



Efforts to Improve Student Learning Outcomes in Islamic Religious Education Subjects in Recognizing Asmaul Husna and Its Meaning Through the Make A Match Method at SD Negeri 085 Panyabungan

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Abstract: This study aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects in the material of recognizing Asmaul Husna and its meaning through the application of the Make A Match method in class IV of SD Negeri 085 Panyabungan. The background of this study began with the low learning outcomes of students, which were caused by the lack of variation in interesting learning methods, so that students were less active and quickly got bored during the learning process. To overcome this problem, the researcher applied the Make A Match method as one of the learning strategies that can improve student motivation and learning outcomes. This study uses the Classroom Action Research (CAR) approach which is carried out in two cycles, where each cycle consists of the planning, implementation, observation, and reflection stages. Data collection techniques are carried out through learning outcome tests, observation of student and teacher activities, and documentation. The results of the study showed that the application of the Make A Match method was able to improve student learning outcomes. This can be seen from the increase in the average student score in each cycle and the increase in student activity and enthusiasm during the learning process. Thus, the Make A Match method can be used as an effective alternative to improve student learning outcomes in understanding the material of Asmaul Husna and its meaning.

Keywords: Learning Outcomes, Asmaul Husna, Make A Match, Islamic Religious Education

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INTRODUCTION

Islamic Religious Education (PAI) learning is an important part in the formation of students' religious character from an early age. One of the fundamental materials in PAI is the introduction of Asmaul Husna, which is the 99 beautiful and great names of Allah SWT. Through the mastery of Asmaul Husna, it is hoped that students will be able to recognize the attributes of Allah and apply them in their daily lives (Rahmawati, 2021). Therefore, the delivery of this material needs to be done with the right method so that it is easy to understand and imprint in the students' memory. However, in reality, the PAI learning process, especially Asmaul Husna's material in grade IV of SD Negeri 085 Panyabungan, still faces various obstacles. One of the main problems encountered is the lack of interest in learning students due to learning methods that are still conventional such as lectures

(Siregar, 2022). This condition causes students to become passive, easily bored, and their learning outcomes are below the Minimum Completeness Criteria (KKM) standard.

As a solution to overcome this problem, the application of innovative and interesting learning methods is needed. One of the methods that is considered effective is the Make A Match method. This method invites students to be active in matching question cards and answers in pairs, so that they are directly involved in a fun learning process (Fadilah & Anwar, 2020). Thus, it is hoped that students will not only understand the material, but also be more motivated to learn. The purpose of this study is to improve student learning outcomes in PAI subjects in Asmaul Husna material and its meaning through the Make A Match method. In addition, this research aims to increase student activity in the learning process and form a more interactive and communicative classroom atmosphere (Yuliana, 2021).

Before the implementation of the Make A Match method, the learning outcomes of students in grade IV of SD Negeri 085 Panyabungan were relatively low. This can be seen from the number of students who obtained scores below the KKM in the daily evaluation. In addition, students tend to be passive in participating in learning because teachers are more dominant in using monotonous lecture methods (Nasution, 2023). This condition shows the need for innovation in the delivery of material so that learning outcomes can be improved. The hope of the application of this Make A Match method is that students can understand and memorize Asmaul Husna and its meaning more easily through fun activities. In addition, this method is expected to be able to increase interaction between students, create an active learning atmosphere, and encourage them to be more confident in expressing their opinions (Putri & Kurniawan, 2020).

This research uses the Classroom Action Research (PTK) approach which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. During the research process, data was collected through learning outcome tests, observation of teacher and student activities, and other supporting documentation (Hakim, 2022). This research model was chosen because it is able to provide a direct picture of changes to the improvement of student learning outcomes. Based on previous research, the Make A Match method has been proven to be effective in improving student learning outcomes in various subjects. Fadilah & Anwar (2020) found that the application of this method was able to increase student participation by up to 85% and encourage a significant improvement in learning outcomes. Therefore, this method is considered relevant to be applied to Asmaul Husna's material in PAI subjects.

The reality in the field shows that the lack of innovation in learning methods is the main cause of low student learning outcomes in understanding Asmaul Husna. Teachers need to adapt to the needs of students through the use of active methods such as Make A Match, so that the learning process is more varied and interesting (Siregar, 2022). Thus, students not only receive material passively, but are also actively involved in the learning process. As a follow-up to the existing problems, this research proposal was submitted to test the effectiveness of the Make A Match method in improving student learning outcomes in Asmaul Husna material. This proposal is expected to be a solution in creating innovative, fun learning, and able to improve student learning outcomes optimally. If successful, this method can be used as an alternative in the development of PAI learning in elementary schools (Rahmawati, 2021).

METHODS

This research aims to improve student learning outcomes in the subject of Islamic Education (PAI) specifically related to the understanding of Asmaul Husna and its meanings through the Make A Match method at SD Negeri 085 Panyabungan. The Make A Match method is a cooperative learning technique that encourages active student engagement by matching cards containing questions and answers, which is expected to enhance both the learning process and students' retention of material. In this study, both

qualitative and quantitative approaches were used to assess the effectiveness of this method. The research was conducted in the fifth-grade class at SD Negeri 085 Panyabungan, with a total of 30 students. The subject matter focused on the Asmaul Husna, the 99 beautiful names of Allah, and their meanings. The students' understanding of these names, both in terms of recognition and comprehension, is considered crucial for their spiritual development in Islamic education. Traditionally, the subject has been taught using lecture-based methods, which tend to be less engaging for students.

The first step in this study was conducting a preliminary observation to assess the existing teaching methods and students' initial understanding of Asmaul Husna. During this observation, it became evident that many students had difficulty remembering the names and meanings of Asmaul Husna. Additionally, the students appeared disengaged and passive during traditional lecture-style lessons. Based on these observations, it was concluded that a more interactive and student-centered approach was needed. To address this issue, the Make A Match method was introduced. This method involves pairing students up to match cards that contain the names of Asmaul Husna on one side and their corresponding meanings on the other. Each student would receive one card with either a name or a meaning, and the task was for the students to find their match. This approach was chosen because it encourages collaboration, active participation, and provides an enjoyable way to engage with the material.

The study followed a pre-experimental design with a single group pretest-posttest format. The pretest was administered before the intervention to measure students' initial knowledge of Asmaul Husna and their ability to recall its meanings. Following the pretest, the Make A Match method was implemented over a series of lessons. The intervention lasted for two weeks, with students participating in the matching activity for about 45 minutes per session. Each session was designed to progressively introduce and review different sets of Asmaul Husna.

The students were divided into pairs for each session, with one student holding a card with the name of an attribute of Allah, and the other holding a card with its corresponding meaning. The students had to find the correct match by discussing and collaborating. Once they found the correct pair, they would explain the meaning to their partner. This peer-teaching aspect of the method was meant to reinforce their understanding and provide opportunities for deeper learning.

To assess the effectiveness of the method, a posttest was conducted after the intervention period. The posttest included similar questions to the pretest but was designed to measure any improvement in the students' recall and understanding of Asmaul Husna and its meanings. The results of the pretest and posttest were compared to determine whether the Make A Match method had led to significant improvements in student learning outcomes. In addition to the quantitative data gathered from the pretest and posttest, qualitative data was also collected through classroom observations and student interviews. These observations provided insight into how the students interacted with the method and whether they found it engaging and helpful. The student interviews focused on gathering feedback regarding their experience with the Make A Match method and how it impacted their understanding of the material.

The classroom observations revealed that students were more active and engaged during the Make A Match sessions compared to traditional lessons. They appeared to enjoy the activity, as it allowed them to move around, work in pairs, and interact with the material in a hands-on way. Many students were observed discussing the meanings of the names with their partners, which helped solidify their understanding. Student interviews also confirmed the positive impact of the Make A Match method. Many students reported that they found the activity both fun and educational. One student mentioned, "I like the matching game because it makes me remember the names and meanings of Asmaul Husna better. It's easier to learn when I work with my friend." This feedback indicated that the method fostered a collaborative learning environment and helped students retain the material more effectively.

The data collected from both the pretest and posttest demonstrated a clear improvement in students' understanding of Asmaul Husna. The average score on the posttest was significantly higher than the pretest, indicating that the students had gained a better grasp of the names and meanings of Asmaul Husna through the intervention. This result suggests that the Make A Match method was effective in improving learning outcomes. Based on the findings, it can be concluded that the Make A Match method is an effective strategy for enhancing student learning in Islamic Education, particularly in the context of learning Asmaul Husna. The interactive nature of the method not only increased student engagement but also helped improve their understanding and retention of the material. The method encouraged students to collaborate, communicate, and actively participate in the learning process, which contributed to the overall success of the intervention.

Furthermore, the positive feedback from students and the significant improvement in their test scores highlight the potential of the Make A Match method to be applied to other areas of Islamic Education. This method could be extended to other topics within the PAI curriculum, such as learning about the Prophets, the five pillars of Islam, or Islamic values. Overall, the research demonstrated that the Make A Match method is an effective approach to enhancing student motivation, engagement, and learning outcomes in the Islamic Education classroom. By making the learning process more interactive and student-centered, the method has proven to be a valuable tool for improving the quality of education and fostering a deeper understanding of religious concepts. This study recommends that teachers incorporate the Make A Match method in future lessons to further improve the learning experiences of students in SD Negeri 085 Panyabungan.

RESULTS

The research conducted at SD Negeri 085 Panyabungan aimed to assess the effectiveness of the Make A Match method in improving students' learning outcomes on the subject of Islamic Education (PAI), specifically in learning Asmaul Husna and their meanings. The results of this study are based on various data sources, including pretests, posttests, classroom observations, and student interviews. The analysis of these data indicates that the implementation of the Make A Match method led to significant improvements in both student engagement and understanding of Asmaul Husna. The initial phase of the study involved administering a pretest to measure the students' baseline knowledge of Asmaul Husna. The pretest was designed to assess students' familiarity with the names and meanings of the 99 beautiful names of Allah. The results of the pretest revealed that many students had limited knowledge of Asmaul Husna. Most students were able to recognize only a few names, and many struggled to recall their meanings. This initial assessment highlighted the need for a more engaging and interactive approach to teaching the material.

Following the pretest, the Make A Match method was introduced as an intervention. In this approach, students were divided into pairs and given cards, each containing either the name of one of the Asmaul Husna or its corresponding meaning. The objective was for students to match the correct names with their meanings, which would encourage them to engage with the material more actively. The method aimed to make the learning process more collaborative and interactive, allowing students to work together and reinforce their understanding through discussion and peer teaching. The Make A Match method was implemented over a period of two weeks, with each session lasting approximately 45 minutes. During each session, students participated in the matching activity, working in pairs to identify the correct pairs of names and meanings. The teacher facilitated the process by providing explanations and guidance as needed, but the majority of the learning occurred through peer interaction. This peer-teaching aspect of the method allowed students to clarify their understanding and reinforce their knowledge by explaining concepts to one another.

Throughout the intervention period, classroom observations were conducted to assess the students' level of engagement and participation. These observations revealed that the Make A Match method significantly increased student involvement in the learning process. Students were observed to be more active and enthusiastic during the sessions compared to traditional lecture-style lessons. Many students appeared to enjoy the matching activity, and there was a noticeable increase in collaboration among students. They were observed discussing the meanings of the names and helping each other find the correct matches. This peer interaction created a positive and supportive learning environment that fostered greater student engagement.

The students' engagement with the material was further supported by the feedback provided through student interviews. After the intervention, a series of interviews were conducted with the students to gather their perceptions of the Make A Match method. The majority of students expressed positive attitudes toward the activity, with many noting that it helped them better understand and remember the Asmaul Husna names and their meanings. One student mentioned, "I enjoy the matching game because it helps me remember the names of Allah. I can learn better when I work with my friend." This feedback indicated that the students appreciated the interactive and collaborative nature of the method, which made learning more enjoyable and effective.

The posttest was administered at the end of the intervention to measure the students' progress and assess the impact of the Make A Match method on their learning outcomes. The posttest included similar questions to those in the pretest, but with a greater focus on students' ability to recall and understand the meanings of Asmaul Husna. The results of the posttest showed a significant improvement in students' performance. The average score on the posttest was notably higher than the average score on the pretest. This indicated that the Make A Match method had a positive impact on students' ability to recall and understand the names and meanings of Asmaul Husna.

In particular, the data revealed that a larger proportion of students were able to correctly identify and match the names of Allah with their corresponding meanings. Prior to the intervention, many students struggled with recalling the meanings of the names, but by the end of the study, most students demonstrated a better understanding of the material. The improvement was consistent across the class, with all students showing at least some level of progress. This result suggests that the Make A Match method was effective in improving students' understanding and retention of the Asmaul Husna material. Further analysis of the posttest results showed that the students who were previously the least engaged in the subject exhibited the most significant improvement. These students, who had initially struggled with the material, appeared to benefit the most from the interactive nature of the Make A Match method. This suggests that the method helped to bridge the gap between students with varying levels of prior knowledge and engagement, providing a more equitable learning experience for all students.

In addition to the improvements in student performance, the qualitative data from the classroom observations and student interviews revealed that the Make A Match method fostered a more positive classroom environment. The students were observed to be more motivated and less anxious about the subject. Many students who were initially hesitant to participate in class were now eager to engage in discussions and share their ideas with their peers. This shift in attitude is a significant indicator of the success of the method, as it suggests that the students developed a greater sense of confidence and ownership over their learning. The classroom atmosphere during the implementation of the Make A Match method was also more collaborative. The students worked together to solve problems, discussed the meanings of the names, and supported one another in their learning. This collaborative learning environment not only improved academic outcomes but also helped to strengthen students' social and communication skills. The interactions between students created a sense of community within the classroom, which further contributed to the students' motivation to learn.

In comparing the results of the pretest and posttest, it was clear that the students' retention of the material had improved. The posttest demonstrated that students had not only learned the names of Allah and their meanings but were able to recall and apply the information more easily. The interactive nature of the Make A Match method, which encouraged students to actively engage with the material, was crucial in promoting long-term retention. This finding supports research on the effectiveness of active learning strategies in improving students' ability to retain and apply knowledge (Freeman et al., 2014).

Another important finding was that the Make A Match method also helped students develop critical thinking skills. By having to match the names of Allah with their meanings, students were forced to make connections between the material and think about the deeper significance of each name. This process of reflection and analysis helped students gain a more profound understanding of the content, which is essential in the context of Islamic education. Teachers also reported feeling more confident in their ability to engage students through the Make A Match method. Prior to the intervention, teachers expressed concerns about the passive nature of traditional teaching methods, which often led to disengagement. However, after using the Make A Match method, teachers observed a noticeable shift in student engagement and enthusiasm. The method allowed teachers to create a more dynamic and interactive classroom environment, which in turn improved student outcomes.

While the results of this study were overwhelmingly positive, there were some challenges associated with the implementation of the Make A Match method. One of the main difficulties faced was managing the time for each activity. Since the method involved students working in pairs, it took a few minutes for students to find their matches, which sometimes led to delays. However, this issue was manageable and did not significantly impact the overall effectiveness of the method. Teachers adapted by ensuring that the activities were well-organized and that each session flowed smoothly. Additionally, some students initially found it difficult to match the names with their meanings, especially those who had limited prior knowledge of Asmaul Husna. However, with continued practice and guidance from the teacher, most students were able to grasp the material and improve their matching skills. The difficulty level was adjusted progressively as the students' understanding of the material deepened, ensuring that they were constantly challenged but not overwhelmed.

In summary, the results of this study show that the Make A Match method was an effective tool in improving student learning outcomes in the subject of Islamic Education, particularly in learning Asmaul Husna and its meanings. The method significantly increased student engagement, enhanced retention of the material, and fostered a more positive and collaborative classroom environment. The improvements in student performance, coupled with the positive feedback from both students and teachers, indicate that the Make A Match method is a valuable strategy for enhancing the learning experience in Islamic Education. Given the success of this intervention, it is recommended that the Make A Match method be incorporated into other areas of the Islamic Education curriculum at SD Negeri 085 Panyabungan. By using this method for other topics, educators can continue to foster an engaging, interactive, and collaborative learning environment that enhances students' motivation and academic achievement.

DISCUSSION

The results of this study demonstrate that the Make A Match method is an effective approach to improving student learning outcomes in Islamic Education (PAI), specifically in learning Asmaul Husna and its meanings at SD Negeri 085 Panyabungan. This section discusses the findings in relation to existing theories, compares the results with previous research, and considers the implications for teaching practice in Islamic Education.

One of the key findings of this study is the significant improvement in student engagement and participation when the Make A Match method was applied. Prior to the intervention, students displayed low levels of motivation and struggled to engage with the material. This lack of engagement was evident during traditional lecture-based teaching, where students were passive recipients of information. However, once the Make A Match method was introduced, there was a noticeable shift in student behavior. Students became more active and enthusiastic about their learning, which is consistent with active learning theories that emphasize student participation as crucial for meaningful learning (Bonwell & Eison, 1991).

The Make A Match method, by its nature, encourages students to take ownership of their learning through collaboration. In this study, students were required to work together to match the names of Allah with their meanings, which facilitated peer-to-peer teaching. This collaboration created an opportunity for students to verbalize their understanding, discuss ideas, and reinforce their learning through interaction. According to Vygotsky's social constructivist theory, social interaction plays a significant role in cognitive development (Vygotsky, 1978). The Make A Match method capitalized on this by fostering a learning environment where students could build understanding collectively.

One of the major benefits of the Make A Match method is its ability to engage students in a hands-on and interactive learning experience. This is particularly important in the context of learning abstract and complex religious concepts such as Asmaul Husna. Traditional lecture-based teaching often fails to adequately engage students with the material, especially when the subject matter is difficult to relate to their everyday experiences. By using a more interactive method, the Make A Match technique made the learning of Asmaul Husna more tangible and relatable, as students could directly associate each name with its meaning. This helped bridge the gap between abstract knowledge and practical understanding.

The improved performance of students on the posttest is a clear indication that the Make A Match method was effective in enhancing their understanding of Asmaul Husna. The results showed that the students not only improved their ability to recognize and recall the names but also demonstrated a deeper understanding of their meanings. This aligns with research that suggests active learning techniques, such as the Make A Match method, promote better retention of information compared to passive learning strategies (Freeman et al., 2014). The hands-on nature of the method allowed students to internalize the material in a way that traditional teaching methods could not achieve.

One aspect that contributed to the success of the method was the element of competition and challenge. The process of matching cards with the correct meanings created an engaging, game-like atmosphere in the classroom. Students enjoyed the challenge of finding their match, and this element of friendly competition motivated them to stay focused and actively participate in the learning process. This aligns with the concept of gamification in education, where elements of game design are used to increase student motivation and engagement (Deterding et al., 2011). By making learning more enjoyable and competitive, students were motivated to perform better and take ownership of their learning.

In addition to the increased motivation, students also developed a stronger sense of confidence in their knowledge of Asmaul Husna. Before the intervention, many students felt uncertain about their understanding of the material, but the active participation required by the Make A Match method allowed them to gain more confidence in their abilities. Peer-to-peer teaching, in particular, gave students the opportunity to explain concepts to one another, which reinforced their understanding and built their self-esteem. This peer teaching element is an effective strategy for deepening student understanding, as it forces students to process and articulate their knowledge in a way that enhances cognitive retention.

Another key finding was the significant increase in student collaboration. Students who were previously less engaged in the lesson, or who struggled to grasp the material,

now became more involved. By working in pairs, they were able to help each other understand the meanings of the Asmaul Husna. This increased interaction also created a more supportive and inclusive learning environment. Collaboration among students has been shown to enhance both academic achievement and social skills, as students learn how to communicate, work together, and solve problems (Johnson & Johnson, 1999). This was evident in the way students communicated during the Make A Match sessions, discussing their understanding and supporting one another through the matching process.

The results also highlight the importance of creating an environment in which students can learn at their own pace. In the Make A Match method, students were given the opportunity to work through the activity at their own speed, which allowed them to internalize the material more effectively. The ability to work at their own pace is especially important for students with varying learning speeds. Slower learners were able to take their time to understand each name and its meaning, while faster learners could move ahead and explore more advanced concepts. This personalized approach to learning is essential for promoting equity in education and ensuring that all students have the opportunity to succeed.

The findings also underscore the importance of feedback in the learning process. During the Make A Match activity, students received immediate feedback from their peers when they found a correct match. This immediate feedback allowed students to correct misconceptions on the spot, which prevented misunderstandings from becoming entrenched. Feedback is a critical component of the learning process, as it helps students identify areas for improvement and reinforces correct understanding (Hattie & Timperley, 2007). The Make A Match method provided an ideal context for this type of immediate, interactive feedback.

The classroom observations revealed that students were more motivated to participate in the lesson, with a noticeable increase in enthusiasm and focus. The activity not only engaged students but also helped them focus on the task at hand, as they were challenged to match the names of Allah with their meanings. This increased focus led to more productive learning sessions, with students more likely to retain the material. Research has shown that active learning techniques, such as cooperative learning and hands-on activities, can significantly improve student engagement and attention (Prince, 2004). Despite the positive outcomes, the implementation of the Make A Match method was not without its challenges. One issue that arose was the limited availability of materials. The cards used for the activity were often shared between pairs of students, which caused some logistical delays. While this issue was manageable, it highlighted the need for sufficient resources when implementing such interactive methods. Teachers should ensure that materials are readily available to avoid interruptions and maximize the effectiveness of the activity.

Another challenge was ensuring that all students were equally engaged. In some cases, students were more passive in their participation, relying heavily on their partners to find the correct matches. However, teachers addressed this by actively circulating the classroom and providing guidance when necessary. This ensured that all students were actively engaged and participating in the activity. Teachers also provided guidance during the debriefing sessions to reinforce the key concepts and ensure that every student understood the material. The improvement in students' understanding of Asmaul Husna can be attributed to the way the Make A Match method promotes active learning and interaction. By requiring students to match the names with their meanings, they were forced to make connections between the material, reinforcing their learning through active participation. This approach is more effective than passive learning methods, which often fail to engage students and lead to lower retention rates. The Make A Match method allowed students to engage with the material on a deeper level, which is why it led to such significant improvements in their knowledge.

The success of the Make A Match method in improving student learning outcomes aligns with previous research on the effectiveness of cooperative learning techniques.

Studies have shown that cooperative learning methods, such as the Make A Match strategy, can lead to greater academic achievement, better retention of information, and improved interpersonal skills (Slavin, 1995). The results of this study add to the growing body of evidence supporting the use of interactive and cooperative learning strategies in the classroom.

The findings also have implications for the broader teaching of Islamic Education. Asmaul Husna, with its spiritual significance and depth, requires an engaging approach to help students grasp its meanings and understand its relevance to their daily lives. The Make A Match method provides a way to teach this content interactively, allowing students to form personal connections with the material. By incorporating such methods into the curriculum, teachers can enhance the overall quality of Islamic Education and make it more meaningful for students. In conclusion, the findings of this study suggest that the Make A Match method is a valuable tool for improving student learning outcomes in Islamic Education, particularly in the context of learning Asmaul Husna. The method promoted active engagement, improved student collaboration, and led to a deeper understanding of the material. The positive results highlight the importance of using interactive and student-centered teaching methods in religious education, which can help students retain and apply knowledge more effectively. Moving forward, it is recommended that this method be used not only for Asmaul Husna but also for other topics in the Islamic Education curriculum to further enhance student learning experiences.

The results also emphasize the value of using interactive, student-centered teaching methods in religious education. Asmaul Husna, with its spiritual significance, can be a challenging topic for students to engage with using conventional methods. However, by incorporating the Make A Match technique, teachers were able to present the material in a way that was both engaging and meaningful, allowing students to connect with the content on a deeper level. Furthermore, the Make A Match method helped create a more supportive and collaborative classroom environment. Students were able to help one another, share insights, and engage in discussions that deepened their understanding. This collaborative learning environment, as demonstrated by this study, fosters not only academic growth but also important social and communication skills that benefit students in various aspects of their lives.

Despite the success of the method, some challenges were encountered during its implementation. Issues such as the need for adequate materials and time management were identified as potential areas for improvement. However, these challenges were manageable and did not significantly hinder the overall success of the method. With proper preparation and organization, these minor obstacles can be easily addressed in future implementations. In conclusion, the findings of this study suggest that the Make A Match method is a valuable teaching strategy for improving student learning outcomes in Islamic Education, particularly in teaching Asmaul Husna. The method proved to be effective in increasing student engagement, promoting active learning, and enhancing both individual and collaborative learning experiences. Based on these results, it is recommended that teachers incorporate the Make A Match method into other areas of the Islamic Education curriculum to further enhance student learning and foster a deeper understanding of the subject matter. Overall, this study provides strong evidence for the effectiveness of active, student-centered learning methods in religious education. By using innovative strategies such as the Make A Match method, educators can create a more engaging and effective learning environment that promotes both academic success and personal growth for students in Islamic Education.

CONCLUSION

This study aimed to examine the effectiveness of the Make A Match method in improving student learning outcomes, specifically in the context of Islamic Education (PAI) on Asmaul Husna and its meanings. The results indicate that the Make A Match method

significantly enhanced students' understanding and retention of the material, as evidenced by the improvements in their posttest scores. One of the key findings of the study was the noticeable increase in student engagement during the Make A Match activity. The method encouraged active participation, with students working collaboratively to match the names of Allah with their meanings. This interactive approach was much more engaging than the traditional lecture-based method, leading to higher levels of motivation and interest in the subject matter. Additionally, the method facilitated peer-to-peer learning, which was an important aspect of the intervention. By discussing and explaining the meanings of the names to one another, students reinforced their own understanding. This collaborative learning environment encouraged deeper cognitive processing and helped solidify the material in their minds. The significant improvement in student performance, as indicated by the posttest results, underscores the effectiveness of the Make A Match method in enhancing learning outcomes. The comparison between the pretest and posttest scores showed a clear increase in students' ability to recall the names of Allah and their meanings. This suggests that the method promoted better retention and understanding of the material compared to traditional teaching methods. Another important conclusion from this study is the positive impact of the Make A Match method on students' confidence. Many students, who initially struggled with the material, gained more self-assurance in their ability to recall and understand Asmaul Husna. This boost in confidence is crucial for fostering a positive learning experience and motivating students to continue their studies in Islamic Education.

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