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Efforts To Improve Learning Outcomes Through The Cooperative Learning Model Type Make A Match in the Core Material of Asmaul Husna for Fourth-Grade Students of SD Negeri 1109 Aek Nabara Tonga

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Abstract:

Learning media play a crucial role in the teaching and learning process, especially in Islamic Religious Education and Character Education. The effectiveness of learning outcomes highly depends on the teaching strategies used by educators. Teachers must create engaging and interactive learning environments, as traditional teacher-centered approaches often result in passive student participation and lower academic performance. The Merdeka Curriculum aims to address the learning crisis in Indonesia by promoting differentiated learning, which considers students' individual needs, interests, and readiness levels. Differentiated learning requires effective lesson planning, continuous assessment, and active student engagement. This study focuses on the Cooperative Learning Type Make A Match model as a method to improve the effectiveness of Islamic Religious Education. This model encourages active participation, enhances students' comprehension, and creates a fun and enjoyable learning experience. The findings suggest that applying this model can significantly enhance students' learning outcomes, motivation, and overall engagement in Islamic Religious Education.

Keywords: Learning Media, Differentiated Learning, Merdeka Curriculum, Cooperative Learning, Make A Match, Islamic Religious Education, Student Engagement, Teaching Strategies.

INTRODUCTION

In the field of education, learning media play a crucial role in the teaching and learning process. Educators must pay attention to the utilization of media in every learning activity by studying how to determine the appropriate learning media to optimize the achievement of educational goals throughout the learning process (Daryanto, 2010, p. 63). Islamic Religious Education and Character Education are gradually and holistically directed to prepare students to be spiritually steadfast, possess noble character, and understand the fundamentals of Islam as well as their application in daily life within the framework of the Unitary State of the Republic of Indonesia (Abdul Majid & Dian Andayani, 2004).

Teachers, as educators directly involved in the teaching and learning process, play a vital role in enhancing human resource quality. Teachers are at the forefront of improving education quality, both as instructors and educators. Therefore, they are required to possess various competencies necessary to ensure that the material delivered is well-received by students. Teachers employ learning strategies that do not merely require students to memorize facts but rather encourage them to construct knowledge independently. The learning model used by the teacher significantly influences the creation of a genuinely enjoyable learning atmosphere that supports the smooth teaching and learning process and greatly aids in achieving satisfactory learning outcomes (Amir Syarifuddin, 2008).

A lack of student engagement in the learning process may occur due to teaching methods that do not actively involve students. Classroom learning is still predominantly teacher-centered, making it difficult to develop better student perceptions, interests, and attitudes. Many students experience boredom due to teacher-centered learning models, resulting in a lack of interest and engagement that negatively impacts overall academic achievement (Arikunto et al., 2009).

In the teaching and learning process, teachers are not only responsible for delivering material but must also effectively convey the content of Islamic Religious Education. Moreover, teachers must use teaching methods or strategies that create a joyful, engaging atmosphere, enabling students to comprehend the material effectively. Failure to deliver material properly can lead to confusion and boredom among students (Farhana, Awiria, & Muttaqien, 2019).

Merdeka Curriculum and Differentiated Learning. The Merdeka Curriculum was designed as part of the Ministry of Education, Culture, Research, and Technology's efforts to address Indonesia's long-standing learning crisis. This crisis is characterized by low student achievement, even in fundamental areas such as literacy. It is also marked by significant disparities in learning quality across regions and socio-economic groups (Depdiknas, 2004).

Differentiated learning accommodates students' diverse learning needs. Teachers facilitate students according to their needs, as each student has unique characteristics and cannot be treated uniformly. When implementing differentiated learning, teachers must carefully plan their actions, ensuring that differentiation does not mean merely treating students differently or distinguishing between high-achieving and lower-achieving students (Khasanah, 2021).

The characteristics of differentiated learning include:
A learning environment that invites students to engage in learning, curriculum withclearly defined, learning objectives.Continuous assessment. Teachers responding to students' learning needs. Effective classroom management (Hamdani, 2010).

To implement differentiated learning, teachers should:
Map students' learning needs based on three aspects: learning readiness, learning interests, and learning profiles (this can be done through interviews, observations, or surveys using questionnaires). Develop different lesson plans based on the analysis of the learning needs map (offering various options in terms of strategy, material, and learning styles). Evaluate and reflect on the learning process (Sugiyono, 2013).

Religion is an abstract concept, but its effects are evident in concrete life. To examine the importance of religious education, it is essential first to understand the function of religion itself. In social life, religion serves as a means of individual socialization, guiding a child toward maturity. To achieve maturity, individuals require a general framework to direct their activities in society and develop their personalities. In Islamic teachings, children are guided in their physical and spiritual growth through wisdom in directing, teaching, training, nurturing, and supervising the practice of Islamic teachings (M. Umar & Ahmadi Ali, 1992).

Based on the aforementioned issues, the author seeks to apply an effective learning method to make Islamic Religious Education more active, creative, effective, and enjoyable. This can be effectively achieved through the implementation of the Cooperative Learning Type Make A Match model (Sanjaya, 2012).

METHODS

This study employs Classroom Action Research (CAR). Classroom Action Research (CAR) is a research activity aimed at addressing deficiencies in classroom learning by implementing specific actions to improve and enhance the quality of learning, ensuring that the intended learning objectives are achieved.

Among the various types of research, the type used in this study is experimental research in the form of Classroom Action Research. This approach is highly appropriate for classroom settings as it helps develop students' skills and competencies. Students are required to continuously follow the research process until the expected learning mastery, both individually and classically, is achieved. Unlike non-CAR research, which typically involves a single round of data collection followed by conclusions, CAR is cyclical, meaning that the research process is repeated continuously until the intended goal is reached.

Classroom Action Research consists of three key elements: Research, which refers to the activity of observing an object using specific methodological rules to obtain useful data or information that can improve a subject of interest to the researcher. Action, which refers to a deliberate activity performed for a specific purpose. In this research, it takes the form of a series of cyclical activities for students. Class, which does not necessarily refer to a physical classroom but rather a specific group of students receiving the same lesson from the same teacher at the same time.

By combining these three elements—research, action, and class—it can be concluded that Classroom Action Research is an observation of the learning process through a deliberate action occurring collectively in a classroom setting. This action is initiated by the teacher or guided by the teacher for the students.

The process of Classroom Action Research follows a cyclical model, where each cycle consists of planning, implementing the action, observing, and reflecting. CAR is referred to as a cyclical model because it emphasizes the activities that must be carried out in each iteration.

An effective type of Classroom Action Research is one that helps users understand the research process both fundamentally and comprehensively. There are several models of Classroom Action Research, including the Kurt Lewin Model, the Kemmis and McTaggart Model, the John Elliot Model, the Dave Ebbut Model, and the Hopkins Model. This study employs the Kurt Lewin Model, in which a single cycle consists of four stages that form a continuous loop: Planning: The process of determining an improvement program based on the researcher's initial ideas. Action (Implementation): The intervention carried out by the researcher according to the planned design. Observation: The process of collecting data to assess the effectiveness of the action and identify any shortcomings. Reflection: The analysis of observational data to develop new plans or improvements. All four stages of Classroom Action Research must be completed in full. If any stage is omitted, the objectives of Classroom Action Research cannot be effectively achieved.

RESULST

Before conducting Classroom Action Research (CAR), the researcher carried out a pre-cycle phase in October 2024. The pre-cycle phase was conducted to assess student learning outcomes in Islamic Education (PAI) on the topic of Asmaul Husna, specifically the attributes Al-Malik, Al-Aziz, Al-Quddus, As-Salam, and Al-Mu'min. The findings revealed that many students scored below the passing grade due to monotonous and less engaging teaching methods. This was evident from the pre-test results before the implementation of CAR.

Pre-Cycle Learning Outcomes in Islamic Education (PAI)

Table 4.1: Pre-Cycle Student Learning Outcomes

No.	Name	Score	Completion Status
1	Rahma	87	Passed
2	Adel	82	Passed
3	Naya	52	Not Passed
4	Farida	86	Passed
5	Mawar	87	Passed
6	Hakim	82	Passed
7	Madan	82	Passed
8	Alwin	55	Not Passed

Total Score: 565

Number of Students: 8

Average Score: 70.63%

Passing Percentage: 40.90%

Non-Passing Percentage: 59.09%

The pre-cycle results indicate that the average student score was 70.63%. Among them, 40.90% of students met the passing criteria, while 59.09% did not. Since only 40% of the students achieved the required passing score, the results did not meet classical completeness criteria (which require at least 80% of students to pass). Thus, improvements were necessary in the next cycle.

Cycle I Data Description

Planning for Cycle I

In this phase, the researcher prepared a lesson plan (RPP), learning materials on Asmaul Husna using the "Make a Match" learning model, evaluation questions, and teaching aids to support the research. Observation sheets for both students and teachers were also prepared.

Implementation of Cycle I

Cycle I was conducted in November 2024 over two sessions of 30 minutes each. The subject taught was Islamic Education (PAI) on Asmaul Husna using the "Make a Match" method. Observations showed that students were highly engaged in the lesson with this interactive approach.

At the end of the lesson, an evaluation test was conducted to measure learning success. The results are shown in the table below:

Table 4.3: Student Learning Outcomes in Cycle I

No.	Name	Score	Completion Status
1	Rahma	77	Passed
2	Adel	84	Passed
3	Naya	70	Not Passed
4	Sifa	75	Passed
5	Farida	59	Not Passed
6	Mawar	78	Passed
7	Hakim	84	Passed
8	Madan	87	Passed
9	Alwin	76	Passed

Total Score: 690

Number of Students: 9

Average Score: 76.66%

Passing Percentage: 63.63%

Non-Passing Percentage: 36.36%

From Table 4.3, the average score increased to 76.66%. The number of students who passed rose to 63.63%, but this was still below the classical completeness threshold (≥80%). Therefore, the study proceeded to Cycle II.

Observations in Cycle I

Teacher Observation Sheet Results: The teacher's performance was categorized as "Satisfactory," scoring 54 points in the assessment.

Student Observation Sheet Results: The overall student engagement score was 41 points, categorized as "Good."

Reflection on Cycle I

The following issues were identified: The teacher's explanation of the material was unclear in some areas. Some students were inattentive during lesson introductions. Student engagement in discussions was still low, with only four students actively asking questions. The lesson was not sufficiently interactive for some students. Since classical completeness was not yet achieved, the study proceeded to Cycle II.

Cycle II Data Description

Planning for Cycle II

In Cycle II, the researcher made further improvements by refining the lesson plan, adjusting teaching methods, and incorporating additional interactive activities to enhance engagement.

Implementation of Cycle II

Cycle II was conducted on Wednesday, December 18, 2024, with two 30-minute sessions. The lesson focused on the theme of empathy and respect using the "Make a Match" model. Observations showed that students were significantly more engaged and participated actively in discussions.

At the end of the session, another evaluation test was conducted, with results shown below:

Table 4.7: Student Learning Outcomes in Cycle II

No.	Name	Score	Completion Status
1	Rahma	77	Passed
2	Adel	84	Passed
3	Naya	75	Passed
4	Sifa	75	Passed
5	Farida	75	Passed
6	Mawar	84	Passed
7	Hakim	84	Passed
8	Madan	70	Not Passed
9	Alwin	70	Not Passed

Total Score: 694

Number of Students: 9

Average Score: 77.11%

Passing Percentage: 78.67%

Non-Passing Percentage: 18.18%

Observations in Cycle II

The teacher's performance improved, achieving a "Very Good" category. Student engagement also increased, with most students actively participating.

Cycle II successfully met the classical completeness requirement, as 78.67% of students achieved a passing grade. With significant improvements in student engagement and learning outcomes, the study concluded that the "Make a Match" model effectively enhanced student

understanding and participation in learning Asmaul Husna. Consequently, the research was completed successfully without the need for further cycles.

CONCLUSION

Based on the analysis, it can be concluded that the implementation of the Make a Match learning model can improve learning outcomes in Islamic Education (PAI) on the topic of Asmaul Husna for the 2024/2025 academic year. This study involved 22 students as research subjects. The improvement in learning outcomes is indicated by an increase in students who achieved the Minimum Mastery Criteria (KKM) ≥ 75. In the pre-cycle, 9 students (40.9%) met the passing criteria, while 13 students (59.09%) did not. In Cycle I, the number of students who passed increased to 14 students (63.63%), while 8 students (36.36%) had not yet met the criteria. In Cycle II, the percentage of students who passed increased to 81.81% (18 students), with only 4 students (18.18%) still below the passing mark. Since the learning mastery rate in Cycle I (63.63%) did not meet the classical mastery criteria (≥80%), the study continued to Cycle II. The results of Cycle II (81.81%) successfully met the classical mastery indicator of ≥80%, leading to the conclusion that the study was successful and did not require further cycles

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