

Application of the Make A Match Cooperative Learning Model in Memorizing Short Surahs

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ABSTRACT

Purpose of the study: This research aims to find out how to apply the make a match cooperative learning model in memorizing short letters at the Madrasah Ibtidaiyah al-Muhajirin, Bitung City. And examine and reveal the supporting and inhibiting factors in implementing the make a match type cooperative learning model in memorizing short letters at the al-muhajirin madrasah al-muhajirin Bitung City.

Methodology: This research uses a descriptive qualitative approach with a focus on planning and implementing learning and involving class III students at Madrasah Ibtidaiyah Al-Muhajirin in memorizing short letters. Data collection methods involve observation, interviews, and documentation. Data analysis includes reduction, presentation and drawing conclusions. The indicator of the success of this research is students' mastery of the material according to the stated objectives.

Main Findings: The main finding of this research is that the application of the make a match cooperative learning model is able to improve student learning outcomes in memorizing short letters at the Madrasah Ibtidaiyah al-Muhajirin, Bitung City. Through the use of question and answer cards in learning sessions, students are more involved and active in understanding the material. Student interaction in groups also encourages collaboration and helps each other in mastering learning content.

Novelty/Originality of this study: The novelty of this research lies in the application of the make a match type cooperative learning model in the context of learning to memorize short letters in the Al-Quran at madrasah ibtidaiyah. This approach can provide a new alternative in improving the quality of learning and student learning outcomes in the field of religion, and can be adopted by similar educational institutions to overcome similar obstacles in learning.

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1. INTRODUCTION

Education is the government's effort to provide guidance, teaching and training inside and outside school throughout life, to prepare students to contribute effectively in various life contexts in the future [1]–[3]. Education is programmed learning experiences in forms of formal, non-formal and informal education at school and outside school, which last a lifetime with the aim of optimization [4], [5]. Consideration of individual abilities so that in the future they can play appropriate roles in life.

The success of education in Indonesia is determined by humans as implementers. In this case, teachers play a very important role because in efforts to improve the quality of school output, the teacher's role is very decisive. The low quality of educational outcomes is mostly blamed on teachers and not on agencies or other parties that have something to do with education.

Education aims to create quality humans who cannot be separated from various influencing factors. The factors referred to include: Teachers as educators who strive to empower students to learn efficiently and effectively, through learning media or research, curriculum, methods and so on. Teachers as instructors play a very important role in the teaching and learning process, both in planning and implementing learning. Teacher quality is a factor in student success [6], [7]. The success of teaching and learning can be seen in terms of process and results [8].

Teachers must be able to show seriousness when teaching so that they can arouse students' interest and motivation to learn. Teachers consciously plan teaching activities systematically by utilizing everything for teaching purposes. Meanwhile, in improving the quality of teaching, teachers should be able to plan teaching programs and at the same time be able to carry out them in the form of teaching and learning interactions. Apart from that, teachers as innovators who have the responsibility to implement innovations in the implementation of education in schools and learning, it will be more meaningful if students experience what they are learning and not just know it. The more students are actively involved in learning, the higher the possibility of achieving learning outcomes. Thus, interesting teaching methods and learning models are really needed by teachers so that students can receive information well, because through this teachers can help students get information, ideas, skills, ways of thinking and expressing ideas [9], [10].

Madrasah institutions as providers of religious education aim to develop students' abilities in understanding, appreciating and practicing religious values that harmonize their mastery of science, technology and art. Religious education encourages students to adhere to the teachings of their religion in everyday life and make religion the basis for ethics and morals in personal life, family, society, nation and state. Religious education builds the mental attitude of students to behave and behave honestly, trustworthy, disciplined, hard working, independent, self-confident, competitive, cooperative, sincere and responsible. Religious education fosters critical, innovative and dynamic attitudes, thereby encouraging students to have competence in the fields of science, technology, arts and sports.

Religious education is held in an interactive, inspiring, fun, challenging manner, encourages creativity and independence, and fosters motivation for a successful life. Islamic religious education at Madrasah Ibtidaiyah is intended to provide motivation, guidance, understanding, ability and appreciation of the content contained in the Al-Qur'an and Hadith so that it can be realized in daily behavior as a manifestation of faith and devotion to Allah SWT. The scope of teaching Al-Qur'an Hadith at Madrasah Ibtidaiyah includes: 1). Basic knowledge of reading and writing the Koran, 2). Memorizing short letters, 3). Understanding the content of short letters, 4). Hadiths about cleanliness, intentions, respecting parents, brotherhood, friendship, piety, loving orphans, congregational prayers, characteristics of hypocrites, and doing good deeds.

After exploring the field of study of Islamic religious education, it faces several obstacles, namely that the time provided is not balanced with material that is so dense and so important, namely that it demands the consolidation of knowledge to the formation of character and personality that is very different from the demands of other fields of study. Religious education, which tends to focus on cognitive aspects, has made all parties aware of the need for new methods and content standards that prioritize application rather than mere memorization with various learning approaches. Learning that is oriented towards mastering material is considered to fail to produce active, creative and innovative students. Students succeed in "remembering" the short term, but fail to equip students to solve problems in long-term life. Therefore, there needs to be a change in learning approach that is more meaningful so that it can equip students to face the life problems they face now and in the future.

Until now, teacher-centered learning still has several weaknesses. These weaknesses can be seen during the learning process in class, active interaction between students and teachers or students and students rarely occurs. Students are less skilled at answering questions or asking about the concepts being taught. Students are less able to work in discussion groups and solve the problems given. They tend to learn on their own. The knowledge gained is not built up gradually by students on the basis of their own understanding. Because students rarely find answers to the problems or concepts studied.

This research is in line with research conducted by Hamdi & Nurhodijah [11] where the research states that through the make a match model it can also stimulate students to be active in group learning in class, students can find their own learning and the teacher only provides reinforcement. Apart from that, the results of this research also state that using the make a match learning model based on research results can improve memorization abilities, learning outcomes, understanding, knowledge, increase direct student involvement in learning activities which will ultimately support increased achievement of memorization learning outcomes, Al -Qur'an. The novelty of this research lies in the application of the make a match type cooperative learning model in the context of learning to memorize short letters of the Koran at madrasah ibtidaiyah. This approach can provide a new alternative in

improving the quality of learning and student learning outcomes in the field of religion, and can be adopted by similar educational institutions to overcome similar obstacles in learning.

Based on this, the urgency of conducting this research is that it can be a source of innovation in learning methods. Integrating the Make A Match Cooperative Learning Model can provide a different and more interesting approach in teaching students to memorize short letters. Apart from that, this research can provide insight into how to improve the quality of learning. The research results can help teachers and educational institutions in optimizing learning strategies. So the aim of this research is to find out how to apply the make a match cooperative learning model in memorizing short surahs, as well as examine and reveal the supporting and inhibiting factors in implementing the make a match cooperative learning model in memorizing short surahs.

2. RESEARCH METHOD

The type of research carried out is research with a qualitative approach. Qualitative research is a method that produces descriptive data in the form of written or spoken words from individuals and observable behavior [12]. Qualitative research uses a natural approach to interpret phenomena using various existing methods. Characteristics of qualitative research, such as descriptive data, inductive data analysis, and emphasis on the meaning behind observations [13].

In this type of research that uses descriptive methods, the research provides a detailed description of certain symptoms or phenomena. In this research, researchers have an active role from data collection to evaluation, using a qualitative approach. This research was conducted in Class III of Madrasah Ibtidaiyah Al-Muhajirin, Bitung City with 29 students, consisting of 18 men and 11 women. The learning method used is cooperative make a match type for PAI subjects with a focus on memorizing short letters.

The data collection process is carried out through planning and implementing learning, observation, interviews and documentation. Planning includes material study, consultation with teachers, preparation of learning media, and observation sheets. Learning is carried out by dividing students into groups, with different tasks for each group. Observations were carried out collaboratively with the homeroom teacher. Interviews were conducted to obtain opinions and ideas from students. Documentation is used to record events that occur.

Data analysis techniques involve organizing data into categories, selecting important information, and synthesizing data. The research also used pre-test and post-test tests to see increases in students' understanding and learning outcomes. Furthermore, data analysis was carried out interactively and collaboratively in accordance with the concepts expressed by Miles and Huberman.

3. RESULTS AND DISCUSSION

In the educational process, students are expected to be active in learning so that they can understand the material better and achieve better learning outcomes. This research aims to improve student learning outcomes in memorizing short letters through the application of the "Make a Match" type cooperative learning model. This model encourages students to actively participate in study groups so that they can understand the material more deeply. This cooperative learning model is based on the concept that students can more easily understand difficult concepts through discussions with classmates. In this research, class III of Madrasah Ibtidaiyah Al-Muhajirin implemented the "Make a Match" learning model where students not only listen to the teacher, but also play an active role in the learning process. This model emphasizes cooperation between students in small groups to achieve learning goals. Students learn by discussing and working together in groups, which is necessary to build their own understanding.

This research was conducted in class III of Madrasah Ibtidaiyah Al-Muhajirin, Bitung City and followed the school lesson schedule. This research consists of three stages: initial activities, core activities, and final activities. Initial activities include greetings, prayer, attendance, learning objectives, and apperception. Apperception is given to students in the form of questions to relate their experiences to the material to be studied, so that students are more interested. Core activities include delivering material, dividing students into groups, and using cards with short verses as learning aids. Students work together in groups to understand and evaluate the material. The final activity focuses on summarizing the material and giving a final test to assess student understanding.

The results of this research show an increase in student learning motivation and active participation in learning. The "Make a Match" cooperative learning model has had a positive impact, including increasing students' confidence in interacting and speaking in front of the class. Students also feel more comfortable asking classmates, thinking quickly, and respecting and respecting other people's opinions. In conclusion, the implementation of the "Make a Match" cooperative learning model has brought positive improvements in student learning outcomes, increased participation and learning motivation, and created a more interactive and supportive classroom environment.

This research is in line with research conducted by Jufri et al [14] in this study which found that the use of the make a match learning model in Islamic religious education subjects, reading al-syamsiyah and alqamariyah legal material will help a teacher in carrying out learning activities for students. It will be easier to understand what is conveyed during the learning process. Research conducted by Rusmah & Rizal [15] is also in line with this research, where the results obtained in this research are that the make a match learning model can improve learning outcomes in Islamic religious education.

The implication of conducting this research is that it can increase the effectiveness of learning in the classroom. Teachers and educational institutions may consider adopting or adapting this model to enrich students' learning experiences. The weakness of this research is that it was only conducted in one school.

4. CONCLUSION

In this research it can be concluded that the application of the Make a Match type Cooperative Learning Method has a significant positive impact on students' learning to memorize short letters. This research shows several important results, namely first, student learning motivation increases significantly when the Make a Match type Cooperative Learning Method is applied. This method encourages students' active involvement in the learning process and helps increase their interest in the subject matter. Second, the Make a Match type Cooperative Learning Method clearly has an impact on increasing student learning achievement. This is reflected in an increase in class average scores, better learning achievement categories, both individually and in groups. Third, the application of the Make a Match type Cooperative Learning Method also has other positive impacts beyond increasing motivation and learning achievement. These impacts include increasing students' self-confidence, improving social interactions between students that are more harmonious and enjoyable, and reducing negative habits in the classroom. Fourth, the results of this research show that student activity in the learning process increases significantly with the implementation of the Make a Match type learning model. Observations and interviews with students indicated a significant increase in the level of student involvement in the learning process. Learning outcomes that previously tended to be passive have become more active. Thus, overall this research confirms that the application of the Make a Match type learning method is able to effectively improve learning outcomes in class III of Madrasah Ibtidaiyah Al-Muhajirin, Bitung City. This method not only increases student motivation and learning achievement, but also influences other positive aspects in the learning environment. Based on the results of this research, the researcher recommends using a variety of learning methods that can improve student learning outcomes. One method that can be used is the Make a Match type learning method.

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