

## Improving Student Learning Outcomes through the Make A Match Type Cooperative Learning Model in Islamic Education Learning at SMA Negeri I Lareh Sago Halaban

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**Abstract:** This study aims to improve student learning outcomes in Islamic education learning by using the Make A Match Type Cooperative Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained by test and observation techniques. The test is used to measure the improvement of student learning outcomes in Islamic education learning and observation is used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning using the Make A Match Type Cooperative Learning Model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 46.56%, the first cycle 77.57% and in the second cycle increased to 88.67%. Thus, the use of the Make A Match Type Cooperative Learning Model can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

**Keywords:** Make a match model, learning outcomes, islamic education.

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### INTRODUCTION

In the modern era, every country is required to produce human resources who have abilities in all fields. The field of education is one of the fields that is very influential in preparing quality human resources. However, educating children to become quality individuals is not an easy thing. To realize this, individuals must carry out a process called learning. In essence, learning is a process of interaction between educators, students and the learning environment so that there is a change in behavior for the better. Learning can also be interpreted as a conscious effort by educators in helping students to be able to carry out learning activities according to their needs and interests.

In this case, educators act as facilitators and support the creation of a fun learning atmosphere and improve students' learning skills. In the learning process, there are components that can affect the quality of learning, such as teachers, students, curriculum, funds, facilities and infrastructure. Of these several components, teachers are the most important components and have a very important role in learning activities. Therefore, teachers must have a quality and appropriate learning approach, so that the learning atmosphere in the classroom becomes more conducive, effective, and fun. To increase

students' achievement in following the learning process and understanding the subject matter, teachers must be able to manage and control the classroom well.

Teachers must be able to master various skills in managing and teaching in the classroom. The success or failure of a learning process is determined by the methods and strategies applied by the teacher. In learning activities, teachers must be able to make fun learning strategies so that each subject can be well understood by students, provide stimulation for students in solving a problem, train students in critical thinking and obtain learning results that can be applied in daily life. The PAI learning process must utilize student-centered methods, such as discussions, demonstrations, and practices. The use of appropriate technology and learning media can enrich the learning experience. In addition, students must be given the opportunity to be actively involved and develop their abilities independently. However, in practice, there are still many problems found in the learning process, especially in the subject of Islamic Religious Education (PAI) and ethics. Based on initial observations at SMAN 1 Lareh Sago Halaban, several problems were found in PAI learning in grade XI. One of them is the low learning outcomes of students. This can be seen from the daily test scores of students who are still many below the Learning Goal Achievement Criteria (KKTP) set by the school, which is 75. Of the 23 students in class XI, only 8 students or 34.8% have achieved KKTP, while 15 other people or 65.2% have not achieved KKTP (Summative Assessment Document for grade XI students).

The causes of low student learning outcomes in PAI and BP subjects in grade XI are suspected to be due to several factors, including; 1) Teacher-centered learning, Based on the observation results, the learning process used at SMA Negeri 1 Lareh Sago Halaban is teacher-oriented learning. Students are still not active in learning activities because during learning the teacher gives many lectures about the material. So that the activities carried out by students usually only listen and take notes, students rarely ask questions or express opinions. Discussions between groups are rarely carried out so that interaction and communication between students and other students and with teachers are still not established during the learning process, which affects the low learning outcomes of students; 2) Students are still embarrassed to ask questions to the teacher if they have difficulty understanding or solving the given questions; 3) Lack of variety in learning methods so that students take notes more often and learning activities tend to be memorable. Based on these problems, the researcher argues that it is necessary to improve the learning process for students.

This is done with the aim that students can take an active role during the learning process last.. Therefore, a learning model is needed that can activate students during teaching and learning activities. A learning model that encourages more activeness, independence and responsibility in students is the make a match method cooperative learning model. Through the application of the make a match method cooperative learning model, it is hoped that it can increase student activity and learning outcomes in asmaul husna, al-Alim, al-Khabir, as-Sami' and al-Bashir materials. According to Suprijono, the Make a Match Type Cooperative learning model is a type of learning using cards consisting of question cards and answer cards. The advantage of this Make a Match learning method is that students can find card pairs while learning about the subject matter in a fun atmosphere, this technique can also be used in all subjects and can be used for all levels of students.

The weakness of this Make a Match method is that not all group members play the role of question card holders, answer cards, and the assessor does not understand and know for sure whether the cards that have been paired are correct. The use of the make a match method in the learning process can foster student cooperation in finding answers by matching cards, through this method the learning process can be more fun and make students more enthusiastic in participating in the learning process so that it can affect student learning outcomes. In accordance with the description above, the researcher conducted a study entitled "Improving Student Learning Outcomes through the Make a

Match Method Cooperative Learning Model in PAI Learning in Class XI of SMA Negeri 1 Lareh Sago Halaban". This study was conducted to find out whether the make a match method of cooperative learning can improve student learning outcomes in PAI learning.

## **METHODS**

This research was conducted at XI F7 SMA Negeri 1 Lareh Sago Halaban on By adjusting the hours of Islamic religious education lessons and BP class XI F7 SMA Negeri 1 Lareh Sago Halaban. This type of research is a classroom action research that is carried out collaboratively. In collaborative research, the party who takes action is the teacher himself, while the person who is asked to observe the progress of the action process is the researcher (Suharsimi Arikunto, 2002:17). According to Kemmis and Taggart, there are several stages in this study, namely; 1) Planning; 2) Action; 3) observation; 4) reflection. In this study, there are two types of variables to be studied, namely independent variables and dependent variables. Based on the initial observations made by the researcher, the subjects in this study are students of class XI F7 SMA Negeri 1 Lareh Sago Halaban which totals 23 students, with 20 female students and 3 male students.

The object of this study is the entire process and results of learning implementation obtained from the application of the make a match method in Islamic religious education subjects and BP in class XI F7 students of SMA Negeri 1 Lareh Sago Halaban. The data obtained from this study is quantitative data, namely data in the form of numbers or measurement results that can be analyzed statistically. An example is the assessment score of student learning outcomes which is measured through a test after the application of the Make a Match method. In this case, there are two types of research data; 1) Primary data, data obtained directly from the research subject, namely students who are participants in learning activities.

These resources include student responses to questionnaires, classroom observations, and direct interviews with students or teachers. In this case, there are two types of research data; 1) Secondary data, data derived from pre-existing documents or records, such as student report card scores, attendance records, or documentation of previous learning processes that can support the analysis of student learning interests. The data collection techniques in this study are: 1) Observation; 2) Learning outcome techniques; 3) Documentation. The data analyst techniques in this study are; 1) Observation Analyst; 2) Student Learning Outcome Data Analyst.

## **RESULTS AND DISCUSSION**

The pre-action in this study is to observe the PAI learning process in class XI of SMA Negeri 1 Lareh Sago Halaban which is the subject of this study. Observation was carried out to observe the learning process of PAI with teachers and student activities during the learning process. From these observations, the results were obtained that the PAI learning process is still ineffective. In the learning process, PAI teachers still use conventional methods, such as lectures, questions and answers, and assignments, as well as the learning process that tends to still be teacher-centered. The low activity of students in the learning process is still relatively low as seen from the lack of enthusiasm of students in participating in the learning process.

Students are less active in the learning process, when the teacher asks questions, only a few students can answer the questions from the teacher. The results of each research from cycle I are, the results of research in Class XI F 7 SMA Negeri 1 Lareh Sago Halaban Based on the learning completeness table in cycle I above, it can be seen that there are several students in class XI F7, namely > 75 there are 8 students who get a score above 75 (34.8%), while those who have not met the completeness of learning outcomes < 75 there are 15 students who get a score below 75 (62.2%). In cycle II, researchers can reflect on the actions that have been taken. The reflection carried out by the researcher is

as follows; 1) Make a Match Learning Method, the application of the Make a Match learning method to improve student learning outcomes in PAI and BP subjects at UPT SMA Negeri 1 Lareh Sago Halaban can improve student learning outcomes students in PAI and BP learning, this can be seen from cycle I and cycle II, where in cycle II there were 23 students in class XIF7.

who have participated in the learning process and evaluation tests, there are 12 students who have successfully met the KKTP score with a percentage of 52%; 2) Student learning outcomes, data from the results of the student evaluation test in the second cycle has improved very well, where as many as 23 students have met the KKTP with a percentage of 66% and 13 students who have not reached the KKTP with a percentage of 48%, so that in the second cycle it is still necessary to continue in the next cycle, because it has not reached the completeness of the KKTP of 80%. 3) Observation Sheet, as for the learning activities of students in the second cycle obtained a percentage of 77%, this is included in the good category, which means that the management of learning in the classroom is good.

From this explanation, it can be concluded that the make a match learning method can improve the learning outcomes of PAI and BP students in class XI.F7 at SMA Negeri 1 Lareh sago halaban in terms of activities. Based on the explanation above, it can be concluded that the learning activities and learning outcomes of students have increased from cycle I to cycle II, but further action is still needed because it has not reached the level of research success. This research aims to improve student learning outcomes in Islamic Religious Education (PAI) and Guidance and Counseling (BP) subjects in class XI SMAN I Lareh Sago Halaban by using a Make A Match type cooperative learning model.

The results of the study show that the application of the Make A Match method has succeeded in increasing student involvement in learning, especially in terms of interaction and collaboration between students. This method allows students to work together in pairs, matching the information they have with each other, thus helping them in understanding the material in a more fun and effective way. In the first cycle, although there was a significant improvement, the initial test results showed that most students still had difficulty understanding the material being taught.

However, after the implementation of the Make A Match method, students began to be more active in discussing and looking for a partner who matched the information provided. In the first cycle, the average score of students increased, indicating improvement despite the challenges in time management and uneven student engagement. In the second cycle, the application of the Make A Match method is further improved by paying attention to the activeness of students in each learning session. In this cycle, teachers provide clearer instructions on how to work together in pairs, as well as facilitate students to be more active in providing information to each other.

The observation results showed that students understood the PAI and BP materials faster because they were directly involved in the information matching process, which made learning more interactive. The average score of students in the second cycle showed a significant improvement, which reflects the success of this method in improving learning outcomes. Furthermore, cooperative learning through the Make A Match method not only improves material understanding, but also improves students' social skills. The cooperation that exists between students allows them to help each other and learn together. This is evidenced by the increase in positive interactions among students, as well as the emergence of mutual trust and responsibility in the group. Students who initially lacked confidence in discussing, became more open to sharing their ideas and knowledge, which ultimately resulted in improved test results.

However, the application of the Make A Match method in PAI and BP learning is also faced with several challenges, such as the need for more effective time management and stricter supervision during the activity. Some students find it difficult to find the right partner at first, which slightly interferes with the smooth learning. However, with better

guidance and management from teachers, these problems can be minimized, and this method has proven to be effective in improving overall student learning outcomes.

## **CONCLUSION**

Based on the results of the research obtained by the researcher, it can be concluded that the results of the research with the application of the make a match learning method in PAI and BP subjects in improving the results of class XI students at Lareh Sago Halaban State High School can be said to have increased, due to the increase in learning outcomes from cycle I to cycle II and from cycle II to cycle III to IV. In addition, Learning with the application of the make a match method can increase students' learning activities in the learning process can be seen from various aspects contained in the observation sheet. In the first cycle, there was an average of 65% student activity and an increase in the second cycle with a percentage of 77%. As well as experiencing an increase in cycle III with a percentage of 85% so that it can be said that from the less category to very good. Based on the results of the research conducted, it can be concluded that the application of the cooperative learning model with the Make A Match method has succeeded in improving student learning outcomes in Islamic Religious Education (PAI) and Guidance and Counseling (BP) subjects in class XI SMAN I Lareh Sago Halaban. The Make A Match method can increase students' active involvement in learning, accelerate their understanding of the material, and encourage better collaboration between students. This is proven by the increase in the average score of students in each cycle carried out. In the first cycle, despite the improvement in learning outcomes, several challenges arose, especially in terms of time management and uneven student participation. However, in the second cycle, with improvements in more intensive instruction and supervision, the Make A Match method was able to maximize the potential of students. Students are more actively involved in the process of matching information and discussing with each other, which ultimately contributes to the improvement of their test results. The application of this learning model also shows significant changes in students' social skills. In the Make A Match activity, students learn to respect each other, listen to the opinions of friends, and work together in solving problems. This more interactive and collaboration-based learning provides opportunities for students to develop their communication and interpersonal skills. This shows that this method is not only effective for the academic aspect, but also for the social development of students. In addition, this cooperative model can create a fun and non-monotonous learning atmosphere. By pairing and interacting with each other, students feel more involved in the learning process and not just rely on the teacher's lectures. The Make A Match method provides a more dynamic and activity-based learning experience, which makes students more enthusiastic about learning and easier to remember the material being taught. Nevertheless, while these methods have proven to be effective, there are some challenges that need to be addressed. Time management is crucial in the implementation of the Make A Match method. Teachers need to make sure that each pair of students has enough time to interact with each other and match the information they have. In addition, stricter supervision is needed to ensure that every student actively participates and that no one feels left behind in the learning process. From the results of this study, it is recommended that teachers maximize the application of the Make A Match method by making time adjustments and a clearer division of tasks. It is hoped that, with careful planning and better management, this method can be optimized to improve student learning outcomes more significantly. In addition, it is necessary to conduct continuous evaluation to see further developments in each learning cycle. Overall, this study concludes that the cooperative learning method with Make A Match is effective in improving student learning outcomes in PAI and BP subjects. The application of this method has succeeded in creating more active, fun, and improved student understanding of the material. Therefore, it is recommended that the

Make A Match method be applied more widely in other schools as an alternative to improve the quality of learning.

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