

## **Effectiveness of the Make A Match Cooperative Learning Model in Improving Learning Outcomes in Reading Quran Surah Al-Hujurat in Elementary Schools**

*Achmad Suroji<sup>\*1</sup>, Carlos Guizado<sup>2</sup>*

*Sekolah Dasar Negeri Tlogodowo Wonosalam 07, Demak, Indonesia<sup>1</sup>*

*Universidad Nacional Micaela Bastidas de Apurímac, Peru<sup>2</sup>*

*Corresponding: \*) [achmadsuroji1992@gmail.com](mailto:achmadsuroji1992@gmail.com)*

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**Abstract** : This study aims to determine the effectiveness of the application of the Make a Match type Cooperative Learning learning model in improving student learning outcomes in QS reading materials. Al-Hujurat verse 13 in grade IV of SD Negeri Bintoro 07 Demak. This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. The research instruments used consisted of learning outcome tests, observation sheets, and documentation. Data collection techniques are carried out through learning outcome tests, observations, and documentation. The results of the study show that the application of the Make a Match type Cooperative Learning learning model is effective in improving student learning outcomes. This can be seen from the increase in student learning completeness which originally reached 70% in the first cycle to 90% in the second cycle. In addition to improving test results, student involvement in the learning process has also experienced significant development, marked by increased discussion activity, group cooperation, courage to read Qur'anic verses, and the ability to understand the meaning of verses. Improvements in learning strategies in cycle II, such as providing clearer instructions, additional discussion time, and intensive guidance for students who experience difficulties, also support learning success. Thus, the Make a Match model is proven not only to improve students' academic ability to read and understand QS. Al-Hujurat verse 13, but also increases students' motivation, confidence, and social ability to work together during the learning process. This research contributes to the development of active and cooperative learning models in Islamic Religious Education subjects in elementary schools to create more effective, interactive, and fun learning.

**Keywords** : Cooperative Learning, Make a Match, Islamic Religious Education, learning outcomes, reading QS. Al-Hujurat.

**Abstrak** : Penelitian ini bertujuan untuk mengetahui efektivitas penerapan model pembelajaran Cooperative Learning tipe Make a Match dalam meningkatkan hasil belajar siswa pada materi membaca QS. Al-Hujurat ayat 13 di kelas IV SD Negeri Bintoro 07 Demak. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang

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dilaksanakan dalam dua siklus. Instrumen penelitian yang digunakan terdiri atas tes hasil belajar, lembar observasi, dan dokumentasi. Teknik pengumpulan data dilakukan melalui tes hasil belajar, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran Cooperative Learning tipe Make a Match efektif dalam meningkatkan hasil belajar siswa. Hal ini terlihat dari peningkatan ketuntasan belajar siswa yang semula mencapai 70% pada siklus I menjadi 90% pada siklus II. Selain peningkatan hasil tes, keterlibatan siswa dalam proses pembelajaran juga mengalami perkembangan yang signifikan, ditandai dengan meningkatnya keaktifan diskusi, kerja sama kelompok, keberanian membaca ayat Al-Qur'an, serta kemampuan memahami makna ayat. Perbaikan strategi pembelajaran pada siklus II, seperti pemberian instruksi yang lebih jelas, tambahan waktu diskusi, dan bimbingan intensif bagi siswa yang mengalami kesulitan, turut mendukung keberhasilan pembelajaran. Dengan demikian, model Make a Match terbukti tidak hanya meningkatkan kemampuan akademik siswa dalam membaca dan memahami QS. Al-Hujurat ayat 13, tetapi juga meningkatkan motivasi, rasa percaya diri, dan kemampuan sosial siswa dalam bekerja sama selama proses pembelajaran berlangsung. Penelitian ini memberikan kontribusi dalam pengembangan model pembelajaran aktif dan kooperatif pada mata pelajaran Pendidikan Agama Islam di sekolah dasar guna menciptakan pembelajaran yang lebih efektif, interaktif, dan menyenangkan.

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**Kata kunci** : Cooperative Learning, Make a Match, Pendidikan Agama Islam, hasil belajar, membaca QS. Al-Hujurat.

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## INTRODUCTION

Islamic Religious Education learning in elementary schools has a strategic role in shaping the character, morals, and spiritual abilities of students from an early age (Ainuri, 2026). One of the important materials in the subject of Islamic Religious Education is the ability to read and understand the Qur'an, including Q.S. Al-Hujurat verse 13 which contains the values of brotherhood, tolerance, and human equality before Allah SWT. However, in the practice of learning in elementary schools, there are still many students who have difficulty in reading the verses of the Qur'an smoothly and correctly according to the rules of tajweed. This problem was also found in grade IV students of SD Negeri Bintoro 07 Demak, where the learning results of students in the Q.S. Al-Hujurat verse 13 reading material were still relatively low. This condition can be seen from the lack of student involvement in the learning process, low interest in learning, and the use of learning methods that are still conventional and teacher-centered (Aziz, 2025). Teachers often use the lecture method so that students tend to be passive and have less opportunities to actively interact with their peers. As a result, the learning atmosphere becomes monotonous and less able to increase student learning motivation. According to Hasan et al., (2026) at elementary school age, students prefer learning activities that involve games, group cooperation, and direct interaction. Therefore, an innovative learning model is needed that is able to create

an active, enjoyable learning atmosphere, and can improve student learning outcomes in reading Q.S. Al-Hujurat verse 13.

One of the learning models that can be applied to improve student learning outcomes is the Make A Match type Cooperative Learning model. This learning model is a form of cooperative learning that emphasizes the activity of finding pairs of question cards and answers in groups or individually so that the learning process becomes more interesting and interactive. According to Arief, Mestari, & Badu (2023) the Make A Match model is designed to create an active learning atmosphere through card matching activities related to learning materials. Through this model, students not only listen to the teacher's explanation, but also directly engage in the learning process through cooperative activities, discussions, and educational games. The use of the Make A Match model in Islamic Religious Education learning is considered to be able to increase learning motivation because students learn while playing so that they do not feel bored easily (Pratiwi & Fransiska, 2022). In addition, this model can also help students understand the material more deeply through social interaction with their friends. In learning to read Q.S. Al-Hujurat verse 13, the Make A Match model can be used by matching the verse pieces, the meaning of the verse, and the law of tajweed reading contained in the verse. According to Suwanto (2025), these activities are able to train reading skills, increase study concentration, and build students' courage in expressing opinions. Thus, the implementation of the Make A Match type Cooperative Learning model is expected to create a more effective, active, and fun learning atmosphere so that student learning outcomes are optimally improved.

Several previous studies have shown that the Make A Match type Cooperative Learning model has a positive influence on improving student learning outcomes. Research conducted by Rini (2023) shows that the implementation of the Make A Match model is able to improve the learning outcomes of Islamic Religious Education for elementary school students because students become more active and motivated in participating in learning. Another study by Salimah & Pritasari (2024) found that the use of the Make A Match model can improve the Qur'an reading ability of madrasah ibtidaiyah students through fun and interactive learning activities. In addition, research by Ulfa, Sulianto, & Widyaningrum (2023) explains that the Make A Match type Cooperative Learning model is effective in increasing student cooperation and participation during the learning process. The results of a similar study were also found by Destrian (2022) who stated that the application of the Make A Match model can significantly increase student learning completeness in Islamic Religious Education subjects. However, most previous research has focused more on improving learning outcomes in general and has not specifically addressed learning to read Q.S. Al-Hujurat verse 13 in elementary school students. In addition, the characteristics of students and different learning environment conditions allow for variations in research results. Therefore, this study has an urgency to be carried out to determine the effectiveness of the Make A Match type Cooperative Learning model in improving the learning outcomes of reading Q.S. Al-Hujurat verse 13 for grade IV students of SD Negeri Bintoro 07 Demak.

Based on these problems, this research is important to be carried out as an effort to improve the quality of Islamic Religious Education learning in elementary schools,

especially in the reading material of Q.S. Al-Hujurat verse 13. The application of the Make A Match type Cooperative Learning model is expected to be an alternative solution in overcoming low student learning outcomes through active, creative, and fun learning (Hasanah, Nurmahanani, & Rosmana, 2024). This research is also relevant to the demands of 21st century learning that emphasizes the importance of collaboration, communication, and active involvement of learners in the learning process. In addition to improving the ability to read the Qur'an, the Make A Match model can also instill the value of cooperation, responsibility, and mutual respect between students. With intensive interaction in group learning activities, students are expected to be able to understand the material more easily and deeply (Fortenberry, 2024). This study uses a Classroom Action Research (PTK) approach which is carried out gradually through several cycles to determine the improvement of student learning outcomes after the implementation of the learning model. The results of the research are expected to contribute to Islamic Religious Education teachers in choosing an effective and innovative learning model. In addition, this research is also expected to be a reference for future research related to the application of the Make A Match type Cooperative Learning model in improving the learning outcomes of Islamic Religious Education at the elementary school level.

## **LITERATURE REVIEW**

Islamic Religious Education (PAI) learning has a strategic role in shaping the spiritual, social, and intellectual abilities of students through an active and meaningful learning process. In the context of learning to read Q.S. Al-Hujurat verse 13, students are not only required to be able to read verses in tartil, but also understand the content of the values of tolerance, brotherhood, and respect for human diversity. However, various studies show that PAI learning outcomes in elementary schools and madrassas still face obstacles in the form of low learning motivation, lack of student involvement, and the dominance of lecture methods that make learning run one-way. This condition causes students to quickly feel bored and are not able to understand the material optimally. According to Kumari, & Kumar, (2022) constructivist theories developed by Jean Piaget and Lev Vygotsky, learning will be more effective when learners are directly involved in the process of finding knowledge through social interaction and active learning experiences. Therefore, teachers need to implement innovative learning models that are able to create a fun learning atmosphere while increasing student participation. One of the models that is widely recommended in active learning is cooperative learning. This model emphasizes cooperation between learners in groups to achieve shared learning goals (Arief, Mestari, & Badu (2023). Through this approach, students not only learn to understand the material, but also develop communication skills, cooperation, and social responsibility that are in line with the learning goals of Islamic Religious Education in shaping the character of religious and humanist students.

The Make a Match type Cooperative Learning learning model is one of the cooperative learning strategies developed by Lorna Curran by utilizing the activity of finding a pair of question cards and answers as the core of learning. This model is designed to create an active, fun, and interactive learning atmosphere so that students are encouraged to be directly involved in the learning process (Ulnatifah, Anjarini & Khaq, 2024). In its application, the teacher prepares a card containing a question and another card containing an answer, then students are asked to find a suitable partner within a certain time limit. These activities are able to increase concentration, quick thinking skills, and cooperation between students. According to Slavin (1980), cooperative learning can improve learning outcomes because students get the opportunity to help each other understand the material and strengthen understanding through social interaction. In PAI learning, especially the reading material of Q.S. Al-Hujurat verse 13, the Make a Match model is considered effective because students can learn to recognize verse fragments, tajweed laws, and the meaning of verse content through interesting educational games. In addition, learning becomes more lively as students move actively and communicate with their friends during the process of finding a card pair. Several previous studies have also shown that the use of the Make a Match model can increase student motivation, activeness, and learning outcomes in various subjects. Thus, this model has great potential to be applied in Islamic Religious Education learning to improve the quality of the learning process and overall learning outcomes of students.

Learning outcomes are an important indicator to determine the level of success of students after participating in the learning process. According to Azzahra et al. (2026), learning outcomes include three main domains, namely cognitive, affective, and psychomotor. In Islamic Religious Education learning, the three domains are interrelated because students are not only required to understand the material theoretically, but also to be able to apply religious values in daily life. In the reading material of Q.S. Al-Hujurat verse 13, the learning results can be seen from the ability of students to read verses correctly according to the rules of tajweed, understand the content of the meaning of the verse, and show an attitude of tolerance and brotherhood as the message contained in the verse. Low learning outcomes are often influenced by the lack of accuracy of the learning model used by teachers, so that students are less motivated and not actively involved in learning. Therefore, a learning strategy is needed that is able to increase student attention and participation to the maximum. Make a Match type Cooperative Learning is seen as able to answer these problems because it provides a fun and challenging learning experience (Fonseca et al., 2023). Through the activity of finding a card pair, students are encouraged to think fast, discuss, and cooperate with their friends. Learning situations like this can improve students' memory of the material studied. In addition, the social interactions that are established during learning also help students understand the material more deeply because they learn through the process of exchanging information and experiences with other group members.

Various previous studies have proven the effectiveness of the Make a Match type Cooperative Learning learning model in improving student learning outcomes at various

levels of education and subjects. Research conducted by several education experts shows that this model is able to increase student learning activities because the learning process takes place in a participatory and fun manner (Ma, 2023). In the subject of Islamic Religious Education, the application of Make a Match has been proven to help students more easily understand conceptual and practical material, including learning to read Qur'anic verses. The activity of finding a pair of cards can help students remember verse fragments, understand the laws of tajweed, and improve the fluency of reading the Qur'an through repeated exercises in a non-monotonous learning atmosphere. In addition to improving cognitive learning outcomes, this model also has a positive impact on the development of students' social attitudes such as cooperation, mutual respect, and responsibility (Zhou & Colomer, 2024). This is in line with the values contained in Q.S. Al-Hujurat verse 13 which teaches the importance of brotherhood and knowing each other between humans without distinguishing tribes or groups. Thus, the use of the Make a Match type Cooperative Learning model is not only relevant to improve students' academic abilities, but also effective in shaping the social and religious character of students. Based on this study, it can be understood that the application of the Make a Match model in Islamic Religious Education learning has a strong theoretical and empirical foundation to improve student learning outcomes in the reading material of Q.S. Al-Hujurat verse 13.

In addition to the learning model used by teachers, the success of learning to read Q.S. Al-Hujurat verse 13 is also influenced by learning environment factors, student readiness, and the teacher's ability to create a conducive and communicative learning atmosphere. The humanistic theory put forward by Abraham Maslow emphasizes that it will be easier for students to achieve optimal learning outcomes if their psychological needs are met, such as a sense of security, value, and a pleasant learning experience (Kumari, 2024). In PAI learning practice, teachers often face challenges in the form of low student confidence when reading Qur'an verses in front of the class because they are afraid of making mistakes or not being fluent in pronunciation. This condition can cause students to be passive and less motivated to participate in learning. Therefore, a learning model is needed that is able to build a relaxed learning atmosphere but still be educational so that students feel comfortable learning and practicing reading the Qur'an. Make a Match type Cooperative Learning provides students with the opportunity to learn in an educational game atmosphere that reduces psychological pressure during learning (Fonseca et al., 2023). Through the activity of finding a pair of cards, students can learn while moving, discussing, and helping each other understand the material without feeling pressured. This situation is able to increase students' courage to read verses of the Qur'an and strengthen social interaction between students. By creating an active, fun, and collaborative learning atmosphere, the learning process of Islamic Religious Education becomes more effective in improving learning outcomes while forming an attitude of confidence, tolerance, and cooperation in accordance with the values of Q.S. Al-Hujurat verse 13.

## **METHOD**

This study uses a Classroom Action Research (PTK) approach which aims to improve student learning outcomes through the application of the Make a Match type Cooperative Learning learning model in Islamic Religious Education (PAI) subjects, especially QS reading materials. Al-Hujurat verse 13. The research was carried out in grade IV of SD Negeri Bintoro 07 Demak involving 30 students consisting of 15 male students and 15 female students as research subjects. The implementation of the research was carried out in two cycles, each of which included the stages of planning, implementation, observation, and reflection. In the planning stage, the researcher prepares learning tools such as learning implementation plans, teaching materials, learning media, and evaluation instruments used to measure students' abilities. In addition, the researcher also designed group divisions and pair cards used in Make a Match activities. The implementation stage is carried out by applying the Make a Match type Cooperative Learning learning model in the classroom learning process. The teacher gave an explanation of QS. Al-Hujurat verse 13 and its meaning, then students are asked to find a matching pair of cards between the verse pieces, their meaning, and their explanations (Nasution, 2024). During the process, the researcher observed the activities of the students to see the level of participation, cooperation, and ability to read verses of the Qur'an. After each cycle is completed, reflection is carried out to evaluate the shortcomings and success of learning so that it can be used as a basis for improvement in the next cycle (Pradnya, Claramita, & Emilia, 2023). Through these stages, this research is expected to be able to create more active, fun, and effective learning for students.

The research instruments used in this class action research consist of learning outcome tests, observation sheets, and documentation (Mertle, 2024). The learning outcome test is used to determine students' ability to read QS. Al-Hujurat verse 13, both in terms of pronunciation, fluency in reading, and understanding the meaning of the verse. The test is given at the end of each cycle to see the development of student learning outcomes after the implementation of the Make a Match type Cooperative Learning model. In addition to the test, the researcher also used observation sheets to observe student activities during the learning process. Observations were carried out to determine the level of student involvement in group activities, activeness when looking for card pairs, ability to work together, and students' responses to applied learning. Observational data is important because it can provide a real picture of changes in student learning behavior during the study (Volpe, 2025). Another instrument used is documentation in the form of photos of activities and field notes. Documentation serves to strengthen the data of research results as well as record the learning process that occurs in the classroom. In the implementation of learning, the teacher starts the activity by explaining the learning objectives and the importance of understanding QS. Al-Hujurat verse 13 in daily life. After that, the teacher gives a brief explanation on how to read the verse properly and correctly. In the core activity, students are divided into small groups and given cards containing verse snippets, meanings, and short interpretations that must be matched. Through these activities, students not only learn to understand the content of the verses, but are also trained to

interact and cooperate with their groupmates. The learning activity was then closed with the conclusion of the material and the provision of feedback from the teacher.

Data collection in this study was carried out using several techniques, namely learning outcome tests, observations, and documentation. The learning outcome test is used to obtain quantitative data on students' ability to read QS. Al-Hujurat verse 13 after participating in learning with the Make a Match type Cooperative Learning model. The test results in each cycle are then compared to determine the improvement of students' abilities from cycle I to cycle II. In addition, observations were made during the learning process to obtain data on student activities, involvement in group discussions, and the ability to work together to find suitable card pairs. These observations help researchers understand how the applied learning model can affect students' motivation and participation in learning activities. Documentation techniques are also used as a complement to research data, both in the form of photos of learning activities and field notes describing classroom situations during the research. The data obtained were then analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative analysis is used to calculate the level of completeness of student learning outcomes based on the test scores obtained in each cycle (Nasser & Mohd, 2022). Meanwhile, qualitative analysis was carried out on observation and documentation data to provide an overview of the learning process, student interaction, and changes in learning behavior that occurred during the research. The results of the analysis are the basis for determining the success of the implementation of the Make a Match type Cooperative Learning model in improving student learning outcomes (Sutrisno, 2024). Thus, this research is expected to contribute to creating a learning atmosphere of Islamic Religious Education that is more interactive, fun, and able to improve students' understanding of QS reading materials. Al-Hujurat verse 13.

## **RESULT AND DISCUSSION**

### ***Results***

This research was carried out to improve student learning outcomes in Islamic Religious Education (PAI) subjects, especially QS reading materials. Al-Hujurat verse 13, through the application of the Make a Match type Cooperative Learning learning model. The research was carried out in two cycles, each consisting of the stages of planning, implementation of actions, observation, and reflection. In the early stages, the teacher found that most students still had difficulty in reading the verses of the Qur'an correctly and understanding the meaning of their contents. Previous learning tends to use lecture methods so that students are less active in the learning process. This condition causes low student participation and learning outcomes that have not reached the classical completeness target. Therefore, teachers apply the Make a Match learning model as an effort to create a more active, fun, and cooperative learning atmosphere between students. In this model, students are asked to match the cards containing verse pieces with the corresponding interpretation cards or meanings. The activity is designed so that students

not only understand the material theoretically, but also be able to learn through social interaction and group work. In addition, the Make a Match model was chosen because it is considered to be able to increase students' learning motivation through interesting educational games. With more interactive learning, it is hoped that students can more easily understand the QS reading material. Al-Hujurat verse 13 also improves the ability to read the Qur'an properly and correctly according to the simple rules of tajweed.

The implementation of the first cycle began with the delivery of material on QS reading. Al-Hujurat verse 13 and introduction of the steps of the Make a Match learning model to students. The teacher divides students into several small groups so that the learning process runs more directed and allows interaction between students. Each group gets a card that contains a verse snippet and another card that contains a brief meaning or interpretation of the verse. Students are required to work together to find the right pair of cards within a certain time. During the process, the classroom atmosphere looked more lively than the previous learning. Most of the students seemed enthusiastic about participating in the activity and trying to actively discuss with their group friends. However, in the implementation of the first cycle, several obstacles were still found. Some students are still confused about understanding the instructions of the game and have difficulty matching the meaning of the verse with the appropriate reading pieces. In addition, students who are less accustomed to working in groups look passive and only follow more dominant friends. The teacher also found that some students still lacked confidence when asked to read the verse in front of their group. Nonetheless, this learning model is starting to show a positive impact on student engagement in the learning process. Interaction between students becomes more intensive, and the learning atmosphere feels more enjoyable. This shows that the application of Make a Match is able to provide a different and more interesting learning experience than conventional learning methods previously used in the classroom.

After the implementation of the action in the first cycle is completed, the teacher conducts an evaluation to determine the level of students' understanding of the QS reading material. Al-Hujurat verse 13. Evaluation is carried out through a learning outcome test that includes the ability to read verses correctly and understand the meaning of their contents. Based on the test results obtained, the level of student learning completeness reached 70%. Of the total students, as many as 21 students managed to achieve the minimum score that had been set, while the other 9 students still did not reach completion. These results show that the application of the Make a Match type Cooperative Learning model has begun to have a positive influence on student learning outcomes, even though it has not reached the expected classical completeness target. In addition to the test results, observations during learning also showed an increase in student learning activities. Most students seem to be more active in asking questions, discussing, and trying to read verses alternately with their group mates. However, some students still have difficulty in understanding the meaning of the verse and reading with proper pronunciation. Based on the results of the reflection of the first cycle, teachers realize that learning instructions need to be made clearer so that students can more easily understand the flow of Make a Match activities. In addition, the

time for group discussions is considered to be insufficient so that some students have not had enough opportunities to understand the material in depth. Therefore, teachers decided to make some improvements in cycle II with the aim of increasing student involvement and learning outcomes more optimally.

In cycle II, teachers make various improvements based on the results of reflection from the previous cycle. The teacher clarifies the instructions for the Make a Match activity, provides examples of card matching first, and increases the group discussion time so that students have a wider opportunity to understand the material. In addition, teachers also provide special assistance to students who have difficulty reading verses and understanding the meaning of QS. Al-Hujurat verse 13. In the implementation of learning, students seem to be more prepared and better understand the mechanism of the educational game. Group discussion activities are more effective because each group member begins to dare to express their opinions and help friends who are having difficulties. The teacher also gives students the opportunity to read verses in turn so that their reading skills can be practiced directly. The learning atmosphere in cycle II looks much more conducive and active than the previous cycle. Students seem more confident when reading verses or explaining the meaning of verses to their group mates. Through more structured learning, students become easier to understand the relationship between the reading of the verse and its meaning. The Make a Match activity not only improves Qur'an reading skills, but also trains students' cooperative skills, communication, and courage in expressing opinions. Thus, the application of the Make a Match type Cooperative Learning model in cycle II is able to create a more effective, interactive, and fun learning process for all students in the classroom.

**Table 1.** Student Engagement Observation Results

Observation Aspect	Cycle I	Cycle II
Discussion Activity	Quite Active	Highly Active
Confidence in Reading Sentences	Still Low	Increase
Group Cooperation	Not Maximum	Effective
Understanding the Meaning of Sentences	Some Understand	Almost Fully Understood

The results of the evaluation in the second cycle showed a very significant increase in learning outcomes compared to the previous cycle. Student learning completeness increased to 90%, with 27 students achieving grades according to the minimum completeness standard and only 3 students still requiring additional guidance. This improvement shows that the improvement strategies applied in cycle II have succeeded in helping students understand the QS reading material. Al-Hujurat verse 13 better. In addition to increasing test scores, the observation results also show positive developments in student involvement during the learning process. Almost all students were seen to be active in group activities, daring to read verses in front of their friends, and being able to explain the meaning of verses more confidently. The interaction between students also went

better than cycle I because they began to get used to working together in groups and helping each other understand the material. The Make a Match learning model has been proven to be able to create a fun learning atmosphere so that students do not feel bored while participating in PAI learning. The activity of matching card verses and interpretations makes it easier for students to remember the material because they learn as they play. In addition, students also seem more motivated to take part in the lesson because the learning takes place actively and involves all class members. Thus, the application of the Make a Match type Cooperative Learning model has proven to be effective in improving learning outcomes while increasing student participation in the Islamic Religious Education learning process.

**Table 2.** Student Learning Completeness Results

Cycles	Number of Students Completed	The number of students has not yet been completed	Completion Percentage
Cycle I	21	9	70%
Cycle II	27	3	90%

Based on the overall results of the research, it can be concluded that the application of the Make a Match type Cooperative Learning learning model has succeeded in improving student learning outcomes in QS reading materials. Al-Hujurat verse 13 in grade IV of SD Negeri Bintoro 07 Demak. This increase can be seen from the results of the learning test which increased from 70% in the first cycle to 90% in the second cycle. In addition to increasing academic scores, positive changes are also seen in the aspects of student involvement and learning motivation during the learning process. Students become more active in discussions, more confident in reading verses of the Qur'an, and easier to understand the meaning of the content of verses through group work activities. The Make a Match model provides an enjoyable learning experience as students learn through card-matching activities that demand cooperation and communication between group members. Although the results in cycle II have shown a very good category, there are still some students who need special attention in understanding the material. Therefore, teachers need to continue to provide individualized approaches and more intensive guidance to students who have learning difficulties. In addition, the use of cooperative learning models such as Make a Match can continue to be developed in other PAI materials so that learning becomes more interesting and not monotonous. Thus, this study proves that cooperative learning is able to create an active, effective, and fun learning atmosphere and has a positive impact on improving overall student learning outcomes.

**Discussion**

This study shows that the application of the Make a Match type Cooperative Learning learning model is effective in improving student learning outcomes in QS reading materials. Al-Hujurat verse 13 in grade IV of SD Negeri Bintoro 07 Demak. The application of this model is able to create a more active, interactive, and fun learning atmosphere so that students are more motivated to learn. The results of the study showed an increase in student

learning completeness from 70% in cycle I to 90% in cycle II. In addition to improving test results, student involvement in the learning process has also experienced significant development, marked by increased discussion activity, group cooperation, courage to read Qur'anic verses, and the ability to understand the meaning of verses. Improvements in learning strategies in cycle II, such as providing clearer instruction, additional discussion time, and intensive guidance for students who experience difficulties, also contribute to learning success. Thus, the Make a Match model is proven not only to improve students' academic ability to read and understand QS. Al-Hujurat verse 13, but also increases students' motivation, confidence, and social ability to work together.

**Table 2.** Comparison of Learning Outcomes

Indicator	Cycle I	Cycle II
Learning Completeness	70%	90%
Student Participation	Enough	Excellent
Material Understanding	Not Maximum	Significant Increase

The findings of this research can be understood through the perspective of the social constructivism learning theory put forward by Lev Vygotsky. According to this theory, knowledge is built through social interaction, discussion, and cooperation between individuals in a learning environment. The Make a Match type Cooperative Learning model provides students with the opportunity to learn actively through activities of matching verse and meaning cards carried out with group friends (Kisman et al., 2024). This situation allows the scaffolding process to occur, which is the help provided by peers and teachers to students who are experiencing difficulties. In this study, students who initially did not understand QS reading. Al-Hujurat verse 13 becomes easier to understand the material because they receive social support during the learning process. In addition, the cooperative learning theory developed by David Johnson and Roger Johnson also explains that positive interactions in groups are able to increase student motivation, sense of responsibility, and engagement in learning (Yang, 2023). The findings of the study show that students become more confident in reading Qur'anic verses and more actively discussing after the implementation of the Make a Match model. This happens because cooperative learning creates a non-stressful learning atmosphere and gives students the opportunity to learn while playing. In addition, John Dewey's active learning theory asserts that hands-on experience in the learning process will make it easier for students to understand and remember the material. Thus, the increase in learning outcomes in this study occurred because students not only received the material passively, but were directly involved in interactive, collaborative, and meaningful learning activities.

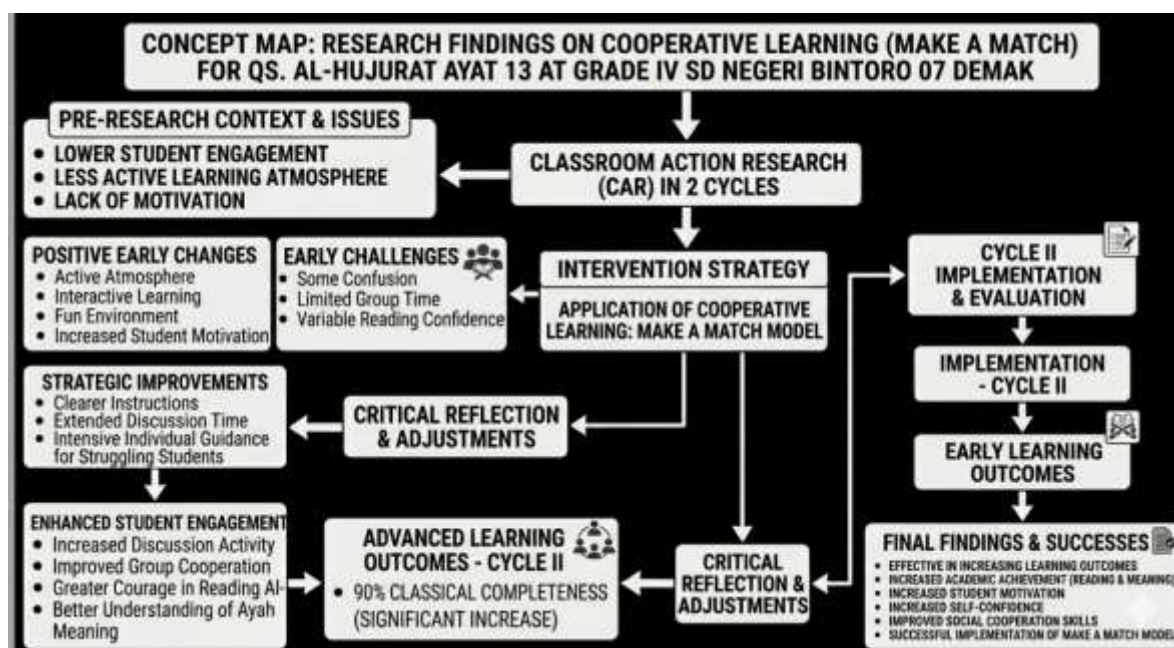


Figure 1: Analysis of research findings

The novelty of this research can be seen from the focus on the application of the Make a Match type Cooperative Learning model in QS reading materials. Al-Hujurat verse 13 at the elementary school level with an emphasis on Qur'an reading skills and understanding the meaning of verses at the same time. Previous research has focused more on improving general learning outcomes without integrating the ability to read verses and the meaning of the Qur'an's content in an integrated manner. For example, research by Jacobs & Lie (2022) emphasizes the effectiveness of cooperative learning in improving students' social interaction in general. Research by Nurhadi & Admojo (2023) discusses cooperative learning to increase student learning motivation in social studies subjects. Meanwhile, research by Winarsih, et al. (2024) highlights the use of Make a Match in learning Indonesian with a focus on the ability to understand vocabulary. Zhou & Colomer (2024) research emphasizes the application of cooperative learning in science learning in elementary schools. In addition, the research of Pratiwi & Fransiska (2022) discusses the effectiveness of Make a Match in increasing students' learning activity, but it has not been specifically applied to learning to read the Qur'an. Therefore, this research has novelty because it combines a cooperative learning approach with strengthening the ability to read Qur'anic verses, understanding simple interpretations, and improving students' social skills in the context of learning Islamic Religious Education in elementary schools. Another novelty lies in the use of educational game activities as a means of increasing religious motivation and active participation of students during the learning process.

An important contribution of this research lies in its ability to provide alternative learning strategies for Islamic Religious Education that are more innovative, interactive, and in accordance with the characteristics of elementary school students. So far, PAI learning is often considered monotonous because it is too teacher-centered and uses lecture methods that make students quickly feel bored (Ernawati, 2025). This study proves that the

application of the Make a Match type Cooperative Learning model can create a pleasant learning atmosphere while significantly improving student learning outcomes. Another contribution is the proof that Qur'an learning does not have to be done through memorization and lecture approaches alone, but can also be developed through collaborative activities that encourage students to actively learn. These findings are important because they show that Qur'an reading ability can improve when students feel comfortable, motivated, and emotionally engaged in learning. In addition, this research also contributes to the development of cooperative learning theory in the context of Islamic education, especially in learning to read Qur'an verses in elementary schools. From a practical perspective, the results of the research can be a reference for PAI teachers in choosing a learning model that is able to increase student participation and build social skills such as cooperation, communication, and confidence (Arif & Abd Aziz, 2023). This research also contributes to strengthening the importance of using simple learning media such as verse pairing cards and interpretation to help students understand the material more concretely. Thus, this research not only has an academic impact on improving learning outcomes, but also makes a pedagogical contribution in creating more humanistic, active, and fun religious learning for elementary school students.

In the future, the results of this research need to be further developed through the application of the Make a Match type Cooperative Learning model to other Islamic Religious Education materials so that its effectiveness can be tested more widely. Teachers need to continue to develop a variety of creative and innovative learning media so that students do not feel bored while participating in PAI learning. In addition, an individualized approach to students who still have difficulty reading the Qur'an needs to be improved through special mentoring programs and the provision of more personalized feedback. Further research also needs to involve a larger number of samples and be carried out at different levels of education so that the research results have a stronger level of generalization. On the other hand, the integration of learning technologies such as the use of interactive digital cards or educational game-based applications can also be an alternative to the development of the Make a Match model in the future. This approach is in line with the development of 21st-century education that emphasizes active, collaborative, and technology-based learning. In addition, further research can examine the influence of this model on other aspects such as improving religious character, communication skills, and students' critical thinking skills in understanding the content of Qur'anic verses. Support from schools and parents is also an important factor in the successful implementation of the cooperative learning model, especially in building positive learning habits at home and at school. With continuous development, the Make a Match type Cooperative Learning model has the potential to be one of the effective learning strategies in improving the quality of Islamic Religious Education learning while forming students who are active, religious, and have good social skills.

## **CONCLUSION**

Based on the overall discussion, it can be concluded that the application of the Make a Match type Cooperative Learning model has not only succeeded in improving student learning outcomes in QS reading materials. Al-Hujurat verse 13, but also produced a change in learning behavior that was quite surprising in grade IV of SD Negeri Bintoro 07 Demak. The most interesting finding was the increase in students' courage and confidence in reading and explaining the meaning of Qur'anic verses after learning was carried out through collaborative activities and educational games. Previously, some students tended to be passive, afraid of making mistakes, and were less interested in participating in PAI learning because the method used was monotonous and teacher-centered. However, when the Make a Match model was applied, students who were initially less active actually showed high participation, were more courageous in discussing, and were even able to help their classmates understand the meaning of the verse. These findings show that the success of religious learning is not only influenced by students' academic abilities, but also by the emotional and social atmosphere created during the learning process. In addition to increasing learning completeness from 70% to 90%, this model also indirectly builds students' social, communication, and cooperative skills through intensive group interactions. Another surprising thing is that students are able to understand the content of the verse more quickly when learning is packaged in the form of simple games compared to conventional lecture methods. Thus, this study emphasizes that Islamic Religious Education learning will be more effective if teachers are able to create an active, fun, collaborative, and developmental learning experience in accordance with the developmental characteristics of elementary school students.

Although this study shows positive results in improving student learning outcomes through the application of the Make a Match type Cooperative Learning model, this study still has several weaknesses that need to be considered. One of the main weaknesses lies in the relatively limited number of research subjects because it was only conducted in one class in grade IV of SD Negeri Bintoro 07 Demak, so the results of the research could not be generalized widely in the context of schools, educational levels, or characteristics of different students. In addition, this study was only carried out in two cycles with a relatively short time so that it was not able to measure the sustainability of the influence of the Make a Match model on the ability to read the Qur'an in the long term. The study also focuses more on improving cognitive learning outcomes and student engagement during the learning process, while the affective aspects and changes in students' religious character have not been analyzed in depth. In addition, the evaluation instruments used are still limited to simple learning outcome tests and observations so that they do not fully describe the development of the ability to read the Qur'an comprehensively. External factors such as family support, students' basic ability to read the Qur'an before the study, and the conditions of the learning environment at home have also not been studied in more depth in this study. Therefore, future research will need to involve a larger and more diverse sample, use mixed or longitudinal methods approaches to look at long-term impacts, as well as develop more comprehensive assessment instruments. The next researcher is also

recommended to integrate digital learning technology and examine the influence of the Make a Match model on aspects of religious character, intrinsic motivation, communication skills, and social skills of students in more depth.

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