



The Impact of Cooperative Learning: Make a Match Approach on Learning Outcomes the Quran Hadith

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Abstract

Improving the quality of learning is a major concern in the context of modern education. One approach that has received attention is the cooperative learning model, which emphasizes interaction between students and group-based learning. In the context of the Quran Hadith subjects, the effectiveness of cooperative learning models, especially the make-a-match type, has not been fully explored. In fact, this research aims to investigate the direct impact of implementing the make a match type cooperative learning model on student learning outcomes at Madrasah Tsanawiyah. This research uses quantitative methods with an experimental approach, data sources were obtained from 44 respondents. The results of this research can conclude that the cooperative learning model of the make-a-make type has a significant effect on the learning outcomes of the Quran Hadith at Madrasah Tsanawiyah. The average post-test results show that learning using the make a match type cooperative learning model has better learning outcomes, based on tests using the independent sample T-Test with a significance of 5% or 0.05 analysis with the help of SPSS 24.0. The results of calculations using the independent sample T-Test obtained $0.004 < 0.05$ with a significance level of 0.05 or 95% which states that they accept H_a and reject H_0 . So it can be concluded that the make-a match type cooperative learning learning model has a significant effect on the learning outcomes of The Quran Hadith at Madrasah Tsanawiyah.

Article Information:

Received February 15, 2023

Revised March 28, 2023

Accepted April 19, 2023

Keywords: *Impact, cooperative learning, make-a-match approach*

INTRODUCTION

The aim of education in Islam is not only to fulfill intellectual needs but also in terms of appreciation as well as practice and application in life and at the same time become a guide for life (Khaidir & Suud, 2020; Saihu & Umar, 2022). The subject of the Quran hadith is one of the subjects of Islamic religious education at the Tsanawiyah Madrasah level which is used to direct the understanding and appreciation of the content contained in the Quran Hadith that can be realized in everyday life.

How to cite: Hidayanti, N., Mei, N. Y., Nuraiman, N., Irayanti, I., Asril, Z. (2023). The Impact of Cooperative Learning: Make a Match Approach on Learning Outcomes the Quran Hadith. *Suluah Pasaman*, 1(1), 14-20.

E-ISSN: 2986-8467

Published by: The Institute for Research and Community Service

The task of the Quran hadith teachers as managers of education and teaching must be to be able to stimulate teaching and learning activities following changes in existing situations and conditions (Rahmi et al., 2020; Syukkur & Fauzan, 2021). Because efforts to improve the quality of education undertaken need to follow existing demands so that student learning outcomes can be improved (Bai et al., 2020; Serrano et al., 2019). Learning outcomes have an important role in the learning process. To develop students' potential in learning, teachers have a special responsibility for the progress of education itself, so that capable, independent, intelligent, skilled, critical, and qualified human beings are created. For this reason, student learning outcomes must be improved, namely in the process of learning activities (Abdika et al., 2019).

The problems that occur at Madrasah Tsanawiyah in the learning process are that there are no group discussions, students tend to be passive and the teacher becomes the center of learning or only uses the lecture method (Pais-Barbosa et al., 2023). Considering the importance of the Quran hadith lessons at Madrasah Tsanawiyah, its implementation requires the teacher's ability to manage the learning process so that student learning outcomes can be optimal (Nurhalifah et al., 2022). However, in reality, the learning of the Quran hadith is still teacher-centered and textbooks. The teacher's learning seems to dominate learning and the teacher is the only one who determines the direction of learning (Veradegita et al., 2021; Wangi et al., 2022).

Based on the results of observations made at Madrasah Tsanawiyah in the Quran hadith subject Class VII, information was obtained that the Minimum completeness criteria for the quran subjects is 75. From the minimum completion criteria of 75 determined, only a small number of students have a value close to the minimum completeness criteria value. This shows that the learning outcomes achieved by students are still low. It can be seen that the learning process is less than optimal, so an active, creative, and meaningful learning process has not yet been realized. where during the learning process teachers still use conventional learning, namely using the lecture method only in delivering learning material.

The results of the odd semester midterm scores show that there are still many class VII students who still need to reach the minimum completeness criteria set by the school, namely 75. The data above shows that many class VII students in the Quran hadith subject have not reached the completeness limit. This research chose class 7 because, based on the results of interviews with Quran subject teachers, they said that the learning outcomes of class 7 students were still low.

This condition is exacerbated by a less enthusiastic classroom situation and less creative students. The urgency of appropriate learning methods requires teaching staff to be more innovative in selecting and implementing learning methods to increase opportunities for achieving learning goals, including increasing student achievement on the subject matter being taught. Accuracy in choosing learning methods will have positive implications for student achievement. Vice versa, students will experience boredom as a result of method errors as well as conventional and monotonous learning models (Kastira & Irwan, 2023).

As observed, teachers relatively prefer to apply conventional methods in the teaching and learning process. This is proven by the results of an interview with the class VII the Quran Hadith teacher who stated that students were noisy during the learning process. During the learning process, the teacher uses lecture and question-and-answer methods (Wijayanto, 2020; Wood et al., 2012). He said that students were less enthusiastic when participating in the learning process, which caused some students to disturb their classmates by asking their friends to talk during class. When the teacher asks questions the students just keep quiet. Students feel embarrassed to ask questions. Students consider themselves still confused with the material explained

by the teacher.

Thus, it is necessary to develop a learning method that can make students active and oriented student centered. One alternative method that can improve student learning outcomes, especially in class VII the Quran hadith subjects, is the cooperative model. Various research results show that the cooperative learning model can be an effective strategy when students can work together well in groups or pairs to help each other in learning. Model cooperative learning is designed to actively involve students in working together to solve problems given by the teacher (Altaftazani, 2018; Casey & Goodyear, 2015; Setiawan, 2023).

There are several types in learning cooperative learning one of which is the type make a match (find a partner). He chose time to make a match, this is because it can be used in all subjects and for all age levels of students. Apart from that, students can also learn while playing in a fun atmosphere. Learning in a pleasant atmosphere can increase active roles and make children motivated to learn so that children are encouraged/stimulated to be active and enthusiastic about participating in class learning (Munawaroh et al., 2022). As stated by Lorna Curran, according to Garcia-Sanjuan et al., (2018) Model cooperative learning type make a match has the advantage that students look for partners while learning about a concept or topic in a pleasant atmosphere so that learning uses model cooperative learning type make a match. This can further activate students, train them for accuracy, accuracy, and accuracy as well as speed.

To obtain optimal learning results, teachers must create a learning atmosphere that can make students interested and enthusiastic in teaching and learning activities. One way is by using a learning model of cooperative learning to make a match. Model make a match is a learning model that invites students to look for answers to a question or a pair of concepts through a paired card game (Casey & Goodyear, 2015; Altaftazani, 2018; Novita et al., 2022). The purpose of using this learning model is to make a match that can be applied to learning the Quran Hadith. Learning with a learning model cooperative learning type makes a match. This will attract more students' interest in learning, students look for pairs of cards and answers while learning about a concept or topic in a fun learning atmosphere. These activities allow students to be active, develop their skills, attitudes, and knowledge independently, and work together in groups.

METHODS

This research uses quantitative methods with an experimental approach to investigate the impact of the make-a-match type cooperative learning model on student learning outcomes at Madrasah Tsanawiyah. In this experiment, a Quasi-Experimental Design was used which is a form of Non-Equivalent Control Group Design, considering the limitations of variable control in this research. The purposive sampling technique was used to select samples by considering criteria relevant to the research phenomenon (Ardiana & Putra, 2019; Suhendra, 2020; Tupamahu et al., 2023). Data was collected from class VII, especially class VII 7 and VII 8, with a focus on the use of a learning implementation plan that refers to Basic Competency 3.4 regarding the law of reading the Quran and recitation. The data collection method involves objective tests to gain a deeper understanding of student learning outcomes.

RESULT AND DISCUSSION

Personality Competencies of Islamic Religious Education Teachers in High Schools

This research was carried out by distributing questionnaires to 44 class XI students. The questionnaire distributed to respondents consisted of the personality

competency variable for Islamic religious education teachers, where this variable consisted of 5 indicators and from these indicators, 20 questions were created. The questionnaire distributed has 4 alternative answers with a score range of 1 to 4, namely the statement strongly agree gets a score of 4, the statement agree gets a score of 3, the statement disagree gets a score of 2, and the statement strongly disagree gets a score 1 and vice versa.

Based on the data obtained regarding the personality competency of Islamic Religious Education teachers in high schools, was collected from 44 classes 34.1%, in the high category 22.7% and the very high category 9.2%. From the explanation above, it can be concluded that the personality competency of Islamic religious education teachers in high schools is included in the quite high category, namely 34.1%.

Regarding the personality competency of Islamic religious education teachers in high schools, there are no significant problems (Davidson et al., 2017; Kori et al., 2016). Islamic religious education teachers in high schools are categorized as quite good because Islamic religious education teachers have personalities that follow religious norms, social norms, and legal norms. Not only that, Islamic religious education teachers also have honest personalities, and noble morals and can be role models for students. In teaching Islamic religious education teachers have individuals who are mature, steady, stable, wise, and wise. So that Islamic religious education teachers know what they will do in acting and making decisions (Lampropoulos et al., 2021; Rodríguez-Flores et al., 2023). Islamic religious education Teachers in high schools have high responsibilities as teachers and always comply with the rules and regulations that apply at school.

Based on the student's answers via the questionnaire, it can be concluded that the personality of Islamic religious education teachers that students like teachers who have disciplined and responsible personalities so that they can be used as role models for students. In learning activities, students like teachers who have broad knowledge fun, and humorous, and when giving punishment the teacher gives educational punishment. Apart from that, students also like teachers who are professional and confident when teaching.

Learning Motivation of Class XI High School Students

This research was carried out by distributing questionnaires to 44 class XI students. The questionnaire distributed to respondents consisted of student learning motivation variables, where these variables consisted of 6 indicators and from these indicators, 24 questions were created. The questionnaire distributed has 4 alternative answers with a score range of 1 to 4, namely the statement strongly agree gets a score of 4, the statement agree gets a score of 3, the statement disagree gets a score of 2, and the statement strongly disagree gets a score 1 and vice versa.

Based on the data obtained regarding student learning motivation in high schools, was collected from 44 classes in the high category which was 29.4%, and in the very high category, it was 18.3%. From the explanation above, it can be concluded that students' learning motivation in high schools is included in the quite high category, namely 34%.

Based on the description of the results above, students at high school have quite high motivation to learn. The thing that makes students motivated to study is that students want to achieve their goals. By studying diligently, students can get good grades and get scholarships. Islamic religious education teachers always advise students to be enthusiastic about studying, as well as reward students if students are active when studying, then by using varied methods can also increase students' learning motivation, and a conducive classroom atmosphere is also a supporting factor for students to be enthusiastic about learning.

The Influence of the Personality Competence of Islamic Education Teachers on the Learning Motivation of Class XI High School Students

In this study, researchers used several tests to determine the influence of teacher personality competence on class XI students' learning motivation in senior high school. Based on a simple regression test, this test is to determine whether there is a significant influence between these two variables. The results of the simple regression test obtained a significance value of 0.039, where this value is smaller than 0.05 so it can be concluded that is rejected. So, there is a significant influence between the personality competence of Islamic religious education teachers on the learning motivation of class XI students in high school.

Meanwhile, to find out how big the correlation is between Islamic education teachers' personality competencies and students' Islamic education learning motivation, use the Person Product Moment correlation test. The result is that the correlation value is 0.312, which shows that the correlation between the personality competence of Islamic Education teachers and students' Islamic Education learning motivation is significant. This is proven by the calculated "r" value being greater than the "r" table. Namely $N44=0.297$ with a significance level of 5%. The influence of the personality competence of Islamic education teachers on student learning motivation is 27.6%.

The competencies possessed by Islamic education teachers influence student learning motivation. Students will be motivated to learn if the Islamic education teacher gives awards to students when they are active in learning. The teacher's pleasant personality makes the class atmosphere conducive, especially as Islamic education teachers use varied methods when teaching, which also increases students' motivation to learn. An Islamic education teacher who has a disciplined and responsible personality will also be a good example for students so that this personality can be used as a role model for students' daily lives. Apart from that, students also like teachers who are professional and confident when teaching.

CONCLUSION

This research found that teacher personality competence Islamic education has a significant influence on the learning motivation of class XI students in secondary school, with a significance result of 0.039 which is smaller than the significance level of 0.05. This indicates that the teacher's personality competence in Islamic education positively influences students' learning motivation in these subjects. The results of the person product moment correlation test show a correlation value of 0.312, indicating that there is a significant correlation between the Islamic education teacher's personality competence and student learning motivation. Further analysis shows that the teacher's personality competence in Islamic education has an influence of 26.7% on student learning motivation, as seen in the table with a value of $N44=0.297$ at a significance level of 5%. These findings confirm that a good and pleasant teacher's personality can increase students' enthusiasm and motivation for learning. Teachers who can create a conducive classroom environment are also able to guide students to focus more on learning, while the use of innovative teaching methods can prevent students' boredom with Islamic lessons.

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