# Improving Learning Outcomes on Al-Qur'an and Hadith Material through the Make A Match Type Cooperative Learning Model

Kaharuddin, [a1] Laode Ismail,[b] Muhammad Yahya,[b] Muhammad Tahir,[b] Sitti Zakiah[c]

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Abstract

The learning process on Al-Qur'an and hadith material as a guide to life is considered ineffective and less attractive, so the majority of students have not entirely mastered the material taught as the background for this research. This research aims to determine the application of the make-a-match type cooperative learning model in improving student learning outcomes on Al-Qur'an and hadith material in class VII F SMPN 7 Watampone. The research method used is descriptive quantitative research with the type Classroom Action Research (PTK), which includes four steps, namely planning, action, observation, and reflection, and consists of two cycles. The research subjects were students of class VII F SMPN 7 Watampone. This research data consists of primary data and secondary data. The research instrument is an observation sheet and essay test questions. Data was collected through tests, observation, and questionnaire techniques. Data is processed using descriptive quantitative data processing. The research results show that applying the make-a-match cooperative learning model can improve student learning outcomes. In Cycle One, it was 75%, with the number of students completing it being as many as 15 people. In Cycle II, it increased to 90% with the number of students completing as many as 18 people, so with these data, it can be concluded that the success criteria for research on student learning outcomes have been achieved. Based on the research results, the make-a-match type cooperative model can improve student learning outcomes.

INTRODUCTION

Efforts to improve the quality of education are carried out by improving the quality of human resources, especially teachers. Teachers are a determining factor in the quality of education because teachers deal directly with students in the learning process. A teacher must be able to provide changes in learning so that students do not feel bored, learning objectives can be achieved, and information must be conveyed clearly (Pujianingtias et al., 2019). It is hoped that they will have thinking, emotional, and spiritual intelligence to be equipped for life towards success in this world and the
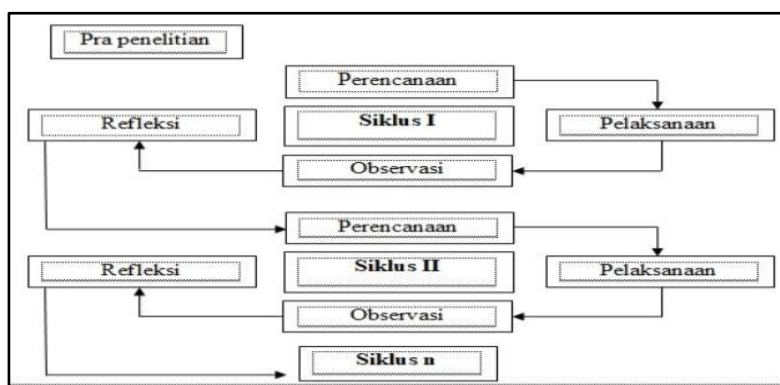
hereafter. The current era of technological development has given rise to criminal cases, especially among children and teenagers, such as promiscuity and abuse, theft, use of illegal drugs, gambling, and many more (Alpian et al., 2019). Many people speculate that this condition stems from what is produced in the world of education. Therefore, every effort has been made to educate and guide students by making it mandatory to study Islamic Religious Education (PAI) subjects, especially to get closer to religion by studying the Al-Qur'an and hadith. Teachers must be able to use all efforts to provide enjoyable learning for students and foster students' enthusiasm for participating in the learning process. Teachers design learning by applying learning models according to students' circumstances. The learning model is critical because the learning model functions as a guide in designing and implementing learning activities (Djalal, 2017).

Learning models can describe or describe learning procedures (Hendracipta, 2021). One alternative that can be used in studying the Al-Qur'an and hadith is through the Cooperative Match type learning model. The make-a-match type cooperative learning model is a learning model that requires cards, and students will match the answers and questions. An exciting and appropriate learning model greatly influences student interest and learning outcomes (Tammu, 2018). Cards and games assist the make-a-match learning model find pairs of specified concepts (Sitompul & Maulina, 2021). The make-a-match learning model is a learning model that is carried out by looking for pairs of question or answer cards (Ananda & Fauziah, 2022). Based on the results of observations in class VII F of SMPN 7 Watampone, it was found that the learning outcomes of each individual in PAI subjects were still low and had not been able to meet the KKM (Minimum Completeness Criteria) implemented by the school, namely a score of 75. Of the learning outcomes of 20 students, only 12 met the KKM with 60% classical learning completeness, and the remaining eight students with 40% classical learning completeness were still below the KKM. Learning activities that are less attractive to students result from various factors. One is the need for more variety of learning models (Arsa, 2020). Most students have not mastered the material being taught because the model applied in the learning process still uses the conventional learning model using the lecture method, making the class boring when learning occurs. (Cahyaningrum et al., 2019; Darmayanti et al., 2023; Khozaei, 2020). It was also found that students were still passive during learning, tended to be teacher-centered, quickly forgot the material, and did not attract students' interest and attention.

Research by Arimbawa et al., (2017) and Mega et al., (2023) shows that there is an influence of the application of the STAD-type cooperative learning model assisted by image media on learning outcomes. Research conducted by Raito and Sarita (2022) found that learning processes that use learning models that lack variety can make students bored during learning. Furthermore, research by Yusuf (2018) and Arviana et al. (2020) on Monotonous learning results in students needing to be more enthusiastic about participating in the learning process, negatively impacting learning outcomes. Research by Devita and Mayasari (2020) found that using conventional models causes low student achievement results. Meanwhile, research conducted by Rozikin et al., (2018) showed that the learning model is less varied, and the media used is limited, causing students to be less active and less motivated, thus affecting learning outcomes. In line with this research, Parmila et al., (2018) revealed that students still need more mastery of concepts, lack adequate facilities, and teachers find it challenging to choose learning models that suit the heterogeneous character of students.

Based on this, a new idea is proposed to overcome the recurring gap by implementing a make-a-match type cooperative learning model. The make-a-match cooperative learning model uses steps adapted to students' needs (Dahlia, 2022). This learning model can create a pleasant atmosphere and attract students' interest in learning so that it will have an impact on improving learning outcomes (Sulistio & Haryanti, 2022). Research conducted by Sukerni (2020) shows that the application of the make-a-match type cooperative model can improve student learning achievement in the theme of my experience. Based on the facts above, the author needs to carry out intensive learning about Al-Qur'an and hadith material, both in learning and applying it in everyday life. For this reason, the author is interested in conducting Classroom Action Research (PTK) entitled "Make A Match Type Cooperative Learning Model in Improving Learning Outcomes on Al-Qur'an and Hadith Material."

METHODS

This research uses descriptive quantitative research with the type of Classroom Action Research (PTK), which aims to determine students' learning achievements in learning Islamic Religious Education and Character, especially in the Al-Qur'an and Hadith material which will be taught to class VII F students by applying the learning model. Cooperative make a match type. This research was carried out at SMPN 7 Watampone, located in East Tanete Riattang District, Bone Regency, South Sulawesi Province. The subjects of this research were class VII F students at SMPN 7 Watampone, with 20 students consisting of 10 male students and ten female students. This research aims to determine the application of the make-a-match type cooperative learning model in improving student learning outcomes on Al-Qur'an Hadith material in class VII F SMPN 7 Watampone, East Tanete Riattang District, Bone Regency.

The research was carried out in 2 cycles, each consisting of four action parts: planning, action, observation, and reflection (Slam, 2021). In detail, the research cycle design was adapted from Kemmis and Taggart (Arikunto, 2017), depicted in the chart below:

Figure 1. Classroom Action Research (PTK) Cycle Chart

The data in this research consists of primary data from observations and secondary data from studying the references used. The instruments used in this research were an observation sheet and five description questions carried out at the end of each Cycle. The data collection techniques used are observation, questionnaires, and learning outcomes tests to determine the level of student success. The data analysis technique used in this research is quantitative and descriptive quantitative data processing (Sugiyono, 2013). Data from the observation sheet will be processed using qualitative data processing techniques. Data collected through observation will be described in the form of a description. This is to see how effectively the make-a-match method can improve student learning outcomes. In order for the data processing to be more valid, descriptive statistical analysis is used based on the assessment conversion as follows:

Table 1. Assessment Conversion Guidelines (Budiaji, 2013)

Interval Value Description	Interval Value Description
86 – 100	Very good
71 – 85	Good
56 – 70	Pretty good
41 – 55	Not good
> 40	Fail

To calculate the percentage of scores obtained by students, the author uses the following formula:

$$\text{Presentation} = \frac{Score\ obtained}{Total\ score} \times 100\% \text{ (Arikunto, 2006)}.$$

Meanwhile, the quantitative data processing technique is a quantitative descriptive processing technique used to determine the level of achievement of students' PAI learning outcomes. At the end of the implementation, students will be assessed to determine the extent of student success in the learning process. The results obtained by students are in the form of scores converted into Minimum Completeness Criteria (KKM). Research is said to be successful if student learning outcomes reach a score of 75 KKM (Minimum et al.) and a minimum average score of 71%.

RESULTS AND DISCUSSION

Results

The targets in this research were class VII F students at SMPN 7 Watampone, with 20 students consisting of 10 male and 10 female students. The facilities provided by the school include markers, whiteboards, erasers, fans, etc., that help the learning process. In this research, the application of the make-a-match type cooperative learning model in the teaching and learning process consists of five sessions, consisting of one pre-cycle stage and two cycle stages. The first and second cycles were carried out in two meetings: one learning session and one daily evaluation. The results collected from this stage are then evaluated to improve subsequent actions.

Pre-Research Stage

The pre-cycle stage was conducted to see student learning outcomes before implementing the make-a-match cooperative learning model. The student learning outcomes obtained by researchers before learning using the make-a-match type cooperative learning model are as follows:

Table 2. Data on Student Learning Outcomes in Pre-Cycle

No	Learning outcomes	Pre Test
1.	The highest score	90
2.	Lowest Value	60
3.	Average value	71
4.	Mastery learning	40%

Based on Table 2, the results of learning in PAI subjects carried out at SMPN 7 Watampone show the results in the pre-cycle, with the highest student score being 90. The lowest score is 60, with an average of 71, and student learning completion was 40%, with the number of students completing as many as 8 students. The data above shows that the learning outcomes of class VII F students at SMPN 7 Watampone are still low because half of the class VII F students' scores are below the KKM (Minimum Completeness Criteria) in that class, namely 75.

Implementation of Cycle I Learning

Planning Stage

At this initial stage, researchers prepare the equipment needed for research, including learning tools and data collection instruments. Learning components include the syllabus, Learning Implementation Plan (RPP), using the make-a-match type cooperative learning model, and Student Worksheets (LKPD), while the tools used to collect information are observation sheets and student ability tests.

Learning Implementation Stage

The following are the results of observations of learning activities carried out by researchers and colleagues:

$$\text{Percentage } = \frac{68}{80} \times 100\% = 85\%$$

From this percentage, it can be concluded that the teaching and learning activities carried out by teachers are suitable, with a percentage of 85%. This has been planned, even though some aspects need to be implemented optimally. However, the observation data in the table shows that the teaching and learning process took place smoothly, was conducive, and achieved the learning objectives. After observing the actions of Cycle I, the next activity is to conduct a Cycle I learning outcomes test in the form of descriptive questions, the number of questions being 5. The learning results of the Cycle I can be seen in Table 3 below:

Table 3. Comparison of Learning Results in Pre-Cycle and Cycle 1

No	Learning outcomes	Pre-Cycle Cycle I	Pre-Cycle Cycle I
1.	The highest score	90	90
2.	Lowest Value	60	70
3.	Average value	71	76
4.	Mastery learning	40%	75%

The increase in learning outcomes can be seen from the grades obtained by students before and after learning using the make-a-match type cooperative model. The lowest score in Cycle I was 70, initially 60; an increase also occurred in the average score and learning completeness. The average score, which was initially 71, increased to 76, and learning completion, which was initially 40%, became 75%, with the number of students who completed it being 15 people. The highest value in Cycle I was still the same as the initial condition, namely 90.

Observation Stage

The learning outcome scores in Table 3 show that the teacher's ability to manage the class is starting to improve. Meanwhile, data from observations of student activities for Cycle I actions obtained a score of 20 out of a maximum score of 28; the percentage only reached 75%. This shows that the level of success of student activities, according to observations, is in the relatively good category.

Reflection Stage

Most of the students' learning outcomes improved, although six children had stable learning outcomes. After reflecting on Cycle I, the shortcomings of Cycle I can be corrected in Cycle II. In Cycle II, the teacher must be able to carry out learning according to the make-a-match learning model to prove that it can improve student learning outcomes at SMPN 7 Watampone.

Implementation of Learning Cycle II

Planning Stage

The implementation of Cycle II was carried out based on the reflection results from Cycle One. In Cycle II, the researcher prepared a Learning Implementation Plan (RPP) using a make-a-match, make-a-match cooperative learning model based on the evaluation results from Cycle I and Student Worksheets (LKPD). The tools used to collect information were observed sheets and student ability tests.

Learning Implementation Stage

Implementation of learning in Cycle II: The score obtained was 25 out of a maximum score of 28. The teacher's performance in teaching and learning activities was good, with a percentage of 89%. This is as planned, with a very good category. Overall, it shows that the teaching and learning process

takes place smoothly, is conducive, and learning objectives are achieved. This shows that the teacher's ability to manage the class has increased.

Data from observations of student activities for cycle II actions obtained a score of 23 out of a maximum score of 28; the percentage only reached 82%. This shows that the level of success of student activities, according to observations, is in the good category. Meanwhile, after carrying out observations on the actions of Cycle II, the next activity was to conduct a Cycle II learning outcomes test in the form of description questions; the number of questions was five numbers. The learning results of Cycle II can be seen in Table 4 below:

Table 4. Comparison of Learning Results for Al-Qur'an and Hadith Material
in Cycle I and Cycle II

No	Learning outcomes	Cycle I Cycle II	Cycle I Cycle II
1.	The highest score	90	100
2.	Lowest Value	70	70
3.	Average value	76	87
4.	Mastery learning	75%	90%

From the description above, it can be seen that the highest score, average score, and completeness of learning at SMPN 7 Watampone in Cycle II increased, the highest score in Cycle I was 90 increased to 100, the average score in Cycle I was 76 increased to 87 and learning completeness in Cycle I was 75%, increasing in Cycle II to 90%. In contrast, the lowest score was stable at 70. In Cycle II, there were two students whose scores did not complete the KKM, namely 70.

Observation Stage

All aspects of teacher activities and student activities in Cycle II were assessed as good; some were even assessed as very good; this influenced the skills and learning outcomes achieved by students in this Cycle. Increased learning outcomes in Cycle II can occur because students have fully paid attention to the objectives of the material presented so that student enthusiasm can be seen clearly during research. Apart from that, the increase in results occurred because students were fully paying attention to the demonstration made by the teacher.

Reflection Stage

Based on the data obtained from cycles I and II, it can be seen that applying the make-a-match type of cooperative learning results in students' skills in PAI lessons on Al-Qur'an and hadith material. In Cycle 1, it was 75%, with the number of students completing it being as many as 15 people. In Cycle II, it increased to 90% with the number of students completing as many as 18 people, so with these data, it can be concluded that the success criteria for research on student learning outcomes have been achieved.

Discussion

Implementation of the Make Match type Cooperative Learning Model on Al-Qur'an and Hadith material

The make-a-match learning model is a cooperative learning model with game elements, namely looking for pairs of answers on the cards. So that students will work together more and be more active and not passive in participating in class learning. This is to the theory from several studies regarding the application of the make-a-match learning model to improve student learning outcomes, as has been done by Yulia & Syalsabila (2023), Fauhah & Rosy (2021); Riyanti & Abdullah (2018), which shows that the make a matching model of learning can increase student motivation and learning outcomes. Apart from that, this is also the opinion of Suprapta (2020). The make-a-match type

cooperative model is a learning model that invites students to find the answer to a question or pair of concepts through card games within a specified time limit. The make-a-match cooperative learning model is one type of cooperative learning model. In make-a-match type cooperative learning, students are invited to learn while playing, looking for partners based on the cards he has (Yulia et al., 2021). Further, according to Sumarni (2021), the match-type cooperative learning model is a learning system that prioritizes cultivating social skills, especially the ability to work with peers and find partners with the help of cards. Students who get a question look for students who get a suitable answer, and vice versa; this method can be used to stimulate student learning activity and is suitable for use in the form of a game.

Improving Student Learning Outcomes with the Make-A-Match Model

In this research, the make-a-match type cooperative learning model was applied with two learning cycles. Applying the learning process in Cycle I, there were 15 students whose learning outcomes were complete with an average learning completeness of 75%. Meanwhile, in Cycle II, there were 18 students whose learning outcomes were complete, with an average learning completeness of 90%. Based on the results of research from the initial stage to Cycle II, which continues to increase, it can be concluded that there is an increase in student learning outcomes from Cycle I to Cycle II, thus proving the application of the make-a-match type cooperative method in Al-Qur'an and hadith material for class VII F SMPN 7 Watampone can improve learning outcomes. This is in line with research conducted by Siti Umroh in 2023 with the application of the make-a-match type cooperative learning model, which can improve teacher-teaching activities and student learning activities. (Umroh, 2023). Nurhayati and Arba'atus Sholikhah's research in 2021 also gave positive results where implementing the make-a-match learning model in two cycles can improve student learning achievement (Nurhayati & Sholikhah, 2021). Implementing the make-a-match type cooperative learning model will increase student learning motivation, according to motivation theory, where cooperative learning creates a situation where personal goals can be achieved only if the group succeeds. (Hayati, 2017). This encourages students to work together to achieve the desired goals by implementing the small group learning model.

CONCLUSION

The results of observations based on the description above by carrying out the learning process using the make-a-match type cooperative learning model obtained several conclusions. (1) Implementing the make-a-machine type cooperative learning model has improved student learning outcomes in the material of the Qur'an and Hadith in class VII F SMPN 7 Watampone by implementing two learning cycles. (2) Students' interest in learning increases because in the make-a-match type cooperative learning model, students cultivate curiosity and create an entertaining learning atmosphere to stimulate student involvement in the learning process to achieve optimal academic achievement. (3) The success of the learning process must be connected to the role of mathematics teachers and researchers as facilitators, and learning can no longer be focused on the teacher.

This research provides empirical evidence regarding the importance of planning, observing, and improving the learning process by using appropriate strategies. The challenges teachers will face will become increasingly complex, so efforts to make research-based improvements such as those carried out in this research are vital for future research.

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