

Peningkatan Hasil Belajar Pai Siswa Kelas V SD Negeri 016 Tambusai Melalui Model Kooperatif Learning Tipe Make A Match

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Abstract, This study aims to improve the learning outcomes of Islamic Religious Education (PAI) of fifth grade students of SD Negeri 016 Tambusai on the material of Q.S. Al-Ma'un through the application of the Make A Match type cooperative learning model. The research method used was Classroom Action Research (PTK) with two cycles. The subjects of this study were 30 fifth grade students of SD Negeri 016 Tambusai in 2024. The instruments used include learning outcome tests, observation sheets, and student response questionnaires. The results showed that the application of the Make A Match model can improve student learning outcomes. The average student score increased from 65 in the first cycle to 80 in the second cycle, and the number of students who reached the Minimum Completion Criteria (KKM) also increased from 60% (18 students) to 87% (26 students). In addition, students showed enthusiasm and active involvement in learning. Thus, the Make A Match model can be an effective alternative learning strategy in improving PAI learning outcomes.

Keywords : Learning Outcomes, Islamic Religious Education, Make A Match, Co-operative Learning, Q.S. Al-Ma'un

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I. INTRODUCTION

In the context of education in Indonesia, Islamic Religious Education (PAI) is not only a subject, but also serves as a foundation in shaping the character and morals of students. Through teaching materials such as Q.S. Al-Ma'un, students are not only directed to understand the text of the Qur'an, but are also expected to be

able to apply the values of Islamic teachings in everyday life. These values include social care, empathy, and responsibility towards others, which are very important to build the integrity and morality of students. (Salsabila et al., 2024; Setiawan et al., 2021). With a deep understanding of this surah, students will be better able to have a positive impact in their social environment.

However, challenges in teaching PAI, especially at SD Negeri 016 Tambusai, arise in the midst of students' low understanding of Q.S. Al-Ma'un. Although the PAI curriculum strongly emphasises the importance of internalising religious values, observations show that the teaching methods used do not support students' active involvement and participation in the learning process. (Arti et al., 2024; Diana & Sugiharto, 2024). The time spent on lectures and Q&A is not considered effective enough to encourage in-depth discussion and comprehensive understanding of the surah's content and meaning. This has the potential to create a sense of boredom and helplessness among students, which in turn adversely affects their academic achievement (Kholidah et al., 2023).

In line with that, the application of innovative learning models is a solution that can be integrated in teaching PAI. The Make A Match cooperative model, for example, offers a more interactive and collaborative approach. In this model, students not only learn individually, but are also given the opportunity to work together with their friends in finding pairs of cards containing questions and answers relevant to the teaching material. This activity format invites students to think critically and communicate better, so as to strengthen

their understanding of the values in Q.S. Al-Ma'un. (Ariyanto, 2023).

Some research results show the successful application of the Make A Match model in various learning contexts. For example, a study conducted by Adriani & Munandar showed that the application of this model can increase student motivation and participation by up to 85%, as well as improve student learning outcomes by up to 30% compared to conventional approaches (Hamdani & Mawardaniah, 2021). Increased student motivation contributes greatly to fostering curiosity about the subject matter, so it is hoped that students will not only memorise the verses in Al-Ma'un, but also understand their meaning more deeply and apply it in their daily lives (Sultani et al., 2023).

In addition to active learning, support from parents and the community is also very important in developing students' character. Programmes that involve parents in religious education activities, such as recitation or family discussions on the Islamic values contained in Q.S. Al-Ma'un, can reinforce the meaning of the teachings in the context of everyday life. This parental involvement not only helps students in understanding religious teachings, but also creates an environment that supports academic and spiritual values (Rosyida et al., 2024; Siska et al., 2022).

Overall, this research aims to provide a deeper insight into a more effective and fun PAI learning method through the Make A Match type cooperative model as well as analysing students' involvement in the learning process. Hopefully, by applying this method, students' learning outcomes at SD Negeri 016 Tambusai can improve significantly, along with their increased understanding of Q.S. Al-Ma'un, so that students are able to implement the values contained in it into their daily lives (Budianti et al., 2022).

Towards the end of the study, it is important to conduct an evaluation in the form of a more structured and planned measurement of learning outcomes to identify the effects of the application of this learning model in detail. Thus, the application of innovative learning models such as Make A Match is expected to become a useful phenomenon, not only in the context of PAI lessons, but also in improving the overall quality of education at the primary school level.

The recommendation of this research is the need for training and professional development for educators to be able to implement this method effectively and creatively (Manizar, 2018; Nafisah, 2022). This will improve the quality of teaching and ultimately have a positive impact on the

character and moral development of students in the future.

II. RESEARCH METHODS

In this classroom action research (PTK), we will apply the Make A Match method as an innovative approach to improve students' understanding of Q.S. Al-Ma'un material in class V of SD Negeri 016 Tambusai. This research will be conducted in two cycles, where each cycle includes a series of structured stages: planning, implementation, observation, and reflection. By involving 30 students as research subjects, it is expected to obtain representative data regarding the effectiveness of this learning model.

This research instrument consists of (Arikunto, 2021):

1. Learning Outcome Test: This instrument will be used to measure students' increased understanding of the teaching material, especially in the context of Q.S. Al-Ma'un. The test is designed in such a way as to cover various aspects of understanding, including mastery of concepts, ability to internalise values, as well as application in daily life. In this context, it is important to design different types of questions, such as multiple choice and essay, that

- explore students' understanding in depth.
2. **Observation Sheet:** The observation sheet will be used to monitor student and teacher activities during the learning process. This instrument is designed to record interaction, student participation, and the implementation of technology or learning media used in the Make A Match model. The data obtained from the observation sheet will provide insight into classroom dynamics and student engagement as well as the effectiveness of the method applied.
 3. **Student Response Questionnaire:** As an additional instrument, a student response questionnaire will be provided after the implementation of learning in each cycle. This questionnaire will aim to collect students' perceptions of the Make A Match learning model. The questions in this questionnaire will summarise aspects such as enjoyment in learning, motivation, as well as whether the model used makes the subject matter easier to understand. The data collected from this questionnaire will offer students' perspectives on their learning experience.

Data Analysis Approach The data obtained through the three instruments will

be analysed both quantitatively and qualitatively. Quantitative analysis is done by calculating the percentage increase in learning outcomes based on tests conducted before and after the application of the learning model.

Furthermore, qualitative analysis was conducted by analysing observation notes and feedback from questionnaires, in order to explore students' experiences and find patterns that can provide valuable information about the learning process (Diana & Sugiharto, 2024). From each cycle, the reflection process will provide an opportunity for researchers and teachers to evaluate the results obtained, as well as to plan improvements in the next cycle. For example, if the observation data shows that some students still have difficulty in actively participating, then certain methods or activities can be adjusted to increase their engagement (Kholidah et al., 2023).

Through this approach, it is expected that students' understanding of the values contained in Q.S. Al-Ma'un will increase significantly. In addition, it is expected to contribute to the development of more interactive and fun learning strategies. The results of this study will be the basis for developing a more relevant curriculum, as well as for improving the quality of teaching in primary schools, especially in the field of Islamic Religious Education

(Ariyanto, 2023; Hamdani & Mawardaniah, 2021).

III. RESEARCH RESULTS AND DISCUSSION

The results showed an increase in student learning outcomes after the implementation of the Make A Match learning model. The following are details of the results per cycle:

Cycle 1

In the first cycle, some students still had difficulty in understanding the concept of Q.S. Al-Ma'un. The test results showed that the average student score was 65, with learning completeness reaching 60% or 18 students out of 30 reached the KKM. Some of the obstacles faced included a lack of understanding of the rules of the Make A Match game, the slow process of matching cards, and low student involvement in group discussions.

After evaluation in the first cycle, the strategy was improved in the second cycle to overcome these obstacles.

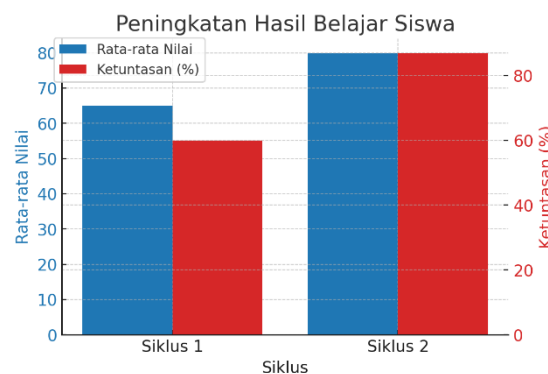
Cycle 2

In the second cycle, several improvement steps were implemented, such as re-explaining the rules of the game, initial practice before core learning, and more intensive guidance in group discussions. As a result, the average student

score increased to 80, with learning completeness reaching 87% or 26 students out of 30 reached the KKM. This increase shows that the Make A Match method is more effective after students understand the learning pattern applied.

Compared to the first cycle, the improvement in student learning outcomes can be detailed as follows: 1) The average student score increased from 65 to 80. 2) The number of students who reached the KKM increased from 18 students (60%) to 26 students (87%). 3) Students are more active in discussions and faster in finding the appropriate card pair.

This improvement can also be seen through the following graph 1:



Graph 1. Graph of Improvement in Learning Outcomes

The graph above shows that the application of the Make A Match model has a positive impact on student learning outcomes. In addition to the increase in the average score, students' involvement in the learning process also increased, which can

be seen from more active interactions and positive responses to the learning methods used.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the Make A Match type cooperative learning model is able to improve student learning outcomes in PAI subjects, especially in the material of Q.S. Al-Ma'un. This improvement can be seen from the students' average score which has increased from the first cycle to the second cycle as well as the increasing level of student involvement and enthusiasm in learning.

This improvement in learning outcomes shows that the use of the Make A Match model not only helps students understand the material better, but also creates a more enjoyable and interactive learning atmosphere. Therefore, this model can be an effective alternative learning strategy in improving students' understanding and learning outcomes.

As a suggestion, PAI teachers are advised to apply the Make A Match model in learning to improve student learning outcomes, especially on materials that require deep understanding. In addition, further research can be conducted by applying this model to other materials to see its effectiveness in various aspects of learning.

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