Implementation of the Make A Match Method to Improve Student Learning Outcomes on Asmaul Husana Material at MTs Raudlatul Ulum Tanggul

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ABSTRACT

This study aims to analyze the application of the Make a Match method in improving student learning outcomes in the Asmaul Husna material in class VII MTs Raudlatul Ulum Tanggul. The Make a Match method is an active learning strategy that involves matching cards containing questions and answers, so that it can increase student involvement in the learning process. This method is designed to make the learning atmosphere more enjoyable, interactive, and collaborative. This study uses a quantitative approach with a quasi-experiment method. Data were collected through learning outcome tests before and after the application of the method, as well as observations of student activities during the learning process. Data analysis was carried out by comparing the average scores of students before and after treatment. The results showed that the application of the Make a Match method significantly improved students' understanding of the Asmaul Husna material. This increase can be seen from the results of the final test which was higher than the initial test. In addition, this method is also able to increase active participation and student learning motivation. Thus, the Make a Match method can be an effective alternative in improving the quality of Islamic Religious Education learning, especially in understanding the concept of Asmaul Husna.

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Introduction

Islamic Religious Education plays a very important role in shaping the character, morals, and spirituality of students. One of the fundamental materials in Islamic Religious Education is Asmaul Husna, namely 99 names of Allah that have meaning and virtue in

everyday life. A good understanding of Asmaul Husna can help students to better understand the attributes of Allah and apply them in their attitudes and behavior. However, in learning practices in schools, many students have difficulty memorizing and understanding the meaning of Asmaul Husna in depth. One of the factors that causes this difficulty is the conventional one-way learning approach, such as the lecture method, which often makes students less actively involved in the learning process. According to Supriyadi (2021), innovative and interactive learning can improve students' understanding and interest in learning the material being taught. A monotonous learning model can cause students to quickly feel bored and less motivated in learning. Therefore, a more interesting and effective learning method is needed so that students can more easily understand and memorize Asmaul Husna. The use of learning methods that encourage active student involvement can be a solution to improve their learning outcomes. With a more participatory method, students not only receive information passively but also play an active role in understanding the concepts being studied.

One method that can be used to improve student learning outcomes is the Make a Match method. This method is an active learning strategy that involves students in the activity of matching cards containing questions and answers, so that they are more involved in the learning process. Research conducted by Rahmawati & Hidayat (2022) shows that the Make a Match method has proven effective in improving student learning outcomes because it can increase their social interaction and learning motivation. In addition, this method also creates a more enjoyable learning atmosphere, reduces boredom in learning, and makes it easier for students to understand the material given. By implementing the Make a Match method in learning Asmaul Husna, it is hoped that students can better understand and memorize the names of Allah in a more interactive and enjoyable way.

However, research on the application of the Make a Match method in learning Asmaul Husna is still limited. Most previous studies have focused more on the application of this method in subjects such as Mathematics and Natural Sciences (IPA). According to a study conducted by Sari et al. (2023), this method has great potential in increasing student engagement and understanding in various subjects, including Islamic Religious Education. Therefore, this study aims to explore the effectiveness of the Make a Match method in improving student learning outcomes in the Asmaul Husna material in class VII MTs Raudlatul Ulum Tanggul. Through this study, it is hoped that the Make a Match method can provide a significant contribution to the development of Islamic Religious Education learning strategies. The results of this study can also be a recommendation for educators to apply innovative learning methods that can improve students' understanding of religious material. Thus, learning Asmaul Husna is not only a memorization material, but can also be understood and applied in students' daily lives more meaningfully.

Methods

The data sources in this study consist of primary and secondary data collected to ensure that the research results have high validity and relevance. Primary data were obtained directly from the research subjects, namely grade VII students of MTs Raudlatul Ulum

Tanggul, through learning outcome tests before and after the application of the Make a Match method. This test aims to measure the level of students' understanding of the Asmaul Husna material and to see the extent to which this method contributes to improving their learning outcomes. According to Sugiyono (2021), primary data is very important in educational research because it allows researchers to obtain information directly from primary sources. In addition to learning outcome tests, primary data were also collected through observations of student activities during the learning process. Observations were made to see changes in student behavior, such as the level of involvement in discussions, activeness in matching cards, and responses to questions given. With this method, researchers can obtain a more comprehensive picture of the effectiveness of the Make a Match method not only in terms of improving academic grades, but also from the aspect of student participation in learning. To complement the primary data, interviews with Islamic Religious Education teachers were also conducted. This interview aims to explore teachers' perspectives on the effectiveness of the Make a Match method, the challenges faced in its implementation, and the perceived impact on students' motivation and understanding. Teachers as facilitators in the learning process have an important role in providing deeper insights into the advantages and disadvantages of this method. The information obtained from this interview provides additional validation of the data collected through tests and observations.

In addition to primary data, this study also utilizes secondary data obtained from various academic literature, such as research journals, reference books, and documents that discuss the effectiveness of the Make a Match method in learning. This secondary data is used to support the research results by providing a strong theoretical foundation and strengthening empirical findings. According to Creswell (2022), the use of relevant secondary data in educational research can increase the credibility of the research because it allows researchers to compare the research results with previous studies that have been conducted in the same field.

To ensure the accuracy and relevance of the findings, this study refers to the most recent sources, especially those published in the last five years. With this approach, the study can provide a more up-to-date contribution to the study of learning based on the Make a Match method. The combination of primary and secondary data in this study is expected to provide comprehensive results and can be used as a reference for educators in developing more interactive and effective learning strategies.

Data analysis in this study was carried out using quantitative and qualitative approaches to obtain more comprehensive results. Quantitative analysis was used to measure the effectiveness of the Make a Match method based on improvements in student learning outcomes. Quantitative data were obtained through learning outcome tests before and after the application of this method. Descriptive statistics were used to describe the average value of student learning outcomes, including the distribution of scores before and after treatment. This approach allows researchers to see the extent of changes that occurred after the method was applied.

In addition to descriptive statistics, quantitative analysis also used the t-test to test the significance of differences in student learning outcomes before and after the application

of the Make a Match method. The t-test is a statistical technique used in quasi-experimental research to determine whether there is a significant difference between two groups of data. According to Santoso (2023), the t-test is an effective method in measuring the impact of treatment in educational research, because it can identify improvements in learning outcomes objectively based on numerical data.

The results of the t-test will provide information about the effectiveness of the Make a Match method by looking at the significance value obtained. If the significance value (p-value) is less than 0.05, it can be concluded that there is a significant difference between learning outcomes before and after treatment. This shows that the Make a Match method really has a positive influence on students' understanding in learning Asmaul Husna. Thus, the quantitative analysis in this study provides empirical evidence regarding the effectiveness of the method applied.

On the other hand, qualitative analysis was conducted to complement the quantitative results by providing a deeper understanding of the dynamics of learning. Qualitative data were collected through observations of student activities during learning and interviews with teachers. Thematic analysis techniques were used to identify patterns that emerged from the data. According to Miles, Huberman, & Saldaña (2020), thematic analysis is a technique used to find recurring patterns or themes in qualitative data, so that it can provide insight into the factors that support the effectiveness of a learning method.

The results of the observation analysis showed that the Make a Match method not only improved student learning outcomes but also increased their participation and motivation in the learning process. Students who were previously less active were seen to be more involved in discussions, working together with peers, and being more confident in answering questions. In addition, the results of interviews with teachers revealed that this method helped create a more interactive and enjoyable classroom atmosphere, which contributed to improving student understanding. Thus, qualitative analysis provides a broader perspective on the impact of the Make a Match method in learning.

With a combination of quantitative and qualitative analysis, this study can provide a more comprehensive picture of the effectiveness of the Make a Match method. Quantitative data shows a significant increase in learning outcomes, while qualitative data reveals factors that support the success of this method in increasing student motivation and engagement. Therefore, this combined approach allows the study to not only see the impact of the method in terms of numbers, but also understand the processes that occur in learning, so that the results of the study become stronger and can be used as a reference in developing learning strategies in the future.

Result

This study aims to analyze the effectiveness of the Make a Match method in improving student learning outcomes in the Asmaul Husna material. The research data were obtained through learning outcome tests before and after the application of the

method, observation of student activities during learning, and interviews with Islamic Religious Education teachers. The test results showed that the average student score before the application of the method was in the sufficient category, with many students having difficulty memorizing and understanding the meaning of Asmaul Husna. After the Make a Match method was applied, there was a significant increase in student learning outcomes.

Table 1. Student Test Results Before and After the Make a Match Method

Category	Pre test	Post test	Improvement (%)
Excellent (≥ 85)	5 student (10%)	22 student (44%)	+34%
Good (70 – 84)	10 student (20%)	18 student (36%)	+16%
Medium (55 – 69)	20 student (40%)	8 student (16%)	-24%
Bad (< 55)	15 student (30%)	2 student (4%)	-26%
Total student	50 student	50 student	-

Before the method was applied, most students were in the sufficient (40%) and less (30%) categories. After the method was applied, the majority of students rose to the good (36%) and very good (44%) categories. The number of students with less scores decreased drastically from 30% to 4%, indicating that this method is very effective in improving student understanding.

In addition to test results, observation data shows an increase in student engagement during the learning process. Before the Make a Match method was implemented, many students were passive and less enthusiastic in following the lesson. However, after this method was used, students were seen to be more active in discussions, participating in finding card pairs, and more confident in expressing their opinions in class.

Table 2. Results of Observations of Student Activities Before and After the Make a Match Method

Aspect	Before	After	Improvement (%)
Participation in Discussion	40%	85%	+45%
Card Pair Search Activity	35%	90%	+55%
Courage to Express Opinions	30%	75%	+45%
Enthusiasm in Learning	45%	88%	+43%

The results above show that Participation in the discussion increased from 40% to 85%, indicating that students are more involved in learning. The activity in finding card pairs experienced a significant increase from 35% to 90%, which means that this method is effective in increasing student involvement. The courage to express opinions increased from 30% to 75%, indicating an increase in student confidence. Student enthusiasm also increased from 45% to 88%, indicating that this method succeeded in creating a more interesting and enjoyable learning atmosphere.

The results of interviews with Islamic Religious Education teachers also showed that the Make a Match method had a positive impact on students' learning motivation. The teacher stated that compared to the lecture method, this method was more interesting for students because it involved more dynamic physical activity and social interaction.

Table 3. Results of Interviews with Teachers

Question	Pre-cycle	Post-cycle
How is student learning motivation?	Low, students tend to be passive	Tall, students are more enthusiastic and excited
Do students easily understand the material?	Many have difficulty memorizing and understanding the meaning	Students understand and memorize faster
Are students active in class?	Only a few students are active	Most students are actively involved in learning
How does it compare to the lecture method?	Less effective, students get bored easily	More effective, because students are more involved and enjoy the learning process.

Based on the table above, the results obtained are that the teacher saw an increase in student motivation after the Make a Match method was applied. This method makes it easier for students to understand and memorize the material compared to the lecture method. Student activity in class increased significantly, indicating that this method is able to encourage student involvement. The teacher considered that the Make a Match method was more effective than the lecture method, because it was more interactive and interesting for students.

Based on the results of tests, observations, and interviews with teachers, the Make a Match method proved effective in improving student learning outcomes in the Asmaul Husna material. The improvement can be seen from various aspects: 1). Cognitive Aspect: A significant increase in student test scores indicates that this method helps students understand and memorize the material better. 2). Affective Aspect: Student participation and enthusiasm in learning increased, indicating that this method is more interesting than the lecture method. 3). Psychomotor Aspect: Students are more active in finding card pairs and interacting in discussions, which shows an increase in their social skills.

Thus, the Make a Match method can be an effective alternative in improving the quality of Islamic Religious Education learning to create a more enjoyable learning atmosphere and improve student understanding in more depth.

To ensure data validity, this study used triangulation techniques by comparing test results, observations, and interviews with teachers. This technique aims to improve data accuracy by checking the conformity of results from various sources. Triangulation is one of the methods widely used in educational research to reduce bias and ensure that the data collected has high credibility. Sugiyono (2021) stated that triangulation is an effective strategy in increasing the reliability of research data because it involves various approaches to confirm a finding.

In addition to triangulation, reliability testing was also carried out by analyzing the consistency of student learning outcomes before and after the application of the Make a Match method. To measure data reliability, statistical testing was carried out using the t-test, which aims to determine whether there is a significant difference in student

learning outcomes. The use of the t-test in educational research is widely recommended because it can provide a quantitative picture of the effectiveness of a learning method.

The results of the t-test analysis showed that the significance value (p-value) obtained was less than 0.05, which means that there is a significant difference between students' pre-test and post-test scores. These results indicate that the increase in learning outcomes after the implementation of the Make a Match method is not a coincidence, but rather the impact of the method applied in learning. Thus, this method has proven effective in improving students' understanding of Asmaul Husna.

In addition to statistical tests, data validity is also strengthened through observations during the learning process. The results of the observation show that students who were previously passive became more active after the implementation of the Make a Match method. They are more involved in discussion activities, card matching, and are able to answer questions more confidently. This finding is also in line with interviews conducted with teachers, which stated that this method is able to increase students' learning motivation and make the classroom atmosphere more dynamic.

To ensure that the results of this study are reliable, a recheck was carried out on the data that had been collected. Data from various sources were compared to see the consistency of the findings. As a result, all data showed a similar increase in learning outcomes, both from test results, observations, and interviews. With the conformity between the various data collection methods, it can be concluded that the results of this study have high validity and reliability.

With the triangulation analysis and statistical tests, this study can ensure that the Make a Match method has a real positive impact on improving students' understanding of Asmaul Husna. The success of this method is not only seen from the increase in academic grades, but also from the increase in student participation and motivation in the learning process. Therefore, the results of this study can be the basis for the application of similar methods in Islamic Religious Education learning to improve the effectiveness of learning in the future.

Discussion

Data validation in this study was carried out to ensure the accuracy, consistency, and objectivity of the results obtained. One of the main techniques used is data triangulation, which is by comparing various sources of information to increase confidence in the research findings. This technique involves three main methods: student test results, observations during the learning process, and interviews with teachers. According to Sugiyono (2021), data triangulation allows researchers to verify information from various perspectives so as to reduce subjective bias. In the context of this study, test results provide an overview of the increase in student understanding, observations reveal the level of student engagement in learning, and interviews with teachers provide insight into the effectiveness of the Make a Match method from the teacher's perspective. In addition to data triangulation, validation was also carried out through inferential statistical analysis, namely by using the t-test. The t-test is used to

determine whether there is a significant difference between student learning outcomes before and after the implementation of the Make a Match method. According to Santoso (2023), the t-test is one of the effective statistical methods for measuring the impact of a treatment in quasi-experimental research. In this study, the test results showed that the significance value (p-value) was below 0.05, which means that there was a significant increase in learning outcomes after this method was applied. Thus, statistical analysis provides strong evidence that the Make a Match method has a positive effect on students' understanding of Asmaul Husna.

In addition to validation through triangulation and statistical tests, this study also ensures the reliability of the research instrument by conducting a reliability test. The test questions used have been tested for validity and reliability before being used to measure student learning outcomes. According to Creswell (2022), the reliability test aims to ensure that the instruments used in the study can measure the intended variables consistently. An unreliable instrument can produce inaccurate data and does not reflect the actual conditions. Therefore, before the test was used in this study, a trial was carried out first to see the consistency of the results obtained on several different occasions.

In terms of content validity, the test instrument has also been reviewed by experts in the field of Islamic Religious Education to ensure the suitability of the material with the competencies being measured. This content validation aims to ensure that each question item actually measures aspects of students' understanding of Asmaul Husna. According to Miles, Huberman, & Saldaña (2020), content validity is very important in educational research to ensure that the instruments used are in accordance with the established learning standards. In this study, content validity was confirmed through consultation with several experienced teachers and analysis of the suitability of the questions with the applicable curriculum.

In addition to content validity, validation was also carried out by cross-checking the results of interviews and observations with quantitative data obtained from student tests. The results of interviews with teachers supported the findings from tests and observations, which showed an increase in student engagement and understanding after the Make a Match method was applied. Observations also showed that students became more active in discussions and found it easier to remember the meaning of Asmaul Husna. By integrating various data collection methods, this study can ensure that the results obtained are not only based on one data source, but have been verified through various complementary approaches.

With validation through data triangulation, statistical tests, instrument reliability, content validity, and cross-checking with observation and interview results, it can be concluded that the data obtained in this study has a high level of reliability. This strict validation ensures that the research findings can be used as a reference in developing Make a Match-based learning strategies. Thus, this study not only provides empirical evidence regarding the effectiveness of the applied method but also provides a strong foundation for educators to consider this method in improving student learning outcomes.

The validation results show that the Make a Match method significantly improves students' understanding of Asmaul Husna. Based on the test results, there was an increase in the average score of students after implementing this method, with most students reaching the good to very good category. This increase shows that the Make a Match method is able to help students understand the material more effectively than conventional methods. This finding is in line with the research of Rahmawati & Hidayat (2022), which states that game-based learning methods can improve information retention and conceptual understanding in students because they involve interactive and fun elements in learning.

In addition to the test results and observations, statistical analysis also showed a significant increase in student understanding after implementing the Make a Match method. The t-test conducted on the pre-test and post-test data produced a significance value of 0.000 (p <0.05), which indicates that there is a significant difference between learning outcomes before and after implementing this method. This proves that the Make a Match method has a significant impact on students' understanding of the Asmaul Husna material. According to Santoso's research (2023), active interaction-based learning methods can improve conceptual understanding in depth and help students remember the material in the long term.

In addition, based on the results of observations, student participation in learning has increased quite significantly. Before the Make a Match method was implemented, only around 45% of students were active in class discussions. However, after this method was implemented, this figure increased to 85%. Students seemed more enthusiastic in learning and understood the material more easily because of the game elements that made the classroom atmosphere more interactive. These results are in line with research by Rahmawati & Hidayat (2022), which found that game-based learning methods can increase students' learning motivation by creating a more enjoyable and dynamic learning atmosphere. From interviews with teachers, it was found that this method also contributed to improving students' social skills. Teachers observed that students worked together more often, asked their peers, and showed a positive attitude in learning. This proves that the Make a Match method not only affects the cognitive aspect but also helps students develop social skills that are important for their lives outside the classroom. According to Sari et al. (2023), learning methods based on social interaction can increase students' self-confidence and train them to work together effectively. Thus, this study strengthens the evidence that the Make a Match method can be used as an effective learning strategy in improving learning outcomes and forming more active and cooperative student characters.

Conclusion

The results of this study indicate that the application of the Make a Match method significantly improves student learning outcomes in understanding the Asmaul Husna material in class VII MTs Raudlatul Ulum Tanggul. Based on quantitative data analysis, there was a significant increase in the average score of students after using this method, as evidenced by the results of the t-test with a significance value of <0.05. These results indicate that the Make a Match method is effective in improving students'

understanding of Asmaul Husna. This finding is in line with research conducted by Rahmawati & Hidayat (2022), which shows that game-based learning methods can improve students' conceptual understanding and memory because they involve elements of active interaction during the learning process. In addition to improving academic outcomes, this study also found that the Make a Match method was able to create a more interactive and enjoyable learning atmosphere. Based on observations in class, students became more active in discussing and looking for pairs of cards that matched the questions or answers given. This shows that this method not only improves students' cognitive understanding but also increases their involvement in the learning process. The teacher stated that students who were previously passive and less interested in the Asmaul Husna material began to show greater enthusiasm when this method was applied.

Support for the effectiveness of the Make a Match method was also obtained from the results of interviews with teachers. Teachers stated that this method is more interesting than conventional lecture methods, which tend to make students less focused and quickly get bored. With the element of play in this method, students are more motivated to learn and more confident in expressing their opinions in class. Research by Sari et al. (2023) also shows that active interaction-based learning methods can increase students' learning motivation and strengthen their social skills in working together with peers.

Furthermore, the Make a Match method also has a positive impact on the development of students' social skills. During learning, students must work together to find the correct card pairs, discuss with peers, and help each other understand the material. This process not only improves their academic understanding but also trains their communication skills, teamwork, and problem solving. A study conducted by Santoso (2023) confirmed that learning methods that involve group activities can increase students' social interaction and confidence in expressing their opinions in the classroom environment.

Thus, this study provides strong evidence that the Make a Match method can be an effective learning strategy in Islamic Religious Education. The success of this method is not only reflected in the improvement of students' academic grades, but also in the improvement of their engagement, motivation, and social skills. Therefore, this method is recommended to be applied in various subjects that require active student involvement in order to improve overall learning outcomes. In addition, the use of this game-based learning method can be an alternative for educators in creating a more enjoyable and meaningful learning experience for students.

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