

**IMPROVING STUDENT LEARNING OUTCOMES QS MATERIAL. AL-HUJURAT/49:13 THROUGH THE MAKE A MATCH METHOD CLASS IV (FOUR) SDN 23 TULANG BAWANG TENGAH**

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**Abstracts**

QS material. Al-Hujurat/ 49: 13 is an aspect of Al-Qur'an Hadith. In general, Al-Qur'an Hadith material is learned by students by listening to teacher lectures. Facing conditions like this, the author is interested in conducting classroom action research to find a way or learning technique supported by learning media so that students can be active involved and can improve their learning outcomes. Thus, the research this time the author took the title of improving the learning outcomes of fourth grade students towards understanding the material QS. Al-Hujurat/ 49: 13 through the Make a Match Method at SDN 23 Tulang Bawang Tengah. This study aims to improve student learning outcomes so as to improve student abilities and creativity by using fun learning methods (cooperative learning). The form of research used is classroom action research conducted in 2 cycles, each cycle consists of planning, action, observation and reflection. The instruments used in this research is a questionnaire of student learning outcomes. The results of this class action research is expected to have a positive impact on classroom learning, especially Islamic Religious Education subjects in the elements of Al-Qur'an Hadith, especially the material of Let's Recite and Study QS. Al-hujurat/ 49: 13.

**Keyword:** Learning Outcomes; Method; Make a Match.

## Introduction

Process learning in school as something activity teach And learning in which there are two subjects, namely the teacher (educator) and the participants educate as participant educate. Matter These implications on exists awareness And active involvement between two learning subjects, namely the teacher as the initiator beginning, mentor And facilitator with participant educate as person Which experience And involved active For obtain change self in learning That Alone.

To optimize the achievement of learning outcomes, a Educative interaction in the Islamic Religious Education learning process is main subjects that not only lead students to get master various Islamic studies, but place greater emphasis on practice in life daily in the middle public.

Material QS. Al-Hujurat/ 49: 13 is aspect Al-Qur'an Hadith. On generally material Al-Qur'an hadith studied participant educate with method listen lecture Teacher. Face condition like This writer interested to do study action class to find a way or learning techniques supported by media learning so that participants Students can be actively involved and can improve their learning outcomes. With Thus, this time the author took the title of this research, namely "Improving Student Learning Results QS Material. Al-Hujurat/ 49:13 via the Make a Match Method Class IV (Four) SDN 23 Tulang Bawang Tengah".

The research results show that by using the Make a Match can increase Results Study student material QS. Al-Hujurat/ 49: 13 through the Make a Match Method Class IV (Four) SDN 23 Tulang Bawang Tengah 2022-2023 school year. This is proven by the results of the average test scores daily increase. This can be seen from the average value of the test results cycle I 79 with a learning completeness percentage of 73%, and an average score results test cycle II 84 with percentage completeness Study as big as 90%.

In process Study teach participant educate SDN 23 Bone Onion The middle is still low in terms of enthusiasm and also the results of learning in the eyes Islamic Religious Education and Character lessons material QS Al-Hujurat/ 49: 13 Because Teacher tend use method lecture in learning thus making students bored and bored. To overcome factors the should Teacher change strategy or method his learning.

Based on background behind Which has stated previously, so formulated problem as following: "How Application Method Make a Match in Improving Student Learning Outcomes on QS Material. Al-Hujurat/ 49:13 Class IV (Four) SDN 23 Tulang Bawang Tengah?"

Based on the problem formulation that has been described, the research objectives are: What will be done is to find out the effect of the Make a Match method in improving student learning outcomes for QS material. Al-Hujurat/ 49:13 Class IV (Four) SDN 23 Tulang Bawang Tengah.

For researcher results study This can increase ability professional teachers, especially in efforts to improve student learning outcomes in material QS. Al- Hujurat/49 :13 class IV SDN 23 Tulang Bawang Tengah.

For other teachers, the results of this research can be used as a model reference Study Action Class (PTK). Teacher creative in teach student with using the Make a Match Method as a learning model to achieve objective which are expected.

For students, the results of this research can make it easier to understand the material lesson. With an interesting way of learning, namely by using An interesting method, this will arouse students' interest in participating play an active role and participate in learning activities. Students will not feel it bored in participating in teaching and learning activities and students will learn more active.

For agency school results study can used as material input to increase creativity in learning educational materials Religion Islam (PIE). As material comparison For used on eye lesson other as well as increase quality education in institution school related.

### **Methods**

The type of research used is Classroom Action Research. Study Class Action is an examination of learning activities in the form of an action, which is deliberately created and occurs in a class simultaneously. The Classroom Action Research being researched takes subjects Islamic Religious Education (PAI) QS material. Al-Hujurat / 49: 13 with Use Model learning cooperative (Cooperative Learning) that is Method Make a matches.

According to Hackch in Margono variable is as attribute somebody, or objects that have "variations" between one person and another or one object with another. The variables consist of 2, internal dependent variables study This is results Study Education Religion Islam, so that variable free is a model *cooperative learning* techniques *make a match*.

In study This use two variable ie variable independent (free) and dependent variable (bound).

1. Variable independent (free) is variable Which influence or become because the change or emergence variable dependent (bound).
2. Variable dependent (bound) is variable Which influence or become consequence, because exists variable free. <sup>10</sup>

Based on exposure from variable on, writer formulate variable in study This consist of two variable, that is:

1. Variable Independent (Free) : Model learning
2. Variable Dependent (Bound) : Results Study Student

The duration of this Classroom Action Research was carried out for 2 months, namely on October to November 2023. This research is on QS material. Al-Hujurat/ 49: 13. Study This planned as much 2 cycle each – each on cycle 1 meeting. This research uses a Classroom Action Research design with Cycle.

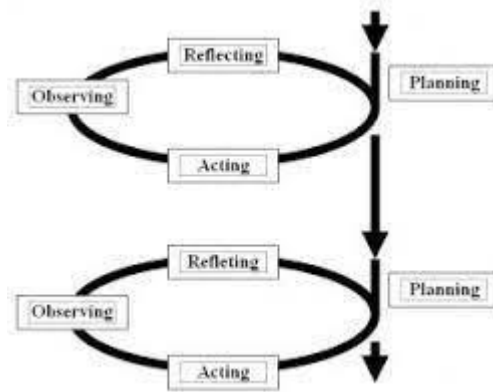


Figure 1. Step PTK

### 1. Cycle I

This cycle uses QS material. Al-Hujurat/ 49: 13 in class IV SDN 23 Tulang Bawang Tengah.

#### a. Stage Planning

On stage This done preparations For do planning action with make syllabus, plan learning, teacher and student observation sheets, student worksheets, And make tool evaluation shaped test written with model choice double.

#### b. Stage implementation

On stage This done :

- Teacher explain material Let Recite And Review QS. Al- Hujurat/ 49: 13.

Organizing student that is with form 3 group, each group consists from 4 person student, Then students are asked to combine the pieces of verse and the meaning of QS. Al-Hujurat/ 49: 13.

- In activity learning in a way general student do activity Which has determined.

In accordance with steps activity Which explained on carrying out group discussions. discussions between groups were carried out with combine verses. In Work group student help each other and share tasks. Every member is responsible to his group And present paragraph Which Already combined.

#### c. Stage Observation

At this stage, observations are made of the implementation of actions, aspects Which observed is activeness student And Teacher in process learning use sheet observation activity And response students and teachers. Meanwhile, an increase in student learning outcomes was obtained from learning outcomes test student.

#### d. Stage Reflection

At this stage, an evaluation of the learning process in cycle I is carried out And become consideration For plan cycle next. Considerations to be made if

one of the following components is found Not yet fulfilled, that is as following :

Student reach completeness individual  $\geq 66$ .

Completeness classic If  $\geq 85\%$  from all over student reach completeness individual Which taken from test results Study student.

## 2. Cycle II

Results reflection and analysis data on cycles I used for reference in plan cycle II with repair weakness And lack on cycle I. Stages passed The same as in stage cycle I.

According to Sugiyono, Population is region generalization Which consists on: a subject object that has certain specified qualities and characteristics by researcher For studied And Then withdrawn the conclusion. Population in study This are students SDN 23 Tulang Bawang Tengah.

The sample is part of the population. The sample used in the research that is technique purposive sampling. Purposive sampling is technique determination sample taking certain considerations into account.

The sample in this study was one class of 12 students, ie class IV (Four) SDN 23 Tulang Bawang Tengah Year teachings 2023/ 2024.

In this PTK proposal, the type of data collection used is Type collection of qualitative data and quantitative data. Qualitative data will be used to gain an in-depth understanding of changes in Yield improvement Study student material QS. Al-Hujurat/ 49: 13. Whereas data quantitative will used For measure enhancement results Study student in a way numeric.

### 1. Source Collection Data in the form of:

- Observation: Observation direct to activity implementation learning by applying the make a machine method is carried out by students to improve student learning outcomes on QS.Al- Hujurat/ 49: 13.
- Interview: Interview with student, Teacher, And person old For get information addition about understanding participant educate about improving student learning outcomes material QS.Al-Hujurat/ 49: 13 Before and after implementation make method a matches.
- Documents: Analysis of documents such as discussion notes, assignments, etc work student Which relate with material QS. Al-Hujurat/ 49: 13.

### 2. Technique Collection Data in study This use:

- Test: Give test write before And after application model make a match learning to measure improvements in learning outcomes on QS. Al-Hujurat material/ 49: 13 on participant educate.
- Observation: Observe process activity Study with model Make a machine learning is carried out by students to see interaction and changes in understanding and improvement of learning outcomes in material QS. Al-Hujurat/ 49: 13 on learners.

- Interview: Conduct interview with student, Teacher, And parent to gain perception and understanding of improving learning outcomes student on QS material. Al-Hujurat/ 49: 13.
- Document analysis: Analyze documents such as reading notes Al-Qur'an, discussion understanding recitation in pattern ordering card play draft, task, And work student Which related with enhancement Results Study student on material QS. Al-Hujurat/ 49: 13.

Documentary data collection involves gathering information through existing written documents or notes. This method is generally used to collect secondary data, as well as match data from various sources reliable to gain a comprehensive understanding of the results students learn in QS material. Al-Hujurat/ 49: 13 through the Make method a Match.

Writer analyze data with compile And process data Which collected through test results. The data analysis method used is: percentage description analysis. The analysis is carried out continuously on moment study currently taking place until making report study will produce something conclusion Which can insured answer.

## Results and Discussion

In this chapter, the results of research on the PAI learning process will be discussed Material QS. Al-Hujurat/ 49: 13 with use Method Make a Match.

### 1. Results Description Cycle 1

#### a. Stage Planning

On stage This researcher prepare device learning which consists of lesson plan 1, formative test questions 1 and tools teaching Which support. Besides That Also prepared sheet observation management method Make a Match , And sheet observation activity Teacher and students.

#### b. Stage Activity And Implementation

Implementation learning with use method make a The match in cycle I was carried out in one face-to-face meeting and one meeting for the cycle test. Implementation of learning activities teaching at meeting I, and meeting II in cycle I was carried out with guided on step learning Which planned.

Implementation teaching and learning activities for the first cycle of meetings to 1 held on date 26 October 2023 And cycle 1 meeting The 2nd will be held on 02 November 2023 in Class IV (Four) with a total of 12 students. In this case the researcher acts as facilitator. As for process Study teach refers on plan lesson which has been prepared.

On stage implementation action cycle I This, researcher do activity Which has arranged in Module Teach And Device Learning. The material taught is reading and memorizing QS. Al-Hujurat/ 49: 13 with tartil and in accordance with the makhori jul

letters Which Correct. Process learning started with regards Which followed by praying together led by the class leader. After students Ready For accept lesson, Teacher Then ask news students followed by apperception. The teacher tries to be interesting attention student with give stimulus form question about lesson Sunday Then, Then convey objective learning. After That enter to material learning, in explain material learning, Teacher use media audio visual QS. Al-Hujurat/ 49: 13 Which Already in sound it For clarify method speak QS. Al-Hujurat/ 49: 13 with Correct. Then next apply Method Make a Match with give piece paragraph from letter QS. Al-Hujurat/ 49: 13 Then participant educate look for partner paragraph And meaning Which Already provided,

On end activity learning Teacher give test formative individually. The test is given in the form of a written test via google forms. In this case the teacher immediately gives an assessment. After test formative finished Teacher classify And give appreciation (praise) to all over student And Then close lesson with read thank God And welcome student For continue lesson next.

### c. Stage Observation

At this stage the researcher observed students' activities regarding how students pronounce and memorize QS. Al-Hujurat/ 49: 13 through tests written carefully and recorded the results of observations according to the appropriate format attached. From results observation on meeting cycle 1 This process Study teach Still Not yet in accordance with the What Which expected.

Response student to lesson Already the more Good although the changes that occur are still small. On the implementation of this action condition class Already Enough conditioned although a number of student Still There is Which not enough notice lesson because speak with Friend his seat. Will but if compared to with learning before use Method Make a Match the student noise became less and more Lots student Which pay attention to the explanation Teacher.

From results observation is known that student Which rowdy when The lesson takes place with students sitting in groups so that when lesson taking place they talk about things in outside lesson. The make a match method is still used in cycle 1 less than optimal. This is also reinforced when learning takes place There were several students who said that the pictures were lacking clear. Size writing/ picture QS. Al-Hujurat Which Still not enough big so that student Which Sit down in part behind feel difficult For read it.

On meeting cycle 1 student more Lots do activity learning. Students don't just listen to the teacher's explanation will but Also see media picture in board write. Time Which used For explain more Lots And more effective because no time is wasted when used For write in board write although Still not enough optimal because writing/ picture not enough clear. Disadvantages at this first meeting it is both

evaluation material and material planning for researcher And Friend colleague (Teacher PIE) Which will held on cycle 2.

Observation (observation) held simultaneously with implementation of teaching and learning. At the end of the teaching and learning process at cycle I, second meeting, students were given formative test I with the aim of knowing the level of student success in the teaching and learning process which has been done. The data from the research results in cycle I are as following:

Table 1. Mark Results Study Student Cycle 1 (Aspect Knowledge)

No	Name Student	Mark	Completeness
1	Aliya Zahra	90	Complete
2	Aqella Parrot Azizah	80	Complete
3	Dee Puspita	85	Complete
4	Dimas Prasetya	60	No Complete
5	Luthfia Nisa Daughter	65	No Complete
6	Nuke Anggraini	80	Complete
7	Nabila Nura Light	85	Complete
8	Nabila Zahra	68	No Complete
9	Orange Daughter	60	No Complete
10	Risma Anisa Daughter	68	No Complete
11	Satriyo	80	Complete
12	Yoga	85	Complete

Table 2. Recapitulation Mark Results Study Student Cycle 1 (Aspect Knowledge)

No	Information	Mark	Percentage
1	Mark Highest	90	-
2	Mark Lowest	60	-
3	Mark Flat- flat	75	-
4	Amount Student Complete	7	62%
5	Amount Student No Complete	5	38%

Based on results observation or observation on process PAI and BP learning in class IV (Four) in Cycle I of the meeting to 2 can concluded that on moment process learning taking place student Already start enthusiastic in follow learning, student start concentrate



full on moment Teacher explains the material, but there are some students who are still not active on moment learning taking place. As much 2 student own Learning activity is very low or around 15% and around 5 students have low learning activeness or around 38%, 2 students have high learning activity or around 15%. And 3 students have a level sufficient activeness or around 32%. while the value of student learning outcomes experience enhancement Which Enough significant Where student Which getting a complete score was 7 students or around 62% and students about 5 students or around 38% and the average score student that is 75.

The results obtained from improving learning in cycle I with using Model Learning Method Make a Match can make repair learning more interesting, increase enthusiasm to ask questions and involvement of students to be active in learning start seen. But need held repair learning on cycle to II. There is a number of matter Which need improvements include preparing physical classrooms including arrangement of student seating positions. During the implementation of the first cycle of meetings First And second position Sit down student each other close by so that provide space for students to cheat when implemented test results Study, Then Teacher not enough facilitate participant educate in generate new ideas Good.

In implementing the actions in cycle 1 both at the first meeting And second This learning outcomes inner students aspect knowledge nor aspect skills Which has held get results Which Enough satisfying. Results Study on cycle 1 This Which obtained student is good enough, students can understand the learning material given, so that student learning outcomes are quite good, enthusiastic For ask to Teacher And active in process learning taking place.

However researcher Still Not yet satisfied Because indicator achievement this research is 80% in achieving complete learning outcomes that must be achieved, from results discussion with collaboration There is a number of things that need to be improved such as preparing classrooms, media tools as well as students physically and psychologically to follow lessons, Student seating positions need to be adjusted to prevent students from being distracted chatting with friends during teaching and learning activities takes place. Then the selection of media as well as teaching aids so that more motivating students in participating in teaching and learning activities so that results Which will obtained Later Can maximum in accordance Which expected.

## 2. Reflection

In carrying out teaching and learning activities, information is obtained from observation result as following:

- Teacher not enough maximum in motivating student And in convey objective learning
- Teacher not enough maximum in management time
- Student not enough active during learning taking place The implementation of teaching and learning activities in cycle I is still ongoing there is lack, so that need exists repair For done on cycle next.
- Teachers need to be more skilled at motivating students and clearer in conveying

learning objectives. Where students are invited For involved direct in every activity Which will done.

- Teacher need distribute time in a way Good with add information Which felt need And give notes.
- Teachers must be more skilled and enthusiastic in motivating student so that student could be more enthusiastic.

## Result Description Cycle II

### a. Stage planning

At this stage the researcher prepares the learning tools consists of lesson plans 2, formative test questions 2 and teaching tools Which support.

### b. Stage activity And implementation

Implementation of teaching and learning activities for cycle II, 1st meeting held on November 9 2023 and cycle II 2nd meeting implemented on date November 16, 2023 in Class IV with the number students 12 students. In this case the researcher acts as a facilitator. As for process Study teach refers on plan lesson with pay attention to revisions in cycle I, so that there are errors or deficiencies on cycle I No repeated again on cycle II.

### c. Stage Observation

Observations are carried out simultaneously with implementation Study teach. On end process Study teach on cycle I meeting To 2 student given test formative II with objective For knowing the level of student success in the teaching and learning process has done. Instrument Which used is test formative II. As for data results study on cycle II is as following.:

Table 3. Mark Results Study Student Cycle 2 (Aspect Knowledge)

No	Name Student	Mark	Completeness
1	Aliya Zahra	98	Complete
2	Aqella Parrot Azizah	90	Complete
3	Dee Puspita	95	Complete
4	Dimas Prasetya	80	Complete
5	Luthfia Nisa Daughter	85	Complete
6	Nuke Anggraini	90	Complete
7	Nabila Nura Light	95	Complete
8	Nabila Zahra	88	Complete
9	Orange Daughter	80	Complete
10	Risma Anisa Daughter	88	Complete

11	Satriyo	90	Complete
12	Yoga	95	Complete

Table 4. Recapotulation Mark Results Study Student Cycle 2 (Aspect Knowledge

No	Information	Mark	Percentage
1	Mark Highest	98	-
2	Mark Lowest	80	-
3	Mark Flat- flat	89	-
4	Amount Student Complete	12	100%
5	Amount Student No Complete	0	0%

The table above shows the aspects observed in learning activities teach (cycle II) Which implemented by Teacher with apply method learning cooperative Make a Match get evaluation which is quite good from observers. The meaning of the entire assessment is no there is less value. However, this assessment is not yet final optimal results, for that there are several aspects that need to be obtained attention For improvement application learning furthermore. Aspects the is motivating student, guide student formulate conclusion/ find draft, And management time.

From the table above, the average value of student learning achievement is: 89 And completeness Study reach 100% or 12 student Already complete Study. These results indicate that in cycle II the learning was complete classically has experienced a very significant improvement from cycle I. There is enhancement ability student This Because after the teacher inform that at the end of each lesson there will always be a test so that at the next meeting students are more motivated to learn. Besides That student Also Already start understand What Which intended And desired by the teacher by implementing learning using the Make Method a matches. There is enhancement on cycle II This influenced by exists enhancement ability Teacher in apply learning with method make a matches so that student become more used to with learning like This so that student more easy in understand material which has given.

#### Reflection

Reflection On this stage will studied What which has been implemented with Good nor Which Still not enough Good in process Study teach by applying learning using the Make a match method. From data- data which has obtained can described as follows :

- i. During process Study teach Teacher has carry out all learning with Good. Although There is a number of aspect Which not yet perfect, but percentage its implementation For each each sufficient aspect big.
- ii. Based on data results observation is known that student active during learning process taking place.
- iii. have been deficiencies in previous cycles repair And enhancement so that become better.

iv. Ability or results Study student on cycle II reach completeness.

On cycle II Teacher has apply learning with Method Make a match well and look at student activities and learning outcomes student implementation process Study teach Already walk with Good. So you don't need too many revisions, but you need to pay attention the next action is to maximize and maintain what already exists with the aim of implementing the learning process next teaching application of the Make a Match Method teaching model can improve the teaching and learning process so that learning objectives can achieved.

1. Completeness of student learning outcomes. The results of this research show that learning with Method Make a Match own impact positive in improving student learning achievement. This can be seen from the more solid students' understanding of the material presented Teacher (completeness Study increase from cycle I, And II,) that is each respectively, 62%, And 100%. On cycle II completeness Study student in a way classic has achieved.
2. Ability Teacher in Manage Learning Based on analysis data, obtained activity student in process Study teach with apply the Make a Match Method teaching model in each cycle experience enhancement. Matter This impact positive to performance Student learning can be shown by increasing the average score student on every cycle Which Keep going experience enhancement.
3. Student Activities in Learning Based on data analysis, it was obtained student activities in the learning process of Islamic Religious Education and Characteristics in the Material "Let's recite and study the QS. Al-Hujurat/ 49: 13" with the most dominant Make a Match Method teaching model is, enthusiastic student in process KBM And more notice teacher explanations, and discussions between students/between students and teachers. So can said that activity students can categorized as active.

Whereas For activity Teacher during learning has carry out steps activity Study teach with apply teaching contextual cooperative model, make a match method well. This is visible from activity Teacher Which appear in among them activity guide And observe student in find draft, understand material Which difficult, match pronunciation and meaning, provide feedback/evaluation/question and answer where percentage For above activities Enough big.

### Conclusion

Based on the research results that have been presented over two cycles, results The entire discussion and analysis that has been carried out can be concluded as follows following:

1. The Make A Match Method teaching model can improve learning outcomes students learning Islamic Religious Education and Character material Let study and study QS. Al-Hujurat/ 49: 13
2. Learning using the Make a Match Method has a positive impact on increase performance Study student Which be marked with enhancement student learning completeness in each cycle, namely cycle I (62%), cycle II (100%).
3. The Make a Match Method teaching model can make students more active and Can increase student learning activities both cognitively and physique.
4. Student can Work in a way independent nor group, as well as capable bear responsibility

answer all task individual nor group.

5. Application learning with Method Make a Match have positive influence, namely it can increase independence and creativity Study student.

From the research results obtained previously, the teaching and learning process Islamic religious and moral education is more effective and produces more results Which optimal for student, so submitted suggestions as following:

1. Teacher must capable choose method learning Which in accordance with material Which will be delivered to participant educate so that participant educate feel easy in understand material
2. To implement the Make a Match Method teaching model requires sufficient preparation, so the teacher must be able to determine or choose a topic that can really be applied with the Make Method a Match in process Study teach so that obtained results Which optimal.
3. In order to improve student learning achievement, teachers should do more often practice student with various method teaching, although in level Which simple, Where student later can find new knowledge, acquiring concepts and skills, so that students succeed or capable solve problems Which faced him.
4. Further research is needed, because the results of this study are only done in the classroom IV (Four) Year lesson 2023/ 2024
5. For similar research, improvements should be made so that obtained results Which better.
6. Should all over party school support in activity learning Which taking place And facilitate process learning with complete means And infrastructure Which needed.

So that learning is carried out using the Make a Match Method in PAI subjects, Let's Study the Koran and Study the QS. Al-Hujurat/ 49: 13 next And its implementation in a way continuous as program For increase Spirit and reduce saturation learners.

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