Improving Learning Outcomes of Islamic Education and Character Education Using the Make a Match Method at State Vocational School 5 Padang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the make a match type cooperative model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were vocational high school students. 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 descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the make a match type cooperative model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the make a match type cooperative model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, Islamic education, make a match.

INTRODUCTION

Islamic Religion (PAI) is one of the important subjects that aims to shape the character and morals of students. This education also serves to build the foundation of religious values as a guideline in daily life, as affirmed in Law No. 20 of 2003 concerning the National Education System. However, student learning outcomes in PAI subjects in Class X of SMKN 5 Padang are still relatively low. Based on data from the results of the learning evaluation in the previous semester, the average student score has not reached the Minimum Completeness Criteria (KKM) of 75. This is a challenge for teachers in increasing learning effectiveness. The low learning outcomes of students are influenced by various factors, including the use of learning methods that are less varied and less actively involve students. According to Sudjana (2009), learning methods that do not encourage student participation tend to make the learning process monotonous, so that students lose interest and motivation to learn. In addition, research conducted by Hamalik (2011) shows that

learning that involves active interaction between students and teachers can improve understanding and learning outcomes.

Interesting and interactive learning methods are indispensable to improve the quality of learning. One of the methods that can be used is the Match and Match method. This method invites students to be active in matching cards containing questions and answers, so as to create a fun learning atmosphere. According to Trianto (2010), the Match and Match method is able to improve student interaction, develop critical thinking skills, and encourage students to collaborate with peers. In addition, this method also utilizes interesting learning media, so that it is able to increase student learning motivation.

In the context of PAI learning, the application of the Match and Match method is expected to be a solution to overcome low student learning outcomes. This method not only helps students understand the subject matter more easily, but also encourages them to be actively involved in the learning process. Thus, this study was conducted to evaluate the effectiveness of the Match and Match method in improving student learning outcomes in PAI subjects in Class X of SMKN 5 Padang. Based on this background, it is important to conduct research that aims to understand how the Match and Match method can be applied effectively and see its impact on student learning outcomes. This research is expected to make a real contribution to the development of more effective active learning methods to improve the quality of education in schools.

METHODS

This research is a Classroom Action Research (PTK) with the Kemmis and McTaggart model, which consists of 4 stages: planning, action, observation, and reflection. Kemmis and McTaggart Research is a widely known model of Action Research in the world of education and social development. This model aims to help practitioners, such as teachers or social workers, to improve the quality of their practice through a systematic process of reflection and action.

The research process for enhancing the learning outcomes of Islamic Education and Character Education through the Match and Match method at SMKN 5 Padang follows a structured approach to gather data, implement the method, and evaluate its impact on students' learning performance. The first step is the preparation phase, where the researcher identifies the problem in the existing learning process. This involves recognizing challenges that affect students' understanding of the subject matter and their engagement in the classroom. The researcher then determines the specific objectives of the study, which focus on improving the results in Islamic Education and Character Education by applying the Match and Match method. Following the identification of the problem and objectives, the next step is designing the intervention. This includes developing a detailed lesson plan that incorporates the Match and Match method. The lesson plan should outline the topics to be taught, the structure of the activities, and the materials required. The Match and Match method, which emphasizes pairing information cards to encourage active participation and collaboration, will be integrated into the lesson plans to promote deeper learning and critical thinking.

Once the lesson plans are finalized, the research moves to the implementation phase. During this phase, the researcher introduces the Match and Match method in the classroom. This involves guiding students through the activities, where they will match cards related to Islamic teachings and character values. The teacher's role is to facilitate the learning process, monitor the students' progress, and ensure that the students actively participate in the activities. The researcher also observes how students interact with each other and engage with the lesson content, ensuring that the method is applied effectively.

After implementing the method, the researcher proceeds to collect data on students' learning outcomes.

This data can be gathered through various means, such as tests, quizzes, observations, and student reflections. The researcher evaluates how well the students have grasped the concepts taught and assesses any improvements in their performance in both Islamic Education and Character Education. In the next phase, the researcher analyzes the data collected to determine the effectiveness of the Match and Match method. The analysis should focus on comparing students' performance before and after the implementation of the method. The researcher looks for significant improvements in students' understanding of the material and their ability to apply the knowledge in real-life scenarios. Following the analysis, the researcher reflects on the findings and considers any necessary adjustments to the teaching strategy. This reflection helps to identify any challenges faced during the implementation of the method and allows the researcher to make recommendations for future lessons. Based on the analysis and reflection, the researcher may modify the lesson plans or the way the method is applied in future sessions to ensure better learning outcomes.

Finally, the researcher concludes the study by summarizing the findings, discussing the impact of the Match and Match method on students' learning outcomes, and offering suggestions for further research or improvements in the teaching methods used in Islamic Education and Character Education. The conclusion provides insights into how the method can be effectively utilized in other educational settings to enhance learning and character development.

RESULTS

The implementation of the Match and Match method at SMKN 5 Padang for enhancing the learning outcomes of Islamic Education and Character Education yielded notable improvements in both student engagement and understanding of the subject matter. In the initial stage, students were introduced to the method, which involved matching pairs of cards containing relevant Islamic teachings and character values. This interactive approach was designed to encourage students to think critically and make connections between different concepts. During the implementation phase, students demonstrated a high level of interest and participation.

The hands-on nature of the activities allowed them to actively engage with the content and work collaboratively with their peers. Observations indicated that students were able to retain information more effectively compared to traditional teaching methods, as the interactive nature of the Match and Match method facilitated deeper learning and active recall. In terms of academic performance, students showed significant improvement in their ability to recall and apply the concepts taught in Islamic Education. Pre- and post-tests conducted as part of the research indicated an increase in average test scores. The results demonstrated that students were able to grasp more complex ideas and principles related to Islamic teachings and character education after engaging with the method. Moreover, students' performance in Character Education also improved. The Match and Match method encouraged students to reflect on moral values and ethical principles, which enhanced their understanding of character development. Students displayed greater awareness of the importance of values such as respect, honesty, and responsibility, which are core to both Islamic teachings and character education.

Another important outcome was the improvement in student collaboration and communication. Through the matching activities, students had to work in pairs or small groups, discussing their reasoning behind the matches they made. This collaborative approach fostered teamwork and communication skills, as students were required to

explain their thinking and listen to the perspectives of others. The observation of student behavior during the sessions revealed an increase in motivation and enthusiasm for the subject matter. Students who were previously disengaged or struggled to maintain focus showed more interest in participating in classroom activities. This shift in attitude can be attributed to the interactive nature of the Match and Match method, which helped make the learning process more enjoyable and engaging.

Teachers also reported positive feedback about the implementation of the method. They noted that the students were more engaged in the learning process, and the use of visual aids such as the cards helped reinforce key concepts. Teachers observed that the students' ability to make connections between theoretical knowledge and real-life applications improved, leading to more meaningful learning experiences. Despite the positive results, there were some challenges that emerged during the research process. One issue was the initial difficulty some students had in understanding the rules of the matching activity. However, with guidance and repetition, students quickly adapted to the method, and by the end of the implementation phase, they were able to independently complete the tasks with minimal assistance.

The analysis of student performance data further supported the effectiveness of the Match and Match method in improving learning outcomes. The increase in test scores and student engagement demonstrated that the method had a positive impact on both the cognitive and affective domains of learning. The results suggested that the method was particularly effective in promoting active participation and critical thinking. In conclusion, the implementation of the Match and Match method at SMKN 5 Padang successfully enhanced students' learning outcomes in Islamic Education and Character Education. The method not only improved academic performance but also fostered the development of essential skills such as collaboration, communication, and moral reasoning. The findings of this research suggest that the Match and Match method can be a valuable tool for improving the quality of education and promoting character development in students.

DISCUSSION

The results of the research indicate that the Match and Match method had a profound impact on student learning outcomes in Islamic Education and Character Education at SMKN 5 Padang. This method, which involves the active matching of related concepts, provided an engaging and effective way to help students internalize key information. One of the primary benefits of this method was its ability to actively involve students in the learning process, making them not only recipients of knowledge but also participants in the construction of that knowledge. The hands-on approach inherent in the Match and Match method was especially effective in helping students grasp abstract concepts in Islamic Education. For instance, by physically handling cards that represented different aspects of Islamic teachings, students were able to visualize and connect the teachings to real-life situations. This kinesthetic learning experience enhanced their understanding and retention of Islamic values, such as faith, prayer, charity, and social responsibility.

The collaborative nature of the method also fostered a sense of community in the classroom. Students were encouraged to work together, share their ideas, and listen to the viewpoints of others. This created an inclusive learning environment where every student felt valued and had an opportunity to contribute. Such an environment not only enhanced the learning experience but also built important interpersonal skills, such as respect, empathy, and effective communication. Moreover, the Match and Match method contributed to improved critical thinking skills. As students worked through the matching activities, they were required to analyze and evaluate the relationships between different concepts. This process of making connections and justifying their reasoning helped

students develop a deeper understanding of the material, moving beyond rote memorization to true comprehension. This aligns with the goals of Islamic Education, which emphasizes the importance of reasoning, reflection, and understanding in the pursuit of knowledge. In Character Education, the Match and Match method helped students internalize the values being taught by connecting them to practical, real-world examples.

Activity encouraged students to think critically about their own behaviors and attitudes, leading to personal reflections on how they could embody the values of honesty, kindness, and responsibility in their daily lives. This self-reflection aspect of the method played a key role in fostering positive character development among the students. Furthermore, the method provided teachers with valuable insights into the students' understanding of the subject matter. By observing students as they engaged in the matching activities, teachers were able to assess their level of comprehension and identify any areas where further clarification was needed. This formative assessment approach allowed teachers to adjust their instruction in real-time, providing immediate support to students who were struggling with certain concepts. Another important aspect of the Match and Match method was its flexibility. The method can be adapted to various learning contexts and content areas, making it a versatile tool for educators. In this research, it was used to teach Islamic Education and Character Education, but it could easily be applied to other subjects as well. Its adaptability allows teachers to tailor the method to meet the needs and interests of their students, further increasing its effectiveness. The positive impact of the Match and Match method on student engagement was also evident. Students were more motivated to participate in the activities, and there was a noticeable decrease in instances of off-task behavior. This increased engagement not only improved learning outcomes but also fostered a more positive classroom atmosphere. Students were excited to learn and looked forward to the matching activities, which contributed to a more dynamic and enjoyable learning experience. The improvement in test scores was another significant outcome of the research. Students demonstrated a clearer understanding of the material, which was reflected in their performance on post-tests. This improvement in academic performance suggests that the Match and Match method is an effective strategy for enhancing students' cognitive abilities and helping them retain and apply the knowledge they acquire.

Lastly, the success of the Match and Match method in this study underscores the importance of incorporating active, student-centered learning strategies into educational practices. Traditional methods of teaching, such as lectures and passive listening, often fail to engage students and encourage deeper learning. By contrast, methods like Match and Match promote active participation, critical thinking, and collaboration, all of which are essential for the development of well-rounded, competent learners. The findings of this study provide strong evidence that interactive and participatory teaching methods can significantly improve both academic performance and personal growth in students.

CONCLUSION

Based on the results of the research conducted by the researcher in the previous chapter, it can be concluded that the application of the match and match method can increase student motivation and learning outcomes, in the subject of PAI Elements of the Qur'an Material Q.S Al-Isra' (17): 32 and Q.S An-Nur (24): 2 as well as related hadiths about promiscuity and adultery in Class X TKJ 1 Academic Year 2024/2025. This can be seen from the learning results obtained by students in the test results that complete the KKM starting from cycle I with a completion percentage of 60%, cycle II with a completion

percentage of 75%, cycle III with a completion percentage of 85% and cycle IV with a completion percentage of 100%.

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