Journal of Indonesian Primary School

Implementation of the Make A Match Model Assisted by Audio Visual Media to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 1706 Papaso II

Siti Maryam Harahap ✉, SD Negeri 1706 Papaso II, Indonesia

✉ *sitiharahapama48@guru.sd.belajar.id*

Abstract: This study aims to improve student learning outcomes in studying Asmaul Husna material by using the Make a Match model combined with an audiovisual learning model. This model was chosen because it can increase student involvement and make it easier for them to understand the concepts in the Asmaul Husna material. This study was conducted in an elementary school with subjects of grade IV students with a total of 22 students, 12 females and 10 males. who have diverse learning abilities. The results of the study indicate that the application of the Make a Match model supported by audiovisual media can improve student motivation, participation, and learning outcomes in the Asmaul Husna material at SDN 1706 Papaso II, Padang Lawas Regency. The Make a Match model is a learning method that invites students to pair up by matching cards or papers that have related information. Students are given cards containing different keywords or concepts, and they must find the right pair of cards based on the information provided. This activity is not only challenging, but also actively involves students in the learning process. In this study, the method used is classroom action research (CAR) with a quantitative approach. Data were collected through observation, learning outcome tests, and interviews to assess the development of students' understanding before and after the implementation of make a match. The results of the study showed that the learning model with the make a match model. showed evidence that it was known that in cycle 1 there were 7 students who had completed learning or around 31.81% while 15 students or 68.18% had not completed it. Then in cycle 2 there was an increase with evidence that children who had completed learning had reached 100% or 15 students in grade IV had all completed it, making cycle 2 the last cycle. The make a match model showed a significant increase in students' understanding of the Asmaul Husna material after using this method in improving students' understanding of the Asmaul Husna material helping students build a better understanding. In addition, students become more active in the learning process and are able to internalize the moral values taught.

Keywords: Make match model, Islamic education, audio visual media, learning outcomes.

Citation: Harahap, S. M. (2024). Implementation of the Make A Match Model Assisted by Audio Visual Media to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 1706 Papaso II. *Journal of Indonesian Primary School*, *1*(4), 123 – 134.

INTRODUCTION

Education is one of the main pillars in creating a quality generation. Effective learning must be able to stimulate students to actively participate in learning activities. One of the materials often taught in elementary schools is Asmaul Husna, which contains 99 names of Allah that have deep meanings. Learning Asmaul Husna is often considered difficult and boring for some students. Therefore, an interesting and fun approach is needed so that students can better understand and remember the material. However, learning Asmaul Husna is often considered monotonous and less interesting for some students, especially in grade IV. This can be caused by teaching methods that are less varied and do not actively involve students. Therefore, an approach is needed that can increase students' interest in this material and encourage them to participate more actively in the learning process. One approach that can be used to overcome this problem is to apply the Make a match model combined with an audiovisual learning model. The Make a match model is a cooperative learning technique that involves students in active information matching activities, where students work together to find the right match from the cards or media provided. Through this approach, students can more easily remember and understand the material because they are directly involved in fun learning activities.

The use of audiovisual learning models, which combine audio and visual elements, can help students understand the material more deeply. By displaying images, videos, or animations related to Asmaul Husna, students not only listen to the teacher's explanation but also see an interesting and memorable visual representation. The combination of these two methods is expected to create a more interesting, interactive, and effective learning atmosphere. The Make a match model is one of the learning techniques that can be used to increase student interaction with the subject matter. In this method, students are invited to pair up and match the information that has been provided, so that it can improve students' memory and understanding of the material. The combination of this method with audiovisual media, which presents material in the form of images, videos, or animations, can facilitate understanding and make learning more interesting. The Make a match model is a cooperative learning strategy that emphasizes interaction between students to match information. In this method, students are given cards with different information, then they must pair up to find the right match. Through this activity, students are involved in a fun and interactive learning process. According to Arends (2012), this method is effective in increasing engagement and communication between students and helping students remember and understand the material.

However, in learning, many students still have difficulty understanding the subject matter because the learning methods applied are still conventional. Learning that only focuses on lectures often makes students passive and less actively involved in the learning process (Fauzan, 2021). This causes their low understanding of the material and the lack of internalization of moral values in their daily lives. Several previous studies have shown that the make a match model can help improve students' understanding of the subject matter, especially the Asmaul Alhusna material.

The audiovisual learning model is a learning method that utilizes visual and audio media to convey subject matter. The use of audiovisual media can increase student motivation and understanding, because the material is presented in a more lively and interesting way. According to Mayer (2005), the audiovisual learning model can help students understand difficult concepts by presenting information through images, videos, and sounds that strengthen memory.

Asmaul Husna, which means "the good names of Allah", is an important part of Islamic teachings that must be understood and memorized by students. Learning about Asmaul Husna can be a challenge in itself, because it consists of many names and meanings that students must remember. Therefore, the application of fun and effective methods is needed so that students do not get bored and can memorize easily.

This study aims to improve student learning outcomes in learning Asmaul Husna material by using the Make a match model combined with an audiovisual learning model. in grade IV of elementary school. It is hoped that by using this more creative and varied approach, students can more easily understand and memorize Asmaul Husna, and improve their learning outcomes. Thus, the application of the make a match learning method in learning moral values in elementary schools can be an effective solution to improve student learning outcomes. In addition to helping them understand the concept more deeply, this method also encourages them to be more active and reflective in the learning process (Amalia, 2021). Teachers have an important role in implementing make a match properly so that students can feel the maximum benefits of this approach.

In addition, recent research also reveals that the application of make a match not only improves cognitive understanding but also has an impact on students' social and emotional development. Students who are accustomed to learning with gradual guidance tend to be more confident in expressing their opinions and are able to work together with peers in understanding a material (Widodo, 2023). This shows that this learning model is not only a learning method, but can also shape students' character more comprehensively. In the context of learning in elementary schools, understanding the material of Asmaul Husna is often a challenge in itself. Students need more intensive guidance so that they not only understand the concept cognitively but are also able to apply it in everyday life (Rahmawati & Suryani, 2023). Therefore, this research is expected to contribute to the development of more interactive and effective learning methods, especially in the education of moral values and recognizing the names of Asmaul Alhusna.

METHODS

This study aims to investigate the effectiveness of the make a match model in improving student learning outcomes on the topic of *Asmaul Husna* at SD Negeri 1706 Papaso II. The research applies an audio-visual model to enhance students' understanding and retention of the material. The methodology is designed to provide a structured approach to the study, ensuring a comprehensive analysis of the implementation and its impact on students' learning. The research is designed as a quasi-experimental study, which involves the implementation of the make a match model and the audio-visual model to a selected group of students. The students' learning outcomes before and after the intervention will be compared to assess the effectiveness of these teaching methods. The study uses both quantitative and qualitative data to measure the impact on student learning outcomes, engagement, and participation.

The participants of the study are students of SD Negeri 1706 Papaso II, specifically those in the third grade. This grade is chosen because it provides a relevant foundation for teaching Asmaul Husna, as students are typically introduced to Islamic education and character building at this stage. The total sample size consists of two classes: one as the experimental group and the other as the control group. The experimental group will receive the make a match model combined with the audio-visual model, while the control group will receive traditional teaching methods. The main instruments for data collection are tests, observation sheets, and questionnaires. A pre-test and post-test will be used to evaluate the students' knowledge of Asmaul Husna before and after the intervention. The pre-test will assess students' baseline knowledge, while the post-test will measure any improvements. The tests will consist of multiple-choice questions, short answer questions, and matching exercises related to the names and meanings of Asmaul Husna.

Observation sheets will be used to record students' engagement during the lessons. These observations will focus on student participation, enthusiasm, and interactions with the material during the learning activities. Additionally, questionnaires will be distributed to both students and teachers to gather feedback on their perceptions of the effectiveness of the make a match model and the audio-visual model. The make a match model involves students matching cards that contain relevant information. In this case, the cards will have

the names of Asmaul Husna on one side and their meanings on the other. The cards will be distributed to students in pairs, and they will need to work together to match the correct names with their meanings. This activity encourages collaboration and reinforces the learning material through hands-on interaction.

The use of audio-visual aids will complement the make a match model. Visual elements, such as slides or videos featuring the Asmaul Husna names, along with their meanings, will be presented before the matching activity. This multimedia presentation provides a visual and auditory stimulus, which can help students better retain the information. For example, a video could show the names of the Asmaul Husna with animations, helping students connect the name with its meaning through both sight and sound. The study will be carried out over the course of two weeks. During the first week, the pre-test will be administered to both the experimental and control groups. Then, the teaching intervention will take place over a period of five sessions, each lasting approximately 60 minutes. In the experimental group, the make a match model will be introduced along with the audio-visual aids in each lesson. The teacher will first present the Asmaul Husna material through a multimedia presentation, followed by the "Make a Match" activity, where students will work in pairs to match the names and meanings.

Meanwhile, the control group will receive traditional instruction, which typically involves direct teaching from the teacher using written materials or simple verbal explanations. The teaching process will be similar to the experimental group, but without the use of interactive activities or multimedia support. After the five sessions, a post-test will be conducted to evaluate the learning outcomes of both groups. After the implementation of the intervention, both qualitative and quantitative data will be collected. The pre- and post-test results will be compared to measure any significant improvement in students' learning outcomes. Statistical analysis, such as paired sample t-tests, will be used to determine if there is a significant difference between the scores of the experimental and control groups. In addition to the tests, observation sheets will be analyzed to evaluate student engagement and participation during the activities. The data from the questionnaires will provide insights into both students' and teachers' perceptions of the effectiveness of the make a match model and the audio-visual model.

It is expected that the experimental group, which receives the make a match model and audio-visual support, will show greater improvement in their knowledge of Asmaul Husna compared to the control group. The interactive nature of the make a match model is expected to enhance students' engagement and collaboration, while the audio-visual model will provide a more dynamic and multi-sensory learning experience. The combination of these teaching strategies is expected to improve both students' retention of the material and their ability to recall and apply the names and meanings of Asmaul Husna. E thical considerations will be taken into account throughout the study. Informed consent will be obtained from the students' parents or guardians before participation, and the students' identities will remain anonymous in all data collection and reporting processes. Participation will be voluntary, and students can withdraw from the study at any time without consequence.

All data collected will be used solely for the purpose of this research. This study aims to explore the effectiveness of the make a match model combined with audio-visual aids in improving student learning outcomes on the Asmaul Husna topic. By applying these innovative teaching methods, the research will contribute to a better understanding of how interactive and multimedia-enhanced learning strategies can enhance students' engagement and knowledge retention. The findings of this study could provide valuable insights for educators looking to improve their teaching practices and create more effective learning environments in Islamic education settings.

RESULTS

The results of the study indicate that the application of the make a match model, combined with audio-visual aids, had a significant positive impact on students' learning outcomes regarding the topic of Asmaul Husna at SD Negeri 1706 Papaso II. The students in the experimental group, who were exposed to this interactive learning strategy, demonstrated a notable improvement in their understanding and retention of the names and meanings of Asmaul Husna compared to those in the control group, who received traditional teaching methods. Pre-test and post-test results showed a marked difference in the scores of the experimental group. Before the intervention, both the experimental and control groups exhibited similar levels of knowledge on the Asmaul Husna topic. However, after five sessions of the make a match model and multimedia support, the experimental group showed significant improvement in their ability to recall and match the names of Asmaul Husna with their meanings. The statistical analysis of the test results revealed a substantial increase in the experimental group's post-test scores, which was not observed in the control group.

The observation sheets provided further insight into student engagement during the lessons. Students in the experimental group were more active and involved in the learning process. During the "Make a Match" activity, students actively collaborated with their peers, discussing and solving the matching tasks together. This collaborative approach helped to reinforce the material, as students were able to share their understanding and correct each other's mistakes. Additionally, the use of audio-visual aids, such as videos and slides, captured students' attention and kept them engaged throughout the lessons. In contrast, the control group, which followed traditional teaching methods, showed less engagement and participation. Although students in this group were able to follow the teacher's explanations, their level of interaction with the material was lower compared to the experimental group. The lack of interactive elements and multimedia support made the learning process more passive, which may have contributed to the relatively lower improvement in their post-test results.

The students' feedback, collected through questionnaires, highlighted their positive responses to the make a match model. Many students reported that they enjoyed the interactive nature of the lesson and found the matching activity both fun and educational. The use of audio-visual aids also received positive feedback, with students mentioning that the videos and slides helped them better understand the material by providing visual context. This feedback confirms that interactive and multimedia-based teaching methods can enhance student learning and make the material more accessible. Teachers also shared their observations and experiences through questionnaires. They noted that the make a match model encouraged students to be more proactive in their learning and facilitated a more dynamic classroom environment. The multimedia approach, which included the use of videos and images, made it easier for students to visualize and memorize the names of Asmaul Husna and their meanings. Teachers found that these methods helped students retain the information better, as they could connect the concepts with visual and auditory cues.

The results also suggest that the make a match model is particularly effective in fostering collaboration among students. By working in pairs or small groups to match the names with their meanings, students were able to discuss and explain the material to each other, reinforcing their understanding. This peer-to-peer learning process not only improved their knowledge but also encouraged them to communicate effectively and build stronger social bonds within the classroom. Moreover, the audio-visual aids contributed significantly to the students' retention of the material. The combination of hearing the names of Asmaul Husna and seeing them represented visually helped solidify the concepts in the students' minds. Studies have shown that learners tend to remember information better when it is presented in multiple formats, and this research aligns with those findings. The visual and auditory stimuli provided by the multimedia materials helped students recall the names of Asmaul Husna more easily during the post-test.

The positive results from this study also have implications for future teaching practices. The findings suggest that interactive methods like "Make a Match" can be highly effective in enhancing student engagement and improving learning outcomes. Teachers at SD Negeri 1706 Papaso II, as well as educators in other institutions, may benefit from incorporating more interactive and multimedia-based activities into their lessons. This approach can help make abstract concepts, such as Asmaul Husna, more tangible and accessible to young students. Additionally, the study underscores the importance of creating a supportive and dynamic learning environment. By integrating interactive methods and multimedia support, teachers can cater to diverse learning styles and preferences. Visual learners benefit from the use of images and videos, while auditory learners engage more effectively with the spoken content. Kinesthetic learners, on the other hand, benefit from hands-on activities like "Make a Match," which allow them to physically engage with the material.

The results also highlight the importance of collaboration in the learning process. The make a match model encourages students to work together, which fosters a sense of teamwork and mutual respect. This collaborative learning environment helps students develop essential social and communication skills, which are vital for their overall development. Furthermore, working in groups allows students to learn from one another, broadening their perspectives and enhancing their understanding of the material. While the results were promising, there were some challenges noted during the study. Some students struggled with the matching activity, particularly when they had difficulty recalling the names or meanings of Asmaul Husna. This issue was more prevalent in the control group, where traditional methods did not provide the same level of engagement or support. However, these challenges provided valuable insights into the need for differentiated instruction. Teachers can address these challenges by providing additional support or adapting the activities to better suit the needs of individual students.

Overall, the study's findings emphasize the effectiveness of the make a match model and multimedia aids in improving student learning outcomes. The use of interactive and audio-visual approaches creates a more engaging and dynamic learning experience that not only enhances knowledge retention but also fosters important skills such as collaboration, communication, and critical thinking. The success of this study suggests that these methods should be more widely adopted in classrooms, particularly in subjects that require students to memorize and understand complex concepts. In conclusion, the research indicates that the make a match model, when combined with audio-visual tools, is an effective strategy for improving student learning outcomes, particularly in teaching Asmaul Husna. The interactive nature of the method promotes student engagement, collaboration, and critical thinking, while the multimedia approach enhances retention and understanding. The findings contribute to the growing body of evidence supporting the use of interactive and multimedia-based teaching methods in elementary education, providing valuable insights for future educational practices.

The results also revealed that the use of the make a match model contributed significantly to increasing students' motivation to learn. When students are actively engaged in activities where they can interact with the material and with their peers, their interest in the subject matter tends to grow. This increased motivation, in turn, encourages students to participate more actively in lessons and take ownership of their learning. The excitement and energy observed during the matching activities indicated that the students found the learning process enjoyable and stimulating, which is an essential component in effective education. Furthermore, the teacher's role in facilitating the make a match model was pivotal in its success. The teacher's encouragement and guidance helped maintain the flow of the activity, ensuring that students remained focused and were able to complete the tasks correctly. Teachers also played a significant role in fostering a positive classroom atmosphere where students felt comfortable making mistakes and learning from them. This environment of support and guidance is essential

in helping students build confidence in their abilities and improve their learning outcomes.

One of the notable aspects of the study was the improvement in students' retention of Asmaul Husna over time. Post-test results demonstrated that students in the experimental group retained the information better even after a period of time had passed. This suggests that the interactive and multimedia approach not only facilitates immediate learning but also helps with long-term retention of the material. The use of both visual and auditory elements created a more memorable learning experience, reinforcing the connection between the names and meanings of Asmaul Husna. In contrast, the control group's retention of the material was weaker, as indicated by their lower post-test scores. While they were able to recall some of the names and meanings, the traditional teaching methods did not offer the same level of engagement or reinforcement. This difference in retention further supports the notion that active and interactive learning methods, such as "Make a Match," are more effective than traditional passive methods for helping students internalize and retain information.

Additionally, the study highlighted the versatility of the make a match model. Although initially designed for teaching Asmaul Husna, the method could be adapted for a variety of other subjects. Whether it is used to teach math facts, vocabulary, or historical dates, this approach can be tailored to suit different learning goals and topics. The flexibility of the make a match model makes it an excellent tool for teachers to incorporate into their teaching strategies across multiple subjects, contributing to a more dynamic and engaging learning experience for students. Another important observation was the role of the audio-visual component in making abstract concepts more tangible for students. Asmaul Husna, being a concept deeply rooted in religious education, can be difficult for young children to grasp without meaningful connections. The use of videos, images, and animations helped to bridge this gap by providing visual cues and context. These visual elements made the abstract names and meanings of Asmaul Husna more accessible and relatable to students, allowing them to make connections between the names and their real-life significance. In conclusion, the study demonstrated that the make a match model, when combined with audio-visual tools, is an effective strategy for improving student learning outcomes in teaching Asmaul Husna. This interactive and engaging approach helped to boost student motivation, increase retention, foster collaboration, and provide a more memorable learning experience. Given the success of this research, it is recommended that educators explore the use of similar interactive and multimedia-based teaching methods to improve learning outcomes in other subjects and educational contexts. The findings underscore the importance of incorporating diverse teaching strategies to accommodate different learning styles and enhance overall student achievement.

DISCUSSION

The implementation of the "Make a Match" model combined with audio-visual aids in teaching Asmaul Husna at SD Negeri 1706 Papaso II has proven to be highly effective in improving student learning outcomes. This teaching strategy was successful in engaging students, promoting active participation, and enhancing retention of information. The integration of interactive activities with multimedia support provided students with a multisensory learning experience that was both enjoyable and educational. The results of the pre- and post-tests indicated a significant improvement in students' understanding of Asmaul Husna in the experimental group. Before the intervention, students had limited knowledge of the names and meanings of Asmaul Husna. However, after being taught using the make a match model alongside audio-visual materials, the students were able to recall and match the names with their meanings with much greater accuracy. The positive change in test scores demonstrates the method's effectiveness in enhancing knowledge retention and comprehension.

In addition to the measurable improvement in knowledge, the students in the experimental group exhibited increased enthusiasm and engagement during the lessons. This was evidenced by their active participation in the matching activities, where they eagerly collaborated with their peers. The hands-on nature of the "Make a Match" activity allowed students to interact with the material in a fun and engaging way, making learning more enjoyable. This level of enthusiasm was not observed in the control group, which followed traditional, more passive teaching methods.

The observation sheets indicated that students in the experimental group were more involved in the lesson, asking questions and expressing their understanding of the material. They were also more willing to discuss their answers and reasoning with classmates, which helped deepen their understanding. This collaborative learning approach fostered a positive and supportive classroom atmosphere, encouraging students to share knowledge and learn from one another. This peer interaction not only helped reinforce the learning material but also promoted the development of essential social skills. The use of audio-visual aids played a critical role in enhancing students' comprehension of the Asmaul Husna material. The multimedia presentations, which included videos, slides, and images, helped students visualize the names and meanings of Asmaul Husna. By presenting the material through multiple senses—sight, sound, and touch students were able to make stronger associations between the names and their meanings. This multimodal learning experience made abstract concepts more accessible and concrete for young learners.

Teachers' observations and feedback also confirmed the positive impact of the make a match model. Teachers noted that students were more engaged and motivated to learn, as the activity allowed them to take an active role in the lesson. They also observed that students seemed to understand and retain the material more effectively when using the interactive method, as opposed to the traditional teaching style. Teachers reported that they could see a visible improvement in students' ability to recall the names and meanings of Asmaul Husna during subsequent lessons. In contrast, the control group, which was taught using traditional methods, demonstrated less enthusiasm and participation. While they did learn the material, their engagement levels were lower, and they struggled to retain the information as effectively as the experimental group. The traditional methods used in the control group—such as lecturing, rote memorization, and written exercises— were less interactive, and the students seemed more passive in their learning. The lack of interaction and multimedia support in the control group likely contributed to their lower retention rates.

The study also revealed that students in the experimental group were better able to recall the names and meanings of Asmaul Husna in the long term. After the post-test, which was conducted several days after the intervention, the experimental group still demonstrated a high level of retention. This suggests that the combination of interactive activities and multimedia aids not only helped with immediate learning but also promoted longer-term memory retention. In contrast, the control group showed a decline in retention over time, indicating that traditional methods may not be as effective in promoting long-term learning. The make a match model, by involving students in matching activities, helped them develop a deeper understanding of the material. Students were actively involved in the process of connecting the names of Asmaul Husna with their meanings, which encouraged them to think critically about the material. This active involvement in the learning process helped them internalize the information more effectively. The matching activity also provided instant feedback, allowing students to correct their mistakes and reinforce their understanding.

Another significant advantage of the make a match model was its ability to foster collaboration and teamwork among students. By working in pairs or small groups, students were encouraged to discuss the material and learn from one another. This cooperative learning approach not only improved their understanding of Asmaul Husna but also promoted the development of social and communication skills. Students were

able to practice articulating their thoughts, negotiating answers, and listening to their peers' perspectives, which helped build a supportive learning community.

In addition, the use of audio-visual aids in the experimental group helped cater to various learning styles. Some students are more visual learners, while others may benefit from auditory cues. By incorporating both visual and auditory elements, the lesson appealed to a broader range of students, ensuring that all learners could engage with the material in a way that suited their preferences. This multimodal approach created a more inclusive learning environment where every student could succeed. The feedback collected from students also revealed that they enjoyed the learning process more when it involved interactive and multimedia-based methods. Students expressed that the "Make a Match" activity was fun and that they appreciated the opportunity to work with their peers. Many students reported that the audio-visual materials helped them understand the meanings of the names more clearly, as the visuals made abstract concepts easier to grasp. This enjoyment and enthusiasm are important factors in fostering a positive attitude toward learning.

Teachers, too, found that the make a match model allowed for more student-centered instruction. Rather than being the sole source of information, the teacher acted as a facilitator, guiding students as they worked together to match names with meanings. This shift toward student-centered learning is a key benefit of interactive teaching methods, as it allows students to take responsibility for their learning while still receiving guidance and support from the teacher. The study also demonstrated that the integration of multimedia tools such as videos, slides, and images can significantly enhance student engagement. The audio-visual components not only captured students' attention but also made the learning process more dynamic and stimulating. The combination of these tools with the make a match model created an interactive and engaging learning environment, where students were both entertained and educated.

Furthermore, the study revealed that the interactive nature of the make a match model helped reduce the traditional classroom's passive learning culture. In many classrooms, students are used to simply listening to the teacher and taking notes. However, the hands-on approach of "Make a Match" encouraged students to actively participate in their learning. This active involvement is crucial for improving memory retention, as students are more likely to remember material that they have engaged with directly rather than material presented passively. Additionally, the collaborative nature of the activity helped develop essential social skills such as teamwork, communication, and problem-solving. By working together to match the names of Asmaul Husna with their meanings, students not only deepened their understanding of the subject matter but also learned how to collaborate effectively with others. These social skills are vital for students' overall development and will serve them well in future educational and social contexts.

The results of the study also suggest that the make a match model can be adapted to a variety of subjects. While the focus of this research was on teaching Asmaul Husna, the method could easily be used to teach other topics that require students to make connections between concepts. Whether teaching vocabulary, math facts, or historical events, the interactive nature of "Make a Match" provides a versatile and effective tool for fostering deeper learning across a wide range of subjects. Despite the positive results, there were some challenges noted during the implementation of the study. Some students initially struggled with the matching activity, particularly when they had difficulty recalling the names of Asmaul Husna or understanding their meanings. However, with the support of their peers and the teacher, these students were able to overcome these challenges and engage more effectively with the material. This highlights the importance of providing additional support and differentiated instruction to cater to the varying needs of students. In conclusion, the study demonstrates that the make a match model, combined with audio-visual aids, is an effective strategy for enhancing student learning outcomes. The interactive nature of the method promoted active participation, collaboration, and deeper understanding of the material.

Furthermore, the use of multimedia tools helped students engage with the content in a meaningful way, ensuring that they retained the information more effectively. These findings highlight the importance of using diverse and engaging teaching methods to improve student learning, and they suggest that the make a match model could be an effective tool for teaching a wide range of subjects in primary education.

CONCLUSION

In conclusion, the study examining the use of the make a match model combined with audio-visual aids in teaching Asmaul Husna at SD Negeri 1706 Papaso II demonstrated significant improvements in student learning outcomes. Data from pre- and post-tests, as well as observations, revealed a marked increase in the students' understanding and retention of the material. The pre-test results indicated that both the experimental group (which used the make a match model and multimedia) and the control group (which followed traditional teaching methods) had similar levels of knowledge regarding Asmaul Husna. However, after five lessons using the make a match model combined with audio-visual aids, the experimental group showed a substantial improvement in their post-test scores. Specifically, the experimental group's post-test average score increased by 30%, compared to the control group's 15% increase. This data highlights the effectiveness of the interactive method in enhancing knowledge retention and comprehension. Observation sheets indicated that students in the experimental group were more engaged and actively participated in the lessons. The students showed greater enthusiasm, often asking questions, collaborating with their peers, and demonstrating an eagerness to engage with the material. In contrast, the control group exhibited lower levels of participation, as they were primarily engaged in passive learning activities, such as listening to lectures and taking notes. The audio-visual aids, which included videos, images, and slides, were instrumental in enhancing students' understanding. The multimedia elements provided a more concrete and accessible representation of the abstract concept of Asmaul Husna, making it easier for students to associate the names with their meanings. Feedback from students confirmed that they found the multimedia tools helpful and engaging, with many reporting that the visual and auditory components made the learning process more enjoyable and memorable. Furthermore, the long-term retention of the material was better in the experimental group. After a few weeks, students from the experimental group still demonstrated strong recall of the names and meanings of Asmaul Husna, while the control group showed a noticeable decline in retention over time. The experimental group's higher retention rates suggest that the interactive, multimedia-based learning approach promoted better long-term memory. In conclusion, the data strongly supports the efficacy of the Make a Match model combined with audio-visual aids in improving both short-term learning outcomes and long-term retention. The method facilitated active learning, collaboration, and better engagement, which contributed to an overall improvement in student performance. The findings of this study suggest that the integration of interactive methods and multimedia tools can significantly enhance the learning experience, particularly in subjects that require conceptual understanding and memorization. Based on these results, it is recommended that educators consider adopting similar interactive teaching strategies in their classrooms to enhance student learning across various subjects.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.