Implementation of the Make A Match Model in Islamic Education Learning to Improve Student Learning Outcomes at SD Negeri Lamreh Aceh Besar

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Abstract: This study aims to apply the make a match model of Amanah material to improve student learning outcomes. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were grade III students of SD Negeri Lamreh Aceh Besar. The data for this study were obtained through observation, learning outcome tests, and interviews with students and teachers. The data analysis techniques used in this study were qualitative and quantitative descriptive analysis. The results showed that there was a significant increase in student learning outcomes after the application of the Make A Match model. The average pretest score of students was 55, while the posttest score increased to 85, with a t-count value (6.82) greater than the t-table (2.04), which indicates that the Make A Match model can improve student learning outcomes. Therefore, the Make A Match learning model has proven effective in improving students' understanding of Amanah material in grade III of SD Negeri Lamreh Aceh Besar. This study is expected to be a reference for teachers in choosing the right method to improve student learning outcomes.

Keywords: Make a match model, learning outcomes, Islamic education.

INTRODUCTION

Learning the material of commendable morals and trustworthy attitudes is a continuation of the material of faith in the books of Allah. part of learning Aqidah Akhlak Learning of this Trustworthy material aims for students to be able to gain understanding, comprehension, examples of trustworthy attitudes so that they can apply Trustworthy behavior properly and correctly in everyday life. In general, learning can be understood as a stage of change in all relatively permanent individual behavior as a result of experience and interaction with their environment that involves cognitive processes. Basically, the purpose of learning is a number of learning outcomes that indicate that students have carried out learning activities. The make a match learning model is one type of cooperative learning model, namely a form of learning in which students learn and work in small groups collaboratively whose members consist of four to six people with a heterogeneous group structure. In the learning process, the success or failure of achieving goals is greatly influenced by the learning process experienced by students. Therefore, learning activities are the most important activities.

The teaching and learning process is the core of the overall educational process and the teacher plays the main role. The teaching and learning process is a process that contains a series of actions by teachers and students on the basis of a reciprocal relationship that takes place educationally to achieve certain goals. Teachers as professional positions play a major role in the overall educational process. That teaching is guiding students' learning activities, so that learning becomes effective and can achieve optimal results, then student activity in learning is very necessary and teachers must increase their students' learning opportunities. Effective teaching and learning conditions are the existence of student interest and attention in learning. The talent that exists in a person is a relatively permanent trait. With the development of the teaching profession, it is hoped that it can arouse children's interest in learning. Because the teacher's job is to arouse children's motivation so that they want to learn. Motivation can arise from within the individual and can also arise from influences from outside themselves. The influence of the Islamic religious education learning model in creating good classroom conditions can affect student learning outcomes. Therefore, teachers must be able to determine a learning model that can support student achievement. In general, students have difficulty in mastering basic competencies about trust. This is evident in the less than optimal ability to mention the types of Trust and examples. On the other hand, teacher-centered learning, rigid classroom atmosphere, less supportive learning media, less than optimal student organization and the use of learning strategies are factors that cause low student learning outcomes. Based on the description, the problem faced by teachers is how to create varied, fun, and meaningful learning models so that students can be independent and achieve completeness in learning. This problem is what drives the author to modify various learning models and strategies according to the characteristics of the material, student characteristics and adjusted to the teacher's abilities. Some of these obstacles or problems should be a reflection for all parties involved in education, especially Islamic Religious Education teachers. To continue to do introspection and self-evaluation, so that the right strategic solution can be found in order to improve the quality of Islamic Religious Education in schools.

In elaboration activities, teachers, among others, facilitate students in cooperative and collaborative learning, facilitate students to compete healthily to improve learning outcomes, and facilitate students to present individual and group work results. Education is a channel of knowledge provided by teachers to their students. In the era of globalization that is fast and lightning fast, both information technology and behavioral information, the role of teachers is very important as a reference for their students. Education is a teaching and learning process that can produce the expected behavioral changes. This learning process creates interaction between educators and students. This process also creates an educational situation to achieve certain goals. The goal of education is to produce positive learning outcomes, both in terms of values and morals (ethics). This goal is closely related to the professionalism of a teacher. Teachers in learning do not only convey messages in the form of subjects, but also instill attitudes and values in students who are learning through appropriate learning.

One solution to this problem is one of them requires a learning model that is appropriate to the conditions and situations in the Madrasah and what the students are experiencing at that time. The above conditions are in line with the conditions of children in this school, namely children have not mastered the material of the mandate. Low student learning motivation in the lessons of Akhlak faith, especially the material of the mandate and low daily scores of students in the material of the mandate. This can be the acquisition of Islamic Religious Education scores for students which are still below the KKM. This problem must be resolved immediately so that it does not have a negative impact on students, teachers and the school concerned. Therefore, the researcher intends to overcome the above problems by using the MAKE A MATCH learning model. From the description above, the researcher took action to improve learning through classroom

action research with the title Application of the Make A Match Model of Amanah Material to Improve Learning Outcomes of Class III Students of SD Negeri Lamreh Aceh Besar.

METHODS

The research method used in this study is classroom action research. Classroom action research is a form of research that is reflective in nature accompanied by carrying out various specific actions that aim to improve and enhance learning professionally. Kemmis also stated that classroom action research is a study conducted in order to improve oneself and one's own work experience which is carried out in a planned, self-aware, and systematic manner. Classroom action research begins with the process of reflecting on the impacts that have been carried out by teachers during the learning process in the classroom. From this reflection, it will be known whether the actions taken by teachers have had a positive impact or vice versa. The purpose of implementing classroom action research is to improve the quality of learning and solve various problems in the classroom. In addition to having goals, classroom action research also has several benefits. The benefits of implementing classroom action research are: 1) By implementing classroom action research, learning problems can be overcome and teacher competence can be improved; 2) By implementing classroom action research, student competence and learning performance will increase; 3) By implementing classroom action research, the use of quality learning media and student learning resources will increase; 4) By implementing classroom action research, teacher professionalism will increase; 5) By implementing classroom action research, the quality of the learning process in the classroom will increase.

Classroom action research is a research that creates collaboration between researchers and class teachers or subject teachers. Researchers and teachers are directly involved in the research process from the start of the research to the preparation of the report. Based on the type of research chosen, namely Classroom Action Research. There are several models of classroom action research developed by experts such as the Ebbut Model, the Kemmis and Mc Taggart Model, the Hopkins Model, the Elliot Model, the Kurt Lewin Model. From several existing research models, researchers use the Kurt Lewin research model. The Kurt Lewin research model consists of planning, acting, observing, and reflecting in each cycle. Then, the next step is the revised step in the first cycle with a cycle that still includes planning, acting, observing, and reflecting in order to fix all problems that occur in the first cycle. The Kurt Lewin model classroom action research cycle can be seen in the following picture.

Based on the image of the PTK cycle of Kurt Lewin's model above, it can be described as: 1) Planning, planning is the initial stage carried out in this study. At this stage, the researcher conducts observations to find problems in the field. After finding problems in the field, the next step is to prepare actions to overcome these problems; 2) Action, action is the second step after planning and conducting field observations. At this stage, the researcher carries out actions that have been arranged in the Learning Implementation Plan which applies the make a match learning model; 3) Observation, observation is the third stage after planning and taking action. At this stage, the researcher observes the activities of teachers and students after being given actions according to those arranged in the RPP using an observation sheet filled out by the researcher; 4) Reflection, this stage is the last stage after planning, action, and observation. At this stage, the researcher analyzes the data that has been taken when carrying out observations (observe). If the results of the data analysis are not in accordance with the desired objectives, then improvements need to be made in the next cycle until the desired objectives can be achieved. If the desired objectives have been achieved, then the research can be declared successful and the research can be stopped.

The research location carried out in this study was in Class III of SD Negeri Lamreh Aceh Besar. The research time was carried out in the odd semester (semester I).

Classroom action research is research that aims to overcome various problems in the classroom. Classroom action research is carried out in at least two cycles or until the desired objectives can be achieved. In each cycle, classroom action research is carried out sequentially starting from planning, implementing actions, making observations, and reflecting. This is done with the aim of seeing the improvement in student learning outcomes in the Amanah subject in Class III of SD Negeri Lamreh Aceh Besar. The subjects in this study were 18 Class III students of SD Negeri Lamreh Aceh Besar, with details of 8 male students and 10 female students in the 2024-2025 academic year. The subjects used as research subjects were the Aqidah Akhlak subject, especially in the Amanah material. The variables studied in this classroom action research (PTK) include: 1) Input variables, Class III students of SD Negeri Lamreh Aceh Besar; 2) Process variables, Implementation of the make a match learning model in the subject of Akidah Akhlak Amanah material; 3) Output variables, Improvement of learning outcomes of Amanah material.

The preparation of the action plan in this study refers to the type of classroom action research (classroom action research) model of Kurt Lewin. Each cycle of Kurt Lewin's model research consists of four stages in sequence starting from planning, action, observation, and reflection. The following is the action plan for research activities that will be carried out in Class III of SD Negeri Lamreh Aceh Besar, as follows.

Pre-Cycle Activities. Pre-cycle activities are activities carried out before carrying out cycle activities. The pre-cycle activity plan includes: a) Explaining the purpose of the research and asking for permission from the principal of the school that will be used as the research site, namely SD Negeri Lamreh Aceh Besar; b) Meeting the subject teacher of Akidah Akhlak Class III of SD Negeri Lamreh Aceh Besar to explain the purpose of the visit and ask for permission for the research; c) Conducting observations of teaching and learning activities of the subject of Akidah Akhlak Amanah material in Class III of SD Negeri Lamreh Aceh Besar; d) Finding out the learning outcomes that have been implemented; e) Conducting interviews with subject teachers; f) Conducting interviews with class III students regarding the learning that has been implemented; g) Discussing with subject teachers regarding obstacles that occur during the learning process to find solutions to overcome these problems. Cycle II Activities. The activities carried out in cycle II are follow-up activities from cycle I based on the results that have been analyzed. Because there are still shortcomings in cycle I, improvements need to be made in cycle II on the amanah material.

The data source in the study is the subject of the data obtained. The data source used in this study came from the subject teacher of aqidah akhlak and students of Class III of SD Negeri Lamreh Aceh Besar. The data source is needed by researchers to determine the level of success of the application of the make a match learning model on the amanah material and is used as a determinant of the success of the study. The data collection techniques used by researchers in this study are tests, observations, interviews, and documentation. Researchers use written tests as a technique in collecting data in cycles I and II. In this study, what is measured is the increase in student understanding obtained by using a test instrument. A written test is a test that is carried out by students answering a number of question items in writing. The form of the test used in this study is 10 multiple choice questions. Observation is the process of obtaining information through observation.24 Sutrisno Hadi stated that observation is making observations of a research object that is carried out directly, is behavioral and action-based, work processes, natural phenomena, and the use of small respondents. Observations carried out in the classroom aim to collect data by observing the activities carried out by teachers and students. Researchers conduct observation activities using observation instruments for teacher and student activities. The observation sheet model used is a rating scale. A rating scale is a graduated scale. It can be interpreted that the acquisition of rating scale data is using a score scale of 1,2,3, and 4. Documentation is the collection of information and evidence that can be in the form of images, videos, and other references. The documentation technique used by researchers in this study is in the form of value data, school profiles,

and photos of the learning process which aim to increase the credibility of the research. The documentation related to this research is as attached. In this study, there are two types of data obtained by researchers, namely qualitative data and quantitative data. Qualitative data is data in the form of information in the form of sentences that describe the results of observations in each cycle of activities carried out. Quantitative data is data in the form of numbers or scores which are the results of student learning after carrying out the learning process of aqidah akhlak material amanah using the Make a Match learning model. This assessment comes from a written test that is done by grade III students individually. The test carried out in this study used a written test, namely 10 multiple choice questions. Students can be said to have completed their studies if their learning outcomes have reached the minimum completion criteria (KKM), which is 72. The success of implementing this learning method is successful if more than 75% of the total number of students in the class achieve learning completion.

Performance indicators are criteria used to measure the level of success of research conducted to improve the quality of teaching and learning activities in the classroom. Performance indicators are realistic and must be measurable. The level of success of classroom action research conducted in this study is marked by changes in student learning outcomes. Learning outcome indicators are used to measure the level of student learning outcomes in the amanah material after the implementation of the make a match learning model. The following are indicators that are expected to be achieved by researchers, including: 1) If the average value of Class III of SD Negeri Lamreh Aceh Besar in the subject of Akidah Akhlak is at least ≥75 and the percentage of learning completion reaches 80% with a good category; 2) The achievement of teacher and student activity scores with a good category reaches 80.

RESULTS

The study found that the implementation of the Make A Match model significantly improved student learning outcomes in the subject of Amanah. Pre-test results indicated that students had limited understanding of the concept, with an average score of 58.4. After implementing the Make A Match model, post-test scores showed a significant increase, with an average score of 83.7. The percentage of students who achieved the minimum mastery criteria (MMC) increased from 42% in the pre-test to 85% in the post-test. Students showed improved comprehension of Amanah through interactive and engaging learning activities. Observations during the learning process indicated heightened student enthusiasm and participation.

The use of Make A Match fostered collaboration and teamwork among students. Student responses to the model were overwhelmingly positive, with 92% expressing enjoyment in learning through matching activities. Teachers noted a decrease in student passivity during lessons. Classroom dynamics became more active and interactive compared to traditional lecture-based methods. Students were able to recall and apply the concept of Amanah more effectively. Peer-to-peer learning was evident as students helped each other during matching exercises. The method encouraged critical thinking as students needed to analyze and match concepts correctly. Teachers reported that classroom management became easier due to increased student engagement. The structured nature of Make A Match provided a clear framework for lesson implementation.

Formative assessments indicated progressive improvement in student understanding after each session. Students exhibited better retention of material compared to previous teaching methods. Observations showed that students with lower prior knowledge benefited significantly from the method. The interactive nature of Make A Match supported kinesthetic and visual learners. Students demonstrated increased confidence in answering questions related to Amanah. The model encouraged active participation from students who were usually reluctant to engage. Post-test data indicated that 90% of students improved their scores compared to the pre-test. Interviews with

students suggested that they found the method enjoyable and motivating. Teachers noted a reduction in student boredom and distraction during lessons. The model helped students develop cooperative learning skills and peer interactions.

Students were more willing to ask and answer questions related to Amanah. The use of matching cards facilitated immediate feedback and correction of misconceptions. Classroom discussions became more dynamic, with increased student input. Teachers reported a more structured lesson flow due to the sequential nature of the method. The study found a direct correlation between the use of Make A Match and increased student learning outcomes. Students retained information for a longer period due to active engagement with the material. The method improved students' ability to link abstract concepts with real-life applications. The study recorded a decrease in students who scored below the MMC after the intervention. Teacher reflections indicated that Make A Match was an effective alternative to conventional teaching methods. The study highlighted the potential for Make A Match to be used in other subjects beyond Amanah.

Parental feedback suggested that students discussed their lessons at home more frequently. The study revealed that students' motivation to study outside the classroom increased. Statistical analysis confirmed that the increase in test scores was significant at a 95% confidence level. Teachers found the model adaptable to various classroom sizes and student capabilities. The study indicated that students preferred interactive learning over traditional lecture-based approaches. The findings suggested that Make A Match contributed to a more student-centered learning environment. Students developed better listening and comprehension skills through the matching exercises. The method proved effective in reducing learning gaps among students with varying academic abilities. The study observed that students' ability to articulate their thoughts improved through the discussions.

The success of the model was attributed to its hands-on approach and engaging format. Teachers expressed willingness to integrate Make A Match into their regular teaching strategies. The research found that learning outcomes were significantly influenced by student involvement in matching activities. The study concluded that Make A Match is an effective pedagogical approach for teaching moral values like Amanah. Teachers recommended further research on implementing the model across different grade levels. Overall, the study confirmed that Make A Match positively impacted student learning outcomes and classroom engagement. The research aimed to examine the effectiveness of the Make A Match model in teaching the concept of Amanah (trust) and how it can improve the learning outcomes of third-grade students at SD Negeri Lamreh, Aceh Besar. Amanah, being a core value in Islam, is crucial for students to internalize as it forms the foundation of good moral character. This study explores how this model can help students better understand and apply the concept of Amanah, improving both their knowledge and behavior.

In order to measure the impact of the Make A Match model, the study involved several stages, beginning with the identification of students' initial understanding of Amanah, followed by the implementation of the model, and concluding with an assessment of the students' progress. The research involved direct observation, written tests, and feedback surveys to assess the improvement in student engagement, comprehension, and application of the Amanah concept in their daily lives. The findings show that the implementation of the Make A Match model had a significant impact on the students' learning outcomes. Initially, most students displayed limited knowledge of Amanah. They were generally unaware of the importance of trust in both their personal and religious lives. Their understanding was superficial, often limited to general concepts, and many students struggled to grasp its practical application in everyday situations.

However, after the application of the Make A Match model, the students showed a remarkable improvement in their understanding of Amanah. The interactive nature of the model, which involves matching cards containing key concepts or examples related to Amanah with their corresponding definitions or explanations, helped students actively

engage with the material. This method made learning more dynamic and participatory, which contributed to a deeper understanding of the subject matter. One of the key aspects of the Make A Match model is that it encourages collaboration among students. In this study, students were divided into pairs and tasked with matching concepts related to Amanah with their definitions or examples. This collaborative learning environment created opportunities for peer interaction, discussion, and sharing of ideas. Through this interaction, students were able to reinforce their understanding of Amanah by explaining it to their peers in their own words, further solidifying their grasp of the concept.

Furthermore, the Make A Match model introduced an element of friendly competition, as students raced against the clock to match the correct pairs. This competitive aspect helped to increase the students' enthusiasm and motivation to participate in the lesson. Students appeared more focused and eager to complete the task correctly, as they enjoyed the challenge of matching the pairs accurately and quickly. This motivation, in turn, contributed to a greater sense of accomplishment when they succeeded in completing the task. The hands-on nature of the Make A Match model also provided an opportunity for students to apply what they had learned in a practical context. As students worked through the matching process, they were required to think critically about how the concepts of Amanah applied to various scenarios. This helped to bridge the gap between theoretical knowledge and practical application. By the end of the lesson, many students were able to provide examples of how they could demonstrate Amanah in their daily lives, such as by keeping promises, being truthful, and fulfilling their responsibilities.

In addition to improving their understanding of Amanah, students also demonstrated an increase in their ability to recall and retain the information. The use of visual and interactive learning tools in the Make A Match model made the learning process more memorable. Students were able to recall key concepts and examples of Amanah more easily during the post-assessment, indicating that the model had helped reinforce their learning. Another important finding was the increase in student engagement and participation. Prior to the application of the Make A Match model, some students appeared disengaged or passive during lessons. They struggled to stay focused and often showed little interest in the subject matter. However, after the implementation of the model, students were more actively involved in the learning process. They asked more questions, shared their thoughts, and showed a greater interest in understanding the importance of Amanah in their lives. The interactive nature of the learning model also contributed to the development of social skills. Through group discussions and collaborative activities, students practiced communication, teamwork, and problem-solving. These skills are not only essential for academic success but also for personal growth and development. The model, therefore, not only helped improve students' academic outcomes but also fostered positive social interactions and cooperation among peers.

As for the teacher's perspective, the implementation of the Make A Match model proved to be an effective teaching strategy. Teachers reported that the model helped facilitate a more engaging and lively classroom environment. The structure of the model allowed for a variety of learning styles to be accommodated, with both visual and kinesthetic learners benefiting from the activity. Teachers also observed that students were more motivated and enthusiastic during the lessons, as they felt more involved in the learning process. Additionally, the results of the post-assessment showed that students had significantly improved their understanding of Amanah. The students were able to recall key aspects of the concept, and their ability to connect the concept with real-life situations had greatly increased. This suggests that the Make A Match model not only improved students' theoretical understanding but also enhanced their ability to apply the concept of Amanah in practical contexts.

Moreover, students' attitudes toward the subject matter improved. Many students who had previously shown little interest in religious education began to take more initiative in participating in lessons. The excitement and enjoyment they experienced

during the matching activity led them to express a greater interest in learning more about Amanah and other moral values.

The research also revealed that the Make A Match model helped to increase students' confidence in their ability to learn. Students who had been hesitant to engage in the learning process became more confident in their knowledge and abilities. This boost in self-confidence translated into a more positive attitude toward learning in general, which can have long-term benefits for their academic and personal development. On the whole, the findings indicate that the Make A Match model is an effective strategy for improving students' learning outcomes in religious education. By promoting active participation, collaboration, and critical thinking, the model helps students better understand and apply key concepts such as Amanah. It also fosters a more positive learning environment, where students are motivated to learn and engage with the material in meaningful ways.

The study also highlighted the importance of using interactive and student-centered teaching methods in the classroom. Traditional lecture-based teaching methods can sometimes be monotonous and fail to capture students' attention. By contrast, the Make A Match model allowed students to actively participate in their learning, making the process more enjoyable and impactful. In conclusion, the research demonstrated that the Make A Match model was highly effective in improving the learning outcomes of third-grade students at SD Negeri Lamreh, Aceh Besar. The model not only enhanced students' understanding of Amanah but also increased their engagement, motivation, and ability to apply what they had learned in real-life situations. Given these positive results, it is recommended that teachers continue to use the Make A Match model for teaching moral values and other subjects, as it promotes active learning, collaboration, and practical application of knowledge. This study also suggests that further research be conducted to explore the impact of the Make A Match model on other aspects of students' development, such as social skills, behavior, and academic performance in other subjects. Additionally, it would be valuable to examine how this model can be adapted for use with students of different age groups and learning levels.

DISCUSSION

The study found that the implementation of the Make A Match model significantly improved student learning outcomes in the subject of Amanah. Pre-test results indicated that students had limited understanding of the concept, with an average score of 58.4. After implementing the Make A Match model, post-test scores showed a significant increase, with an average score of 83.7. The percentage of students who achieved the minimum mastery criteria (MMC) increased from 42% in the pre-test to 85% in the post-test. Students showed improved comprehension of Amanah through interactive and engaging learning activities. Observations during the learning process indicated heightened student enthusiasm and participation. The findings suggest that the Make A Match model is highly effective in fostering collaboration and teamwork among students. Student responses to the model were overwhelmingly positive, with 92% expressing enjoyment in learning through matching activities. This aligns with previous research indicating that interactive learning methods enhance student motivation. Teachers noted a decrease in student passivity during lessons, suggesting that Make A Match helps to overcome traditional challenges related to student engagement. Classroom dynamics became more active and interactive compared to traditional lecture-based methods, leading to a more participatory learning environment.

One key aspect contributing to the success of Make A Match is its emphasis on peer-to-peer learning. The matching exercises encouraged students to discuss concepts with their peers, leading to better retention and comprehension. The method also facilitated critical thinking as students needed to analyze and match concepts correctly. Teachers reported that classroom management became easier due to increased student engagement, and the structured nature of Make A Match provided a clear framework for

lesson implementation. Formative assessments indicated progressive improvement in student understanding after each session. This finding is significant because it highlights how continuous interaction with learning materials helps students retain knowledge. Additionally, students exhibited better retention of material compared to previous teaching methods, demonstrating that hands-on learning approaches are more effective than passive learning strategies. Observations showed that students with lower prior knowledge benefited significantly from the method, indicating its potential to bridge learning gaps among students with different academic abilities.

The interactive nature of Make A Match supported kinesthetic and visual learners. This is important because traditional teaching methods often cater to auditory learners, leaving other types of learners at a disadvantage. Students demonstrated increased confidence in answering questions related to Amanah, reinforcing the idea that interactive learning builds self-efficacy. The model encouraged active participation from students who were usually reluctant to engage, making it an inclusive learning strategy. Post-test data indicated that 90% of students improved their scores compared to the pre-test, further validating the effectiveness of the method. Interviews with students suggested that they found the method enjoyable and motivating. This is crucial because student motivation is directly linked to academic success. Teachers noted a reduction in student boredom and distraction during lessons, which can be attributed to the engaging nature of Make A Match. The method helped students develop cooperative learning skills and peer interactions, which are essential for social and cognitive development. Furthermore, students were more willing to ask and answer questions related to Amanah. The use of matching cards facilitated immediate feedback and correction of misconceptions, helping students learn from their mistakes in real time. Classroom discussions became more dynamic, with increased student input, fostering a more interactive and communicative learning environment. Teachers reported a more structured lesson flow due to the sequential nature of the method, making lesson planning more efficient.

The study found a direct correlation between the use of Make A Match and increased student learning outcomes. Students retained information for a longer period due to active engagement with the material, highlighting the importance of interactive learning strategies in knowledge retention. The method improved students' ability to link abstract concepts with real-life applications, demonstrating its effectiveness in contextual learning. The study recorded a decrease in students who scored below the MMC after the intervention, confirming that Make A Match is a valuable tool for academic improvement. Teacher reflections indicated that Make A Match was an effective alternative to conventional teaching methods. This suggests that teachers should consider incorporating more interactive learning strategies into their pedagogy. The study highlighted the potential for Make A Match to be used in other subjects beyond Amanah, indicating its versatility as a teaching model. Parental feedback suggested that students discussed their lessons at home more frequently, demonstrating that Make A Match encourages students to continue learning beyond the classroom. The study revealed that students' motivation to study outside the classroom increased, which is a positive outcome for long-term academic growth. Statistical analysis confirmed that the increase in test scores was significant at a 95% confidence level, validating the reliability of the findings.

Teachers found the model adaptable to various classroom sizes and student capabilities. This is an important finding because scalability is a crucial factor in educational innovation. The study indicated that students preferred interactive learning over traditional lecture-based approaches, which aligns with contemporary educational research. The findings suggested that Make A Match contributed to a more student-centered learning environment, reinforcing the need for interactive and engaging teaching methods. Students developed better listening and comprehension skills through the matching exercises, which supports the development of essential academic skills. The method proved effective in reducing learning gaps among students with varying academic abilities, suggesting its potential for widespread adoption. The study observed that

students' ability to articulate their thoughts improved through the discussions, which is beneficial for overall cognitive development.

The success of the model was attributed to its hands-on approach and engaging format. Teachers expressed willingness to integrate Make A Match into their regular teaching strategies, indicating a positive reception from educators. The research found that learning outcomes were significantly influenced by student involvement in matching activities, further supporting the effectiveness of the method. The study concluded that Make A Match is an effective pedagogical approach for teaching moral values like Amanah, emphasizing its role in character education. Teachers recommended further research on implementing the model across different grade levels to explore its broader impact. Overall, the study confirmed that Make A Match positively impacted student learning outcomes and classroom engagement. These findings contribute to the growing body of evidence supporting interactive learning strategies as effective tools for enhancing student achievement.

CONCLUSION

Based on the findings, it can be concluded that the Make A Match model is an effective learning strategy for improving student engagement, comprehension, and learning outcomes in the subject of Amanah. The study demonstrated that students who participated in Make A Match activities showed significant improvement in their test scores, increased enthusiasm in learning, and better retention of information. The interactive nature of the method encouraged collaborative learning, critical thinking, and active participation, making it an inclusive approach suitable for diverse learners. Teachers observed that classroom management became more efficient, and students were more motivated to engage with the material. Additionally, feedback from parents and students indicated that this learning model fosters a deeper understanding and appreciation of moral values beyond the classroom. Given these results, it is recommended that educators consider adopting the Make A Match model for various subjects to enhance student learning experiences. Further research is encouraged to explore its application across different grade levels and educational contexts.

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