

## IMPLEMENTATION OF THE COOPERATIVE LEARNING MODEL USING THE MAKE A MATCH METHOD TO IMPROVE *FIQH* LEARNING SKILLS IN STUDENTS OF MTS AL-IRSYAD 07 BATU CITY

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### Abstract

This study investigates the implementation of the *Make a Match* cooperative learning model to address low student performance in the Fiqh subject at MTs Al-Irsyad 07 Batu, where 28% of students scored below the minimum competency threshold (*KKM*), largely due to the density of reading material. The research aims to explore the planning, implementation, and evaluation processes of the learning model, as well as the supporting and inhibiting factors influencing its effectiveness. Adopting a qualitative approach, data were collected through observation, interviews, and documentation involving the Head of Madrasah, Deputy for Curriculum, Fiqh teachers, and students. Data were analyzed using an interactive model comprising data reduction, data display, and conclusion drawing. The findings indicate that the planning process includes formulating learning objectives, selecting relevant materials, and preparing appropriate teaching strategies. Implementation occurs in three phases: preparation, instruction, and closure. Evaluation encompasses cognitive, affective, and psychomotor domains. The study concludes that the *Make a Match* method fosters an engaging learning environment that enhances students' motivation and learning skills in Fiqh. The findings suggest that employing varied and interactive instructional strategies can improve learning outcomes and create a more dynamic classroom experience. These results offer

practical implications for educators seeking to enhance instructional quality and student engagement in religious education.

**Keywords:** Cooperative Learning; *Make a Match* Method; Fiqh Learning Skills; Cognitive Aspect; Affective Aspect; Psychomotor Aspect

## INTRODUCTION

Education is one of the most significant components in supporting a country's development. The progress of a country can be seen from the good and bad quality of education. Through education, humans can develop their ideas and apply them in daily life that can improve the quality of human life itself (Rasul, 2021). The education described above is a learning process for students to develop their potential and it is expected that students will have spiritual intelligence. To achieve this goal, teachers have an important role in learning, teachers must have a creative and innovative attitude to support the learning process so that students do not get bored, easily understand the material explained by the teacher (Anly Maria and Adinda, 2023). Teachers as learning designers must also be able to choose models and use learning models appropriately, so that students can more easily understand a concept, certain principles, attitudes and skills in order to improve students' learning outcomes and make the learning process more active, A person's learning effectiveness is greatly influenced by his or her learning readiness (Surya Hendra, 2011).

There are several problems that exist in schools or madrasas such as students lacking interest in the teaching and learning process. This may happen both due to internal and external factors of students. The incompatibility of learning models is also a factor in students' unsucces in receiving learning (Rohima, 2023). Based on observations that have been made during the learning process at MTs Al-Irsyad 07 Batu City, on February 28, 2025. It can be concluded that the learning skills of grade VIII students in the subject of Fiqh are still low, judging from the learning activities many complain because the reading material is very dense, so that students are less enthusiastic in following the lessons because they are less interesting which ultimately their learning skills become less and affect the learning outcomes that students get are not satisfactory (Aziz & Nurachadijat, 2023). Then, it is proven that the results of the daily test of Fiqh subject students are still low, out of 28 students in grade VII D, as many as 14 or 48% of students do not achieve scores

above the KKM (Minimum Completeness Criteria). This shows that students do not really understand the concept of the material taught by the teacher.

Learning skills are meant to enhance a person's capacity for the two most crucial components of learning: first, a deeper comprehension of the concept of learning; and second, a focus on the concept's practical implications for actual application in day-to-day activities like teaching and learning procedures, training, counseling, program development, and program implementation within the academic realm (Task Force 3SCPD, 2002). Learning skills encompass features of optimizing learning processes in the cognitive, emotional, or psychomotor domains and are gained by an individual through an ongoing training process (Budiarjo. Lily, 2007). In order to achieve the desired learning target, one of the options for choosing a learning model that can be used is to use the *Make A Match learning method*. This cooperative learning model of the *Make A Match* method can encourage students to play an active role and change students' mindset to be motivated in participating in learning (Muhammad et al., 2025). The application of this method can improve students' learning skills towards subject matter and Encourage pupils to have a passion for learning. Students must collaborate in order to use the learning paradigm, which can also make them feel more accountable for what they have learned (Azizah, 2020).

According to Hamdani, cooperative learning is learning that implements innovative learning models. In cooperative learning, a learning strategy is applied with a number of students as members of small groups with different levels of ability (Hamdani, 2011). The *Make A Match* learning model includes a learning model that has important characteristics where students are invited to match a pair card containing answers or questions (Shoimin, 2017). According to Riyanti and Abdullah, this learning model is group-based learning that encourages students' understanding of the concept of learning in fun conditions using question cards and answers whose implementation has predetermined limits before learning (Sitompul & Maulina, 2021). The *Make a Match model*, developed by Lorna Currant, is a learning approach in which students seek a companion when studying a certain idea or subject in an enjoyable environment. This model is flexible to be applied to a wide range of subjects and grade levels (Ulya, 2023).

The main goal of this method is to develop skills in terms of precision, perseverance and the ability to think quickly so that they have a deep understanding of the material and

are able to interact socially with their friends (Rusminawati & Mediatati, 2017). The *Make A Match* learning method illustrates an exciting approach used to review lessons that have been taught before. The *Make a Match model* has a flexible approach, so it can be used in various subjects (Novianti, 2025). Before the material is taught, students are usually given assignments first to understand the subject matter. That is why by applying this learning method, it can facilitate learning activities (Ramadhani, 2019).

The research was conducted by A. Rasul with the title *The Effect of the Make A Match Type Cooperative Learning Model on Motivation and Mathematics Learning Outcomes in Grade VII Students of Yapis Timika Junior High School* (Rasul, 2021). The study's findings significantly enhance student motivation and learning outcomes when the *Make A Match* learning approach is applied. The study demonstrated that the *Make A Match* cooperative method could positively impact students' motivation to learn, as evidenced by the notable distinctions in motivation achievement and learning outcomes in mathematics between the experimental and control classes. But when considered in a larger framework, there are still some unanswered questions.

The main gap in A. Rasul's research lies in the focus of the subject studied and the educational context used. The research was carried out within the scope of mathematics learning at the junior high school level, which has different characteristics from religious subjects such as Fiqh at the MTs level. Fiqh subjects require conceptual understanding, value appreciation, and application in daily life, which includes emotive and psychomotor components in addition to cognitive ones. Students' learning abilities are crucial in this situation, particularly when it comes to enhancing their comprehension and implementation of Islamic principles in their daily lives. In contrast to Rasul's research which focuses more on motivation and learning outcomes, this study tries to examine more deeply the influence of the *Make A Match* model on students' learning skills.

The use of the *Make A Match* learning model in the research is what makes it novel. context of Fiqh subjects at the MTs level, which until now has not been widely explored. In addition, this research does not only focus on learning outcomes or motivation, but emphasizes more on students' learning skills, which include the ability to understand, process, and apply information actively and independently in the learning process. The focus on learning skills as the main variable provides a new dimension in the study of the

effectiveness of the Make A Match model, especially in helping students deal with subject matter that is considered dense and less interesting.

This research is also based on relevant learning theories, including cooperative learning theory that emphasizes the importance of cooperation between students in achieving learning goals. The Make A Match model itself is part of a cooperative learning approach designed to create a fun and interactive learning atmosphere, where students are invited to actively match pairs of question cards and answers. In addition, the theoretical foundation of learning skills is used as a foothold in this study, where learning skills are seen as abilities acquired through continuous practice, covering cognitive, affective, and psychomotor aspects. It is anticipated that by combining these theories, this study will be able to contribute in a novel way to the creation of successful learning techniques, particularly in enhancing students' comprehension of Fiqh subjects.

The objectives of this study are to 1). Describe the process of planning Fiqh learning using the Make a Match 2 method). Describe the implementation of learning with these methods 3). describe the evaluation of learning outcomes that include cognitive, affective, and psychomotor aspects of students, 4). identify and analyze supporting and inhibiting factors in the implementation of the Make a Match method cooperative learning model in students at MTs Al Irsyad 07 Batu City.

## **METHODS**

The research methodology employed in this study is a qualitative technique, which generates descriptive data in the form of written or spoken words and behavior that can be witnessed in the individual subject (Winarni, 2021). Thus, the researcher takes field data in the form of observations, interviews and documentation which will then be processed into the answer to the focus of the research problem, Since Moleong stated that the primary data gathering technique in qualitative research is the researcher's presence or the assistance of others, the researcher's presence in this instance is crucial and essential (Moleong, 2022) and the type of research used is case studies.

Primary and secondary data sources are the two categories of data sources that were employed in this investigation, namely resource persons or core informants, as follows: School Principals, Curriculum Waka, Teachers, and Students from MTs Al-Irsyad 07 Batu as locations in this study. Secondary data is in the form of documents, namely written

materials or objects related to the focus of research and documentation in the form of pictures or photos of research activities and various documentation from schools as support for research data.

Data collection techniques in the form of observations are carried out not only including observations that are carried out directly or indirectly (Sutrisno Hadi, n.d.). on the subject of research and observing it, interviews with school principals, fiqh teachers, curriculum leaders and students. Data analysis is carried out in parallel with the data collection process using interactive modeling analysis techniques. The steps in this process include: 1) data reduction, In this study, the related data will be reduced based on the results of interviews, observations and documentation. Therefore, non-essential data will be set aside from the record to focus on the information that really matters; 2) data presentation, data that has been structured and communicatively allows in-depth analysis of the relationships between variables; and 3) conclusion and verification, systematic data collection and presentation steps that have been reduced to the foundation to reach tentative and conclusive conclusions. Initial conclusions that may be less clear will be reinforced through a more in-depth verification process in later stages. This process emphasizes the importance of verification and validation in research to ensure the integrity and accuracy of research results (Saleh, 2017).

This research was carried out for 1 month from 18 April – 19 May at MTs Islam Al-Irsyad 07 Batu City, an educational institution in Batu which was established under the auspices of the Permata Sunnah Foundation. This location was chosen because the institution has applied the make a match method in fiqh learning activities. The research subjects include school principals, curriculum leaders, fiqh teachers who apply the make a match method and students who are actively involved in the learning process which is considered representative enough to understand the phenomenon being researched.

## RESULTS

### **Planning of the Cooperative Learning Model Make *A Match* Method in Improving Fiqh Learning Skills**

The results of the study show that learning planning at MTs Al-Irsyad has been prepared in a directed and planned manner by referring to the national policy set by the Ministry of Education and Culture. In its implementation, the school develops a syllabus

and a Learning Implementation Plan (RPP) that refers to the Content Standards and is adjusted to the needs of the dual curriculum applied, namely the national curriculum and the curriculum from Saudi Arabia. The data of this research was obtained through interviews, documentation, and observation methods that were carried out thoroughly with related parties, including the head of the madrasah, the curriculum waka, teachers, and students.

Based on the results of an interview with Ustadz Ahmad Negara, S.Pd., as the Head of Madrasah MTs Al-Irsyad, the school consistently holds internal and external training for teachers. This training is carried out twice in each semester, especially ahead of the implementation of daily assessments. One of the forms of training held is training in the development of learning models and training in the preparation of questions. The goal is to increase teachers' understanding of innovative and applicable learning models, while supporting technical and substantive mastery of learning tools. An example is the training themed "Optimizing Daily Assessments with the Use of Interactive Word Wall Games" which was held on January 23, 2025 at the PIAT'7 Hall. This training shows the pond's commitment to encouraging the optimization of assessment methods through technology and educational games.

The Vice Curriculum Officer of MTs Al-Irsyad, Ustadz Muhammad Rizqi Mauluddin, S.H., also said that MTs Al-Irsyad uses two curricula that run in parallel, namely the national curriculum (Independent Curriculum and the 2013 Curriculum) and the Saudi Arabian curriculum specifically for religious subjects. The implementation of the Saudi Arabian curriculum is inseparable from the international cooperation that has been established, one of which is in the form of sending the shaykh from Saudi as a teaching staff every year. To adapt the content of the national curriculum to the local context of the Islamic boarding school, training for teachers is very important. The training carried out not only introduces learning models but also helps teachers utilize classroom facilities and prepare questions according to the target teaching material.

Furthermore, Ustadz Tsabit Reza, B.A., as a teacher of Fiqh, explained that in learning practice he has adopted a cooperative learning model with the *Make a Match* method. According to him, this method is very effective in improving students' learning skills, especially in understanding concepts in Fiqh subjects. He revealed that this model makes it easier for students to understand the material because it is presented through a



play-while learning approach. The main goal of applying this method is for students not only to gain cognitive understanding, but also to be able to internalize values through a fun affective approach. The material used in learning Fiqh with this method includes basic chapters such as Thaharah, Adhan, and Prayer, which, although considered simple, still require an approach that facilitates understanding.

According to Ustadz Tsabit, grade VII students still have limitations in accessing Arabic books used in Fiqh lessons, because their Arabic language skills are still in the early stages. Therefore, teachers feel the need to provide a more contextual and interactive approach. One of the strategies he used was to translate the material at the initial meeting, then strengthen understanding through the *Make a Match method* at the end of the chapter. This strategy is considered effective because students are actively involved in matching questions and answers that have been prepared in the form of cards, so that there is a process of repetition and reinforcement of the material.

In the interview, Ustadz Tsabit also explained in detail about the preparation of the *Make a Match learning method*. He stated that this method requires extra preparation outside of teaching hours. He usually prepares the material in the form of HVS paper, then cuts it into eight parts to make cards. Each card is written with questions or answers that will be matched by students during learning. Preparation also includes the division of study groups so that the implementation process in the classroom runs efficiently and does not take much time. According to him, although this preparation is quite time-consuming, the results are comparable to the increase in student participation in learning activities.

The results of observations made by researchers in the classroom fully support the information from the interview. It can be seen that students are very enthusiastic about participating in learning with the *Make a Match* method. They actively interact with each other, trying to match the cards they hold with the right pair. The classroom atmosphere became more lively, and students seemed to enjoy a non-monotonous learning process. The teacher guides the course of the activity by giving clear instructions and accompanying students in the process of matching cards. Through this method, students can learn collaboratively and funly, without the stress that usually arises in the lecture or written test method.

The researchers also conducted live interviews with some of the students to find out their perceptions of this method. M. Rakha El Azzam, a student of grade VII D, explained



that she found it easier to understand Fiqh material because she learned through fun games. According to him, the activity of matching cards makes the material remembered faster because students are directly involved. The same thing was also conveyed by Akhdan Syarif, a student in the same class. He said that learning with Ustadz Tsabit was very fun because the teacher not only explained, but also invited to play while learning. This makes the classroom atmosphere less boring and motivates students to be more active.

Thus, it can be concluded that the Fiqh learning planning at MTs Al-Irsyad has paid attention to aspects of learning objectives, the selection of appropriate materials, and detailed technical preparation. The cooperative learning model with *the Make a Match* method is one of the most relevant and effective strategies, especially in the context of MTs students who study with Arabic books. The success of this method is supported by full support from schools in the form of teacher training and teachers' commitment in preparing and implementing active and innovative learning. A fun learning experience like this is believed to be able to improve student learning outcomes both cognitively and affectively, and become a good practice that can be replicated in other learning contexts.

### **Implementation of the Make A Match Method Cooperative Learning Model in Improving Fiqh Learning Skills**

#### **1. Make A Match Method Learning Preparation**

The initial stage of implementing learning with the Make a Match method begins with preparation activities. Based on the results of an interview with Ustadz Tsabit, a teacher of Fiqh subjects, he explained that learning always begins with greetings, prayers, and murajaah of the previous material. This is done to familiarize students with the Islamic learning culture and help them recall the material they have learned so that it becomes a bridge to new material.

From the results of observation and documentation, it can be seen that the opening activities took place systematically. Ustadz Tsabit conveyed the essence of the previous subject matter, such as the points in the fiqh chapter on prayer, which will be the basis for students' understanding in participating in the Make a Match game. One of the approaches used is to relate the history of Isra Mi'raj as the background for the mandatory prayer, so that learning is more contextual and meaningful for students.

Preparation also includes the preparation of teaching materials in the form of question cards and answer cards that are in accordance with the topic. Ustadz Tsabit said that a

brief explanation before the Make a Match game is very important so that students are not confused when starting the game, as well as to instill an initial understanding of the concepts to be tested.

## 2. Implementation of Make A Match Method Learning

The Make a Match model was implemented at the third meeting in a learning cycle, after the previous two meetings were used to translate and explain the contents of the Arabic fiqh book. This approach aims to familiarize students with understanding Arabic texts without harakat, as well as providing a deep understanding before playing.

At the third meeting, Ustadz Tsabit divided the students into six groups, each containing 4-5 people. The first three groups received question cards, while the other three groups received answer cards. After the group discussion, students from the group receiving answers should find and match their partners from the group holding the questions. The group that successfully answers correctly and quickly gets the maximum points, while the wrong group will have their points deducted.

In the game, students are not only asked to match, but also explain the content of the questions and answers orally, which stimulates their critical thinking and communication skills. This activity not only provokes cognitive involvement, but also affective and psychomotor students. The researchers' observations show that students are very enthusiastic about participating in this game. They try to understand the problem well, have active discussions with the group, and are eager to find a pair of cards. The involvement of students in this activity is a positive indicator of their increasing interest in learning in Fiqh lessons

## 3. Conclusion of Making A Match Method Learning

At the closing stage, Ustadz Tsabit invited students to reflect on the learning process that they had just gone through. He asked students to express their opinions on the effectiveness of the Make a Match method, as well as ask short questions to gauge their final understanding of the material.

This step is part of a formative evaluation that is important to see the extent to which the methods used have an impact on improving student understanding. After the reflection and evaluation session, the activity ended with the reading of a joint prayer and greeting as a polite and religious closing form.

From the entire series of activities carried out, it can be concluded that the use of the Make a Match learning method provides new dynamics in the teaching and learning

process. This model not only improves interaction between students and teachers, but also provides an alternative learning strategy that is fun and effective in improving the skills of understanding Fiqh material. This method has been proven to be able to liven up the classroom atmosphere, foster the spirit of learning, and increase students' active involvement in understanding basic concepts in Fiqh lessons.

### **Evaluation of the Make A Match Method Cooperative Learning Model in Improving Fiqh Learning Skills**

Learning evaluation is an important aspect to determine the effectiveness of the methods used in improving student learning outcomes and skills. After the implementation of Fiqh learning using the *Make a Match method* at MTs Al Irsyad 07 Batu City, the researcher conducted an evaluation through interviews, grade documentation, and direct observation in class. This evaluation includes formative and summative assessments, as well as considering the cognitive, affective, and psychomotor aspects of students.

Based on the results of an interview with Ustadz Tsabit, a teacher of Fiqh subjects, it is known that the learning evaluation is carried out thoroughly. He explained that formative evaluation is seen from students' activities in daily learning, especially when students actively discuss, ask, and match cards in *Make a Match activities*. This assessment reflects students' cognitive understanding, emotional (affective) engagement, and their skills in applying the material in a practical way (psychomotor). Meanwhile, summative evaluation is carried out through the results of the semester exam which is the final benchmark of student understanding of the material as a whole.

The results of the interview showed that in assessing the cognitive aspect, Ustadz Tsabit paid attention to the students' daily test scores which reflected their level of understanding of Fiqh material. The affective aspect is observed from the students' enthusiasm in finding the right answers, as well as their activeness during the learning process. Meanwhile, the psychomotor aspect is seen from the practical skills of students in practicing Fiqh materials, such as in movements and prayer readings.

Furthermore, from the results of the interview, it is also known that at the beginning of the school year, most students have difficulties in understanding Fiqh subject matter. This is reflected in the low test scores obtained, where the majority of students have not reached the Minimum Completeness Criteria (KKM). This condition encouraged Ustadz Tsabit to look for a more suitable learning method, until finally he chose to apply the *Make*

*a Match* method in learning Fiqh. Based on his statement, after the use of this method, students' grades showed a significant improvement and their religious practice skills also improved, especially in the implementation of prayers.

The researcher also noted that the increase in students' scores can be seen quantitatively through daily test data before and after the implementation of the *Make a Match* method. Almost all students showed a marked increase in grades. For example, the score of Abdullah Bin Syahreza increased from 65 to 80, Akhdan Syarif from 72 to 90, and Salthan Syarif Adriansyah from 85 to 100. This increase in value indicates that the *Make a Match method* is able to help students understand the material more effectively.

In addition, the results of an interview with one of the students of grade VII D, Akhdan Syarif, also corroborated the researcher's findings. He stated that in the evaluation process, student activity in the classroom is one of the important aspects that teachers pay close attention to. Students who are active in asking and answering during the lesson, will get a higher score than relying only on test scores. Akhdan also said that the use of *the Make a Match* method makes Fiqh material easier to understand and enjoy. He felt that compared to the beginning of the school year, his understanding of the material increased significantly, as did his enthusiasm and participation in learning activities.

The researcher's observations made during the learning process supported the findings of this interview. Students had a high level of enthusiasm during direct observation in the classroom. They actively engage in group debates, card matching exercises, and public speaking to voice their thoughts. The classroom environment becomes more dynamic and participatory as students appear to cooperate to comprehend the subject matter. Students are given daily test questions to gauge their comprehension after the learning exercise. According to the exam results, most students were able to score higher than the KKM, indicating that their comprehension of the subject matter has greatly increased since the Make a Match approach was put into place.

The assessment of Fiqh learning through the Make a Match approach encompasses evaluation in three primary domains: cognitive, affective, and psychomotor. This conclusion is based on all the information gathered from interviews, grade documentation, and class observations. When evaluating learning success, the three work in tandem. It has been demonstrated that this approach can help students grasp the subject matter better, become more involved in the learning process, and develop stronger religious practice

abilities. Therefore, MTs Al Irsyad 07 Batu City's implementation of the Make a Match approach in Fiqh instruction helps to enhance students' learning abilities in a comprehensive way.

### **Supporting and Inhibiting Factors of the *Make a Match* Method Learning Model in Improving Fiqh Learning Skills**

In the implementation of Fiqh learning using the *Make a Match method* at MTs Al Irsyad 07 Batu City, researchers found various factors that play a role as supporters and inhibitors in the learning process. These factors are very important to consider so that the application of the learning model can run optimally and learning objectives can be achieved effectively. In addition, the condition of students and classroom situations are also important aspects that affect the successful implementation of this method.

Based on the results of an interview with Ustadz Tsabit as a teacher of Fiqh, there are several main supporting factors that affect the success of using the *Make a Match* method. First, this method is able to improve students' learning skills because it encourages them to actively participate in learning. Ustadz Tsabit explained that this method involves students directly through interaction, discussion, and cooperation in groups to find a pair of cards that contain the correct questions and answers. This activity makes students who were previously shy or reluctant to speak become more confident and more courageous to actively participate in learning.

In addition, Ustadz Tsabit added that the success of this method is also supported by several additional factors, including the teacher's sense of professionalism in teaching, students' enthusiasm and discipline during learning, and the completeness of the infrastructure in the classroom. The availability of various learning resources is also very helpful in improving student understanding. He mentioned that the school library provides a variety of books, ranging from Islamic Religious Education (PAI) package books to the works of scholars that enrich students' insights. This complete learning resource allows students to master the material well so that they are able to discuss and find answers appropriately during the learning process which lasts two hours of lessons.

However, in addition to supporting factors, there are also a number of obstacles that hinder the implementation of the *Make a Match method*. One of the most prominent obstacles is the time constraints in the implementation of learning, especially when students are looking for suitable pairs of cards. This limited time sometimes makes the process of

discussion and search for answers less than optimal. In addition, this method requires the readiness and activeness of all students, so that if there are students who are less active or do not understand the material, the learning process becomes less than optimal.

Classroom conditions that are too crowded are also an inhibiting factor because they can create a less conducive atmosphere. This can interfere with students' focus and concentration so that learning goals are difficult to achieve optimally. Ustadz Tsabit revealed that in addition to the problem of time and class atmosphere, there are also obstacles in the form of student behavior, such as the dominance of smart students in their groups and students who are shy or unwilling to cooperate in groups. In addition, sometimes there is chaos during group divisions, especially when students make a fuss when looking for their group mates, which also hinders the smooth learning process.

From the results of interviews and observations conducted by researchers, it is known that the supporting factors that greatly help the success of the *Make a Match method* include the professionalism of teachers in designing and managing learning, students' enthusiasm and enthusiasm in following lessons, as well as the completeness of adequate learning facilities and resources. Meanwhile, the main inhibiting factors that need to be anticipated are time management problems, class conditions that are sometimes not conducive, the unpreparedness of some students, and the less harmonious group dynamics.

The researcher's observation also confirms that teachers who apply the *Make a Match method* have a clear goal, which is to improve students' learning skills by creating a fun and interactive learning atmosphere. Teachers make careful preparations before entering class, such as preparing question cards and answers which are then distributed in groups. During the learning process, students actively look for matching card pairs in their group. After the activity is completed, the teacher draws conclusions and asks evaluation questions to measure students' learning skills. The enthusiasm of the students was very visible during the activity, although there were some obstacles such as commotion during the division of groups and competition between students in finding a pair of cards.

Based on the results of interviews, documentation, and observations, it can be concluded that these supporting and inhibiting factors greatly affect the effectiveness of the implementation of the *Make a Match method* in Fiqh learning. With good management and careful planning, these obstacles can be minimized so that the learning process can run

more optimally and the goal of improving students' learning skills can be achieved to the maximum.

## DISCUSSION

### Planning of the Cooperative Learning Model Make *A Match* Method in Improving Fiqh Learning Skills

In the planning stage of the cooperative learning model of *the Make a Match method*, there are three important aspects that are carried out, including the formulation of learning objectives and models, the selection of subject matter, and the preparation of learning methods. The purpose of applying *the Make a Match* learning method is to develop students' social competence, improve their ability to work together, and train their thinking skills quickly (Kusnaedi et al., 2023). In addition, this method is also considered one of the fun learning techniques, because students feel like they are playing so that students are very enthusiastic about the implementation of learning (Rustinarsih, n.d.). The selection of subject matter from fiqh subjects has been determined, namely the material for Friday prayers and congregational prayers, in line with Buna'i's explanation According to his book, there are a few factors that need to be taken into account while choosing the content, including alignment with the learning objectives, adaptation to the students' level and growth, organization and continuity, and factual and conceptual (Buna'i, 2021).

The results of the study show that Fiqh learning planning at MTs Al-Irsyad 07 Batu City has been carried out systematically and in a directed manner, with reference to the national policy issued by the Ministry of Education and Culture. This school develops a syllabus and Learning Implementation Plan (RPP) that is prepared in accordance with the Content Standards, while adjusting to the needs of the applicable dual curriculum, namely the national curriculum and the curriculum from Saudi Arabia. This approach shows a consistent effort in ensuring that learning materials are relevant and contextual for students studying in a modern pesantren environment.

In terms of teacher competency development, MTs Al-Irsyad routinely holds internal and external training twice a semester. This training not only focuses on improving technical skills in formulating questions and conducting daily assessments, but also includes the development of innovative learning models such as the use of educational games. For example, the training on "Optimizing Daily Assessments with the Use of Interactive Word



Wall Games" is a testament to the school's commitment to integrating interesting learning technologies and methods into the teaching and learning process.

The dual curriculum implemented, namely the Independent Curriculum and the 2013 Curriculum in addition to the Saudi Arabian curriculum specifically for religious lessons, requires teachers to adapt the content and teaching methods accordingly. Through comprehensive training, teachers at MTs Al-Irsyad are able to make maximum use of classroom facilities and prepare questions that are relevant to the material taught. International cooperation with the dispatch of teaching staff from Saudi Arabia also provides added value in maintaining the quality of authentic religious learning.

According to Nini Ibrahim in her book on the determination of learning methods, the method used must be able to: (1) arouse students' motivation, interest, or enthusiasm for learning, (2) ensure the development of students' personalities, and (3) instill and develop relevant values and attitudes in daily life (Wiranti & Yuliyanti, 2020).

Observations in the classroom reinforce these findings by showing high enthusiasm from students during learning. A group card-matching activity not only creates a lively and fun classroom atmosphere, but also increases student engagement in understanding the material. Teacher assistance during the activity ensures that the collaborative learning process can run smoothly without losing focus on learning objectives.

From the perspective of students, this method has received a positive response. Students state that learning through games like Make a Match makes the material easier to remember and understand. A fun and non-monotonous learning atmosphere provides additional motivation for students to actively participate and develop their learning skills.

Overall, these results confirm that Fiqh learning planning at MTs Al-Irsyad pays great attention to aspects of learning objectives, selection of appropriate materials, and careful technical preparation. The cooperative learning model with the Make a Match method has proven to be an effective and relevant strategy in the context of religious learning for MTs students, especially in facing language challenges and material mastery. Full support from the school through teacher training and the teacher's commitment to the implementation of active learning are key factors for the success of this method. This fun and interactive learning experience not only improves students' cognitive learning outcomes but also enriches their affective aspects, making it a good practice that is worth replicating in other learning contexts.

## **Implementation of the Make A Match Method Cooperative Learning Model in Improving Fiqh Learning Skills**

At the implementation stage, there are three main steps, namely preparation for learning the *Make a Match method* by yawning greetings, reading prayers and providing a summary of the material that has been studied previously (Aliputri, 2018). The skill of opening the lesson is the activity and statement that the teacher makes at the beginning of the lesson, with the aim of creating a mental atmosphere that is ready and attracting the attention of students to focus on the material to be learned (Wahyupurnomo, n.d.).

The implementation of the Make a Match method cooperative learning model at MTs Al-Irsyad shows systematic stages starting from preparation, implementation, to closing. At the preparation stage, the Fiqh subject teacher, Ustadz Tsabit, began the learning with greetings, prayers, and murajaah of the previous material. This step not only builds an Islamic learning culture, but also facilitates students in remembering old material as a basis for understanding before entering new material. Contextual approaches such as linking the history of Isra Mi'raj with the obligation to pray further enrich the meaning of learning for students. Technical preparation in the form of making question cards and answers according to the topic is an important element in the implementation of this method. A brief explanation before the game starts aims for students to understand the purpose and mechanics of the game, so that the learning process runs smoothly and focuses.

At the implementation stage, the Make a Match method was applied after students were given two initial meetings to translate and understand the content of the Arabic fiqh book in bare Arabic. Dividing students into groups with the distribution of question cards and answers encourages collaboration and active discussion between students. In addition to matching pairs of cards, students are also asked to provide oral explanations, thus practicing critical thinking and communication skills. The high enthusiasm of the students during the game shows the success of this method in increasing interest and engagement in learning. The closing of the learning was carried out with reflection and a brief evaluation that involved students in assessing the effectiveness of the method and measuring the understanding of the material. The activity was closed with prayers and greetings, strengthening religious values in the learning process.

Lesson closing skills are activities carried out by teachers to end the learning interaction process (Tanjung et al., 2018). The purpose of this activity is to provide an

overview of the material that students have learned, as well as to evaluate the extent of student achievement and the success of teachers in the implementation of learning (Wahyupurnomo, n.d.).

### **Evaluation of the Make A Match *Method Cooperative Learning Model* in Improving Fiqh Learning Skills**

Evaluation of the application of *the Make a Match learning method* was carried out through cognitive aspects, affective aspects, and psychomotor aspects which included assessment of knowledge, positive attitudes of students and practical skills (Fauhah & Rosy, 2020).

Learning evaluation plays an important role in assessing the effectiveness of learning methods on student learning outcomes. In Fiqh learning using the Make a Match method, evaluation is carried out comprehensively by considering the cognitive, affective, and psychomotor aspects of students as a benchmark for learning success. Formative evaluation assesses students' activities during the learning process, such as active discussion, ability to match cards, and emotional involvement in the learning process. The cognitive aspect is measured through students' understanding of the material, while the affective aspect can be seen from the student's enthusiasm and motivation for learning. Psychomotor aspects are observed from worship practice skills, such as movements and prayer readings which are part of Fiqh material. In addition, summative evaluation is carried out through the results of the semester exam which reflects the overall level of mastery of the material.

At the beginning of the school year, the level of students' understanding of Fiqh material is still low, which is characterized by daily test scores that have mostly not reached the Minimum Completeness Criteria (KKM). This condition is the basis for the application of the Make a Match method as a learning strategy that is expected to improve students' understanding and skills. After the application of the method, there was a significant increase in the students' daily scores, which showed the success of the method in strengthening the understanding of the material and the skills of religious practice.

A child's lack of interest in a lesson will cause learning difficulties. Students who study without interest may not be in accordance with their talents and not in accordance with their needs, skills, and consequently have difficulties in accepting lessons delivered by teachers (Rosita et al., 2023).

The Make a Match method also succeeded in increasing students' motivation and activeness during learning, so that the classroom atmosphere became more interactive and conducive. Students are more active in discussing and collaborating in groups, and show high enthusiasm in participating in learning activities. This change shows that the cooperative learning model with the Make a Match method is effective in improving student engagement and the quality of Fiqh learning.

Overall, the evaluation of Fiqh learning using the Make a Match method proved successful in improving students' cognitive, affective, and psychomotor aspects. This method not only helps students understand the material better, but also improves practice skills and overall learning motivation. Therefore, the Make a Match method is worthy of being an effective learning alternative to improve the quality of learning in MTs, especially in facing the challenges of understanding Arabic material and strengthening students' religious skills.

### **Supporting and Inhibiting Factors of the *Make a Match* Method Learning Model in Improving Fiqh Learning Skills**

The implementation of Fiqh learning with the Make a Match method at MTs Al Irsyad 07 Kota Batu is influenced by various supporting and inhibiting factors that play an important role in determining the success of the learning process. These factors must be carefully considered so that the application of the method can run optimally and the learning objectives are achieved effectively.

The main supporting factor of this method is its ability to improve students' learning skills through active involvement in the learning process. The Make a Match method facilitates group interaction, discussion, and cooperation in finding a matching card pair between questions and answers. This activity not only stimulates student activity, but also increases confidence, especially for students who are initially shy or reluctant to participate. In addition, the success of this method is supported by the professionalism of teachers in designing and managing learning, the enthusiasm and discipline of students during the learning process, as well as the completeness of adequate learning facilities and resources. The availability of books and diverse learning materials also helps students master the material well so that discussions and answers take place effectively within the stipulated time.

However, there are several obstacles that hinder the implementation of the Make a Match method. One of the main obstacles is the time constraint which sometimes makes the process of discussing and searching for card pairs less than optimal. This method also depends heavily on the readiness and activeness of all students. If there are students who are less active or do not understand the material, the learning process can be disrupted. The condition of the classroom that is too crowded is also an obstacle because it interferes with students' concentration and focus. In addition, group dynamics sometimes cause problems, such as the dominance of smarter students and students who are shy or less willing to cooperate, as well as chaos when group divisions that have the potential to disrupt smooth learning.

However, with careful planning and good classroom management, these obstacles can be minimized. Teachers who apply this method have a clear goal of creating a fun and interactive learning atmosphere, so that students are motivated to learn and improve their skills. Well-designed activities, such as card distribution and post-game evaluations, can keep students enthusiastic while also measuring the achievement of learning skills.

In this case, the researcher compared the results of the research conducted by Tiara Kusnaedi with the title Effectiveness of the Make a Match Type Cooperative Learning Model in Improving the Understanding of Mathematical Concepts of Tri Mulya Agung State Elementary School Students, This study shows that *make a match type cooperative learning* is effective in improving the understanding of mathematical concepts of Tri Mulya Agung State Elementary School students, namely in the experimental class the result is 60.50 while in the control class 43,80. This proves that the make a match type cooperative learning model is effective in improving students' understanding of mathematical concepts.

These findings have similarities with research conducted by Tiara Kusnaedi on students of SD Negeri Tri Mulya Agung, which also shows that the Make a Match method is effective in improving students' understanding of mathematical concepts. In Kusnaedi's experimental class, students' comprehension scores increased significantly compared to the control class, demonstrating the effectiveness of this method in the context of mathematics learning.

The comparison of the two studies confirms that the Make a Match method can be applied effectively at various levels of education and different subjects, as long as it is supported by careful planning, teacher readiness, and good classroom management. At

MTs Al Irsyad, additional challenges such as the use of dual curriculum and Arabic-language materials did not hinder the success of this method, which attested to the flexibility and adaptability of this learning model.

The limitation in this study lies in the scope of implementation of the *Make a Match* method which is only focused on one subject, namely Fiqh, in one educational institution, namely MTs Al Irsyad 07 Batu City. This limits the generalization of findings to other learning contexts or different levels of education. In addition, the implementation of learning still faces obstacles such as limited time available in class hours, group dynamics that are not completely even in terms of participation, and classroom conditions that are sometimes less conducive due to noise and a large number of students. The evaluation carried out is more qualitative through observation and reflection on the learning process, so that the results of improving students' learning skills have not been fully measured quantitatively with more complex statistical instruments.

## CONCLUSION

This study confirms the effectiveness of the *Make a Match* cooperative learning method in enhancing students' Fiqh learning skills at MTs Al Irsyad 07 Batu City. Careful instructional planning, the selection of contextually relevant material, and sustained support through teacher training emerged as critical factors in successful implementation. The integration of card-matching game activities fostered an engaging and interactive classroom environment, stimulating student participation through group collaboration, critical thinking, and active discussion. The approach successfully transformed the learning atmosphere into one that was both enjoyable and pedagogically effective.

Evaluation of the learning outcomes demonstrated a marked improvement in students' cognitive, affective, and psychomotor domains. This was reflected in increased test scores, heightened enthusiasm during lessons, and improved application of religious practices. While challenges such as time limitations, unequal group participation, and at times less conducive classroom conditions were noted, these were largely manageable through effective classroom management strategies and teacher preparedness. The findings validate *Make a Match* as a viable pedagogical tool, especially in the context of dual-curriculum Islamic schools and the integration of Arabic-language instructional materials.

Theoretically, this research contributes to the broader field of Islamic education by

providing empirical support for cooperative learning methods in religious studies. It reinforces the pedagogical value of interactive, student-centered strategies in addressing low engagement and learning interest among students in Fiqh classes. Practically, this study offers educators an innovative, evidence-based alternative for improving both learning outcomes and student motivation in religious instruction settings. The use of game-based activities within a structured cooperative model represents a meaningful step toward more dynamic and learner-responsive teaching in Islamic schools.

Future research is encouraged to expand the scope of investigation to include other subjects and educational levels, thereby testing the consistency and scalability of the *Make a Match* method across varied academic contexts. Employing more rigorous quantitative approaches, including statistical analyses, would further substantiate the method's impact on learning outcomes. Additionally, integrating digital technologies into the card game design presents a promising avenue for increasing interactivity and overcoming logistical constraints. Closer examination of group dynamics is also recommended to ensure inclusive participation, particularly among students who are shy or less active, thereby maximizing the method's cooperative and formative potential.

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