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Efforts to Improve Learning Outcomes of Islamic Religious Education Subjects through the *Make A Match Method* on the material of Asmaul Husna, a 4th grade student of SD Negeri 091667 Naga Bayu

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Abstract: This study aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects in Asmaul Husna material through the application of the *Make A Match* method in grade IV of SD Negeri 091667 Naga Bayu. The *Make A Match* method is a cooperative learning technique that involves matching cards containing questions and answers, thereby encouraging active involvement of students in the learning process. This study uses a classroom action approach (PTK) with two cycles involving planning, implementation, observation, and reflection. The subject of this study is a fourth grade student of SD Negeri 091667 Naga Bayu. Data was collected through learning outcome tests, observations, and interviews. The results of the study show that the application of the *Make A Match* method significantly improves student learning outcomes. In the first cycle, the average score of students increased compared to before the action, and in the second cycle there was a more significant increase. In addition, this method also increases active participation and student learning motivation.

Thus, it can be concluded that the *Make A Match* method is effective in improving student learning outcomes in Asmaul Husna material in PAI subjects. Therefore, this method can be used as an alternative learning strategy for teachers in teaching religious concepts that require understanding and memorization.

Keywords: Learning Outcomes, *Make A Match Method*, Islamic Religious Education, Asmaul Husna, Elementary School Students.

INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students. One of the important materials in PAI is Asmaul Husna, which is the beautiful names of Allah which number 99 and reflect His attributes. Understanding and memorizing Asmaul Husna is not only an obligation in religious learning, but also a means for students to get to know more about the greatness of Allah and apply its values in daily life. Therefore, an effective learning method is needed so that students can easily understand and memorize it.

In learning in elementary school, many students have difficulty understanding and memorizing Asmaul Husna. This is due to various factors, one of which is the use of less interesting learning methods. Learning methods that tend to be conventional, such as lectures and memorization without innovative strategies, often make students feel bored and less motivated to learn. As a result, students' learning outcomes on this material are low, and their understanding of Asmaul Husna is limited.

Based on initial observations made at SD Negeri 091667 Naga Bayu, it was found that the learning outcomes of grade IV students in Asmaul Husna's material were still relatively low. Many students have difficulty memorizing the names of Allah and their meanings, and are not able to apply the attributes of Allah in their daily lives. This can be seen from the daily test scores which are still below the Minimum Completeness Criteria (KKM). In addition, the lack of active involvement of students in the learning process is also a major obstacle in improving their understanding of this material.

The learning process that is not interactive is also the cause of low student learning outcomes. In the classroom, learning often takes place in one direction, where the teacher talks more while the students just listen. This situation causes students to participate less in discussions and learning activities, so their understanding of the material becomes less than optimal. In fact, learning that actively involves students can improve their memory and understanding of the concepts taught.

To overcome these problems, innovations are needed in learning methods that can attract students' interest and improve their learning outcomes. One of the methods that can be applied is *the Make A Match* method. This method is one of the cooperative learning strategies that invites students to match cards containing questions and answers. In this way, students not only learn individually, but also cooperate with their peers in understanding the material.

The *Make A Match* method has several advantages compared to conventional learning methods. First, this method can increase interaction between students, so that the learning atmosphere becomes more fun and not boring. Second, through the activity of matching cards, students will more easily remember the information they learned. Third, this method encourages students to think quickly and precisely in finding suitable card pairs, so that they can practice their memory and comprehension more effectively.

Several previous studies have shown that *the Make A Match* method is effective in improving student learning outcomes. Research conducted at various levels of education shows that this method is able to increase students' understanding of subject matter, improve classroom atmosphere, and increase learning motivation. Therefore, this method has great potential to be applied in Asmaul Husna's learning at SD Negeri 091667 Naga Bayu.

In addition to improving learning outcomes, *the Make A Match* method can also foster students' confidence. In the learning process, students will be more active in asking questions, answering, and discussing with their classmates. This can build their courage in expressing opinions and improve social skills that are very important in their development.

The success of learning is highly dependent on the involvement of students in the learning process. The more active students are in participating in learning, the more likely they are to understand and master the material being taught. Therefore, teachers have an important role in creating an interactive and fun learning atmosphere so that students can more easily understand Asmaul Husna material.

In the context of religious learning, it is important for teachers to not only deliver the material theoretically, but also provide meaningful learning experiences for students. One way is to use a method that allows students to directly experience the concepts learned, such as through educational games applied in the *Make A Match* method. In this way, students can more easily understand the meaning of each Asmaul Husna and relate it to daily life.

In addition, interactive and fun learning can increase students' motivation to learn. High motivation will encourage students to study harder, do assignments with enthusiasm, and be more confident in facing exams. Thus, the use of *the Make A Match* method not only contributes to improving learning outcomes, but also in forming a positive attitude towards learning.

In the face of the increasingly developing digital era, teachers also need to adapt learning methods to the characteristics of today's students who are more accustomed to fast and dynamic interactions. The *Make A Match* method can be one of the relevant solutions because

it involves challenging and fun activities. Thus, students can more easily concentrate and stay focused in learning.

Based on the description above, this study aims to apply the *Make A Match method* in learning Asmaul Husna in grade IV of SD Negeri 091667 Naga Bayu and examine its effectiveness in improving student learning outcomes. With the application of this method, it is hoped that students can more easily understand and memorize Asmaul Husna and be more motivated to learn.

This study will also measure the extent of improvement in student learning outcomes after the application of the *Make A Match method* compared to conventional learning methods. Thus, this research is expected to contribute to the development of more innovative and effective learning strategies in teaching PAI.

Overall, this study not only aims to improve students' learning outcomes in understanding Asmaul Husna, but also to increase their active participation in the learning process. By using more interesting and interactive methods, it is hoped that PAI learning in elementary schools can be more effective, fun, and have a positive impact on student development.

METHODS

This research is a classroom action research (PTK) that aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects on Asmaul Husna material through the application of the *Make A Match method*. PTK is carried out systematically in several cycles that include planning, implementation of actions, observation, and reflection to improve the quality of learning.

The subject of this study is a fourth grade student of SD Negeri 091667 Naga Bayu. The selection of this subject is based on the results of initial observations that show that students have difficulties in understanding and memorizing Asmaul Husna. This research was carried out at SD Negeri 091667 Naga Bayu in a certain period in accordance with the predetermined learning schedule.

The design of this study refers to the classroom action research model developed by Kemmis and McTaggart, which consists of four main stages in each cycle, namely planning, implementation of actions, observation, and reflection. At the planning stage, the researcher prepares a learning plan using the *Make A Match method*, prepares research instruments such as evaluation questions, observation sheets, and learning media in the form of question cards and answers. Furthermore, at the stage of implementing the action, the *Make A Match method* is applied in the learning process, where students actively look for card pairs that match the Asmaul Husna concept being studied.

In the observation stage, observations are made of student activities and involvement during the learning process. The data collected includes students' activeness, their understanding of the material, and obstacles that arise during the application of this method. Then, in the reflection stage, the results of observations and tests are analyzed to evaluate the effectiveness of the *Make A Match method* in improving student learning outcomes. If the results obtained are not optimal, then a revision is made to the learning strategy and continued to the next cycle.

This research was conducted in two cycles. In the first cycle, planning is carried out by compiling lesson plans, preparing question and answer card media, and compiling research instruments. In practice, the teacher starts by providing perception and explaining the learning objectives, then students are given question cards and answers that must be matched within a certain time. After finding a suitable pair of cards, students are asked to read the results and discuss their meanings. Teachers provide clarification and reinforcement of concepts before evaluating learning. Observations were made to see the level of student activity, the difficulties

faced, and the effectiveness of the methods applied. In reflection, the results of the evaluation are analyzed to determine whether improvements need to be made in the second cycle.

In the second cycle, improvements are made based on reflection from the first cycle. These improvements include improved teacher guidance, better time management, and strengthening the concept before and after *Make A Match activities*. After the action was taken, observation and evaluation were held again to see the improvement of student learning outcomes and the effectiveness of the learning methods applied.

The instruments used in this study include learning outcome tests to measure students' understanding before and after actions, observation sheets to assess student activities in learning, student questionnaires to find out their responses to the methods used, and field notes to record various important aspects during the research process.

The data analysis in this study was carried out quantitatively and qualitatively. Quantitative data was obtained from the test results and analyzed by calculating the percentage increase in student scores. Meanwhile, qualitative data was obtained from observation sheets, questionnaires, and field notes, which were analyzed descriptively to see the level of student activity and obstacles found during learning.

This research is said to be successful if there is an increase in student learning outcomes with at least 75% of students achieving the Minimum Completeness Criteria (KKM). In addition, success is also measured by the level of student involvement in learning, where more than 80% of students are expected to show active participation, and more than 75% of students respond positively to the learning methods applied. With the application of *the Make A Match method*, it is hoped that student learning outcomes in understanding Asmaul Husna can be significantly improved, as well as learning becomes more interactive, fun, and meaningful for students.

RESULTS

This research was carried out in two cycles with the aim of improving the learning outcomes of grade IV students of SD Negeri 091667 Naga Bayu in the Asmaul Husna material through *the Make A Match* method. Each cycle consists of stages of planning, implementation of actions, observation, and reflection that aim to evaluate the effectiveness of the methods applied. The results of this study were obtained based on data collected through learning outcome tests, observation sheets, student questionnaires, and field notes during the learning process.

In the initial stage before the action, a diagnostic test is carried out to determine the student's initial understanding of the Asmaul Husna material. The test results show that most students still have difficulties in memorizing and understanding the meaning of Asmaul Husna. Of the 25 students who took the initial test, only 8 students (32%) achieved a score above the KKM, while the rest were still below the completeness standard. In addition, based on initial observations, students' learning motivation in learning PAI is still low, as seen from their lack of active participation in the learning process.

In the first cycle, *the Make A Match* method was applied with the aim of increasing students' understanding of Asmaul Husna. The learning begins with the teacher's explanation of the material, then students are given a card containing questions and answers related to Asmaul Husna. Students are asked to find a suitable pair of cards within the specified time. After finding a pair of cards, they were asked to read and explain the meaning of the Asmaul Husna that they obtained.

The results of observations in the first cycle showed that students began to show greater interest in learning than before. They look more enthusiastic in finding a suitable pair of cards. However, there are still several obstacles found, including some students experiencing difficulties in understanding the concepts given, as well as the lack of effective time management in the implementation of this method. In addition, there are still students who

have not been active in participating.

The test results after the action in the first cycle showed an increase in learning outcomes. Of the 25 students, 14 students (56%) have reached the KKM, while 11 other students are still below the standard. Although there is an increase compared to the initial test, this result still does not meet the target of research success, which is at least 75% of students achieve KKM. Therefore, improvements and re-planning are needed in the second cycle.

Reflections from the first cycle show that there needs to be an improvement in learning strategies, especially in giving students more flexible time to understand the pairs of cards they get. In addition, teachers also need to provide more guidance to students who are still experiencing difficulties, as well as provide more concrete examples of the application of Asmaul Husna in daily life.

In the second cycle, several improvements were made based on the results of reflection from the first cycle. One of the improvements made is to provide longer time for students to match cards and add discussion sessions to deepen their understanding. In addition, teachers are also more active in guiding students who are still experiencing difficulties and providing examples of the use of Asmaul Husna in daily life so that students better understand its meaning.

The implementation of *the Make A Match* method in the second cycle showed better results than the first cycle. Students seem to be more active and confident in finding suitable card pairs. In addition, the interaction between students also increased, they began to work together in understanding the meaning of Asmaul Husna that they obtained. Teachers also provide live feedback after each learning session to ensure that each student understands the concepts that have been taught.

The results of the test after the action in the second cycle showed a significant improvement in student learning outcomes. Of the 25 students who took the test, as many as 20 students (80%) have reached the KKM, while only 5 students are still below the standard. This improvement shows that *the Make A Match* method is effective in helping students understand and memorize Asmaul Husna better.

Based on the results of observations in the second cycle, it was found that most students showed a more positive attitude towards learning. They were more enthusiastic in participating in learning activities, more active in group discussions, and more confident in delivering their answers. In addition, based on the results of the questionnaire given to students, more than 75% of students stated that they were happy with this learning method because it was more interactive and fun than the lecture method previously used.

The results of the reflection from the second cycle show that *the Make A Match* method is very effective in improving student learning outcomes in Asmaul Husna material. With a more interactive approach, students not only learn individually, but also through interaction with their classmates, which makes learning more meaningful. In addition, learning with this method is also able to increase the motivation of students, who were previously less interested in PAI subjects.

The success of this research can also be seen from the increase in student involvement in learning. If in the first cycle there are still students who are passive and lack confidence, then in the second cycle almost all students are actively involved in learning activities. This shows that *the Make A Match* method can help create a more enjoyable learning atmosphere and encourage students to be more active in learning.

In addition, another factor that contributed to the success of this study was the increase in interaction between teachers and students. With the *Make A Match* method, teachers not only act as material givers, but also as facilitators who guide students in understanding the concepts taught. This helps create a more dynamic and less monotonous learning atmosphere.

However, although the results of this study show success, there are several notes that need to be considered for the application of *the Make A Match* method in the future. One of the challenges that is still being found is how to ensure that all students get the same opportunity to participate in learning. To overcome this, additional strategies are needed, such as partner rotation or giving students more varied roles during learning.

In addition, this method also requires quite careful preparation, especially in the creation of learning media such as question cards and answers. Teachers must ensure that the

cards used are relevant to the material being taught and varied enough to prevent student boredom. Therefore, good preparation is needed so that this method can be applied optimally in learning.

Overall, this study shows that the *Make A Match* method is effective in improving student learning outcomes in Asmaul Husna material. With a more active and fun approach, students become easier to understand the material and more motivated to learn. This success is not only seen from the increase in students' test scores, but also from the change in their attitude towards learning, which becomes more positive and enthusiastic.

From the results of this study, it is suggested that the *Make A Match* method can be applied in other learning, especially for materials that require a deep understanding of concepts and active interaction between students. With proper application and careful planning, this method can be one of the effective learning strategies to improve student learning outcomes at various levels of education.

DISCUSSION

The results of the study showed that the *Make A Match method* could improve student learning outcomes in the Asmaul Husna material in grade IV of SD Negeri 091667 Naga Bayu. This increase can be seen from the results of the test before and after the action, where there was an increase in the number of students who reached the Minimum Completeness Criteria (KKM) from 32% in the initial test to 56% in the first cycle, and increased again to 80% in the second cycle. This improvement indicates that learning methods that involve interactive and collaborative activities can help students understand the material better compared to conventional methods such as lectures.

The success of the *Make A Match* method in improving learning outcomes can be explained in terms of constructivism learning theory, where students actively build their own knowledge through interaction with peers and fun learning experiences. In this study, students not only heard the teacher's explanation, but also directly searched, matched, and discussed the card pairs they got. This allows them to better understand the meaning of Asmaul Husna contextually, so that learning becomes more meaningful.

In addition, active learning approaches such as *Make A Match* can increase students' motivation to learn. Based on the results of observations and questionnaires, students showed greater interest in PAI learning after this method was applied. They are more enthusiastic in participating in learning because this method changes the classroom atmosphere to be more dynamic and fun. This is in line with previous research that suggests that game-based learning can increase student engagement and interest in learning.

However, although this method has proven to be effective, there are several challenges faced in its implementation. One of them is time management, especially in the first cycle, where some students still take longer to understand how the game works. In the second cycle, improvements are made by providing more systematic explanations and providing more guidance to students who are experiencing difficulties. As a result, students understand how this method works faster and can participate more actively.

Another challenge found was the difficulty of some students in understanding the meaning of Asmaul Husna. Although the *Make A Match method* helps them in memorizing the names of Allah, some students still have difficulty understanding their meaning and application in daily life. Therefore, in the second cycle, an additional strategy was carried out in the form of group discussions after the game was over, so that students not only matched the cards but also explored the meaning of Asmaul Husna through discussion and teacher guidance.

The success of this research is also influenced by the role of teachers as facilitators. In the application of *the Make A Match* method, the teacher not only serves as a material giver, but also guides students in matching cards, providing feedback, and directing discussions. This is in line with the principle of active learning, where teachers act as facilitators who help students construct their own understanding.

Compared to the lecture method previously used in PAI learning, the *Make A Match* method is more effective in increasing student engagement. If previously students tended to be passive and less focused in learning, this method makes them more active and motivated to learn. This can also be seen from the change in the attitude of students, who were previously less confident in answering questions, to be bolder and more enthusiastic in participating in class discussions.

Based on the results of reflection from both cycles, it can be concluded that *the Make A Match* method is very suitable to be applied in learning concepts that require associative-based understanding, such as Asmaul Husna. However, for more complex materials, this method may need to be combined with other learning strategies to deepen students' understanding. For example, in materials that require further analysis, the *Make A Match* method can be combined with group discussions or inquiry methods to enrich students' understanding.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that *the Make A Match* method has proven to be effective in improving the learning outcomes of grade IV students of SD Negeri 091667 Naga Bayu on the Asmaul Husna material. This is shown by the increase in learning outcomes from the first cycle to the second cycle. At the beginning of the study, only 32% of students achieved KKM, then increased to 56% in the first cycle, and finally reached 80% in the second cycle. This improvement shows that interactive and fun learning methods can help students understand and remember the material better compared to conventional methods.

In addition to improving learning outcomes, *the Make A Match* method also has a positive impact on student motivation and participation in learning. Students who previously tended to be passive became more active in finding suitable card pairs, discussing with classmates, and being more confident in answering questions given by the teacher. This shows that the game-based learning method can increase student involvement in the learning process and create a more fun and interactive learning atmosphere.

The success of the *Make A Match* method is also inseparable from the role of teachers as facilitators who guide students in understanding the material. By providing clear direction, providing interesting learning media, and providing constructive feedback, teachers can help students understand the concept of Asmaul Husna better. In addition, the application of group discussions after the game has also proven to be effective in deepening students' understanding of the meaning and application of Asmaul Husna in daily life.

Although this study shows positive results, there are several things that need to be considered in the application of the *Make A Match* method in the future. One of them is time management in learning, so that all students can participate optimally. In addition, this method should be combined with other learning strategies, such as individual reflection or group discussion, so that students' understanding is not only limited to memorizing but also understanding concepts more deeply.

Considering the results of this study, it is suggested that the *Make A Match* method can be applied more widely in learning, especially on materials that require associative-based understanding. With careful planning and the right learning strategies, this method can be an effective alternative in improving student learning outcomes, increasing their motivation in learning, and creating a more active and enjoyable learning atmosphere.

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