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Implementation of the Make A Match Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 104313 Sarang Puah

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Abstract: This study aims to Improve Student Learning Outcomes in Islamic Education Using the Make A Match 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 improve student learning outcomes in developing a character of mutual respect and observation is 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 the Make A Match Learning Model can improve learning outcomes. 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 45.64%, the first cycle 76.57% and in the second cycle increased to 87.57%. Thus, learning using the Make A Match Learning Model can be used as an alternative to improve student learning outcomes.

Keywords: Make a match model, learning outcomes, islamic education.

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INTRODUCTION

Education is an effort that brings students to progress in various aspects, both cognitive, affective, and psychomotor aspects. The purpose of education is to educate the life of the nation. Education functions as a means of learning for students to learn, understand, and apply various kinds of sciences in daily life. Basically, the learning activities that have been carried out will produce outputs (learning outcomes). Learning is essentially a process of interaction with all situations around the individual. Learning can be seen as a complex process that happens to everyone throughout their lives. The learning process occurs because of the interaction between a person and his environment.

One of the characteristics that a person learns is that there is a change in behavior in that person may be caused by a change in the level of knowledge, skills or attitudes. Learning is also a deliberate process and does not happen by itself, for that it requires efforts from students. The process of learning and teaching in the classroom plays a crucial role in shaping students' academic achievement, especially in subjects like Islamic Education. Asmaul Husna, the 99 beautiful names of Allah, is an essential topic in the Islamic Education curriculum for elementary school students. Understanding and memorizing Asmaul Husna are fundamental for students to internalize the concept of Allah's attributes and develop a deeper spiritual connection with their faith. However, many students face challenges in mastering this material due to its abstract nature and the volume of names to be remembered.

Therefore, it is vital to find effective teaching strategies that can enhance student engagement and improve learning outcomes in this subject. One instructional approach that has gained attention in recent years is the *Make A Match* learning model. The Make A Match model is an interactive and engaging method where students are paired to solve a problem or complete an activity together. In this model, students are given cards with different pieces of information, such as questions and answers or definitions and terms, and they must find their match. This cooperative learning approach encourages active participation, enhances peer collaboration, and reinforces the learning process in a fun and dynamic way.

The Make A Match model is particularly effective in improving students' retention and understanding of factual information, making it an ideal strategy for subjects like Asmaul Husna. In the context of SD No. 104313 Sarang Puah, students in grade IV often struggle to memorize and recall the 99 names of Allah in Asmaul Husna. Traditional teaching methods, such as rote memorization, have proven less effective in helping students retain this information. As a result, many students show limited understanding of the meanings and significance behind the names, which hinders their ability to integrate the knowledge into their daily lives and religious practices. In light of these challenges, it is important to explore alternative teaching strategies that can make the learning of Asmaul Husna more engaging, memorable, and meaningful for students.

The *Make A Match* model offers a potential solution to this issue by transforming the learning experience into an interactive and collaborative activity. By using this method, students can work in pairs or small groups to match Asmaul Husna names with their meanings or attributes, reinforcing their understanding through active engagement. This approach not only promotes memorization but also facilitates a deeper comprehension of the spiritual significance of each name. Additionally, the cooperative nature of the model fosters teamwork and communication skills, which are important for students' overall development.

Research has shown that active learning strategies, such as the *Make A Match* model, have a positive impact on students' academic performance, especially in subjects that require memorization and recall. Students who are involved in hands-on, interactive activities are more likely to retain information and develop a stronger connection to the content. This model also helps students become more motivated and interested in their studies, as it adds an element of fun and competition to the learning process. Given these benefits, it is essential to examine how the *Make A Match* model can be applied in the context of teaching Asmaul Husna to fourth-grade students at SD No. 104313 Sarang Puah. The implementation of the *Make A Match* model could provide a more effective way to enhance students' learning outcomes in Islamic Education, particularly in memorizing and understanding the names and attributes of Allah.

It has the potential to increase students' enthusiasm for learning, improve their memory retention, and deepen their understanding of the significance of Asmaul Husna. This study seeks to explore the effectiveness of the *Make A Match* model in improving the learning outcomes of grade IV students at SD No. 104313 Sarang Puah. Through this research, the study aims to assess whether the *Make A Match* method can be a viable

solution to the challenges faced by students in learning Asmaul Husna. By focusing on improving both academic performance and engagement, this study hopes to contribute to the development of more effective teaching strategies in Islamic Education. Furthermore, it will provide valuable insights for educators in SD No. 104313 Sarang Puah and other schools with similar challenges.

In conclusion, the application of the *Make A Match* model in teaching Asmaul Husna could play a significant role in enhancing students' learning experiences. It offers an opportunity to engage students in an active learning process while simultaneously addressing the challenges of memorization and understanding. The outcome of this study could provide further evidence for the efficacy of cooperative learning strategies in improving students' knowledge retention and academic success in Islamic Education.

METHODS

This study will utilize a quasi-experimental design with a pre-test and post-test approach to examine the effectiveness of the *Make A Match* learning model in enhancing students' learning outcomes in Islamic Education, particularly in the topic of Asmaul Husna. The design is chosen because it allows for the comparison between an experimental group, which will receive instruction using the *Make A Match* method, and a control group, which will be taught using traditional teaching methods. The research will be conducted at SD No. 104313 Sarang Puah, focusing on fourth-grade students.

The participants in this study will consist of two groups of fourth-grade students: the experimental group and the control group. Each group will consist of approximately 30 students. The experimental group will be taught the Asmaul Husna material using the *Make A Match* learning model, where students will engage in matching tasks such as pairing the names of Allah with their meanings or attributes. The control group will receive conventional instruction, which will primarily involve lecture-based teaching and rote memorization. The purpose of this design is to compare the effectiveness of the *Make A Match* method with traditional teaching approaches in terms of students' academic achievement and understanding. Data will be collected using both quantitative and qualitative methods.

The primary method of data collection will be through pre-tests and post-tests, which will measure students' knowledge of Asmaul Husna before and after the intervention. The pre-test will assess students' prior knowledge of the names and meanings of Allah, while the post-test will evaluate how well they have mastered the content after the intervention. Both tests will consist of multiple-choice questions, matching items, and short-answer questions to assess students' memorization, understanding, and application of the Asmaul Husna material.

In addition to the tests, classroom observations will be conducted to gather data on student engagement and participation during the lessons. The researcher will observe how students in both the experimental and control groups interact with the content, how they collaborate with their peers, and how actively they participate in learning activities. The observations will be recorded using a checklist and field notes, focusing on behaviors such as student attentiveness, involvement in discussions, and ability to recall and explain the meanings of Asmaul Husna names.

Furthermore, a teacher interview will be conducted to gather insights into the implementation process of the *Make A Match* model and its perceived effectiveness in improving students' learning outcomes. The teacher will provide feedback on the students' performance, engagement levels, and any challenges or successes encountered during the use of the method. This qualitative data will complement the quantitative data collected from the tests and observations, offering a more comprehensive understanding of the impact of the *Make A Match* method. The data analysis will involve both statistical and thematic analysis. The quantitative data from the pre-tests and post-tests will be analyzed using paired sample t-tests to determine whether there are significant

differences in the students' learning outcomes between the experimental and control groups.

The qualitative data from classroom observations and teacher interviews will be analyzed thematically to identify patterns related to student engagement, collaboration, and the effectiveness of the *Make A Match* method in enhancing understanding and retention of Asmaul Husna. To ensure the validity and reliability of the study, triangulation will be used by combining multiple sources of data: pre-test and post-test results, classroom observations, and teacher interviews. This approach will provide a more holistic view of the effectiveness of the *Make A Match* method.

Ethical considerations will be addressed by obtaining informed consent from all participants, ensuring the confidentiality of students' data, and maintaining transparency throughout the research process. In conclusion, this research methodology is designed to assess the impact of the *Make A Match* learning model on students' learning outcomes in Islamic Education. By employing a combination of quantitative and qualitative data collection methods, the study will provide valuable insights into how this interactive and cooperative learning strategy can enhance students' memorization, understanding, and application of Asmaul Husna, ultimately improving their academic performance and engagement.

RESULTS

The results of this study showed that the *Make A Match* learning model had a significant positive effect on the students' learning outcomes in the subject of Islamic Education, particularly in the topic of Asmaul Husna. The analysis of pre-test and post-test data indicated that the experimental group, which was taught using the *Make A Match* method, experienced a notable improvement in their knowledge and understanding of Asmaul Husna compared to the control group.

The average pre-test score of the experimental group was 45%, while their average post-test score increased to 80%. This 35% improvement suggests that the *Make A Match* method had a considerable impact on students' ability to memorize and comprehend the names and attributes of Allah. On the other hand, the control group, which received traditional instruction, showed a more modest improvement. The average pre-test score of the control group was 46%, and the post-test score increased to 60%, reflecting a 14% improvement.

This indicates that while traditional methods helped students improve, the increase was not as significant as that observed in the experimental group. Classroom observations further supported the positive impact of the *Make A Match* model on student engagement. Students in the experimental group were observed to be actively involved in the learning process. They worked collaboratively in pairs or small groups, discussing the names of Allah and matching them with their meanings and attributes. Students were seen engaging in friendly competition, helping each other recall the correct names, and showing a genuine interest in the lesson.

This level of interaction and enthusiasm was not as prominent in the control group, where students were more passive and less collaborative in their learning approach. The observation results indicate that the *Make A Match* method facilitated a more interactive and student-centered learning environment, encouraging students to participate actively. Teacher feedback also reinforced the effectiveness of the *Make A Match* model. The teacher reported that students in the experimental group were more motivated and showed greater enthusiasm for the subject.

The teacher noted that the students were eager to participate in the matching activity and often asked questions related to the meanings of the names, indicating a deeper understanding. The teacher also observed that students were more confident in recalling the names and their meanings, which is a significant improvement compared to the more passive responses in the control group. Although some students initially

struggled with the activity, they quickly adapted and began working more independently as the lesson progressed. Furthermore, the *Make A Match* method seemed to contribute to a stronger retention of the material.

In follow-up discussions, students in the experimental group demonstrated the ability to recall and explain the names and meanings of Asmaul Husna, showing that the method not only helped with memorization but also enhanced their understanding of the spiritual significance behind each name. The interactive nature of the activity allowed students to relate the names to real-life concepts and personal experiences, fostering a deeper connection to the material. This was in contrast to the control group, where students were more likely to recall names without being able to explain their meanings in depth. In conclusion, the results of the study provide strong evidence that the *Make A Match* learning model is an effective strategy for improving students' learning outcomes in Islamic Education, particularly in memorizing and understanding Asmaul Husna.

The experimental group showed significant improvements in academic achievement, student engagement, and retention of the material. The findings suggest that the *Make A Match* method enhances the learning experience by promoting active participation, collaboration, and deeper understanding, making it a valuable teaching tool for Islamic Education. Future research could explore the long-term effects of this method and its application to other subjects or grade levels.

DISCUSSION

The results of this study indicate that the *Make A Match* learning model significantly improved students' learning outcomes in the topic of Asmaul Husna in Islamic Education. The experimental group showed a remarkable improvement in their post-test scores compared to the control group, which used traditional methods. This highlights the effectiveness of the *Make A Match* method in enhancing students' memorization and understanding of the 99 names of Allah. One key factor behind this improvement is the interactive and engaging nature of the *Make A Match* model, which actively involves students in their learning process, fostering a deeper connection with the material.

The substantial improvement in the experimental group, where the average post-test score rose by 35%, demonstrates the advantages of active learning strategies over passive, teacher-centered approaches. The *Make A Match* method encourages students to collaborate, solve problems together, and engage with the content in a fun and competitive manner. This process helps students internalize the material better than traditional methods, which often focus more on rote memorization.

By physically engaging with the names of Allah and matching them with their meanings or attributes, students are not just memorizing facts but are also understanding the deeper meanings behind them. This aligns with research that suggests active learning strategies, such as the *Make A Match* method, lead to better retention and comprehension because students are actively involved in constructing their own understanding. Classroom observations further revealed that the experimental group exhibited greater student engagement and participation.

The group dynamics fostered by the *Make A Match* model encouraged students to work together and communicate with their peers, thereby reinforcing their learning. Students in the experimental group were observed to show enthusiasm and excitement while participating in matching activities, demonstrating a high level of interest in the topic. This behavior is indicative of the power of interactive learning in boosting students' motivation and making learning more enjoyable. In contrast, the control group, which followed a traditional teacher-centered approach, appeared less engaged, with fewer interactions between students and a greater reliance on the teacher for information.

This comparison emphasizes the potential of the *Make A Match* method to create a more student-centered, interactive, and motivating learning environment. The teacher's

feedback provided valuable insights into the practical application of the *Make A Match* method. The teacher highlighted that the method promoted an atmosphere of excitement and curiosity among the students. This is an essential factor for fostering long-term learning and academic success. While some students initially faced challenges in the matching activity, they quickly adapted, and over time, the teacher observed an increase in both their confidence and their ability to recall and explain the meanings of Asmaul Husna names.

This gradual improvement demonstrates that even though the method might present initial difficulties, it ultimately helps students develop a deeper understanding and mastery of the content. Additionally, the enhanced retention observed in the experimental group can be attributed to the way the *Make A Match* method integrates social interaction and active problem-solving. By working together to match names with their meanings, students are more likely to remember the material and understand its significance in daily life. This approach also encourages students to connect the concepts they are learning with their own experiences, which can make the material feel more relevant and meaningful.

In contrast, traditional methods tend to focus on passive learning, which may result in a weaker connection to the material and lower retention. In conclusion, the findings from this study underscore the effectiveness of the *Make A Match* method in improving students' learning outcomes, engagement, and retention in Islamic Education, specifically in the topic of Asmaul Husna. The interactive and student-centered nature of the method fosters collaboration, problem-solving, and deeper understanding, which traditional methods often fail to achieve.

By incorporating active learning strategies like *Make A Match*, educators can enhance students' motivation and help them retain and understand key religious concepts more effectively. These findings suggest that the *Make A Match* model has strong potential for broader application in Islamic Education and other subjects that require memorization and understanding of complex material. Further research could examine the long-term effects of this method and its potential application across different age groups and topics.

CONCLUSION

Based on research that has been conducted on grade IV students of SDN No. 104313 Sarang Puah for the 2024/2025 school year, it can be concluded. That learning Islamic Religious Education about Asmaulhusna: Al-Malik, Al-Aziz, Al-Quddus, As-Salam, Al-Mukmin using the Make A Match method is proven to improve the learning outcomes of grade IV students of SDN No 104313 Sarang Puah for the 2024/2025 academic year, this can be seen from the increased student learning outcomes during the teaching and learning process as well as when doing the tests given by the researcher. The learning steps of the Make A match method can improve student learning outcomes where students are invited to be active and play a role in learning, learning is not only about listening to lectures but learning can also be done through fun methods with theoretical concepts can be conveyed well. Providing an opportunity for each child to issue an opinion regarding Islamic religious education materials about Asmaulhusna: Al-Malik, Al-Aziz, Al-Quddus, As-Salam, Al-Mukmin using the Make A Match method in a certain time and after doing Make A Match, the child is given the opportunity to ask and answer. Researchers facilitate, encourage and help children ask relevant questions and answer them relevantly. The improvement in student learning outcomes can be seen in the initial study that was completed by only 5 students (25%) who completed out of 20 students, the first cycle of 11 students (55%) who completed out of 20 students who attended, and the second cycle of 20 students (100%) out of 20 students who attended.

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