Implementation of the Make A Match Learning Method to Improve Islamic Religious Education Learning Outcomes on Asmaul Husna Material for Class 4 State Elementary School Setting Batang Hari Leko District Musi Banyuasin Regency

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Article Info	Abstract
	Education is something that every human being must obtain. Every day the development of learning models for quality education becomes clearer, both at national and international levels. The development of education from year to year must be better, so that it is in line with the needs of the times which are always developing following the flow of globalization. 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 method, 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. The type of research used in this research is field research (Field Research) which is qualitative and quantitative in nature. With data collection techniques, namely interviews, observation and documentation. The results of this research are in the Implementation of the Make a Match Learning Method to Improve Islamic Religious Education Learning Outcomes in Asmaul Husna Material for Class 4 State Elementary School Setting Batang Hari Leko District, Musi Banyuasin Regency" The application of the Make a Match method is able to improve student learning outcomes because it is easy, not difficult , it's fun to play card games and it doesn't bore students so they can respond to the learning material in accordance with the expected learning objectives.

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1. INTRODUCTION

Education is something that every human being must obtain. A lot of research is carried out with the aim of always improving existing education. Every day the development of learning models for quality education becomes clearer, both at national and international levels. The development of education from year to year must be better, so that it is in line with the needs of the times which are always developing following the flow of globalization.

Education, which is always undergoing change and improvement, is expected to be able to improve the quality of Human Resources (HR). This is important so that in this era of globalization we can compete for a better life. According to Sugihartono (2012:3) education is an effort made consciously and deliberately to change human behavior both individually and in groups to mature humans through teaching and training efforts.

By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner increase enthusiasm and motivation

to learn with support from the teacher. Decent education is provided optimally, especially to elementary school students. The knowledge given in elementary school is basic knowledge for students who are useful for continuing to a higher level.

Students' active role is 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 the teacher 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. 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 occurs centered on what is delivered by the teacher (teacher centered).

Learning in schools also tends to only emphasize intellectual abilities and less emphasis on other aspects. One method applied to improve student learning outcomes during class is the application of learning methods in the teaching and learning process. Learning methods are patterns used as guidelines in planning classroom learning.

The application of various learning methods greatly influences student learning outcomes because by using learning methods 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. Learning methods that can be applied by a teacher in training students in communicating and interacting socially with friends to achieve learning goals.

With this learning method 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 cooperative learning methods, 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 enjoy learning about Islamic Religion and can easily understand the content of the material. delivered by teachers so that student learning outcomes will increase.

Based on the results of observations by researchers at State Elementary Schools, the regulation of Islamic learning is not optimal. Students only listen and note down the teacher's explanation. Students tend to be passive, even though there is material that is not clear to them. This happens because some students do not pay attention during learning.

Learning is still in nature *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 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.

Application of techniques *Make a Match* will further activate students in learning, making learning more meaningful because of active student involvement during the learning process. Through this method, 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.

Based on the information and conditions of the students above, the researcher felt interested in conducting research with the title "Implementation of the Make a Match Learning Method to Improve Islamic Religious Education Learning Outcomes on Asmaul Husna Material for Class 4 State Elementary School Setting Batang Hari Leko District Musi Banyuasin Regency"

2. RESEARCH METHOD

In this research, the author will say Data analysis uses qualitative - quantitative descriptive analysis techniques. Qualitative data analysis is used to analyze qualitative data, such as the results of observations and documentation studies. Qualitative data is data in the form of information in the form of sentences that provide an overview of student expressions, level of understanding of a subject (cognitive), ongoing learning process, student views or attitudes (affective), enthusiasm, learning motivation and the like. The stages of qualitative descriptive data analysis consist of: data presentation, reduction (existing data is checked and recorded again), categorization (data divided-sort), interpretation and conclusion.

Quantitative descriptive data analysis is used to analyze quantitative data, such as test results. Quantitative data in the form of student learning outcomes obtained using descriptive statistical analysis techniques, for example, looking for the average value.

3. RESEARCH RESULTS AND DISCUSSION

A. Results

In general, classroom action research procedures include four levels: planning, acting, observing, and reflecting. This Classroom Action Research was chosen using the spiral model from Kemmis and Taggart quoted by Suharsimi Arikunto in his book "Classroom Action Research" which consists of several action cycles in learning, based on their reflection on the results of actions in the previous cycle. Each cycle consists of four important elements, namely: planning, implementation, observation and reflection. In classroom action research, researchers use cycle stages, namely cycle 1, cycle II and cycle III. The implementation is as follows:

1) **Cycle I**

In this activity, researchers carried out basic competency learning stating the meaning of the 5 Asmaul Husna being studied and their meanings using lecture and question and answer methods. Researchers and collaborators paid close attention and made observations of the learning process in the class studied, namely class IV students at SDN Setting and carried out discussions with collaborators about the findings. Have the expected competencies been achieved? Are students actively involved in learning? Have the learning outcomes reached completeness? The implementation of the activities is as follows:

1. Planning
   - The researcher prepared a teaching module that was in accordance with the learning objectives, namely knowing the definition/meaning of Asmaul Husna and being able to mention the exemplary qualities of the 5 Asmaul Husna Al Malik, Al Aziz, Al Quddus, As Salam and Al Mukmin
   - Researchers prepare paper to distribute to students to answer questions according to the discussion material

2. Implementation
   - Students listen to the teacher's explanation regarding apperception activities, so that it can be seen to what extent the students' abilities are regarding the subject matter, namely knowing the meaning of Asmaul Husna and mentioning the characteristics of his role

model.

- Students pay attention and observe learning video shows about the material Asmaul Husna al Malik, al-aziz, al-kudus, as-salam, and al-mu'min on *screen* projector
- Students pay attention to strengthening the material presented by the teacher from the Asmaul Husna learning video
- Students are given the opportunity to ask about their understanding regarding the material from the learning videos of Asmaul Husna al Malik, al-aziz, al-kudus, as-salam, and al-mu'min
- Students are given an explanation regarding the syntax of the Make a Match type PBL learning model:
  - Students are instructed by the teacher about making a match learning model.
  - Students are facilitated by the availability of 5 cards that say the Asmaul Husna lafadz and also 5 cards with the meaning of the Asmaul Husna lafadz
  - Each student takes one card and immediately looks for a partner from the card he is holding (matching the pronunciation and meaning of Asmaul Husna)
  - After one round is carried out, participants are given appreciation for their accuracy and speed in matching the cards, then the cards are shuffled again or exchanged so that each group member gets a different card than before and the teacher continues to motivate the students.
  - This activity is carried out repeatedly until students understand the meaning of the five Asmaul Husna being studied
  - Students get a reward for the fastest and most correct group in matching the words Asmaul Husna and their meanings.
- Students are facilitated by the teacher when implementing the Make a Match type PBL learning model
- Students are mapped into 5 discussion groups to complete and discuss the LKPD that the teacher has prepared
- Students receive LKPD, in groups to be able to discuss the meaning and praiseworthy qualities of the 5 Asmaul Husna
- Students carry out discussion activities and the teacher supervise
- Students present the results of the discussions they have carried out
- Students receive material reinforcement from the results of the discussion

3. Reflection
   - Analyze the results of observations to make temporary conclusions regarding the implementation of learning in cycle I.
   - Discuss the results of the analysis for corrective action in the implementation of research activities in cycle II

b. Cycle II

To improve student learning outcomes, researchers tried to carry out classroom action research. This research consists of two cycles, each cycle consisting of action planning, action implementation, observation and reflection.

1. Planning

- Identifying the problem formulation, researchers collaborate with collaborators to reveal and clarify the problems that researchers face, to determine the path of research and review

the learning plans that have been prepared. At this stage, students are really prepared to be ready to learn and concentrate on Asmaul Husna material.

- Prepare a learning plan according to the Make a match method. In preparing, emphasis is placed on pre-cycle observations to require students to be more active through the learning.
- Working together with collaborators in: Planning the lessons that will be applied in the learning process and determining the material
- Develop scenarios
- Prepare learning resources
- Develop an evaluation format
- Developing a learning observation format
- Prepare question sheets used in learning as formative tests related to the material

2. Implementation

➢ Initial stage

The teacher conditions the class; praying, taking attendance, and conveying the learning objectives that students are expected to achieve in the learning process.

➢ Core Level

At this stage the researcher implemented the Make a Match method with the following implementation;

- The teacher divides the students into several study groups, each study group gets a letter card that says the Asmaul Husna reading and a letter card that says the meaning of the Asmaul Husna lafadz.
- Each group will take turns with their group mates to paste on the media that the teacher has prepared in the form of a reading from Asmaul Husna and its meaning.
- From the pairs that have been formed, they are required to show the pairs to another friend as an assessor, this group then reads the cards that have been installed.
- Here the teacher acts as a mediator and facilitator and ensures that learning runs in an orderly manner

➢ Final Stage

- The teacher provides an evaluation to determine the success of learning using the Make a Match method.
- Students work on the questions given by the teacher.
- The teacher provides confirmation of the material and closes the lesson

1. Observation

Collaborators observe the learning process regarding the application of the Make a Match method, in basic competencies stating the meaning and meaning of the 5 Asmaul Husna that students learn. What needs to be observed is:

- Observing each student's activity in learning, namely student activity in implementing learning by applying the Make a Match method.
- Observe and record active students in the learning process by applying the Make a Match method.
- Check the results of practice questions after students are given individual assignments.

2. Reflection

- Analyze the results of observations to make temporary conclusions regarding the implementation of learning in cycle II
- Discuss the results of the analysis for corrective action in the implementation of cycle III

c. Cycle III

- Planning
  - Researchers create a Learning Implementation Plan, prepare learning materials and tools.
  - Researchers prepare observation, documentation, reflection and evaluation sheets.
- Implementation
  - The teacher gives apperception to students to find out the extent of students' abilities in learning material. The teacher gives a pretest to adjust the abilities of the learning material.
  - To the students the teacher explains material about basic competencies stating the meaning of the 5 Asmaul Husna being studied
  - The teacher stimulates students to dare to say the name Asmaul Husna complete with its meaning
  - The teacher invites other students to mention Asmaul Husna's exemplary attitude
  - Learning ends with an evaluation
- Observation
  - Researchers observed students' activities during the learning process and students' success in implementing learning.
  - Observing and note down participant active and dare to practice learning material in front of other students.
  - Participatory observation in checking the results of students' practice questions
- d. Reflection
  - Analyze the results of observations to draw temporary conclusions regarding the implementation of learning in cycle III.
  - Discuss the results of the analysis and evaluation of cycle III. It is hoped that after this cycle, the implementation of the learning process regarding the application of the Make a Match method, in the basic competency of mentioning the meaning of Asmaul Husna and the exemplary attitudes of the 5 Asmaul Husna studied by class IV students will be more effective, so that it can improve student learning outcomes.

B. Discussion

The use of the Make a Match method in the Asmaul Husna Example material by discussing the meaning of the 5 Asmaul Husna and their meanings as well as understanding the attitudes that exemplify the 5 Asmaul Husna being studied, is carried out in learning in each cycle, namely: cycle 1, cycle 2, cycle 3.

Learning using the Make a Match method leads to better learning outcomes for students because it is easy, not difficult, fun to play and does not bore students, so they can respond to the learning material well and can meet the learning objectives.

Based on the research results from the pre-cycle, cycle I to cycle III, there was an increase in student learning outcomes in the Asmaul Husna Example material for class IV students at SD N Setting. The initial condition before improvement reached an average of 60.7%, the average for cycle I increased to 62.7%, then cycle II increased again to reach 74.7%, and cycle III increased again to reach 91.0% from a KKM score of 75 , more details can be seen in the following table:

Table 11
Recapitulation earnings Mark rate by rate Precycle, Cycle I, II, and III

No	Cycle	Mark Student
1	Pre Cycle	60,7%
2	Cycle I	62,7%
3	Cycle II	74,7%
4	Cycle III	91,0%

For more clarity, the data above can be seen in the graph as follows:

Graph 1. Recapitulation of Average Score Gain in Pre-cycle, Cycle I to Cycle III
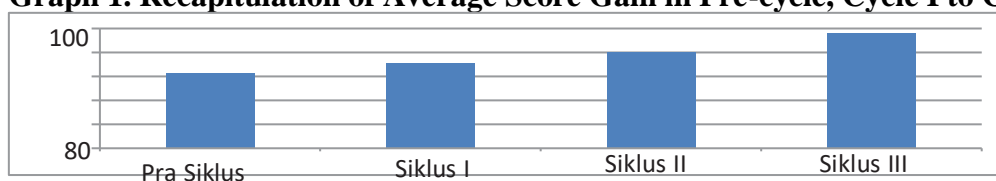
So based on this data, it can be said that the learning process has obtained a very good average score, even the results of this research also show that the application of the Make a Match method also has a positive impact in improving learning outcomes.

Based on the pre-cycle of students who completed 60.7%, in cycle 1 the number of students who completed their studies was 4 students (62.7%), while in cycle 2 the number of students who completed their studies was 7 students (74.7%), and in cycle 3 The number of students who completed their studies was 10 students (100%). The increase in student learning outcomes in each cycle can be seen in the following table:

Table 12
Percentage of Student Learning Completeness

No	Activity	Level Completeness	
		Amount Student	Percentage (%)
1	Cycle 1	4	40
2	Cycle II	7	70
3	Cycle III	10	100

To be clearer about the increase in student learning outcomes in each action cycle, it can be seen in the following graph:

**Graph 2: Graph of Recapitulation of Complete Student Learning Outcomes**
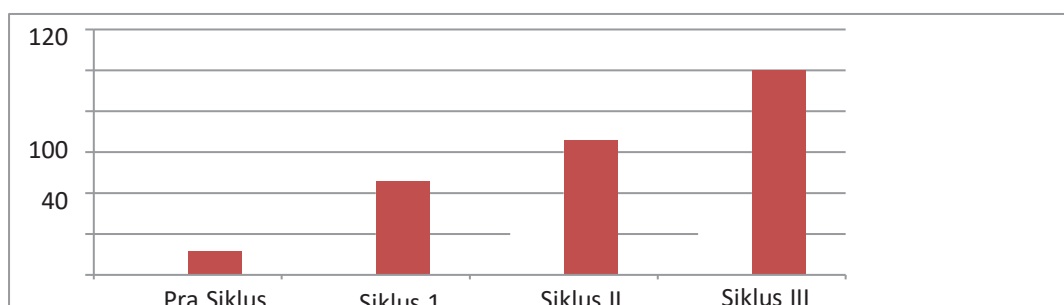
This shows that from cycle 1 to cycle 3, mastery in learning always increases. From these results it can be concluded that using the Make a Match method can improve student learning outcomes in Islamic Religious Education subjects with the example of Asmaul Husna. Regarding increasing student learning activities during the pre-cycle, cycle I to cycle III can be seen in the table below

Table 13
Recapitulation Percentage Activity Study Student

No	Activity Study Student	Precycle		Cycle I		Cycle II		Cycle III	
		F	%	F	%	F	%	F	%
1	Active	2	20	4	40	7	70	10	100
2	Less Active	8	80	6	60	3	30	0	0
	Amount	**10**	**100**	**10**	**100**	**10**	**100**	**10**	**100**

From the table above, it can be seen that there were 2 students who were actively studying during the pre-cycle period, 2 people (20%) and this increased again in the first cycle to 4 people (40%) and increased again in the second cycle to 7 people (70%) and increased again in the cycle third to 10 people (100%). For more details, see the graph below:

Graph 3. Recapitulation of Student Learning Activities
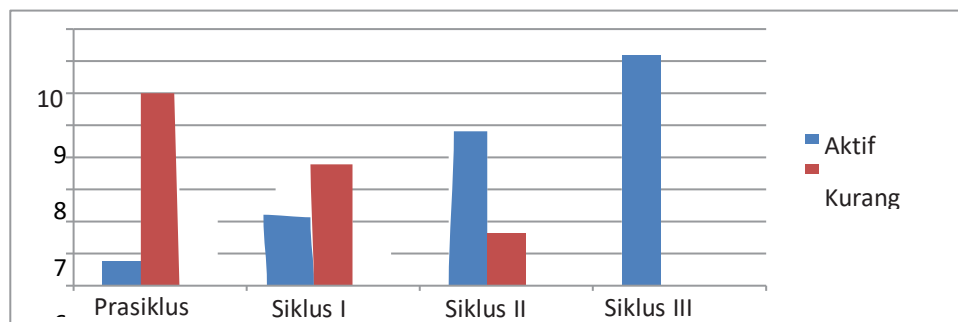
So, in this way the problem formulation is answered that the Make a Match learning method can improve student learning outcomes in the Islamic Religious Education subject on Asmaul Husna's Example material in class IV SD N Setting.

So, the increase in children's grades is also greatly influenced by the number of corrective actions carried out by teachers, the more corrective actions taken by teachers in teaching activities and student activities so that it can improve student learning outcomes.

4. CONCLUSION

Based on the results of classroom action research in implementing the Make a Match model in an effort to improve PAI learning outcomes on Asmaul Husna material through the Make a Match Learning Model in Class 4 of SDN Arrangement, Batang Hari Leko District, Musi Banyuasin Regency, the following conclusions can be drawn:

1. Application of the method *Make a Match is able* to improve student learning outcomes because It's easy, not difficult, fun in card games and also doesn't bore students so they can respond to the learning material in accordance with the expected learning objectives.
2. Before applying the method *Make a Match* or pre cycle The students' average score was only

60.7%, but after applying the method *Make a Match* in understanding the example of Asmaul Husna, learning outcomes began to increase in class IV students at SDN Setting 2024/2025, in cycle I with an average of 62.7% and improved again in cycle II and the average score increased with an achievement of 74.7%, then improved again in cycle III with an average achievement of 91.0%

3. Through the application of methods *Make a Match* In cycles I, II and III, it can be seen that the level of achievement of the Minimum Completion Criteria (KKM) has increased, this can be seen from the results of the competency tests that have been carried out by researchers. In the pre-cycle stage, only 2 students completed the study (20%), then it was improved in the first cycle that the students who completed the study increased by 4 people (40%), then increased again in the second cycle with 7 students completing the study (70%). %), until in cycle III there was an increase again with the number of students who completed their studies as many as 10 students (100%)

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