed that students in the experimental class felt safer, supported and more confident in the learning process, and had more positive relationships with peers and teachers. Thus, this study proves that the implementation of the differentiation-based Make a Match model, which is supported by puzzle media, is effective in improving students' well-being, as well as creating a more enjoyable and conducive learning atmosphere for students.

This study successfully developed a differentiation-based Make a Match model with puzzle media to improve student well-being of learners in elementary school. The results showed that the implementation of this model significantly improved learners' happiness, self-satisfaction, and social relationships, as reflected in the increase in pre-test and post-test questionnaire scores. The findings reinforce the importance of interactive media-based approaches in supporting learners' emotional and social well-being. Future research could explore the application of this model across different levels of education and expand the variables tested to deepen the understanding of improving students' well-being.

The product of this differentiation-based Make a Match learning model development consists of two main innovations: learning modules and interactive puzzle media. The module serves as a guide for teachers to implement inclusive and personalized learning, while the puzzle media is designed to create fun and challenging learning. Both products aim to increase students' engagement, learning motivation, and emotional and social well-being, making them practical solutions for meaningful learning.



Gambar 1.1 .Produk Modul IPAS



Figure 2. Media Puzzle

The following is a table of module validation results involving material experts and media experts.

Table 1. Module Validation Results by Material Expert 1

No	Aspects	Value obtained	Value obtained after revision
1	Content appropriateness	3	4
2	Language	3	3
3	Presentation	3	4

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4	Differentiated learning	3	4
5	Total score	12	15
	Percentage	75 %	93 %

(Aisah et al., 2024)

Table 2. Module Validation Results by Material Expert II

N	Aspects	Value obtained	Value obtained after revision
1	Content appropriateness	4	4
2	Language	3	4
3	Presentation	3	3
4	Differentiated learning	3	4
5	Total score	13	15
	Percentage	81 %	93 %

(Aisah et al., 2024)

Based on the table, after revision, the total score of the module increased significantly, with a score of 93% from both material experts (Mrs. Kusti Mutfiah, M.Pd and Mrs. Wartu, S.Pd). This shows that the module has been improved and meets the expected standards, both in terms of content, language, presentation, and differentiated learning, and is suitable for use in the learning process.

Table 3. Results of Module Validation by Media Expert 1

N	Aspects	Value obtained	Value obtained after revision
1	Module cover design	3	4
2	Module display	3	4
3	Module content design	3	3
4	Total score	9	11
	Percentage	75 %	91 %

(Aisah et al., 2024)

Tabel 4. Hasil Validasi Modul oleh Ahli Media II

N	Aspects	Value obtained	Value obtained after revision
1	Module cover design	3	4
2	Module display	3	3
3	Module content design	4	4
4	Total score	10	11
	Percentage	83 %	91 %

(Aisah et al., 2024)

Based on the data listed in the table of module validation results by media experts, it can be concluded that the revised module shows a significant increase in terms of validity from the media side. Before the revision, the overall scores for both media experts were at 75% to 83%, which indicated that the module still needed some improvements. After the revision, the overall score increased to 91% for both media experts, indicating that the design and appearance of the module was better and more in line with the expected standards.

The revisions made to the learning module proved to have a positive impact on the quality of the design, both in terms of cover, module appearance, and module content.

Adjustments were made based on feedback from the media experts to ensure the module met the expected aesthetic and functionality standards.

In the evaluation conducted by media expert I, Mrs. Winarsih, M.Pd., the cover design score and module appearance increased significantly, from a score of 3 to 4. This shows that improvements in visual elements, such as the use of color, layout, and graphic elements on the cover, have succeeded in creating better visual appeal. Although the module content design still received a score of 3, the overall score showed a significant improvement, reflecting the researcher's efforts to improve the visual aspects and structure of the module.

Meanwhile, media expert II, Mr. Sutardi, M.Pd., also provided an evaluation that showed similar results. The cover design score increased from 3 to 4, indicating the success of the revision in creating a more attractive cover and in accordance with the learning concept. On the display aspect of the module, the score remained at 3, indicating that there is still room for improvement. However, the module content design maintained a score of 4, indicating that this element has met the excellent standard in terms of clarity, structure, and presentation of the material.

Overall, the revisions made not only improve the aesthetic value, but also ensure the module becomes a more effective and attractive learning medium. Changes to the cover design, layout and other visual elements are designed to support student engagement, while the module content is organized to be easier to understand and relevant to the learning objectives. These improvements make the module more ready to be used in the learning process, providing a more interactive, engaging and meaningful learning experience for students.

With the results of this evaluation and revision, the learning module is expected to not only meet the eligibility standards, but also be able to increase student learning motivation and support the achievement of expected competencies. Continuous revision can also be the basis for the development of similar products in the future, expanding the application of the differentiation-based make a match learning model in improving student well-being in various educational contexts.

The following is a table of media validation results involving material experts and media experts.

Table 5. Results of Media Puzzle Validation by Material Expert 1

Aspects	Value obtained	Value obtained after revision
Alignment of content with learning outcomes	4	4
Content alignment with learning objectives	4	4
Media characteristics in accordance with the characteristics of students	3	3
Use of puzzles in the learning process	3	4
Total score	14	15
Percentage	87,5 %	93 %

(Rusanti et al., 2022b)

Table 6. Results of Media Puzzle Validation by Material Expert II

Aspects	Value obtained	Value obtained after revision
Alignment of content with learning outcomes	3	4
Content alignment with learning objectives	4	4
Media characteristics in accordance with the characteristics of students	3	3

Use of puzzles in the learning process	3	4
Total score	13	15
Percentage	81	93 %
	%	

(Rusanti et al., 2022b)

Based on the results of the puzzle media validation by two material experts, the puzzle media developed can be considered feasible to be used as a research product after revision. Before the revision, the value of the puzzle media obtained was 87.5% from material expert I and 81% from material expert II. However, after the revision, both experts gave a score of 93%, which showed a significant improvement in the puzzle media. One of the main improvements occurred in the aspect of using the puzzle in the learning process, where the score increased from 3 to 4. This improvement was made by making the instructions clearer and more detailed, so that students can be more active in putting together the puzzle and follow the learning steps more easily. In addition, although the alignment of content with learning outcomes and the suitability of content with learning objectives already scored 4, revisions were also made to add elements of more in-depth questions, which help learners to better understand the material as a whole.

In the aspect of media characteristics that are suitable for students, although the value does not change, adjustments are made by adding more interesting visual elements and a variety of puzzle difficulty levels that are more diverse, according to the different abilities of students. With these improvements, the puzzle media has met the necessary validity criteria and is suitable to be used as a research product, because it is more in line with the learning objectives and characteristics of students.

Table 7. Results of Media Puzzle Validation by Media Expert 1

o	Aspects	Value obtained	Value obtained after revision
	Ease of use of media to support the learning process	3	4
	Quality of the physical form of learning media	3	4
	Media safety assurance during the learning process	4	4
	The use of puzzles in the learning process	3	3
	Total score	13	15
	Percentage	81,5	93 %
		%	

Table 8. Results of Media Puzzle Validation by Media Expert II

o	Aspects	Value obtained	Value obtained after revision
	Ease of use of media to support the learning process	4	4
	Quality of the physical form of learning media	3	3
	Media safety assurance during the learning process	4	4
	The use of puzzles in the learning process	3	4
	Total score	14	15
	Percentage	87	93 %
		%	

Based on the results of the puzzle media validation by two media experts, it can be concluded that the puzzle media developed is suitable for use in research after revision. Before the revision, the scores obtained were 81.5% from media expert I and 87% from media

expert II, which indicated that the puzzle media was good enough but still needed some improvement. After the revision, both experts gave a score of 93%, which showed significant improvements in the aspects assessed.

Some of the improvements made include the ease of using the media to support the learning process, which previously scored 3 and increased to 4 after revision. This may be due to improved instructions for using the media and simplifying the steps that make it easier for students to use the puzzle. In addition, in the aspect of the quality of the physical form of learning media, although the score remained 3, revisions were made to improve the visual appearance and durability of the media to make it more attractive and durable. In the aspect of using the puzzle in the learning process, there is an increase in value from 3 to 4, which shows that improvements are made by providing clearer instructions and arranging puzzles with a level of difficulty that is more in line with the ability of students. With these improvements, the puzzle media has met the eligibility standards as an effective learning media and can be used as a research product.

CONCLUSION

The research concludes that the differentiation-based Make a Match learning model is an effective approach to enhancing the emotional and social well-being of elementary school students in Bumijawa District, Tegal Regency. By addressing the limitations of conventional, less interactive learning methods, this model successfully increases student engagement, motivation, and the development of positive relationships between students and teachers. Its inclusive design, tailored to students' diverse needs and abilities, aligns with the principles of the Merdeka Curriculum, contributing to the creation of a holistic and learner-centered educational environment.

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