

Make a Match Type Cooperative Model: An Effort to Improve Student Learning Outcomes in Qur'an Hadith Learning

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Abstract: This research is motivated by the low learning outcomes of the Al-Qur'an Hadith on the material of the law of reading idhar and ikhfa' of class IV Unggul MIN 1 East Aceh. The purpose of this study was to determine the improvement in learning outcomes of the material of the law of reading idhar and ikhfa' through the Make A Match method. This type of research uses Classroom Action Research with four steps, namely planning, action, observation and reflection. This classroom action research was carried out in two cycles. The first cycle was carried out on October 30, 2023 and the second cycle was carried out on November 07, 2023. The research was carried out in class IV Unggul MIN 1 East Aceh with a total of 28 students consisting of 9 male students and 19 female students. The results of the study showed that the Make A Match method can improve learning outcomes on the material of the law of reading idhar and ikhfa' in class IV Unggul MIN 1 East Aceh. The improvement in learning outcomes on the material of the law of reading idhar and ikhfa' is known from the test results in the first and second cycles which showed an increase in the average value and percentage of completion classically. The average score of Al-Qur'an Hadith students in the initial condition (pre-cycle) was 68.6 with classical completeness of 39.2% (11 students) out of 28 students achieving a score of >70 (minimum completeness criteria). Cycle I averaged 80 with classical completeness of 75% (21 students) achieving a score of >70 (minimum completeness criteria). Cycle II averaged 85.8 with classical completeness of 85.8% (24 students) achieving a score of >70 (minimum completeness criteria).

Keywords: Cooperative learning model, make a match, learning outcome.

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INTRODUCTION

Learning Tajweed is very important in Islam because Tajweed is the rules and techniques used in reciting the Quran correctly (Susanti, 2024). The Quran is a holy book in Islam, and Muslims believe that every letter and word in the Quran has meaning and virtue (Syadli, 2019). By learning Tajweed, a person can read the Quran correctly, thus respecting and appreciating this holy book (Minan & Najah, 2022). Without learning Tajweed, a person may make mistakes in pronouncing letters and words in the Quran. This can change the meaning of the verses of the Quran, which can result in misunderstanding or distortion of the meaning of the holy text. Learning Tajweed helps improve the quality of reading the Quran (Khamid et al., 2020). By mastering Tajweed, a person can read the Quran with a clear, beautiful, and precise voice. This can also increase khusyu' or concentration and respect when reading the Quran.

Learning is an effort made to develop the abilities and personality of individuals through certain processes or activities (teaching, guidance/training) and interactions between individuals and their environment to achieve a whole person, effort is an action or deed that is done consciously and planned, while ability means potential both in terms of personality concerning attitudes, talents, interests, motivations and values inherent in a person (Dasopang et al., 2023; Fatwa et al., 2024; Silvia et al., 2023; Wolfolk, 2016). That is why the government emphasizes that education is the responsibility of the government/school, parents and the community (Dasopang & Lubis, 2021; Ningsih et al., 2023). However, the learning process in educational institutions so far still seems to use traditional methods, where teaching and learning activities are only centered on the teacher, are one-way, and less communicative between students and teachers. As is known, the use of traditional methods, such as lectures that have been carried out so far, is less able to attract students to be active in learning (Fatwa et al., 2023; Lubis, 2019; Nurliza et al., 2024). This is because students are less active in learning activities and only become spectators and listeners. Variations in a teaching and learning process will make students enjoy learning (Lubis & Wangid, 2019; Permatasari et al., 2021; Wahyuni & Ananda, 2022). If students feel comfortable, then the desired goals in a learning process will be easily realized (Dasopang et al., 2022; Lubis & Dasopang, 2021; Siraj et al., 2023). For this reason, as educators, we need to know and be able to determine which strategy is right to use in a particular learning process. An effective, efficient, and interesting teaching and learning process is often difficult to realize in teaching and learning practices.

This is because the teaching and learning process involving teachers and students is still not optimal. As with the learning process of the Al-Qur'an Hadith, there are still symptoms of low student learning outcomes so that the learning outcomes of the Al-Qur'an Hadith subject are still less than optimal. This can be seen from the learning outcomes of students whose scores are still below the minimum completion criteria, namely 70. Of the total number of 28 students, only 14 (50%) students have achieved the minimum completion criteria while 14 (50%) students have not achieved the minimum completion criteria.

The low learning outcomes of the Qur'an Hadith are caused by the students' understanding that the learning material of the Qur'an Hadith is considered less interesting and boring because the lessons of the Qur'an Hadith only read verses, translations and explain the contents of the verses, in addition to the learning method is monotonous, namely only the lecture method. Thus, it causes children to pay less attention when the teacher is explaining. Considering the material less interesting or even burdensome, as a result, learning is not interactive, less interesting and seems to only pursue the target of completing the main topic. The learning outcomes of the Qur'an Hadith will be achieved as expected if there is a match between the learning method and the teaching material and in the learning process there is interaction between students and their environment so that it is expected that there will be a change in behavior towards the better. One learning method that can overcome the low learning outcomes of students appropriately and effectively is the make a match method.

The Make a Match method allows students to truly internalize the rules and principles of tajweed in a consistent and precise manner (Frailich et al., 2009; Slavin, 2015). In this method, each letter or characteristic of tajweed is represented by cards that must be paired with the corresponding letter. In this way, students actively interact with the learning material and train their ability to recognize and apply the rules of tajweed. The Make a Match method involves physical and visual interaction between students and the cards used. This makes the learning process more fun and interesting, and allows students to actively participate in learning. In an effort to match the cards, students can also discuss and collaborate with their friends, which can improve their understanding collectively. The Make a Match method has strong advantages and characteristics to help students in learning tajweed. Through an interactive, adaptive, and repetitive approach, students can build a deep understanding of tajweed and can apply its rules better in

reading the Quran. The make a match method is a teaching technique in pairs using question and answer cards that must be found and discussed by the student pairs.

METHODS

In this study, the researcher used the Classroom Action Research (CAR) method. Classroom action research shows that this research activity is carried out in the classroom. Research shows an activity of observing an object using certain methods and rules to obtain data or information that is useful for improving the quality of learning. Action shows a movement of activity that is deliberately carried out with a certain purpose. Class in this case is not limited to the meaning of the classroom, but in a more specific sense, namely a group of students at the same time, receiving the same lesson from the same teacher. Classroom action research is an observation of learning activities in the form of actions that are deliberately raised and occur through actions in the classroom together.

According to Suharsimi Arikunto, data collection methods are "ways that can be used by researchers to collect data."²⁴ The data collection procedure in the field in this study will be carried out in several ways, namely tests, observations and documentation. 1. Tests Researchers use written tests as a technique in collecting data in cycles I and II. In this study, what is measured is the increase in student understanding obtained by using a test instrument. A written test is a test that is carried out by students answering a number of questions in writing.²⁵ The form of the test used in this study was 4 essay questions. 2. Observation Observation is the process of obtaining information through observation.²⁶ Sutrisno Hadi stated that observation is making observations of a research object that is carried out directly, is behavioral and action-based, work processes, natural phenomena, and uses small respondents. Observations carried out in the classroom aim to collect data by observing the activities carried out by teachers and students. Researchers carry out observation activities using observation instruments for teacher and student activities. The observation sheet model used is a rating scale. A rating scale is a graded scale. It can be interpreted that the acquisition of rating scale data is using the answer scale score 1,2,3, and 4. 3. Documentation Documentation is the collection of information and evidence that can be in the form of images, videos, and other references. The documentation technique used by researchers in this study is in the form of value data, school profiles, and photos of the learning process which aim to increase the credibility of the research.

Performance indicators are criteria used to measure the level of success of research conducted to improve the quality of teaching and learning activities in the classroom. Performance indicators are realistic and must be measurable. The level of success of classroom action research conducted in this study is marked by changes in student learning outcomes. Learning outcome indicators are used to measure the level of student learning outcomes in the material of the law of reading idhar and ikhfa' after the implementation of the make a match learning method. The following are indicators that are expected to be achieved by researchers, including: a. If the average value of class IV Unggul MIN 1 ACEH TIMUR in the subject of AL-Qur'an Hadith obtains a percentage of more than 85% of the total number of students, then the learning is categorized as successful. b. The achievement of teacher and student activity values with a good category reaches 85% where teachers and students are actively involved in learning. In the second paragraph and so on given 1 cm indentation. Second and third headings are written with the following format provided.

RESULTS AND DISCUSSION

Based on the observation of the results of the actions carried out in class IV Unggul MIN 1 East Aceh, it was found that the learning outcomes of the material on the law of reading idhar and ikhfa' were still low, this was because the teacher in the field of study of the

Qur'an Hadith still used conventional methods, namely the lecture method, students were less motivated by the ongoing learning. Teachers also did not utilize the available media and teaching aids, so that the ongoing learning became less effective. Students only learned by memorizing the material without doing direct activities. As a result, students became lazy in learning so that the learning outcomes achieved were low. Based on the mid-semester test scores that were carried out, the average obtained by students was 68.6. There were only 11 students whose scores were above the Minimum Completion Criteria (70) with a percentage of 39.2% and students who scored below the minimum completion criteria were 17 students with a percentage of 60.8%. The highest score from the mid-semester test was 100 and the lowest score was 40. There were still many students who scored below the minimum completion criteria. After implementing the Make A Match method, there was an increase in learning outcomes. In cycle I, learning activities by implementing the Make A Match method improved the learning outcomes of students' idhar and ikhfa reading law material from students' learning completeness with 21 students getting scores above the minimum completeness criteria (70) and 7 students still below the minimum completeness criteria. The class average in cycle I was 80 and the highest score was 100 and the lowest score was 60.

In cycle II, learning activities by implementing the Make A Match method can improve the learning outcomes of the Al-Qur'an Hadith, students who get scores above the minimum completion criteria are 24 students and students who get scores below the minimum completion criteria are 4 students. The class average increased to 85.8 and the highest score was 100 and the lowest score was 50. From this it can be seen that from each cycle the learning outcomes of the idhar and ikhfa reading law material have increased. In cycle I, 21 students have gotten scores above the minimum completion criteria and 7 students got scores below the CRITERIA minimum completion criteria. In cycle II, students who got scores above the CRITERIA minimum completion criteria M were 24 students and only 4 students were still below the minimum completion criteria. The class average for cycle I was 80 and for cycle II it was 85.8. The results prove that learning outcomes activities using the Make A Match method in the Al-Qur'an Hadith subject on the law of reading idhar and ikhfa have increased in class IV Unggul students at MIN 1 East Aceh.

Improvement in learning outcomes of the law of reading idhar and ikhfa' because learning with the Make A Match method makes students more active in learning and makes students motivated in learning because learning with the Make A Match method students are challenged to play while learning. Students become more enthusiastic when learning is done while playing matching pair cards. Students are very enthusiastic when looking for pairs of cards and then sticking them on the worksheet with a time limit determined by the teacher. With this, students will be more active in learning and with that learning outcomes will be able to increase. The application of the Make A Match method provides positive changes in learning. The positive impact can be seen from the learning that is carried out is no longer centered on the teacher. Learning with the Make A Match method makes the teacher a facilitator for students in learning. This is in accordance with the opinion of Taufiq Amir (2010: 22) the task of educators is as facilitators who direct learners in finding and finding the solutions needed (only directing, not showing!), and also at the same time determining the criteria for achieving the learning process.

The application of the Make A Match method makes the teacher a facilitator or guides students in the learning process. By implementing the Make A Match method, students are active in working and building cooperation in groups. Based on the discussion above, by implementing the Make A Match method, students who initially received scores below the minimum completion criteria after class action using the Make A Match method were completed through two cycles, namely cycle I and cycle II. So it can be proven that the application of the Make A Match method can improve the learning outcomes of the Al-Qur'an Hadith on the material of the law of reading idhar and ikhfa' for class IV Unggul students of MIN 1 East Aceh.

CONCLUSION

The results of the study showed that the Make A Match method can improve learning outcomes on the material of the law of reading idhar and ikhfa' in class IV Unggul MIN 1 East Aceh. The improvement in learning outcomes on the material of the law of reading idhar and ikhfa' is known from the test results in the first and second cycles which showed an increase in the average value and percentage of completion classically. The average score of Al-Qur'an Hadith students in the initial condition (pre-cycle) was 68.6 with classical completeness of 39.2% (11 students) out of 28 students achieving a score of >70 (minimum completeness criteria). Cycle I averaged 80 with classical completeness of 75% (21 students) achieving a score of >70 (minimum completeness criteria). Cycle II averaged 85.8 with classical completeness of 85.8% (24 students) achieving a score of >70 (minimum completeness criteria).

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