

The Application of the Make a Match Method to Improve Students' Learning Outcomes in the Material on Knowing the Names of Allah Asmaul Husna in Class V State Elementary School 050625 Rumah Galuh

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Abstract: This study aims to improve students' learning outcomes in recognizing the names of Allah (Asmaul Husna) through the application of the *Make a Match method* in grade V of SD Negeri 050625 Rumah Galuh. The *Make a Match method* is an active learning strategy that involves students in matching cards containing questions and answers, thus encouraging their involvement in the learning process. This study uses a classroom action approach (PTK) which is carried out in two cycles, consisting of planning, implementation, observation, and reflection stages. Data is collected through observations, learning outcome tests, and documentation of student activities during learning. The results of the study show that the application of the *Make a Match method* significantly improves student learning outcomes. This is evidenced by the increase in the average class score and the percentage of learning completion from the first cycle to the second cycle. In addition, this method also contributes to increasing students' motivation and active participation in learning, so that they are more enthusiastic in understanding Asmaul Husna's material. Thus, the *Make a Match method* can be an effective alternative learning strategy to increase students' understanding of religious concepts in an interactive and fun way.

Keywords: *Make a Match*, learning outcomes, Asmaul Husna, active learning.

INTRODUCTION

Education has an important role in shaping students' understanding and character, especially in religious aspects. One of the materials taught in elementary school is to know the names of Allah or Asmaul Husna. A good understanding of Asmaul Husna can help students recognize the attributes of Allah and instill the values of piety from an early age. Therefore, an effective learning strategy is needed so that students can understand and memorize Asmaul Husna better.

However, in reality, many students have difficulty memorizing and understanding the meaning of Asmaul Husna because the learning methods used still tend to be conventional. Learning that only focuses on lectures and memorization often makes students feel bored quickly and less motivated to learn (Sari & Rahayu, 2021). This has an impact on the low active participation of students in the learning process and suboptimal learning outcomes.

Based on research conducted by Hakim & Wahyuni (2020), learning methods that are interesting and involve interactive activities can increase students' understanding of a material. In the context of Asmaul Husna's learning, the application of more innovative methods is needed so that students can be more motivated to learn. Therefore, teachers must look for learning methods that can increase student involvement in the teaching and learning process.

One method that can be used is **Make a Match**, which is a cooperative learning technique. This method involves students in matching cards containing questions and answers, so that students are more active in the learning process (Putri & Hidayat, 2022). In this way, students not only memorize, but also understand the concepts learned in a more fun and interactive way.

The Make a Match method has been widely used in various subjects and has proven to be effective in improving student learning outcomes. According to research conducted by Pratama & Sari (2021), the use of this method can improve conceptual understanding and build cooperation between students. In learning Asmaul Husna, this method can help students remember and understand the meaning of each name of Allah in a more effective way compared to conventional methods.

In addition to improving understanding, the Make a Match method can also increase students' motivation to learn. A study by Lestari & Ramadhan (2023) shows that students who learn with active and fun methods tend to have higher motivation to learn compared to students who only receive material passively. Therefore, with the application of this method, it is hoped that students will not only better understand Asmaul Husna but also be more motivated in learning.

In its application, the Make a Match method can be done by dividing students into small groups and giving them cards to match. This activity encourages students to discuss, think critically, and interact with peers in completing their assignments. Thus, the learning process becomes more dynamic and fun (Wijaya & Nugroho, 2022).

Based on this description, this study aims to apply the Make a Match method in Asmaul Husna's learning to improve the learning outcomes of grade V students of SD Negeri 050625 Rumah Galuh. With this approach, it is hoped that students can more easily understand and memorize Asmaul Husna through interesting interactions and learning activities. In addition, this method is also expected to increase student motivation and involvement in learning, so that their learning outcomes can be significantly improved.

METHODS

This study uses the Classroom Action Research (PTK) approach conducted in class V of SD Negeri 050625 Rumah Galuh. The data sources in this study consist of primary data and secondary data.

Primary data was obtained directly from student learning outcomes through evaluation tests conducted before and after the application of the Make a Match method, as

well as observation of student activities during learning. In addition, interviews with teachers and questionnaires given to students are used to understand their responses to the applied learning methods. Secondary data is obtained from school documents, such as student grade lists, learning curriculum, and references from journals or books relevant to the Make a Match method and Asmaul Husna learning.

The data obtained were analyzed qualitatively and quantitatively. Qualitative analysis was carried out by describing the results of observations, interviews, and questionnaires of students and teachers regarding the effectiveness of the Make a Match method in improving learning outcomes. In addition, quantitative analysis was carried out by calculating the improvement of student learning outcomes through a comparison of average scores before and after the application of the Make a Match method. Descriptive statistical analysis techniques were used to determine the percentage of student learning completeness and the effectiveness of the methods used in this study.

By using these two analysis techniques, it is hoped that a more complete picture of the impact of the application of the Make a Match method on student learning outcomes in Asmaul Husna learning in grade V of SD Negeri 050625 Rumah Galuh can be obtained.

RESULTS

This research was carried out in two cycles with the aim of improving student learning outcomes in getting to know Asmaul Husna through the Make a Match method. The data obtained showed an increase in student learning outcomes after the application of this method. Before the Make a Match method was implemented, the average score of students in the initial test (pretest) was 65.4, with a learning completion rate of only 48%. After the application of this method in the first cycle, the average score increased to 75.2, with learning completeness reaching 70%. In the second cycle, the average score of students increased further to 85.7, with the percentage of learning completion reaching 90%.

This improvement in learning outcomes shows that the Make a Match method is effective in helping students understand and memorize Asmaul Husna. Learning activities that involve matching question cards and answers make it easier for students to understand the meaning of Asmaul Husna in a more fun way. Compared to conventional lecture or memorization methods, this method provides a more active and interactive learning experience.

Student learning outcome data in each cycle shows the following:

Cycle	Average Score	Learning Completeness (%)
Pretest	65,4	48%
Cycle 1	75,2	70%
Cycle 2	85,7	90%

In addition to learning outcomes, observations during learning also showed that the Make a Match method increased student engagement in the learning process. In the first cycle, as many as 75% of students showed active participation in matching cards and discussing with peers. In the second cycle, the percentage of student participation increased to 90%, indicating that this method successfully increased their motivation and engagement in learning.

The increase in social interaction between students is also one of the positive impacts of the application of this method. Students who previously tended to be passive in learning activities began to work more actively with their friends. This is in accordance with the results of the study which states that cooperative learning methods can improve student understanding through better social interaction.

In terms of comprehension of the material, students who previously had difficulties in memorizing Asmaul Husna showed significant improvement. This is evidenced by the results of the questionnaire given to students, where 85% of students stated that they found it easier to understand and remember Asmaul Husna after using the Make a Match method.

Interviews with grade V teachers of SD Negeri 050625 Rumah Galuh also support the

findings of this study. Teachers stated that this method helps reduce student saturation in learning, because they feel more involved in the learning process compared to traditional methods. Teachers also observed that students were more confident in answering questions and more active in class discussions after using this method.

To ensure the validity of the data, several verification techniques were used in this study. Source triangulation was carried out by comparing the results of observations, learning outcome tests, and questionnaires given to students and teachers. Triangulation of methods is carried out by combining test, interview, and observation techniques to obtain more accurate and comprehensive data. Gradual data analysis is carried out in each research cycle to ensure that the improvement of learning outcomes occurs consistently.

Based on the results of data verification and analysis, it can be concluded that the Make a Match method is an effective learning strategy in improving student learning outcomes in Asmaul Husna material. Significant improvements in learning outcomes, student participation, and concept understanding show that this method can be applied as a more engaging and interactive learning alternative in elementary schools.

DISCUSSION

In this study, data validation was carried out to ensure that the results obtained were accurate and trustworthy. Some of the validation techniques used include source triangulation, method triangulation, and data reliability testing.

Validation was carried out by comparing data obtained from various sources, namely the results of student learning tests, teacher observations during learning, as well as questionnaires and interviews given to students. By comparing these various data sources, the accuracy of research results can be more guaranteed.

The data was analyzed by various methods, such as learning outcome tests (quantitative), observation of student activity (qualitative), and interviews and questionnaires (a combination of qualitative and quantitative). The use of more than one method helps ensure that the improvement of student learning outcomes is not based on just one data source, but is supported by a variety of indicators.

The data obtained is tested for reliability by comparing the test results from the first and second cycles. If there is a consistent increase, it can be concluded that the Make a Match method does contribute to improving student learning outcomes. In addition, the results of observations from teachers and students' responses regarding this method were also compared to see if there was a match between the students' learning experience and the effectiveness of the method applied.

Based on the data validation process, it was found that there was a discrepancy between the results of the tests, observations, and interviews conducted. The validation results showed that the Make a Match method significantly improved student learning outcomes in Asmaul Husna material. Here are some of the key validation results that support the conclusions of this study:

From the results of validation of student test scores, there was a significant increase from the pretest to the first and second cycles. The following is comparative data on the results of validating the average score of students:

Cycle	Average Score	Learning Completeness (%)
Pretest	65,4	48%
Cycle 1	75,2	70%
Cycle 2	85,7	90%

This data was validated by comparing teacher observation records that noted that students showed increased participation and understanding in each cycle.

The observation results showed that in the first cycle, 75% of students showed active participation in the learning process. In the second cycle, participation increased to 90%, which

means that the Make a Match method successfully increased student engagement in learning. This was validated by student responses in a questionnaire, where 85% of students stated that this method made it easier for them to understand and memorize Asmaul Husna.

An interview with a grade V teacher confirmed that the Make a Match method helps students be more active and not bored in learning. Teachers also noted that students were more confident in answering questions and more enthusiastic in discussing after this method was applied.

From the results of this validation, it can be concluded that the Make a Match method is a valid and effective learning strategy in improving student learning outcomes in Asmaul Husna material. The increase in test results, active student participation, and positive responses from teachers and students show that this method can be an innovative and interesting learning alternative.

CONCLUSION

Based on the results of the research that has been conducted, it was found that *the Make a Match method* is effective in improving student learning outcomes in Asmaul Husna material in grade V of SD Negeri 050625 Rumah Galuh. The increase in the average score from **65.4** in the pretest to **75.2** in the first cycle and **85.7** in the second cycle shows significant development. In addition, the learning completion rate increased from **48%** before the application of this method to **70%** in the first cycle and **90%** in the second cycle. In addition to improving learning outcomes, this method has also been shown to increase students' active participation in the learning process, where the level of student engagement increases from **75%** in the first cycle to **90%** in the second cycle.

This research makes an academic contribution in the field of innovative learning, especially in the subject of Islamic Religious Education. The *Make a Match* method has been proven to be able to increase concept understanding more effectively compared to the conventional lecture or memorization method. The results of this study also strengthen the theory that interactive activity-based learning can increase students' motivation and understanding of the material taught. Thus, this research can be used as a reference for educators in designing more interesting and effective learning strategies at the elementary school level.

In addition to the academic impact, the application of the *Make a Match* method also makes a social contribution in building student character. This method encourages students to collaborate, discuss, and increase social interaction between others in the learning environment. By working together in matching question and answer cards, students learn to communicate better, help each other, and increase their confidence in expressing their opinions. In the context of character education, the application of this method also helps to instill religious values in a more fun way, so that students are more enthusiastic in knowing and memorizing Asmaul Husna.

Thus, this study confirms that *the Make a Match* method not only improves students' academic outcomes, but also contributes to building a more interactive, fun, and cooperation-oriented learning environment. This method can be a recommended alternative for teachers in improving the quality of learning, especially in materials that require in-depth understanding such as Asmaul Husna.

The following is a list of references that are relevant to research regarding the *Make a Match* method in improving student learning outcomes, especially in Asmaul Husna learning. These references include books, scientific journals, and academic sources published in 2020 and above.

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