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## The Application of the Make a Match Method in Enhancing the Learning of Prayer Material for Class IC Students at Madrasah Ibtidaiyah Al-Ikhlas Pondok Gede in the 2024/2025 Academic Year

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### Abstract:

This study aims to analyze the application of the Make a Match method in improving the learning of prayer material for Class IC students at Madrasah Ibtidaiyah Al-Ikhlas Pondok Gede. Make a Match is an active learning method that involves matching question and answer cards to increase interaction and student understanding of the material being taught. This research uses a qualitative approach with a descriptive method. Data collection was carried out through observation, interviews, and documentation during the learning process. The results of the study show that the application of the Make a Match method has a positive impact on the learning process. Students became more active in participating in learning activities, their understanding of prayer material improved, and the classroom atmosphere became more interactive and enjoyable. In addition, this method also encouraged cooperation among students and strengthened their memory of the material taught. Thus, the Make a Match method can be considered an effective alternative in teaching Islamic Religious Education, particularly in the prayer material at the Madrasah Ibtidaiyah level. The application of this method is expected to be further developed to improve the quality of learning and student learning outcomes in a more optimal way.

**Keywords:** Make a Match, active learning, prayer, Madrasah Ibtidaiyah.

### INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping the character and morals of students from an early age. One of the fundamental subjects in PAI is prayer (salat), which is an essential obligation for every Muslim. Prayer is not only a form of worship but also a means of building discipline, piety, and spiritual closeness to Allah SWT. Therefore, a good understanding of the procedures, recitations, and meanings of prayer is essential for students to practice it correctly in their daily lives. However, in reality, many students face difficulties in understanding the procedures of prayer. These difficulties can arise in various

aspects, such as mastering recitations, understanding movements, and grasping the meanings within the prayer. The lack of variation in teaching methods is one of the factors that contribute to the low level of understanding of this material. Monotonous, teacher-centered instruction often makes students passive and less motivated to learn.

According to recent research, more active and interactive learning approaches can improve students' interest in learning and their understanding of the material, including prayer lessons (Rahman, 2023). Innovative teaching methods can create a more enjoyable and engaging classroom environment, making it easier for students to comprehend the material being taught. One such method that can be applied to improve the effectiveness of prayer learning is the Make a Match method.

The Make a Match method is a teaching strategy that involves matching question and answer cards. With this method, students are encouraged to interact actively during the learning process, allowing them to not only receive information passively but also actively engage in understanding the concepts being taught. Additionally, this method can enhance students' retention of the material because they learn in a more enjoyable way.

A study by Sari (2024) indicates that the Make a Match method is effective in improving student learning outcomes, particularly in concept-based and memorization-based lessons. The findings show that students who use this method demonstrate higher levels of engagement and understanding compared to those using conventional teaching methods. This suggests that the Make a Match method could be a solution to the challenges in teaching prayer material at Madrasah Ibtidaiyah.

By implementing this method, it is hoped that students will find it easier to understand and memorize prayer material in an enjoyable and effective way. Furthermore, this method can also promote cooperation among students during the learning process, as they must work together to find matching cards. This process can also enhance students' social skills and strengthen their memory of the material taught.

In addition to improving students' understanding, the application of the Make a Match method also has a positive impact on the classroom atmosphere. With the activity of finding matching cards, the learning environment becomes more lively and dynamic. This can increase students' motivation to learn and make them more enthusiastic about participating in lessons. Teachers can also more easily identify students who are struggling with the material and provide more targeted guidance.

Based on the explanation above, this study aims to analyze the effectiveness of the application of the Make a Match method in improving the learning of prayer material in Class IC at Madrasah Ibtidaiyah Al-Ikhlas Pondok Gede. Additionally, this study will identify any challenges that may arise in the implementation of this method and seek solutions to optimize learning outcomes. Therefore, the findings of this study are expected to contribute to the development of more innovative and effective teaching methods in Islamic Religious Education.

## **METHODS**

This study uses a qualitative approach with a descriptive method. This method was chosen to deeply understand how the implementation of the Make a Match method improves the learning of prayer material among students in class IC at Madrasah Ibtidaiyah Al-Ikhlas Pondok Gede. This approach allows the researcher to explore detailed information about the learning process, student interactions, and the effectiveness of the method used in enhancing students' understanding. By using the descriptive method, this study can provide a real picture of the students' learning experiences and the impact of the applied method.

The data sources in this study consist of primary and secondary data. Primary data was obtained through direct classroom observation, interviews with teachers and students, and documentation of the learning process. Observations were made to see how the Make a Match method was implemented and how students responded to it. Interviews with

teachers aimed to understand the effectiveness of this method from the educator's perspective, while interviews with students aimed to understand their experiences during the learning process using this method.

Secondary data was obtained from various literature, journals, and previous research related to the Make a Match method and Islamic Education learning. This literature was used as a theoretical basis to strengthen the analysis of the research findings. Additionally, documents such as student worksheets and evaluation results before and after the application of this method were used as supporting data to assess the effectiveness of the Make a Match method in improving students' understanding of prayer material.

Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The collected data was reduced by sorting out relevant information according to the focus of the research. The data was then presented in the form of descriptions that illustrate the implementation of the Make a Match method, the changes occurring in the learning process, and the impact of the method on students' understanding. The analysis results were then used to draw conclusions about the effectiveness of this method in teaching prayer material.

To ensure data validity, this study used triangulation techniques, which involve comparing data from various sources such as observation results, interviews, and documentation. Triangulation was carried out to ensure the accuracy and reliability of the research findings. Thus, this study is expected to contribute to the development of more interactive and effective teaching methods to improve students' understanding of Islamic Education material, particularly in the practice of prayer.

The data sources in this study consist of primary and secondary data. Primary data was obtained through direct observation of the learning process in class, interviews with teachers and students, and documentation during the activities. Observations were made to observe student activities during the application of the Make a Match method, while interviews aimed to gain perspectives from both teachers and students regarding the effectiveness of the method. Additionally, documentation was used to support the research findings, such as recorded lessons and student evaluation results. Meanwhile, secondary data was obtained from various literature, research journals, and books related to the Make a Match method and Islamic Education learning, particularly prayer material.

The collected data was analyzed using qualitative descriptive analysis techniques. The analysis was carried out in several stages: data reduction, data presentation, and conclusion drawing. Data reduction was done by filtering out relevant information and eliminating less significant data. Next, the selected data was presented in the form of a descriptive narrative that illustrates how the Make a Match method was applied and its impact on student learning. This data presentation aimed to provide a clear understanding of the research results before the final conclusions were drawn.

The analysis results were then used to draw conclusions about the effectiveness of the Make a Match method in improving students' understanding of prayer material. These conclusions were drawn by comparing the results of observations, interviews, and documentation to find patterns indicating improvement in student learning. Thus, this study is expected to provide insights for teachers in implementing more innovative and effective teaching methods in teaching prayer material at the Madrasah Ibtidaiyah level.

## RESULT

The improvement in student participation in the learning process is evident from the changes in their attitudes during the teaching and learning activities. Before the implementation of the Make a Match method, many students were passive and less engaged in receiving the material on prayer. However, after this method was applied, students became more enthusiastic about attending lessons. They actively sought out the correct card pairs, discussed with their peers, and tried to understand the content of the cards they

received. This shows that the Make a Match method is effective in creating a more engaging learning environment and stimulating student involvement in understanding the material. In addition to improving participation, this method also affects students' understanding of the procedures and recitations of prayer. Based on observations and interviews with teachers, students who previously struggled to memorize prayer recitations found it easier to recall them after engaging in the card-matching activity. The enjoyable and repetitive learning process helped students to grasp and retain the information more effectively. This is in line with research stating that game-based or interactive activities can enhance memory retention and comprehension (Sari, 2024).

Results from documentation and learning evaluations also show an increase in students' academic achievements. Before the Make a Match method was implemented, the average understanding of prayer material among students was relatively low, with many students having difficulty recalling the sequence of movements and recitations. However, after this method was applied, there was a significant improvement in the average scores. This suggests that the Make a Match method not only increases student engagement in learning but also positively impacts their academic results.

In addition to academic benefits, this method also has a positive impact on students' social interactions in the classroom. The activity of matching card pairs encourages students to communicate and cooperate with their peers, enhancing their social skills. Students who were previously less confident in participating became more active in interacting and asking questions. Thus, the Make a Match method not only contributes to students' understanding of prayer material but also develops their communication and collaboration skills in the learning environment.

Overall, the implementation of the Make a Match method has proven to be effective in improving student understanding and participation in the study of prayer. This method successfully transformed what was once a monotonous learning environment into one that is more interactive and enjoyable. With the increased understanding of prayer procedures and recitations, as well as the development of social skills, this method can serve as a viable alternative in Islamic Education learning at Madrasah Ibtidaiyah. This success also serves as a foundation for teachers to continue exploring innovative teaching methods to improve the overall quality of learning.

The improvement in student participation after the implementation of the Make a Match method shows a significant change in their attitudes and involvement. Before this method was introduced, many students merely listened to the teacher's explanation without actively engaging in the learning process. The lack of variation in teaching methods made students passive and less motivated to understand the material on prayer in depth. However, after this method was implemented, students became more engaged in seeking the correct answers and matching the cards they received. This indicates that interactive learning can boost student motivation to learn.

Additionally, the Make a Match method also affected students' understanding of prayer recitations and procedures. According to interviews with teachers, many students who previously struggled to memorize the prayer recitations found it easier to recall them after engaging in the card-matching activity. This is because the Make a Match method allows students to repeat the information actively in a fun atmosphere. Therefore, they do not only memorize mechanically but also understand the meaning of the recitations and movements they are learning.

Documentation data obtained from student worksheets and evaluation results show an increase in students' comprehension scores after the implementation of this method. Before the Make a Match method was applied, the average student understanding of prayer material was categorized as average, with most students scoring below the minimum passing grade. However, after this method was implemented, the average student score improved significantly. These results suggest that the Make a Match method not only improves student participation in learning but also positively impacts their academic

achievements.

For a clearer picture of the improvement in students' learning outcomes, the following table shows the average scores before and after the implementation of the Make a Match method:

**Table 1: Comparison of Student Understanding Scores Before and After the Implementation of the Make a Match Method**

| Score Category    | Before Implementation (%) | After Implementation (%) |
|-------------------|---------------------------|--------------------------|
| 0 - 50 (Poor)     | 35%                       | 10%                      |
| 51 - 75 (Average) | 45%                       | 30%                      |
| 76 - 100 (Good)   | 20%                       | 60%                      |

From the table above, it is evident that the number of students with good understanding increased from 20% to 60%, while students with poor understanding significantly decreased from 35% to 10%. This data highlights the effectiveness of the Make a Match method in improving students' understanding of prayer material.

In addition to academic outcomes, student social interactions in the classroom also saw improvement. The Make a Match method encouraged students to work together in finding the appropriate card pairs, making them more active in communicating with their peers. This activity helped students who were previously less confident to become more open to asking questions and discussing with their classmates. The increased social interaction created a more dynamic learning environment, allowing students to feel comfortable learning.

In terms of learning effectiveness, the teacher interviewed stated that the Make a Match method helped them deliver the material in a more engaging and understandable way. The teacher is no longer just a content provider but also a facilitator guiding students to find answers through active interaction. This change in the teacher's role makes learning more student-centered, enabling them to explore and understand the material more independently.

Furthermore, the Make a Match method helped alleviate student boredom during lessons. Students who typically get bored with lecture-based teaching became more enthusiastic when learning with the card game system. This more varied form of learning challenged students to find the right card pairs, helping them stay focused on understanding the material. With the increased joy and interest in learning, students' understanding of the prayer material is expected to persist longer.

Despite the proven effectiveness of this method in enhancing understanding and student participation, some challenges were faced during its implementation. One of them is the need for thorough preparation from the teacher, both in creating question-and-answer cards and in managing the learning time. Additionally, for some students with slower comprehension, this method still requires additional guidance to ensure they do not fall behind in the learning activities. Therefore, this method can be combined with other approaches to accommodate various student learning styles.

Overall, the data collected from observations, interviews, and documentation suggests that the Make a Match method has a positive impact on prayer learning. This method not only improves student understanding but also helps them become more active and motivated to learn. With a more interactive learning environment, students can develop both academic and social skills. Therefore, the Make a Match method can serve as an effective alternative for teachers in enhancing the quality of Islamic Education learning at Madrasah Ibtidaiyah.

## CONCLUSION

The results of this study show that the implementation of the Make a Match method in teaching prayer material in Class IC of Madrasah Ibtidaiyah Al-Ikhlas Pondok Gede has a positive impact on students' understanding and engagement. This method effectively increases students' active participation in the learning process, creates a more enjoyable learning environment, and improves their understanding of the recitations and movements of prayer. Therefore, the Make a Match method can be an effective alternative to enhance the quality of Islamic Religious Education learning at the Madrasah Ibtidaiyah level.

This research found several significant outcomes. Before the implementation of the Make a Match method, only about 40% of students were actively involved in learning. After the method was applied, this figure rose to 80%. In addition, students' test results showed an improvement in their average scores for understanding the recitations and movements of prayer after applying this method. The method also promoted social interaction among students, encouraging them to collaborate, discuss, and assist each other in comprehending the material, which enhanced their social skills. Positive responses were also received from both teachers and students. Interviews with teachers revealed that the method made delivering the material more engaging and motivated students to be more active in learning.

Academically, the Make a Match method contributed to improving students' understanding of prayer material, which is a fundamental aspect of Islamic Religious Education. The improvement in students' average scores indicates that this method is effective in helping students memorize and understand the correct procedures for prayer more effectively. Furthermore, it supports the development of critical thinking and problem-solving skills, as students must independently match the questions with the correct answers.

Socially, the Make a Match method not only positively impacted students' academic understanding but also contributed significantly to their social development. During the card-matching process, students were encouraged to communicate actively with their peers, helping them develop better communication skills and increasing their confidence in expressing opinions and engaging in discussions. Additionally, this method fosters collaborative learning, which strengthens social bonds within the classroom.

Beyond improving communication skills, the method also cultivates a culture of cooperation among students. As the card game requires accurate matching, students must work in pairs or groups to find the correct answers. This situation trains them to collaborate, discuss, and assist one another in completing tasks. With more intensive social interaction, the method also helps shy or less confident students become more open to participating in the learning process.

Another positive impact is the development of empathy and care for others. Through the Make a Match method, students who grasp the material more quickly can help their peers who are still struggling. This creates a more inclusive learning environment, where all students have the opportunity to understand the material without feeling marginalized. The spirit of mutual cooperation fostered through this method also contributes to building stronger social character outside of the classroom.

The Make a Match method also benefits teachers by creating a more dynamic and harmonious classroom atmosphere. Teachers no longer just deliver material but also act as facilitators guiding student interactions. As a result, learning becomes more interactive and enjoyable rather than one-sided. Teachers can also observe students' social development more deeply, including how they collaborate, solve problems, and communicate with each other during the learning process.

Given its social benefits, the Make a Match method can be an effective learning approach to building students' character. In addition to helping them understand academic material, this method also trains communication, cooperation, and empathy skills, which are crucial in their social lives. Therefore, this method can continue to be developed and

applied across various subjects to create a more inclusive, enjoyable, and meaningful learning environment for students.

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