



 OPEN ACCESS

The Use of the *Make a Match Learning Model* to Improve Elementary School Students' Learning Outcomes in Asmaul Husna Materials

Santi Yunita¹

¹SD Negeri Weding 1, Bonang Demak, Indonesia

ABSTRACT

This research aims to improve the learning outcomes of grade II students at SD Negeri Weding 1 on Asmaul Husna's material through the application of the Make A Match learning model. The research was carried out with a Class Action Research (PTK) approach consisting of two cycles, each through the stages of planning, implementation, observation, and reflection. The research subjects were grade II students with a focus on learning activities and learning outcomes during the application of the method. The results of the study showed a significant increase in the average student score, namely from 71 in the first cycle with 59% learning completeness, to 80 in the second cycle with 92% completeness. This increase is influenced by the effectiveness of the Make A Match method in encouraging active student involvement, improving critical thinking skills, and facilitating collaboration and problem-solving processes. In addition, this method provides a more meaningful learning experience so as to strengthen students' understanding of Asmaul Husna material. The findings of this study contribute to the development of interactive and contextual learning strategies in elementary schools, especially in the subject of Islamic Religious Education (PAI), and are relevant to the principles of the Independent Curriculum which is oriented towards student-centered learning. Thus, the Make A Match method is recommended as an effective learning alternative to be applied at various levels of education with adjustments according to material needs.

KEYWORDS

asmaul husna, learning results *make a match*

CONTACT: santiiyuniita@gmail.com

© 2024 THE AUTHOR: All rights reserved. The author agrees that this article remains permanently open access under the terms of the Journal of Research on Teacher Professional Development.

A. Introduction

Islamic Religious Education (PAI) plays a crucial role in shaping the character of students, especially at the elementary school level. Through PAI, students are not only taught academic aspects such as understanding religious concepts, but also the values of faith, piety, and morals which are important provisions in social and religious life (Sanjaya, 2008). One of the core materials in PAI at the elementary level is Asmaul Husna, which is learning about the 99 good names of Allah SWT which aims to foster love, fear, and hope for Allah. Nevertheless, the PAI learning process often faces challenges in attracting enthusiasm and increasing students' active participation. At SD Negeri Weding 1, for example, preliminary data shows that the average score of grade II students in Asmaul Husna's learning only reaches 68.90, with 52% of students not meeting the Minimum Completeness Criteria (KKM) of 70. One of the main reasons is the dominance of lecture learning methods that do not actively involve students. This monotonous learning causes low motivation, interest, and absorption of students to the subject matter (Silberman, 2006). Therefore, innovation in learning approaches is needed in order to provide a more interactive, contextual, and enjoyable learning experience for students.

The Make a Match learning model is one of the active learning strategies designed to increase students' direct involvement in the learning process. This method involves physical activity, collaboration, and understanding of the material through a game of interrelated questions and answers (Silberman, 2006). With this approach, students not only listen to information from the teacher, but also play an active role in searching, processing, and discovering learning concepts for themselves. This is in line with the principles of the Independent Curriculum which emphasizes student-centered learning and the development of 21st century skills such as critical thinking, communication, collaboration, and creativity (Sanjaya, 2008). Various studies have shown the effectiveness of Make a Match in improving student learning outcomes. For example, Aliputri (2018) in her research at SD N Wulung 1 Blora found a significant increase in social studies learning outcomes after the application of this model. Although there are studies that show insignificant results such as Prihatiningsih & Setyaningtyas (2018), many other studies such as Arijayanti (2014) prove that this model is effective in increasing student activity and learning outcomes, especially in conceptual and memorized subjects such as Asmaul Husna.

This study aims to apply the Make a Match learning model in Asmaul Husna learning for grade II students at SD Negeri Weding 1. Its main focus is to improve student learning outcomes, maximize their participation, and provide a more meaningful and engaging learning experience. In addition, this study also seeks to explore the benefits of the Make a Match model in increasing student activity during the learning process. Through the application of this model, it is hoped that students can better understand the concepts and values of Asmaul Husna from various aspects, such as cognitive, affective, and psychomotor. This process is also expected to be able to help students apply these values in their daily lives, so that PAI learning is not only academic but also has a real impact on the formation of students' character. This study uses a Classroom Action Research (PTK) approach with two cycles, which involves the stages of planning, implementation, observation, and reflection. As a theoretical foundation, this research refers to several previous references, including relevant theses such as the research of Aliputri (2018), Prihatiningsih & Setyaningtyas (2018), and Arijayanti (2014). Thus, this research is

expected to make a practical contribution for teachers in developing more innovative and effective PAI learning, especially in Asmaul Husna's material.

B. Theoretical Studies

The Make a Match learning model is an active learning strategy that aims to increase student participation through activities of matching question and answer cards. This method was developed as part of a constructivist approach, in which students not only passively receive information, but participate in the process of finding meaning from the subject matter (Silberman, 2006). In this model, teachers distribute cards containing questions or answers to all students, then they are asked to find a suitable pair of cards through direct interaction with their classmates. This activity encourages students to think quickly, work together, and correct each other's understanding of the learning material. According to Trianto (2014), the Make a Match model is very effective in learning that is memorized or conceptual because it provides a fun and meaningful learning experience for students. In addition, Winataputra (2009) stated that this method can increase learning activity and help students build deeper understanding through social interaction. Therefore, this model is very relevant to be applied in Asmaul Husna's learning, which requires a strong memory and understanding of concepts.

Elementary school-age children are at the stage of concrete cognitive development, so they can more easily understand abstract concepts through direct experience and physical activity (Santrock, 2011). Therefore, learning models that involve physical movement and social interaction such as Make a Match are very suitable to be applied at the elementary level. Based on Vygotsky's theory of scaffolding, children will more easily understand new concepts if they are helped by their peers or social environment (Slavin, 2015). The Make a Match model provides ample opportunities for students to discuss, ask questions, and answer each other in a real context, so that learning becomes more meaningful. In addition, within the framework of the Independent Curriculum, this model also supports student-centered learning principles and 21st century skill development such as collaboration and communication (Ministry of Education and Culture, 2022). This shows that the implementation of Make a Match not only improves learning outcomes, but also helps students develop life skills that are essential for their future.

Several studies have proven the effectiveness of the Make a Match learning model in improving student learning outcomes at various levels and subjects. Aliputri (2018) in her research at SD N Wulung 1 Blora found a significant increase in social studies learning outcomes after the application of this model, from 51% to 94%. These results show that this model has great potential to increase students' understanding and absorption of learning materials. However, not all studies give the same results. Prihatiningsih & Setyaningtyas (2018) in an experimental study in grade IV of elementary school found that the Make a Match model did not have a significant influence on science learning outcomes. However, Arijayanti (2014) in a classroom action study showed that this model succeeded in increasing student activity and learning outcomes in PKn subjects. Therefore, the application of this model in Asmaul Husna's learning needs to be designed appropriately in order to provide optimal benefits for improving student learning outcomes.

C. Research Methods

This study uses the Classroom Action Research (PTK) approach as the main method to improve the quality of student learning in Asmaul Husna material at SD Negeri Weding 1.

PTK was chosen for its practical and reflective approach, allowing teachers or researchers to identify learning problems directly in the classroom and design solutions based on real context (Arikunto, 2008). The PTK model used in this study consists of four main stages: planning, implementation of actions, observation, and reflection, which are carried out in two cycles so that learning improvements can be evaluated gradually and in depth. The subjects of this study were 27 grade II students of SD Negeri Weding 1, consisting of 14 male students and 13 female students. By involving the subject directly in the learning process, the PTK model ensures that the research results are not only theoretical but also have practical implications for improving the quality of education in the school (Sanjaya, 2009).

In order to produce valid and comprehensive findings, this study applied several data collection techniques, namely observation, tests, interviews, and documentation (Sugiyono, 2011). Observations were carried out to assess students' learning activities during the implementation of the Make a Match learning model, including participation, interaction between friends, and their response to the delivery of Asmaul Husna's material. The observation instrument is designed with specific indicators to make it easier to record student behavior and learning activities. In addition, tests are used to measure the development of learning outcomes through pre-tests and post-tests in each cycle, so that students' understanding of learning materials can be analyzed. Interviews are used to dig deeper into information about students' learning experiences, the obstacles they face, and the emotional response to the learning model applied. Meanwhile, documentation such as photos of activities, field notes, and student work results were collected as supporting data for triangulation analysis (Sudijono, 2012).

The data analysis in this study was carried out in a descriptive, qualitative and quantitative manner, depending on the type of data collected from the research subject, namely grade II students of SD Negeri Weding 1. Qualitative data were derived from observations, interviews, and field notes, which were analyzed with a thematic approach to understand student engagement patterns, group dynamics, and behavioral changes during learning. Meanwhile, quantitative data was obtained from the test results analyzed to calculate the average grade score, percentage of learning completeness, and improvement in learning outcomes from cycle I to cycle II. To ensure the validity of the data, a triangulation technique is used, which is a comparison between data from different sources and methods, such as observation, interviews, and tests (Sugiyono, 2011). Source triangulation is also carried out by combining the perspectives of students, teachers, and researchers to get a more objective picture. In addition, the research instruments have been validated by experts to ensure suitability with the research objectives (Ibrahim & Nur, 2000).

D. Research Results

This research aims to improve the learning outcomes of grade II students at SD Negeri Weding 1 in the subject of Islamic Religious Education (PAI), with a special focus on Asmaul Husna material. To achieve this goal, the implementation of the Make A Match learning model was chosen as the method to be applied. The formulation of the problem in this study includes the steps to apply the Make A Match model in the learning of Asmaul Husna's material and its effect on improving student learning outcomes.

The research process is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. Before starting the cycle, a pre-cycle stage is carried out to identify the initial problems faced by students in learning. The results

of the pre-cycle analysis show that the level of students' understanding of Asmaul Husna's material is still relatively low. This is reflected in the average class score which only reached 65, with a learning completion percentage of 49%. Most students have not met the Minimum Completeness Criteria (KKM), which indicates the need for a more interactive learning approach.

In addition, observations show that many students exhibit passive attitudes during learning sessions, such as a lack of desire to ask questions or respond to questions from the teacher. These problems are the basis for implementing the Make A Match model as an alternative solution that is expected to improve the learning situation and improve student learning outcomes.

In cycle I, the implementation of the Make A Match model began with a series of integrated steps, ranging from the introduction of the problem, the formation of study groups, to the guidance of the discussion and investigation process. Finally, each group presented their learning outcomes. The evaluation carried out showed improvement, although the results were not completely satisfactory. The average student score increased to 71, with a learning completion rate of 59%. In addition, student participation in learning also showed an increase. Based on observation data, students' listening activity reached 69%, speaking 79%, and visual activity increased to 82%. However, there are several obstacles, such as inefficient discussion time management and varied student motivation. Some students still look passive during group discussions and lack confidence in expressing opinions. This problem is analyzed in the reflection stage, as material for improvement in the next cycle.

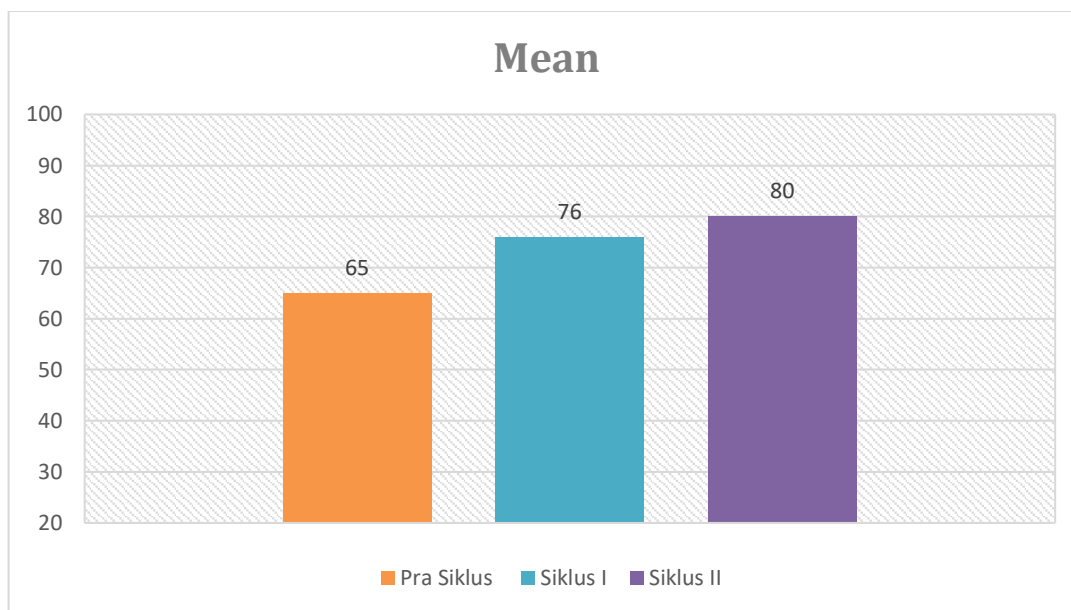
In cycle II, improvement strategies are applied to overcome the obstacles faced in the first cycle. Teachers provide more structured guidance in group division and ensure that discussion time is used as well as possible. In addition, awards are given to students to encourage them to be more active in the learning process. As a result, there was a significant increase in learning outcomes and student activity. The average student score increased to 80, with a learning completion rate of 92%. Observation data also showed an increase in student activity in all aspects; Listening activity reached 91%, speaking 96%, writing 96%, and visual and motor activity reached 100% respectively. This improvement reflects the success of the Make A Match model in creating a more enjoyable learning environment and actively engaging students in the learning process.

Overall, this study shows that the application of the Make A Match learning model can effectively improve student learning outcomes and encourage their involvement in Islamic Religious Education (PAI) learning related to Asmaul Husna material. These findings are in line with theories that the Make A Match model has the potential to train students in critical thinking, cooperation, and problem-solving—skills that are critical in the 21st century educational era. In addition, the study highlights that this model contributes not only to students' cognitive development, but also to affective and psychomotor aspects. Students are not only able to understand the concepts of Asmaul Husna, but also internalize important values such as discipline, care, and self-control. Thus, this study recommends the Make A Match model as a relevant alternative learning method to improve student understanding while forming characters based on religious values.

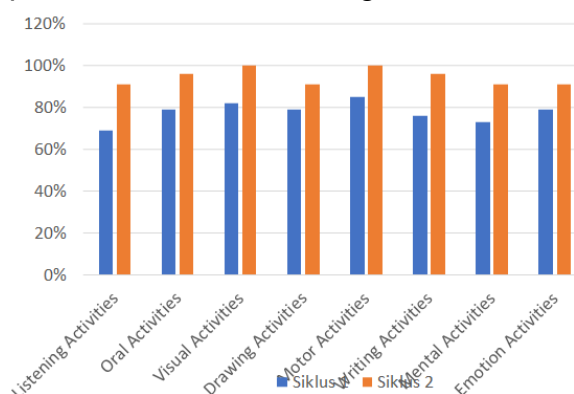
E. Discussion

The findings of this study show that there is a significant improvement in student learning outcomes. In the first cycle, the average score obtained by students reached 71, with a learning completion percentage of 69%. After improvements were made in the second cycle,

the average score increased to 80, and the percentage of learning completeness reached 92%.



In addition, student activeness in various aspects, such as listening, speaking, writing, and emotional engagement, showed a significant increase, reaching more than 92% in cycle II. These results indicate that the Make A Match method is effective in increasing students' understanding and participation in the material taught.



The Make A Match model offers a systematic approach through measures such as group work, discussions, and presentations. These steps allow students to develop their critical, analytical, and communication skills. Group work creates opportunities for students to interact, share ideas, and complete tasks collaboratively, thus forming a conducive learning environment. Ongoing discussions, both in small groups and in the class as a whole, foster listening skills, respect the views of others, and provide constructive responses. On the other hand, the role of teachers in this model is vital; They are in charge of facilitating discussions and providing constructive feedback. The feedback not only deepens students' understanding but also motivates them to be more active and confident in the learning process.

The application of the Make A Match model in this study is in line with various educational theories that support problem-solving-based learning approaches. One relevant theory is constructivism, which emphasizes that learning takes place optimally when

students actively build their understanding through experience. According to Wina Sanjaya (2008), Make A Match is a learning model that encourages students to think critically, creatively, and independently in finding solutions to the problems they face. In the context of Islamic Religious Education (PAI), this model not only allows students to understand religious values cognitively, but also helps them apply those values in their daily lives. This is very important, especially in learning abstract religious values, such as the attributes of Allah in Asmaul Husna. Thus, Make A Match can be considered a comprehensive learning model, as it is able to improve students' cognitive, affective, and psychomotor abilities.

The success of the implementation of the Make A Match method is inseparable from a series of strategies applied. One of the crucial steps is to adapt the learning model to the needs of students. In this study, teachers provide clear directions in the division of groups, ensuring that each member has a specific role, so that cooperation between members can run harmoniously. In addition, teachers utilize a variety of engaging learning media, such as question cards and answers designed with creativity, to capture students' attention. To increase motivation, awards are given to the best performing groups or individuals, creating a competitive yet fun learning atmosphere.

Other innovative learning models, such as project-based learning and problem-based learning, can be done to complement the advantages of the Make A Match method. The combination of these various learning models will create variations that are able to maintain students' interest in learning while improving the quality of the teaching process. Through these strategic steps, it is hoped that the positive results of this research can be implemented in a sustainable manner and have a wider impact, not only for students at SD Negeri Weding 1, but also for students in various other schools.

F. Conclusion

Based on the results of the research conducted through two cycles in Classroom Action Research (PTK), it can be concluded that the application of the Make A Match learning model is able to increase the learning outcomes and activeness of grade II students of SD Negeri Weding 1 in Asmaul Husna's material. In the first cycle, the average student score reached 71 with a learning completeness of 59%, while in the second cycle there was a significant increase to an average of 80 with learning completeness reaching 92%. In addition, observations showed an increase in student learning activities in all aspects, especially in listening, speaking, writing, as well as visual and motor activities. The Make A Match model helps create a more interactive, fun, and actively engaging learning atmosphere. Reflection on each cycle also provides important inputs for improving the implementation of actions, such as more efficient discussion timing and strategies to motivate students who are less confident. Thus, this learning model has proven to be effective as an alternative to innovative and contextual learning strategies, especially in the learning of Islamic Religious Education in Elementary Schools.

This research has several limitations that need to be considered. First, the scope of the research was only carried out in one class at SD Negeri Weding 1, so the results could not be generalized to the broader context or level of education. Second, the relatively short duration of the study limited the observation to only two cycles, so the long-term effects of the implementation of the Make A Match model could not be thoroughly evaluated. In addition, although this model is effective in improving student learning outcomes and activeness in Asmaul Husna material, its implementation requires careful preparation,

especially in time management and group settings so that all students are actively involved. For further research, it is recommended to develop a Make A Match model in a variety of PAI materials and different grade levels, as well as explore combinations of other learning methods to improve learning effectiveness more broadly. In addition, it is necessary to conduct research with a more in-depth quantitative design to measure the long-term impact of using this model on the understanding of religious concepts and the formation of students' character.

BIBLIOGRAPHY

- Aliputri, D. H. (2018). The application of the make a match model with picture card media to improve student learning outcomes in social studies class V SD Negeri Wulung 1 Blora. *Journal of Basic Education Development (JBPD)*, 2(1A), 45-52.
- Arijayanti, N. N. (2014). The application of the make a match strategy to increase the activeness and learning outcomes of PKn students in grade VII of SMP Negeri 2 Dawan. *Journal of Civic Education*, 2(1), 1-10.
- Arikunto, S. (2008). *Classroom action research*. Rineka Cipta.
- Dimiyati, M., & Mudjiono. (2002). *Learning and learning*. Rineka Cipta.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.)*. McGraw-Hill.
- Ibrahim, M., & Nur, M. (2000). *Cooperative learning*. State University of Surabaya.
- Ministry of Education and Culture. (2022). *Independent curriculum: Implementation guidelines*. Ministry of Education and Culture.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Deakin University Press.
- Prihatiningsih, & Setyaningtyas, E. W. (2018). The effect of the make a match learning model on the science learning outcomes of grade IV elementary school students. *Journal of Elementary School Education (JPsd)*, 4(1), 67-78.
- Sanjaya, W. (2008). *Learning strategies are oriented to educational process standards*. Kencana Prenada Media Group.
- Sanjaya, W. (2009). *Planning and design of learning systems*. Kencana Prenada Media Group.
- Santrock, J. W. (2011). *Child development (13th ed.)*. McGraw-Hill Education.
- Silberman, M. L. (2006). *Active learning: 101 ways to learn from active students*. Nusa Media.
- Slavin, R. E. (2015). *Educational psychology review*, 27(1), 1-18. <https://doi.org/10.1007/s10648-013-9239-z>
- Sudijono, A. (2012). *Introduction to Educational Statistics*. Rajagrafindo Persada.
- Sugiyono. (2011). *Educational research methods: Quantitative, qualitative, and R&D approaches*. Alfabet.
- Trianto. (2014). *Designing an innovative-progressive learning model*. Kencana Prenada Media Group.
- Winataputra, U. S. (2009). *Active learning strategies*. Directorate General of Higher Education of the Ministry of National Education.