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## Improving the Learning Outcomes of Islamic Cultural History of the Prophet Muhammad PBUH's Personality Material Through the Application of the *Make A Match Type Cooperative Learning Model* at Madrasah Ibtidaiyah

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### ABSTRACT

This research aims to improve the learning outcomes of Islamic Cultural History subjects in grade IV students of Madrasah Ibtidaiyah Riyadul Jannah for the 2022/2023 school year through the application of the Make a Match type cooperative learning model. This research is a Classroom Action Research (PTK) which is carried out in two cycles. Each cycle consists of four stages, namely, planning, implementation, observation, and reflection. The subject of this study is grade IV students of MIS Riyadul Jannah for the 2022/2023 school year with a total of 20 students. The main data collection techniques are carried out by observation and tests, while the supporting techniques are interviews and documentation. Data analysis uses descriptive and qualitative descriptive statistical analysis techniques. The results of the study showed that there was an increase in student learning outcomes in each cycle. The average cognitive learning outcome of students increased from the pre-cycle stage of 61.5 to 73.3 in the first cycle, then increased again to 85.5 in the second cycle. In addition, the percentage of students who achieved learning completeness also increased from 25% in the pre-cycle to 50% in the first cycle, and 95% in the second cycle. Based on the results of this study, it can be concluded that the application of the Make a Match type cooperative learning model is effective in improving student learning outcomes in the Islamic Cultural History subject grade IV MIS Riyadul Jannah for the 2022/2023 school year.

### KEYWORDS

learning outcomes,  
make a match, islamic  
cultural history,  
classroom action  
research, completion  
improvement

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## A. Introduction

The number of students who do not reach the Minimum Completeness Criteria (KKM) in learning Islamic Cultural History shows that there are significant problems in this learning process. One of the main factors that affects this is the delivery of material that does not interest students, so they are less focused and pay attention to the lesson. To achieve maximum learning outcomes, several supporting factors are needed that can increase the effectiveness of teaching and learning activities in schools. The right learning process, adjusted to the student's circumstances and abilities, is one of the key factors that can maximize learning activities (Wahyuni, 2022: 13404). Thus, it is important for teachers to find and apply learning methods that are more varied and interesting for students (Rimahdani et al., 2023: 372). Teachers who are creative and innovative in delivering material can help increase students' interest and motivation in learning (Nurhaeni et al., 2024: 5078). In addition, the use of technology and interesting learning media can also be one way to increase student interest (Nurfathi, & Wuriasih, (2022). This will certainly help in creating a more fun and effective learning atmosphere. Therefore, efforts to improve the quality of learning must continue to be made so that students can achieve maximum learning outcomes.

Based on the facts and problems found by the researchers, there are several factors that cause low and suboptimal student learning outcomes. One of the main causes is the use of conventional learning methods (lectures) which are still dominant in learning Islamic Cultural History. The lack of variety in learning methods causes students to become less interested, even tend to be sleepy and engage in activities that are not related to the lesson. This situation clearly hampers the learning process of students and has an impact on their learning outcomes that are not optimal (Adawiyah, (2021; 68). Therefore, it is important for teachers to innovate teaching methods in order to attract students' interest and make them more involved in the learning process. In addition, support from the school environment is also very important in creating a conducive learning atmosphere (Kurniawan, 2022: 373). School principals and education supervisors need to provide appropriate direction and support to teachers so that they can develop effective and engaging learning methods. Thus, collaboration between teachers, students, and the school environment can help improve the quality of learning.

To overcome the learning problems in grade IV, the researcher and the teacher decided to collaborate and conduct Classroom Action Research (PTK). One of the strategies chosen is the implementation of a Make a Match type cooperative model, which uses card media as a learning tool. This method is expected to provide variety in the learning process and attract students' interest, so that they are more active and involved in learning. By using card media, students can learn in a more interactive and fun way, which is ultimately expected to improve their learning outcomes. The collaboration between researchers and teachers in PTK aims to find effective solutions in improving the quality of learning in the classroom. PTK is carried out through several stages, namely planning, implementation, observation, and reflection. At the planning stage, researchers and teachers develop a learning plan that suits the needs of students. The implementation stage is carried out by applying the Make a Match model in the learning process. The observation stage is carried out to see the students' response to the learning methods used, while the reflection stage is carried out to evaluate the results that have been achieved and determine the necessary improvement steps.

The application of the Make a Match type cooperative model can have a positive impact on improving the quality of learning. By using card media, students are invited to study in groups and interact with each other, which can improve their understanding of the subject matter. This method also helps overcome student boredom that often arises due to monotonous lecture methods. In addition, this cooperative learning model can help students develop social and cooperative skills, which are essential for their future success (Jufri, 2021: 62). Thus, the application of more varied and interactive learning methods can be an effective solution in overcoming learning problems and improving the quality of education as

a whole.

## **B. Theoretical Framework**

The theoretical framework in this study is rooted in the concept of learning presented by Sumadi S and Slameto. According to Palin (2024: 1), learning is an activity that is consciously carried out by a person to get a change in behavior towards their environment. To find out the learning outcomes, Achadah (2019: 97) emphasized the importance of learning outcome tests as a measuring tool to identify student learning progress. The test consists of a group of questions, both oral and written, that students must answer. From these two perspectives, it can be concluded that learning outcomes refer to the changes experienced by students after going through the teaching and learning process. This change is measured through the average test scores they obtain. In the context of this study, the focus is on the learning outcomes of students in the subject of Islamic Cultural History, which is measured through tests to determine the extent to which students' understanding and knowledge of the material taught has improved.

The learning model is an important element in the teaching process. Amaliyah (2021:43) explained that the learning model is a planning or pattern that is used as a guideline in planning and implementing learning in the classroom (Amaliyah, 2021: 43). This model includes the approach to be used, the teaching objectives, the stages of learning, the learning environment, and the management of the classroom. The selection of the right learning model is essential to ensure that the learning process runs effectively and efficiently (Anggraeni 2024: 5548). One of the most widely used learning models is cooperative learning, which is different from other learning strategies because it emphasizes cooperation in groups. Cooperative learning not only focuses on academic mastery, but also develops the ability to work together and play in groups (Hasanah & Himami, 2021:1). This element of cooperation is a hallmark of cooperative learning, which makes it different and unique compared to other learning models.

The Make a Match technique is one of the techniques in cooperative learning developed by Lorna Curran (Hasanah, & Himami, 2021: 41). In this technique, students are invited to learn about a concept or topic by finding a suitable pair of cards, making the learning atmosphere more fun and interactive. The Make a Match technique can be applied to a variety of subjects and age levels. The application of this technique shows several advantages, such as increasing cooperation between students, making the learning process more interesting, and increasing students' enthusiasm and activeness in the classroom (Ermalinda, & Mabruria, 2023: 28). During the card pairing activity, students engage in intense interaction, discussion, and work together to match the question cards and answers they are holding. This interaction strengthens students' understanding of the material being taught and trains their ability to work together.

The learning steps with the Make a Match technique involve several structured stages. First, the teacher divides students into two groups: question card holders and answer card holders. Then, the teacher prepares a card that contains a concept or topic to be discussed, with one part of the card containing questions and the other part containing answers. Each student gets one card and they have to find a matching pair with the card. After finding a partner, students present their cards to the grading group to earn points. This process is repeated several times by shuffling the cards so that students get different cards. The teacher then guides students in discussing the results of the card pairs that have been found and provides reviews for the questions that arise. Together with the students, the teacher concludes the subject matter that has been discussed. Through the Make a Match technique, students not only understand the material better but also learn to cooperate and interact in groups, which is the essence of cooperative learning (Maria & Amani, 2023: 153).

### C. Method

This study uses a qualitative method with a classroom action research design. The qualitative method was chosen to understand the phenomena that occur in depth, especially in the context of learning in the classroom. Classroom action research is carried out to identify problems that exist in the learning process, plan actions that can improve learning outcomes, implement these actions, and observe and evaluate the results (Irawan, 2022: 875). The location of this research is Madrasah Ibtidaiyah Private (MIS) Riyadul Jannah, which is located in Pait Village, Long Ikis District, Paser Regency. This madrasah was chosen because it has a large number of students and is the only madrasa in the village, so it is representative for this research. The research was carried out in the odd semester of the 2022/2023 school year, starting from August to October 2022.

The subject of this study is the fourth grade students of Madrasah Ibtidaiyah Private (MIS) Riyadul Jannah, Long Ikis District, totaling 20 students. The research subjects were selected heterogeneously based on their academic abilities, which varied from high, medium, low, to very low. The selection of heterogeneous subjects aims to obtain a more comprehensive picture of the effects of actions taken on different levels of students' abilities. The diversity of students' abilities provides an opportunity to test the effectiveness of learning methods applied more broadly and deeply (Hadi, A. (2021). In this study, the researcher seeks to understand how each group responds to the applied learning actions, so that the most effective strategy for each group can be found.

The data collection techniques in this study include observation, learning outcome tests, interviews, and documentation. Observation was carried out to directly monitor the learning process and interaction that occurred in the classroom, as well as to record changes in student behavior and participation during the study. Learning outcome tests are used to measure the improvement of students' understanding and skills after learning actions are implemented. Interviews were conducted to get views and responses from students and teachers regarding the learning process and outcomes. Documentation includes the collection of various relevant documents, such as teacher diary, student assignments, and photos of learning activities. The use of these various techniques aims to obtain rich and in-depth data, so that it can provide a holistic picture of the effectiveness of the learning actions carried out (Herdayati & Syahrial, 2019: 1689). Thus, data obtained from these various sources will be analyzed to evaluate and improve learning strategies in the classroom.

### D. Research Results

In the pre-action activities, cycles 1 and 2 obtained grades, percentage of completeness, and average scores of students. The data can be seen in the following

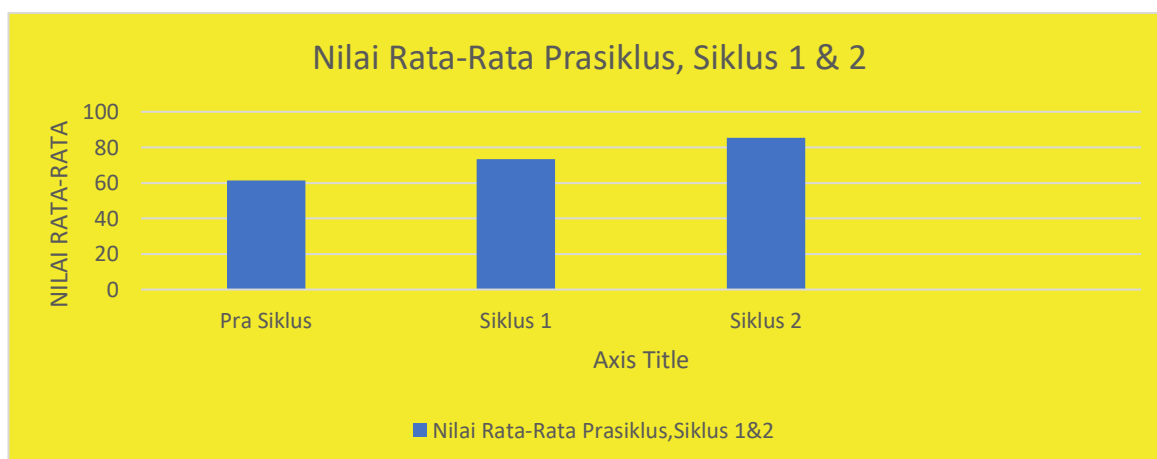


table:

**Table 4.4 Student activity and interaction Cycle 1**

No	Indikator Pengamatan	Skor				Jumlah
		1	2	3	4	
1	Interaksi siswa	9	5	3	3	20
2	Kerjasama	7	5	4	4	20
3	Keaktifan siswa	5	7	4	4	20

Score Description: 1 = Less, 2 = Adequate, 3 = Good, 4 = Very Good

**Table 4.5 Student activity and interaction Cycle 2**

No	Indikator Pengamatan	Skor				Jumlah
		1	2	3	4	
1	Interaksi siswa	1	3	8	8	20
2	Kerjasama	2	3	5	10	20
3	Keaktifan siswa	1	1	10	8	20

Score Description: 1 = Less, 2 = Adequate, 3 = Good, 4 = Very Good

The improvement of student learning outcomes in this study shows the effectiveness of the learning model applied. Data on student learning outcomes in pre-cycle, cycle 1, and cycle 2 indicate a significant increase. In the pre-cycle, the average score of students was at 62.1 with only 48% of students completing it. The percentage of students who have not reached the Minimum Completeness Criteria (KKM) of 75 shows that the majority of students have difficulty understanding the material taught. The intervention carried out in cycle 1 succeeded in increasing the average score to 75.3, with 68% of students achieving a complete score. This shows that the learning method applied in cycle 1 has a positive impact on student understanding. The decrease in the number of incomplete students from 52% in pre-cycle to 32% in cycle 1 is evidence that a more interactive, problem-focused approach successfully engages and improves student understanding.

In cycle 2, student learning outcomes showed an even more significant improvement. The average score of students reached 86.2, with 88% of students achieving KKM. This shows that almost all students have understood the material well and only 12% of students are still incomplete. This improvement reflects that the learning methods applied in cycle 2, which are most likely a development of the methods in cycle 1, are very effective in improving student learning outcomes. One of the factors that may contribute to this improvement is the implementation of problem-based learning equipped with mind mapping. This method encourages students to actively participate in learning, solve real problems, and organize information visually, making it easier for them to understand and remember the material.

Overall, the results of this study show that the application of innovative and student-centered learning models can significantly improve learning outcomes. From pre-cycle to cycle 2, it can be seen that an approach that combines Problem-Based Learning with mind mapping is able to overcome students' learning difficulties and increase their motivation in participating in lessons. The data showed an increase in the percentage of students who completed from 48% in the pre-cycle to 88% in the 2nd cycle, as well as an increase in the

average score from 62.1 to 86.2. These findings support the importance of using learning methods that emphasize problem-solving and visually organizing information to help students understand the material more deeply. The application of this method not only improves learning outcomes, but also students' critical thinking skills and problem-solving abilities, which are important competencies in facing real-world challenges.

## **E. Discussion**

In cycle I, data analysis showed that there was progress in students' attention and activeness during the learning process when compared to the previous session. Despite the increase in student engagement, the achievement of learning outcomes has not been adequate. During this cycle, students have not fully mastered the subject matter well, so it can be said that student learning activities in cycle I have not been completed. The learning completeness in this cycle only reaches 50%, which means that only 10 out of 20 students managed to achieve the minimum completeness criteria (KKM). Meanwhile, the remaining 50% of students have not met the expected completion target. The success of some students shows that there is progress, but there are still many students who need more attention. The evaluation of the learning process showed that although students' attention and activeness increased, the methods applied in the first cycle were not fully effective in ensuring the understanding of the material by all students. To improve learning completion, additional approaches and strategies are needed that are more in-depth. This includes the application of more adaptive learning methods as well as more continuous assessments to identify and address deficiencies in student understanding. Focusing on improvement and strengthening in the next cycle is an important step to achieve the desired results

The evaluation of the first cycle revealed that although there has been an increase in student attention and activeness, the achievement of learning completeness still shows a deficiency. With only 50% completeness, it means that half of the students have not met the expected standards, indicating that the learning process needs to be improved. In this cycle, there are a number of factors that may affect the inadequacy of learning outcomes, such as learning methods that are not fully in accordance with student needs or lack of adjustment of subject matter. Therefore, it is important to identify and evaluate the methods used and implement the necessary changes to improve student learning outcomes. Strategy adjustments, such as the use of more varied approaches and more thorough evaluation techniques, can help overcome these challenges. In addition, paying attention to the individual needs of students and providing additional support is also an important step to achieve learning completeness. Through careful evaluation and implementation of improvements, it is hoped that in the next cycle there will be a significant improvement in student learning outcomes, leading to the achievement of better completeness.

In cycle II, data analysis showed a significant improvement in student learning activities, both in terms of quantity and quality. Almost all students are actively involved in the learning process, which has a positive impact on their learning achievement. In this cycle, there is significant progress in achieving student learning completeness. Most of the students managed to meet the minimum completeness criteria (KKM) that had been set, with an average score of 85.5. This shows that 95% of students have achieved learning completeness, which is an excellent achievement compared to cycle I. This improvement can be attributed to the improvement of learning methods and the application of more effective strategies in this cycle. More varied learning activities and higher student engagement have contributed to better outcomes. This success indicates that the changes made in cycle II have yielded positive results. With these satisfactory results, the learning process in cycle II can be considered successful in achieving the expected goals. However, while these achievements are encouraging, it is important to continue to monitor the effectiveness of learning methods and conduct ongoing evaluations to ensure consistent learning quality.

The evaluation of the second cycle showed a substantial improvement in student

learning outcomes. With learning completeness reaching 95% and an average score of 85.5, it can be seen that the learning methods applied in this cycle are very effective. Almost all students managed to achieve the minimum completeness criteria (KKM), which is an indication of the success of the strategy implemented. The significant improvement in student engagement and learning outcomes shows that the changes made in cycle II have had a great positive impact. This high-achievement assessment confirms that cycle II has successfully met the set learning objectives. Therefore, there is no need to proceed to the next cycle, because the results obtained already show excellent achievements. However, even though cycle II shows satisfactory results, it is still important to apply best practices that have been shown to be effective to ensure consistent and sustainable results. These evaluations also provide valuable insights into what works and what needs to be maintained in future learning strategies.

Overall, cycle I and cycle II show significant progress in the learning process. Cycle I provides an overview of the challenges faced in achieving learning completion, while cycle II shows positive results after the implementation of improvement strategies. With learning completeness reaching 95% in cycle II and a high average score, this achievement indicates success in meeting learning objectives. However, to ensure sustainable results, it is important to continue to evaluate and adjust the learning strategies applied. Recommendations include periodic monitoring of the effectiveness of the methods used and adjustments according to the needs of students. In addition, maintaining practices that have proven effective and providing additional support for students in need is also an important step. With an approach that continues to be improved and regular evaluation, it is hoped that the quality of learning can continue to develop and student learning outcomes can be maintained well in the future.

## **F. Conclusion**

The completeness of student learning outcomes in the Islamic Cultural History lesson with the application of the Make a Match method shows a significant positive impact on improving student learning achievement. The application of this method has proven to be effective in increasing material mastery, which is shown by the increase in student learning completeness from cycle I to cycle II. In the first cycle, students showed a basic understanding of the material, but as time went by and the use of the Make a Match method, the improvement in learning outcomes became more and more obvious in the second cycle. This reflects that the Make a Match type cooperative learning method contributes positively to the learning process, especially in the subject of Islamic Cultural History. The focus of the material on the personality of the Prophet Muhammad PBUH for grade IV students at MIS Riyadul Jannah shows significant changes in terms of understanding and mastery of the material. With this method, students not only better understand the material being taught, but also show higher engagement in the learning process. The application of the Make a Match method in this context indicates that this method is an effective choice to be used in learning Islamic Cultural History, making a real contribution to achieving better learning outcomes. Thus, this method is very suitable for teaching similar material in the future.

Although the application of the Make a Match type cooperative learning model shows positive results in improving the learning outcomes of Islamic Cultural History, especially the material on the Personality of the Prophet Muhammad PBUH at Madrasah Ibtidaiyah, a significant weakness lies in the application of this method which is only carried out in one school. Research limited to one institution does not provide a comprehensive picture of the effectiveness of these methods in various educational contexts or settings. The success achieved in one school cannot necessarily be generalized or replicated in other schools with different conditions, both in terms of resources, school culture, and student background. Therefore, to get more valid and applicable results, further research is needed by involving several schools in various locations. It is important to ensure that the Make a Match type

cooperative learning model can be widely and effectively applied in a variety of educational contexts, as well as to identify the factors that influence the success of this method in different settings.

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