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The Effect of Cooperative Learning Model Make A Match Type of Learning Assisted by Couple Card Media on Students' Active Learning in The Subject of The History of Islamic Culture at MTsN 5 Padang Pariaman

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ABSTRACT

The background of the writing of this thesis was that students were less active in learning the subjects of History of Islamic Culture (SKI) at MTsN 5 Padang Pariaman for the 2021/2022 academic year. One of the causes of the less active students in learning is that educators still use conventional learning models. The purpose of writing this thesis is to find out: (1) the use of the Make A Match type of cooperative learning model with the help of the Couple Card media in the Islamic Cultural History subject at MTsN 5 Padang Pariaman, (2) the active learning of students in the History of Islamic Culture subject at MTsN 5 Padang Pariaman, (3) the effect of the Make A Match type of cooperative learning model assisted by the Couple Card media on the active learning of students in the subject of History of Islamic Culture at MTsN 5 Padang Pariaman. This type of research is a quasi-experimental research (Quasi Experiment). The results showed that the average acquisition value of learning activity students in the subject of History of Islamic Culture in the experimental class are 79 and the average value of the learning activity of the control class students is 73. After testing the hypothesis by using SPSS version 22 obtained a significant in two sides (2-tailed) of = 0.024, it is concluded that (0.024<0.05). then the decision is taken c is rejected and Ha is accepted, it means that there is an effect of the cooperative learning model of assisted Make A Match type Couple Card media on the activeness of students' lessons in History of Islamic Culture lessons Islam at MTsN 5 Padang Pariaman.

Keywords: Active Learning, Cooperative Learning Model Make A Match,

A. INTRODUCTION

Learning is the primary determinant of educational success. According to Trianto in Muhammad Afandi's book, it is stated as follows: "Learning models are plans or patterns used as guidelines in planning classroom or tutorial learning. Learning models refer to the learning approach that will be used, including teaching objectives, stages in learning activities, the learning environment, and classroom management."

Among the various learning models is the cooperative learning model called "Make A Match." This learning model involves finding pairs, where educators prepare materials before teaching by creating cards consisting of questions and answers. Make A Match has several advantages, including improving students' understanding of the material being studied and increasing student engagement in learning.

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Student engagement in the learning process is the effort made by students to gain learning experiences, which can be achieved through group learning activities as well as individual learning. Furthermore, in the process of teaching Islamic cultural history, student engagement in learning is crucial due to the extensive and dense nature of the subject matter.

Islamic cultural history is one of the core subjects in Tsanawiyah Madrasah and should be enjoyable for students. Field observations indicate that Islamic Cultural History is often considered a boring subject because it recounts the past, in which students are not actively involved. Moreover, the conventional teaching model is still being used.

Based on the author's observations and interviews conducted in the field on July 20, 2021, specifically in the teaching process of Islamic Cultural History in Class VII of MTsN 5 Padang Pariaman, several issues were identified in the implementation of the teaching process. These issues include students' lack of engagement in learning, which can be attributed to various factors such as educators not utilizing creative and innovative teaching models and failing to make use of instructional media. The author also noted that students were less active in the learning process, characterized by their reluctance to ask questions, inattention to the educator's explanations, and disruptive behavior, among other things.

Based on the description above, the author intends to conduct research to address issues related to the selection of innovative learning models to enhance students' learning engagement. The research is titled "The Influence of Cooperative Learning Model Type 'Make A Match' with the Assistance of 'Couple Card' Media on Student Learning Engagement in the Subject of Islamic Cultural History at MTsN 5 Padang Pariaman, Specifically Focusing on Islamic Cultural History in Grade VII with a Focus on the Advancements of the Umayyad Dynasty Civilization."

Building upon the aforementioned background, the author narrows down the scope of discussion to "The Impact of the Cooperative Learning Model Type 'Make A Match' with the Assistance of 'Couple Card' Media on Student Learning Engagement in the Subject of Islamic Cultural History at MTsN 5 Padang Pariaman."

With this background in mind, the research questions in this study are as follows: 1) What is the level of student learning engagement before implementing the cooperative learning model type 'Make A Match' with the assistance of 'Couple Card' media in the subject of Islamic Cultural History at MTsN 5 Padang Pariaman? 2) What is the level of student learning engagement after implementing the cooperative learning model type 'Make A Match' with the assistance of 'Couple Card' media in the subject of Islamic Cultural History at MTsN 5 Padang Pariaman? 3) Does the cooperative learning model type 'Make A Match' with the assistance of 'Couple Card' media have an impact on student learning engagement in the subject of Islamic Cultural History at MTsN 5 Padang Pariaman?

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B. METHODS

Based on the research problem statement and the objectives to be achieved in this study, the type of research used is quantitative research with a quasi-experimental design. The research design employed in this study is the pretest-posttest control group design.

In this research, the population consists of 7th-grade students at MTsN 5 Padang Pariaman, comprising 5 classes. Due to time constraints faced by the educators, the study will be conducted in 2 out of the 5 classes, which will represent the population. The sampling technique used in this research is non-random sampling, meaning not all individuals in the population have an equal chance of being selected as sample members. The selection of classes to be sampled in this research is based on the equivalence of each sample class. The selected sample classes are as follows: Class VII.1 as the control group and Class VII.4 as the experimental group.

To obtain data on the influence between variables in this research, questionnaires will be used. The types of questionnaires include fill-in-the-blank, multiple-choice, and multiple-choice tests. Based on the explanation provided, the author has chosen a multiple-choice test as the research instrument.

According to Sugiyono, in quantitative research, data analysis is a post-data collection activity. The data analysis process involves grouping data by variables and respondent types, tabulating data based on variables from all respondents, presenting data for each researched variable, performing calculations to address the research questions, and conducting calculations to test the proposed hypotheses. Statistical methods are used in data analysis for quantitative research.

There are two types of analyses used in this research: (1) Prerequisite Analysis: (a) Normality Testing in this research employs the Kolmogorov-Smirnov test with the assistance of SPSS version 22. The Kolmogorov-Smirnov test is part of the classical assumption test. The results of the Kolmogorov-Smirnov normality test will be the same as those obtained using the Liliefors normality test. (b) Homogeneity Testing is performed to determine whether the variances of the two sample data sets (control group and experimental group) are homogeneous or not. If the variances of the two sample data sets are not homogeneous, hypothesis testing cannot proceed. In this research, the Levene test is used with the help of SPSS. (2) Hypothesis Testing: Research hypotheses are statements about the characteristics of the population, serving as preliminary answers to the research questions. To test the hypotheses in this research, the independent sample T-Test formula is used with α=0.05, assisted by SPSS.

C. RESULTS AND DISCUSSION

a. Results

The data obtained in this study pertains to the students' learning engagement before being taught the cooperative learning model of Make A Match with the assistance of

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Couple Cards.

1) Pretest Data for the Control Group

Based on the results of the Pretest data given to the control group, scores for the variable of student learning engagement, consisting of 18 valid statements, were obtained. Overall, the minimum score obtained was 54, and the maximum score was 80. The presentation of the overall scores of the students can be seen in the following frequency distribution table.

Table 1
Frequency Distribution of Pretest Learning Engagement Scores
Control Class (VII.1)

INTERVAL KELAS	**NILAI TENGAH**	**F**	**%**
79-83	81	1	3%
74-78	76	8	27%
69-73	71	12	40%
64-68	66	6	20%
59-63	61	2	7%
54-58	56	1	3%

Based on the data from the distribution table above, it can be concluded that in the control class, the mean score is 70. Consequently, 30% of the students achieved learning activity scores above the mean, 30% of the students had learning activity scores below the mean, and 40% of the students had learning activity scores precisely at the mean.

2) Pretest Data for the Experimental Class

Based on the results of the Pretest data provided to the experimental class before implementing cooperative learning of the Make A Match type with the assistance of Couple Cards, scores for the student learning engagement variable, comprising 18 valid statements, were obtained. Overall, the minimum score obtained was 59, and the maximum score was 73. The presentation of the overall scores of the students can be seen in the following frequency distribution table.

Table 2
Frequency Distribution of Pretest Learning Engagement Scores
Experimental Class (VII.4)

INTERVAL KELAS	**F**	**X**	**%**
74 - 76	1	75	3%
71 - 73	6	72	20%

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68 -	70	8	69	27%
65 -	67	9	66	30%
62 -	64	5	63	17%
59 -	61	1	60	3%

Based on the data from the distribution table above, it can be concluded that in the experimental class, the mean score is 67. Consequently, 50% of the students achieved learning activity scores above the mean, 20% of the students had learning activity scores below the mean, and 30% of the students had learning activity scores precisely at the mean. This data was obtained after teaching the cooperative learning model of Make A Match with the assistance of Couple Cards.

3) Posttest Data for the Control Class

Based on the results of the Posttest data provided to the control class using conventional methods, scores for the student learning engagement variable, comprising 18 valid statements, were obtained. Overall, the minimum score obtained was 62, and the maximum score was 84. The presentation of the overall scores of the students can be seen in the following frequency distribution table.

Table 3
Frequency Distribution of Posttest Learning Engagement Scores

Control Class (VII.1)

INTERVAL KELAS		F	X	%
82-	85	2	83.5	7%
78-	81	3	79.5	10%
74-	77	9	75.5	30%
70-	73	9	71.5	30%
66-	69	5	67.5	17%
62-	65	2	63.5	7%

Based on the data from the distribution table above, it can be concluded that in the control class, the mean score is 73. Consequently, 47% of the students achieved learning activity scores above the mean, 24% of the students had learning activity scores below the mean, and 30% of the students had learning activity scores precisely at the mean.

4) Posttest Data for the Experimental Class

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Based on the results of the Posttest data provided to the experimental class using cooperative learning of the Make A Match type with the assistance of Couple Cards, scores for the student learning engagement variable, comprising 18 valid statements, were obtained. Overall, the minimum score obtained was 74, and the maximum score was 86. The presentation of the overall scores of the students can be seen in the following frequency distribution table.

Table 4
Distribution of Posttest Learning Engagement Scores

Experimental Class (VII.4)

INTERVAL KELAS	**F**	**X**	**%**
86 - 88	6	87	20%
83- 85	14	84	47%
80- 82	6	81	20%
77- 79	3	78	10%
74- 76	1	75	3%

Based on the data from the distribution table above, it can be concluded that in the experimental class, the mean score is 79. Consequently, 87% of the students achieved learning activity scores above the mean, 3% of the students had learning activity scores below the mean, and 10% of the students had learning activity scores precisely at the mean.

Before hypothesis testing can be conducted, it is necessary to perform the prerequisite analysis to determine whether the data is normally distributed and homogenous. Afterward, hypothesis testing can proceed. In this study, the normality test used is the Kolmogorov-Smirnov test with the assistance of SPSS version 22.

Table 5
Results of Normality Test Analysis for the Experimental Class and Control Class

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Keaktifan belajar	Pretest eksperimen	.138	30	.148	.957	30	.259
	pretest control	.141	30	.133	.956	30	.249

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	posttest control	.136	30	.165	.970	30	.534
	posttest eksperimen	.138	30	.150	.963	30	.373

a. Lilliefors Significance Correction

Based on the results of the normality tests above, it can be determined that the experimental pretest class has a significance level (p) of 0.148, the control pretest has a significance level (p) of 0.133, the control posttest has a significance level (p) of 0.165, and the experimental posttest has a significance level (p) of 0.138. Data can be considered normal when the significance level (p) > 0.05, and data is considered not normal when the significance level (p) < 0.05. Therefore, it can be concluded that the sample classes mentioned above have a normal distribution because the significance level (p) > 0.05. Based on the statements above, it can be concluded that both sample classes (control and experimental) are considered normal because the significance level (p) > 0.05.

The homogeneity test used is the Levene's test with the assistance of SPSS version 22. Below is the table of the homogeneity test analysis results for the experimental class and the control class:

Table 6
Results of Homogeneity Test Analysis for the Experimental Class and Control Class

		Levene Statistic	df1	df2	Sig.
keaktifan	Based on Mean	2.568	3	116	.058
	Based on Median	2.389	3	116	.072
	Based on Median and with adjusted df	2.389	3	86.649	.074
	Based on trimmed mean	2.503	3	116	.063

Based on the results of the homogeneity test above, it can be observed that the significance level (p) is 0.058. Data is considered homogenous when the significance level (p) > 0.05, and data is considered not homogenous when the significance level (p) < 0.05. Therefore, it can be concluded that the sample classes mentioned above are homogenous because the significance level (p) is greater than 0.05, specifically 0.058 > 0.05.

After conducting the normality and homogeneity tests, the next step is hypothesis testing. Hypothesis testing is performed to determine whether there is an influence of

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cooperative learning of the Make A Match type with the assistance of Couple Cards in learning to assess the learning engagement in Islamic Cultural History. This study employs the independent sample T-Test formula with α= 0.05. The independent sample T-Test is a part of the t-test. Hypothesis testing using the independent sample T-Test is conducted using SPSS. Here are the results of the hypothesis testing:

Table 7
Results of Hypothesis Testing Analysis for the Experimental Class and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Keaktifan Belajar	Equal variances assumed	1.294	.260	-2.326	58	.024	-2.867	1.232	-5.333	-.400
	Equal variances not assumed			-2.326	50.855	.024	-2.867	1.232	-5.341	-.393

Based on the table above, it can be observed that:

- The hypothesis H0 is accepted if the calculated t-value < the tabulated t-value, and H0 is rejected if the calculated t-value ≥ the tabulated t-value.

Based on the table above, the calculated t-value is 2.326, while the tabulated t-value can be found in the t-test distribution table, which is 2.00172. Therefore, it can be concluded that 2.326 > 2.00172, which means that H0 is rejected and Ha is accepted. This implies that there is an influence of the cooperative learning model of Make A Match with the assistance of Couple Cards on students' learning engagement.

- If the significance value (2-tailed) < 0.05, then H0 is rejected, and Ha is accepted. Conversely, if the significance value (2-tailed) > 0.05, then H0 is accepted, and Ha is rejected.

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Based on the table above, the significance value (2-tailed) is 0.024, while the significance level α is 0.05. Therefore, it can be concluded that 0.024 < 0.05, which means that H0 is rejected, and Ha is accepted. This implies that there is an influence of the cooperative learning model of Make A Match with the assistance of Couple Cards on students' learning engagement.

b. Discussion

Based on the description of the results and data analysis, as well as observations during this research, there are differences in terms of students' learning engagement. These differences arise due to distinct approaches compared to before. In the implementation of the learning process, two approaches were employed by the educators. The first approach involved the application of the cooperative learning model called "Make A Match" with the assistance of Couple cards in the experimental class, while the control class used the conventional teaching model.

The utilization of the cooperative learning model "Make A Match" with Couple cards aims to make students more active, enthusiastic, and participative in the learning process. In this learning process, the teacher serves as a facilitator, emphasizing learner-centered instruction rather than being teacher-centric. Consequently, students become more actively involved in the learning process.

During classroom instruction, educators applied the "Make A Match" cooperative learning model with the aid of Couple cards because this model enhances students' learning activities, creates a vibrant and enjoyable learning environment, improves students' mastery of the subject matter, and fosters interaction among students, such as communication skills, cooperation, and responsiveness to others' ideas. The "Make A Match" cooperative learning model with Couple cards holds a unique appeal for students, thereby increasing their enthusiasm for participating in the learning process.

The "Make A Match" cooperative learning, which involves collaboration between two or more students to find the correct match between questions and answers, is essentially a game. This model teaches students how to solve problems by working together with their peers. Through cooperation among peers, students can develop their motivation to learn.

To implement this model, educators are required to prepare pairs of matching cards, referred to as Couple Cards, as a teaching aid. These cards should be creatively designed. Subsequently, educators provide instructions for the learning model to be applied during the learning process. In this context, students are trained to concentrate on answering the questions within the cards, to show serious attention, and to remain focused on these questions/statements. This sharpens the cognitive aspects of students related to the subject of Islamic Education, particularly Islamic Cultural History. Additionally, students are encouraged to ask questions, respond, present, and collaborate with their fellow group members. This aligns with the five elements that

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characterize cooperative learning models: positive interdependence, individual accountability, face-to-face interaction, communication among group members, and the evaluation of the group process.

The cooperative learning model "Make A Match" assisted by Couple cards can be considered an effective tool for teachers to create a conducive environment for fostering interactions among students and providing the support and practice they need to develop other skills, such as social-emotional skills in real life.

The teaching technique of "Make A Match" is a method of positively presenting a design or concept according to the concept, with new methods, active interaction between students or students and teachers, effectiveness, and attractiveness so that students can easily absorb the lessons and retain them for a long time in accordance with their cognitive maturity.

Based on the research conducted at MTsN 5 Padang Pariaman, differences in students' learning engagement were observed between the experimental and control classes, including:

The results of the pretest indicate a difference in students' learning engagement, with the control class having a higher average pretest score of 70 compared to the experimental class's score of 67. This demonstrates a significant difference between the two samples.

The results of the posttest show a difference in students' learning engagement between the control and experimental classes, with the control class having an average posttest score of 73, while the experimental class scored 79. This indicates a fairly significant difference, with the experimental class performing better than the control class.

The results of the independent sample t-test also indicate a difference in students' learning engagement in the subject of Islamic Cultural History, with a significance value (2-tailed) of 0.024, while the significance level (α) is 0.05. Therefore, it can be concluded that $0.024 < 0.05$, which means that $H0$ is rejected and Ha is accepted, indicating that the cooperative learning model "Make A Match" assisted by Couple cards has an impact on students' learning engagement. In other words, the cooperative learning model "Make A Match" assisted by Couple cards influences students' learning engagement.

Based on the statement above, it can be concluded that the learning process using the cooperative learning model "Make A Match" assisted by Couple cards has an impact on increasing the learning engagement of seventh-grade students at MTsN 5 Padang Pariaman, particularly in the subject of Islamic Cultural History. The use of this model can be applied in future learning processes to create an enjoyable learning environment and enhance students' learning engagement.

D. CONCLUSION

Based on the research conducted in the seventh-grade class at MTsN 5 Padang Pariaman,

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there is a difference in students' learning engagement when using the Cooperative Learning model "Make A Match" with the assistance of Couple Cards compared to students' learning engagement in the subject of Islamic Cultural History (SKI). The conclusion can be summarized as follows:

How was the learning engagement of students before using the Cooperative Learning model "Make A Match" with the assistance of Couple Cards in the subject of Islamic Cultural History at MTsN 5 Padang Pariaman?

A description of the pretest results in the control class revealed a mean score of 70, indicating that 30% of the students had learning engagement scores above the mean, 30% had scores below the mean, and 40% had learning engagement scores right around the mean.

On the other hand, the pretest results in the experimental class showed an average score of 67. This means that 50% of the students had learning engagement scores above the mean, 20% had scores below the mean, and 30% had learning engagement scores right around the mean.

One of the weaknesses of the conventional model was that students found the Islamic Cultural History learning materials boring. Therefore, the solution is for educators to be more creative in selecting and utilizing teaching media to create an enjoyable learning environment.

Description of students' learning engagement after using the Cooperative Learning model "Make A Match" assisted by Couple Cards in the subject of Islamic Cultural History at MTsN 5 Padang Pariaman:

A description of the pretest results in the control class showed a mean score of 73. Consequently, 47% of the students had learning engagement scores above the mean, 24% had scores below the mean, and 30% had learning engagement scores right around the mean.

In contrast, the posttest results in the experimental class revealed a mean score of 79. This indicates that 87% of the students had learning engagement scores above the mean, 3% had scores below the mean, and 10% had learning engagement scores right around the mean.

As for the weaknesses of this model: 1) It consumes a lot of time when all pairs have to present their work. 2) For shy students, this learning model can be challenging. 3) If the teacher doesn't manage the class well, many students may not pay attention during their peers' presentations. 4) Not all students have the ability to answer questions correctly. 5) There's limited time to find or match cards with their counterparts.

The solutions to these weaknesses include setting a specific time limit for matching questions and answers on the paired cards and ensuring that educators effectively manage the class to make the "Make A Match" model more focused and efficient.

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The Influence of the Cooperative Learning Model "Make A Match" Assisted by Couple Cards on Students' Learning Engagement in the Subject of Islamic Cultural History at MTsN 5 Padang Pariaman.

The difference in learning engagement between the control and experimental classes after conducting research on seventh-grade students at MTsN 5 Padang Pariaman, based on hypothesis testing or t-test (Independent Sample T-Test) using SPSS version 22, resulted in a significance value (2-tailed) of 0.024, while the significance level (α) is 0.05. Therefore, it can be concluded that 0.024 < 0.05, which means that *H*0 is rejected, and *Ha* is accepted, indicating that the Cooperative Learning model "Make A Match" assisted by Couple Cards has an impact on students' learning engagement.

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