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## Improving Reading Skills in Islamic Education Learning through the Make A Match Method at SD Negeri 105390 Pulau Gambar

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**Abstract:** This study aims to improve students' reading skills in Islamic religious education learning by using the Implementation of the Make A Match method in. 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 by 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 through the Implementation of the Make A Match Method in can improve students' reading skills 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, through the Implementation of the Make A Match method can be used as an alternative to improve students' reading skills in Islamic religious education learning.

**Keywords:** Make A Match Method, Reading Skill, Islamic Education.

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### INTRODUCTION

The Qur'an is a guideline for Muslims. Every Muslim has an obligation to read it. Every letter read in the Qur'an has good qualities and rewards for those who read it. So that it will bring calm to those who read the Qur'an. The importance of Islamic Religious Education, especially in the context of understanding and reading the Qur'an, for this it needs to start from an early age and continue continuously.

The goal is that these teachings can be applied in detail in daily life, in accordance with the values contained in the Qur'an, in the hope of forming a character with a noble personality in humans. Al-Qur'an learning activities are one of the manifestations of the vision of SDN 105390 Pulau Gambar which produces a generation of faith and piety, literate with a Pancasila student profile. As a manifestation of this vision, the subject of

Islamic Education with the skill of reading the letter an-nas is something that needs to be considered.

The Learning Method is a tool used by teachers in conveying the learning process. Learning is the process of interaction between students and teachers and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, and supervised so that it is carried out in a effective and efficient. The learning process in each educational unit must be interactive, inspiring, fun, challenging, and motivate students to participate actively, as well as provide sufficient space for crafts, and the physical and psychological development of students.

The importance of the teacher's role in creating a pleasant classroom atmosphere in learning and the need for teacher creativity in teaching, teachers must try to attract students' attention in learning. In this case, the teacher is able to choose a learning method that is in accordance with the material. Therefore, learning the Qur'an using the lecture method, makes students passive in learning and students' abilities are not optimal in terms of reading and memorizing the Qur'an.

In fact, reading and memorizing the Qur'an has become part of education, especially in order to build the morals and faith of the nation's next generation. To anticipate this, it is necessary to have a movement back to the Qur'an in order to explore the values of the Qur'an as a shield to fortify themselves in the face of cultures that can damage morals. There are many ways that teachers take to improve student learning outcomes, including by using the PBL model with the make a match learning method (looking for a partner) on the ability to read and write the Qur'an.

In learning that applies the make a match learning method, students actively work together to find pairs of material that have been presented, while teachers serve as supervisors and supervisors so that learning can run smoothly according to the available time targets, so that learning goals can be achieved optimally.

Based on initial observations on students of SDN 105390 Pulau Gambar grade II in carrying out Islamic Religious Education learning in the field of the Qur'an, teachers

facing various obstacles in helping students' ability to read the Qur'an, where in the end the ability to read the Qur'an in students is still far from what is expected. The value of children's reading the Qur'an is still lacking and not optimal. The cause of the inability to read the Qur'an in students is not only due to the student factor, but perhaps also due to the teacher's factor in carrying out learning in the classroom, so that the results are not optimal. The "Make a match" learning method is a learning that requires cooperation in finding a partner for a material that has been prepared so as to get maximum learning results according to the learning objectives to be achieved.

The advantages of Make A Match, among others, are 1) Able to create an active and fun learning atmosphere; 2) The learning materials delivered attract more students' attention; 3) Able to improve student learning outcomes to achieve a level of classical learning completeness; 4) An atmosphere of joy will grow in the learning process; 5) Cooperation between fellow students is realized dynamically; 6) The emergence of an even dynamic of mutual cooperation in all classes.

## **METHODS**

Classroom Action Research (PTK) is an action research conducted by teachers with the aim of improving the quality of learning practices in the classroom. PTK focuses on the teaching and learning process that occurs in the classroom, carried out in natural situations. Improving the learning process through PTK should be carried out with active and innovative learning models/methods and adjusted to the characteristics of students and the material to be taught in the classroom.

This step is taken to achieve the learning goals that have been formulated. According to Arikunto (2010) said that the term Classroom Action Research (PTK) can be

abbreviated to Action Research (PT) only because the term "class" only indicates a number of subjects that are targeted for improvement. Judging from the terms contained in it, Arikunto (2010, p.1) said that the purpose of PT is to solve problems through a real action, not just observing a certain phenomenon and then describing what happens with the phenomenon in question.

This class action research was carried out in class II SDN 105390 Pulau Gambar, Serba jadi District, Serdang Bedagai Regency. The number of students is 20 students. The reason for conducting research in grade II SDN 105390 Pulau Gambar, is because it is based on the results of observations made during learning activities where some students still cannot reach the Minimum Completeness Criteria (KKM) in their learning outcomes. Due to the lack of a comfortable and pleasant atmosphere during the learning process, the lack of creativity of teachers in choosing a learning model in the classroom, teachers only use the lecture method in the learning process, student learning outcomes are still relatively low because of the average KKM (70), so there is a need to improve learning outcomes. The researcher hopes to improve student learning outcomes so that they can achieve the expected KKM and there is a need for improvements in the learning process and outcomes.

The research variables that are the focus of this research study consist of three types of variables, including, a) Input Variables, namely variables related to students, teachers, teaching materials, learning resources, evaluation procedures and learning environment; b) Process variables, namely variables related to learning activities that have been designed, namely the Make A Match method in improving the skills of reading an-nas letters in grade II students of SDN 105390 Pulau Gambar; c) Output Variable is a variable related to the expected results after the research is carried out, namely the improvement of the reading skills of short letters in the Qur'an. The data collection techniques in this PTK are observation and skill tests.

## **RESULTS**

The author will present a research result related to this research in his research entitled "Improving Surah An-nas Reading Skills Through the Make A Match Method for Class II SDN 105390 Pulau Gambar", said that in the results of the Pre-cycle meeting, it was seen that the reading ability of students in grade II of SDN 105390 Pulau Gambar on the Qur'an surah An Nas has not reached the KKTP standard, After the first cycle of the study, the ability to read Surah An-nas in students has improved both in terms of reading hijaiyah letters well and has begun to be able to distinguish Makhrijul Letters, but there are still some students who have not fully fulfilled  $KKTP \geq 70$ , namely only 7 students (59%) have completed, while 5 other students (41%) have not completed. In the results of the first cycle meeting, it was seen that the reading ability of grade II students of SDN 105390 Pulau Gambar on the Qur'an surah An-nas had improved from the pre-cycle,

The ability to read well in terms of hijaiyah letters continued, and began to be able to distinguish the letters properly and correctly. This is shown from 12 students in grade II of SDN 105390 Pulau Gambar who have completed KKTP as many as 7 students and 5 students who have not completed, In this first cycle, the achievement of success in reading the Qur'an surah An-nas has begun to be seen to increase. Students' reading competence in Surah An-nas has led more towards the Make A Match learning model. Students are able to read Surah An-nas well and correctly according to the alphabet, and are able to complete test assignments from teachers and participate well. Students' reading skills in the pre-cycle increased by 41% to 67% in the first cycle.

In the first cycle stage, the quality of teachers' teaching in delivering Qur'an Surah An-Nas material through the Make a Match model is relatively good, which is reflected in the fulfillment of performance indicators recorded on the observation sheet. If calculated in the form of an overall percentage, there are 18 performance indicators, and of these, teachers managed to achieve 10 indicators well, while indicators that have not been fully

achieved amounted to 8. The observation sheet given to students also recorded the achievement of indicators with a good category, where out of a total of 10 existing indicators, 3 of them have not been fully fulfilled. This situation is influenced by several factors, such as in the presentation of cycle I learning, there are several weaknesses.

Some of them include incompatibility of the method chosen by the teacher in the learning process, lack of student interest in the material, obstacles in student concentration, and problems with learning time. This happens because teachers have more time to explain the material to students. At the beginning of the study, the data on the ability to read Surah An-Nas Al-Qur'an in grade II students only reached 41%, which means that only 7 students achieved a score of 70. However, after the first cycle was running, the percentage increased to 67%, which is equivalent to 8 students who managed to achieve a score of 80. Overall, learning using the make a match model in the first cycle obtained 67%. Although the results of reading Surah An-nas class II in cycle I seem to have increased compared to pre-cycle, the research will still be continued in cycle II considering that this research is carried out through two stages so that it is in accordance with the initial plan.

Observation of teacher activity in cycle II on November 9, 2024 shows that the teacher's ability to teach the Qur'an surah An-nas reading material through the Make A Match method has a very good category, this is shown by the fulfillment of the indicators contained in the teacher's observation sheet. The student observation sheet for the achievement of indicators has been very good, as well as the results of the test of the ability to read surah An-nas after the implementation of the second cycle of actions, the ability of grade II students of SDN 105390 Pulau Gambar is seen to have greatly improved in reading surah An-nas from cycle I to cycle II. It can be seen from the acquisition of scores in the first cycle, which is 8 students (67%), increasing to 10 students (83%) in the second cycle, or this has met the target of the research success indicator determined by the author, namely individual scores reaching 75, and classically reaching 80. The action in Cycle II is carried out again using the make a match method, in the process of improving the skills of reading the Qur'an surah An-nas in grade students

II and the results have a positive impact on students by increasing students' enthusiasm in reading Surah An-nas. Through the Make a Match method shows excellent results. The author conducted a test for all students to read the Qur'an surah An-nas, that is, each student was told to read Surah An-nas, while the teacher carefully observed the reading of each student and made an assessment. As a result, the reading ability of each student has improved. From the test results in the second cycle, the average class score was 80 with a percentage of 84% that was complete. Thus, there are still 2 students (16%) who are not affected by the use of the make a match method. So, based on the available data, the teaching and learning process through the application of the make a match method in cycle II is very good.

The implementation of the Make A Match method in Islamic Education learning at SD Negeri 105390 Pulau Gambar has significantly improved students' reading skills. Before applying this method, many students struggled with reading fluency and comprehension. However, after engaging in the Make A Match learning activities, students showed increased enthusiasm and confidence in reading Islamic texts. The interactive nature of this method made learning more enjoyable, helping students recognize and understand words more effectively.

The results of pre-test and post-test assessments indicated a clear improvement in students' reading abilities. Initially, many students had difficulty identifying words and understanding sentence structures in Islamic texts. However, after participating in Make A Match activities, they demonstrated better word recognition, pronunciation, and comprehension skills. The game-based nature of the method encouraged students to practice reading repeatedly in a fun and engaging manner, reinforcing their learning.

Observations during the learning process also showed a positive impact on students' participation and engagement. The Make A Match method required students to actively

search for matching pairs of words or sentences, encouraging them to read more frequently. This interactive approach created a supportive and cooperative learning environment where students helped each other, leading to increased motivation and enthusiasm for reading.

Teachers also reported a noticeable improvement in students' confidence when reading aloud. Before using the Make A Match method, many students were hesitant and shy to read in front of their peers. However, through repeated practice and encouragement in a non-threatening environment, students gradually became more comfortable and willing to read aloud. This increase in confidence contributed to their overall reading fluency and comprehension.

Overall, the findings suggest that the Make A Match method is an effective strategy for improving students' reading skills in Islamic Education. By incorporating interactive and enjoyable learning activities, this method not only enhances students' reading abilities but also fosters a positive attitude toward learning. It is recommended that educators continue to use and refine this approach to create a more engaging and effective learning environment for students.

## **DISCUSSION**

After knowing the data from the ability to read the Qur'an surah An-nas in cycle I and cycle II, it is concluded that using the make a match method can improve students' skills in reading the Qur'an, especially in surah An-nas. Based on the diagram above, the author explained as follows, In the pre-cycle to cycle I, there has begun to be an improvement in students' reading skills by applying the make a match method, but there are still several obstacles such as the teaching modules used have not been fully implemented, the lack of time teachers have not been efficient in utilizing time, the teaching methods used by teachers are not appropriate so that there are still some students who are not fully able to understand The material taught, plus the factor of the students, there are still some who are noisy (inviting other friends to talk) so that they interfere with the concentration of other friends and there are also students who really need guidance during reading practice.

Research in the first cycle, has experienced an improvement in the ability to read the Qur'an surah An-nas, but there are still some students who have not reached the KKTP, so it is necessary to continue planning actions in the second cycle where in the cycle a very significant increase can be seen the factor that affects the increase is because the teacher begins to change the planning in the teaching module that is carried out such that the teacher can fully apply what is in the module, Teachers are efficient in using time to the maximum, the method used is also appropriate so that the learning process using the Make a Match method can take place in a conducive and fun state which makes students' ability to read the Qur'an surah An-nas increase rapidly.

## **CONCLUSION**

From the results of the research that has been carried out, it can be concluded that the application of the make a match learning method has a positive effect in improving the skills of reading Surah An-Nas Al-Qur'an in the second grade students of SDN 105390 Pulau Gambar. It is evident that there is an improvement in students' reading skills, which can be seen from the increase in the overall average score. In the first cycle, an average score of 73 was achieved with a learning completion rate of 67%. However, there was a more significant increase in the second cycle, with an average score of 80 and a learning completion rate of 84%.

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