



The Influence of the make a match model on Students' Mapel PAI Learning Achivement and Civil Decision

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran Make a Match dalam pembelajaran Pendidikan Agama Islam dan Karakter terhadap prestasi belajar siswa kelas VII di SMP Negeri 2 Tawangmangu.

Dengan pendekatan kuantitatif, penelitian ini merupakan jenis penelitian lapangan dengan desain eksperimen. Pengumpulan data dilakukan melalui observasi langsung di lapangan dan penggunaan angket untuk mengukur tingkat penerapan model Make a Match dan prestasi belajar siswa. Populasi penelitian adalah seluruh siswa kelas VII yang berjumlah 110 siswa, sedangkan sampel penelitian dipilih sebanyak 33 siswa dengan menggunakan metode random sample. Analisis data dilakukan dengan menggunakan uji validitas dan reliabilitas, serta analisis statistik untuk mengetahui pengaruh penggunaan model Make a Match terhadap prestasi belajar siswa.

Hasil penelitian menunjukkan bahwa tingkat penggunaan model Make a Match dan prestasi belajar siswa berada pada kategori sedang. Namun analisis statistik menunjukkan tidak terdapat hubungan yang signifikan antara penggunaan model Make a Match dengan prestasi belajar siswa. Korelasi kedua variabel dinyatakan lemah dengan koefisien sebesar 0,029 dan signifikansi sebesar 0,873. Kesimpulan penelitian ini menyoroti pentingnya eksplorasi lebih jauh metode pembelajaran yang lebih efektif dalam konteks pendidikan agama dan karakter di sekolah menengah pertama. Penelitian ini memberikan gambaran tentang keefektifan model pembelajaran Make a Match dalam konteks pendidikan agama dan karakter di SMP Negeri 2 Tawangmangu. Implikasi penelitian ini menyoroti pentingnya eksplorasi lebih lanjut terhadap metode pembelajaran yang lebih efektif dan berkualitas.

Kata Kunci: Model Pembelajaran Make A Match, Prestasi Belaja

Abstract

This research aims to investigate the effect of using the Make a Match learning model in learning Islamic Religious Education and Character on the learning achievement of class VII students at State Junior High School 2 Tawangmangu.

With a quantitative approach, this research involves a type of field research with an experimental design. Data was collected through direct observation in the field and the use of questionnaires to measure the level of implementation of the Make a Match model and student learning achievement. The research population was all class VII students with a total of 110 students, while the research sample was selected as 33 students using the random sample method. Data analysis was carried out using validity and reliability tests, as well as statistical analysis to determine the effect of using the Make a Match model on student learning achievement.

The research results show that the level of use of the Make a Match model and student learning achievement are in the medium category. However, statistical analysis shows that there is no significant relationship between the use of the Make a Match model and student learning achievement. The correlation between the two variables is declared weak with a coefficient of 0.029 and a significance of 0.873. The conclusions of this research highlight the importance of further exploration of more effective learning methods in the context of religious and character education in junior high schools. This research provides insight into the effectiveness of the Make a Match learning model in the context of religious and character education at SMP Negeri 2 Tawangmangu. The implications of this research highlight the importance of further exploration of more effective and quality learning methods.

Keywords: *Make A Match Learning Model, Learning Achievement*

Introduction

Education has a very important role in shaping the character and skills of students (Herman et al., 2022; Ningsih and Ma, 2021). As professional educators, teachers have a big responsibility in directing and guiding students in the learning process. However, most learning activities in schools are still dominant in the form of lectures by teachers, so they tend to make students passive and less actively involved in learning (Knight and Wood 2005; McGarr 2009). As a result, student learning achievement tends to be low, especially in subjects that require in-depth skills and understanding of concepts, such as Islamic Religious Education (PAI) and Character.

A learning model is a strategy or plan used as a guide in designing learning in class or tutorials (Alkhatib, 2018; Mestre, 2012; Villa, Thousand, and Nevin, 2013). This includes learning approaches, learning objectives, learning stages, learning environment, and classroom management. A learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain goals (Chaeruman, Wibawa, and Syahrial, 2020; Irviana, 2020). Various learning models were developed to help achieve learning goals effectively. Make a Match is a type of cooperative learning model, where students work in small groups to find pairs of question-and-answer cards within a specified time limit. This model emphasizes active and interactive learning, allowing students to learn while playing. This technique was developed by Lorna Curran and aims to increase student engagement and their understanding of the concepts being taught (Pandiangan, 2016; Rahayu, 2021; Yulianto et al., 2023). The Make a Match learning model requires students to look for pairs of cards that contain information related to the

concept or topic being studied. This involves cooperation between students in groups, as well as honing their precision, accuracy and speed in matching cards (Brewer and Day, 2005; Martin et al., 2014). This model is suitable for use in a fun learning atmosphere and can help improve students' understanding of the material.

Introducing this model is critical to ensuring students understand the rules of the game, learning objectives, and how to match cards correctly. A supportive learning environment and motivation provided by teachers also play an important role in the successful implementation of this model. Utilization of technology can be a valuable addition, especially in online implementations. Evaluation of learning outcomes through Make a Match activities requires careful monitoring from the teacher, as well as constructive feedback to students (Marzano, Pickering, and McTighe, 1993; Tucker and Stronge, 2005).

The Make a Match learning model can be considered an innovative approach that combines elements of play and learning. By paying attention to material preparation, card design, model introduction, student involvement, use of technology, evaluation of results, and connection with PAI values, this model can be an effective tool in increasing students' understanding of Islamic religious concepts.

The Make a Match model is an innovative and interactive approach to learning (Budyartati, Maruti, and Andriani, 2023; Fauzi, Usodo, and Subanti, 2017). The steps for its use can be described as follows: First, the teacher identifies students' needs by analyzing their level of understanding of the lesson material. This is done to design a more specific and effective approach. Second, teachers design learning content that is more interactive and contextual according to students' needs and interests. Learning materials are integrated in the context

of students' daily lives to make learning more relevant and meaningful. Third, the teacher develops Make a Match activities by making cards or learning materials that are interesting and appropriate to the learning material. Each card includes a question, concept, or situation that needs to be paired with the correct answer or solution. Fourth, the Make a Match activity is carried out with the teacher distributing cards to students and giving directions on how to play. Students are asked to find the correct pair between question-and-answer cards, this process can be done in the form of a group or individual game to add a competitive and motivational aspect. Fifth, after the activity is completed, a joint discussion and reflection is held to discuss the correct answers and provide an in-depth understanding of the learning material. Teachers and students reflect on the values that can be taken from Make a Match activities.

Finally, teachers monitor student engagement and their progress during activities and implement formative evaluations to measure student understanding and detect areas that still require attention. Apart from that, teacher preparation in using the Make a Match type cooperative model in learning includes providing questions related to the material, answer keys to the questions, game rules, as well as attachments to record pairs that can match the answers according to the allotted time.

Learning achievement in Islamic Religious Education and Character, learning achievement is the result obtained by students after carrying out learning activities at school within a certain period of time. This includes changes in individual behavior including attitudes, knowledge, understanding, skills, and so on. Relevant research shows that using the Make a Match learning model can improve various aspects of learning, such as student cooperation, learning motivation, and learning outcomes in certain subjects.

This research was motivated by the discovery of the low learning achievement of class VII students at SMP Negeri 2 Tawangmangu, especially in the subjects of Islamic and Character Education. Initial observations show that the majority of students experience difficulties in understanding the basic concepts of the Islamic religion, as well as a lack of active participation in the learning process. Therefore, it is necessary to look for learning

methods that can stimulate student participation and improve their learning achievement.

One alternative that can be taken is to use the Make a Match learning model. This model emphasizes cooperative learning which involves students in finding pairs of question-and-answer cards within a predetermined time limit. Through a more interactive and fun approach, it is hoped that this model can increase student participation and learning achievement in Islamic Education and Characteristics subjects. Therefore, this research aims to determine the effect of using the Make a Match learning model on the learning achievement of class VII students at SMP Negeri 2 Tawangmangu, especially in the subjects of Islamic Religious Education and Characteristics.

Method

This research is a field study that uses a quantitative approach. The research method used is an experiment with a quantitative approach, which involves direct observation in the field. Experimentation is a research approach designed to investigate cause-and-effect relationships between certain variables (Hasnunidah, 2017: 40). Researchers are actively involved in interactions with respondents to understand the conditions being studied. The study was conducted at SMP Negeri 2 Tawangmangu in the even semester of the 2023/2024 academic year.

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2022: 80). The population of this study were all class VII students at SMP Negeri 2 Tawangmangu with a total of 110 students divided into 4 classes. The sample is part of the population that is the source of previous data in a study (Sugiyono, 2022: 81). According to Tanzeh and Arikunto (2020: 34) "The sample is a portion or representative of the population studied. If there are less than 100 subjects, it is better to take them all. On the other hand, if the subject is greater than 100, it can be taken between 10-15% or 20-25% or more." The sample was selected as 33 students, using a random sampling method from each class. The data collection method used was a questionnaire, which contained questions about students' perceptions of the application of the Make a

Match Learning Model in the subjects of Islamic Religious Education and Character.

The validity of the questionnaire was tested using Aiken's method, with the result that all questionnaire items were proven to be valid. The reliability of the questionnaire was also tested and showed consistent values, using the Alpha Cronbach formula. Furthermore, to collect data regarding student learning achievement, the documentation method is used by requesting grade transcripts or report cards in the subject concerned.

Data analysis was carried out using descriptive statistics, which includes calculating the mean, standard deviation, variance and frequency distribution. Prerequisite tests such as normality tests and homogeneity tests are carried out before carrying out hypothesis testing. Hypothesis testing was carried out using the Pearson Correlation Coefficient to determine the relationship between the variables studied.

Result and Discuss

Result

This questionnaire used the Make A Match Model for all 33 students as respondents.

Table 1.
Descriptive Analysis of Questionnaire Data

	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Angket	33	39.00	56.00	48.9394	3.54383
Valid N (listwise)	33				

The data is then presented in the form of a frequency distribution using the SPSS program. The results of the frequency distribution analysis are as follows:

Table 2.
Frequency Distribution of Questionnaire Data

	Freque ncy	Perce nt	Valid Percent	Cumulative Percent
Valid 38-40	1	3.0	3.0	3.0
41-43	1	3.0	3.0	6.1
44-46	4	12.1	12.1	18.2
47-49	14	42.4	42.4	60.6
50-52	7	21.2	21.2	81.8
53-56	6	18.2	18.2	100.0
Total	33	100.0	100.0	

The final step in descriptive analysis is categorizing the data using the SPSS program. The results of the data category analysis are as follows:

Table 3.
Categorization of Questionnaire Data

		Kategori			
		Freque ncy	Perce nt	Valid Percent	Cumulative Percent
Valid	Sangat Rendah	2	6.1	6.1	6.1
	Rendah	4	12.1	12.1	18.2
	Sedang	14	42.4	42.4	60.6
	Tinggi	12	36.4	36.4	97.0
	Sangat Tinggi	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

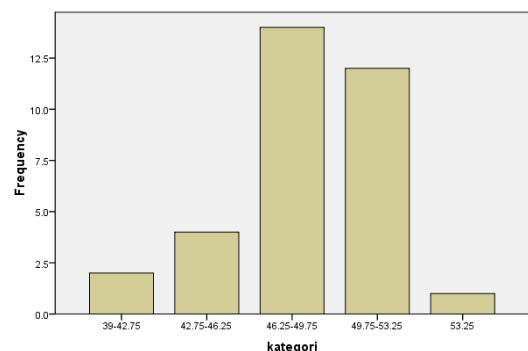


Figure 1. Questionnaire Data Categorization Graph

Data on learning achievement in this research was obtained using the average value of the Islamic Religious Education and Characteristics subjects for class VII students at SMP N 2 Tawangmangu.

Table 4.
 Descriptive Analysis of Learning Achievement Data

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Prestasi_Belajar	33	81.00	95.00	86.39	2.98893
Valid N (listwise)	33				

The data is then presented in the form of a frequency distribution using the SPSS program. The results of the frequency distribution analysis are as follows:

Table 5.
 Frequency Distribution of Learning Achievement Data

Frekuensi					
	Freque ncy	Perc ent	Valid Percent	Cumulative Percent	
Valid	80-82	1	3.0	3.0	3.0
	83-85	7	21.2	21.2	24.2
	86-88	15	45.5	45.5	69.7
	89-91	7	21.2	21.2	90.9
	92-94	2	6.1	6.1	97.0
	95-97	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

The final step in descriptive analysis is categorizing the data using the SPSS program. The results of the data category analysis are as follows:

Table 6.
 Categorization of Learning Achievement Data

Kategori					
	Freque ncy	Perc ent	Valid Percent	Cumulative Percent	
Valid	Sangat Rendah	1	3.0	3.0	3.0
	Rendah	7	21.2	21.2	24.2
	Sedang	15	45.5	45.5	69.7
	Tinggi	7	21.2	21.2	90.9
	Sangat Tinggi	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

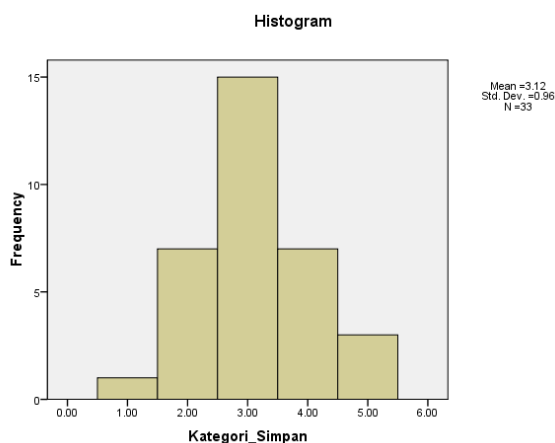


Figure 2. Graph of Categorization of Learning Achievement Data

Based on the results of the normality test using the Kolmogorov-Smirnov Test with a significance of 0.668 which is greater than 0.05, it can be concluded that the data is normally distributed, meeting the normality assumptions for the regression model. Apart from that, the results of the homogeneity of variance test using the Levene Test with a significance of 0.548 which is also greater than 0.05, shows that the variance of the variable data using the Make a Match model is homogeneous. Thus, the variability in measurement results between samples is not significant, allowing for a more accurate interpretation of the observed differences between samples.

The research data has been analyzed in several stages, namely descriptive analysis and prerequisite test analysis. The next stage is hypothesis testing to determine the correlation of the two variables in the research. The hypothesis test carried out was using the Pearson Product Moment correlation test using the SPSS application.

Table 7
 Hypothesis Test Analysis Results

Correlations			
		Angket	Prestasi
Angket	Pearson Correlation	1	.029
	Sig. (2-tailed)		.873
	N	33	33
Prestasi	Pearson Correlation	.029	1
	Sig. (2-tailed)	.873	
	N	33	33

From the output table above, it can be said that the correlation coefficient between the use of the Make a Match model (x) and Learning Achievement (y) is $(r) = 0.029$ with a significance of 0.873. Based on the decision criteria above, it can be concluded that the correlation of these two variables is not significant, because the accompanying significance is greater than 0.05 ($0.873 > 0.05$). The correlation that occurs is positive, meaning that if the independent variable increases, it will be accompanied by an increase in the dependent variable. The correlation that occurs is in the weak category.

Discuss

Discussion of research findings needs to begin by describing that the implementation of the Make a Match type cooperative learning strategy is a method that can make it easier for both educators and students in implementing the teaching and learning process. On the one hand, the Make a Match type cooperative learning strategy has proven to be an effective approach, because this method invites students to learn while playing. In this way, it is hoped that students' interest in learning material will increase, and they will be able to focus more in following the lessons, so that the process of understanding the material can occur optimally (Adiyono et al., 2022; Schmoker, 2018). All of this is directed towards

achieving the desired learning goals (Biggs, 2015; Schweder, 2020).

The research results show that the use of the Make a Match model in the subjects of Islamic Religious Education and Character is placed in the medium category. Data analysis shows that the questionnaire scores filled out by respondents show a percentage of 6.1% in the very low category, 12.1% in the low category, 42.4% in the medium category, 36.4 in the high category, and 3% in the very category. tall. The Make a Match model encourages an active and constructive learning process, where students are actively involved in building their understanding through connections between the concepts being taught (Bahri, 2022). The application of this model supports the concept that learning is not only limited to receiving information, but also involves the process of constructing knowledge by students (Hendri, 2020).

The Make a Match model can be considered as a tool that facilitates character formation by strengthening students' understanding of moral and ethical values in Islamic Religious and Character Education. The Make a Match model, with its encouragement of moral values and concepts, can be considered a relevant strategy in strengthening students' character development (Berkowitz and Bier, 2005; Slavich and Zimbardo, 2012). Several factors that have the potential to influence research results involve individual aspects of students, such as cognitive abilities, learning motivation, and initial understanding of the subjects of Islamic Religious Education and Character. Observation of these variables can provide deeper insight into the factors that influence the effectiveness of using the Make a Match model.

Students' understanding of the subjects of Islamic Religious Education and Character is an ability that a person must have in capturing and understanding the material being taught. In this subject, innovation is needed that can arouse students' enthusiasm to be more enthusiastic in the learning process. Considering that not

all material can be easily understood by students, educators need to show high creativity and provide continuous motivation and innovation to increase students' enthusiasm for learning. It is important for educators to have high creativity in order to be able to provide learning methods that are interesting and motivating to students (Ferrari, Cachia, and Punie, 2009; Hennessey and Amabile, 1987). With the breadth of Islamic Religious Education and Character Education material and the limited time available, educators must be active in choosing various efficient learning strategies. This is done with the aim of making it easier for students to understand and absorb the material presented, and remain enthusiastic about following the learning process even though the time is limited. The results of the research show that learning achievement in the subjects of Islamic Religious Education and Character is placed in the medium category. Data analysis shows that student learning achievement shows a percentage of 3% in the very low category, 21.2% in the low category, 45.5% in the medium category, 21.2% in the high category and 9.1% in the very high category.

Based on the hypothesis analysis, it can be concluded that there is no significant relationship between the variables using the Make a Match model (X) and learning achievement (Y). This is caused by the use of the Make a Match model in Islamic Religious Education and Character Education subjects, where this method involves finding pairs of question cards or answer cards held by students. It can be concluded that there are other variables that influence learning achievement. Therefore, it can be concluded that the use of the Make a Match model makes a less significant contribution to learning achievement in Islamic Religious Education and Character Education subjects.

Conclusion

The research results show that the use of the Make a Match model in Islamic Religious Education and Character Education subjects is placed in the medium category, both in terms of respondents' questionnaire scores and student learning achievements. Hypothesis analysis confirms that there is no significant relationship between the variables using the Make a Match model and learning achievement, with a weak and insignificant correlation. The implication of these findings is that teachers and educational policy makers can consider integrating the Make a Match model as a learning method that supports student understanding and character development. Recommendations are also given for further research that can develop this concept and improve the quality of learning in Islamic Religious Education and Character.

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Profil Penulis

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