



Application of the Make a Match Model in Learning Arabic Mufradat

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Abstrak

Dalam pembelajaran bahasa Arab terdapat empat kemampuan yang harus dipelajari dan dikuasai siswa, yaitu kemampuan menyimak, berbicara, membaca dan menulis. Untuk menguasai keempat keterampilan tersebut, salah satu upaya yang harus dilakukan adalah meningkatkan penguasaan mufradat atau kosa kata bahasa Arab, karena sangat membantu hasil belajar keempat keterampilan bahasa Arab tersebut. penerapan model Make A Match dalam pembelajaran bahasa Arab mufradat di MTs Muhammadiyah 09 Purbalingga. Penelitian ini merupakan jenis penelitian lapangan yang bersifat deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pembelajaran mufrodad di MTs Muhammadiyah 09 Purbalingga guru melakukan pembelajaran dalam tiga tahap yaitu tahap persiapan, pelaksanaan dan evaluasi. Kemudian dalam pelaksanaan pembelajaran mufradat guru menggunakan model Make a Match untuk membantu siswa memahami dan menghafal mufradat yang diberikan. Dengan menggunakan model ini menciptakan suasana belajar yang menyenangkan dan membuat siswa menjadi lebih aktif saat mengikuti kegiatan pembelajaran.

Kata Kunci: *Model Make A Macth, Belajar Mufradat.*

Abstract

In learning Arabic there are four abilities that must be learned and mastered by students, namely the ability to listen, speak, read and write. To master these four skills, one of the efforts that must be taken is to improve the acquisition of mufradat or Arabic vocabulary, because it is very helpful for the learning results of the four Arabic skills. This study aims to find out and analyze how the application of the Make A Match model in learning Arabic mufradat at MTs Muhammadiyah 09 Purbalingga. This research is a type of field research that is qualitative descriptive with data collection techniques through observation, interviews, and documentation. The results of this study show that mufrodad learning at MTs Muhammadiyah 09 Purbalingga, teachers conduct learning in three stages, namely the preparation, implementation and evaluation stages. Then in the implementation of mufradat learning the teacher uses the Make a Match model to help students understand and memorize the mufradat given. By using this model, it creates a pleasant learning atmosphere and makes students become more active when participating in learning activities..

Keywords: *Model Make A Macth, Learning Mufradat.*

Introduction

Arabic is a foreign language learned by students in Indonesia. In learning Arabic there are four abilities that must be learned and mastered by students, namely the ability to listen, speak, read and write. To master these four skills, one of the efforts that must be taken is to improve the acquisition of mufradat or Arabic vocabulary, because it is very helpful for the learning results of the four Arabic skills[1].

The reality in the field, precisely at MTs Muhammadiyah 09 Purbalingga, especially in class VIIA many students still have difficulty in learning mufradat or Arabic vocabulary. Based on the results of an interview conducted by researchers with Mr. M. Lutfi Mubarok, S.Pd as a teacher of Arabic subjects at MTs Muhammadiyah 09 Purbalingga in learning Arabic mufradat in class VIIA, there is a problem, namely the mastery of student mufradat which is still lacking. This is because students who have difficulty in reading Arabic vocabulary due to the different educational backgrounds of students, especially students who come from elementary schools where there are no Arabic subjects will have more difficulties in learning Arabic mufradat .

By seeing and analyzing the situation and condition of the problem and the goals to be achieved, teachers can use an approach that can be possible to solve the problem they face. The approach is to describe the nature of what will be done in solving a problem in all aspects of life. One approach commonly used by teachers in solving problems is the systems approach.

Various approaches include individual approaches, group approaches, varied approaches, educative approaches, experiential approaches, habituation approaches, emotional approaches, rational approaches, functional approaches and religious approaches. One approach that can be done by teachers in this problem is to use a group approach, with a group approach, it is hoped that a high sense of social development can be developed in each

student. They are built to control the emotional feelings that exist in each of them, so that an attitude of social solidarity is built in the classroom.

One group approach that can be done by teachers is through learning strategies[2], [3]. Strategies in this learning can be in the form of using learning models that are varied, appropriate and fun for students[4]. The use of the right learning model in the learning process will support the smooth learning process so that students are more motivated in learning. One of the learning models that can be used for a group approach is the Make A Match learning model[5][6]. The Make A Match learning model is a learning model using question cards and answer cards and distributed randomly to students then students look for cards either questions or the right answers[7]–[10], this model involves all student activities with fun situations and makes students more cooperative in solving a problem. By using this learning model, it is expected to make it easier for students to learn mufradat.

To realize expectations and find solutions to this problem, researchers will try to develop a Make A Match learning model to increase students' knowledge and understanding of learning Arabic mufradat class VIIA at MTs Muhammadiyah 09 Purbalingga, Pengadegan District, Purbalingga Regency.

Based on the above phenomenon, the lack of mastery of student mufradat in Arabic language learning researchers try to facilitate the understanding of students in learning mufradat. So researchers are interested in conducting a study entitled "Application of the Make A Match Model in Learning Arabic Mufradat Class VIIA at MTs Muhammadiyah 09 Purbalingga"

Methods

Based on the material and object, this research is included in the type of field research, which is research that uses information from research targets here in after referred to as respondents and informants

through data collection instruments such as observation, interviews and documentation. While the approach uses a qualitative descriptive approach, the foundation of thinking in qualitative research is the subject of sociological research not on social symptoms, but on the meanings contained behind individual actions that encourage the realization of these social symptoms.

Qualitative research is research that emphasizes the quality or the most important thing of a good or service [3], [11]–[13]. The most important thing about a good or service in the form of events, phenomena, and social phenomena is the meaning behind these events which can be used as valuable lessons for the development of theoretical concepts. The goal of qualitative research is to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach.

The subjects as well as sources of data in this study include, Kepala Madrasah MTs Muhammadiyah 09 Purbalingga, namely Mr. Rosad Nugroho, S.Pd., class VIIA Arabic subjects at VIIA MTs Muhammadiyah 09 Purbalingga, namely Mr. M. Lutfi Mubarak, S.Pd. and class VIIA MTs Muhammadiyah 09 Purbalingga students for the 2021-2022 academic year. Data collection methods in this study are interviews, observation and documentation. While the method of data analysis uses data reduction, data presentation and conclusions.

Result And Discussion

Based on the research that has been carried out, researchers obtained data from the field, namely related to the Application of the *Make A Match* Model in *Mufradat* Learning at MTs Muhammadiyah 09 Purbalingga. In collecting data, this study used observation, interview and documentation methods. In accordance with observations and interviews conducted by researchers from December 2021 to May 2022, the following data were obtained:

Researchers observed the learning of *Arabic mufradat*, especially on the material **الْبَيْتُ** (house) which was carried out for 5

meetings. With 1x40 minutes for one face-to-face meeting and one meeting a week, every Tuesday. Learning was carried out offline with 25 class VIIA students. The material for teaching Arabic class VII semester 2 is: **الْعَنْوَانُ مِنْ يَوْمِيَّاتِ الْأَسْرَةِ الَّتِي بَيَّنَّتْ**. In each of these subject materials there is a *mufradat* that will be learned by students, where the teacher must determine the right learning model to deliver the *mufradat* material. The *Make A Match* model is one of the learning models used by Mr. Lutfi specifically in *mufradat* learning. This learning model makes students active and creates a pleasant learning atmosphere.

In this study, researchers conducted an interview with an Arabic subject teacher at MTs Muhammadiyah 09 Purbalingga, namely Mr. Muhammad Lutfi Mubarak, the researcher asked about the learning model used in Arabic language learning, especially in *mufradat* material. Mr. Lutfi stated, "usually specifically for class VII in *mufradat* learning, to make it easier for students to memorize and understand *mufradat* easily, I use the *Make A Match* model where with this learning model students become enthusiastic and enthusiastic".

In accordance with the results of the interview, the researcher can conclude that in *mufradat* learning Mr. Lutfi uses a *special Make A Match* learning model for class VII while in classes VIII and IX uses memorization methods. The *Make A Match* model is a game-shaped learning model using cards that make students active when learning activities take place and make it easier for students to memorize *mufradat*. Based on the first observation made by the researcher, on March 22, 2022 at MTs Muhammadiyah 09 Purbalingga, the data obtained were as follows:

a. Preparation

Before learning activities begin, a teacher must prepare everything needed at the time of learning and plan activities that will be carried out during the learning process. Learning planning includes learning objectives, methods and models used, material to be presented, how to deliver it, tools or media used. With the learning planning, it will make teachers more mature in delivering material and the

activities to be carried out have been arranged systematically.

As with the teacher of Arabic subjects at MTs Muhammadiyah 09 Purbalingga, namely Mr. M. Lutfi Mubarak, of course, making preparations before learning Arabic in class VIIA, namely by preparing the material to be delivered in accordance with the teacher's module book, namely chapter 2 **الْبَيْتُ** (home) material with a focus on room *mufradat* at home applied using the *Make A Match model*. The books used in learning Arabic class VIIA semester 2 are Arabic lessons which are compiled in accordance with what is stated in the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 183 of 2019.

After preparing the things needed during learning, the teacher then does a plan which is contained in the RPP which is used for short-term planning, namely for one meeting. After preparing the lesson plan, then the teacher also prepares a *mufradat* card that will be used during the learning process using the *Make A Match model*.

b. Implementation

After the teacher has made preparations and also the planning contained in the Learning Implementation Plan (RPP) before learning, the next step is the implementation step. The implementation step is the implementation of the RPP that has been made by the teacher before, in this RPP consists of introduction, core activities and closing. In teacher implementation activities is one of the determining components of learning success because the teacher is someone who delivers a material to students. In this implementation activity, the teacher applies the plan from what has been made before. The implementation of the *Make A Match model* in class VIIA *mufradat* learning at MTs Muhammadiyah 09 Purbalingga in the first observation can be described as follows:

1) Introduction

The introductory activity includes teacher skills in opening lessons which are activities to prepare students before learning begins. The skill of opening lessons is intended to prepare students to be ready and focused to receive lessons. Activities in opening lessons can be started by saying greetings, asking how students are doing, providing learning motivation and conveying learning objectives.

Providing learning motivation is part of the skill of opening lessons. In providing motivation for learning, teachers must also look at the situation and conditions of the classroom. Is the class noisy, or even many students are leaving the classroom. Providing motivation at the beginning of this lesson aims to make students become enthusiastic in receiving lessons. Furthermore, the delivery of learning objectives to be learned. The purpose of the teacher delivering learning objectives is so that students know what they want to learn and know the level of achievement of these learning objectives.

The preliminary activity for learning *Arabic mufradat* starts at 08.20. Guru opens the lesson by saying greetings and inviting students to pray before learning. Then the teacher greets the students by saying صباح الخير (good morning) then the class VIIA students answer صباح النور (good morning back) and the teacher asks how the students are doing by saying كيف حالكم؟ (how are you guys?) then the student answered بخير والحمد لله (good Alhamdulillah) then continued with the teacher doing attendance of students.

Teachers provide motivation why students should learn Arabic. The teacher said learning Arabic is something that is mandatory for Muslims, because Arabic is the language of the Qur'an which is a guideline for Muslims. This motivation

is to provide encouragement so that students have enthusiasm and enthusiasm in learning. After that, the teacher conducts apperception which aims to find out whether students still remember the material that has been taught before. So with apperception the teacher repeats the material that has been taught at the previous meeting. Then the teacher conveys the learning objectives, namely indicators that must be achieved by students.

2) Core activities

In the core activities, teachers use learning models that are adjusted to learning materials. The selection of learning models must be in accordance with the material to be delivered, so that students are able to capture the material well and to achieve the desired learning objectives. In learning Arabic mufradat class VIIA on the **material** **الْبَيْتُ** (home), Mr. Lutfi as a teacher of Arabic subjects at MTs Muhammadiyah 09 Purbalingga uses the *Make A Match* model for *mufradat* material.

In the core activity, the teacher first invites students to open the Arabic modu 1 book, then the teacher explains the *mufradat* about the material **الْبَيْتُ** (house). After explaining, the teacher reads one by one the *mufradat* and its meaning, then the students imitate together aloud and aloud for two to three times. After the teacher recites the *mufradat* then the students imitate together until all the *mufradat* is finished, the teacher asks the students whether or not they understand the *mufradat* about **الْبَيْتُ** (house). Then the student replied that he already understood.

To ascertain whether the students are really familiar with the material, the teacher tests by pointing to one of the students at random and asking the meaning of one of the *mufradat* that the teacher mentioned. It turns out that there are some students who still have

difficulty in answering the questions given by the teacher. Then to better understand students about the *mufradat* material **الْبَيْتُ** (home), then the teacher applies the *Make A Match* model. The *Make A Match* model is a learning model using question and answer cards that are distributed to students, then students pair the two cards.

Before the *Make A Match* model is applied, the teacher explains to students how learning is carried out using the *Make A Match* model and explains the rules that must be obeyed by students. The rules include that students should not be noisy when pairing question and answer cards. If anyone violates these rules, they will be given a punishment of mentioning all *mufradat* and their meanings in front of the class. Before starting, the teacher gives students 5 minutes to reread all the *mufradat* individually so that students can better remember and understand *the mufradat*.

In this first observation, there were 24 children and 1 child who was absent due to illness. Then the teacher divided the students into two groups, namely group A and group B. Group A numbered 12 children who were the question card holder group and group B also numbered 12 children who were the answer card holder group. After that, the teacher distributed question cards to group A and answer cards to group B.

Then the teacher instructs the students to look for the right pair of cards with a time of 30 seconds and after finding his or her card pairs the students gather together. After the time is up, the teacher instructs the students to stop looking for pairs of cards each. Then the teacher instructs each student who has found the pair of question and answer cards to read the cards he got and show the cards.

The game is repeated up to three times by changing group A to answer card holders and group B to question

card holders so that students really understand and remember *mufradat more*. All students successfully paired the question and answer cards correctly and students felt happy during the lesson using the *Make A Match model*. After completion, the teacher gives appreciation to the students for being orderly during the learning and provides conclusions.

3) Cover

In the closing activity, the teacher clarifies or concludes and reflects by inviting students to repeat the *mufradat* that has been learned. As well as giving directions to students so that *the mufradat* that has been learned is not only memorized when learning but also memorized outside the head. After that, the teacher invites students to say *hamdalah* and continue with greetings.

c. Evaluation

Evaluation is important in learning, because through evaluation the teacher can find out the extent of students' ability to understand the material delivered by the teacher. Through evaluation, teachers can also measure whether their teaching ability is maximized or there is still something to be improved, either from the delivery of material by the teacher himself or other supporting factors.

The evaluation carried out by the teacher in this first observation is by oral means, where the teacher immediately appoints students randomly to answer the *mufradat* questions given by the teacher.

In the second observation, which was Tuesday, March 29, 2022, the teacher again applied the *Make A Match model* in learning *mufradat* material *الْبَيْتُ* (home), but with different sub-chapters from the previous meeting. In the previous meeting discussed the room of the house while in this meeting discussed the contents of the room with a total of 22 children. The implementation of the *Make A Match model* in class VIIA *mufradat* learning at MTs Muhammadiyah 09 Purbalingga in the

second observation can be described as follows:

a. Preparation

Before carrying out learning activities, teachers prepare by making a Learning Implementation Plan (RPP) which will be used as a reference in learning later. At this meeting, Mr. Lutfi again used the *Make A Match model*, because there were still *mufradat* that had not been implemented using the *Make A Match model*. After preparing the lesson plan, then the teacher also prepares a *mufradat* card like the previous meeting.

b. Implementation

In this implementation step, the teacher applies what has been made in the Learning Implementation Plan (RPP). The implementation steps are as follows:

1) Introduction

Arabic language learning begins at 08.20 and the preliminary activity of learning *Arabic mufradat* begins with guru opening the lesson, saying greetings and inviting students to pray together before the lesson begins. Then the teacher greets the students by saying صباح الخير (good morning) then the class VIIA students answer صباح التّور (good morning back) and the teacher asks how the students are doing by saying كيف حالكم ؟ (how are you guys?) then the student answered بخير والحمد لله (good, Alhamdulillah) then continued with the teacher doing the attendance of the students.

Furthermore, the teacher performs perception by explaining that the material to be studied today regarding the contents of the room is still related to the previous *mufradat* material , namely about the room in the house (الْبَيْتُ). With this perception will make the learning process smooth and effective. Then the teacher conveys the learning objectives, namely indicators that must be achieved by students.

2) Core Activities

In the core activity, the teacher first invites students to open the Arabic module book, then the teacher explains the *mufradat* about the material **الْبَيْتُ** (house) with sub-chapters of space content. After explaining, the teacher reads one by one the *mufradat* and its meaning, then the students imitate together aloud and aloud for two to three times. After the teacher reads the *mufradat* then the students imitate together until all the *mufradat* is finished, the teacher asks the students whether or not they understand the *mufradat* about the contents of the space described earlier. Then the student replied that he already understood.

To reconfirm whether the students really understand the material, the teacher tests by pointing to one of the students at random and asking the meaning of one of the *mufradat* that the teacher mentioned. It turns out that there are some students who still have difficulty in answering the questions given by the teacher. Then to better understand students about the *mufradat* material **الْبَيْتُ** (home), then the teacher applies the *Make A Match model*. The *Make A Match model* is a learning model using question and answer cards that are distributed to students, then students pair the two cards.

Before starting learning using the *Make A Match model*, the teacher gives rules as long as this model is applied. His rule is that the student should not speak loudly in search of his or her spouse cards, but quietly and calmly while looking at the cards held by his friend. In this second observation there were 22 students, there were 3 students who were absent due to illness. Then guru divided the students into two groups, namely group A and group B. Group A numbered 11 children who were the question card holder group and group B also numbered 11 children who were the answer card holder group. After that, the teacher distributed question cards to group A and answer cards to group B.

Then the teacher instructs students to look for pairs of question cards and answers with 30 seconds. After the time is up and all the students have found their respective partners, students read out the cards obtained with their partners. In the first and second experiments, all students were precise in pairing the *mufradat* cards correctly. But in the third try there was one student who paired the wrong card, namely the *mufradat* **زَهْرِيَّة** card paired with a flower picture card. The teacher asked the other students if it was true that the *mufradat* **question card** **زَهْرِيَّة** was paired with the flower picture card, then the compact student replied that it was wrong. The *mufradat* **زَهْرِيَّة** should be paired with a vase picture card.

The teacher explained to the students that it was not quite right, this happened because of the similarity of *mufradat* between **زَهْرِيَّة** (flower vase) and **زَهْرَةٌ** (flower) causing one of the students to mistakenly pair the cards. Then the teacher gives advice so that students are more careful and careful when reading *mufradat*, because many *mufradat* are almost the same. After the game is over, the teacher gives a conclusion then checks the students' memories again by pointing one by one students randomly and mentioning *mufradat* in Arabic and Indonesian.

3) Cover

In the closing activity, the teacher again provided material reinforcement to the students. So that students better remember *the mufradat* that has been learned before. Then, the teacher and the students conclude by repeating all the *mufradat*. The lesson was closed with a *hamdalah* greeting and the teacher saying greetings.

c. Evaluation

The evaluation carried out by the teacher in this second observation is still the same as the previous meeting, namely by appointing students one by one not according to absences and asking questions about the meaning of a *mufradat*.

In the third observation, which was Tuesday, April 5, 2022, the teacher gave practice questions about *the mufradat* material **الْبَيْتُ** (home), which is in the Arabic learning module book. The implementation of class VIIA Arabic *mufradat* learning at MTs Muhammadiyah 09 Purbalingga in the third observation can be described as follows:

a. Preparation

Before the learning activity begins, the teacher prepares by making a Learning Implementation Plan (RPP) which will be used as a guideline in the implementation of learning. At this meeting, Mr. Lutfi wanted to apply the *mufradat* that had been learned in the previous meeting which used the *Make A Match model*. That is through practice questions in the Arabic lesson module book. The thing that is prepared by the teacher is to choose practice questions that will be done and discussed with the teacher. Because of the limited time, not all questions can be done by students and discussed with the teacher.

b. Implementation

After preparing the things needed in learning, then the teacher carries out what has been prepared and planned beforehand.

1) Introduction

The preliminary activity for Arabic learning starts at 08.20. Guru opens the lesson by saying greetings and inviting students to pray before learning. Then the teacher greets the students by saying صباح الخير (good morning) then the class VIIA students answer صباح النور (good morning back) and the teacher asks how the students are doing by saying كيف حالكم ؟ (how are you guys?) then the student answered بخير والحمد لله (good Alhamdulillah) then continued with the teacher doing attendance attendance of students.

2) Core Activities

In the core activity, the teacher slightly reviews the *mufradat* that has been learned so that students better remember the *mufradat* that has been conveyed before. Then the teacher gives

the practice questions in the Arabic lesson module book to the students to do. The teacher gives students 15 minutes to do the practice questions. After the working time is up, the teacher assures the students whether they have finished doing the questions. After making sure all students have finished working on the questions, then the teacher and students discuss the questions while explaining the correct answers to the students.

3) Cover

In the closing activity, the teacher again reminded the students to repeat at home what had been learned. The lesson was closed with a hamdalah greeting and the teacher saying greetings.

c. Evaluation

In this third observation, the learning carried out is one of the evaluations carried out by the teacher to measure the ability of students to understand *mufradat* regarding the **الْبَيْتُ material** (home). With this evaluation, the teacher can correct the learning that has been done, so that in the future learning becomes more qualified and students experience increased knowledge. Because teachers are one of the determinants of the success of a lesson. In addition, good cooperation between teachers and students also determines the success of a learning, so a good communication relationship between students and teachers is needed.

In the fourth observation, which is Tuesday, April 12, 2022, the learning material is still in the chapter **الْبَيْتُ** (home). The teacher conducts daily tests to assess students' ability to understand *mufradat*.

a. Preparation

The preparation made by the teacher at this meeting is to make a Learning Implementation Plan (RPP) and prepare daily test questions that will be done by students by not opening the lesson module book Arabic, so that students and teachers are able to measure the extent of student understanding.

b. Implementation

1) Introduction

Arabic language learning begins at 08.20 and the introductory activity of Arabic learning begins with opening the lesson, saying greetings and inviting students to pray together before the lesson begins. Then the teacher greets the students by saying صباح الخير (good morning) then the class VIIA students answer صباح النور (good morning back) and the teacher asks how the students are doing by saying كيف حالكم؟ (how are you guys?) then the student answered بخير والحمد لله (good, Alhamdulillah) then continued with the teacher doing the attendance of the students.

2) Core Activities

The teacher informs the students that this meeting will be conducted daily test of the material البيت (home), then the teacher gives time to the students for 10 minutes to look Return *the mufradat* that has been studied because the test to be carried out should not open the module book and any notes. After that, the teacher distributes the test questions to the students and the students are given time until class time is over.

3) Cover

After the time to do the questions is over, the teacher gives instructions to the students to collect their answers because the time is up. Then the teacher closes the lesson by saying hamdalah and greetings.

c. Evaluation

Evaluation of this fourth observation, where the teacher conducts daily tests with the aim that the teacher can improve further learning better and to measure students' ability to understand material.

In the last observation, which is the fifth on April 19, 2022, the teacher discussed the daily test questions of the chapter البيت (home) with students.

a. Preparation

The preparation made by the teacher is to make a Learning Implementation Plan (RPP) and make answer keys for daily test questions.

b. Implementation

1) Introduction

Arabic language learning begins at 08.20 and the preliminary activity of learning *Arabic mufradat* begins with guru opening the lesson, saying greetings and inviting students to pray together before the lesson begins. Then the teacher greets the students by saying صباح الخير (good morning) then the class VIIA students answer صباح النور (good morning back) and the teacher asks how the students are doing by saying كيف حالكم؟ (how are you guys?) then the student answered بخير والحمد لله (good, Alhamdulillah) then continued with the teacher doing the attendance of the students.

2) Core Activities

In the core activity, the teacher and students correct together the daily tests that have been done in the previous meeting. The teacher distributes students' answer papers randomly, so each student does not hold his or her own answer paper. Then the teacher and students discuss together the test questions. The teacher discusses the questions one by one by reviewing the *mufradat* that has been given to students in previous meetings.

3) Cover

The closing activity was carried out with the teacher's appreciation to the students for having maximized in learning *mufradat* in the chapter البيت (home) and doing the questions well according to their respective abilities without looking at any learning module books and notes.

c. Evaluation

The daily test given by the teacher to students is a form of learning evaluation regarding the **material** البيت (home). This evaluation aims to determine the extent of the effectiveness and efficiency of using learning strategies, especially by using the *Make A Match* model on *mufradat* البيت (home).

Conclusion

Based on the results of research that has been conducted by researchers, both through observation, interviews, documentation and after researchers conduct an analysis of the application of the *Make A Match* model in learning Arabic *mufradat* class VIIA at MTs Muhammadiyah 09 Purbalingga, Pengadegan District, Purbalingga Regency, the following conclusions can be drawn:

The application of the *Make A Match* model in *mufrodad* learning on the **الْبَيْتُ** (rumah) material at MTs Muhammadiyah 09 Purbalingga in its application through several steps, namely preparation, implementation and evaluation. In the preparation step, the first thing done by the teacher is to prepare the material and learning materials contained in the Learning Implementation Plan (RPP). Then for the implementation in learning Arabic *mufradat* using the *Make A Match* model helps students in making it easier to understand and memorize the *mufradat* given. The evaluation used by the teacher is in the form of practice questions and daily tests both oral and written.

Arabic learning in class VIIA using the *Make A Match* model runs according to the lesson plan that has been prepared by the teacher. When learning takes place, students become more enthusiastic in participating in *mufradat* learning. Students become very enthusiastic when the application of the *Make A Match* model takes place. Although the classroom sometimes becomes crowded and noisy, but with the teacher's efforts to condition the students well, the classroom atmosphere again becomes conducive again. Through the application of the *Make A Match* model, *mufrafat* becomes easier to remember and provides a fun learning experience for students.

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