Improving Student's Cooperative Skill in Learning Fiqh through Make-a-Match Learning Method

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Abstract

Keywords:
Cooperative Skills; Learning Fiqh; Make-a-Match Method; Classroom Action Research.

The study aimed to describe the impact of Fiqh learning actions using the Make-a-Match method on the cooperative skills of eleventh-grade students at Madrasah Aliyah Muhammadiyah 1 Kota Malang. This research used a qualitative approach with class action research (CAR) designed with two cycles. The study subjects were students in the 11th grade of the Department of Social Sciences Education (IPS), which had 18 students. Researchers collected data through observations, interviews, and documentation during the class action process. They then analyzed it through the Miles, Huberman, and Saldana procedures. Research results showed that the Make-a-Match method improved students' collaborative skills. Each of the collaborative skills indicators showed an improvement from cycle I to cycle II. The match-seeking technique required in applying this learning method instructed students to actively follow learning, be responsible as group members, interact, and collaborate.

Abstrak:

Kata Kunci:
Keterampilan Kerjasama; Pembelajaran Fiqh; Metode Make-a-Match; Penelitian Tindakan Kelas.

Penelitian ini bertujuan untuk mendeskripsikan dampak tindakan pembelajaran Fiqh yang menggunakan metode Make-a-Match terhadap keterampilan kerjasama siswa di Madrasah Aliyah Muhammadiyah 1 Kota Malang. Penelitian ini didesain secara kualitatif melalui penelitian tindakan kelas (PTK) dengan dua siklus. Subjek penelitian adalah siswa kelas 11 dari Program Ilmu Pendidikan Sosial (IPS), yang berjumlah 18 siswa. Selama proses tindakan kelas, para peneliti mengumpulkan data melalui pengamatan, wawancara, dan dokumentasi. Kemudian dianalisis melalui prosedur Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa metode Make-a-Match dapat meningkatkan keterampilan kerjasama siswa. Setiap indikator keterampilan kerjasama menunjukkan peningkatan dari siklus I ke siklus II. Teknik pencarian pasangan yang dipersyaratkan dalam penerapan metode ini menuntut siswa untuk aktif mengikuti pembelajaran, bertanggung jawab sebagai anggota kelompok,

berinteraksi, dan berkolaborasi dengan anggota lainnya.

1. Introduction

Learning Fiqh is urgent in Islamic Religious Education (PAI). Most importantly, it provides a comprehensive understanding of Islamic law and its practical application in everyday life. Fiqh also offers a structured set of rules, norms, and values that enable Muslims to carry out their religious obligations correctly, make ethical decisions, and interact harmoniously[1]. Therefore, the urgency of learning Fiqh deserves to be underlined by the need to increase student engagement and learning outcomes, which are often hindered by traditional learning methods. The Make-a-Match method has proven to be an effective pedagogical tool for this problem. This method involves students actively matching question-and-answer cards, fostering a dynamic and interactive learning environment. Studies have indicated that the Make-a-Match method considerably enhances student engagement and learning results in various subjects[2], including Fiqh[3]. Through this interaction and involvement, it is hoped that Fiqh lesson will also improve students' cooperative skills.

Cooperative skills are essential to teach through Islamic Religious Education (PAI). Islam loves gathering and emphasizes the attitude of mutual help.[4] A *fiqh* lesson demonstrates that group prayer is valued twenty-seven degrees more than individual prayer. Therefore, strengthening cooperation skills should also be done in learning Fiqh through active-cooperative methods, such as the Make-a-Match method. Thus, the hope is that, apart from being joyful in learning Fiqh[5], it will also increase students' understanding and collaboration skills.

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[1] Hendi Sugianto, "PAI Learning Innovation on Mapel Fiqih (From Theory to Practice)," *Jurnal Pedagogik* 07, no. 02 (2020): 429–58, https://doi.org/10.33650/pjp.v7i2.1340.

[2] Rohmutadi and Ika Cahyaning Rahayu, "The Implementation of Make a Match Method to Teach Quran Hadith in the Topic of Writing Hijaiyyah Letters," *Tadibia Islamika: Journal of Holistic Islamic Education* 1, no. 2 (2021): 98–104, https://doi.org/10.28918/tadibia.v1i2.5320; Rizha Alfianita et al., "Penguatan Hafalan Juz Amma Menggunakan Metode Make a Match Di Taman Belajar Bidayatul Hidayah," *Al-Ihsan: Journal of Community Development in Islamic Studies* 2, no. 1 (2023): 1–13, https://doi.org/10.33558/alihsan.v2i1.7043; Yosalia Noveda, "Pengaruh Model Pembelajaran Make a Match Terhadap Hasil Belajar Siswa Mata Pelajaran Pendidikan Agama Islam," *E-Tech* 10, no. 1 (2022): 1–6, https://ejournal.unp.ac.id/index.php/e-tech/article/view/120256/pdf.

[3] Whiwin Nur Khasanah et al., "Pengaruh Penerapan Model Pembelajaran Index Card Match Terhadap Hasil Belajar Mata Pelajaran Fiqih," Al 'Ulum: Jurnal Pendidikan Islam 3, no. 1 (2023): 113–20, https://doi.org/10.54090/alulum.140.

[4] Edi Prihadi, "Pengembangan Keterampilan 4C Melalui Metode Poster Comment pada Mata Pelajaran PAI dan Budi Pekerti," *Jurnal Pendidikan Islam Rabbani* 2, no. 1 (2018): 464–79.

[5] Evi Fatimatur Rusydiyah and Tatag Satria Praja, "Joyfull Learning in Fiqh Lesson Using Vlog: A Case Study at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan," *TADRIS: Jurnal Pendidikan Islam* 14, no. 2 (2019): 147–60, https://doi.org/10.19105/tjpi.v14i2.2750.

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The following 12 criteria, according to Crebert and Cragnolini, can help identify students who have collaborative skills: 1) understand group goals; 2) discuss conflicts in groups; 3) discuss differences within groups; 4) enjoy participation; 5) have effective working procedures regulated by group discussions; 6) use available resources; 7) communicate openly; 8) listen to group members' opinions; 9) discuss issues based on previously constructed points; 10) make decisions; 11) have a different and creative way; and 12) evaluate group functions and processes.[6]

Meanwhile, according to Rahayu, students have good collaborative skills if there are five characteristics: 1) listening to the opinions of each group member; 2) conducting interruptions politely; 3) speaking when allowed; 4) appreciating the ideas of others; and 5) supporting the participation of group members.[7] According to Elsje Theodora in Pratiwi, students who have collaborative skills have the following eight criteria: 1) can create a friendly atmosphere of cooperation; 2) provide each other with information in the group; 3) are responsible for solving problems in a group; 4) exchange ideas and opinions among members; 5) accept and support group decisions; 6) appreciate each other's opinions; 7) participate in the performance of tasks; and 8) appreciate the results of group work.[8]

However, the fact is that the students' cooperative skills still need to be more optimal. The results of Rahayu's research showed some of the findings related to the low level of cooperation skills of students during learning, such as reluctance to receive advice from friends, being selfish, dominating within the group, and being passive when working on group tasks.[9] Lisdawati's research also showed such findings, namely that students lack appreciation for the opinions and work of friends, lack an attitude of mutual help in groups, and do not play an active role in group activities, as well as the students' indifference to doing other activities. In contrast, group activities occur.[10]

Lisdiana, in her study, also found the same fact: the students were less than the maximum in cooperation. It was seen from the attitude of the students who do not contribute to each other and are responsible until the end of their work to obtain the result of the group's task less than the maximum.[11] The findings of Rochaningsih and Masruri also reinforced the fact of the low cooperative skills of the pupils, in that they found it difficult to form a discussion group, so several times, there were pupils who did not get the discussion group.[12]

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[6] G Crebert et al., *Teamwork Skills Toolkit*, 2011.

[7]   Dita Rahayu, Ari Metalin Ika Puspita, and Flora Puspitaningsih, "Keefektifan Model Project Based Learning untuk Meningkatkan Sikap Kerjasama Siswa Sekolah Dasar," *Pedagogi: Jurnal Penelitian Pendidikan* 7, no. 2 (2020): 111–22, https://doi.org/10.25134/pedagogi.v7i2.3626.

[8] Ika Ari Pratiwi, Sekar Dwi Ardianti, and Moh. Kanzunnudin, "Peningkatan Kemampuan Kerjasama Melalui Model Project Based Learning (PjBL) Berbantuan Metode Edutainment pada Mata Pelajaran Ilmu Pengetahuan Sosial," *Refleksi Edukatika : Jurnal Ilmiah Kependidikan* 8, no. 2 (2018), https://doi.org/10.24176/re.v8i2.2357.

[9] Rahayu, Puspita, and Puspitaningsih, "Keefektifan Model Project Based Learning untuk Meningkatkan Sikap Kerjasama Siswa Sekolah Dasar."

[10] Lisdawati, Widya Karmila Sari Achmad, and Latri, "Pengaruh Penerapan Model Cooperative Learning Tipe Numbered Head Together (NHT) Untuk Meningkatkan Sikap Kerja Sama Siswa Sekolah Dasar di Kota Makassar," *PINISI: Journal of Education* 2, no. 6 (2022): 171–89, https://ojs.unm.ac.id/PJE/article/view/38855.

[11] Anita Lisdiana, "Profil Keterampilan Sosial Siswa MTs AL-Hikmah Bandar Lampung," *JIPSINDO* 6, no. 2 (2019): 112–30, https://doi.org/10.21831/jipsindo.v6i2.28398.

[12] Nunung Sri Rochaningsih and Muhsinatun Siasah Masruri, "Penggunaan Metode Jigsaw dengan Bantuan Media untuk Meningkatkan Keterampilan Kerja Sama dan

The researchers found the same fact in MA Muhammadiyah 1 Kota Malang, where this study occurred. Students stated that most of them liked learning involving group work. However, students showed low cooperative attitudes, such as less willingness to group work, being careless and passive in group discussions, not doing group tasks, dominating in groups, and lacking responsibility for group activities (pre-observation, September 16, 2022).

Internal factors such as difficulty socializing, lack of confidence in group friends, and the personality of students who are more comfortable doing something individually are due to a monotonous model and method of learning and an approach to learning that is still teacher-centered, so that students are less involved in the learning process and result in poor communication between students.[13]

Lisdawati's research, which identified two factors contributing to the students' poor collaborative skills, supports this. First, students feel uncomfortable if teachers form heterogeneous learning groups, so they are often rejected. Second, models and methods are inappropriate, so students cannot develop collaborative skills.[14]

What the researchers found in their first observations at MA Muhammadiyah 1 Kota Malang was that students did not work well with others because they did not trust their group friends; they felt more productive when they did things on their own; they were lazy in groups because they were used to only interacting with their friends; and they felt like they were not good enough to work with other friends.

To address these problems, teachers must use a student-centered and collaborative approach to enhance students' cooperative skills. A learning model that includes both characteristics is also called a cooperative learning model. Cooperative learning is a form of learning in which students collaborate in small groups.[15]

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Hasil Belajar IPS," *Harmoni Sosial: Jurnal Pendidikan IPS* 2, no. 1 (2015): 42–54, https://doi.org/10.21831/hsjpi.v2i1.4602.

[13] Lisdiana, "Profil Keterampilan Sosial Siswa MTs AL-Hikmah Bandar Lampung."

[14] Lisdawati, Achmad, and Latri, "Pengaruh Penerapan Model Cooperative Learning Tipe Numbered Head Together (NHT) untuk Meningkatkan Sikap Kerja Sama Siswa Sekolah Dasar di Kota Makassar."

[15] Lisdiana, "Profil Keterampilan Sosial Siswa MTs AL-Hikmah Bandar Lampung."

[16] Lisdawati, Achmad, and Latri, "Pengaruh Penerapan Model Cooperative Learning Tipe Numbered Head Together (NHT) untuk Meningkatkan Sikap Kerja Sama Siswa Sekolah Dasar di Kota Makassar."

that includes both characteristics is also called a cooperative learning model. Cooperative learning is a form of learning in which students collaborate in small groups.[17] Cooperative learning involves learners in the learning process to update their potential and make learning more meaningful. Using this cooperative learning model is very helpful in improving the quality of learning, especially in PAI learning, where the learning model often used tends to be conventional[18].

Using the cooperative learning model in the classroom needs a method that focuses on building teams, understanding how other groups work, being able to work together, and making sure that each group member takes responsibility for their work. This is because the group's tasks can only be completed with cooperation between the members.[19] This cooperative learning method consists of several types, namely the Jigsaw method, Number Head Together (NHT), Think Pair Share (TPS), and Student Team Achievement Divisions (STAD).

In addition to the four cooperative methods mentioned, there is one cooperative learning method known to be exciting and enjoyable as well as collaborative: the Make-a-Match learning method. Because of its practical nature and inclusion of game-like elements, this cooperative learning strategy—which Lorna Curran first developed in 1994[20]—can encourage learners to become more engaged[21].

The Make-a-Match learning method also focuses on cultivating social skills, especially the ability to cooperate and interact[22]. Anita Lie suggests that the Make-a-Match method, in addition to training the student's thinking speed, can also train the student's social and cooperation skills[23]. With the interaction between the students, it is expected that this method will improve the cooperation skills of the students so that the achievements achieved are also improved.

The teacher applies the Make a Match method by giving each student a card that contains questions or answers. Then, they are asked to find a matching pair according to the card held and within a specified period. If the student finds the pair of cards he holds, they can move forward to the class to present their answers. This method is exciting because it can make students more active[24].

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[17] Lisdiana, "Profil Keterampilan Sosial Siswa MTs AL-Hikmah Bandar Lampung."

[18] Sulaiman, *Metodologi Pembelajaran Pendidikan Agama Islam (PAI) (Kajian Teori dan Aplikasi Pembelajaran PAI)*, PeNA, 2017.

[19] Roro Putri Nur Azmi Saputra Wijaya, Meti Indrowati, and Yudi Rinanto, "Keterampilan Kerjasama Siswa dalam Pembelajaran Biologi melalui Penerapan Cooperative Learning Tipe Student Team Achievement Divisions (STAD) dan Think Pair Share (TPS)," *Proceeding Biology Education Conference* 16, no. 1 (2019): 64–68, https://jurnal.uns.ac.id/prosbi/article/view/38330.

[20] Septi Amelinda Kustari, Gunawan Ikhtiono, and Syarifah Gustiawati Mukri, "Kreativitas Guru Pendidikan Agama Islam dalam Penggunaan Metode Make a Match dan Hubungannya dengan Minat Belajar Siswa," *Jurnal Mitra Pendidikan* 2, no. 1 (2018): 1183–93, https://e-jurnalmitrapendidikan.com/index.php/e-jmp/article/view/604.

[21] Nur Azizah, "Implementasi Pembelajaran Make a Match untuk Meningkatkan Kemampuan Siswa Kelas X TK SMKN 2 BATU," *J-PAI: Jurnal Pendidikan Agama Islam* 6, no. 2 (2020): 111–18, https://doi.org/10.18860/jpai.v6i2.8912.

[22] Muhammad Syaifullah, "Pembelajaran Kooperatif Tipe Make a Match dalam Meningkatkan Penguasaan Kosa Kata Bahasa Arab Santri TPA Al-Barokah Hadimulyo Timur Metro Pusat," *At Ta'Dib* 11, no. 2 (2016), https://doi.org/10.21111/at-tadib.v11i2.781.

[23] Anita Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning Di Ruang-Ruang Kelas* (Jakarta: Jakarta: PT. Grasindo, 2004).

[24] Istibsyaroh Mufiansyah, "Meningkatkan Aktivitas dan Prestasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam Materi Shalat Jamak dan Qasar

These results from VOS viewer showed that research on the Make-a-Match method talks about learning outcomes, student activity, implementation, success, and how hard it is to use. This can clearly be seen in Figure 1.
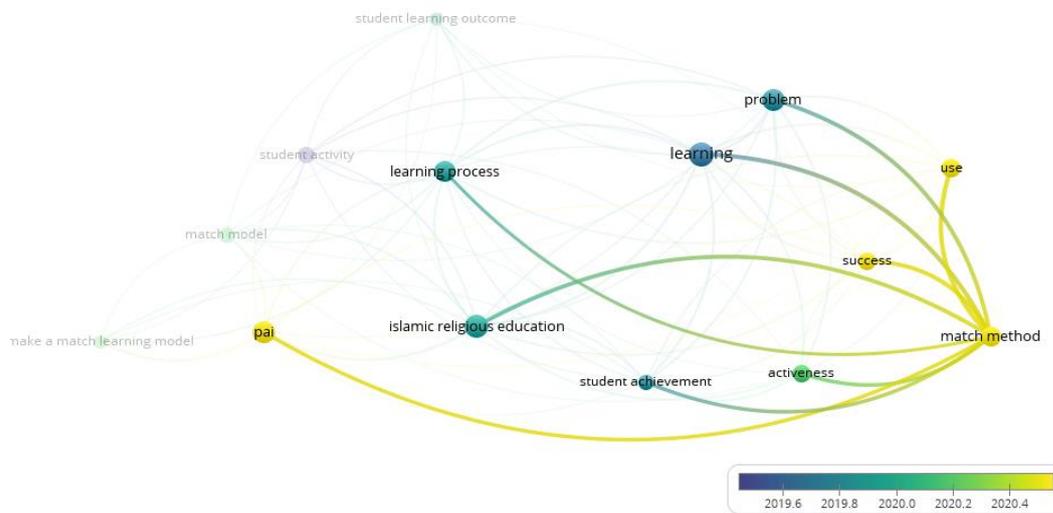

Fg. 1
Bibliometric Analysis on the Make-a-Match Method via VOSviewer

The results of the VOSviewer, in Figure 1, also revealed that the research on the Make-a-Match method against PAI learning belongs to a small number and is still new. It can be seen from the point of the yellow-colored Make-a-Match method, indicating that a study still belongs to a new one. However, from the results of researchers' analysis of previous studies, the Make-a-Match method involving game elements is often applied to the SD and SMP levels. In this study, the method is applied to the MA levels.

Most previous research on this topic examined the effectiveness of the Make-a-Match method in general PAI learning and in relation to increasing student's achievement, activity, and learning motivation[25]. However, this research examines the Make-a-Match method, specifically in Fiqh lessons, which has

Menggunakan Model Pembelajaran Make a Match pada Siswa Kelas VII-D SMP Negeri 2 Tenggarang Semester Genap Tahun Pelajaran 2018/2019," *Al-Isra'* 1, no. 2 (2022): 1–16, https://mgmppaismpbws.or.id/index.php/alisra/article/view/35.

[25] Neneng Aisyah, "Meningkatkan Aktivitas dan Hasil Belajar Materi Sifat-Sifat Wajib bagi Allah dengan Metode Make a Match," *Educational: Jurnal Inovasi Pendidikan & Pengajaran* 3, no. 1 (2023): 84–93, https://doi.org/10.51878/educational.v3i1.2063; Dede, "Penerapan Metode Pembelajaran Kooperatif Tipe Make a Match untuk Meningkatkan Keaktifan dan Hasil Belajar Pendidikan Agama Islam," *Gaitsa: Islamic Education Journal* 1, no. 1 (2020): 260–70, https://doi.org/10.62159/ghaitsa.v1i1.110; Siti Khofiyah, "Peningkatan Motivasi Belajar PAI melalui Model Make a Match: Studi terhadap Siswa SMPN 01 Kesesi, Pekalongan, Jawa Tengah," *Jurnal Pendidikan Agama Islam* 17, no. 1 (2020): 81–100, https://doi.org/10.14421/jpai.2020.171-07; Rafiudin, "Penerapan Metode Make a Match untuk Meningkatkan Prestasi Belajar Siswa Kelas IX-1 SMP Negeri 18 Buton," *Action: Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah* 3, no. 1 (2023): 84–92, https://doi.org/10.51878/action.v3i1.2004; Laila Rahima et al., "Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Make a Match terhadap Hasil Belajar Siswa Kelas X Pada Mata Pelajaran Pendidikan Agama Islam di SMAN 1 Sungai Puar," *Jurnal Inspirasi Pendidikan (ALFIHRIS)* 1, no. 2 (2023): 178–97, https://doi.org/10.59246/alfihris.v1i2.217.

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Islamic theological and legal nuances. This study offers a fresh and innovative approach to studying religion. It enriches the literature on Fiqh teaching methodology by introducing collaborative techniques that have not been widely explored in this context.

Apart from that, the focus of this study on strengthening cooperation skills through Islamic religious learning is also a relatively new and important area in the Society 5.0 era. Islamic religious education is often considered a conservative and traditional domain. However, this study is able to integrate one of the 21st-century skills, namely collaboration, into Fiqh learning, which shows new ways to make religious material more relevant to today's needs.

2. Methods

The research approach used in this research is a qualitative approach with the type of Classroom Action Research (CAR). CAR is one of the features of qualitative research that emphasizes the change process from the implementation of research activities until the occurrence of success.[26] Stephen Kemmis and Robin McTaggart created the CAR model for the study. Multiple actions or cycles of CAR are carried out until the results of their actions have reached a saturated or fixed stage.[27] The actions carried out in this study consist of 2 cycles, each consisting of several stages, namely planning, implementation, observation, and reflection.[28] For a detail, researchers illustrate the Cycle in Figure 2.
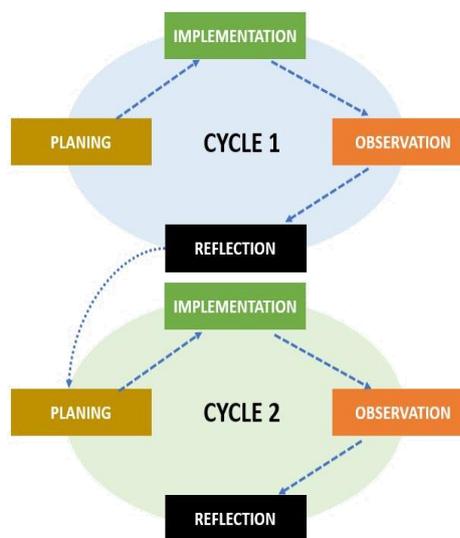

Fg. 2
CAR Cycles Model of Kemmis & McTaggart

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[26] Nur Siang, "Peningkatan Hasil Belajar Pendidikan Agama Islam melalui Penerapan Model Pembelajaran Kooperatif Tipe Make a Match," *KHIDMAH: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2021): 99–107, https://doi.org/10.24252/khidmah.v1i1.23623.

[27] Asteria, Aloysius Mering, and Muhamad Ali, "Peningkatan Kerjasama Anak dalam Bermain Melalui Metode Kerja Kelompok," *Pendidikan dan Pembelajaran Khatulistiwa* 4, no. 6 (2015): 1–12, https://doi.org/10.26418/jppk.v4i6.10401.

[28] Mu'alimin and Rahmat Arofah Cahyadi Hari, "Penelitian Tindakan Kelas Teori dan Praktek," *Ganding* 44, no. 8 (2014): 1–87, http://eprints.umsida.ac.id/4119/1/BUKU PTK PENUH.pdf.

The subject of this study was a student of the 11th grade MA Muhammadiyah 1 Kota Malang, which consisted of 18 people: 13 male students and five female students. The selection of subjects was based on the issues addressed in this study. This study assessed the students' cooperation skills after applying the Make-a-Match method. The data used in this study were the results of observing students' cooperative skills during the Make-a-Match method's application.

The data collection in this study was done with observation techniques, interviews, and documentation. Observations were done with the guidance of the observation sheet to observe the learning process and student activity when the Make-a-Match method was applied. As for documentation techniques, researchers collected documents such as photos of classroom learning, LKS books, and students' work. The steps taken by Miles, Huberman, and Saldana for analyzing the data included three main activities: data condensation, data presentation, and conclusion drawings. For detail interactive analysis, the steps can be seen in Figure 3.
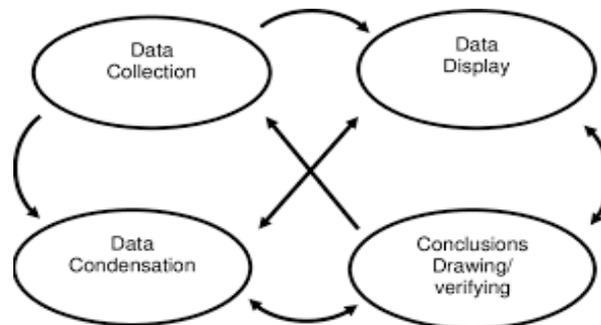
Fg. 3
Data Analysis Technique of Miles, Huberman, and Saldana

Based on Figure 3, data condensation is the process of selecting, focusing, simplifying, summarizing, and transforming data in the field so that researchers get the research focus they need. Data presentation is the organization and unification of data so that it is easy to understand and possible to conclude. Regarding conclusion drawings, in this case, the researchers concluded the data by the problem formula identified at the beginning.[29]

In this study, the success of CAR in improving student cooperation can be seen from changes in the behavior of students who increasingly show cooperative attitudes and from the scores obtained on each indicator measured using a checklist. Nufus, in his research, said that the improvement in cooperation could be assessed at each cycle by using a vulnerability score of 1-4 on every indicator, as well as the presence of a percentage increase.[30]

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[29]   Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook (3rd Ed.)* (California: California: SAGE Publication, 2014).

[30]   Mulyati Nufus, "Penerapan Model Problem Based Learning (PBL) untuk Meningkatkan Keterampilan Kerja Sama Siswa pada Pembelajaran IPS Kelas V SDN Cikubang" (Universitas Pendidikan Indonesia, 2023), http://repository.upi.edu/89783/.

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3. Results and Discussion

Application of the Make-a-Match method in class XI MA Muhammadiyah 1 Kota Malang was carried out periodically in as many as two cycles with four stages: planning, implementation, observation, and reflection-evaluation.

At the planning stage, the teacher 1) designed the lesson plan for Fiqh on Hudud material, 2) prepared the learning media in the form of a card containing questions and answers, and 3) prepared an observation sheet of student cooperation as a reward to motivate students.

In the implementation phase, the teacher implemented the learning process by 1) briefly explaining Hudud's material, 2) explaining the steps of the Make-a-Match method, 3) randomly distributing a question or answer card, 4) asking the student to find his or her card pair within 20 seconds, 5) asking a student who has found a card pair to move forward to the classroom and read his or her card to ensure its accuracy, and 6) rewarding students who can find their card pair accurately before passing the time limit of 20 seconds.

At the observation stage, the teacher observed the participant's collaborative skills as the learning process with the Make-a-Match method took place. There were four indicators of cooperation that teachers observed. That was active group work, responsibility for group tasks, communication, and exchanging ideas and opinions. Here, the teacher used an observation sheet containing a Likert scale of 1-4 to evaluate the student's cooperation scores. At this stage, the learning process became more crowded and fun. Students also looked more active, and their collaborative skills looked better than pre-cycle.

The last stage was the phase of reflection or evaluation. Implementation of learning using the Make-a-Match method on this cycle had some things that could have improved the success of the learning process. First, the time required to find a partner was so short that the students were in a hurry and were less focused on finding a partner. Secondly, fewer teachers could manage the class well. The Make-a-Match method made the class more crowded, so teachers found it difficult to identify students when looking for a partner and after finding one. It also became an obstacle to applying the Make-a-Match method because a crowded class could interfere with learning in other classes. Third, teachers should punish students who did not find their partner so they were less motivated and responsible for finding their partner.

Evaluating deficiencies in this cycle was essential to know the necessary improvements for the next cycle to be better implemented. The detailed achievement can be seen in Figure 4.
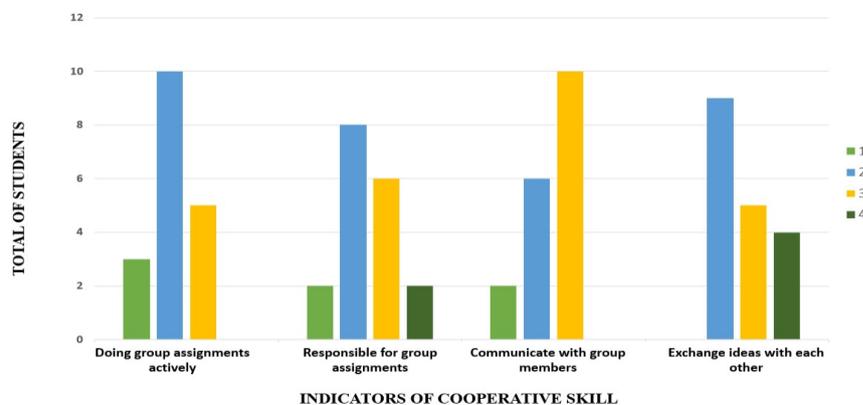

Fg. 4
The Result of Observation on Students' Collaborative Skills at Cycle I

It can be seen from Figure 4 that the implementation of the Make-a-Match method in Cycle I showed that the cooperative attitude of the students became better than pre-cycle. An increase in each studied cooperation indicator serves as proof of this. However, the increase was not still in optimum category, as most students scored 2 or 3 on each indicator.

First, on the active indicator of the working tasks group, ten students obtained a score of 2, and five students gained a point of 3. The achievement of such a score indicated an improvement in this indicator. The increase could also be seen in the pupils' enthusiasm when looking for a pair of their cards. The student's attitude, which appeared still passive and devoid of the desire to find a partner, demonstrated why the other 3 participants received a score of 1.

Second, on the responsible indicator, the students were trying to find a pair of the cards they had. However, they had yet to find the pair of their cards, so most scored two on this indicator.

Thirdly, on the communication indicator, most students scored 3. How the participants interacted with one another and inquired about their respective pairs of cards proved this. However, in Cycle I, some participants only dared to ask the teacher and some of their friends or chose to stay in their chairs, so they did not find the pair of their cards.

Fourth, on the indicator of exchange of ideas, the value was relatively increased, as the students were seen actively discussing with their friends to match their cards. However, some of them only follow the opinions of their friends, so they got a score of 2 or 3.

The observations showed that the application of the Make-a-Match method on Cycle I had yet to achieve maximum results. Only four of the nine groups found their partner accurately at the implementation. Meanwhile, if observed from the aspect of attitude, many participants had yet to achieve a high score. The results of this observation on Cycle I showed that teachers needed to make improvements so that the learning objectives could be achieved in the next Cycle.

Implementation of learning in Cycle II is carried out in the same phase as Cycle I. However, in this Cycle, the teacher has corrected the shortcomings of the evaluation results in Cycle I. In Cycle II, the teacher established a more extended period so students could think and discuss his or her mates accurately. The teacher also gave the students clear instructions to facilitate class management to improve the learning process. In addition, the teacher also gave punishment to the students who did not find a pair of answers to questions related to Hudud material.

The improvements in Cycle I made the learning process in Cycle II better and more orderly. Extended time in finding a pair of cards gave students a chance to be better at discussing so that this Cycle, they were more focused and able to find the card pair accurately. Applying the Make-a-Match method to this Cycle made the class crowded, but participants were more orderly in turning forward to the class, so the atmosphere was more conducive than in the previous Cycle. Giving punishment to students who did not find their partner also encouraged students to become more enthusiastic about finding a partner. Although some participants still had not found their partner during this Cycle, this punishment also had a positive result in that participants became more aware of the materials taught. As for the results of the observation of the cooperative skills of students using the Make-a-Match method in Cycle II, they are illustrated in Figure 5.
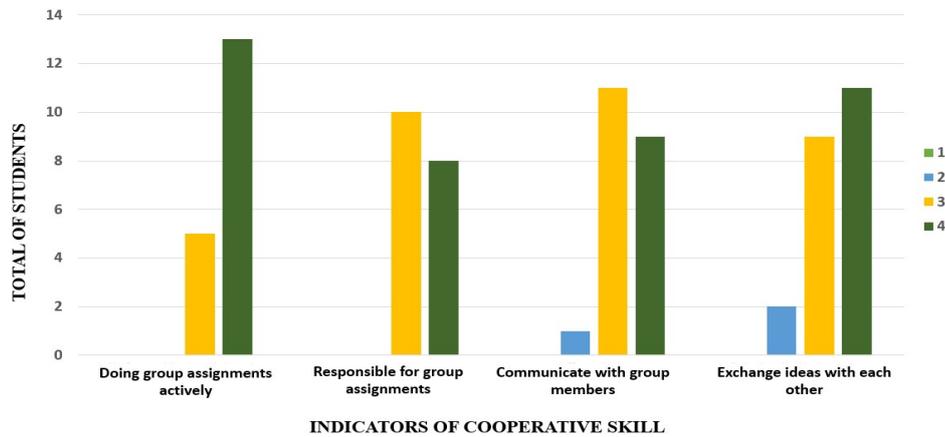
Fg. 5
The Result of Observation on Student's Collaborative Skills at Cycle II

Figure 5 shows that in the second cycle, most students obtained scores of 3 and 4. The achievement of these scores indicated that implementing the Make-a-Match method in the second cycle had improved. On the active indicator in working group tasks, most students scored 4. Students' enthusiasm was evident when informed about the learning strategies; the teacher's rewards also supported this. On the indicator responsible for group work and communication, most learners scored 3, which could be proven by the participants' attitude, in which they created better interaction than before to find the pair of their cards precisely before the specified period. The fourth indicator was exchanging ideas and opinions; most got a score of 4.

Implementation of learning using the Make-a-Match method on cycle II showed excellent results. In this cycle, seven of the nine groups found their partner correctly, and their collaborative skills became more optimal, especially on the indicators studied. Students became more active and responsible, interacting, discussing, and building a good atmosphere of cooperation. From the interviews, the students also said that they liked group work. They were also becoming increasingly aware that, with the cooperation of a job, it would be easier and faster to finish.

The results of the Make-a-Match method in cycles I and II showed an improvement in each of its indicators. In the active indicators of working group tasks, the improvement occurred because the Make-a-Match method contained elements of the game in which the characteristics of the students of class XI IPS tended to be happy with learning involving physical activity, so they were interested in following the learning process.

The findings of this study reinforce previous findings that stated that one of the advantages of the Make-a-Match method is to learn about a concept or topic by finding a partner in a pleasant atmosphere.[31] It suggests that the choice of learning methods should also be adapted to the characteristics of the material and the students.

The Make-a-Match method strongly emphasizes the collaborative attitude of the students, who demand that they be mutually responsible in finding their

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[31] Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas.*

card mates. Azizah's findings, which demonstrate that the Make-a-Match method can support improved intensity of collaboration, quality of interaction, and discussion in the group, as well as facilitate judgment.[32] In this method, if either one of the students who has a question or answer card is not responsible for finding his partner, then the student who has the pair of cards will also have difficulties and will eventually not be able to complete the task.

Besides, the Make-a-Match method is excellent at improving communication indicators. It is because the Make-a-Match method requires students to interact with their friends so that they can discuss their cardmates so that students who are afraid of interacting with their friends can deceive themselves. It is because the Make-a-Match method forms small groups that also aim to teach students to socialize heterogeneously and teach them that something better works together.[33]

Along with the communication indicators, the indicators that discuss ideas and opinions with each other also experience improvement with each cycle. It is because each student can complete his assignment well if they can discuss the answers or pairs of his cards. It reinforces previous research that showed that applying the Make-a-Match method can encourage learners to give their opinions according to the information they have collected.[34] From the results of the interview, the students also stated that by applying the Make-a-Match method, they can exchange ideas quickly, so their insight increases, and the relationship between friends also becomes closer.

In fact, cooperative skills can be trained if students are used to working in groups. The skills involved in applying the Make-a-Match method are beneficial to the learners in training cooperation. Besides, students become more interested and understand the importance of cooperation. They also understand that with cooperation, students can help each other, be tolerant, overcome individualistic and selfish attitudes, exchange minds, and work faster.[35]

The Make-a-Match method provides a meaningful and enjoyable lesson for the students. However, from the observations carried out by the researchers during the implementation of the Make-a-Match method, the students become slightly saturated if the method is used continuously. Kustari's research, which suggested that teachers develop their creativity through the use of such methods, for instance, by making Make-a-Match method cards more colorful and attractive supports this opinion.[36]

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[32]   Zeni Nur Azizah, "Penerapan Model Pembelajaran Make a Match Berbantu Media Kartu dalam Meningkatkan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam di SDN 2 Lambu Kibang," *Jurnal Pendidikan Profesi Guru Agama Islam* 2, no. 2 (2022): 191–98, http://202.162.210.184/index.php/guau/article/view/224.

[33]   Endang Purwanti, "Model Pembelajaran Kooperatif Tipe Make a Match sebagai Upaya Meningkatkan Hasil Belajar Pendidikan Agama Islam," *Edudikara: Jurnal Pendidikan dan Pembelajaran* 4, no. 2 (2019): 108–17, http://ojs.iptpisurakarta.org/index.php/Edudikara/article/view/151%0Ahttp://ojs.iptpisurakarta.org/index.php/Edudikara/article/download/151/113.

[34]   Octaviana Chie Saputri and Beta Wulan Febriana, "Penerapan Model Pembelajaran Discovery Learning Disertai Make a Match terhadap Kemampuan Kerjasama Peserta Didik," *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian* 2, no. 4 (2021): 72–77, https://doi.org/10.56806/jh.v2i4.47.

[35]   Pratiwi, Ardianti, and Kanzunnudin, "Peningkatan Kemampuan Kerjasama melalui Model Project Based Learning (PjBL) Berbantuan Metode Edutainment pada Mata Pelajaran Ilmu Pengetahuan Sosial."

[36]   Kustari, Ikhtiono, and Mukri, "Kreativitas Guru Pendidikan Agama Islam dalam Penggunaan Metode Make a Match dan Hubungannya dengan Minat Belajar Siswa."

In addition to improving cooperative skills, the Make-a-Match method also makes it easier for students to understand the lesson. Syaifullah, in his research, showed that the application of the Make-a-Match method makes it easier for students to master the Arabic vocabulary, even more so with each cycle.[37] The opinion is also supported by the observations and interviews of some students in the 11th grade of the IPS, who stated that they became more accessible to remember and understand lessons and more enthusiastic to work on group tasks. This is because one of the purposes of the Make-a-Match method is to study material that helps the students gain their understanding and discovery.[38] In the meantime, a pleasant learning experience can leave impressions and experiences that are hard to forget, so the learning will also be easy to understand and remember.

4. Conclusion

The Make-a-Match method for learning Fiqh in class XI at MA Muhammadiyah 1 Kota Malang has strengthened students' cooperative abilities. Observations in cycles I and II showed that each indicator of students' cooperative skills had increased. In Cycle I, the highest score achieved was 2, while in Cycle II, the highest scores were 3 and 4. The advantages of the Make-a-Match method include the game element, which attracts students' attention so that they are enthusiastic and actively participate in learning activities. This method also requires students to be responsible as group members, interact and work together.

These findings further strengthen the importance of active and student-centered learning methods in improving not only instructional effects but also life skills such as cooperation, which is a nurturance effect. The implication of this study for policymakers, especially in schools/madrasas, is that it provides an open space for teachers to be creative in developing and applying various active and student-centered learning methods, such as the Make-a-Match method. Meanwhile, the implication for teachers, especially religious teachers, is that implementing religious learning through various active and student-centered methods can make religious lessons interesting and exciting.

This research is open to limitations. Even though the findings show an increase in students' cooperative skills, it still cannot be generalized that the Make-a-Match method definitely has such implications. Learning conditions, including learning objectives, lesson material characteristics, student characteristics, and learning obstacles, will certainly provide nuances and impacts worth considering. The benefits of this research will be more comprehensive, especially in religious learning, if further research can explore phenomenologically from the student's perspective regarding the meaning of the experience of learning Fiqh using the Make-a-Match method.

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[37] Syaifullah, "Pembelajaran Kooperatif Tipe Make a Match dalam Meningkatkan Penguasaan Kosa Kata Bahasa Arab Santri TPA Al-Barokah Hadimulyo Timur Metro Pusat."

[38] Suci Perwita Sari, Sazkia Aprilia, and Khalifatussadiah, "Penggunaan Metode Make a Match untuk Meningkatkan Hasil Belajar Siswa SD," *EJoES (Educational Journal of Elementary School)* 1, no. 1 (2020): 19–24, https://doi.org/10.30596/ejoes.v1i1.4554.

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