



## APPLICATION OF MAKE A MATCH MODEL TO IMPROVE LEARNING OUTCOMES OF KNOWING MALAIKAT ON PAI SUBJECT

**Moch. Kusnun Nadhir\***

SDN 1 Berbek, Indonesia

e-mail: [mochnadhir21@guru.sd.belajar.id](mailto:mochnadhir21@guru.sd.belajar.id)

**Moh. Zainal Fanani**

Kediri State Islamic Institute, Indonesia

e-mail: [fanani74@gmail.com](mailto:fanani74@gmail.com)

**Muhammad Nabil Khasbulloh**

Kediri State Islamic Institute, Indonesia

e-mail: [nabil\\_@iainkediri.ac.id](mailto:nabil_@iainkediri.ac.id)

**Iwan Marwan**

Kediri State Islamic Institute, Indonesia

e-mail: [iwanmarwan@iainkediri.ac.id](mailto:iwanmarwan@iainkediri.ac.id)

\*Correspondence: e-mail: [mochnadhir21@guru.sd.belajar.id](mailto:mochnadhir21@guru.sd.belajar.id)

### Article Info

#### Article History:

Received 23 July 2023

Revised 29 September 2023

Accepted 22 October 2023

Available online 05 Jan 2023

### Abstracts

This research aims to determine the implementation of the Make A Match Model to improve Learning Outcomes of Knowing Malaikat on PAI subject. with the research subjects being class IV students at SDN 1 Berbek. The results showed that there is an increase in student learning outcomes through the Make a Match method. The results of observations during the action increased in each cycle. In cycle I, it was discovered that 62.5% of the students who participated in the Make a Match method reached 62.5% and had not yet achieved completion. Furthermore, in cycle II there was a drastic increase, namely 87.5%.

#### Keywords:

Make A Match; Cooperative Learning; Fun Learning.

### Introduction

Education is basically a process to help humans develop themselves, so that they are able to face any changes that occur. In the 2003 National Education System Law (chapter 1 article 1) it is stated that education is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, self-personality, intelligence, noble character and skills needed by themselves, society, nation and state.

Learning is a process of changing behavior in knowledge, attitudes and skills acquired over a long period of time provided that the changes that occur are not caused by maturity or temporary changes for some reason (Komalasari, 2010). While teaching is the process or effort of educators so that students want to learn, students become active, critical and creative learners (Hamalik, 2006). So the most important task of the teacher is to foster motivation for students to want to learn.

The problem faced by the world of education in Indonesia is the weakness of educators (teachers) in the learning process. In the learning process, students are less encouraged to develop their thinking skills. The learning process in the classroom is mostly directed at the ability of learners to memorize information. The child's brain is forced to remember and hoard various information without being required to relate it to everyday life (Sanjaya, 2004). In teaching and learning events often occur between teachers and students are not related. The teacher was engrossed in explaining the subject matter in front of the class. Meanwhile, on the bench, students are also engrossed in their own activities, daydreaming, chatting and even sleepy. In this kind of event there is no learning process, because two important components in the learning system do not occur good cooperation.

Overcoming these problems, as a professional educator is required to be able to plan and implement an effective, creative, and fun learning process. Meanwhile, in realizing the implementation of effective, creative, interesting, innovative and fun learning, it is necessary to pay attention to choosing the right learning model. A learning model is a series of learning approaches, strategies, methods, techniques and tactics. The learning model is basically a form of learning illustrated from beginning to end which is presented typically by the teacher (Ngurawan and Purwowododo, 2010).

The learning model has a considerable role in teaching and learning activities. This means that learning objectives will be achieved with the use of appropriate learning models, in accordance with the success standards imprinted in an objective. Its use depends on the formulation of the goals to be achieved (Bahri, 2010). One of the learning models included in the learning model is the cooperative learning model. In the cooperative learning model (Cooperative learning), students will sit together in groups of two to six students to master the material to be delivered by educators (Robert and Slavin, 2008). This cooperative learning is very helpful for teachers in the learning process because teachers are not the ones who play an active role but students who are required to actively seek.

In addition, there are several problems that can be identified, namely:

- a. Low student achievement in formulating and naming Angels of God and their duties.
- b. Low motivation of students in learning to know the Angels of God and their duties.
- c. No effective learning strategy has been found.
- d. There has been no collaboration between teachers and students.
- e. The utilization of media and learning resources has not been optimal.

Based on the things mentioned above, it is hoped that the use of the Make A Match Learning Model can improve student learning outcomes, therefore researchers conducted a study entitled "APPLICATION OF MAKE A MATCH MODEL TO IMPROVE LEARNING OUTCOMES OF ANGEL MATERIAL"

## **Methods**

This type of research is *Classroom Action Research* (CAR), namely research carried out by teachers in their own classes by planning, implementing and reflecting on actions collaboratively and participatively with the aim of improving their performance as teachers so that student learning outcomes can increase. This research was conducted at SDN 1 Berbek. The research subjects were students of class IV SDN 1 Berbek. This research will be carried out in 2 cycles. Each cycle consists of: planning, implementation, observation and reflection.

The data collection technique that will be used in this research is using tests, tests are students' written exams to measure the extent of students' abilities in mastering the material. The learning implementation instrument uses teaching modules, media and materials to be delivered. The data collection instrument uses a written test. The learning outcome scores and averages for each cycle are calculated using the following formula:

$$Skor = \frac{B}{N} \times 100\%$$

Information:

B = Number of questions answered correctly

N = Number of all questions

$$x = \frac{\sum x}{n}$$

Information:

x = Average value

$\sum x$  = Total student scores

n = Number of students

## **Results and Discussion**

### **Findings**

#### *Implementation of Cycle 1*

##### a) Planning

- Research subjects: IV SDN 1 Berbek
- Number: 24 students
- Learning material: Knowing Malaikat Allah on PAI Subject
- Delivering an introduction to the Student Profile Contribution Project
- Pancasila and Rahmatan Lil Alamin's Student Profile
- Research instruments: Oral test and written test

##### b) Implementation

The research implementation took place simultaneously with the implementation of learning as usual by following the steps in the Teaching Module.

##### c) Observation

- Teachers note the level of student involvement and participation in learning activities.
- The teacher gives grades to the written tests (formative tests) given to students and completed through group discussions.

##### d) Reflection

The assessment results show that almost all (62,5%) students experienced an increase in learning outcomes in the material on Surah Adh-Dhuha with the lowest score being 55 and the highest score being 90. This shows that the use of Make A Match media has a big influence on the learning outcomes of class IV SDN 1 Berbek

Furthermore, the results of the research in cycle 1 will be the basis for continuing to cycle 2 by making improvements and adjustments to the actions needed to achieve the research objectives more effectively.

#### *Implementation of Cycle 2*

##### a) Planning

- Research subjects: Class IV SDN 1 Berbek
- Number: 24 people
- Learning material: Knowing Malaikat Allah on PAI Subject
- Delivering an introduction to the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile.
- Research instrument: Written test

##### b) Implementation

The research implementation took place simultaneously with the implementation of learning as usual by following the steps in the Teaching Module.

##### c) Observation

- Students' enthusiasm is very high in paying attention to the Make a Match which makes them get enough inspiration to do the assignments given by the teacher.
- Students take the summative test given by the teacher calmly because they feel that their knowledge supports them to be able to take the test correctly.

d) Reflection

The learning process carried out in cycle 2 has a big influence on student learning outcomes on surah adh-dhuha. The results of the scores in cycle 1 obtained an average score of 62,5 and classical learning completeness was 100%. Then in cycle 2, student learning outcomes obtained an average score of 87,5 with classical learning completion reaching 100%. Based on data from the assessment results in cycles I and 2, of the 22 students who took part in the learning, all of them managed to achieve a score (85-100).

The assessment results showed that all students experienced increased learning outcomes in the PAI Subject. This shows that the use of make a match media has a big influence on the learning outcomes of class IV SDN 1 Berbek.

### Analysis

The results of research conducted in cycles 1 and 2 on improving the learning outcomes of class IV SDN 1 Berbek on knowing Malaikat Allah on PAI Subject experienced a very significant increase. Students' attitudes in participating in learning activities using Make A Match media are more enthusiastic than when listening to explanations of material in lectures. The increase in student learning outcomes on surah adh-dhuha can be seen in the table below:

Table 1. Data on improving student learning outcomes

No	Cycle	Average value	Absorption	Completeness
1	Cycle 1	62,5	62,5%	100%
2	Cycle 2	87,5	87,5%	100%

From the table above, it can be seen that the average score obtained by all students in cycle 1 was 55. There were 7 students who got a score of 90 as the highest score. Likewise, in the test carried out in cycle 2, all students achieved a complete score with an average score of 80,83. In this test there were 11 students who got perfect scores. From cycle 1 to cycle 2, class IV SDN 1 Berbek achieved 100% completeness in the material on surah adh-dhuha. This increase in learning outcomes is influenced by the use of Make A Match in learning activities.

### Conclusion

Based on the research results from Cycle 1 and Cycle 2, it can be concluded that the use of Make A Match media has a big influence on improving the learning outcomes of Knowing Malaikat Allah on PAI Subject in class IV SDN 1 Berbek with the lowest score being 70 while the highest score reaches 90, level completion reaches 100%.

Based on the discussion and conclusions above, there are several suggestions, namely:

- a) It is recommended to school/madrasah leaders to make efforts to procure electronic-based learning media such as LCD projectors to support teachers in teaching and learning activities.
- b) For teachers who have never used Make A Match, they can try implementing paper color based learning in order to provide new variations in the learning process as an effort to achieve the expected learning goals.

### References

Bermawy Munthe, Desai Pembelajaran, (Yogyakarta: Pustaka Insan Madani, 2010), Cet. 1, hal 55

- Buchari Alma, dkk., *Guru Profesional, Menguasai Metode dan Terampil Mengajar* (Bandung: Alfabeta, 2009), hal. 78
- E. Mulyasa, *Kurikulum berbasis kompetensi, Konsep, karakteristik, implementasi dan Inovasi*, (Bandung: Remaja Rosdakarya, 2008), Cet.XI, hlm. 99
- Hisyam Zaini, dkk, *Strategi Pembelajaran Aktif*,( Yogyakarta: Pusat insan Madani, 2008), h.67
- Kokom Kumalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi*, (Bandung: Redika Aditama, 2011), Cet. 2, hal. 3-4
- Masitoh, & Laksmi Dewi , *Strategi Pembelajaran*,Jakarta Depag RI. th 2009 , hlm. 109
- Mulyana Abdurrahman, *Pendidikan Bagi Anak Berkesulitan Belajar*, (Jakarta, PT.RienekaCipta, 2003), hlm. 37
- Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung, PT. RemajaRosdakarya, 1995), hlm. 22
- Ngalim Purwanto, *Psikologi Pendidikan*, (Remaja Rosdakarya, 2013) hal.85 Agus Supri Jono, *Kooperatif Learning Teori dan Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar, 2011), Cet. 6, hal. 5
- Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta : bumi Aksara, 2006), hal.66 Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, ( Jakarta: Kencana, 2009), hal. 27
- Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Pelajar, 2009), Cet. 1, hal 42-43
- Purwanto, *Prinsip-Prinsip dan Tehnik Evaluasi Pengajaran*, (Bandung: PT. Remaja Rosdakarya, 2000), Cet.9, hlm.112
- Rusman. *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. (Bandung: Rajawali Pers2010). h. 223
- S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2004) Cet.4, hlm. 170
- Sidik Ngurawan dan Agus Purwowidodo, *Desain model Pembelajaran Inovatif Berbasis Kontruktivisme*, (Tulungagung:STAIN Tulungagung Press, 2010), hal.8
- Sugiyono, *Metode Penelitian Pendidikan*, (Bandung, Alfabeta 2009) hlm. 329
- Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1991), Cet. 7, hal. 249
- Syaiful Bahri, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), hal. 3 Robert dan Slavin, *Cooperative Learning Teori Riset dan Praktik*. Terjemahan oleh Nurlita (Bandung: Nusa Media, 2008), hal.8
- Tatag Yuli Eko Siswono, *Model Pembelajaran Matematika Berbasis Pengajaran dan Pemecahan Masaah Untuk Meningkatkan Kemampuan Berfikir Kreatif*, (Surabaya: Unesa Unicersity Press, 2008), hal. 57
- UU RI No.20 Th.2003.*Sistem pendidikan Nasional*, (Bandung: Fokus Media, 2003), hal.3
- Zaenal Arifin, *Evaluasi Peembelajaran Depag RI 2009*, hlm.146