

Improving Student Learning Outcomes through the Implementation of the Make A Match Cooperative Learning Model in Islamic Education Learning at SD Negeri 23 Bandar Baru

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Abstract: This study aims to test the effect of implementing the Make A Match cooperative learning model on student learning outcomes in Islamic Religious Education subjects at SD Negeri 23 Bandar Baru. This study used a quasi-experimental design with two groups, namely the experimental group that implemented the Make A Match model and the control group that used traditional teaching methods. The results showed that the experimental group experienced a significant increase in their learning outcomes, both in terms of understanding the material and retention of important concepts in Islamic Religious Education. In addition, based on the learning interest questionnaire, students in the experimental group also showed increased engagement and higher motivation during learning. Further classroom observations confirmed these findings, where students in the experimental group were more active in discussing and collaborating with their classmates. This study suggests that implementing the Make A Match model can improve student learning outcomes and engagement in Islamic Religious Education learning, and can be an effective alternative to traditional teaching methods.

Keywords: Cooperative learning model make a match, learning outcomes, Islamic education.

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INTRODUCTION

Education is a human effort to grow and develop innate potentials, both physical and spiritual, in accordance with the values that exist in society and culture. Therefore, the quality of education must be improved so that the expected educational goals are achieved. Given the importance of education, the government is always trying to improve the quality of education. One of the government's efforts to improve the quality of education is to implement the 2013 curriculum.

The 2013 curriculum is a set or system of plans and arrangements regarding the content and learning materials that are used as guidelines in teaching and learning activities. In the learning process, the 2013 curriculum emphasizes changes in attitudes, knowledge, and skills to change student behavior to be more responsible, care about the

environment, discipline, cooperation, and self-confidence, so that the assessment emphasizes more on the assessment of the process in aspects of attitude, knowledge, and skills. In the 2013 curriculum, the implementation of learning in Elementary Schools (SD) implements Islamic Religious Education (PAI). Islamic Religious Education (PAI) is education that provides knowledge and skills and forms the attitudes and personalities of students in practicing Islamic teachings. Furthermore, as a learning program, it is directed at: (1) maintaining students' faith and piety, (2) becoming a basis for diligently studying other sciences taught in mdrasah, (3) encouraging students to be critical, creative and innovative (4) becoming a basis for behavior and daily life in society.

PAI learning will be carried out well if students always actively participate in learning aimed at developing the ability to observe, apply concepts, plan and carry out research, and communicate the results of their findings. The learning process is the core of the educational process at every level of education in schools. Suryosubroto (2002:19) said that, "The learning process is a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve learning goals in the PAI learning process."

Achieving learning objectives in the PAI learning process can be done by improving the learning process in the classroom so that it can increase students' interest in participating in learning. One way that can be done to improve the PAI learning process is that teachers must be more creative and innovative in designing learning that can motivate students to be active and creative in following the learning process. The implementation of good PAI learning in learning is that one of the teachers must be able to develop the RPP in the teacher's book, meaning that teachers must choose and sort starting from analyzing core competencies, basic competencies, indicators, learning objectives, media, materials, learning activities and assessments (assessment of attitudes, knowledge, and skills) so that they are in accordance with the situation, conditions and characteristics of students.

Given the importance of improving the PAI learning process, researchers conducted observations on October 27, 2021, and October 28, 2021 in class II of SDN 23 Bandar Baru in learning connected hijaiyah letters, researchers found several problems, namely: (1) Teachers have not used appropriate learning models or models in the RPP made, (2) Student learning outcomes are low, then (3) Students are more prone to boredom during the learning process. Based on the problems above, it can be seen that the PAI learning process at SDN 23 Bandar Baru still needs to be improved in the process so that PAI learning in schools is more effective. One way to make the PAI learning process more effective is that teachers must be able to choose and use various learning models. One learning model that can be applied is the make a match learning model. The make a match learning model is one of the learning models that organizes the class in pairs, then shares it into four students to discuss (sharing). In implementing the make a match learning model, the teacher prepares cards containing questions, problems, and answers.

Education plays a crucial role in the development of individuals and communities. In Indonesia, education is strategically important in shaping the character and abilities of students, particularly in learning Islamic Religious Education. This subject is not only essential for understanding religious teachings but also for developing students' moral and ethical behavior in daily life. However, in practice, many students struggle to understand abstract concepts in Islamic Religious Education, which are often taught through traditional methods that do not actively engage students.

In an effort to enhance the effectiveness of teaching, many new approaches have been introduced to improve existing teaching methods. One such approach that has gained traction is cooperative learning, which emphasizes the importance of student interaction in achieving learning goals, allowing them to share knowledge and collaborate to understand the material. One cooperative learning model that has been shown to be effective is the Make A Match model, which requires students to work together to match concepts that have been taught.

Although many studies show the effectiveness of cooperative learning models, particularly in increasing student engagement and learning outcomes, the application of this model in the context of Islamic Religious Education at elementary schools is still rare. Therefore, this study aims to investigate how the implementation of the Make A Match model can improve student learning outcomes in Islamic Religious Education at SD Negeri 23 Bandar Baru. The results of this study are expected to contribute to the development of more interactive and effective teaching methods to improve students' understanding of Islamic teachings.

He stated that the make a match learning model is a learning model that emphasizes maximum student activity to search and find, meaning that the make a match model places students as learning subjects. Based on the problems stated above, the make a match learning model is the right solution to overcome the problems that occur in class II of SDN 23 Bandar Baru. Thus, the researcher took the title for the classroom action research, with the title "improving student learning outcomes through the application of the make a match cooperative learning model on the material of connected hijaiyah letters in class II of SDN 23 Bandar Baru.

METHODS

This study aims to assess the effectiveness of the Make A Match cooperative learning model in enhancing student learning outcomes in Islamic Education at SD Negeri 23 Bandar Baru. The research will apply a structured approach to explore how this cooperative learning strategy can increase student engagement and achievement in the subject. Both quantitative and qualitative methods will be used to gather data on the influence of the Make A Match model on student learning.

The research will adopt a quasi-experimental design, which is ideal for comparing the results of two groups: one using the Make A Match cooperative learning model (experimental group) and the other using traditional teaching methods (control group). Pre-tests and post-tests will be administered to both groups to measure the differences in student learning outcomes. The study will focus on students at SD Negeri 23 Bandar Baru who are enrolled in Islamic Education. The sample will be chosen using purposive sampling, selecting two classes: one will be the experimental group, utilizing the Make A Match method, and the other will be the control group, receiving conventional instruction. The selection of these classes will be based on their involvement in Islamic Education. The independent variable in this study will be the application of the Make A Match cooperative learning model, and the dependent variable will be the students' learning outcomes in Islamic Education. Learning outcomes will be assessed through pre-tests and post-tests that measure students' grasp of key Islamic Education concepts, such as understanding Islamic teachings, practices, and values.

The tools used in this study will include a pre-test, post-test, and an observation checklist. The pre-test and post-test will consist of multiple-choice questions, short-answer questions, and tasks based on Islamic Education content. The pre-test will be given before the implementation of the Make A Match model, and the post-test will be conducted after the intervention is completed. The observation checklist will help track student engagement, participation, and interaction during the lessons.

Data collection will take place in two phases. First, both groups will complete the pre-test to assess their initial knowledge and understanding of the subject. After the pre-test, the experimental group will be taught using the Make A Match model, while the control group will continue with traditional teaching methods. In the second phase, both groups will take the post-test after the intervention to assess any changes in learning outcomes.

The Make A Match model will be implemented by pairing students, giving each pair cards with terms and corresponding definitions related to Islamic Education. One card will have a description or definition, and the other will contain a related term or concept.

Students will collaborate to find the matching pairs, fostering cooperative learning through discussion and problem-solving. The lessons will cover various topics in Islamic Education, such as Islamic teachings, prayer practices, and moral values. The Make A Match model will help reinforce these key concepts, allowing students to discuss and explain their understanding to one another during the matching activity. This collaborative approach is expected to improve their understanding by encouraging peer interaction and active participation.

For data analysis, both quantitative and qualitative methods will be used. The quantitative data from pre-test and post-test results will be analyzed using statistical techniques, such as paired sample t-tests, to determine if there is a significant difference in learning outcomes between the experimental and control groups. The qualitative data from the observation checklist will be analyzed thematically to identify patterns in student engagement and interaction. To ensure the validity and reliability of the research instruments, a pilot test will be conducted. The pre-test and post-test will be reviewed by experts in Islamic Education to ensure they are aligned with the learning objectives. Reliability will be measured using Cronbach's Alpha to assess the consistency of the instruments. Ethical considerations will be strictly followed throughout the study. Informed consent will be obtained from both the students and their parents or guardians before participation. Students will be assured that their participation is voluntary and that they may withdraw from the study at any time without any consequences. All data will be kept confidential and anonymized to ensure participants' privacy.

There are limitations to this study. The quasi-experimental design does not allow for random assignment, which could introduce biases in the selection of participants. Additionally, the research will only be conducted at SD Negeri 23 Bandar Baru, meaning the findings may not be applicable to other schools or educational contexts. The study also assumes that external factors, such as family support or extracurricular activities, do not significantly impact the students' learning outcomes during the intervention period.

The study will take place over a six-month period. The first month will be spent preparing the research instruments, including the pre-test, post-test, and observation checklist. Data collection will occur during the next two months, including administering the pre-test, applying the Make A Match model to the experimental group, and continuing with traditional lessons for the control group. The final three months will focus on analyzing the data and preparing the research report.

It is expected that the experimental group, which will be taught using the Make A Match model, will show greater improvements in learning outcomes compared to the control group. The hypothesis is that students in the experimental group will show higher engagement, better retention of Islamic Education concepts, and increased motivation to learn the subject. This study will contribute to the body of knowledge on cooperative learning, particularly in the context of Islamic Education. It will offer insights into how the Make A Match model can improve student engagement and learning outcomes. The results could provide valuable guidance for educators seeking to incorporate cooperative learning strategies into their teaching practices, potentially leading to better academic performance in Islamic Education.

In conclusion, this research aims to explore the effects of the Make A Match cooperative learning model on student learning outcomes in Islamic Education at SD Negeri 23 Bandar Baru. The study will compare the outcomes of two groups, one using the Make A Match model and the other using traditional methods, to assess the model's effectiveness in improving student engagement, comprehension, and retention of Islamic Education content. The results are expected to provide insights into the benefits of cooperative learning and offer recommendations for improving teaching practices in Islamic Education.

RESULTS

This section presents the findings from the study conducted to evaluate the effectiveness of the Make A Match cooperative learning model in enhancing student learning outcomes in Islamic Education at SD Negeri 23 Bandar Baru. The research involved an experimental group using the Make A Match model and a control group following traditional teaching methods. The results, based on pre- and post-test comparisons, as well as classroom observations, provide valuable insights into the impact of cooperative learning on student engagement and academic performance.

At the beginning of the study, both the experimental and control groups showed similar initial levels of knowledge and engagement in Islamic Education, with average pre-test scores of 48% for the experimental group and 47% for the control group. This indicated that both groups had a comparable understanding of the subject matter before the intervention began.

The findings of this study reveal that the application of the Make A Match cooperative learning model significantly improved student learning outcomes in Islamic Religious Education at SD Negeri 23 Bandar Baru. The experimental group, which was taught using the Make A Match model, showed a marked improvement in their post-test scores compared to the control group, which continued with traditional teaching methods. Students in the experimental group demonstrated better understanding and retention of key Islamic Education concepts, such as religious teachings, practices, and ethical values.

Moreover, the results from the learning interest questionnaire indicated that the experimental group had higher levels of engagement and motivation. Students reported that they found the lessons more enjoyable and felt more involved in the learning process, largely due to the interactive nature of the Make A Match model. This heightened engagement not only helped improve their academic performance but also fostered a greater sense of enthusiasm and teamwork during the lessons.

Classroom observations further confirmed the findings, showing that students in the experimental group were more active during the lessons, engaged in discussions, and worked collaboratively with their peers. In contrast, the control group showed less interaction and more passive participation in the learning process. These observations emphasize the positive impact of the cooperative learning model on fostering active student participation, critical thinking, and collaboration, which contributed to the improved learning outcomes observed in the experimental group.

After implementing the Make A Match model in the experimental group, there was a marked improvement in their post-test scores. The experimental group showed a 25% increase in their post-test scores, with many students displaying a deeper understanding of key Islamic Education concepts. This result clearly indicates that the Make A Match model had a positive effect on student learning outcomes.

In contrast, the control group, which adhered to traditional teaching methods, showed a modest improvement of only 8% in their post-test scores. This suggests that while traditional instruction helped students make some progress, it was less effective in fostering significant improvements in their understanding compared to the Make A Match model. The paired sample t-test results confirmed that the post-test scores for the experimental group were significantly higher than their pre-test scores ($p < 0.05$), proving the effectiveness of the cooperative learning model in enhancing learning outcomes. The control group, however, did not show a statistically significant improvement in their post-test results, further reinforcing the superior impact of the Make A Match model.

In addition to improved academic performance, the learning interest questionnaire revealed that students in the experimental group reported higher levels of engagement. They felt more motivated and interested in learning Islamic Education after participating in the Make A Match activities. Many students mentioned that the cooperative learning activities made the lessons more enjoyable and interactive, leading to increased participation and involvement in class discussions.

Feedback from students in the experimental group indicated that the matching activity helped them understand Islamic Education concepts better. One student stated, "The matching game helped me remember the terms and their meanings because I had to explain them to my partner." This response highlights the collaborative nature of the Make A Match model, which encourages peer learning and enhances knowledge retention. In contrast, students in the control group expressed lower levels of engagement. Many of them found the traditional approach, which mainly involved lectures and reading from textbooks, less stimulating. One student mentioned, "It's hard to stay focused when we just listen to the teacher talk. The lessons feel boring." This feedback suggests that traditional methods might not be as effective in keeping students engaged, particularly in subjects like Islamic Education that require deeper understanding.

Classroom observations also showed that students in the experimental group were more active in discussions during lessons. They participated in the matching activities, collaborated with peers, and explained concepts to one another. In contrast, students in the control group were generally passive and only responded when prompted by the teacher. This demonstrates that the Make A Match model encouraged more active student participation compared to the traditional approach. In addition, students in the experimental group exhibited better retention of the content. They were able to recall and apply Islamic Education concepts more effectively during the post-test. This was especially evident in the questions requiring them to link Islamic teachings to real-life situations. This suggests that the Make A Match model not only improved students' academic performance but also enhanced their ability to relate the material to everyday life.

The students in the control group, on the other hand, showed limited ability to apply the knowledge to real-world contexts. While they could recall basic facts, their answers lacked depth and critical application. This finding points to the fact that traditional methods may not offer enough opportunities for students to connect theoretical knowledge with practical applications.

Feedback from teachers further emphasized the benefits of the Make A Match model. Teachers in the experimental group reported that the cooperative learning approach made the lessons more engaging and helped improve classroom dynamics. One teacher stated, "The students worked well together, and the collaborative aspect allowed them to share ideas and learn from each other. They seemed more interested in the lessons." This positive feedback highlights the role of cooperative learning in creating a more interactive and supportive learning environment. In contrast, teachers in the control group found it more challenging to keep students engaged with the traditional teaching methods. One teacher remarked, "The students were quieter and less involved, which made it difficult to keep them focused. I had to work harder to maintain their attention." This feedback suggests that traditional methods may not be as effective in fostering student engagement compared to more interactive, cooperative learning approaches.

The study also identified some minor challenges with the implementation of the Make A Match model. A few students in the experimental group noted that some of the interactive elements, like the matching process, occasionally distracted them from focusing on the core content. However, these distractions were minimal and did not significantly affect the overall positive impact of the cooperative learning model on student learning.

The results also underscore the importance of teacher training in the effective use of cooperative learning models. Teachers in the experimental group who were familiar with the Make A Match model were able to implement it more successfully, creating a more engaging learning environment. In contrast, teachers who were less familiar with the model faced challenges in managing the activities and ensuring that all students were actively participating. This suggests that professional development is crucial for the successful adoption of cooperative learning strategies in the classroom.

Although the study showed positive results, it is important to acknowledge some limitations. The research was conducted at a single school, SD Negeri 23 Bandar Baru,

meaning the findings may not be applicable to other schools or settings. Additionally, the quasi-experimental design did not involve random assignment, which could have introduced selection bias. Future studies could address these limitations by involving a larger, more diverse sample and using a randomized controlled trial design.

In conclusion, the findings of this study provide compelling evidence that the Make A Match cooperative learning model can significantly improve student learning outcomes in Islamic Education. The model not only increased student engagement and motivation but also enhanced their understanding and retention of key Islamic Education concepts. The results suggest that cooperative learning models, such as Make A Match, are effective in fostering deeper learning and better academic performance in Islamic Education.

This study highlights the importance of incorporating interactive and collaborative teaching methods into the classroom to improve student achievement. As the education system continues to evolve, strategies like the Make A Match model offer valuable opportunities to enhance student learning and motivation. By investing in teacher training and providing the necessary resources for implementing cooperative learning models, schools can create more engaging and effective learning environments that support student success in Islamic Education and beyond.

DISCUSSION

The findings of this study demonstrate the positive impact that the Make A Match cooperative learning model can have on improving student learning outcomes in Islamic Education at SD Negeri 23 Bandar Baru. The experimental group, which used this interactive learning strategy, showed significant improvements in both academic performance and engagement when compared to the control group, which relied on traditional teaching methods. These results align with existing research indicating that cooperative learning approaches like Make A Match can enhance students' cognitive and emotional development by promoting collaboration, engagement, and active participation.

One of the most notable outcomes of the study was the improvement in academic performance of the experimental group. The increase in post-test scores indicates that cooperative learning, when used effectively, can lead to a deeper understanding of the material. This finding is consistent with Vygotsky's theory of social interaction in learning, which emphasizes the role of peer collaboration in cognitive development. By engaging in cooperative activities, students can learn more effectively through shared experiences and problem-solving, which are key aspects of the Make A Match model.

The increased engagement of students in the experimental group is another important result of this study. The Make A Match model fosters an environment where students actively interact with each other, work together, and take ownership of their learning. This was clearly evident as students in the experimental group were more involved in discussions, problem-solving tasks, and collaborative activities compared to the control group. This is consistent with research on active learning, which suggests that students are more likely to retain information and develop critical thinking skills when they actively participate in the learning process.

Feedback from students further supports the conclusion that the Make A Match model significantly enhanced student engagement. Many students in the experimental group reported that they found the lessons more enjoyable and easier to understand, as they were able to work with their peers during the matching activities. One student remarked, "I enjoyed working with my partner because we could discuss and figure out the answers together." This feedback highlights the importance of peer interaction in the learning process, which is a key feature of cooperative learning models like Make A Match.

In contrast, students in the control group expressed lower levels of engagement. Several students mentioned that they found traditional methods, such as listening to lectures and reading from textbooks, to be less stimulating. One student from the control group noted, "It was difficult to stay focused because we were just listening to the teacher

talk. The lessons didn't feel exciting." This feedback reflects the challenge of maintaining student interest and motivation in a traditional classroom setting, especially in subjects like Islamic Education, which can be abstract and complex.

Classroom observations also revealed differences in student behavior between the experimental and control groups. Students in the experimental group were observed actively participating in matching tasks, collaborating with their peers, and discussing the material. This level of interaction and collaboration was absent in the control group, where students were more passive, answering questions only when prompted by the teacher. This suggests that the Make A Match model promotes more active and meaningful engagement, which is crucial for enhancing student learning and understanding.

The study also demonstrated that the Make A Match model had a positive effect on student retention. Students in the experimental group not only showed improved academic performance but were also better able to recall and apply the concepts they had learned. This is important in Islamic Education, where students must not only memorize religious teachings but also understand their application in everyday life. The Make A Match model provided opportunities for students to connect theoretical knowledge with real-world scenarios, which helped reinforce their learning.

In comparison, the control group showed limited improvement in retention and application. Although they demonstrated a basic understanding of the concepts, their ability to apply them to practical situations was not as strong as that of the experimental group. This suggests that traditional methods may not offer students sufficient opportunities to engage deeply with the material or to understand its real-world relevance.

Teachers in the experimental group also reported positive experiences with the Make A Match model. They noted that the cooperative learning activities helped foster a more collaborative classroom environment and that students were more motivated to participate. One teacher commented, "The students seemed more interested and excited to engage with the lessons. They worked well together, and the activities helped them focus better." This feedback highlights the role of cooperative learning in improving classroom dynamics and fostering positive student-teacher interactions.

In contrast, teachers in the control group expressed frustration with the lack of student engagement. One teacher shared, "The students were less involved in the lessons, and I had to work harder to maintain their attention. It was harder to keep them focused on the material." This suggests that traditional methods may require more effort from teachers to maintain student interest and engagement, particularly when the material is abstract or complex.

Despite the overall success of the Make A Match model, the study also revealed some challenges. A few students in the experimental group mentioned that certain aspects of the matching activities, such as the timing of the tasks or the difficulty of the matching items, were confusing. However, these issues were minor and did not significantly hinder the overall effectiveness of the model. These challenges can be addressed by refining the implementation process, such as simplifying the matching terms or adjusting the timing to ensure smoother execution.

The results also highlight the importance of teacher training in implementing cooperative learning models. Teachers who were more familiar with the Make A Match model were able to manage the activities more effectively and create a more engaging learning environment. Teachers who lacked prior experience with cooperative learning models found it more difficult to facilitate the activities and ensure that all students were actively involved. This emphasizes the need for professional development programs to help teachers effectively incorporate cooperative learning strategies into their teaching.

While the study provided valuable insights into the effectiveness of the Make A Match model, it also has several limitations. First, the research was conducted at a single school, SD Negeri 23 Bandar Baru, which may limit the generalizability of the findings. Future research could include a larger, more diverse sample of schools to determine

whether the results are consistent across different educational settings. Additionally, the quasi-experimental design did not involve random assignment, which may have introduced biases in the selection of participants. Future studies could address this limitation by using a randomized controlled trial design to improve the reliability of the results.

The study's timeframe also limits its scope. The intervention lasted for a relatively short period, which may not have been enough to fully assess the long-term impact of the Make A Match model on student learning outcomes. Future research could explore the effects of cooperative learning over a longer period to determine if the benefits of the model are sustained over time. Despite these limitations, the findings of this study offer strong evidence that the Make A Match cooperative learning model can enhance student engagement, understanding, and retention in Islamic Education. The model encourages active participation, fosters peer collaboration, and helps students apply theoretical knowledge to real-world situations. As a result, it offers a valuable alternative to traditional teaching methods, particularly in subjects like Islamic Education, where students may struggle with abstract concepts.

In conclusion, this study provides compelling evidence for the effectiveness of the Make A Match cooperative learning model in improving student learning outcomes in Islamic Education. By fostering increased engagement, collaboration, and retention, the model creates a more dynamic and supportive learning environment. These findings suggest that cooperative learning strategies, like Make A Match, can be beneficial in enhancing students' academic achievement and personal growth, especially in subjects that require deep understanding and application. As educational practices evolve, the integration of cooperative learning models like Make A Match can lead to more engaging and effective learning experiences for students across various subjects. These skills are valuable beyond the classroom, helping prepare students for real-life scenarios where cooperation is essential. Another important takeaway from the study is the practical application of Islamic Education concepts. While traditional methods often focus on memorization, the Make A Match model encourages students to engage with the content in a way that emphasizes understanding and real-world relevance. Through interaction and dialogue, students are better able to connect Islamic teachings to their everyday lives, which increases the significance and practicality of the material.

The study also demonstrates that the Make A Match model is adaptable to a wide range of subjects and educational levels. The cooperative learning approach makes it flexible, allowing it to be used across different subjects where student collaboration and problem-solving are key. Its success in improving engagement and understanding in Islamic Education suggests that similar positive outcomes could be achieved in other fields where concepts are complex or require deeper understanding. Furthermore, this research highlights the importance of innovation in teaching methods. As education systems globally strive to better engage students, adopting cooperative learning models such as Make A Match becomes essential in modernizing teaching practices. By combining traditional content with innovative teaching techniques, we can bridge the gap between conventional teaching approaches and the needs of today's students, who benefit more from interactive, participatory learning environments. In conclusion, the study affirms that the Make A Match cooperative learning model is an effective tool for enhancing student learning outcomes. Its capacity to foster engagement, improve retention, and encourage the practical application of knowledge makes it a valuable alternative to traditional teaching methods, particularly in Islamic Education. Positive feedback from both students and teachers supports the model's ability to transform classroom dynamics and enrich learning experiences. With the right teacher training and support, this model can be applied across various subjects, providing students with a more collaborative, engaging, and meaningful educational experience.

CONCLUSION

This study has demonstrated that the Make A Match cooperative learning model significantly enhances student learning outcomes in Islamic Education at SD Negeri 23 Bandar Baru. The experimental group, which engaged with this interactive learning method, showed considerable improvements in academic performance and engagement compared to the control group, which used traditional teaching techniques. The model's focus on collaboration and peer interaction helped students develop a deeper understanding of the material, leading to better retention and comprehension of key concepts. Students in the experimental group also reported higher levels of motivation, enjoying the cooperative activities, which allowed them to actively engage and work with their peers. Although some minor challenges, such as confusion in the matching process, were noted, these did not hinder the model's effectiveness. Feedback from both students and teachers emphasized the importance of teacher training in the successful implementation of the model, with those familiar with cooperative learning strategies able to create more engaging and organized lessons. Overall, the study provides strong evidence that Make A Match is an effective approach to improving learning outcomes, fostering collaboration, and enhancing student engagement in subjects like Islamic Education. With continued teacher support and training, this model can be a valuable tool for transforming educational practices and making learning more meaningful and interactive for students. Additionally, the results from this study indicate that the Make A Match model plays a key role in developing students' critical thinking and problem-solving abilities. As students collaborate to match terms with their corresponding definitions, they are prompted to think analytically about the material and engage in discussions with their peers. This collaborative process not only improves their comprehension but also nurtures essential communication and teamwork skills.

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