

Efforts to Improve Student Learning Outcomes in Getting to Know Angels and Their Duties Through the Make a Match Method in Class X MIA 3 SMA Negeri 1 Kepenuhan

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Abstract,

his research uses a qualitative approach with the type of Classroom Action Research (PTK). The research subjects were students of class X MIA 3 SMA Negeri 1 Kecepatan. The data collection technique used in this research is the participant observation method. The data in this research are quantitative data and qualitative data. The research was carried out in four stages. The first stage was pre-cycle using the lecture method with an average score of 558.28 from the Minimum Completeness Criteria (KKM) 75 with student completeness of 11.43%. The second stage of cycle 1 resulted in an average class score of 66.14 which was achieved by 16 students who completed it out of 35 students. With completeness reaching 45.71%. The third stage of cycle II with an average class score of 74.71 was achieved by 23 students who completed it out of 35 students with completeness reaching 65.71% and the fourth stage of cycle III with an average class score of 89.85 achieved 100% completeness. 35 students out of 35 students. Based on this data, by applying the Make a Match method, cycles I, II and III, it can be seen that there is an increase in learning outcomes after implementing the Make a Match method.

Keywords: Learning outcomes, Make a Match method.

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I. INTRODUCTION

Education is an important thing needed for every human being to gain knowledge, insight and increase dignity in life. Humans have the right to receive appropriate education according to their development. This education is obtained through a process from primary, secondary, to tertiary education. The knowledge gained

through education will be very useful for future life when everyone is able to utilize and optimize the education they have received so far. People must understand that the education they have received so far is not just a mere formality. But more than that, education will really determine the life of the nation and state, which is truly nurtured from the basic level.

Education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The active role of students is really needed in all subjects including Islamic Religious Education subjects. In practice, Islamic learning that occurs in schools today places more emphasis on informative teaching methods, namely teachers explaining or lecturing and students listening or taking notes. The lecture method is a method that can be said to be a traditional method, because this method has long been used as a tool for oral communication between teachers and students in the teaching and learning process (Syaiful Bahri Djamarah, 2006: 97). Learning using the lecture method is the most preferred by teachers because this method is the easiest to implement. The communication that occurs in this process is generally one-way, namely from the teacher to the students so that learning is centered on what is conveyed by the teacher (teacher centered).

Learning in schools also tends to only emphasize intellectual abilities and less emphasis on other aspects. One method used to improve student learning outcomes during class is the application of learning

models in the teaching and learning process.

A learning model is a pattern used as a guide in planning classroom learning.

The application of various learning models greatly influences student learning outcomes because it uses learning models. The center of learning no longer lies with the teacher but the center of learning with the students. Students are no longer objects in learning but as subjects of learning. A learning model that can be applied by a person. teachers in training students in communicating and interacting socially with friends to achieve learning goals. With this learning model, teachers will be able to develop students' intellectual, social and personal skills. Learning that involves students will make learning more meaningful so it is hoped that the material can be conveyed optimally.

Cooperative learning is a learning approach that focuses on using small classes of students to work together in maximizing learning conditions to achieve learning goals (Sugiyanto, 2010: 37). There are several types of techniques in the cooperative learning model, one of which is the Make a Match technique. By using Make a Match, students are invited to learn while playing, by matching each other's cards so that learning about Islamic Religion becomes more interesting and students can like learning about Islamic

Religion and can easily understand the content of the material presented by the teacher so that student learning outcomes will increase. .

Based on the results of observations by researchers at SMA Negeri 1 Kepengungan regarding Islamic religious learning which is not yet optimal. Students only listen and note down the teacher's explanation. Students tend to be passive, even though there is no material yet clear to him. This happens because some students do not pay attention during learning. Learning is still teacher centered, not student centered. Teachers also have not implemented various learning models. The main reason is because conventional methods commonly used by teachers so far will make the learning process easier.

The application of learning models that are not optimal results in students becoming bored. Students are only given textbooks which contain a variety of material to study without using learning methods and models that stimulate students to be active and interested in following lessons, especially in Islamic subjects whose material coverage is very broad. So from the minimum completion criteria (KKM) score of 75, only 35% of students can achieve the KKM score.

Applying the Make a Match technique will further activate students in learning, making

learning more meaningful because of active student involvement during the learning process. Through this technique, students will also be trained to express ideas, opinions and criticism of other people. So it is hoped that it will be able to optimize student learning outcomes

II. RESEARCH METHODS

a. Research subject

The research location in this research is SMA Negeri 1 Kecepatan. And the author took as an object class X MIA 3, which consisted of 35 students consisting of 18 male students and 17 female students.

b. Research time

This research will be carried out in 2022/2023, namely February 2022 to April 2023. The timing is adjusted to the school's educational calendar, because this research requires several action cycles in the teaching and learning process.

c. Research Place

As previously explained, this classroom action research was carried out at SMA Negeri 1 Kecepatan. And the author took as an object class X MIA 3, totaling 35 people consisting of 17 male students and 18 female students.

d. Types of research

This type of research is Classroom Action Research (PTK). According to Arikunto (2012) PTK is an examination of learning activities in the form of actions that are

deliberately created and occur in a class together. PTK is carried out with the aim of improving or enhancing the quality of learning. The research cycle image is as follows:

The research stage used consists of four action research components, namely: 1. planning, 2. action, 3. observation, 4. reflection. The research instruments are the syllabus, lesson plan and observation sheet. e. The data collection technique used in this research is in 2 (two) ways, namely:

1. Written Test

Test instruments can be used to measure basic abilities and achievements or accomplishments (in Arikunto, 2012).

2. Observation Sheet

The technique for collecting data on teacher and student activities is carried out using observation techniques which are developed in accordance with the steps). Observation sheets are filled in by observers when observing student and teacher activities during the learning process.

f. Data analysis technique

The data needed in this research is data about the activities of teachers and students during the learning process, as well as data about students' learning outcomes in reading skills after the learning process.

1. Student and Teacher Activities

Student activities can be observed using an observation sheet. The teacher's activities

that can be observed include explaining learning objectives, informing about the learning model used, motivating students in learning, guiding students in group work, and together with students concluding learning.

To measure the percentage of student and teacher activity at each meeting of each cycle, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage Number

F = Frequency of Student Activities

III. RESEARCH RESULTS AND DISCUSSION

A. Pre-cycle Data Description

The results of the research are described in stages in the form of learning cycles carried out in the teaching and learning process in the classroom. However, before the researcher describes the research results from cycle 1 to cycle III, the researcher describes a brief description of the results of pre-cycle observations which show that the student learning outcomes in the material Getting to Know Angels and Their Duties is only around 11.43%, consisting of 4

No	Student learning activities	Precycle	
		Frequency	percentage
1	Active	4	11,43%
2	Less Active	18	51,43%
3	Not active	13	37,14%
Amount		35	100%

students who completed the learning on the material Getting to Know Angels and Their Duties out of 35 students. This shows that the learning outcomes of class The efforts that will be made to improve student learning outcomes are by implementing the Make a Match method. By implementing the Make a Match method, it is hoped that it can further improve student learning outcomes in the material Getting to Know Angels and Their Duties. In this research, learning was carried out in one pre-cycle and three cycles as explained below.

From the table of student learning outcomes for the material Getting to Know Angels and Their Duties during the pre-cycle period, the average student learning outcomes only reached 58.28. This shows that there has been no improvement.

Table 2. Percentage of Completion of Pre-Cycle Student Learning Outcomes

From table 2 above, it can be concluded that applying the lecture method during the pre-cycle period has not shown any improvement because only 4 students got a learning completeness score (11.43%) while 31 students did not complete it or (88.57%) So classically students are not yet complete in learning.

Table 3. Percentage of student learning activities on the material about getting to know angels and their tasks in the pre-cycle

Based on the table above, the results of learning activities in the learning process are still many students who are not actively participating in learning, only 4 students are active (11.43%), 18 students are less active (51.43%) and 13 students are inactive (37.14%). %).

A. Action Description

1. Cycle I

Cycle I was carried out on 16 February 2023. In cycle I activities the teacher arranged activities in the form of:

a Planning

At the planning stage, the teacher prepares the equipment needed in cycle I activities. The things needed at this stage are:

1. Prepare learning materials.
2. The learning material prepared is about the duties of angels, the number of angels, and the order of the pillars of faith in angels
3. Make a learning implementation plan that

NO	Completeness	Frequency	Percentage
1	Completed	4	11,43%
2	Incomplete	31	88,57%
	Total	35	100 %

is in accordance with the material about getting to know Angels and their duties

4. Make card displays of angel names.
5. Make a card display of angel tasks

At this action stage, the researcher acts as a teacher, conducting learning on the material about getting to know angels and their tasks using the Make a Match method. And collaborators make observations. The

teacher carries out learning activities as follows:

1). At the beginning of the learning activity, the teacher first says greetings then checks the students by taking attendance and then invites the students to read the Fatihah and study prayer together to start the lesson. Before the teacher explains the duties of angels, students are first asked to arrange their seats in a semicircle format. This

NO	Completeness	Frequency	Percentage
1	Completed	16	45,72%
2	Incomplete	19	54,28%
	Total	35	100 %

activity lasts approximately 15 minutes.

2). In the core activity, the teacher's exploration stage uses the question and answer method to explore students' potential regarding the material mentioning the duties of angels, and the teacher provides stimulus to students by mentioning the names of angels, so that students can respond as expected. The teacher shows the cards to the students who then divide the students into groups to play cards. This activity lasts approximately 20 minutes.

3). The next core activity is the elaboration stage for around 35 minutes. The steps for implementing the Make a Match method are as follows. The results of the cycle 1 competency test can be seen from the table below

Number of Values	2315
Average value	66,14
percentage of completion	45,71%

From the data from the implementation of cycle I, it shows that the learning process by applying the Make a Match method for students in the material about getting to know Angels and their Tasks has increased compared to the learning outcomes before implementing the Make a Match Method. From the results of the first cycle test, it is known that 16 students (45.71%) completed the KKM determined at 7.5 out of 35 students with the highest score: 80 and the lowest: 30 with an average score: 66.14

Table 5. Percentage of Completion of Learning Results in the Material of Getting to Know Angels and Their Duties Cycle I

Based on the table above, it can be explained that the mastery score of student learning outcomes shows an increase after applying the Make a Match method. Before the pre-cycle revision, only 4 students had completed it (11.43%) and the score had increased again to 16 students (45.72%) and there were 19 students who had not completed it (54.28%), and classically there

had been an increase of slightly more. better than pre-cycle.

c Observation

The results of observations in the learning process in the cycle can be seen that:

1. The application of the Make a Match method to the material about getting to know angels and its implementation tasks

part in a card game looking for matches between angels' names and angels' tasks, coordinated by the teacher, there are still obstacles and it is not yet perfect.

4. Students are happier and more participative in learning when compared to using the previous method, namely lectures.
5. Students are enthusiastic and discuss the

learning material with fellow friends in their group. This can be seen when each person looks for a match between the angel's name and assignment.

Table 6. Percentage of Student Learning Activities on Getting to Know Angels and Their Tasks in Cycle I

No	Student learning activities	Precycle	
		Frequency	percentage
1	Active	16	45,71%
2	Less Active	12	34,29%
3	Not active	7	20%
Amount		35	100%

can be carried out in accordance with the Learning Implementation Plan (RPP).

2. The teacher in delivering learning material using the Make a Match method on the material about getting to know angels and the task is in accordance with the implementation steps
3. Students in learning using the Make a Match method on the material about getting to know angels and angels' tasks can take

And from the observation sheet on student activity, it can be seen that in the first cycle there has been an improvement in the teaching and learning process, students are starting to be enthusiastic and active in learning. In this first cycle, only 16 students were actively involved in the teaching and learning process (45.71%) and those who were less active were 12 people (34.29%) and those who were inactive were 7 people (20%) meaning there was an increase in activeness in the teaching and learning process. teaching and learning process

during the first cycle by applying the Make a Match method.

d Reflection

Based on the results of observations of the learning process and test results in cycle I, the application of the Make a Match method in the material about getting to know angels and their tasks was found. To determine the success and failure of implementing the actions in cycle I, researchers and colleagues reflected. Based on the results of the reflection, the following provisions were obtained.

- Teachers cannot do much when faced with their own difficulties and let alone overcome students' difficulties when meeting learning demands.
- Students, too, seem most confused when they have to try to keep up with learning demands.
- Based on the test results, it does not appear that there has been a significant increase in the abilities of each student.

2. Cycle II

Cycle II was carried out on March 23 2023. In cycle II the researchers arranged several activities in the form of:

a Planning

At the planning stage, the teacher prepares the equipment needed in cycle II activities. The things needed in this stage are:

- 1). Prepare learning materials.

- 2). The learning material prepared is about the duties of angels, the number of angels, and the order of the pillars of faith in angels

- 3). Create a Learning Implementation Plan (RPP) that is appropriate to the material about getting to know angels and their duties.

- 4). Make card displays of angel names

- 5). Make a card display of angels' tasks.

b Implementation

At this action stage the researcher acts as a teacher, conducting learning on the material about getting to know angels and their tasks using the Make a Match method and collaborators making observations. The teacher carries out learning activities as follows:

- 1). At the beginning of the learning activity, the teacher first says greetings then checks the students by taking attendance and then invites the students to read the Fatihah and study prayer together to start the lesson. Before the teacher explains the duties of angels, students are first asked to arrange their seats in a semicircle format. This activity lasts approximately 15 minutes.

- 2). In the core activity, the teacher's exploration stage uses the question and answer method to explore students' potential regarding the material about getting to know angels and their tasks, and the teacher provides stimulus to students by saying the names of angels, so that students

can respond as expected. The teacher shows the cards to the students who then divide the students into groups to play cards. This activity lasts approximately 20 minutes.

3). The next core activity is the elaboration stage for around 35 minutes. The steps for implementing the Make a Matc method are Table 7: Results of cycle II student competency tests

From the data from the implementation of cycle II, it shows that the learning process by applying the Make a Match method for students on the material about getting to know angels and their tasks has improved compared to the learning outcomes before applying the Make a Match method. From the results of the second cycle test, it is known that the students who completed the KKM determined at 7.5 were 23 children (65.71%) out of 35 children with the highest score: 100 and the lowest: 45 with an average score: 65.71

Table 8. Percentage of Completeness of Student Learning Results in the Material of Getting to Know Angels and Their Tasks in Cycle II

From the table above, it can be seen that after applying the Make a Match method to the material about getting to know angels and their duties, the percentage of completion was 65.71% with a total of 23 students who completed, and only 12 students did not complete with a percentage

of 34.29% and this value can be categorized as moderate, and classically has experienced better improvement than pre-cycle and cycle I.

c Observation

The results of observations in the learning process in the cycle can be seen that:

1. Applying the Make a Match method to the material about getting to know angels

Number of Values	2615	
Average value	74,71	
percentage of completion	65,71%	

and its implementation tasks can run in accordance with the Learning Implementation Plan (RPP).

2. The teacher in delivering learning material using the Make a Match method on the material about getting to know angels and the tasks are in accordance with the implementation steps

3. Students in learning using the Make a Match method on the material about getting to know angels and their tasks can follow it well, want to play the card game looking for

NO	Completeness	Frequency	Percentage
1	Completed	23	65,71
2	Incomplete	12	34,29
	Total	35	100%

pairs between the angels' names

Table 9. Percentage of Student Learning Activation in the Material of Getting to Know Angels and Their Tasks in Cycle II

No	Student learning activities	Precycle	
		Frequency	Percentage
1	Active	23	65,72%
2	Less Active	10	28,57%
3	Not active	2	5,71%
Amount		35	100%

And from the observation sheet on student activity, it can be seen that in the second cycle there has been an improvement in the teaching and learning process, students are starting to be enthusiastic and enthusiastic about learning. In this second cycle, there were 23 students who were actively involved in the teaching and learning process with a percentage of 65.72%. There were 10 students who were less active with 28.57% and only 2 students who were inactive, 5.71%. It can be seen that there was a more significant increase in the second cycle compared to the first cycle by applying the Make a Match method.

d Reflection

The success obtained during this second cycle began to increase but needed to be increased again so that the objectives of the research could be achieved. Below, the strengths and weaknesses in the learning process when applying the Make a Match method are explained as follows:

1. Advantages

a. Student activities begin to lead to learning using the Make a Match method

b. Students' understanding of the material has increased, this can be seen from an increase in the average score, if in the pre-cycle students were only able to get an average score of 58.28, in the first cycle it was 66.14, and in the second cycle it increased again with an average of 74. 71.

Even though it is only 65.71%, it can at least be a motivation for researchers to continue to cycle III.

2. Weakness

There are still students who are not yet confident and there are still some who are confused in card games (there is still a fear of making a mistake regarding the cards they bring to pair them with other cards)

To improve the weaknesses and failures in cycle II, to continue cycle III both teachers and students must follow the recommendations as follows:

3. Cycle III

cycle III on April 5 2023. In cycle III the researcher arranged several activities in the form of:

a Planning

At the planning stage, the teacher prepares equipment for cycle III activities. The things done in this stage are:

1). Prepare learning materials.

2). The learning material prepared is about the duties of angels, the number of angels, and the order of the pillars of faith in angels

3). Create a Learning Implementation Plan (RPP) that is appropriate to the material about getting to know Angels and their duties

4). Make card displays of angel names

Make a card display of angels' tasks

Number of Values	3145
Average value	89,85
percentage of completion	100%

b Implementation

At this action stage, the researcher acts as a teacher, conducting learning on the material about getting to know angels and their tasks using the Make a Match method. And collaborators make observations. The teacher carries out learning activities as follows:

- 1). At the beginning of the learning activity, the teacher first says greetings then checks the students by taking attendance and then invites the students to read the Fatihah and study prayer together to start the lesson. Before the teacher explains the duties of angels, students are first asked to arrange their seats in a semicircle format. This activity lasts approximately 15 minutes.
- 2). In the core activity, the teacher's exploration stage uses the question and

answer method to explore students' potential regarding the material about getting to know angels and their tasks, and the teacher provides stimulus to students by saying the names of angels, so that students can respond as expected. The teacher shows the cards to the students who then divide the students into groups to play cards. This activity lasts approximately 20 minutes.

3). The next core activity is the elaboration stage for around 35 minutes. The steps for implementing the Make method a

Table 10: Results of Cycle III Student Competency Test

From the data from the implementation of cycle III, it shows that the learning process using the Make a Match method for students on the material about getting to know angels and their tasks has increased compared to the learning outcomes before implementing the Make a Match method. From the results of the third cycle test, it is known that the students who completed the KKM determined at 7.5 were 35 children (100%) out of 35 children with the highest score: 100 and the lowest: 75 with an average score: 89.85

Table 11. Percentage of Completion of Student Learning Results in the Material of Getting to Know Angels and Their Tasks in Cycle II

NO	Completeness	Frequency	Percentage
1	Completed	35	100%
2	Incomplete	0	0
	Total	35	100%

From the table above, it can be explained that the student learning outcomes show a very good increase after applying the Make a Match method to the material Getting to Know Angels and Their Duties, in the pre-cycle the completion score was only 4 students (11, 43%), and increased by 16 people students (45.71%) in cycle I, and in cycle II it increased by 23 students to 65.71%, and increased again in cycle III to 35 students (100%), so in cycle III all students were complete in learning.

c Observation

The results of observations in the learning process in cycle III can be seen that:

1. Applying the Make a Match method to the material about getting to know angels and its implementation tasks can run in accordance with the Learning

No	Student learning activities	Precycle	
		Frequency	Percentage
1	Active	35	100%
2	Less Active	0	0
3	Not active	0	0
Amount		35	100%

Implementation Plan (RPP).

2. The teacher in delivering learning material using the Make a Match method on

the material about getting to know angels and the tasks is in accordance with the implementation steps

3. Students in learning using the Make a Match method on the material about getting to know angels and their tasks can follow it well, and want to play the card game looking for pairs between the angel's name and the angel's tasks, which, coordinated by the teacher, can run well.

Students are more active and more participatory in learning when compared to cycles 1 and II.

5. Students are stable and really enjoy playing card games (there is no fear of making a mistake in matching the cards they bring with other cards)

6. In the implementation of cycle III, students seemed more enthusiastic and active with card games in the learning material between friends in their group.

This can be seen when each person looks for a match between the angel's name and assignment.

7. Students do well on the tasks given by the teacher.

This can be seen from the test results in cycle III of students who completed the specified KKM reaching 100%.

Likewise, with students' activeness in learning, all of them were actively involved,

making up 35 students or 100% active students.

d Reflection

Paying attention to the results above, what teachers need to do is make the learning atmosphere fully sourced from students by giving them the opportunity to exchange knowledge with their friends, so that they can further improve their learning outcomes. In ending the learning in cycle III, the researcher together with the students concluded the learning material using the Make a Match method. Next, the researchers gave students assignments to do at home, namely paying attention to the names, duties and designations of angels that they must know.

1VCONCLUSION

Based on the results of classroom action research in an effort to improve student learning outcomes in PAI subjects in getting to know angels and their duties through the make a match method in class IV of SD Negeri 103 Palembang, the following conclusions can be drawn:

1. The application of the Make a Match method is able to improve student learning outcomes, because it is easy, not difficult, fun in card games and does not bore students, so they can respond to learning material according to the expected learning objectives.

2. Before implementing the Make a match method or in the pre-cycle the average student score only reached 58.28, but after implementing the Make a Match method in getting to know Angels and their assignments, the learning outcomes of class IV students at SD N 103 Palembang 2014/2015 increased, cycle 1 with an average score of 66.14, and improved again in Cycle 2 and the students' average score increased with an average score of 77.71 and then improved again in cycle 3 with an increase in the average score of 89.71.

3. Through the application of the Make a Match method, in cycles I, II and III, the level of achievement of the Minimum Completeness Criteria (KKM) can be determined. In the pre-cycle, only 4 students completed their studies (11.43%), then this improved in cycle 1, the number of students who completed their studies increased by 16 students (45.71%), then increased again in cycle 2 with as many students who completed their studies. 23 students (65.71%), and in cycle 3 there was another increase with the number of students who completed their studies as many as 35 students (100%).

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