

## Application of the Make a Match Method to Create Fun Learning in Al-Qur'an Hadith Subjects for Mad Reading Law

**Farhana Mahmudah**

Fakultas Tarbiyah Universitas Ibrahimy

[anaani01340@gmail.com](mailto:anaani01340@gmail.com)

**St. Shofiyah**

Fakultas Tarbiyah Universitas Ibrahimy

[st.shofiyah90@gmail.com](mailto:st.shofiyah90@gmail.com)

### ABSTRACT

This study aims to discover the steps in creating fun learning on Al-Qur'an Hadith subjects in class VI MI Salafiyah Syafi'iyah Putri. Applying the Make a Match method to Al-Qur'an Hadith subjects in class VI MI Salafiyah Syafi'iyah Putri. This research uses Classroom Action Research (CAR) while data collection techniques are carried out by Observation, Questionnaire, Interview and Documentation. Moreover, data analysis is done by giving meaning to the data collected. The results of this study are 1. The application of the Make a Match method for class VI MI, the first step is that all students are given pieces of cards containing the subject matter and look for pairs of cards held, students who find pairs of the cards then the students gather with a group and present it in front of them in turn. 2. This method can create a fun learning for class VI MI students; it can be seen from the results of the activities of researchers and students in cycles I and II, which have increased. The percentage of teacher activity observations in the first cycle was initially 76.47%, increasing to 87%. Likewise, the percentage of student activity observations initially 60% increased to 82.6%.

### KEYWORDS

make a match method  
fun learning

DOI : [10.35316/ris.v1i1.390](https://doi.org/10.35316/ris.v1i1.390)  
Corresponding author : [anaani01340@gmail.com](mailto:anaani01340@gmail.com)

### Introduction

Education is one of the crucial aspects of people's lives because education will create intelligent and quality people. In the 2003 national education system law, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, tendencies, intelligence, and noble character strengths. Moreover, skills are intended for himself, the Community, the Nation, and the State (Tilaar, 2006). Islamic religious education also has an essential role in printing students' faith and piety. Indirectly, Islamic religious education also plays a vital role in shaping and preserving aspects of attitude and religion. Therefore, Islamic religious education must be aligned with general education (Rahman, Zamili, & Munawwaroh, 2021).

Al-Qur'an Hadith is one of the religious subjects in the Madrasah Ibtidaiyah curriculum. Where in these subjects emphasize the process of learning activities that are oriented to the essential abilities that a Muslim must have, including the ability to read, write, memorize, interpret, understand, and practice what is contained in the Qur'an and Hadith. Learning Al-Qur'an Hadith is one of the efforts to prepare students to understand the content contained in the Qur'an and Hadith as early as possible. Learning Al-Qur'an Hadith at Madrasah Ibtidaiyah has three critical objectives, namely knowledge (knowing), implementation (doing), and habituation (being). Substantially, Al-Qur'an Hadith subjects have motivated students to love the holy book, learn, and practice the teachings and values contained in it. In the subjects of the Qur'an, learning the law of recitation is one of the essential things because the science of tajwid is a science related to the procedures (law) for reading the Qur'an correctly and adequately, both in terms of the law of reading and in terms of makhoriul huruf.

In reality in the field, students of MI Salafiyah Syafi'iyah Putri, mainly grade IV, have difficulty understanding the subjects of Al-Qur'an Hadith, partly because the learning model used in the teaching and learning process tends to be less varied and the media used is less in terms of quality and quantity. As a result, students tend to be busy and feel less happy learning the learning material. Based on the results of interviews with the subject teacher of MI Salafiyah Syafi'iyah Putri, it turned out that there were several obstacles that she experienced, one of which was the lack of student interest in Learning Al-Qur'an Hadith. In addition, students' interest in Al-Qur'an Hadith subjects was also felt to be still low and considered learning Al-Qur'an Hadith less enjoyable. He wanted the quality of learning Al-Qur'an Hadith at MI Salafiyah Syafi'iyah Putri to be improved for the better.

Lack of understanding of students on the subject of Al-Quran Hadith because students have not been able to understand quite a lot of material in a relatively short time. Many factors cause students' inability to absorb the lessons given by the teacher, including starting from a tedious and monotonous learning process (Baharun & Dini, 2019). As a result, students become lazy and uninterested in the material presented. So that students' interest in learning becomes less.

Many teachers, especially Al-Qur'an Hadith teachers, still use conventional learning methods when teaching. The method used is always the same and less varied, only includes lectures and assignments. Even though many more effective learning methods can be used in learning the Al-Qur'an Hadith or other learning, with this kind of reality, there needs to be a change in the management of learning activities, including by using innovative learning models that can increase students' learning motivation and ultimately increase students' understanding. Under what is stated in the government regulation of the Republic of Indonesia No. 32 of 2013 concerning Changes in Principles of Government Regulation Number 19 of 2005 concerning National Education Standards in article 19: The learning process in academic units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiatives, creativity and independence by the talents, interests and physical and psychological development of students (Pemerintah Republik Indonesia, 2015; Zamili, 2021).

The Make a Match method is a learning method in which each student holds a question or answer card, and students are required to cooperate with other students in finding answer cards or question cards held by their partner within a specific time limit to make students think, foster a spirit of cooperation and provide enthusiasm for learning. (Anggraini & Dwi, 2011). With this method, it is hoped that various student learning activities will grow in connection with teaching teachers; in other words, educational interactions will be created between teachers and students. The teacher acts as a mover or mentor in this interaction, while students act as recipients or guides. This process will work well if students are more active than the teacher, for example, using a learning

model that makes students learn by thinking, moving and so on. one is the Make a Match learning model.

### **Methodology**

Research methods in education can be interpreted as a scientific way to obtain valid data to discover, develop, and prove specific knowledge so that it can be used to understand, solve, and anticipate problems in education (Sugiyono, 2016; Zamili, 2017). In this study, the author uses Classroom Action Research. Classroom action research comes from English, namely Classroom Action Research, which means Action Research (research with action) carried out in the classroom (Arikunto, 2017). The design of this research model uses a cyclical form model. This research was carried out in the academic year 2021/2022 in August, with the subjects in the study being class VI students of Madrasah Ibtida'iyah Salafiyah Syafi'iyah consisting of 14 female students. The object of this research is the active learning of students. Data collection techniques using observation and interviews. Data were analyzed descriptively and presented in the form of graphs and tables.

#### **Cycle I**

The study results were obtained in four stages carried out in the teaching and learning process in the classroom. Research activities in the first cycle were carried out in 1 meeting. The first meeting of the first cycle was held on Saturday, August 7, 2021, with an allocation of 1 x 45 minutes. At each meeting, actions were carried out by applying to Make a Match learning.

In the first cycle, the researcher used the observation method, which could be a technique in collecting data that would later support the researcher in the next cycle. The observation activities are related to the lesson plans prepared by the researchers with several initial activities, core activities, and final activities in the lesson plans. The implementation is carried out by conducting learning activities for students who are the subject of class VI Madrasah Ibtidaiyah Salafiyah Syafi'iyah Sukorejo Situbondo. The reflection plan for improving learning cycle 1 consists of the principal in the institution, colleagues or senior teachers in the institution who have competence. The reflection technique uses interviews to get maximum results.

#### **Cycle II**

Cycle II implementation activities were carried out 1x meeting with a time allocation of 1x45 minutes. The first meeting of the second cycle was held on Sunday, August 8, 2021. All 14 students of class VI attended the second cycle of learning. The procedure for implementing the action research cycle II is the same as the first cycle, which consists of planning, implementing actions, observing, and reflecting by applying to Make a Match learning.

### **Results and Discussion**

In this study, the Make a Match method made students enthusiastic and happy to participate in the learning process; using this method, students were given cards. Each card contains a question card and an answer card. Students are asked to look for pairs of cards before the set time limit points. After students find their partners, they are asked to gather according to their partners and present them in front in turns while the other groups respond. If there are still students who do not find their partner, then the student is entitled to the punishment that has been agreed upon.

According to researchers, using this method is a learning method that can train students' activeness and improve students' memory of the subject matter studied. This method has only been applied at MI Salafiyah Syafi'iyah Putri. So technically, both teachers and students do not yet know how to apply the Make a Match method in aqidah morality lessons. Before this research was started, researchers and teachers had discussions about applying the Make a Match method in the Al-Qur'an Hadith lesson.

Increased learning activity by applying a cooperative learning model using the Make a Match type. Based on the implementation of class actions for 2 cycles with 2 meetings. The data obtained that learning activity and creating fun learning for students has increased. The results of research on the application of the Make a Match method can be seen in the following diagram:

Table 1. Comparison of the results of observing teacher activities using the Make a Match in Cycles I and II

Cycle I	Cycle II
76,47%	87%
Good	Very Good

Based on the table above, the percentage of teacher activity observations using the Make a Match type in the first cycle was still 76.47% in the good category, while in the second cycle, it reached 87% in the very good category. The results of observations of teacher activity using the Make a Match increased from cycle I to cycle II by 11.53%. The increase in student learning activities is known from the results of student evaluations in cycles I and II as follows:

Table 2. Comparison of Student Activity Observation Results using the Make a Match Cycle I and II lesson model

Cycle I	Cycle II
60%	82,6%
Good	Very good

The results of observing student activities in the first cycle obtained a percentage of 60% with good criteria. The score was increased to 82.6% in cycle II, with very good criteria.

Table 3. Data on Student Respondents' Results on learning by using the Make a Match Cycle I and II learning model

Cycle I	Cycle II
76,4%	87%
Good	Very good

The research results in the first cycle have shown an increase compared to the pre-cycle stage (early observation). At the pre-cycle stage, the class atmosphere is quite boring/monotonous, and students look not enthusiastic when receiving lessons because the method used by the Al-Qur'an Hadith teacher only focuses on learning with the lecture method and giving individual assignments. After the researchers saw the results of the observations above, the researchers took the initiative to create a fun learning by applying the Make a Match method in the class.

Observational data regarding the observation of teacher activities in the process of implementing the first cycle of learning is 76.47%. So it can be concluded that the teacher's activity in the first cycle has reached a good category according to the level of success of the action. While the observation data on student learning activities in the first cycle was 60% based on the criteria table for the level of success of the action, the process of student learning activities in the first cycle could be said to be sufficient. It has increased but still has not reached the indicators of success in creating conducive and fun learning by applying the Make a Match method.

For the recapitulation of the results of student respondents in the implementation of the first cycle of learning, it is 52%. So it can be concluded that the student's response to the application of the Make a Match method to create fun learning can be said to be very less under the level of success of the action. Therefore, it is necessary to make improvements in cycle II. In cycle II, researchers and Al-Qur'an Hadith teachers focused their research on applying the Make a Match method to students in creating fun learning that they would get. Students must be more active in the teaching and learning process and be more daring to express their respective answers. In this way, students become better at mastering the material in learning by applying the methods used. Besides, the atmosphere of teaching and learning activities in class VI MI will be conducive and fun according to the goals we will achieve.

In cycle II, the results of observing teacher activities in implementing learning in cycle II were 87%. So it can be concluded that the activity of researchers in cycle II has reached the very good category. While the observation data on student learning activities in cycle II shows that the implementation of cycle II is 82.6%, the process of student learning activities in cycle II can be said to be good for the recapitulation of the results of student respondents in the implementation of the second cycle of learning, 76.4%. So it can be concluded that the student's response to the application of the Make a Match method to create fun learning can be said to be good according to the level of success of the action.

## Conclusion

The Make a Match method can create fun learning for class VI students at MI Salafiyah Syafi'iyah Putri for the 2021/2022 academic year. It can be seen from the results that the activities of researchers and students in cycles I and II have increased. The percentage of teacher activity observations in the first cycle was initially 76.47%, increasing to 87%. Likewise, the percentage of student activity observations initially 60% increased to 82.6%. Likewise, the percentage of results from student respondents in cycles I and II has increased. The percentage of student respondents in the first cycle was initially 76.4%, increasing to 87%. From the description above, it can be concluded that the application of learning with the Make a Match method can create fun learning in the classroom, as indicated by an increase in teacher activity and student activity and the results of student respondents in each cycle.

## References

- Anggraini, & Dwi, R. (2011). Penerapan model pembelajaran make a match untuk meningkatkan hasil belajar PKn siswa kelas III SDN Bareng 5 Kota Malang / Rita Dwi Anggraini. *Universitas Negeri Malang. Program Studi S1 PGSD, 0(0)*.
- Arikunto, S. (2017). *Penelitian Tindakan Kelas*. Jakarta: PT. Bumi Aksara.
- Baharun, H., & Dini, A. R. (2019). Penguatan Receptive Skills Santri Melalui Pendekatan Mastery Learning dalam Pembelajaran Al-Qur'an di Pondok Pesantren. *Jurnal Pendidikan Islam Indonesia, 3(2)*, 129–143. <https://doi.org/10.35316/JPII.V3I2.133>
- Pemerintah Republik Indonesia. (2015). *Undang-undang Sistem Pendidikan Nasional*

(Sisdiknas) UU RI No. 20 Tahun 2003 dan Peraturan Pemerintah RI Tahun 2015.

Bandung: Citra Umbara.

Rahman, T., Zamili, M., & Munawwaroh, S. (2021). The Effect of Problem-Based Learning on Learning Outcomes of Pendidikan Agama Islam. *Jurnal Pendidikan Islam Indonesia*, 6(1), 34–47. <https://doi.org/10.35316/jpii.v6i1.347>

Sugiyono. (2016). Memahami Penelitian Kualitatif. *Bandung: Alfabeta*.

Tilaar, H. A. R. (2006). *Standarisasi Pendidikan Nasional Suatu Tinjauan Kritis*. Jakarta: Rineka Cipta.

Zamili, M. (2017). Riset Kualitatif dalam Pendidikan: Teori dan Praktik. In *Rajawali Pers* (1st ed.). Depok: Rajawali Press.

Zamili, M. (2021). The education process viewed from the standard-based education paradigm in public schools: a case from Central Java, Indonesia. *Management and Entrepreneurship: Trends of Development*, 1(15), 127–139. <https://doi.org/10.26661/2522-1566/2021-1/15-09>