THE IMPLEMENTATION OF MAKE A MATCH METHOD TO TEACH QURAN HADITH IN THE TOPIC OF WRITING HIJAIYYAH LETTERS

Rohmutadi
MI Al-Ikhsan, Batang, Central Java, Indonesia
rohmutadi@gmail.com

Abstract
The research objectives were 1) to analyze the activeness and learning achievement of students in the subject of the Qur’an Hadith at MI Al IkhsanUjungnegoro, Kandeman District, Batang Regency before the implementation of the Make and Match learning model. 2) Analyzing the implementation of the Make and Match learning model in the subject of the Al-Quran Hadith to increase the activeness and achievement of learning to write hijaiyah letters at MI Al–IkhsanUjungnegoro, Kandeman District, Batang Regency. 3) Analyzing the implications of implementing the Make and Match learning model in the subject of Al–Qur’an Hadith to increase the activeness and achievement of learning to write hijaiyah letters at MI Al–IkhsanUjungnegoro, Kandeman District, Batang Regency. The approach used in this study is a qualitative approach. field research (field research) because this research was conducted in the realm of life, namely by observing directly the teaching and learning activities of Al–Qur’an hadith subjects on the material of writing hijaiyah letters of MI Al–IkhsanUjungnegoro students, Kandeman District, Batang Regency. The results of the study: 1) The activeness and learning achievement of students in the subject of the Qur’an Hadith at MI Al–IkhsanUjungnegoro, Kandeman District, Batang Regency before the implementation of the Make and Match learning model can be said to be lacking. 2) In the realm of implementation, there are (1) Preparation Phase, (2) Implementation Phase, (3) Assessment Phase, (4) Closing Phase. 3) The implications of implementing the Make and Match learning model in the subject of Al–Qur’an Hadith to increase the activeness and achievement of learning to write hijaiyah letters at MI Al IkhsanUjungnegoro, Kandeman District, Batang Regency are good.

Keywords: Make a match method, Quran Hadith, writing, Hijaiyyah letters

Introduction
The Make a Match learning model is a learning system that prioritizes the cultivation of social skills, especially the ability to work together, the ability to interact in addition to the ability to think quickly through games to find partners with the help of cards.¹ The Make a Match model or looking for a partner is one alternative that can be applied to students. The application of this method starts from the technique where students are asked to find pairs of cards which are the answers/questions

¹ Istarani, 58 Model Pembelajaran Inovatif, (Medan: Media Persada, 2011), hlm. 11.
before the time limit, students who can match the cards are given points. The Make a Match learning method technique or finding a partner was developed by Lorna Curran. One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere.\(^2\)

The principles of the Make a Match model, namely students learn through doing, students learn through the five senses, students learn through language, students learn through movement. The Make a Match learning model is a model that creates good relationships between teachers and students. The teacher invites students to have fun in the game. The fun can also be about the material and students can learn directly or indirectly. The objectives to be achieved in the Make a Match learning model are: deepening the material, exploring the material, and for a distraction. The developer of the Make a Match learning method initially designed this method for deepening the material. Students practice mastery of the material by pairing questions and answers. If this goal is used, it must first equip students with the material to be trained. The teacher can explain the material, or the teacher gives assignments to students to read the material first, before the teacher applies this method.\(^3\) In principle, student teachers must have knowledge of the material to be trained first. Only then did the teacher use this method. Another case, if the teacher wants to use the second goal, to explore the material. Teachers do not need to provide students with material, because students themselves will provide themselves. The way the teacher takes is the teacher writes the main points of the material on pieces of paper. Then, the teacher distributes the pieces of paper to the teacher's students at random. Ask the student teacher to match/pair the pieces of paper into one whole material. Students who have found their partner, automatically become one group. Next, the teacher asked each group to work together to compile the material as a whole. After all groups have finished preparing the material, the teacher asks each group to make a presentation. Don't forget, the teacher emphasizes that all groups pay attention and provide responses to the group that is presenting.\(^4\) The Make a Match learning method can also be used by teachers as a distraction method. If the interlude is the teacher's goal, the teacher only needs to do it occasionally. The technique that the teacher uses is the same as the technique of finding a partner to explore the material.

The Make a Match learning model is implemented in all subjects, because the purpose of learning with the Make a Match learning model is to train students to be more careful and have a stronger understanding of a subject matter. Students are trained to think quickly and memorize quickly while analyzing and interacting socially. In addition, the advantages of the Make a Match learning model are that students are directly involved in answering questions presented to them through cards, increase creativity, activeness and student achievement, avoid student

\(^2\) Robert E. Slavin, *Cooperative Learning; Toeri, Riset dan Praktik*, Penerjemah Narulita Yusron, (Bandung: Nusa Media, 2010), hlm. 35.

\(^3\) Muhammad Nur, *Pembelajaran Kooperatif*, (Surabaya: Universitas Negeri Surabaya, 2010), hlm. 18.

saturation in participating in teaching and learning activities, learning is more fun because it involves learning media. made by the teacher.5

Problems that occur in MI Al-Ikhsan Ujungnegoro Kandeman District, Batang Regency, especially in the subjects of the Qur'an Hadith. Based on observations, interviews and documentation the researchers did are:

1. MI Al-Ikhsan Ujungnegoro students, Kandeman District, Batang Regency have learning activities that still need to be improved, this is shown from the results of the research that the researchers did, the results showed that students did not meet the four indicators of learning activity, namely:
   a. The activity of the five senses
   b. Intellectual activity
   c. Memory activity
   d. Emotional activity

Based on the description of the problems above, this problem is interesting to do research with the title: "Implementation of the Make a Match Learning Model in the Subjects of the Qur'an Hadith Writing Materials for Hijaiyah Letters Class III at MI Al-Ikhsan Ujungnegoro, Kandeman District, Batang Regency".

Research Method

Research Approach and Type

The approach used in this study is a qualitative approach, which is an approach whose analysis does not emphasize numerical data (numbers) that are processed by statistical methods. This study emphasizes the analysis on the process of deductive and inductive inference as well as on the analysis of the dynamics between observed phenomena using scientific logic.6 This type of research is field research because this research is carried out in real life, namely by observing directly the teaching and learning activities of the Qur'anic Hadith subjects.

Data source

The data sources in this study are divided into two, namely primary data sources and secondary data sources. Primary data sources are the main data sources in this study, namely the results of observations, documentation results and results of interviews with school principals, teachers and third grade students of MI Al Ikhsan Ujungnegoro, Kandeman District, Batang Regency for the 2019/2020 school year. Secondary data sources are additional data sources in this study, namely theses, articles and research related to the problems studied.

Data Collection Techniques

To collect data, researchers used the following techniques:

a. Observation techniques, namely data collection techniques in which researchers conduct direct observations.7 The observation technique was carried out by researchers to obtain data about teaching and learning activities for the subjects

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of the Qur’an Hadith on the material of writing hijaiyah letters and the learning activities of MI Al-Ikhsan Ujungnegoro students, Kandeman District, Batang Regency. Observations were made 3 times during the research process.

b. Interview technique, namely data collection techniques through question and answer and oral conversation. Interview technique was used to obtain data about student activity and learning achievement in the subjects of the Qur’an Hadith at MI Al Ikhsan Ujungnegoro, Kandeman District, Batang District prior to the implementation of the Make a Match learning model, the implementation of the Make a Match learning model in the Qur’an Hadith subjects. To increase activity and achievement learning to write hijaiyah letters at MI Al Ikhsan Ujungnegoro, Kandeman District, Batang Regency, as well as the implications of implementing the Make a Match learning model in the Qur’an Hadith subjects. Interviews were conducted with school principals, teachers and third grade students of MI Al Ikhsan Ujungnegoro, Kandeman District, Batang Regency for the 2019/2020 school year.

c. Documentation technique, which is a data collection technique done by researching materials that is looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines, and articles. This technique is used to obtain data about the profile of MI Al Ikhsan Ujungnegoro, Kandeman District, Batang Regency and the learning achievement of class III students of MI Al Ikhsan Ujungnegoro, Kandeman District, Batang Regency in the academic year 2019/2020.

Data Validity Test

The data validity test technique that the researcher uses is triangulation, which is a data validity checking technique that utilizes something other than this data for checking purposes or as a comparison against the data. In this case, the researcher will check the data from the interview with the existing literature sources. To ensure the validity of the findings, the researcher made several efforts in addition to asking the subject directly. Researchers also seek answers from other sources. The method used is called triangulation theory, which is the use of multiple theories (more than one main theory) or several perspectives to interpret a number of data. Triangulation is used by researchers in testing the validity of the data by utilizing something other than the data for checking purposes or as a comparison against the data. so that the data is really valid. In this study, two triangulations were used:

a. Triangulation of data/sources, namely by using various sources to obtain information. In this triangulation, researchers do not only use information from one piece of information, but also information from informants in the research environment. Among the informants were the principal, teachers and third grade students of MI Al Ikhsan Ujungnegoro, Kandeman District, Batang Regency for the 2019/2020 school year.

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students of MI Al-Ikhsan Ujungnegoro, Kandeman District, Batang Regency for the 2019/2020 school year.

b. Triangulation method, namely by comparing various data from interviews, observations and documentation. The data that has been obtained are then compared with each other in order to be tested for truth.

Data analysis technique

After the data is collected, the data is analyzed using descriptive analysis methods, namely problem solving procedures that are studied by describing or describing the subject and object of research (an institution, society, etc.) at the present time based on the facts that appear or as they are. Furthermore, it is tried to carry out confirmation and analysis so that later it will form in the formulation of a new theory or strengthen the old theory, by producing modifications to the old theory, by producing modifications to the theory instead of formulating a theory, which then becomes a conclusion. The stages of data analysis in this study include:

a. Data collection or data collection stage. At this stage the researchers collected data using the interview, observation and documentation methods. At this stage the researcher processes the data obtained from the results of interviews, observations and documentation by focusing on the important things in accordance with the formulation of the problem that the researcher examines. The information obtained by the author in this study will be developed using snowball theory, which is a field research theory that collects existing data into information that develops in the community.

b. Data Reduction is a stage of qualitative data analysis techniques. Data reduction is simplification, classifying, and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions. The large amount of data and the complexity of the data requires data analysis through the reduction stage. This reduction stage is carried out to select whether the data is relevant or not with the final goal.

c. Data display or data presentation (to present data in qualitative research is narrative text). At this stage the researcher displays or presents the data obtained from the results of interviews, observations and documentation.

d. Conclusion drawing or verification (drawing conclusions and verification). At this stage the researcher draws conclusions from the data obtained from interviews, observations and documentation to draw an analysis and conclusions.

Results and Discussion

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12 John W. Creswell, Research Design, ..., hlm. 29.
14 Sugiyono, Metode Kuantitatif, Kualitatif dan R dan D, ..., hlm. 33.
Analysis of Learning Activity and Achievement Before Using the Make a Match Learning Model of Students in the Subjects of the Qur’an Hadith

Active student learning is a learning approach that focuses on providing the widest possible opportunity for students to participate actively in a learning process by providing a learning environment that allows students to feel happy when participating in learning activities. Learning activity has an impact on learning achievement where learning achievement can be interpreted as learning outcomes in the form of changes that occur in students in the cognitive, psychomotor and affective domains.

The conditions of student activity and achievement before learning using the help of the Make a Match game media can be seen in the table below.

1. Activation of the Five Senses

The activity of the five senses is to seek the focus of the five senses of students. Students must be stimulated to be able to use their senses as well as possible for the benefit of learning. However, in an ordinary Qur’anic Hadith learning atmosphere, in the sense of not using card media, students do not focus their activities on learning. Students are actually bored with monotonous lessons. The impact is that students start to be nosy and annoy their friends. In addition, students also chat and joke with their friends. Thus, it can be said that learning without involving games, students actually play alone.

Therefore, the teacher of the Qur’an Hadith subject at MI Al-Ikhsan tries to take advantage of the nature of children who like to play to be directed into learning goals. The game in question is the Make a Match game. Games are used to stimulate students to be interested and follow the lesson. The toys chosen also have a cooperative character or involve many students.

Thus, it can be said that the activeness of the senses in grade 3 of the Qur’an Hadith subject, the material for writing hijaiyah letters at MI Al-Ikhsan Ujungnegoro before applying the Make a Match game model, is not active learning.

2. Intellectual Activity

The active mind in question is the student’s mind that must be free-active or at least activated to solve a problem, weigh, formulate opinions and make decisions. Learning the Qur’an and Hadith that does not use card game media is stagnant, meaning that students are not stimulated to think about solving problems. According to the teacher, group games encourage students to act quickly. With the card game media, students become enthusiastic to take part in the challenges of learning.

Thus, it can be said that the activeness of the third grade of the Qur’an Hadith subject in the material for writing hijaiyah letters at MI Al-Ikhsan Ujungnegoro before applying the Make a Match game model is not active learning.

3. Memory Activity

Active memory is that students actively accept the learning that has been conveyed by the teacher in class and the ability to store the learning in the brain, then at some point he is ready to rephrase. However, in a learning atmosphere without the help of game media, it is recognized by the Qur'an Hadith teacher that students have difficulty remembering. This is because the age is still a child so it requires
media help to remember something. The reason is that there are children who do not know the hijaiyyah letters let alone memorize them.

Thus, it can be said that the active memory of grade 3 subjects of the Qur'an Hadith subject matter of writing hijaiyah letters at MI Al-Ikhsan Ujungnegoro before applying the Make a Match game model is not active learning.

4. Emotional Active

The purpose of emotional activity is that students always try to love their lessons. In the monotonous atmosphere of learning the Qur'an Hadith, students at MI Al-Ikhsan are very easily bored with uninteresting learning. Students are more easily bored and do not focus on the lesson. They are busy themselves with doodling books. This means that students' emotions are not channeled into learning. Students are busy playing alone with their world.

Thus, it can be said that the emotional activity of grade 3 subjects of the Qur'an Hadith subject matter of writing hijaiyah letters at MI Al-Ikhsan Ujungnegoro before applying the Make a Match game model is not an active learning.

5. Achievement

Learning achievement is the result of student learning which is the result of learning activities at school after students devote their abilities to practice whose results are determined by an assessment. Learning achievement indicates a level of success that has been achieved by students from a learning activity at school that can have an impact on emotional satisfaction, and can be measured by an appropriate test. With the help of the Make Match game media, students become more motivated to learn.

Thus, it can be said that the achievement of grade 3 subjects of the Qur'an Hadith in writing hijaiyah letters at MI Al-Ikhsan Ujungnegoro before applying the Make a Match game model is not an underachievement of learning.

Saiful Bahri Djamarah and Aswan Zain, Teaching and Learning Strategies revealed that the purpose of learning with the Make a Match model was intended to train students to be more careful and understand a lesson more strongly. Students are trained to think quickly and memorize quickly while analyzing and interacting socially. So that the activity difficulties faced by teachers can be overcome by learning Make a Match. In the next stage, capitalizing on the enthusiasm of students in learning can certainly improve student achievement.

In developing and implementing the Make a Match model, the Hadith Qur'an teacher at MI Al-Ikhsan seems to have considered basic things such as: 1) treating students as equal human beings; 2) knowing what students like, their way of thinking and their feelings; 3) imagine what they will say about themselves and the teacher; 4) knowing the barriers of students; 5) speak honestly and gently; 6) have fun with students.

In addition, the teacher has also considered (1) the indicators to be achieved (2) the condition of the class which includes the number of students and the effectiveness of the room (3) the allocation of time to be used and preparation time. These considerations need to be made because the Make a Match model is not effective when used in classes with more than 40 students with narrow classroom
conditions. Because in the implementation of learning, Make a Match, the class will be noisy and crowded so it needs the attention and vigilance of the teacher in carrying it out.

**Analysis of the Implementation of the Make a Match Learning Model in the Subject of Quran Hadith**

In the book Strategies and Learning Methods, Zaenal Mustakim outlines the steps for implementing the Make a Match model in four phases, namely, the teacher prepares cards containing a set of concepts or topics that will be used in the review session, which consists of two types, namely question cards and answer cards. In the second session in the form of an implementation in the form of card distribution where each student gets a card that has questions/answers written on it. Each student thinks of an answer/question from the card they are holding. At this stage, each student looks for pairs of cards that match their cards. This can be illustrated in an illustration, for example, a student holding a card that reads the name of a plant in Indonesian will pair up with the name of a plant in Latin (scientific). Third, the assessment phase, in this phase each student who is able to match his cards before the predetermined time limit will be given points by the teacher. Meanwhile, if the student is not able to match the card that has been obtained with his friend's card (cannot find the question card or answer card) he will get a punishment according to what has been mutually agreed upon. The fourth phase is closing in this phase the teacher and students make final conclusions from the subject matter that has been implemented.

As for the steps applied by the teacher of the subject of Al-Quran Hadith MI Al-Ikhsan Ujungnegoro in the game Make a Match to increase the activity and performance of writing hijaiyyah letters are described in the following description.

1. **Preparation Phase**
   The teacher prepares several cards containing one form of the perfect hijaiyyah letter as a question card and prepares several cards containing the hijaiyyah letter in the form of broken dots.

2. **Implementation Phase**
   a) The teacher explains the difference between question cards and answer cards.
   b) The teacher explains the student's task: the student who holds the question card stands up, while the student who gets the answer card answers it by connecting the letter dots and then joins the student who stands with the appropriate card.
   c) The teacher distributes a card with the questions/answers written on it to all students.
   d) Each student connects each answer point of the answer from the card held.
   e) Each student looks for pairs of cards that match their cards. For example: the holder of the card that says the letter jim will look for a partner with the card holder of the question card of the letter jim that is not interrupted (question card).

3. **Assessment Phase**
a) Each student who can match his cards before the time limit is awarded points by the teacher.
b) If students cannot match their cards with their friends' cards (cannot find question cards or answer cards) they will get a mutually agreed penalty.
c) After one round, the cards are shuffled again so that each student gets a different card than before, and so on.
d) Students join other students holding matching cards.

4. Closing Phase
The teacher together with the students make conclusions about the subject matter.

The Make a Match game model is very implementable and very easy to modify according to the material and purpose. As in learning to write hijaiyah letters at MI Al-Ikhsan Ujungnegoro, although not in a standard form where there are cards containing questions and cards containing answers. The shape of the card is modified according to the needs and desired goals.

The form of the question card in this case is in the form of hijaiyyah letters that are intact without being interrupted, while the form of the answer card is a broken hijaiyyah letter so that students who get an answer card need to connect the dots first. Thus students are interested in writing, recognizing and memorizing hijaiyyah letter forms. Meanwhile, for question card holders (whole form) they can practice their presentation skills on hijaiyyah letters and be able to write them on the blackboard.

With the modified Make a Match form but it does not change the essence of the game and learning, students can take part in the learning enthusiastically and the learning carried out is interesting for every student to follow.

According to the researcher, the implementation of the Make a Match learning model at MI Al-Ikhsan Ujungnegoro Kandeman Batang has a very significant impact. It is evident from the learning process between teachers and students that there is a maximum activity, for example the teacher prepares learning materials and strategies. While students follow it with enthusiasm and motivation. In addition, in the learning process there is also a humane relationship between teachers and students. So that the Make a Match learning model has a good impact on student activity and learning achievement.

Conclusion
Based on the research that has been carried out by the author, the results of the study can be concluded as follows:
1. The activeness and learning achievement of students in the subjects of the Qur'an Hadith at MI Al-Ikhsan Ujungnegoro, Kandeman District, Batang Regency before the implementation of the Make a Match learning model can be said to be lacking. a) The activity of the five senses is lacking because students do not focus on lessons or are busy with their own activities such as disturbing friends, chatting, joking and running; b) Intellectual activity is lacking because students' minds are stagnant in listening to the material so they need a stimulus in the form of games;
c) Memory activity is lacking because in terms of remembering students need media aids to stimulate their memory on a subject matter; d) Emotional activity is lacking because students are not enthusiastic about participating in monotonous learning, resulting in students feeling bored and bored.

2. Implementation of the Make a Match learning model in the Qur’anic Hadith subjects to increase activity and learning achievement in writing hijaiyah letters at MI Al-Ikhsan Ujungnegoro, Kandeman District, Batang Regency. In the realm of implementation, there are (1) Preparation Phases, namely: (a) The teacher prepares several cards containing one form of the perfect hijaiyyah letter as a question card and prepares several cards containing the hijaiyyah letter in the form of broken dots. (2) Implementation phase, namely: (b) The teacher explains the difference between question cards and answer cards; (c) The teacher explains the students’ assignments: the student holding the question card stands, while the student who gets the answer card answers it by connecting the letter dots and then joins the students who stand with the appropriate card; (d) The teacher distributes a card with the questions/answers written on it to all students; (e) Each student connects each answer point from the card held; (f) Each student looks for pairs of cards that match their cards. For example: the holder of the card that says the letter jim will look for a partner with the card holder of the question card of the letter jim that is not interrupted (question card); (3) The Assessment Phase, namely: (g) Every student who is able to match his cards before the predetermined time limit will be given points by the teacher; (h) but if the student is not able to match the card he has obtained with his friend's card or in other words cannot find the question card or answer card then he will be punished according to mutual agreement; (i) After one round of games is carried out, the cards can be shuffled again for the next round this is intended so that each student gets a different card from the previous, and so on; (j) Students join other students holding matching cards; (4) Closing Phase, namely: (k) The teacher together with students make conclusions on the subject matter.

3. The implications of implementing the Make a Match learning model in Al-Qur'an Hadith subjects to increase activity and achievement in learning to write hijaiyah letters at MI Al-Ikhsan Ujungnegoro, Kandeman District, Batang Regency are good where: a) Panca Indra is active: Students are more focused on recognizing and understanding hijaiyyah letters actively and cooperatively; b) Intellectual Activity: Students practice quick thinking to decide and choose the same group of cards and are trained in negotiation to cooperate and compete with other students; c) Memory Active: Students are more active in remembering hijaiyyah letters by multiplying mention and practicing writing hijaiyyah letters; d) Emotional Activeness: Students' emotions are more focused on learning. students are more active and enthusiastic because the game involves the affective domain as well as the psychomotor and cognitive domains; e) Achievement: With enthusiasm and activeness that is directed into learning, more students complete the KKM.

References


