IMPROVING PAI LEARNING OUTCOMES WITH THE THEME "LET'S PRAY" THROUGH THE COOPERATIVE METHOD OF MAKE A MATCH MODEL IN CLASS 4 STUDENTS OF SDN BANDAR KIDUL 2

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Article Info

Abstracts

PAI learning currently focuses more on developing abilities and information processing rather than simply absorbing information. Learners need to increase their activity through exercises or small group assignments and explaining ideas to others. PAI is a study material with abstract objects built through deductive reasoning, where the truth of a concept is obtained as a logical result of previous truths. This research aims to determine the improvement in PAI learning outcomes by applying the Make A Match model cooperative learning method to grade 4 students at SDN Bandar Kidul 2, Kediri City. This research uses an action research method consisting of three rounds. The research results show that the Make A Match model cooperative learning method can improve PAI learning outcomes and motivate students to learn .

Keywords:
Learning Outcomes, Cooperative Methods, Make A Match.

Introduction

One of the problems faced by the Indonesian people is the low quality of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, including through various training and improving the quality of teachers, improving the curriculum, procuring books and learning tools, improving other educational facilities and infrastructure, and improving the quality of school management, however, various indicators of the quality of education have not yet been implemented. showed adequate improvement.

Efforts to improve the quality of education in Indonesia never stop. Various new breakthroughs continue to be made by the government through the Ministry of National Education. These efforts include school management, increasing educational personnel

resources, developing/writing teaching materials, as well as developing new paradigms with teaching methodologies (Arsyad, 2007).

Teaching is not just a matter of telling. Learning is not an automatic consequence of the immersion of information into a student's mind. Learning requires mental involvement and students' own work. Mere explanations and demonstrations will not produce lasting learning results. What can produce lasting learning results include teaching activities based on *Make A Match* .

The world of education is a fun and interesting world. In the world of education, it always changes and develops according to the development of human civilization. Human civilization develops because of the results of the world of education. Looking at the current reality, the world of education has a very important meaning for human life, even though up to now there are still many inequalities that occur.

In facing this reality, the government is making every effort to determine and find solutions that can shed light on the inequalities that occur in the world of education.

The progress of a nation can only be achieved through good educational arrangements (Dalyono, 2010; Djamarah, 2009; Hamalik, 2004; Kasijan, 2004). It is hoped that efforts to improve the quality of education can raise the honor and dignity of the Indonesian nation. To achieve that, education must be adaptive to changing times (Havighurst, 2004). Efforts to improve the quality of education in Indonesia never stop. Various new breakthroughs continue to be made by the government through the Ministry of National Education. These efforts include school management, increasing educational personnel resources, developing/writing teaching materials, as well as developing new paradigms with teaching methodologies.

Teaching is not just a matter of telling. Learning is not an automatic consequence of the immersion of information into a student's mind. Learning requires mental involvement and the student's own work. Explanations and demonstrations alone will not produce lasting learning results, what can produce lasting learning results are only contextual learning activities with project/assignment based teaching models.

In order for learning to be active, students have to do a lot of assignments. They have to use their brains, examine ideas, solve problems, and apply what they learn. Active learning must be agile, fun, enthusiastic and full of passion. Students often even leave their seats, move freely and think hard (*moving about* and *thinking aloud*) (Badudu and Sutan, 2006).

To learn something well, we need to hear it, see it, ask questions about it, and discuss it with other people. Not only that, students need to "do it", that is, describe something in their own way, show examples, try to practice skills, and do assignments that require knowledge that they have or must acquire.

One method to generate what students learn in one semester of the teaching and learning process is a learning method on how to make learning unforgettable. This method is to help students remember the lesson material they have received so far. Apart from that, this method is applied at the end of the semester of the teaching and learning process with the aim of helping students to be ready to face semester exams or final exams.

In PAI learning, it is easy for students to understand, the deductive reasoning process is to strengthen the understanding already possessed by 4 students. The aim of PAI learning is to train how to think systematically, logically, critically, creatively and consistently. PAI learning no longer prioritizes absorption through obtaining information, but prioritizes developing abilities and processing information. For this reason, student activity needs to be increased through PAI exercises or assignments by working in small groups and explaining ideas to others.

These steps require active participation from students. For this reason, there needs to be a learning method that involves students directly in learning. The method in question is the cooperative learning method. Cooperative learning is a teaching that involves students working

in groups to set common goals (Kahfi, 2003; Muhadjir, 2010; Muslimin and Ibrahim, 2010; Nur, 2006; Nurani, 2012; Slavin, 2005; Suprijono, 2011).

Teachers or educators have a very important role in determining the quantity and quality of the teaching they carry out. Therefore, teachers must think and plan carefully to increase learning opportunities for their students and improve the quality of their teaching. This requires changes in classroom organization, the use of teaching methods, teaching and learning strategies, as well as the attitudes and characteristics of teachers (educators) in managing the teaching and learning process, acting as administrators who try to create effective learning conditions so as to enable the teaching and learning process. , develop learning materials well, and improve students' ability to listen to lessons that master the educational goals they must achieve (Sumadi, 2008; Warsita, 2008).

To fulfill the above, teachers are required to be able to manage the teaching and learning process which provides stimulation to students so that they want to learn because students are the main subject in learning. In creating effective teaching and learning conditions there must be active participation from students, especially PAI learners. Cooperative learning places more emphasis on interaction between students. From here students will carry out active communication with their fellow students. With this communication, it is hoped that students can master the subject matter easily because "students understand explanations from their friends more easily than explanations from teachers because their level of knowledge and thinking is more in line and commensurate. Research also shows that cooperative learning has a very positive impact on students with low learning outcomes" (Nur, 2006).

Based on the explanation above, the researcher wants to try to conduct research with the title "Improving PAI Learning Outcomes with the theme "Let's Pray" through the Cooperative *Make A Match Model Method for* Grade 4 Students at SDN Bandar Kidul 2, Kediri City, Academic Year 2021-2022.

Methods

This research is action research , because the research was conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved (Arikunto, 2011). The main aim of this action research is to improve learning outcomes in the classroom where teachers are fully involved in research starting from planning, action, observation and reflection.

This research took place at SDN Bandar Kidul 2, Kediri City. This research was conducted in June of the 2021-2022 academic year. The research subjects were Class 4 students at SDN Bandar Kidul 2, Kediri City, academic year 2021-2022. The instruments used in this research consisted of syllabus, lesson plans, student worksheets, teaching activity observation sheets, and formative tests.

The learning outcome scores and averages for each cycle are calculated using the following formula (Sudjana, 2005):

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

Information:
B = Number of questions answered correctly
N = Number of all questions

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

Information:

x = Average value

$\sum\square\square x$ = Total student scores

n = Number of students

Results and Discussion

Findings

Implementation of Cycle 1

a) Planning

At this stage the researcher prepared learning tools consisting of lesson plan 1, LKS 1, formative test questions 1 and supporting teaching tools. Apart from that, an observation sheet for processing the cooperative learning method model was also prepared Make A Match, and teacher and student activity observation sheets.

b) Implementation

The implementation of PAI teaching and learning activities on the theme "Let's Pray" for cycle I was carried out on June 11 2022 in Class 4 with a total of 28 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plans that have been prepared. Observations are carried out simultaneously with teaching and learning.

c) Observations

At the end of the PAI teaching and learning process on the theme "Let's Pray", students were given formative test I with the aim of finding out the level of student success in the teaching and learning process that had been carried out. The research data in cycle I are as follows:

Table 1. Student Formative Test Results in Cycle 1

No.	Description	Cycle 1 Results
1	Average value of formative test results	73.21
2	Number of students who have completed their studies	20
3	Number of students who did not complete their studies	8
4	Percentage of learning completeness	71.43%

These results indicate that in the first cycle classically students had not completed their learning, because students who obtained a score ≥ 75 were only 71.43%, which was less than the desired percentage of completeness, namely 85%. This is because students still feel new and do not understand what the teacher means and uses by implementing the *Make A Match model cooperative learning method* .

d) Reflections

In implementing teaching and learning activities, information was obtained from observations as follows:

1) Teachers are not good at motivating students and conveying learning objectives.
2) Teachers are not good at time management.
3) Students are less enthusiastic during learning.

There are still shortcomings in the implementation of teaching and learning activities in cycle 1, so revisions are needed to be carried out in the next cycle.

1) Teachers need to be more skilled in motivating students and clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
2) Teachers need to distribute time well by adding information they feel is necessary and giving notes.
3) Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

Implementation of Cycle 2
 a) Planning
    At this stage the researcher prepared learning tools consisting of lesson plan 2, LKS, 2, formative test questions II and supporting teaching tools. Apart from that, an observation sheet for managing the cooperative learning method model was also prepared
    Make A Match and teacher and student activity observation sheets.
 b) Implementation
    The implementation of PAI teaching and learning activities on the theme "Let's Pray" for cycle II was carried out on June 18 2022 in Class 4 with a total of 28 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or deficiencies in cycle I are not repeated in cycle II. Observations were carried out simultaneously with the implementation of teaching and learning.
 c) Observations
    At the end of the PAI teaching and learning process on the theme "Let's Pray" students were given a formative test II with the aim of finding out the level of student success in the teaching and learning process that had been carried out. The instrument used is formative test II. The research data in cycle II are as follows:

Table 2. Student Formative Test Results in Cycle 2

No.	Description	Cycle 2 Results
1	Average value of formative test results	76.68
2	Number of students who have completed their studies	23
3	Number of students who did not complete their studies	5
4	Percentage of learning completeness	82.14%

These results indicate that in cycle II, classical learning mastery has improved slightly compared to cycle I. This increase in student learning outcomes was because after the teacher informed them that at the end of each lesson there would always be a test so that at the next meeting students were more motivated to learn. Apart from that, students have also begun to understand what the teacher intends and wants by implementing the *Make A Match model cooperative learning method* .
 d) Reflections
    In carrying out learning activities, information was obtained from observations as follows:
    1) Motivate students.
    2) Guide students to formulate conclusions/discover concepts.
    3) Time management .

The implementation of learning activities in cycle II still has shortcomings. So there needs to be revisions to be implemented in cycle II, including:

1) In motivating students, teachers should be able to make students more motivated during the teaching and learning process.
2) Teachers must be closer to students, so that there is no feeling of fear in them, whether to express opinions/ask questions.
3) Teachers must be more patient in guiding students to formulate conclusions/discover concepts.
4) Teachers must distribute time well so that learning activities can run as expected.
5) Teachers should add more example questions and give students practice questions to work on in each teaching and learning activity.

Implementation of Cycle 3

a) Planning

At this stage the researcher prepared learning tools consisting of lesson plans 3, LKS 3, formative test questions 3 and supporting teaching tools. Apart from that, observation sheets for the management of cooperative learning using the Make A Match model and observation sheets for teacher and student activities were also prepared.

b) Implementation

The implementation of PAI teaching and learning activities on the theme "Let's Pray" for cycle III was carried out on June 21 2022 in Class 4 with a total of 28 students. In this case the researcher acted as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle II, so that errors or deficiencies in cycle II are not repeated in cycle III. Observations are carried out simultaneously with the implementation of teaching and learning.

c) Observations

At the end of the PAI teaching and learning process on the theme "Let's Learn Surah Al Ma'un" students were given formative test III with the aim of determining the level of student success in the teaching and learning process that had been carried out. The instrument used is formative test III. The research data in cycle III are as follows:

Table 3. Student Formative Test Results in Cycle 3

No.	Description	Cycle 3 Results
1	Average value of formative test results	80.36
2	Number of students who have completed their studies	28
3	Number of students who did not complete their studies	0
4	Percentage of learning completeness	100%

The results in cycle III improved better than cycle II. The increase in learning outcomes in cycle III was influenced by an increase in the teacher's ability to apply the *Make A Match model cooperative learning method* , making students more familiar with this kind of learning so that it was easier for students to understand the material that had been given.

d) Reflections

At this stage, we will examine what has been done well and what is still not good in the teaching and learning process by implementing the *Make A Match model cooperative learning method* . From the data that has been obtained it can be described as follows:

1) During the teaching and learning process the teacher has carried out all the lessons well. Even though there are several aspects that are not perfect, the percentage of implementation for each aspect is quite large.
2) Based on observation data, it is known that students are active during the learning process.

3) Weaknesses in previous cycles have been corrected and improved so that they become better.
4) Student learning outcomes in cycle III reached completeness.

Make A Match model cooperative learning method well and seen from student activities and student learning outcomes, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be taken into account for the next action is to maximize and maintain what already exists with the aim that in the implementation of the teaching and learning process further the application of the Make *A Match model cooperative learning method* can improve the teaching and learning process so that the learning objectives can be achieved.

Analysis
Completeness of Student Learning Outcomes
The results of this research show that the *Make A Match model of cooperative learning* has a positive impact in improving PAI learning outcomes on the theme "Let's Pray". This can be seen from the increasingly solid understanding of students towards the material presented by the teacher (learning mastery increases from cycles I, II and III), namely 71.43%, 82.14% and 100% respectively. In cycle III, students' classical learning completeness has been achieved.

Teacher's Ability to Manage Learning
Based on data analysis, it was found that student activity in the *Make A Match model cooperative learning method* increased in each cycle. This has a positive impact on PAI learning outcomes on the theme "Let's Pray" which is shown by the increase in the average student score in each cycle which continues to increase.

Teacher and Student Activities in Learning
Based on data analysis, it was obtained that student activities in the PAI learning process on the theme "Let's Pray" with the *Make A Match model cooperative learning method* , the most dominant of which were working using tools/media, listening/paying attention to teacher explanations, and discussions between students/ between students and teachers. So it can be said that student activities can be categorized as active. Meanwhile, the teacher's activities during learning have implemented the steps of the *Make A Match model cooperative learning method* well. This can be seen from the teacher's activities which appear including the activities of guiding and observing students in working on LKS activities/discovering concepts, explaining difficult material, providing feedback/evaluation/question and answer where the percentage for the above activities is quite large.

Conclusion
From the results of learning activities that have been carried out over three cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows:

a) The Make A Match model of cooperative learning has a positive impact in improving PAI learning outcomes on the theme "Let's Pray", which is characterized by increasing student learning completeness in each cycle, namely cycle I (71.43%), cycle II (82.14%), cycle III (100%).

b) *Make A Match* model of cooperative learning can improve PAI learning outcomes on the theme "Let's Pray", which has a positive influence, namely it can improve PAI learning outcomes, as shown by the results of interviews with several students, the average answer

states that students are interested and interested in the *Make A Match* model cooperative learning method so that they become motivated to learn.

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