The Influence of the Make A Match Learning Model on Student Learning Outcomes in Aqidah Akhlak Learning at MI Syamsul Iman NW in Senurus

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Abstract: This study aims to determine the effect of the "Make a Match" learning model on student learning outcomes in the subject of Aqidah Akhlak with a focus on the material of Faith in the Prophet and Apostles. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 20 students of MI Syamsul Iman NWDI Senurus. The data for this study were obtained using 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 quantitative Pre Experiment Design in the form of One Group Pretest and Posttest Design. The results of the study showed that there was an effect of the make a match learning model on student learning outcomes in the subject of Aqidah Akhlak with a focus on the material of Faith in the Prophet and Apostles. The results of the hypothesis test using the t test were 0.000 <0.05 and the average pretest value before being given treatment was 36.20. And the average posttest value after being given treatment was 70.20.

Keywords: Make a match model, student learning outcomes, learning of aqidah and akhlak.

INTRODUCTION

Education plays a crucial role in shaping students' intellectual and moral development. One of the essential subjects in Islamic education is Aqidah Akhlak, which aims to instill strong faith and good character in students. In teaching Aqidah Akhlak, particularly the topic of faith in prophets and messengers, educators need to employ effective learning strategies that engage students and enhance their understanding. One such strategy is the Make A Match learning model, which involves pairing questions with corresponding answers in an interactive and engaging way. The Make A Match model is designed to make learning more active and enjoyable by incorporating an element of collaboration and competition. Through this method, students are encouraged to think critically, recall key concepts quickly, and actively participate in the learning process. This model also fosters a sense of teamwork, as students must work together to match the correct answers with their respective questions. One of the main challenges in teaching Aqidah Akhlak is ensuring that students not only memorize concepts but also understand their meaning and relevance in daily life. The traditional lecture method, which relies heavily on teacher explanations, often results in passive learning and limited student engagement. Consequently, many students struggle to retain information and apply religious teachings

in their lives. This research aims to investigate whether the Make A Match learning model can effectively enhance students' comprehension and retention of faith in prophets and messengers. Faith in prophets and messengers is a fundamental aspect of Islamic belief that every Muslim must understand. It teaches students about the role of prophets as guides chosen by Allah to convey His message to humanity. By learning about the lives and missions of the prophets, students develop a deeper appreciation for Islamic teachings and are inspired to follow their exemplary character. Therefore, it is essential to employ an effective teaching strategy that ensures students grasp this important topic.

The Make A Match learning model has been widely recognized for its effectiveness in improving students' engagement and comprehension. This method allows students to actively participate in the learning process, making it easier for them to absorb and retain information. By turning the learning experience into a game-like activity, students become more motivated and enthusiastic about the subject matter. Several studies have demonstrated the positive impact of interactive learning models on student achievement. Research shows that when students are engaged in active learning, they are more likely to develop a deeper understanding of the material. The Make A Match model, in particular, has been found to improve cognitive skills, encourage critical thinking, and enhance memory retention. In the context of MI Syamsul Iman NWDI Senurus, implementing the Make A Match model is expected to provide a more dynamic and effective learning environment for fourth-grade students. Since young learners tend to have shorter attention spans, interactive and game-based learning strategies can help maintain their focus and enthusiasm. By incorporating movement, collaboration, and competition, the Make A Match model aligns well with the needs and characteristics of elementary school students. The effectiveness of the Make A Match model in teaching Aqidah Akhlak remains an area of interest for educators and researchers. While theoretical discussions suggest its potential benefits, empirical studies are needed to confirm its impact on students' academic performance and engagement. This study seeks to fill this gap by evaluating the influence of the Make A Match model on students' learning outcomes in the topic of faith in prophets and messengers. One of the key aspects of this research is to assess whether the Make A Match model can enhance students' ability to recall key concepts related to faith in prophets and messengers. Memorization alone is not sufficient; students must also understand and internalize the lessons conveyed by the prophets. This study aims to determine if the interactive nature of Make A Match facilitates deeper comprehension and long-term retention.

Additionally, this research will examine how the Make A Match model influences students' motivation and engagement in learning Aqidah Akhlak. When students find learning enjoyable, they are more likely to participate actively and develop a positive attitude toward religious education. The study will explore whether students show increased enthusiasm and willingness to learn when using this method. Another significant aspect of this study is the role of peer interaction in enhancing learning outcomes. The Make A Match model requires students to work collaboratively in finding the correct answers, fostering teamwork and communication skills. By discussing and sharing their knowledge with peers, students reinforce their understanding of the subject matter. This study will also explore whether the Make A Match model improves students' critical thinking skills. While traditional rote memorization focuses on recall, the interactive nature of this model encourages students to think analytically and make connections between concepts. This research aims to identify whether students demonstrate better reasoning and problem-solving abilities after engaging in Make A Match activities. Furthermore, this research will examine teachers' perspectives on the effectiveness of the Make A Match model in teaching Aqidah Akhlak. Teachers play a crucial role in facilitating the learning process, and their insights will provide valuable information on the practicality and challenges of implementing this model in the classroom. By investigating these aspects, this study aims to contribute to the field of Islamic education by providing empirical evidence on the benefits of the Make A Match

learning model. The findings of this research will help educators make informed decisions about incorporating interactive teaching strategies into their lessons. Ultimately, the goal of this research is to improve the quality of Aqidah Akhlak education by identifying effective teaching methods that enhance student learning. If the Make A Match model proves to be successful, it could serve as a valuable tool for educators seeking to make religious education more engaging and impactful for young learners.

In conclusion, this research seeks to determine whether the Make A Match learning model has a positive impact on students' understanding and retention of faith in prophets and messengers. By examining students' learning outcomes, motivation, engagement, critical thinking skills, and teachers' perspectives, this study will provide a comprehensive analysis of the effectiveness of this teaching approach. This study is particularly relevant for Islamic educational institutions that aim to improve their teaching methodologies. By incorporating interactive and student-centered learning models, schools can enhance students' comprehension and appreciation of religious teachings. With the rapid advancements in educational strategies, it is essential for Islamic schools to adapt and innovate their teaching methods. This research will provide insights into how modern pedagogical approaches can be applied to traditional subjects like Aqidah Akhlak. By engaging students in a more interactive learning process, educators can cultivate a deeper and more meaningful understanding of religious principles. The Make A Match model, if proven effective, can be a valuable addition to Islamic education curricula. This study will also highlight any potential challenges in implementing the Make A Match model, providing recommendations for overcoming these obstacles. By addressing these challenges, educators can refine their teaching strategies for maximum effectiveness. Through this research, educators at MI Syamsul Iman NWDI Senurus will gain valuable insights into how they can optimize their teaching methods to improve student outcomes. The findings of this study will also be beneficial for other Islamic educational institutions seeking to enhance their pedagogical approaches. In summary, this study will investigate the impact of the Make A Match learning model on students' academic performance, motivation, engagement, and critical thinking skills in learning about faith in prophets and messengers. The results will provide valuable insights into how interactive learning strategies can improve Islamic education. By making learning more enjoyable and engaging, the Make A Match model has the potential to transform the way Aqidah Akhlak is taught, fostering a deeper understanding and appreciation of religious teachings among students.

National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is eliminated on religious values, Indonesian national culture, and responsive to demands for changing times. The objectives of national education as stated in Law No. 20 of 2003 Chapter II Article 3 are conscious and planned efforts to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Ideal education is education that not only shares knowledge but also has values in it. Education not only produces intelligent students, but also produces students who have good character. The role of teachers and the education system are factors that greatly influence the quality of education. Efforts to improve the quality of education need to be carried out comprehensively covering aspects of knowledge, skills, attitudes, and values. The role of teachers is very influential in learning, not just providing knowledge, but teachers are required to make learning more active. The method or model used by the teacher certainly affects student activity, if the teacher uses a model that involves students to learn more actively, on the contrary if the teacher only explains then students feel bored and tired during the lesson. The use of the right learning model will affect students' interest in learning so that learning is more effective and learning outcomes can be improved. Based on the results of observations at MI Syamsul Iman NWDI Senurus, the low learning outcomes of students are indicated by the behavior of students who are less active when

participating in learning, while other influences that cause low learning outcomes of students are the learning model used by the teacher is not appropriate, when learning takes place, teachers still use conventional learning methods such as lectures and assignments causing low learning outcomes of students: 1) in the learning process students are less enthusiastic, this is caused by the lack of use of media during the learning process; 2) students find it difficult to understand the material being taught because what is explained by the teacher is too much so that students find it difficult to concentrate when following the learning process.

The results of observations on the learning process in the classroom also show several problems, namely: 1) low student interaction in the classroom. This is because in the learning process students are less active in asking or answering questions given by the teacher, so that when conducting discussions it cannot be carried out properly; 2) in the learning process in the classroom it is still centered on the teacher (teacher centered) this is because the teacher still uses the lecture method so that students feel bored and tend to chat with their friends when the teacher explains; 3) lack of student understanding of learning Aqidah Akhlak, which causes students' learning outcomes of Aqidah Akhlak to be still low, namely 30%. This is because teachers do not utilize learning media. The impact that will occur, if this problem is not resolved immediately, is the low learning outcomes of students' Aqidah Akhlak. This results in a lack of student activity during learning, both in asking questions, taking notes on material presented by the teacher and during discussions. Students look busy and bored because learning is centered on the teacher. Judging from the existing facts, it turns out that the learning in the MI Syamsul Iman NWDI Senurus class is still far from ideal learning, students' learning abilities are around 30% which are still below the Minimum Completion Criteria (KKM) which is 75. To overcome the above problems, researchers try to improve the learning process by choosing the right learning model so that these problems can be overcome and learning objectives can be achieved. One of the learning models that can make students more active in finding partners, learning is more fun because students can play finding their card partners, developing students' thinking skills in solving problems is Make a Match. This study aims to investigate the positive influence of the "Make a Match" Learning Model on Student Learning Outcomes in the Aqidah Akhlak Subject, with a Focus on the Material of Faith in the Prophet and Apostles Class IV MI Syamsul Iman NWDI Senurus.

METHODS

This study uses a quantitative approach, namely a research approach based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, data analysis is quantitative statistical, with the aim of testing the established hypothesis. The data in question is student learning outcomes revealed through pre-tests and post-tests. The data generated in this study are the basis for formulating the right learning model for certain materials. This type of research is a quantitative approach with a Pre Experiment Design design in the form of One group pretest and posttest Design. The reason the author uses this type of research is because the respondents used are only 20 respondents due to class limitations so only one class is used, so this type of method is right for the author to find out the hypothesis that has been set, the value is taken from the results of the pretest and posttest. The function of using the Pre Experiment Design design method in the form of One group pretest and posttest Design is to make it easier for the author to determine the formula used and to find out the final results of the data analysis that has been obtained during the study. Where this design has a pretest before treatment is given. So that in this study the results of the treatment can be known more accurately because in comparing it with the conditions before being treated (treatment).

This study employs a quantitative approach based on positivist philosophy. A quantitative approach is often used in educational research to test hypotheses, analyze

relationships between variables, and measure learning outcomes using statistical methods. The goal of this approach is to collect empirical data that can be measured and analyzed objectively. By applying this method, the study ensures that findings are based on numerical data, reducing the risk of subjectivity. The results will be presented through statistical analysis, allowing clear comparisons before and after the intervention. The focus of this research is to examine the effectiveness of the Make A Match learning model in improving students' learning outcomes in Aqidah Akhlak, specifically on the topic of faith in prophets and messengers. This study involves both pre-tests and post-tests, which allow the evaluation of student progress after receiving the instructional intervention. By implementing this model, students are expected to be more engaged in learning and show improvements in their understanding of the material. The effectiveness of this approach will be measured using comparative analysis of test scores before and after the intervention. To conduct this study, a Pre-Experimental Design is utilized, particularly the One-Group Pretest-Posttest Design. This design is commonly used in educational research, as it enables researchers to assess students' learning progress before and after treatment. The use of this experimental design allows for a structured method of analyzing the impact of an instructional model. Although it does not include a control group, it provides valuable insight into how students' learning is affected by the intervention. The One-Group Pretest-Posttest Design consists of three main stages: pre-test, intervention (treatment), and post-test. The pre-test is administered before students receive instruction using the Make A Match model. This initial test serves as a baseline measurement to assess students' prior understanding. The purpose of this pre-test is to determine the level of knowledge students have before being introduced to the new teaching method. The pre-test results will serve as a reference for evaluating students' progress.

Following the pre-test, students undergo the learning process using the Make A Match model. This intervention is designed to enhance student engagement, motivation, and comprehension through interactive pairing activities. The Make A Match model encourages collaborative learning, which is beneficial for increasing student retention of material. By making the learning process more engaging, students can better absorb and retain the key concepts being taught. This interactive approach ensures that students remain active participants in the learning process. After the learning intervention is completed, students are given a post-test. This test is either identical or equivalent to the pre-test and is used to determine whether there is an improvement in students' learning outcomes. By comparing pre-test and post-test scores, researchers can assess whether the Make A Match learning model significantly impacts students' academic performance. A higher post-test score would indicate that the instructional model has positively influenced student learning. The comparison between the two test results serves as the primary basis for evaluating the effectiveness of the intervention. The selection of the Pre-Experimental Design is influenced by several factors. One primary reason for using this design is the limited number of respondents in the study. Since this study is conducted in a single class with only 20 students, it is not feasible to use a more complex experimental design requiring a control group. The lack of available classes necessitates the use of this design to analyze changes in students' learning outcomes effectively. Given the constraints, this approach provides a suitable means of assessing student progress. Although it has limitations, the One-Group Pretest-Posttest Design remains a practical and efficient method for measuring learning outcomes. This design allows researchers to evaluate whether instructional interventions lead to measurable improvements in student understanding. By using this model, the study ensures that data collection is straightforward and manageable. The findings can then be used to determine the extent of students' academic progress resulting from the intervention. The research outcomes will provide valuable insights for future instructional strategies.

This study follows a structured data collection process to ensure the validity and reliability of the results. The primary data source consists of students' pre-test and post-

test scores, which are collected and analyzed using quantitative statistical methods. Statistical analysis includes both descriptive and inferential statistics to test the research hypothesis. By applying appropriate statistical techniques, the study ensures that the results are accurately interpreted. A thorough analysis of the data helps in drawing valid conclusions regarding the impact of the teaching method. One of the main statistical methods used in this research is the paired t-test. This test is suitable for analyzing pre-test and post-test scores from the same group of students to determine whether there is a significant difference in their learning outcomes after the intervention. The paired t-test is widely used in educational research to compare two related samples.

It provides a means of assessing whether the instructional strategy has resulted in meaningful improvements in student performance. The statistical significance of the results will confirm whether the intervention was effective. Apart from statistical analysis, the researcher also considers other factors that might influence students' learning performance. These factors include students' motivation, prior knowledge, classroom environment, and teacher effectiveness. By taking these variables into account, this study aims to provide a comprehensive evaluation of the effectiveness of the Make A Match learning model. The study acknowledges that multiple factors contribute to learning outcomes and seeks to minimize external influences that may skew the findings. Understanding these variables ensures that the research findings are more accurate and reliable. Another crucial aspect of this research is ensuring the reliability and validity of the tests used. The pre-test and post-test are designed to measure the same learning objectives so that comparisons between them can be made accurately and meaningfully. The test items are developed based on the curriculum and reviewed by subject matter experts to ensure relevance and clarity. The consistency of test design ensures that students' knowledge is measured effectively. Ensuring test validity and reliability strengthens the credibility of the research findings.

Although the One-Group Pretest-Posttest Design does not include a control group, comparing pre-test and post-test scores still provides valuable insights into the effectiveness of the learning intervention. This design allows researchers to observe whether students' learning outcomes improve after receiving treatment. By tracking student progress over time, the study identifies patterns in learning development. The results will contribute to a deeper understanding of effective teaching strategies. Using a quantitative research approach offers several advantages. One of the main benefits is objectivity. Since data is collected in numerical form and analyzed using statistical techniques, the results are less likely to be influenced by researcher bias compared to qualitative methods. The application of numerical data ensures a high level of accuracy in interpreting findings. The study maintains a rigorous methodological approach to ensure credible results. Additionally, quantitative research allows for generalization to similar educational settings. Although this study is conducted in a specific school, the findings may provide insights into the effectiveness of the Make A Match model in teaching Aqidah Akhlak in other institutions. The results may serve as a reference for teachers and curriculum developers seeking innovative teaching strategies. If proven effective, this method could be widely implemented in Islamic education programs. Despite its limitations, the One-Group Pretest-Posttest Design remains an effective method for measuring learning progress within the constraints of this study.

This design enables researchers to determine whether the Make A Match model leads to measurable learning improvements. The structured approach to data collection and analysis ensures the validity and reliability of the findings. By closely examining students' progress, the study provides evidence-based conclusions. This research will contribute to Islamic education by providing empirical evidence on the effectiveness of interactive learning models. If the Make A Match model proves successful, it can be recommended for broader implementation in teaching Aqidah Akhlak. The study's findings may encourage further research on active learning strategies in religious education. Future studies could explore additional variables that impact students' learning

experiences. In conclusion, this study employs a quantitative approach with a Pre-Experimental Design, specifically the One-Group Pretest-Posttest Design, to measure the effectiveness of the Make A Match learning model. The structured data collection process, statistical analysis, and consideration of external factors ensure that this research produces valid and meaningful conclusions. The results will provide valuable insights into student learning and contribute to ongoing efforts to improve teaching methods in Islamic education.

RESULTS

Before being given treatment (treatmean) to class IV in the application of the Make a Match learning model, a pre-test was held to determine students' initial abilities in the learning material. The pre-test results obtained were in the form of an average value of 36.20. The results of the normality test on the pretest results using the Kolmogorov-Smirnov test are known that the significance value (p-value) in the pretest data has a value of $0.20 \geq 0.05$ so that the normality assumption is met. So the pretest data is normally distributed. Furthermore, the results of the homogeneity test on the pretest data are data obtained that the significant value of the pretest data is $0.25 \geq 0.05$ so that the homogeneity assumption is met. So the pretest data is homogeneously distributed. After the pre-test ability is obtained, the next step is to provide treatment (treatmean) using the Make a Match learning model. This treatment was carried out on class IV students, the treatment in this study was in the form of using the Make a Match card game model, in the Aqidah Akhlak learning activities. Things that were done before carrying out the treatment, which were done by the researcher were to make a learning implementation plan (RPP) for the material presented. The second to fifth meetings, the researcher provided treatment by providing material on Faith in the Prophet and Apostles, Providing examples of questions related to the material using the Make a Match model, namely a card game containing answers and questions.

Furthermore, in the sixth meeting, the researcher reviewed a little of the material and then continued by giving a final test or post-test questions. After receiving treatment and getting an average post-test of 70.20, the average post-test value was higher when compared to the average pre-test. The results of the normality test on the post-test results using the Kolmogorov-Smirnov test are known that the significance value (p-value) in the post-test data has a value of $0.20 \geq 0.05$ so that the normality assumption is met. So the post-test data is normally distributed. Furthermore, the results of the homogeneity test on the post-test data are data obtained that the significant value of the pre-test data is $0.22 \geq 0.05$ so that the homogeneity assumption is met. So the pre-test data is homogeneously distributed. From the calculation of the research hypothesis test using the paired sample t Test with the results obtained Sig. (2-tailed) of 0.000 <0.005, then there is an influence of student learning outcomes for the results of the Pre-test with Post-test using the Make a match model. Because the Sig. (2-tailed) value of 0.000 <0.005 which means H_0 is rejected and H_a is accepted.

From the explanation in decision making based on the provisions: H_0 = There is no significant influence of the Make a Match model on student learning outcomes in learning Aqidah Akhlak material Faith in the Prophet and Apostles. H_a = There is a significant influence of the Make a Match model on student learning outcomes in learning Aqidah Akhlak material Faith in the Prophet and Apostles. So the results obtained are an influence between the use of the Make a Match learning model on learning outcomes in the Aqidah Akhlak subject matter of Faith in the Prophet and Apostles. The results of the hypothesis above show that the average student learning outcomes before being given treatment (pre-test) were 36.20 and after being given treatment (post-test) were 70.20.

DISCUSSION

Before being given treatment using the Make a Match learning model, a pre-test was conducted to determine students' initial abilities in the learning material. The results showed an average pre-test score of 36.20. This indicates that before the intervention, students had relatively low prior knowledge and understanding of the material on Faith in the Prophet and Apostles in the Aqidah Akhlak subject. This baseline data is crucial for measuring the effectiveness of the Make a Match learning model in improving student learning outcomes.The normality test was conducted using the Kolmogorov-Smirnov test, which showed a significance value (p-value) of 0.20, which is greater than 0.05 (0.20 ≥ 0.05). This confirms that the pre-test data is normally distributed, meaning that statistical tests requiring normality assumptions can be appropriately applied. Furthermore, the homogeneity test revealed a significance value of 0.25, which is also greater than 0.05 (0.25 ≥ 0.05). This indicates that the pre-test data is homogeneously distributed, ensuring that the sample used in this study is consistent and does not have significant variations in variance. After obtaining the pre-test results, the next step was to apply the Make a Match learning model as a treatment.

The treatment was carried out over several meetings with fourth-grade students. The implementation involved using a card game that contained questions and answers related to Faith in the Prophet and Apostles. Before conducting the treatment, the researcher designed a detailed learning implementation plan (RPP) to structure the learning process effectively. During the second to fifth meetings, students engaged in interactive learning activities using the Make a Match model. This included the presentation of material, practice with example questions, and the active participation of students in matching question-and-answer cards.The Make a Match learning model was used to enhance student engagement and participation in learning. This method encourages active learning by requiring students to match questions with corresponding answers in a game-like format. The interactive nature of the Make a Match model allows students to collaborate and improve their understanding through peer learning. The combination of visual, verbal, and kinesthetic learning approaches in this model helps accommodate different learning styles among students.During the sixth meeting, a post-test was conducted to evaluate the impact of the Make a Match model on student learning outcomes. The results showed a significant improvement, with an average post-test score of 70.20. The increase in scores from 36.20 in the pre-test to 70.20 in the post-test demonstrates that students exhibited substantial progress in their understanding of Faith in the Prophet and Apostles after the intervention.

The normality test for the post-test results using the Kolmogorov-Smirnov test showed a significance value of 0.20, which is greater than 0.05 (0.20 ≥ 0.05). This confirms that the post-test data is also normally distributed. Additionally, the homogeneity test on the post-test data resulted in a significance value of 0.22, which is greater than 0.05 (0.22 ≥ 0.05). This indicates that the post-test data is homogeneously distributed, ensuring that the statistical analysis remains valid and reliable.To further analyze the impact of the Make a Match model, a hypothesis test was conducted using the paired sample t-test. The results showed a significance value (Sig. 2-tailed) of 0.000, which is less than 0.005 (0.000 < 0.005). This indicates that there is a statistically significant difference between the pre-test and post-test scores. As a result, the null hypothesis (H_0), which states that there is no significant effect of the Make a Match model on student learning outcomes, is rejected. Conversely, the alternative hypothesis (H_a), which states that there is a significant effect of the Make a Match model on student learning outcomes, is accepted.These findings confirm that the Make a Match learning model positively influences student learning outcomes in the Aqidah Akhlak subject, specifically on the topic of Faith in the Prophet and Apostles. The significant increase in student scores after using this learning model suggests that it effectively enhances students' understanding and retention of the material. The interactive and engaging nature of the Make a Match model contributes to improved

cognitive engagement, motivation, and overall learning effectiveness.In conclusion, the results of this study provide strong empirical evidence that the Make a Match learning model is an effective instructional strategy for teaching Aqidah Akhlak material. The substantial increase in student learning outcomes from pre-test to post-test scores demonstrates that this model successfully enhances students' comprehension and engagement in learning activities. Based on these findings, educators are encouraged to integrate the Make a Match model into their teaching strategies to improve student learning outcomes, particularly in subjects that require memorization and conceptual understanding. Further research can be conducted to explore its effectiveness in different educational settings and subjects.

CONCLUSION

The findings of this study confirm that the Make a Match learning model has a significant positive impact on student learning outcomes in the Aqidah Akhlak subject, particularly on the topic of Faith in the Prophet and Apostles. The increase in average scores from the pre-test (36.20) to the post-test (70.20) demonstrates a notable improvement in students' comprehension after implementing this learning model. The interactive and engaging nature of the Make a Match model facilitates active learning, peer collaboration, and a deeper understanding of the material. The normality and homogeneity tests confirm that the data collected in this study meet statistical assumptions, ensuring the reliability of the results. The hypothesis test using the paired sample t-test further supports the conclusion that the Make a Match learning model significantly influences student learning outcomes. The significance value of $0.000 < 0.005$ leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), which indicates a meaningful effect of the model on students' academic performance. The effectiveness of the Make a Match model can be attributed to its interactive and student-centered approach, which encourages active participation and fosters a dynamic learning environment. Students become more engaged in the learning process, which enhances motivation and information retention. The combination of visual, verbal, and kinesthetic learning elements ensures that students with diverse learning styles can benefit from this instructional strategy. Moreover, the structured implementation of the Make a Match model through a well-designed learning plan (RPP) played a crucial role in achieving these positive results. The division of lessons into multiple sessions, including the introduction of material, interactive activities, and assessment through post-tests, provided students with ample opportunities to reinforce their knowledge. The hands-on nature of the Make a Match game allowed students to actively construct meaning rather than passively receive information, contributing to a more meaningful learning experience. These findings suggest that teachers should consider integrating the Make a Match learning model into their teaching methods, particularly in subjects that involve memorization and conceptual understanding. The success of this approach in enhancing student learning outcomes underscores its potential for broader application in various educational settings. Future research can further explore its effectiveness across different grade levels, subjects, and student demographics to establish its generalizability and adaptability in diverse learning contexts. Additionally, this study highlights the importance of incorporating innovative teaching strategies to improve student engagement and learning outcomes. Traditional lecture-based methods may not always be sufficient in capturing students' attention and fostering deep comprehension. By utilizing interactive models like Make a Match, educators can create a more stimulating and effective learning environment that supports student success. It is also recommended that future studies investigate the long-term effects of the Make a Match learning model on student retention and application of knowledge. While this study focused on immediate learning outcomes, understanding how well students retain information over time can provide valuable insights into the sustainability of this instructional method. Furthermore, incorporating qualitative data,

such as student and teacher feedback, can enrich the understanding of how the Make a Match model influences learning experiences beyond quantitative assessments. In conclusion, the Make a Match learning model proves to be an effective and engaging teaching method that enhances student learning outcomes in Aqidah Akhlak education. The substantial improvement in student performance from pre-test to post-test highlights its effectiveness in fostering better comprehension and retention of material. Educators are encouraged to adopt and adapt this model in their teaching practices to create more interactive and impactful learning experiences. Future research should continue exploring innovative instructional strategies that enhance student engagement, motivation, and overall academic achievement.

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