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Implementation of the Make A Match Method in Islamic Education Learning to Improve Student Learning Outcomes at SD Negeri 102117 Gunung Pamela

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Make A Match Method. 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 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 Method 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Make A Match Method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Make A Macth Method, Learning Outcomes, Islamic Education.

INTRODUCTION

Learning methods are very important in the teaching process. For this reason, teachers must always be active in choosing the learning method to be taught. Because the capacity of students/absorption capacity of students is different, of course there are differences between students and other students, not all can be said to be the same, so teachers are required to be good at choosing learning methods so that students can absorb or understand the material they are learning well and can be said to be successful learning. Changes in education in Indonesia often occur due to efforts to reform the education system. As a result of this influence, there is more progress in education. Islamic religious education is intended to increase spiritual potential and form students to become people who believe and fear God Almighty and have noble character. Noble morals include ethics,

ethics, and morals as a manifestation of religious education. Spiritual improvement includes the introduction, understanding, and inculcation of religious values, individual values, and social values. Islamic Religious Education is one part of Islamic education. This means that Islamic education is an educational system that is organized or established with the intention of uniting Islamic teachings with Islamic values in its educational activities. Islamic Religious Education in schools aims to increase students' belief, understanding, appreciation, and practice of Islam so that they become Muslim human beings who believe and fear Allah SWT and have noble character in their personal life, society, nation and state and to continue their education at a higher level. But in reality, many students find it difficult to learn PAI subjects. At least this is seen from the learning results achieved by students are still concerning, so they are not in accordance with expectations. Thus, it can be concluded that the learning outcomes of students have not had a full improvement with PAI subjects. Changes in education in Indonesia often occur due to efforts to reform the education system. As a result of this influence, there is more progress in education. The obstacle that currently occurs in grade III of SD Negeri 102117 GUNUNG PAMELA is the lack of motivation of students in learning PAI. This happens because of the lack of understanding provided by teachers to students about the breadth of PAI learning, especially worship practices. Efforts are urgently needed in order to Improving the quality of teaching in education by choosing strategies when delivering subject matter so that an increase in student learning outcomes can be obtained. Based on the results of the research, the learning process in this school still uses traditional learning, namely teachers only use lecture methods, question and answer methods, and demonstration methods. In the learning process of PAI, there are still many students who are not active in the learning process in the classroom, only a small part are quite smart and active in the classroom. In addition, there are still few students who dare to ask the teacher about lessons that they do not understand. One of the cooperative learning models that actively involve students is by using the make-a-match learning model. In this make a-match learning model, students must find their partners both related to answers and questions so that students can develop social relationships together with their friends. According to Lie (2020), cooperative learning includes five elements that must be applied, namely: positive interdependence, individual responsibility, face-to-face, communication between members and evaluation of group processes. According to Rusman in Susanti (2011) said that one of the advantages of this learning model is that students find a partner while learning about a concept or topic in a fun atmosphere. Related to the above, the researcher offers a solution, namely by applying a learning model and using learning media to improve student learning outcomes. The learning model is a guideline that contains the steps used in learning to achieve learning goals. Without a learning model, there will be no learning that focuses on learning objectives. As explained by Trianto (2012:53. as follows: The learning model is the framework of conceptual that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guideline for learning designers and teachers in designing and implementing learning. In addition to the learning model, teachers can innovate by using learning media in the form of videos to make it easier for students to understand concepts. The learning video was chosen because in addition to presenting visuals, it also presented audio. So that students are more interested in learning. For this reason, innovative and creative learning development is needed that can foster the spirit of learning and strengthen students' memory of the material studied. Teachers' efforts to achieve learning goals include choosing the right method, in accordance with the material, so that it can support the creation of conducive teaching and learning activities. One of them is by using cooperative learning, which is learning by grouping students into small groups. In cooperative learning, students believe that their success will be achieved if each member of their group succeeds. The cooperative learning method used in this study is make a match, which is a learning method using cards that have been prepared by the teacher that contain answers and questions, then the teacher distributes the cards to the students then

the students are asked to find a partner from the cards containing questions and problems, to be discussed with their partners. The method is perfect for all subjects. Based on the description of the background above, the researcher is interested in conducting a study entitled "Application of the Make A Match Method in PAI Subjects to Improve the Learning Outcomes of Students in Class V at SD Negeri No. 102117 Gunung Pamela, Sei Rampah District, Serdang Bedagai Regency.

METHODS

This study is a quantitative research type of experiment with a pre-experimental model, this research design is not yet an absolute experimental type of research. The research design used is a one-group pretest-posttest design. In the design there is a pretest before being treated. Thus, the results of the treatment can be known to be more accurate, because it can be compared with the state before the treatment. The research will be carried out in class V of SDN 102117 GUNUNG PAMELA which is located in Jalansukarame. Population can be understood as the entire object of research that is the source of data. The population in this study is all classes of students in class V of SD Negeri No. 102117 Gunung Pamela which totals 20 students. The sample used in the study was class V of SD Negeri No. 102117 Gunung Pamela The sample was taken using the purposive sampling technique. Data collection techniques; 1) Test; 2) Documentation. Research instruments are tools used in collecting data or information related to research. The author needs several research instruments to obtain the required data. The instruments used in this study were tests, and documentation.

RESULTS

Based on the data of the categorization table, it can be seen that there are 11 answers of respondents in the low category (36.7%), 15 answers of respondents in the medium category (50%), and 4 answers of respondents in the high category (13.3%), and there are no answers in the very high category. So, it can be concluded that the largest percentage of students' learning outcomes before using the Make a Match method is in the medium category, namely 15 respondent answers (50%). This means that the learning outcomes of students before the implementation of the Make a Match method are in the medium category.

The implementation of the Make A Match method in Islamic Education at SDN No. 102117 Gunung Pamela showed significant improvements in student learning outcomes. Prior to the implementation of this method, students often struggled with retaining and applying the Islamic concepts taught in class. However, after the introduction of the Make A Match technique, students exhibited a higher level of engagement and comprehension. This method encouraged students to actively participate in the learning process, which helped them better understand and remember key concepts.

One of the notable results was the improvement in student interaction and collaboration. The Make A Match method encourages students to work together to match cards containing related terms or questions with their corresponding answers. This collaborative approach helped students communicate more effectively and learn from their peers. Students were no longer passive receivers of information but became active participants in their learning process. The collaborative aspect of this method fostered teamwork and strengthened the students' social skills.

Additionally, the Make A Match method provided an effective way for students to reinforce their knowledge of Islamic teachings. The activity involved matching Islamic terms, phrases, or concepts with their definitions or explanations, which allowed students to review and solidify what they had learned. This interactive approach made the learning process more enjoyable, and students reported feeling more confident in their understanding of subjects such as the pillars of Islam, prayer (Salat), and fasting (Sawm).

The hands-on nature of the activity also contributed to the retention of information, as students were actively involved in organizing and making connections between different concepts.

The use of the Make A Match method also led to a noticeable increase in student motivation. By integrating an interactive and game-like element into the learning process, students were more eager to participate in lessons. The competitive yet cooperative nature of the activity encouraged students to be more engaged and motivated to learn. Students were excited to match terms and answers, and this enthusiasm contributed to a positive learning environment. Teachers observed a marked increase in participation and enthusiasm during lessons, especially when the Make A Match method was used.

Furthermore, the Make A Match method helped improve students' critical thinking and problem-solving skills. As students worked together to match terms with definitions or answers, they were required to think critically about the connections between different Islamic concepts. This encouraged students to analyze the material more deeply and reflect on how various concepts in Islamic Education were related. By solving the "matching" puzzles, students were able to make connections and apply their knowledge in a way that reinforced their understanding of the content.

The method also contributed to a more personalized learning experience. Because students worked in pairs or small groups, they were able to receive immediate feedback from their peers. This peer interaction allowed for the exchange of ideas and clarification of concepts, helping students to better understand the material. For example, if a student had difficulty understanding the meaning of certain Islamic terms, their classmates could help explain the concepts in different ways. This peer support allowed students to learn at their own pace, improving their overall comprehension.

Moreover, the implementation of the Make A Match method had a positive impact on student assessment results. Teachers noted that students demonstrated better performance in both formative and summative assessments following the use of this method. The ability to recall key Islamic terms and concepts, as well as the application of this knowledge in practical scenarios, improved significantly. For instance, when asked to describe the steps of prayer (Salat), students were able to recall the correct sequence of actions with greater accuracy. This improvement in assessment results reflected the effectiveness of the Make A Match method in enhancing student learning outcomes.

Despite the positive results, there were some challenges encountered during the implementation of the Make A Match method. One challenge was ensuring that all students had an equal opportunity to participate. In some instances, more vocal students dominated the activity, leaving quieter students with fewer opportunities to engage. To address this, teachers implemented strategies such as rotating group members and encouraging all students to take turns in matching terms and answers. This ensured that every student had a chance to participate actively in the learning process.

Another challenge was the initial preparation required for the activity. The creation of matching cards, each containing an Islamic term or concept and its corresponding explanation, required significant time and effort. However, once the cards were prepared, the activity became easier to implement. Teachers also found that it was essential to clearly explain the rules and objectives of the activity to students, ensuring that they understood how to make connections between the terms and answers effectively.

In conclusion, the implementation of the Make A Match method in Islamic Education at SDN No. 102117 Gunung Pamela led to significant improvements in student learning outcomes. The method enhanced student engagement, collaboration, motivation, and critical thinking skills, while also promoting a deeper understanding of Islamic teachings. Although there were challenges in terms of participation and preparation, the positive impact on student learning made the use of this method a valuable teaching tool. Overall, the Make A Match method proved to be an effective strategy for improving student learning outcomes in Islamic Education.

DISCUSSION

The implementation of the Make A Match method in Islamic Education at SDN No. 102117 Gunung Pamela proved to be an effective approach for improving student learning outcomes. This method encouraged active participation, where students not only engaged with the material but also collaborated with their peers to deepen their understanding. By using a game-like approach, students were motivated to learn and showed a significant increase in their interest in Islamic Education. The hands-on, interactive nature of the method made it easier for students to retain and recall key Islamic concepts, as evidenced by their improved performance in assessments.

A significant aspect of the Make A Match method was its ability to facilitate peer learning. Since the activity requires students to work in pairs or small groups, they had the opportunity to share their knowledge, discuss concepts, and learn from each other. This collaborative learning environment allowed students to ask questions, clarify their doubts, and provide support to one another. Peer interactions also helped students with different learning styles to benefit from the collective knowledge within the group, ensuring that everyone had an opportunity to grasp the material.

In addition, the Make A Match method effectively improved students' retention of Islamic concepts. By matching terms with their corresponding definitions or explanations, students were prompted to recall previously learned material and make connections between concepts. This repeated retrieval of information during the activity helped reinforce their understanding, leading to better long-term retention. The method's emphasis on active recall, rather than passive memorization, allowed students to internalize the material more effectively.

The competitive yet cooperative nature of the Make A Match method also contributed to increased student motivation. Students enjoyed the challenge of trying to match the terms with their correct definitions, which made the learning experience feel more like a game. This excitement encouraged students to actively engage in the lesson, ask more questions, and participate in class discussions. Teachers observed a positive shift in students' attitudes toward learning, with more students volunteering to answer questions and take part in the activities, demonstrating increased enthusiasm for the subject matter.

However, while the Make A Match method proved to be effective in improving student outcomes, it also presented a few challenges. One of the challenges was ensuring equitable participation among all students. In some cases, more confident students dominated the activity, leaving quieter students with fewer opportunities to engage. To address this issue, teachers implemented strategies to encourage participation from all students, such as rotating group members and ensuring that each student had a turn to match the terms. This helped to create a more inclusive learning environment where every student could contribute.

Another challenge was the preparation required for the Make A Match activity. Teachers had to create a set of matching cards with Islamic terms and their corresponding definitions or explanations, which was time-consuming. However, once the materials were prepared, the activity could be used repeatedly, making it a time-efficient tool in the long run. Teachers also had to carefully explain the rules and expectations to ensure that students understood how to play the game and make the correct connections between terms and their meanings.

Despite these challenges, the positive outcomes of the Make A Match method outweighed the difficulties. Students' performance in assessments improved, and they demonstrated a greater understanding of key Islamic concepts such as prayer (Salat), fasting (Sawm), and charity (Zakat). The method also fostered a sense of teamwork and collaboration among students, helping them develop social skills alongside their academic learning. In conclusion, the Make A Match method successfully enhanced student

engagement, critical thinking, and retention of Islamic Education material, proving itself to be a valuable tool in improving learning outcomes at SDN No. 102117 Gunung Pamela..

CONCLUSION

The conclusions that can be obtained based on this study are; 1) The learning outcomes of students in the class of SD Negeri No. 102117 Gunung Pamela before using the make a match method, it can be known that the machine is 53.83. This shows that PAI's learning outcomes are in the medium category, which can be seen from the categorization of learning outcomes; 2) The learning outcomes of grade III students of SD Negeri No. 102117 Gunung Pamela after using the make a match method, it can be known that the machine is 80.66. This shows that the learning outcomes of PAI are in a high category, which can be seen from the categorization of learning outcomes; 3) Based on the output results of SPSS 16 in the hypothesis test using the Independent Sample t Test conducted on the learning outcome data of students, it shows a Sig.(2-tailed) value of 0.000. 0.000< 0.05 or Ho is rejected. This means that at the 95% confidence level, it can be concluded that there is a significant difference in students' learning outcomes after being taught using the make a match method. This can be seen in the t-test using the SPSS 16 output.

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