



Improving Students' Ability to Understand the Story of Prophet Using the Make a Match Learning Model (Study at Sixth Grade Students of Al Firdaus Elementary School Surakarta)

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ABSTRACT

This study was motivated by the low learning outcomes of Islamic Religious Education Class VI SD Al Firdaus Surakarta, especially the material Sirah Nabi. So we need an improvement in teaching and learning activities. This study aims to increase knowledge about the methods or learning strategies that can be used for Islamic Religious Education subjects, to improve the learning of Islamic Religious Education subjects, as well as to improve the learning outcomes of Islamic Religious Education material Sirah Nabi in sixth grade students of SD Al Firdaus Surakarta. Through Class Action Research (PTK) by implementing 2 cycles, will be found the influence and efforts to improve the process and learning outcomes of students. The subjects of the study were students of Class VI of SD Al Firdaus Surakarta as many as 16 students consisting of 6 male students and 10 female students. Methods in data collection that are applied utilize field notes, observations, and tests. Worksheet learners (LKPD) is used for data analysis techniques. Criteria for the success of learning improvement in Islamic Religious Education subjects, if the learning outcomes achieved by students have reached the minimum completeness criteria (KKM) 70. From the results of this study obtained data cycle I as many as 16 students, there are 7 students did not reach the KKM, and from the results of Cycle II as many as 7 students have all reached the KKM. The grade point average in cycle I is 69.3, while the grade point average in Cycle II is 79.4. This means that there is an increase in the learning outcomes of Islamic Religious Education subjects Sirah Nabi

material in the sixth grade of SD Al Firdaus Surakarta using the make a match method.

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INTRODUCTION

Learning can be done anywhere, and anytime. Learning knows no age, anyone can do it without exception. A pattern that includes actions, the value of what has been done, understanding or definition, attitude, appreciation of achievements made and skills in doing something is called learning outcomes. Verbal information, intellectual skills, cognitive methods, and motor skills are referred to as learning outcomes.

Sudijono (Sutrisno & Siswanto, 2016) revealed the aspects that exist in the student's personal self, namely thinking, attitude, and skills. Wulan and Surjono (Wulandari & Surjono, 2013) learning outcomes are the achievement of student competencies that are used to enter the world of work. The statement is similar to that expressed by Djamarah in (Marjan, Arnyana, & Setiawan, 2014) three aspects (Cognitive, Affective, and psychomotor) is an activity that aims to get a change in attitude as a result of interaction with the environment. There are many factors that will affect student learning outcomes and are very complex, both internal and external factors, it was stated by Rijal and Bachtiar (Rijal & Bachtiar, 2015). These factors are attitude, interest, intelligence (intelegency), learning environment, motivation, learning strategies, and others. Every teacher basically wants his class to be able to get good learning outcomes.

Efforts can be made by teachers to improve learning outcomes by giving students the opportunity to hone creativity, do independent practice, complete tasks independently, teachers always give praise for student achievement, teachers utilize existing technology, and others.

In addition, the activeness of students when participating in learning activities will also affect the learning outcomes of students. One way is to apply the learning strategy PAKEM short for active, creative, effective, and fun. With the selection of the right method or strategy will have an influence on student learning outcomes.

The story of the prophet is the journey of life of the prophets who have the value and benefits that can be understood and exemplified for the lives of every muslim in the world. Especially for students at school. Learning in school discusses life examples based on the life journey of the prophets that have a positive impact on students who apply the pattern of life in their daily lives. In the midst of today's development. Of course, the situation now with the situation of the Prophet's time is very different. However, the values of islam contained can still be adjusted in the life of religion, nation and state. If a student has a strong Islamic fundamentals, then the various advances and developments in technology today will not easily affect the negative side.

This of course will attract students and motivate students to get to know and learn in depth. When the learning material of Sirah Nabi, sixth grade students of SD Al Firdaus look quite active in following the process. But this is inversely proportional to the learning outcomes that students show when doing independent tasks. Student learning outcomes material Sirah Nabi shows that there are 72.7% of students have not completed the KKM. So there needs to be a method or learning strategy which can be done to make the learning outcomes of the Prophet's head of students so increased.

Make a match method is one method that can be used to improve student learning outcomes. Mulyantiningsih (2013: 248) said that the make a match method is a method of learning in groups consisting of two members to find a pair of questions and answers before the specified time limit and the fastest pair will be given points (Tarigan, 2014).

Mariani dalam (Mariani, 2017) said that the advantage of the make a match method is that students understand the concept with fun while learning to find pair cards. The advantages of the make a match method described by Miftahul Huda (2013:253-254) include: student learning activities increase, a very fun model, increased motivation and students become more understanding, make students not afraid, and train students discipline.

Based on observation, the data obtained by the researchers showed that not all students were active and participated in Islamic education learning activities. This can be seen from the lack of students asking about the material, and when the teacher asks questions only a small part of the students want to answer. In fact, it is not uncommon for students to not concentrate well during the learning process. Students in the learning process are often caught joking with classmates. Teachers tend to lecture even though they have used Learning media in the form of learning videos when delivering material. Learning that students feel less attractive will make students feel bored quickly, so it can affect student learning outcomes. Many methods or learning strategies that can be used so that in delivering the material more attract the attention of students. Teachers have demands to be able to sort out suitable models or methods so that the learning process can be interesting. But there are still some teachers have not been able to choose a method or learning strategy that fits with the material or topic discussed.

When learning Islamic Religious Education, students only get the standard value of KKM (minimum completeness criteria), so teachers need to find the right learning method. The method that was originally used was only using lecture and text book methods, it is necessary to use innovative and creative learning models so that student learning outcomes can be improved.

From previous research from Yolanda et al (2023), the results of her research show that there is an influence and increase in student learning outcomes on learning science plant part material and its function with the Make a Match model. This study will be different from previous research that lies in the material and media used. Research by Dwi Retnaningsih (2020) has the same results, there is an increase in

motivation and learning achievement of Elementary School students by using the Make a Match learning Model can make it easier for students to understand the material. Journal by Putri et al in (A. Putri & Taufina, 2020) showed increased activity and learning outcomes when using the make a match type model, namely the low learning outcomes achieved by students in the first cycle of 51.51% and meeting II of 59.46%.

From the background and explanation above, researchers are interested in conducting a study on improving student learning outcomes material of Sirah Nabi, Islamic Religious Education subjects through the Make a Match method on students of the sixth grade of SD Al Firdaus Surakarta Semester 1 of the 2023/2024 academic year. The purpose of this study is to improve learning and meningkatkan student learning outcomes in the material Sirah Nabi in sixth grade students of SD Al Firdaus.

LITERATURE REVIEW

Sirah Nabi in Islamic Studies

The stories of the prophets are the life journeys of the prophets. the story of the prophet is considered very important because it has values that can be used as life guidelines for students. In the Qur'an Surat Yusuf verse 111 it is mentioned that indeed in the stories of the prophets there are many lessons for people who have reason. The exemplary stories of the prophets are well - liked because of the manners and manners that inspire the believers. Based on that verse. The scholars explained that understanding the stories of the prophets is more preferable than studying the theory because in the exemplary stories of the prophets have real practice than theory. If someone is losing the spirit of religion, then one way to raise the spirit is to re-read and understand the stories of the Prophet. In the stories of the Prophet there are many important events and these events are made learning in Islamic religious education textbooks and ethics grade 6 Elementary School. In such an important event, there are noble qualities. This is the legacy of the faithful to this day.

The stories of the Prophet have privileges that no one else has. The great struggle of the prophets and messengers in inviting the faithful to Allah SWT. They face many challenges from their enemies. All of God's miracles and help come unexpectedly. All of these stories can serve as an example for students.

Make a Match method

The Make A Match theory was developed by Lorna Curran (1994). Make a Match or find a partner is one alternative that can be applied to students. The application of the technique can start from the student who will look for a pair of cards before arriving at the appointed time.

Arifah and Kesumarasdyati (2013) define that Make a Match is one of the cooperative learning techniques used in pairs. The students were placed into two groups. Group A and Group B. the number on each group depends on the number of available cards. Each student receives a card. Group A gets a question from a topic listed

on the card, where Group B has a card that contains the answer. When students are ready to find their partner, they will report it to the teacher.

Stages of using the Make A Match learning model are, first, the teacher prepares several cards that contain several concepts or appropriate topics, one part contains questions and the other part contains answers. Each student receives a card, then, each student has an answer or question from a card they hold. After these, each student searches for their pair in order to find the pair of cards. Then, each student finds the card corresponding to his pair until the completion of the allotted time. After the first session, the cards are re-shuffled or rearranged so that students get different cards in the next session, and this continues until the activity is complete. At last, the teacher together with the students a conclusion from the material that has been given by the teacher. The advantages of a learning model

Match. During the activity process of finding a partner, students feel different learning situations. Each student will be directly involved in answering the questions given through to them in the form of Cards; ability to increase student creativity through pairing cards; can help students avoid boredom during the learning process; students will be cooperative dynamically; can improve students' learning spirit; and can create a pleasant classroom learning atmosphere.

The lack of a Match are: it takes instructions from the teacher to do these activities; the time used should be limited, students are not allowed to play too long in the learning process; teachers need preparation in presenting Metry and equipment; and making noise and overcrowding that is not well resolved.

In this learning model Shiva can not develop their own creativity and focus more on the teacher, students only accept what is conveyed by the teacher.

METHOD

The form of research is class action research (PTK) by implementing learning improvement consisting of cycles. This class action research will be carried out in Class VI of SD Al Firdaus Surakarta, starting from April 15 to May 15, 2024 when the study hours are effective. The process of improving learning through stages which consist of four stages, namely the planning stage, the implementation stage, the stage of observing, and finally reflection. In one stage of improvement is said to be one cycle. If one cycle there is no improvement then the next cycle continues until the learning objectives are achieved. Subjects in this study are students of Grade VI elementary school consists of 11 male students and 9 female students. The study was conducted at SD Al Firdaus Surakarta located on Jl. Yosodipuro No. 56 Punggawan, Banjarsari district, Surakarta city, Central Java province. The reason researchers chose SD Al Firdaus, because the researcher is one of the teachers in the SD so that it can conduct research effectively efficiently and in accordance with the problems found.

Data collection methodology using field notes, observations, and tests. Observation is used when monitoring student activity during the process of teaching

and learning activities. The researcher follows the process from the planning stage, action stage, observation stage and reflection stage using field notes. In addition, researchers also used tests to see whether or not the increase in student learning outcomes each cycle.

Data analysis techniques as data collection related to improving student learning outcomes, researchers use student worksheets (LKPD) each cycle is also attached to the learning implementation plan (RPP).

FINDINGS

This study was conducted using the method of PTK with 2 cycles, Islamic Religious Education subjects have a minimum completeness criteria (KKM) 70. Seen some students in the first cycle has not completed the KKM, while in the second cycle it turns out that all students have reached the value of KKM. Here is the data obtained by researchers.

Cycle I

Researchers observed the implementation of remedial action, whether it concerns teachers or students. The goal is to ensure which learning steps can be maintained, eliminated, or improved so that the learning process with Islamic Religious Education material of the Prophet's head goes according to existing rules. In addition, observations were also made on student activities, both about enthusiasm in solving existing problems and during the process of learning activities using the make a match method. After observation and evaluation of the learning process, then proceed to evaluate the learning outcomes through tests. The following data research results on cycle I.

Table 1. Result on cycle I evaluation

No.	Score	Frequently	Score x Frequently
1.	55	3	165
2.	60	3	180
3.	68	1	68
4.	70	3	210
5.	75	2	150
6.	80	2	160
7.	85	1	85
8.	90	1	90
Total			1108
Average			69,3
Max score			90
Min score			55

Based on the data in the table above, it can be seen that of the 16 students of the sixth grade of SD Al Firdaus Surakarta who study Islamic Religious Education subjects in the material of Sirah Nabi, 9 students have been able to reach the limit of KKM and 7 students have not been able to reach the limit of KKM. The total number of student grades reached 1108 with a class average of 69.3, the highest score achieved by students was 90 and there were students who obtained the lowest score of 55.

Cycle II

After running the second cycle which is based on reflection on the first cycle, it can be seen that in the second cycle of 7 students of the sixth grade of SD Al Firdaus Surakarta Islamic Religious Education subjects material Sirah Nabi all students have reached the KKM limit that has been determined by the number of overall student scores reached 556 with an average grade of 79.4 and the highest value of 90 and the lowest value of 70. The following are the results of the data obtained in the second cycle:

Table 2. Result on cycle 2 evaluation

No.	Score	Frequently	Score x Frequently
1.	55	0	0
2.	60	0	0
3.	68	0	0
4.	70	3	210
5.	75	0	0
6.	80	1	80
7.	88	2	176
8.	90	1	90
Total			556
Average			79,4
Max score			90
Min score			70

From the evaluation results of the second cycle of the table shows student achievement when the material Sirah Nabi already showed in accordance with the limits of KKM has been set, so that the cycle has stopped only until the second cycle.

Class Action Research (PTK) by applying the make a match method that has been done, it is seen that the percentage of completeness of Islamic Religious Education Learning Outcomes material Sirah Nabi Class VI SD Al Firdaus has increased. Such results are visible in the following bar chart :

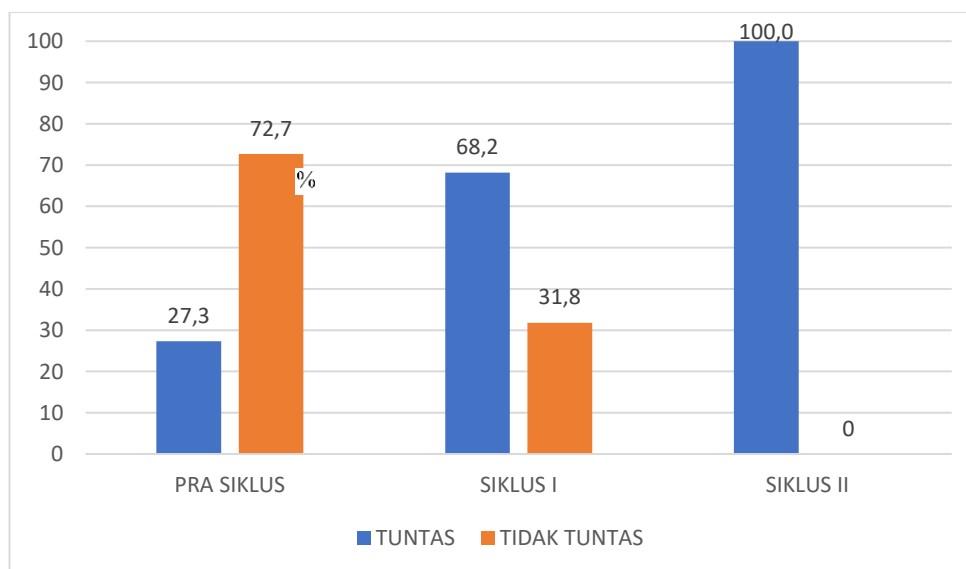


Figure 1. Results of Student Learning Outcomes percentage pre-cycle, cycle I, and Cycle II

The results of the pre-cycle showed that as many as 72.7% of students did not complete the KKM. This happens because teachers have not used the right methods or strategies when teaching and learning activities. During the first cycle, there were several students who had not completed KKM with 7 students getting an average score of 69.3, and a graduation percentage of 68.2%. These results occur because the use of cooperative make a match method applied by teachers is not optimal, and some students still do not fully understand how the method used works. In the second cycle, students have all completed KKM, with an average of 79.4%, and the percentage of graduation reached 100%. So the results of Islamic Religious Education Learning Materials Sirah Nabi Class VI SD Al Firdaus by applying the make a match method proved to have an influence on student learning outcomes, as a result of learning outcomes increase.

DISCUSSION

After implementing the Make A Match learning model is higher than the average value that can be before using the Make a Match learning model. This means that the Make A Match learning model is really effective and affects the improvement of students' ability to master the understanding of the stories of the Prophet.

Learning on the material of the stories of the prophet is very important to understand and master, especially for the lessons of Islam in elementary school Al Firdaus Surakarta there are many positive life values and can be applied in everyday life by students.

CONCLUSION

Conclusions can be drawn based on the results of the analysis and discussion that the use of the make a match model has an influence on the increase in the learning outcomes of the Prophet's head of Islamic Religious Education subjects in the sixth

grade students of SD Al Firdaus Surakarta for the 2023/2024 school year. Thus, through the use of make a match learning methods or strategies can improve the learning outcomes of Islamic Religious Education on the material of the Prophet's head in the sixth grade students of SD Al Firdaus Surakarta. The results can be seen from the average value of cycle I of 69.3 and Cycle II of 79.4. In addition, there was an increase in the percentage of KKM achievement, cycle I which amounted to 68.2% and Cycle II there was an increase to 100%.

Make a Match is one of the effective learning strategies for students in supporting the improvement of their learning. Through Make A Match, students also feel happy when learning because they get a fun, interesting and not boring atmosphere. This can directly support the spirit of students in carrying out learning activities at school.

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