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Implementation of the Make a Match Learning Model to Improve Learning Outcomes Al-Qur'an Hadith for Students Class VIII MTs. PP Islamic College Ganra District Ganra Soppeng District

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Article Info	ABSTRACT
	This research aims to determine the application of the make a match learning model to improve the learning outcomes of Al-Qur'an Hadith students in class VIII MTs. PP Ganra Islamic College, Ganra District, Soppeng Regency. This research uses a qualitative descriptive model, namely research that intends to understand and explain phenomena about what research subjects experience such as behavior, perceptions, motivations, actions, etc. holistically, and descriptively in the form of words and language in a special natural contexts and by utilizing various natural models. This research shows that the Make A Match learning model applies to the Al-Qur'an Hadith subject in class VIII MTs. PP. Ganra Islamic College has proven effective in increasing student engagement and understanding. Through systematic and cooperative application, this model succeeds in creating a dynamic and participatory learning environment, in accordance with the principles of active learning recommended in modern education. The use of question and answer cards not only facilitates in-depth understanding of the material, but also encourages the development of students' social and collaborative skills. This success shows that teachers at MTs. PP. Ganra Islamic College is able to implement the Make A Match learning model well, as supported by Slavin's cooperative learning theory, thereby making a positive contribution to improving student learning outcomes in Al-Qur'an Hadith subjects.

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INTRODUCTION

Education provides opportunities and experiences in the process of searching for information, solving problems and making decisions for one's own life. Therefore, it is hoped that the learning process can encourage students to be actively involved in building their attitudes, knowledge and behavior, so that they gain a deep understanding and ultimately improve the quality of students. So that they are no longer stupid about general religious laws which every believer must know. Cultivating an active attitude is not easy.

The fact that occurs in learning is that students are positioned as listeners, meaning that the implementation of learning is more about conveying information where the teacher is the only learning center. Teachers convey knowledge or transfer knowledge, only teachers play an active role in the classroom so that communication in the classroom is only one way, namely from teacher to student. There are still many implementations of learning in class that are not in accordance with the learning concept. Students view teachers only as role models, teachers teach, not teach students.

The concept of learning is essentially the teacher's activities in teaching students. This means that the learning process is to create or put students in a learning condition. The pattern that the teacher has used so far in class. it is still teaching and has not taught students, so on the other hand, students who are not learning are inactive and have less activity. Students only hear, see, copy, memorize without any thought process. Communication and interaction between students and teachers and students with students is lacking so that students do not get the opportunity to develop their potential optimally. This tends to make students passive, lazy about learning, and learning becomes increasingly boring. The good and bad of learning activities at school have an impact on learning achievement. Thus, low student learning achievement is an indication that

the learning carried out by the school is not optimal.

The factors that cause students' learning achievement scores to not reach the KKM are that teachers do not motivate students enough, focus more on providing information, then providing exercises and finally drawing conclusions, without providing interesting and fun models. As a result, students do not understand the material being studied, and the learning process seems boring and less interesting, teachers in teaching do not come up with ideas for using models in the student environment as an effort to simplify the Al-Qur'an and Hadith lesson material so that the learning atmosphere will be better. pleasant

Based on the description above, it can be concluded that there is a relationship between learning models and student learning outcomes. Using interesting learning models can improve learning outcomes. Thus, the learning model that is seen as a suitable learning model to be used to overcome problems that arise is the make a match type cooperative learning model. Learning using the make a match model (looking for a partner) is really needed by students, because it can involve students to be active in learning.x

METHODOLOGY

This research uses a qualitative descriptive model, namely research that intends to understand and explain phenomena about what research subjects experience such as behavior, perceptions, motivations, actions, etc. holistically, and descriptively in the form of words and language in a special natural contexts and by utilizing various natural models.

RESULTS AND DISCUSSION

Make A Match Learning Model in the Al-Qur'an Hadith Subject for Class VIII Students at MTs. PP. Ganra Islamic College, Ganra District, Soppeng Regency

In the contemporary Islamic education landscape, teaching methodology innovation is a necessity to increase learning effectiveness. One approach that has attracted the attention of educators is the Make A Match learning model, which has been implemented successfully at MTs. PP. Ganra Islamic College, Ganra District, Soppeng Regency, especially in Al-Qur'an Hadith subjects for class VIII students.

The Make A Match learning model is a method that requires students to match cards containing questions and answers related to the material being taught. This process encourages students to actively move and interact with their classmates, thereby increasing student involvement in the learning process. The Make A Match learning model, developed by Lorna Curran in 1994, is a cooperative learning strategy that emphasizes active interaction between students. The essence of this method lies in the use of cards containing questions and answers related to the learning material. Students are tasked with matching the cards, creating a dynamic and participatory learning atmosphere.

The main argument for adopting this model in the context of Al-Qur'an Hadith learning is based on several key factors. First, this model is in line with the active learning principles advocated in modern education. Second, this method facilitates a deeper understanding of Al-Qur'an and Hadith material through a process of discovery and discussion. Third, this approach encourages the development of social and collaborative skills, which are very important in the context of Islamic education.

Implementation of the Make A Match model in MTs. PP. Ganra Islamic College is carried out through a series of structured and systematic stages. This process begins with an introduction to the material by the teacher, followed by distributing cards to students. Next, students are involved in the process of searching for suitable pairs of cards, followed by group discussions to discuss the matching results. The final stage involves presentation and validation by the teacher to ensure correct understanding of the material.

Implementation of the Make A Match Learning Model in the Al-Qur'an Hadith subject in class VIII MTs. PP. Ganra Islamic College shows positive and effective results. Based on the observation data obtained, it can be interpreted that the implementation of the Make A Match learning model has been implemented well, covering all planned stages. This is in line with Slavin's cooperative learning theory, which emphasizes the importance of clear structures and stages in implementing the learning model. This success shows that the teacher understands and is able to apply the model well.

Al-Qur'an Hadith Learning Results for class VIII students at MTs. PP. Ganra Islamic College, Ganra District, Soppeng Regency

Based on data collection and analysis, the following are the main findings related to the learning outcomes of Al-Qur'an Hadith for class VIII students at MTs. PP. Ganra Islamic College. Al-Qur'an Hadith learning outcomes are measured through various aspects, including understanding the content or material of the Al-Qur'an and Hadith, the ability to memorize verses of the Al-Qur'an, as well as the ability to understand the context and application of Hadith in everyday life . The measurement is carried out by documenting the value of learning outcomes and observing student learning activities carried out by the teacher.

Results of learning the Al-Qur'an Hadith for class VIII students at MTs. PP. Ganra Islamic College shows positive achievements in various aspects. Based on the data obtained, it can be interpreted as follows:

Psychomotor Aspects (Student Activities)

Data shows a high level of student participation in the learning process. 85% of students actively listened and paid attention, 80% participated in discussions, and 75% showed general activeness in learning. This is in line with the active learning theory by Bonwell and Eison which emphasizes the importance of student involvement in the learning process. This high participation indicates that the Make A Match learning model is successful in creating a learning environment that encourages active student involvement.

Cognitive Aspects (Learning Outcomes)

Student learning outcomes show very good achievement, with all students achieving a minimum score of 80 and being declared complete. 39% of students even achieved a perfect score (100). This shows the effectiveness of the learning model in increasing students' cognitive understanding of Al-Qur'an Hadith material. These results are in accordance with the revised Bloom's Taxonomy theory of Anderson et al. which emphasizes the importance of achieving a high cognitive level in learning.

Affective Aspect (Application in Daily Life)

Data shows that 72% of students are in the "Very Good" category and 28% are in the "Good" category in applying the teachings of the Koran and Hadith in everyday life. This indicates that learning does not only focus on cognitive aspects, but is also successful in transferring values into student behavior as expressed by Lickona. This is in line with the concept of character education in Islamic education.

In conclusion, the Make A Match learning model has proven to be effective in increasing students' active participation, understanding of the material, and developing social skills in learning Al-Qur'an Hadith at MTs. PP. Ganra Islamic College. These findings provide a positive contribution to the development of active and innovative learning methods in Islamic education.

Implementation of the Make A Match Learning Model in Improving Al-Qur'an Hadith Learning Outcomes for Class VIII Students at MTs. PP. Ganra Islamic College, Ganra District, Soppeng Regency

This section explains how the implementation of the Make A Match learning model can improve student learning outcomes in the Al-Qur'an Hadith subject. As explained in the previous sub-chapter, researchers will further explore the findings of this research through a description of the implementation process and its impact on student learning outcomes.

Based on observations and data analysis, the Make A Match learning model in improving Al-Qur'an Hadith learning outcomes can be seen from several aspects. Students show more active involvement in learning. This is supported by the results of student interviews related to the implementation of this learning model, Ananda Aqlia Nur Fahma, expressed her experience in the learning process.

I feel more active and can learn while playing. Looking for pairs of cards is fun and makes it easier for me to remember the material.

Students are involved in a discussion and collaboration process to match the appropriate cards, which helps improve their understanding of Al-Qur'an Hadith material, as expressed by student Ananda Reski Aditya.

What I like most is being able to collaborate with classmates to find the correct answer. It's more challenging and entertaining than regular studying

It can be seen from this expression that it can help students understand the content of the Al-Qur'an Hadith in more depth. Another student added, in this case Ananda Moch. Alif Nur.

This model helps me remember information better. I can see the relationship between verses in the Al-Qur'an and hadith which are often connected in learning. It was also revealed that this model can increase student motivation, as stated by Ananda Shifwa Ayuni. Yes, I feel more motivated because I can immediately see the results of what I learn. This made me want to learn more about the Al-Qur'an Hadith

So it can be understood, the implementation of the Make A Match model also contributes to increasing student learning motivation. Interesting and interactive activities make students more enthusiastic in participating in learning, thus having a positive impact on learning outcomes. This is in line with the learning motivation theory by Ryan and Deci (2000) in Anggraini et al. which states that a pleasant learning atmosphere can increase students' intrinsic motivation.

Overall, this research is in line with the instructional design theory by Dick and Carey in Nadila and Nugraha, which emphasizes the importance of careful planning in learning. Student involvement in every stage, from making question and answer cards to presentations, shows that this model is successful in creating student-centered learning.

The research results show that the implementation of the Make A Match model in learning Al-Qur'an Hadith at MTs. PP. Ganra Islamic College has had a significant positive impact. Improvements can be seen in aspects of student involvement, understanding of the material, and application in daily life.

Overall, the implementation of the Make A Match learning model was successful in improving Al-

Qur'an Hadith learning outcomes for class VIII students at MTs. PP. Ganra Islamic College. This model not only increases students' understanding of the material, but also increases their involvement, cooperation and motivation in the learning process. These findings show that interactive and collaborative learning methods can have a significant positive impact on learning Al-Qur'an Hadith.

CONCLUSION

Make A Match learning model in the Al-Qur'an Hadith subject in class VIII MTs. PP. Ganra Islamic College has proven effective in increasing student engagement and understanding. Through systematic and cooperative application, this model succeeds in creating a dynamic and participatory learning environment, in accordance with the principles of active learning recommended in modern education. The use of question and answer cards not only facilitates in-depth understanding of the material, but also encourages the development of students' social and collaborative skills. This success shows that teachers at MTs. PP. Ganra Islamic College is able to implement the Make A Match learning model well, as supported by Slavin's cooperative learning theory, thereby making a positive contribution to improving student learning outcomes in Al-Qur'an Hadith subjects.

RECOMMENDATIONS

Schools are advised to encourage wider application of this model, not only limited to Al-Qur'an Hadith subjects, but also to other relevant subjects. And continuous training is needed for teachers to improve their skills in implementing the Make A Match model, so that they can maximize its potential in increasing student participation and understanding.

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