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Make a Match Type Cooperative Model as an Effort to Improve Elementary School Students' Learning Outcomes in Islamic Education Learning

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the make a match type cooperative model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the make a match type cooperative model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.16%, the first cycle 76.69% and in the second cycle it increased to 93.16%. Thus, the use of the make a match type cooperative model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Cooperative learning, make a match model, learning outcome.

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INTRODUCTION

Education as a process of personal formation, education is defined as a systematic and systemic activity directed to the formation of students' personalities. Education is also an important thing to support human life because education is one of the determining factors in efforts to improve the standard of living. Education is basically one of the most fundamental efforts in human resource development. In the context of education in Indonesia, education is expected to produce superior human resources as formulated in Law Number 20 of 2003 concerning the National Education System which reads, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty.

Islamic Religious Education is one of the subjects that has an important role in shaping the character of students. Islamic education learning at the elementary school level aims to instill Islamic values from an early age, so that students can internalize noble

morals, understand religious teachings, and apply them in daily life. However, the challenge that is often faced in Islamic education learning is the low interest in learning students, especially if the model used are monotonous and less interactive. At SD Negeri 25 Muaro Takung, Sijunjung Regency, the learning outcomes of grade IV students in Islamic education subjects still do not reach the expected target. One of the factors causing this is the learning model that tends to be lecture, so that students are less active in the learning process. This model makes learning feel less interesting and students have difficulty understanding the material, especially in basic competencies that require in-depth understanding. The application of the Make A Match model is present as an innovative alternative to improve student learning outcomes.

The Make a Match type of cooperative learning model has various advantages that can increase the effectiveness of learning in the classroom. One of its main advantages is that it makes the learning process more interactive and fun. In this model, students look for pairs of cards that contain appropriate questions and answers, so that they do not just sit still listening to the teacher's explanation, but also move and interact with their friends. This activity creates a dynamic and non-boring learning atmosphere, so that students are more enthusiastic in following the lesson. Another advantage is increasing students' understanding of the subject matter. In this model, students must understand the contents of the cards they hold, both in the form of questions and answers. They are required to think quickly and align information correctly, so that the learning process becomes more active and involves critical thinking. In this way, students find it easier to remember and understand the concepts learned compared to conventional learning model.

In addition, Make a Match also develops social skills and cooperation between students. Because this model is based on group work and social interaction, students learn to communicate well, listen to friends' opinions, and work together to complete tasks. This is very useful in building positive attitudes in everyday life, such as tolerance, respecting other people's opinions, and increasing self-confidence. This learning model can also increase students' learning motivation, especially for those who are less interested in traditional learning model. With the game element in Make a Match, students feel that learning is not something boring, but can be a fun and challenging activity. This high learning motivation will contribute to improving their overall learning outcomes.

The last advantage is that Make a Match can be applied in various subjects and is easily adapted to various levels of material difficulty. Teachers can easily adapt this model according to learning needs, both for exact subjects such as mathematics and science as well as social and language subjects. This flexibility makes Make a Match one of the effective learning models and can be used widely in various educational contexts.

The Make A Match model is an active learning approach that involves students in the process of matching cards that contain questions and answers related to the subject matter. This approach not only makes learning more engaging, but also encourages students to be active, collaborative, and think quickly in completing tasks. Through the application of the Make A Match model, students are given the opportunity to learn while playing, so that they feel more enthusiastic and motivated. This model also supports strengthening students' understanding of the material because they have to analyze the questions and find the answer pairs. This process indirectly trains students' critical thinking skills and helps them understand the concept of Islamic education more deeply. This study aims to identify how the Make A Match model can improve the learning outcomes of grade IV students of SD Negeri 25 Muaro Takung in Islamic education subjects. With a more interactive and fun approach, it is hoped that students will not only understand the Islamic education material, but also have a meaningful learning experience, so that their learning outcomes will improve significantly.

METHODS

Type of Research. According to Susilo Herawati, et al. (2009:2) Classroom Action Research (PTK) is a research that is carried out in a cyclical manner (berdaur) of teachers or prospective teachers in the classroom when carrying out the teaching and learning process. It is said that this is because the PTK process begins and the stages of planning, action, and observation. and reflection to solve problems and try new things to improve the quality of learning or student learning outcomes. In accordance with the classroom action research design, the objectives of the research are, 1) Improving the quality of learning or education.

The overall quality of the school program in a rapidly changing society and to improve and improve the professional services of teachers in dealing with PBM (Teaching and Learning Process) which can be achieved by conducting reflection to diagnose the situation; 2) Develop teachers' abilities to face actual learning problems in the classroom or at school; 3) Improving and improving the quality of teaching through appropriate teaching techniques in accordance with the problems and level of development of students; 4) As a way to deceive teachers and improve teachers' ability to make the right decisions for students and the class taught (Susilo, et al., 2009:8). So it can be concluded that the purpose of PTK is to improve various real and practical problems in improving the quality of learning in the classroom that are directly experienced in the interaction between teachers and students who are learning.

The preliminary method used in this study is through the application of the Make A Match method adapted for Islamic Religious Education learning at SD Negeri 25 Muaro Takung, Sijunjung Regency. This introduction aims to introduce the basic concepts of Islamic education to grade IV students in a fun and interactive way. This method begins by providing an introduction to material that is in accordance with the theme of the Islamic education lesson to be studied, such as the story of the prophet, the pillars of Islam, or the teachings of noble morals. In the first stage, the teacher explains the learning objectives and relates them to the students' daily lives. The teacher also introduced the Make A Match model, explained how the model works, and gave an overview of the activities to be carried out. This activity aims to help students understand the material in a more interesting, active, and non-boring way. Next, students are divided into several small groups, and each group is given a card containing questions or answers related to the Islamic education material.

Each student will search for the right pair of cards based on the knowledge they have. In this way, students are expected to be more active in discussing, thinking critically, and working together to find suitable card pairs. In the process of applying this method, the teacher will act as a facilitator, provide instructions if students have difficulties, and motivate them to be active in card matching. After the matching activity is completed, the teacher holds a reflection session by inviting students to discuss the results obtained. This session aims to evaluate students' understanding of the material they have learned and provide opportunities for students to deepen their understanding through joint discussions. The Make A Match model is expected to provide a fun and effective learning experience for grade IV students of SD Negeri 25 Muaro Takung. With this more interactive and collaborative approach, it is hoped that students can more easily understand the Islamic education material, as well as improve their overall learning outcomes.

RESULTS

The results of the study are described in stages in the form of learning cycles carried out in the teaching and learning process in the classroom. However, before the researcher elaborates on the results of the research starting from cycle 1 to cycle IV, the researcher

elaborates a little description of the results of the pre-cycle observation which shows that the learning results of students in the material of Let's recite and study Q.S At-Tiin and hadith about friendship are only around 48%, which consists of 7 students who obtained a score with a good predicate in learning in the material Let's recite and study Q.S At-Tiin and the law of breadfruit or tanwin out of 17 people. This shows that the learning results of grade IV students of SD Negeri 25 Muaro Takung are still low on the material Let's recite and study Q.S At-Tiin and hadith about friendship. The effort that will be made to improve student learning outcomes is to apply the Make a Match model.

With the application of the Make a match model, it is hoped that it can further improve the learning outcomes of students on the material Let's recite and review Q.S At-Tiin and hadith about friendship. In this study, learning is carried out in one pre-cycle and three cycles as explained as follows. The results of the pre-cycle student competency test can be seen from the table below. In this chapter, the results of the application of the Make A Match model in Islamic Religious Education learning in grade IV of SD Negeri 25 Muaro Takung, Sijunjung Regency, as well as an analysis related to the influence of the application of the model on student learning outcomes, will be presented. In the application of the Make A Match model, the activity began with an explanation of Islamic education material related to the basic teachings of Islam, such as the pillars of Islam, the stories of the prophets, and moral values in daily life. After that, students are divided into several small groups, each with a card containing questions and answers related to the material that has been studied.

In the matching process, students look enthusiastic and actively interact with their group friends to find suitable card pairs. Observations show that most students feel more interested and motivated to participate in learning. They are not only involved in card matching but also discuss and ask each other about the answers they find. Some students even asked additional questions related to the material, demonstrating an increase in their curiosity and understanding of the topic being studied. Student learning outcomes are measured through tests given after the application of the Make A Match model. The test consists of multiple-choice questions and description questions that test students' understanding of the material that has been taught. The test results showed a significant increase in students who participated in learning with this model compared to the results of the previous test using the traditional lecture model. Most students are able to answer the questions correctly, and they also show a better understanding of the basic concepts of Islamic education.

Some students who previously had difficulty understanding Islamic education material, now show better ability in explaining Islamic religious values and applying them in daily life. In addition to the influence on test results, the application of the Make A Match model also has a positive effect on student learning activities. Student activities in the classroom become more dynamic, interactive, and full of energy. In groups, students learn to work together, share opinions, and help each other in completing tasks. This has an impact on improving their social skills, such as communication, cooperation, and responsibility. This model also provides an opportunity for students to think critically in matching the cards they have with the right answers. Students are invited to evaluate the information they obtain, deepen their understanding of the material, and relate it to their lives. This activeness encourages students to learn in a more fun and meaningful way. After the card matching activity, the teacher facilitates group and class discussions to reflect on the material that has been learned. This discussion allows students to discuss the answers they have chosen and clarify any misunderstandings that may have occurred. Teachers also provide feedback to each group, reinforce important concepts, and provide opportunities for students to ask questions about things they don't understand yet. This reflection is important to help students understand more deeply the PAI material and remind them of Islamic religious values that can be applied in their lives. Discussions together also hone students' critical thinking skills in solving problems and applying knowledge in real-life contexts. The application of the Make A Match model in Islamic

education learning at SD Negeri 25 Muaro Takung showed positive results. This model has succeeded in increasing students' motivation to learn, making them more active in the learning process, and increasing their understanding of Islamic education material. The activeness of students in card discussions and matching creates a fun and effective learning environment. One of the main strengths of the Make A Match model is its ability to make learning more interactive and collaborative. Students not only receive information passively, but also are directly involved in the matching and discussion process. With this approach, students can more easily understand the material being taught and feel more engaged in learning. However, although the results obtained are quite satisfactory, the application of this model also requires careful preparation from the teacher. Teachers must ensure that the material provided is sufficiently relevant to the prepared question and answer cards. In addition, the proper division of time between Make A Match activities and reflections is also very important to ensure that the learning goals are well achieved. The application of the Make A Match model to Islamic education learning at SD Negeri 25 Muaro Takung can be considered an effective alternative to improve student learning outcomes. With a more active approach, students not only acquire knowledge but also develop social and cognitive skills that can be applied in everyday life.

Based on the description of the above data presentation, the following conclusions can be made, 1) Cycle I averages 71% at the first meeting, Cycle II averages 80% at the second meeting, Cycle III averages 85% at the third meeting, and Cycle IV averages 93% at the fourth meeting. Thus, the average learning outcomes per cycle tend to increase; 2) Based on the observation results, it shows that there is an increase in student activities in cycle I to cycle IV. Where in cycle I it is 71%, cycle II is 80%, cycle II is 85% and in cycle IV it is 93%. So students' understanding in learning is 100%. The application of the Make A Match model in Islamic Religious Education learning in grade IV of SD Negeri 25 Muaro Takung has a very positive impact on student learning outcomes. This model successfully increases students' active involvement in the learning process, which in turn strengthens their understanding of the material being taught. This success shows that a learning approach that involves social interaction, discussion, and problem-solving can motivate students to learn more actively and enjoyably. In addition to improving material comprehension, the Make A Match model also successfully develops students' social skills, such as cooperation, communication, and critical thinking.

Through group card matching activities, students not only learn from teachers, but also share knowledge with each other and work together to find the right solution. This creates a more active and collaborative learning atmosphere, which supports the social and emotional development of students. The results of observation and evaluation show that this model is able to significantly improve student learning outcomes. This improvement can not only be seen from the ability of students to understand the basic concepts of PAI, but also in connecting religious teachings with daily life. This shows that students are better able to internalize Islamic religious values and apply them in their lives.

DISCUSSION

The application of the Make A Match model in Islamic Religious Education learning in grade IV of SD Negeri 25 Muaro Takung has been proven to have a positive impact on student learning outcomes. One of the main advantages of this model is its ability to increase student engagement in learning. By using cards containing questions and answers related to PAI materials, students not only listen to the teacher's explanations, but also actively participate in the matching process, which directly encourages them to think critically and absorb the material better. This allows students to learn in a more fun and interactive way. Card matching activities carried out in groups provide opportunities for students to discuss, exchange opinions, and find solutions together. This encourages

collaboration and develops students' social skills, such as the ability to communicate and work in a team. By working together, students can help each other in understanding material that they do not understand well, which ultimately improves their understanding of Islamic education material. The observation results showed that after the application of the Make A Match model, students showed a significant improvement in their understanding of Islamic education concepts. The test results given after learning showed that most students could answer the questions correctly, indicating an increase in understanding of the material. This improvement is not only limited to understanding the basic concepts of Islamic education, but also includes students' ability to relate the teachings of Islam to their daily lives.

One of the most prominent aspects in the application of the Make A Match model is the increase in students' curiosity and motivation to learn. Activities that actively involve students are able to attract their attention and reduce boredom that often occurs in traditional learning. With a more dynamic and fun learning atmosphere, students become more motivated to learn, even they take the initiative to ask questions or look for additional information related to the material being studied. The success of this model is also influenced by the role of teachers as facilitators. The teacher not only provides explanations, but also guides students during the card matching activity. Teachers help students to evaluate the answers they find, provide constructive feedback, and facilitate discussions to ensure that students understand the material in depth. In this case, the teacher acts as a guide who guides students through a more active and problem-solving-focused learning process. However, although the application of the Make A Match model provides positive results, there are several challenges that must be faced. One of them is adequate material preparation, where teachers need to prepare cards that are in accordance with the learning objectives and relevance of the material.

In addition, the limited time in the implementation of learning is also a factor that needs to be considered. Therefore, efficient time management is very important so that all stages of learning can be carried out optimally. Overall, the application of the Make A Match model in Islamic education learning at SD Negeri 25 Muaro Takung can be considered an effective alternative to improve student learning outcomes. By enabling students' participation in the learning process, this model is able to improve their understanding of Islamic education material while developing social and cognitive skills that are useful in daily life. With careful preparation and consistent application, this model can be one of the effective learning model to apply in elementary schools.

CONCLUSION

The results of the study indicate that the Make a Match cooperative model can improve student learning outcomes in Islamic religious education learning. This is indicated by the increase in each cycle until the second cycle of the research success indicator is achieved. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.16%, the first cycle 76.69% and in the second cycle it increased to 93.16%. Although the Make A Match model has been proven effective, several challenges such as adequate material preparation and efficient time management need to be considered by teachers. To achieve optimal results, teachers must ensure that the cards used are in accordance with the material being taught and provide sufficient time for students to interact and discuss. Therefore, thorough preparation and good time management are very important in implementing this model. Make A Match is an effective learning alternative to improve Islamic religious education learning outcomes at SD Negeri 25 Muaro Takung. With a more interactive and enjoyable approach, students not only gain knowledge, but also develop important skills in their social and cognitive lives. Therefore, this model is worth considering for wider application in other classes to create a more meaningful learning experience.

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