THE APPLICATION OF THE *MAKE A MATCH* METHOD TO IMPROVE LEARNING OUTCOMES IN PAI SUBJECTS

Usman Afandi
Raden Rahmat Islamic University Malang, East Java, Indonesia
Email: usmanafandi.ua@gmail.com

Ilma Fahmi Aziza
Raden Rahmat Islamic University Malang, East Java, Indonesia
Email: ilmaaziza@gmail.com

ABSTRACT
This study discusses the application of the *make a match* method to improve the learning outcomes of PAI subjects of fifth grade students of SD Negeri 1 Rejoyoso. The *make a match* method is a learning method that is oriented towards learning while playing. Games in learning are needed so that students do not feel bored and are more motivated to take part in learning. Through observation, tests and document analysis, this study obtained significant results to improve student learning outcomes. This can be seen from the test results of grade V students, which initially the percentage of student completeness of 33% increased to 84.6%. Based on the results of this study, it is hoped that teachers can apply the *make a match* method as an option in improving student learning outcomes and can be applied in other subjects in general.

Keywords: *Make a Match* Method, Learning Outcomes, Islamic Religious Education

INTRODUCTION

Learning methods are one of the keys to successful learning. Teachers must always be active in using learning methods. Because students have different absorption, students with one another are of course different, not all can be said to be the same, so teachers are required to be good at choosing learning methods so that students can absorb or understand the material being studied properly and can be said to be successful learning. (Taqwa, 2018).

An educator who masters a variety of learning methods will be able to design learning well. Conversely, if the educator does not master any learning method, the classroom atmosphere will be monotonous and boring so that what happens is that many students are not maximized in their learning outcomes. The better the learning method applied by the teacher, the more effective it is to achieve the desired learning objectives.

Therefore, learning methods are very important to determine the success of a lesson. Any method can be used to attract students to be more active, easy to understand and creative. One of the interesting learning methods that can be applied in a lesson is *make a match*. *Make a match* is one of the methods that can be taken to improve student learning outcomes in Qur'anic subjects. *Make a match* is one of the fun learning methods, students' learning activities can increase, because there is an element of play in this method that can arouse the creativity and cooperation of

students between the holders of answer cards and question cards. The *make a match* method is very fun for students because students are directly involved in the material provided and develop material that will be discussed with their partner (Taqwa, 2018).

By choosing one of the interesting and appropriate methods in learning, learning outcomes can be improved. Learning outcomes with interesting methods can cause changes not only from the knowledge aspect, but educators are also able to make changes to students such as, changes in attitudes, skills and changes that lead to the good of students, so that the behavior of students changes towards the better.

Based on the observations of researchers on October 1, 2024 at 07.00 to 09.30 WIB, the problem faced by fifth grade students of SD Negeri 1 Rejoyoso in the subject of Islamic Religious Education, understanding Surah Al-Ma'un is the low student learning outcomes. The cognitive learning outcomes of students who scored ≥75 were 3 people with a percentage of 23% and students who scored <70 were 10 people with a percentage of 77%. This is caused by students' lack of understanding of the material, other activities carried out by students during learning activities, and students' lack of enthusiasm in receiving learning materials. In this case the teacher needs to find the reason why student learning outcomes are low. Moving on from this situation, the teacher will use an interesting and fun method, so as to foster a sense of enthusiasm and student activeness in learning activities. A suitable and interesting method to apply is the *make a match* method because it is in accordance with the character of students who still like to play.

The formulation of the problem in this study focuses on how the application of the *Make A Match* method to improve the learning outcomes of PAI subjects in fifth grade students of SD Negeri 1 Rejoyoso.

METHOD

The research method used in this study uses a qualitative method using a descriptive approach, this aims to understand in depth how the application of the *make a match* method in improving student learning outcomes. The research subjects were fifth grade students of SD Negeri 1 Rejoyoso, Bantur District in the subject of Islamic Religious Education. Data collection techniques used observation during learning, tests (pre test and post test), and document analysis

The results of the research are processed to identify between the supporting and inhibiting factors that can affect the application of this learning method, including student learning motivation and also the role of the teacher in applying the method and managing the class. The results are expected to provide an overview of the role of learning methods in improving student learning outcomes.

RESULTS AND DISCUSSION

Discussion

A. *Make A Match* Learning Method

The *Make A Match* method is one type of cooperative learning method. This method was originally developed by Lorna Curran with the advantage that students learn to discover concepts while playing to find a partner in a fun learning atmosphere (Budiyanto, 2016).

According to Suprijono, the cooperative learning method of *make a match* type is a learning model that is done by finding pairs through cards. Where the card contains a question and the other card contains an answer (Arbiah, 2022)

Teachers can use this learning method to create a fun learning atmosphere in improving students' learning outcomes. This method has characteristics that are closely related to active and playful learners. The *make a match* method can arouse the curiosity of learners' cooperation, and can create fun conditions.

The learning steps using the make a match method are as follows:

1. The teacher prepares suitable topics for the review session (one side of the question card and one side of the answer card).
2. Each learner gets one card and thinks of an answer.
3. Or the question of the card held.
4. Learners find a partner according to the matching card or their partner according to the specified time.
5. After that, the round is matched again so that students get different cards (Budiyanto, 2016).

The advantages of this learning method include:

1. Can increase students' learning activities cognitively and physically.
2. Fun because there is an element of play.
3. Improve students' understanding and learning outcomes.
4. Effective as a means of practicing courage.
5. Effectively trains discipline to respect time.
6. Cooperation between students is dynamic.
7. There is an even dynamic of mutual cooperation. (Taqwa, 2018).

From the advantages of this method, it can be concluded that the *make a match* method can change the atmosphere of the class to be more fun, students can understand the material, dare to appear and learning can be achieved well.

The disadvantages of the make a match method include:

1. Lack of preparation in this method will only waste a lot of time.
2. At first there will be students who are embarrassed to pair up with the opposite sex.
3. When presenting there will be many students who pay less attention if the teacher does not direct.
4. The teacher must be careful to provide appropriate punishment options for those who do not get a partner.
5. If too often using this method will cause boredom (Budiyanto, 2016).

Among the shortcomings of this method in learning, such as students not understanding the method given, bored because it is often used, the teacher must also provide rewards or achievement stars for those who succeed.

B. *Learning Outcomes*

Learner learning outcomes are essentially changes in behavior as a result of learning in a broader sense that includes cognitive, affective, and psychomotor fields (Arbiah, 2022). The learning achievement of students can be seen from the cognitive achievement of students within a certain period of time, including knowledge, understanding, application, analysis, synthesis and evaluation (Taqwa, 2018). Therefore, students' learning achievement is measured by the level of competency achievement in the cognitive domain in certain subjects in one semester.

Learning outcomes are a measure of the success of students after taking the teaching and learning process at school which can be known using a measuring tool called a learning outcomes test (Taqwa, 2018).

Factors that influence learning outcomes (Arbiah, 2022):

1. Internal factors

   Factors that come from within individual learners include physical and spiritual factors. Physical factors include physical condition that is fit can affect the seamngat and intensity of students in participating and supporting learning activities. While psychological factors include: learners' intelligence, learners' attitudes, learners' talents. Learners' interest and motivation.
2. External factors

   External factors are factors that exist outside the individual, including family, school and community factors.

Indicators of learning outcomes used to measure the success of the learning process are divided into several levels (Arbiah, 2022):

1. Excellent/maximum, if all training materials can be mastered by students.
2. Excellent/optimal, if some of the learning materials can be mastered 76-99%.
3. Good/minimal, if the learning material is only mastered 60-70%.
4. Less, if the learning material is mastered less than 60%.

Knowledge resulting from the teaching and learning process is part of the personality of each student, so that it can affect their views and the way they approach a problem. Because the knowledge is lived and full of meaning for him. Learning outcomes research is essentially an activity to measure changes in behavior that have occurred in students.

In general, learning outcomes will have an influence in two forms, namely students will have a perspective on their strengths and weaknesses on the desired behavior that has increased either one stage or two stages, so that there is again a gap between the appearance of the current behavior and the desired one. Assessment of learning outcomes aims to determine the learning outcomes or competency formation of

students. National Education Standards reveal that assessment of learning outcomes by education is carried out on an ongoing basis to monitor the process, progress, and improvement of results in the form of daily assessments, mid-semester assessments, end-of-semester assessments, and grade promotion assessments (Arbiah, 2022).

Learning outcomes are the final results that are expected to be achieved after someone has carried out the learning process. Learning outcomes have an important role in the learning process. The process of assessing learning outcomes can provide information to teachers about student progress in an effort to achieve learning goals through teaching and learning activities. Learning outcomes can be categorized into 3, namely (Arbiah, 2022):

1. Cognitive domain: knowledge, understanding, application, analysis, synthesis and assessment.
2. Affective domain includes: receiving, responding, assessing, organizing, characterizing.
3. Psychomotor domain: body movement, accuracy of movement, non-verbal communication, speaking ability.

C. *Islamic Religious Education*

Islamic religious education is an effort to foster and develop students so that they can understand the teachings of Islam as a whole and make it a way of life. Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, appreciate, and believe in the teachings of Islam, accompanied by demands to respect adherents of other religions in relation to inter-religious harmony so as to realize national unity and unity. (Arbiah, 2022).

The purpose of Islamic Religious Education is essentially the same and in accordance with the purpose of the revealed religion of Islam, namely to form muttaqin or devoted humans. Islamic education has an important role because Islamic religious education is an effort or process of searching, forming, and developing attitudes and behaviors to seek, develop, maintain, and use science and technological devices or skills for the benefit of humans according to Islamic teachings.

It is time to change the pattern of learning for PAI subjects so that students understand more easily. In the past, which initially used a lot of lecture methods, now it must adapt to the times by using student-oriented learning methods and models.

Research Results

The discussion in this research journal shows that:

1. Application of Make A Match Method to Improve Learning Outcomes of PAI Subjects
2. The process of learning activities using the make a match method in PAI subjects shows a percentage increase in student learning outcomes, namely through observation, tests and document analysis, this study obtained significant results to improve student learning outcomes. This

can be seen from the test results of grade V students, which initially the percentage of student completeness of 33% increased to 84.6%. The make a match method is very well applied to PAI subjects to improve student learning outcomes.The Impact of Make A Match Method to Improve Learning Outcomes of PAI Subjects

The results showed that the make a match method has a significant role in helping to improve student learning outcomes. Through the application of the make a match method, students' work showed an increase in various aspects, especially being more active and brave in expressing their opinions. The time limit also encourages them to think more optimally and purposefully, so that the impact is maximized and they remember the material they learn.

Overall, the results obtained show that the make a match method has a positive impact in improving students' understanding and learning outcomes. With their active role and enthusiasm, their interest in learning began to increase.

3. Supporting and inhibiting factors

The supporting factor found is that students are enthusiastic in participating in learning with the make a match method because they like to play while learning. This encourages them to be more active in finding and expressing their opinions. The role of the teacher in this case is also no less important because it directs them and controls the course of the presentation of each group so that it can run orderly and smoothly.

In addition, there are also inhibiting factors in implementing this method, including students who are not fluent in reading, causing the discussion of finding a partner to not run optimally. In addition, the lack of understanding of students also affects the course of this method, those who are smart and easy to understand are more prominent in expressing their opinions.

But overall the make a match method is successful in improving the learning outcomes of grade V students in Islamic Religious Education subjects. Students also look happy and enthusiastic in doing activities to find their partner, this shows that there is an interest in learning that is starting to grow so that it raises curiosity. Teachers should also consider the implementation time to be maximized in helping students improve their learning outcomes.

CONCLUSIONS

The process of learning activities using the make a match method in PAI subjects shows an increase in the percentage of student learning outcomes. This can be seen from the test results of class V students, which initially the percentage of student completeness of 33% increased to 84.6%. The make a match method has a positive impact in improving students' understanding and learning outcomes. With their active role and enthusiasm, their interest and enthusiasm for learning began to increase.

Although there are many improvements and positive impacts, the challenge lies in student understanding which needs to be taken into

consideration as material for future improvement. Overall, the make a match method was successful in improving the learning outcomes of grade V students in Islamic Religious Education subjects. Students also look happy and enthusiastic in doing activities to find their partner, this shows that there is an interest in learning that is starting to grow so that it raises curiosity. Recommendations for application and future research so that this method can inspire other subjects.

PAI teachers at the elementary school level are advised to increase the effectiveness of the implementation of the make a match method because students at the elementary level are interested in learning while playing. In addition, further research is recommended to explore the application of the make a match method in other subjects or at different school levels to evaluate its effectiveness in different contexts, as well as find ways to overcome the challenges faced during the learning process.

LITERATURE

Arbiah. (2022). Penerapan Strategi Make a Match Untuk Meningkatkan Hasil Belajar Siswa Kelas IV Pendidikan Agama Islam. *Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) IAIN Palangka Raya*, *2*, 1–11.

Budiyanto, M. A. K. (2016). Sintaks 45 Metode Pembelajaran dalam Student Centered Learning (SCL). In *Universitas Muhammadiyah Malang. Malang* (pp. 1–174).

Taqwa, N. (2018). *Penerapan Metode Make a Match Pada Mata Pelajaranfikih Untuk Meningkatkan Hasil Belajar*.