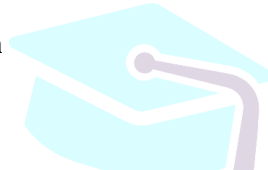


## Improving Islamic Education Learning Outcomes through the Make A Mach Learning Model at SD Negeri 37 Lubuk Gambir

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**Abstract:** This study aims to improve student learning outcomes in Islamic education learning using the Make A Mach Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure improvements in student learning outcomes in Islamic education learning 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 Learning using Make A Mach Learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 46.56%, the first cycle 67.47% and in the second cycle increased to 90.57%. Thus, the use of Make A Mach Learning can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

**Keywords:** Make a mach learning, learning outcomes, islamic education.

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### INTRODUCTION

Background of the Problem of Islamic Religious Education (PAI) has an important role in shaping students' character, especially in instilling values of faith, noble morals, and a deep understanding of Islamic teachings. PAI also aims to form a generation that has faith, piety, and noble character in accordance with the teachings of the Qur'an and Hadith. However, the reality in the field shows that student learning outcomes in PAI subjects often do not achieve optimal results. This can be seen from the low evaluation scores of students, low motivation to learn, and their lack of active participation in the learning process. In grade 4 of Elementary School, one of the materials taught is the letter At-Tin. This letter has a deep meaning related to the majesty of Allah's creation, respect for humans, and the importance of carrying out righteous deeds. Based on initial observations, many students have difficulty understanding the content and meaning of the At-Tin letter. This is due to learning methods that are less varied and tend to be monotonous, so that students are less motivated to learn and tend to be passive during the learning process. Students' inability to understand the material can also be caused by a

lack of learning strategies that are appropriate to the characteristics of students at primary school age.

The lecture method that is often used by teachers tends to make learning one-way and less actively involving students. As a result, students do not have the opportunity to explore their own understanding, collaborate with peers, or use engaging learning media. This less effective learning method contributes to low student learning outcomes, both in terms of cognitiveness (material understanding), affective (motivation and attitude to learning), and psychomotor (direct practice or application of material). 5 When carrying out actions by applying the make a match learning model, the author is assisted by an observer where the observer in this writing is a teacher in the field of Islamic Religious Education at SDN 37 Lubuk Gambir The task of the observer in writing this class action is to see the activities of students in learning, and fill out the observation sheet that has been provided. The learning results from observations made in grade IV of SDN 37 Lubuk Gambir show that Islamic religious education learning in the even semester of the 2024/2025 school year is still very low. This can be seen from the learning results of grade IV students of SDN 37 Lubuk Gambir Islamic Religious Education subject in the pre-test conducted at the beginning of writing.

## **METHODS**

This research is a Classroom Action Research, which is research conducted in a classroom that is descriptive by describing or explaining the phenomena that occur. Meanwhile, the approach uses mixed methods, which is a combination of qualitative approaches and simple quantitative approaches. According to Saryono (2010), "A qualitative approach is a research used to investigate, find, describe, and explain the qualities or privileges of social influences that cannot be explained, measured, or described through a quantitative approach. This approach is collected through observation, interviews and documentation". Meanwhile, the quantitative approach, according to Suharsimi Arikunto (2022:10), research that requires the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results.

In the classroom action research model, the first step that must be taken is to plan actions, for example, making learning scenarios, observation sheets, and others. Then the next step is the implementation of actions. At the stage of implementing the action, observation is carried out. Next, conduct analysis and reflection. If the method used has been successful, conclusions can be drawn immediately. However, if the method used still needs improvement, the next plan is carried out, so repeatedly, until the method used is really successful. 20 To determine the optimal application of the make a match model in the learning of Islamic Religious Education, observations were made on the implementation of teacher activities in applying the make a match model with the guidelines for observing teacher activities and to find out the extent of mastery of the material about let's recite and review Q.S At-Tin by students after the implementation of the make a match model, the author used a test that was carried out at the end of each cycle and conducted interviews with teachers observers/peers.

This stage involves evaluating the tasks that have been completed. Analyze and compare the experience and process of Islamic teaching education with the model of match, learning outcomes, and work experience of teachers to understand the changes that occur in the implementation of the learning process by applying the make a match model in Islamic religious education learning. In this

reflection, it is analyzed using a SWOT analysis of Islamic Religious Education learning through the application of the make a match model, namely the analysis of strengths (Strengthen), weaknesses (Weaknees), opportunities (Opportunity), and threats (Threaten). The results of the analysis are classified as a guide for the implementation of cycle II to understand what needs to be improved.

This stage is carried out observation to identify problems, analyze samples based on the results of cycle I regression, and then determine the best course of action to solve the sample in question. Furthermore, the author makes a learning plan by establishing a lesson plan and making a cycle of test cycles cycle II to measure students' ability in mastering learning materials, let's recite and study Qs At-Tiin.

The make a match educational model, is the model raised by Lorna Curran. One of the advantages of this model is that the participants are looking for a partner while learning to cover a concept or topic in an exciting environment. This model can be used in all subjects as well as for all age groups. In the implementation of the make a match model, some findings were obtained that this model can foster student participant cooperation in responding to problems by matching the cards in their hands, the educational process is more interesting and it can be seen that most of the student participants are more enthusiastic about exploring the educational process and the activeness of student participants is seen when student participants are looking for their card companions every time. The results of this writing were found that the implementation of the make a match model could improve the skills of students of SDN 37 LUBUK GAMBIR.

This is clearly seen in the results of the expertise of student participants who face an increase starting from the pre-test and each cycle. The formation of the increase in each cycle is due to educational activities emphasizing student participants to find companions while learning to cover a concept or topic in an exciting atmosphere so that student participants are more enthusiastic about exploring the learning process. The application of writing in cycle I is still low because teachers have not done some of the stages that have been set in the teacher's observation sheet, students have not been brave, have not actively participated in the learning process. The application of cycle II writing to the indicator of the success of teacher expertise has been achieved because teachers have been able to do all the markers but one marker has not been implemented optimally on the teacher's observation sheet, not only that the student participants have actively participated in the educational process, and the skills of the students have increased but are not optimal. The implementation of the pre-test was tried in the early stages of the research before the implementation of the make a match education model and at the end of each action, the teacher shared evaluation questions to find out the extent of the level of ability of Class IV students of SDN 37 Lubuk Gambir. The results of the students' performance in doing the assessment in the pre-test only obtained 28.57% with very low qualifications. Results of students' performance in working on evaluation questions in the first cycle the completeness was only 51.55% with low qualifications from the results, until it was concluded that the implementation of the first cycle had not been successful. In the implementation of cycle II, teachers have been able to learn with 6 indicators implemented very well. The success of cycle II met high quality, this is seen from the students' expertise in doing the evaluation given has reached 81% completeness. Thus, this writing is declared successful and the implementation of

the next cycle does not need to be carried out, considering the limited time for implementation. Therefore, the ability of SDN 37 Lubuk Gambir students has improved through the make a match model

## **RESULTS**

This research aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects by using the Make A Match learning model. The subjects of the study were 30 grade IV students who previously showed unsatisfactory learning outcomes with a completion rate of only 50%. In the initial condition, it was found that students had difficulty understanding the material and tended to be passive during the learning process. Student activities are still minimal, so method innovation is needed to increase their understanding and motivation in learning.

In cycle I, the Make A Match model is applied by giving question cards and answers to students to match. This process is designed to make students more active and engaged in learning. The results of the evaluation showed that there was an increase in learning completeness to 66.67%, with 20 students achieving KKM scores. However, some students are still confused by the mechanics of the game, so improvements need to be made. The reflection of cycle I shows that time management and instruction must be more optimal. Teachers are also advised to make more interesting learning aids so that students are more focused and enthusiastic.

In cycle II, the teacher gives clearer directions and adds visual elements to the question cards and answers. In addition, small group discussions are conducted before the game starts to help students understand the material in more depth. The results of the evaluation showed a significant increase, with the learning completeness reaching 86.67% or 26 students. The results of the second cycle of reflection show the success of the Make A Match model in improving learning outcomes while creating a fun and interactive learning atmosphere. Students became more enthusiastic and active, and interaction between students increased. This increase in learning outcomes shows that the Make A Match model is effectively used for PAI materials, especially on the theme of noble morals. In addition to improving learning outcomes, this model also increases student motivation in learning. This research proves that learning with a creative approach such as Make A Match can help teachers achieve learning goals. Teachers are advised to continue using this model, especially on materials that require active student involvement. In conclusion, the application of the Make A Match learning model is able to significantly improve student learning outcomes. This model also helps to create a more lively, interactive, and fun classroom atmosphere for students.

## **DISCUSSION**

This research aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects using the Make A Match learning model. Prior to the implementation of this model, student learning outcomes in grade IV showed low completeness, with only 50% of students achieving the Minimum Completeness Criteria (KKM). This indicates the need for innovation in learning methods so that students can more easily understand the material. The Make A Match learning model is applied in two cycles. In the first cycle, students are given cards containing questions and answers that must be matched. This activity is designed so that students actively look for suitable card pairs. The results of the evaluation showed an increase in learning outcomes, with completeness reaching 66.67% or 20 out of 30 students who managed to achieve KKM. However, some obstacles are still found, such as students' lack of understanding of game mechanics and time constraints. Reflection on cycle I reveals that learning must be designed more effectively, with clearer direction and good time management.

In the second cycle, improvements were made by providing more systematic instructions, adding visual elements to the cards, and involving students in small group discussions before starting the game. The results in the second cycle showed a significant improvement. The completeness of student learning reached 86.67%, with 26 students successfully achieving KKM. Students also seem more active, enthusiastic, and motivated in participating in learning. In addition, the classroom atmosphere becomes more dynamic with increased interaction between students. The application of the Make A Match model not only improves student learning outcomes, but also builds social skills, such as cooperation and communication. Students who were previously passive began to be actively involved in the learning process, showing that this method is able to motivate them to learn in a fun way. The results of this study give the implication that the Make A Match model is suitable to be applied to PAI materials, especially those that are conceptual and require strengthening understanding. Teachers can use this model as an alternative interactive learning method. This research also shows that creativity in learning has a great influence on student success. Teachers are advised to continue to develop a variety of innovative learning methods so that learning becomes more effective and interesting. Overall, the Make A Match model has proven to be effective in improving the learning outcomes of grade IV students in PAI subjects. With this method, students not only learn better but also enjoy the learning process, which ultimately increases their motivation to learn.

## **CONCLUSION**

This study shows that the application of the Make A Match learning model can significantly improve student learning outcomes in Islamic Religious Education (PAI) subjects in grade IV. In the initial condition, only 15 out of 30 students (50%) achieved a Minimum Completeness Criteria (KKM) score of 75. After the implementation of this model in two cycles, there was a significant improvement. In the first cycle, the learning completeness increased to 66.67% (20 students), while in the second cycle, the learning completeness reached 86.67% (26 students). This shows that the Make A Match learning model is able to gradually increase students' understanding of the material. In addition to learning outcomes, student involvement in learning has also increased. Observations showed that students were more active, enthusiastic, and interacted better during the learning process. Thus, this model is not only effective in improving learning outcomes quantitatively, but also has a positive impact on the quality of student interaction and learning motivation. Based on the results of the research, it is recommended that teachers continue to use the Make A Match learning model in PAI materials or other subjects that require strengthening concept understanding. The application of this model also needs to be adjusted to the needs of students so that the results obtained are more optimal. The research titled "Improving Learning Outcomes in Islamic Education through the Make A Match Learning Model at SD Negeri 37 Lubuk Gambir" aimed to assess the effectiveness of the Make A Match model in enhancing students' academic performance in Islamic education. The study sought to address the challenge of improving student engagement and understanding of Islamic concepts by implementing a more interactive and student-centered teaching approach. The results of the study indicated a noticeable improvement in students' learning outcomes following the introduction of the Make A Match model. This model, which involves matching pairs of related cards or concepts, effectively encouraged students to actively participate in the learning process. By connecting Islamic teachings with the matching game, students were able to reinforce their understanding and better retain key information, leading to improved academic performance in subjects such as Qur'an studies, hadith, and Islamic values. Additionally, the Make A Match model promoted a more enjoyable and motivating learning environment. Students were more excited and engaged during lessons, as the model incorporated elements of play and competition, making the learning process less formal and more appealing. This increased

enthusiasm translated into greater participation and a more positive attitude towards learning Islamic education, which further contributed to the improvement in their results. One significant outcome of the study was the development of better collaboration and teamwork among students. The Make A Match activity required students to work together in pairs or small groups, fostering a cooperative learning environment. This interaction not only helped students learn from one another but also strengthened their social skills and their ability to communicate effectively within a group setting. Teachers also reported positive changes in their teaching practices after adopting the Make A Match model. They noted that this approach allowed them to create more engaging lessons, making it easier to capture students' attention and encourage active participation. The teachers appreciated how the model facilitated more interactive and dynamic classroom discussions, which in turn helped them gauge students' understanding more accurately. In conclusion, the research demonstrates that the Make A Match learning model is an effective strategy for improving learning outcomes in Islamic education at SD Negeri 37 Lubuk Gambir. By making the learning process more interactive and enjoyable, this model not only enhances students' understanding of Islamic concepts but also promotes greater engagement and collaboration in the classroom. Future research could explore the long-term impact of the Make A Match model and its potential application in other subjects to further improve student outcomes.

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