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Learning Model "Make a Match" at Class XII IPA (*Science*) 2 Islamic Education in Senior High School 1 Pasie Raja, South Aceh Regency

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Abstract: *This research deals with Learning Model "Make a Match" at Class XII IPA2 Islamic Education in State Senior High School 1 Pasie Raja, South Aceh Regency. The research conducted was Classroom Action Research (CAR). PTK is one type of action research carried out by education practitioners, especially teachers, lecturers, or instructors in the learning process in the classroom. . Based on the data obtained from the XII class Islamic Education subject teachers, there were 23 students in the XII IPA2 class, consisting of 7 male students and 16 female students. The findings show that there is an increase in student learning outcomes. The actions taken by Islamic Education teachers are Make a Match learning models. The aim is to create learning that is able to attract students' attention, provide knowledge to students to work together with other students in terms of understanding material, able to make students active and enthusiastic in learning. In addition, it can also make students able to reach the KKM graduation limit. The comparison between learning outcomes before taking action and after taking action reached 39.69%. Where the initial results before taking action are 39% but after taking action the student learning outcomes reach 78%.*
Keywords: *Learning Models; Make a Match; Islamic Education.*

I. Introduction

One learning model that can overcome the problem of low student learning outcomes is to use the Make a Match learning model. Make a Match learning model or finding a partner is one alternative that can be applied to students. The application of this model starts with techniques, namely students are told to look for pairs of cards which are answers or questions given by the teacher before the lesson begins, students are expected to be able to find the pairs of cards before the specified time limit, students who can match cards faster will be given points. Through this Make a Match learning model, besides being able to actively improve student learning outcomes, creative can also develop the values of the ability to participate effectively between one student and another, and accompanied by a sense of togetherness and responsibility. By applying the Make a Match learning model or finding a partner this will make students more active in the teaching and learning process.

Make a Match learning model or looking for a partner has several advantages including being able to create an active and pleasant learning atmosphere, the learning material delivered attracts students 'attention, able to increase students' absorption of learning material and make the lesson more meaningful for students, the atmosphere of excitement will grow in the learning process, collaboration between fellow students is realized dynamically, the emergence of a dynamic of mutual cooperation that is evenly distributed across all students. This is a learning plan through the Make a Match learning model that I do so that students every lesson they receive will be more meaningful to them.

II. Theoretical Framework

2.1 Learning Models

The learning model is the pattern used in planning learning in class and tutorial. The learning model is basically a form of learning that is illustrated from the beginning to the end which is presented specifically by the teacher. In other words, the learning model is a wrapper or frame from the application of an approach, method, and learning technique. The learning model is a pattern or plan carried out by the teacher when teaching in class so that students are more enthusiastic in the learning process, and when a teacher wants to apply a learning model or method first, the ways or steps must be taken so that the learning process runs smoothly as desired.

As for Soekamto, et al., The purpose of the learning model is: "a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for learning designers and instructors in planning teaching and learning activities." Thus learning activities really is a systematic aiming activity.

2.2 Definition of Make a Match Learning Model

Make a Match learning model or finding a partner is one type of method in cooperative learning. The application of this model starts with techniques, namely students are told to look for pairs of cards which are answers / questions before the deadline, students who can match the cards are given points.

This learning model is very interesting if we apply because it is important in interacting between one student and another student, will motivate students to respond to what is given by the teacher, and also with this model students will be more active and enthusiastic in the teaching and learning process, helping students build own knowledge and help students process their own information because where this model will bring more students in demand to think a lot to find answers or questions they read and will be able to solve problems within themselves. This will require students to be more active and become learning independent so that you get maximum learning outcomes.

2.3 Learning Outcomes

Learning outcomes consist of two words, namely results and learning, results are something held by the business, According to Djamarah, results are the achievements of an activity that has been done, created. Results will never be obtained as long as people don't do something. To get results it takes struggle, sacrifice, tenacity, sincerity, strong will.

Learning is an intentional activity carried out by individuals so that there is a change in self-ability, by learning that children who have been unable to do something or children who were previously unskilled became skilled.

Gagne in his book The Conditions of Learning reveals that learning is a kind of change that is shown in behavior change, the situation is different from before the individual is in a learning situation and after taking similar actions. Changes occur due to an experience or practice. In the matter of learning, Gagne gives two definitions.

a. Learning is a process to gain motivation in knowledge, skills, habits, and behavior.
b. Learning is knowledge or skills obtained from instruction.

III. Research Method

The research conducted was Classroom Action Research (CAR). PTK is one type of action research carried out by education practitioners, especially teachers, lecturers, or instructors in the learning process in the classroom.

The results of the research data presented by the researcher are observational data and recordings of activities from the implementation of the actions that took place in Pasie Raja 1 High School South Aceh District.

In accordance with the time determined by the researcher and Ms. Lili Marhani as the eye teacher of the Islamic Religious Education Study, a meeting was held to discuss how the class conditions would be the subject of the research, namely class XII IPA2. Based on the data obtained from the XII class Islamic Education subject teachers, there were 23 students in the XII IPA2 class, consisting of 7 male students and 16 female students.

This Classroom Action Research is conducted in two Cycle I cycles, and Cycle II. Cycle I on January 5, 2017, and the second cycle on January 12, 2017 Data analysis per cycle.

IV. Discussions

a. Pre Cycle

The preliminary data that researchers consider to be the initial guideline for conducting research is to use the results of the daily (formative) test. The data will then be used as a starting point before action is taken. This research began with observation and interviews with XII grade teachers. Based on interviews and observations, the problems that occur in the class include teachers who have not used learning media optimally and have not used varied media. This causes students to be less enthusiastic in the learning process and tend to be passive students in the learning process. The above causes student PAI learning outcomes to be less than optimal. Based on the results of observations, it is necessary to take an action to overcome the above problems. The initial data before the action are as follows:

Table 4.1 List of Pre Cycle Values

No	Name	Value	Complete	Uncompleted
1	Andi Erizal	70	✓	
2	Ernawati	65		✓
3	Ghanda Arsenda	75	✓	
4	Husna Wahyuni	70	✓	
5	Ilham Amrin	70	✓	
6	Isra Mianda	50		✓
7	Lisma Ismail	70	✓	
8	Marhaban	50		✓
9	Mirna Lisa	70	✓	
10	Nelva Amiriza	65		✓
11	Nova Rosita	60		✓
12	Nurgantisyah	72	✓	

13	Nurjanah	40		✓
14	Nyak Baren	50		✓
15	Rahmawati	80	✓	
16	Riski Juanda	50		✓
17	Riski Safriana	40		✓
18	Salmianti	45		✓
19	Ulva Ardianti	60		✓
20	Ulvia Rahmayanti	50		✓
21	Wawan Setiawan	75	✓	
22	Yolanda	55		✓
23	Zulfikar	65		✓
	total	1392	9	14
	Average	60.52	39.13	60.86

Data Source: Documentation of SMAN 1 Pasie Raja, 2016.

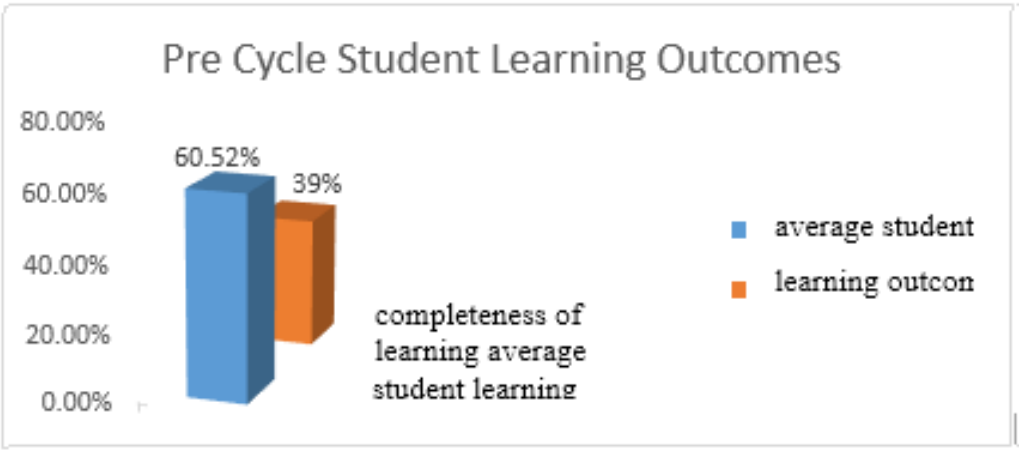
Based on the table above, it can be seen that of the 23 students who took the pre-test in the pre-cycle as many as 9 students who had achieved the minimum completeness criteria (KKM), while 14 other students still had not achieved the specified completeness. By looking at the results of the data above it is necessary to have corrective actions in learning through learning media, namely media images so that student learning outcomes are expected to increase. For more details, see the table below.

Table 4.2 Student learning outcomes Pre Cycle

Criteria	Pre Cycle
Average student learning outcomes	60.52%
Student learning completeness	39.13%

Data Source: Data on student learning outcomes, 2017

Diagram 4.1 Pre Cycle Learning Result Chart



Data Source: Data on student learning outcomes, 2017

In the above results we can see that the pre-cycle that the researcher can say that the results have not reached Minimal completeness criteria (KKM)[1]. Therefore, researchers need to take action by applying the Make a Match learning model to improve student learning outcomes. Researchers hope that by implementing learning Make a Match student learning outcomes will increase.

b. Cycle I

In accordance with the results of the pre cycle above, the first cycle of action was taken in learning the material Islamic Faith Education to Qada and Qadar in class XII IPA 2 in SMA 1 Pasie Raja in semester 2 of the 2016/2017 academic year using the Make a Match model. This cycle is held on Thursday 5 January 2017.

Implementation This cycle action takes place in four stages, planning, action, observation, and reflection that form one cycle, each of which will be described as follows:

1) Round I Class Action Planning

Before carrying out the action, the researcher prepares action plans that will be carried out by the researcher so that when the action is taken there are no unwanted obstacles, the plan is arranged in the form of compiling the lesson plan, preparing the student observation sheet, teacher observation sheet, questionnaire, and prepare pre-test and post-test to be distributed to students, and also cards for learning in class using the Make a Match model. The basic competencies delivered are faith in *qada* and *qadar*. Learning is carried out in 1 meeting with an allocation of 2 hours.

2) Implementation of class I Actions

At this stage the first round of action will be held on Thursday 5 January 2017 1-2 hours (08.45-9.15). in this round the giver of action is the researcher himself while the recipient of the action is the students of class XII IPA 2 as many as 23 students. This learning process starts with opening greetings and tells students to read their prayers before starting the lesson, followed by student attendance and apperception of the material taught in the previous material. Next the teacher conveys the learning objectives, explains and explains the material about faith in qada and qadar, then the teacher invites students to ask questions, after completing equipping students with Faith material to qada and qadar the teacher explains about the Make a Match learning model that will be applied. Then the students are divided into 4 groups, each student gets one card and must look for pairs of answers / questions that are held until the game ends and students all get points. Next the teacher guides students to draw conclusions about the material they have learned. After the learning process is complete, the final test (post test) is given.

3) Observation, Final Test of Class Action I round

Learning in the classroom starts with an opening greeting, asks for the presence of students and asks students to prepare a book on Islamic Education. Students are given motivation about the importance of learning material faith in qada and qadar.

Observation of Teacher Activities

The results of the observations were carried out by two observers, namely Islamic Education subject teachers and colleagues who were tasked to observe researchers and

[1] KKM determination, minimum 70

students as well during the learning process. To facilitate the observer, the researcher uses the observation guidelines given to the observer.

Table 4.3 Observation of Cycle I Teacher Activities

No	Assessment Aspect	Category			
A	Preparation	1	2	3	4
1	The teacher prepares the Learning Implementation Plan			3	
2	Learning objectives are expressed in clear sentences in lesson plans		2		
3	Learning material that will be given has a connection or can be associated with previous learning material		2		
4	The teacher prepares learning media			3	
5	The teacher prepares class settings to learn		2		
6	The teacher prepares Student worksheets			3	
7	Say greetings			3	
8	Read the *basmalah* together		2		
9	Students absent			3	
10	Condition students			3	
11	The teacher prepares students physically and mentally		2		
12	The teacher presents the learning objectives to be achieved		2		
13	The teacher explains the learning material			3	
14	During the learning process the teacher gives students to ask questions		2		
15	When students ask the teacher gives a clear and satisfying answer		2		
16	Condition students		2		
17	Divide students into 4 groups		2		
18	The teacher distributes cards to students			3	
19	Every student gets a different card, a card in the form of a question / answer		2		
20	Students match the answers to the cards that have been obtained with their friends repeatedly			3	
21	Students read aloud from a card that has already been he got		2		
22	The teacher asks students about errors in matching cards	1			
23	Students return to their respective seats		2		
24	The teacher gives rigan punishment to students who are wrong in matching cards		2		

25	Exercises are given effectively			3	
26	Conclude the material learned with students		2		
27	Give students the opportunity to ask questions about material that is not yet understood		2		
28	Provide motivation to students			3	
29	Invite to read the do'a (hamdalah together)		2		
30	Ending the process of chasing by greeting		2		
		1	36	33	0
	total	70			
	Percentage	58			
	Category	Not good			

Data Source: Observer Data of Research Observation Results, 2017

Based on the data obtained in Table 4.8 above related to the activities of teachers in learning is still not good, the teacher has not done well every step in the lesson plan, according to the data from the teacher's observation at each meeting. In the first cycle the results obtained by the teacher reached 58% with information that was not good and did not meet 75%.

The method for obtaining results on teacher activities is calculated through the following formula:

$$\text{Percentage of average} = \frac{R}{SM} \times 100\ \%$$

$$\text{Percentage of average} = \frac{70}{120} \times 100\ \%$$

$$= 58\ \%$$

To be more clearly seen in the table and diagram below:

Table 4.4 Results of Observation of Cycle I Teacher Activities

Stages	Teacher Activity
Completeness of teaching activities	58%
total score	70

Data Source: Observer Data of Research Observation Results, 2017

Observation of Student Activities

Table 4.5 Observation of activities of students in cycle I

No.	**Assessment Aspect**	**Category**			
1	Answer greetings				4
2	Answering teacher questions			3	
3	Listen to the teacher's explanation			3	
4	Pay attention to the teacher's explanation		2		
5	Submit opinions or answers to teacher questions		2		

6	Asking things that are not clear		2		
7	Pay attention to the teacher's explanation			3	
9	Submit opinions or ask questions related to material		2		
10	Answering teacher questions related to the material		2		
11	Express opinions		2		
12	Correcting errors or shortcomings in the learning process			3	
13	Listen to the teacher's explanation regarding the implementation of the Make a Match model		2		
14	Follow the learning process in an orderly manner		2		
15	Comment and conclude the learning process		2		
16	Fill out / answer worksheets according to instructions		2		
17	Ask if something has not been understood			3	
18	Gathering answers related to the post test given by the teacher			3	
19	Students give conclusions together with the teacher			3	
20	Answer greetings			3	
			20	24	4
	Total	48			
	Percentage	60%			
	Category	Not Good			

Data Source: Observer Data of Research Observation Results, 2017

Based on data from the table above, it is known that in student learning activities still show poor activity, note the value that shows the percentage reaches 60%, but the value still needs to be increased for 75% completeness. This is because students are still doing other work that disrupts the learning process so that it does not concentrate on the material being studied. Yhe way to find out the results of student activities is calculated through the following formula:

$$Pk = \frac{S}{SM} \times 100\ \%$$

$$Pk = \frac{48}{80} \times 100\ \%$$

$$= 60\ \%$$

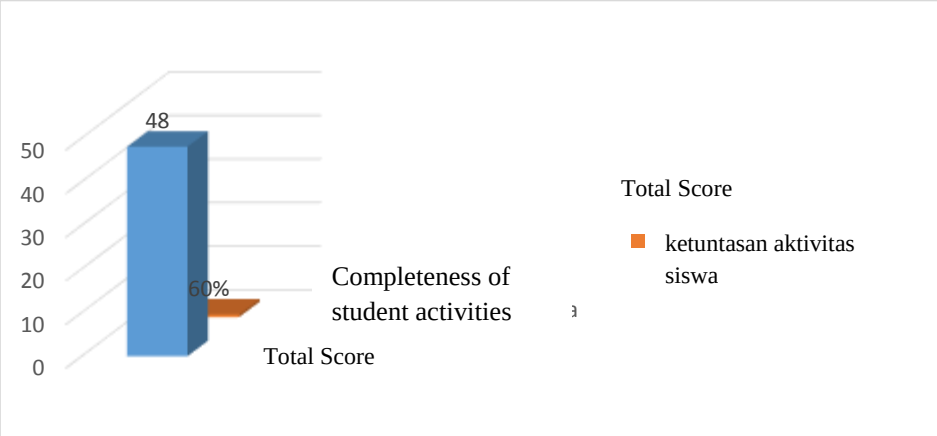
To be more clearly seen in the table and diagram below:

Table 4.6 Results of Observation of Student Activity in Cycle I

Stages	Teacher Activity
Completeness of student activity	60%
total score	48

Data Source: Observer Data of Research Observation Results, 2017

Diagram 4.2 Activity Graph of Cycle I students



Data Source: Observer Data of Research Observation Results, 2017

Cycle I Final Test Results

Table 4.7 List of Value of Student Cycle I Learning Outcomes

	Name	Value	Complete	Uncompleted
1	Andi Erizal	80	✓	
2	Ernawati	50		✓
3	Ghanda Arsenda	75	✓	
4	Husna Wahyuni	75	✓	
5	Ilham Amrin	70	✓	
6	Isra Mianda	60		✓
7	Lisma Ismail	75	✓	
8	Marhaban	80	✓	
9	Mirna Lisa	75	✓	
10	Nelva Amiriza	65		✓
11	Nova Rosita	45		✓
12	Nurgantisyah	80	✓	
13	Nurjanah	45		✓
14	Nyak Baren	75	✓	
15	Rahmawati	80	✓	
16	Riski Juanda	70	✓	
17	Riski Safriana	75	✓	
18	Salmianti	60		✓
19	Ulva Ardianti	60		✓
20	Ulvia Rahmayanti	60		✓
21	Wawan Setiawan	85	✓	
22	Yolanda	50		✓
23	Zulfikar	65		✓
	Total	1555	13	10
	Average	67.60	56.52	43.47
	Minimal completeness criteria	70		

Obtain Data Test Results for Researchers, 2017

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As for knowing the value of student learning averages are calculated through the following formula:

$$M_x = \frac{\Sigma X}{N}$$

$$= \frac{1555}{23}$$

$$= 67.60$$

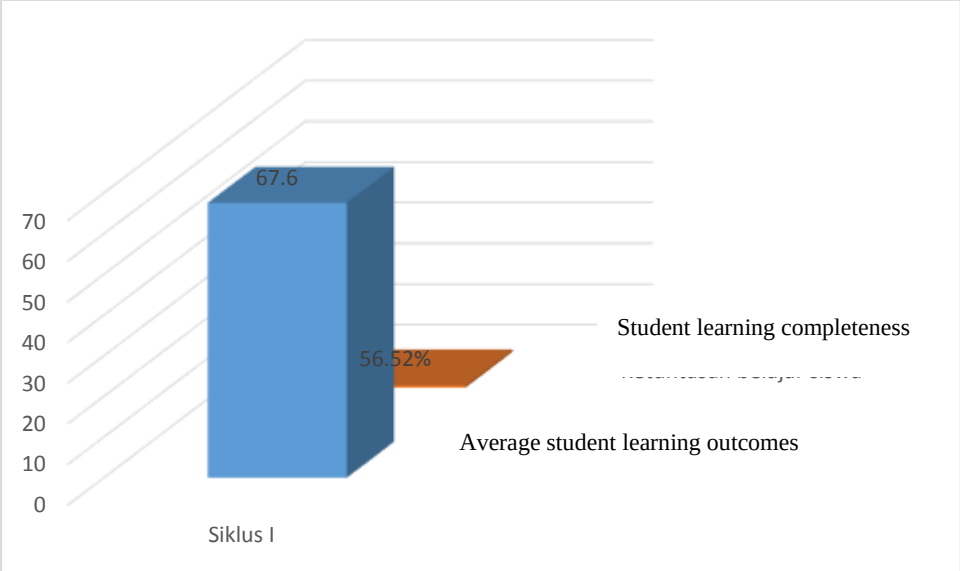
For more details, we can see the tables and diagrams below:

Table 4.8 Student Cycle I Learning Outcomes

Criteria	Cycle I
Average student learning outcomes	67.60
Student learning completeness	56.52%

Data Source: Research Data Test Results for Researchers, 2017

Diagram 4.3 Graph of student learning outcomes in Cycle I



Data Source: Research Data Test Results for Researchers, 2017

Student Response

Table 4.9 Student Response Data cycle

No	Statement	Alternative Answers			
		SS	S	KS	TS
1	I feel satisfied with learning Make a Match	8.69	21.73	26.08	43.47

2	The Make a Match model makes me more active in learning	4.34	30.43	34.78	30.43
3	In learning Make a Match is my motivation for learning is increasing	13.04	17.39	30.43	39.13
4	The Make a Match learning model motivated me to study material about marriage	4,34	21.73	26.08	47.82
5	Make a Match learning model can eliminate boredom during the process of teaching and learning activities	8.69	17.39	26.08	47.82
6	with the Make a Match model I often collaborate with friends in learning	17.39	17.39	34.78	30.43
7	I agree the Make a Match learning model is very suitable to be applied to the subject matter of marriage material	4.34	13.04	56.52	26.08
8	Using the Make a Match learning model makes me seriously study the subject matter of Marriage	4.34	8.69	60.86	26.08
9	I agree the Make a Match learning model is applied to other subject matter	4.34	21.73	26.08	47.82
10	The Make a Match learning model made my curiosity great about the subject matter of marriage	13.04	4.34	65.21	17.39
11	I feel that from the beginning of learning, I have been interested in the Make a Match learning model	4.34	17.39	47.82	30.43
12	I agree that the Make a Match learning model is an effective and innovative model	13.04	17.39	30.43	39.13
13	I feel more focused on learning with the Make a Match model	8.69	8.69	34.78	47.82
14	I'm sure the Make a Match learning model can improve my learning outcomes	4.34	8.69	60.86	26.08
15	By using the Make a Match model I love being able to learn while playing and creating new things in learning on wedding material	4.34	21.73	43.47	30.43
16	In learning Make a Match, each student can participate and give judgment	4.34	8.69	60.82	26.08
17	In Make a Match learning, each student can appreciate time by finding answers to questions they have.	13.04	8.69	43.47	34.78
18	Learning using the Make a Match model can increase my knowledge.	4.34	56.52	30.43	8.69

	Total	7.72	17.86	41.05	33.30
		25.52%		74.35%	

Data Source: Obtain Data on Results of Student Response Questionnaire, 2017

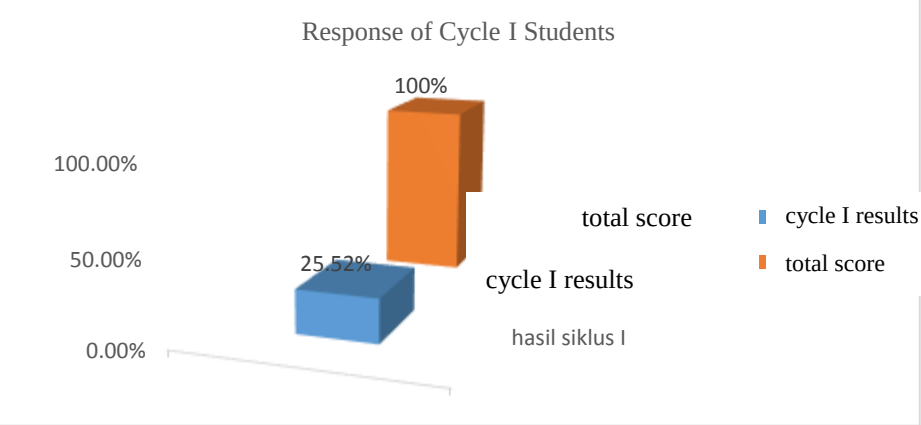
For more details, see the table and diagram below:

Table 4.10 Results of Cycle I Student Response

Stages	Student response
Cycle I results	25.52%
Total Score	100%

Data Source: Obtain Data on Results of Student Response Questionnaire, 2017

Diagram 4.4 Graph of Response of Cycle I students

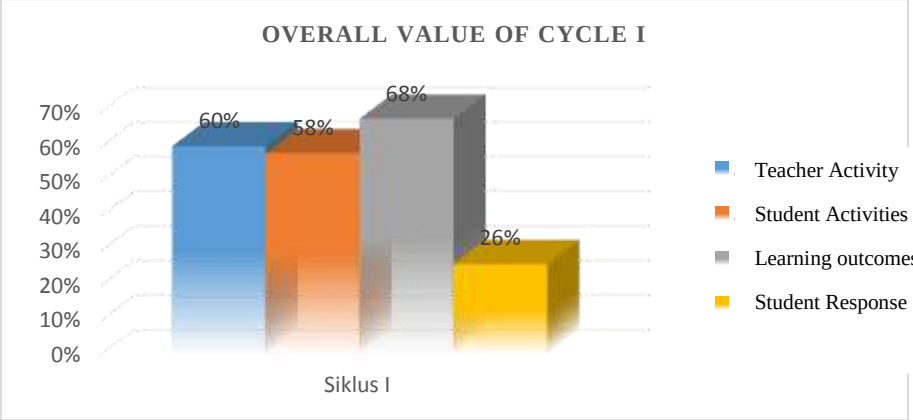


Data Source: Obtain Data on Results of Student Response Questionnaire, 2017

4). Reflection on class I round action

Based on the above data can be seen from the activities of the teacher and students, student learning outcomes and student responses to the Make a Match learning model, the overall value can be seen in the following diagram:

Diagram 4.5: Overall Cycle I Diagram I



Source of Data: Outcome Data Results Value of overall Cycle I

Table 4.11 Observation of teacher activity in cycle II

No	Assessment Aspect	Category			
A	Preparation	1	2	3	4
1	The teacher prepares the Learning Implementation Plan				4
2	Learning objectives are expressed in clear sentences in lesson plans			3	
3	Learning material that will be given has a connection or can be associated with previous learning material			3	
4	The teacher prepares learning media			3	
5	The teacher prepares class settings to learn			3	
6	The teacher prepares Student worksheets (LKS)				4
7	Say greetings				4
8	Read the *basmalah* together			3	
9	Students absent			3	
10	Condition students				4
11	The teacher prepares students physically and mentally			3	
12	The teacher conveys the learning objectives to be achieved			3	
13	The teacher explains the learning material			3	
14	During the learning process the teacher gives students to ask questions			3	
15	When students ask the teacher gives a clear and satisfying answer			3	
16	Condition students		2		
17	Divide students into 4 groups			3	
18	The teacher distributes cards to students				4
19	Each student gets a different card, a card in the form of a question / answer				4
20	Students match the answers to the cards that have been obtained with their friends repeatedly			3	
21	Students read aloud from a card that ha already been he got			3	
22	The teacher asks students about errors in matching cards			3	
23	Students return to their respective seats			3	
24	The teacher gives rigan punishment to students who are wrong in matching cards			3	
25	Exercises are given effectively				4
26	Conclude the material learned with				4

	students				
27	Give students the opportunity to ask questions about material that is not yet understood			3	
28	Provide motivation to students			3	
29	Invite to read the *do'a* (*hamdalah* together)			3	
30	Ending the learning process by saying hello				4
		0	2	60	36
	Total	98			
	Percentage	81.66%			
	Category	Very Good			

Data Source: Observer Data of Research Observation Results, 2017

Thus the value obtained in the activity of teacher performance is calculated as follows:

$$\text{Presentase Nilai rata-rata} = \frac{R}{SM} \times 100\ \%$$

$$\text{Presentase Nilai rata-rata} = \frac{98}{120} \times 100\ \%$$

$$= 81.66\%$$

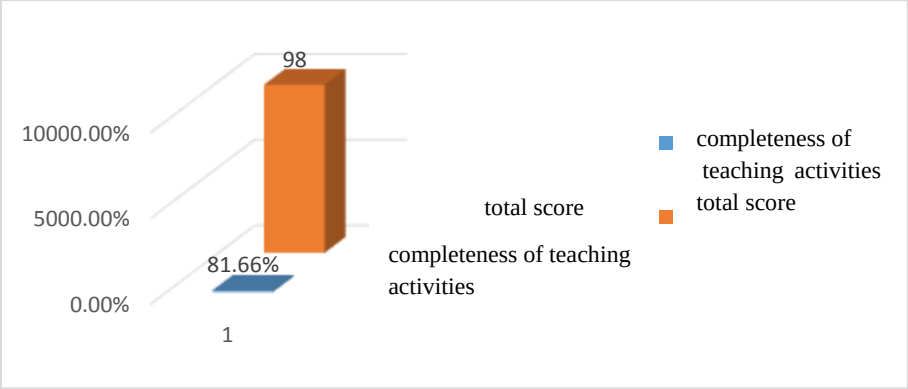
To be more clearly seen in the table and diagram below:

Table 4.12 Results of Observation of Cycle II Teacher Activities

Stages	Teacher Activity
Completeness of teaching activities	81.66%
Total Score	98

Data Source: Observer Data of Research Observation Results, 2017

Diagram 4.6 Graph of Teacher Cycle II Activity



Data Source: Observer Data of Research Observation Results, 2017

a. Observation of Student Activities

On the results of observations to assess student activities carried out by peers during the learning process from beginning to end. For things that are observed can be seen in the table below:

Table 4.13 Observation of cycle II student activities

No	Assessment Aspect	Category			
1	Answer greetings				4
2	Answering teacher questions			3	
3	Listen to the teacher's explanation			3	
4	Pay attention to the teacher's explanation				4
5	Submit opinions or answers to teacher questions			3	
6	Asking things that are not clear			3	
7	Pay attention to the teacher's explanation				4
9	Submit opinions or ask questions related to material			3	
10	Answering teacher questions related to the material			3	
11	Express opinions			3	
12	Correcting errors or shortcomings in the learning process				4
13	Listen to the teacher's explanation regarding the implementation of the Make a Match model			3	
14	Follow the learning process in an orderly manner			3	
15	Comment and conclude the learning process			3	
16	Fill out / answer worksheets according to instructions			3	
17	Ask if something has not been understood				4
18	Gathering answers related to the post test given by the teacher				4
19	Students give conclusions together with the teacher				4
20	Answer greetings				4
			0	33	32
	Total	65			
	Percentage	81.25%			
	Category	Very Good			

Data of Research Observation Results, 2016

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The way to find out the results of student activities is calculated through the following formula:

$$Pk = \frac{S}{SM} \times 100\ \%$$

$$Pk = \frac{65}{80} \times 100\ \%$$

$$= 81.25\%$$

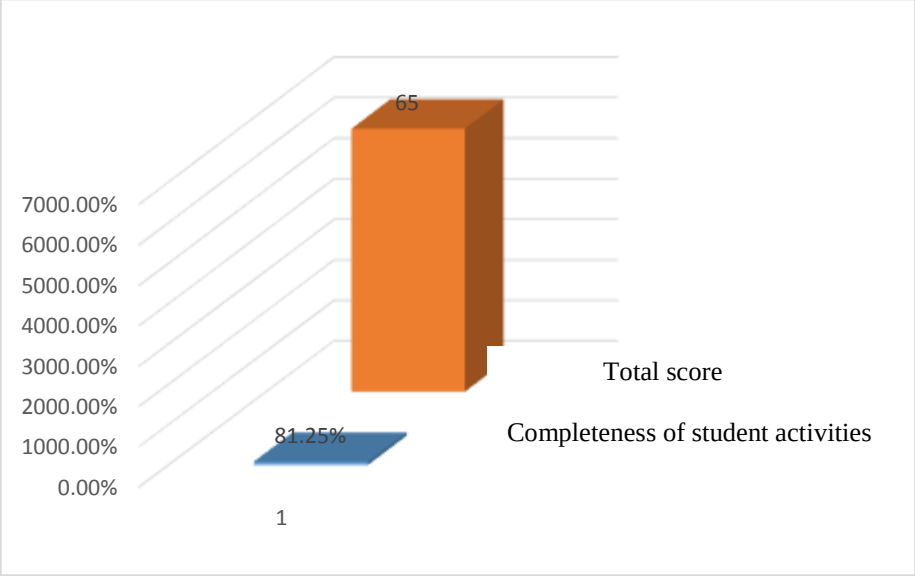
To be more clearly seen in the table and diagram below:

Table 4.14 Results of Observation of Student Activity in Cycle I

Stages	student activity
Completeness of student activities	81.25%
total skor	65

Data Source: Observer Data of Research Observation Results, 2017

Diagram 4.7 Activity Chart of students in Cycle II



Data Source: Observer Data of Research Observation Results, 2017

b. Final cycle II test results

Table 4.15 List of Cycle II Learning Outcomes

No	Name	Value	Complete	Uncompleted
1	Andi Erizal	80	✓	

2	Ernawati	75	✓	
3	Ghanda Arsenda	80	✓	
4	Husna Wahyuni	85	✓	
5	Ilham Amrin	75	✓	
6	Isra Mianda	80	✓	
7	Lisma Ismail	80	✓	
8	Marhaban	85	✓	
9	Mirna Lisa	80	✓	
10	Nelva Amiriza	75	✓	
11	Nova Rosita	75	✓	
12	Nurgantisyah	80	✓	
13	Nurjanah	60		✓
14	Nyak Baren	85	✓	
15	Rahmawati	80	✓	
16	Riski Juanda	75	✓	
17	Riski Safriana	80	✓	
18	Salmianti	85	✓	
19	Ulva Ardianti	65		✓
20	Ulvia Rahmayanti	75	✓	
21	Wawan Setiawan	85	✓	
22	Yolanda	65		✓
23	Zulfikar	85	✓	
	Total Average Minimal completeness criteria	1790 77.82	20 86.95	3 13.04

Data Source: Data Obtaining Student Learning Test Results, 2017

Based on the table above can be described as follows, out of 23 students as many as 20 students or 82% have completed or reached KKM. A total of 3 students or 18% have not yet completed or have not reached KKM. Average class 76.36.

As for knowing the value of student learning averages are calculated through the following formula:

$$M_x = \frac{\Sigma X}{N}$$

$$= \frac{1790}{23}$$

$$= 77.82$$

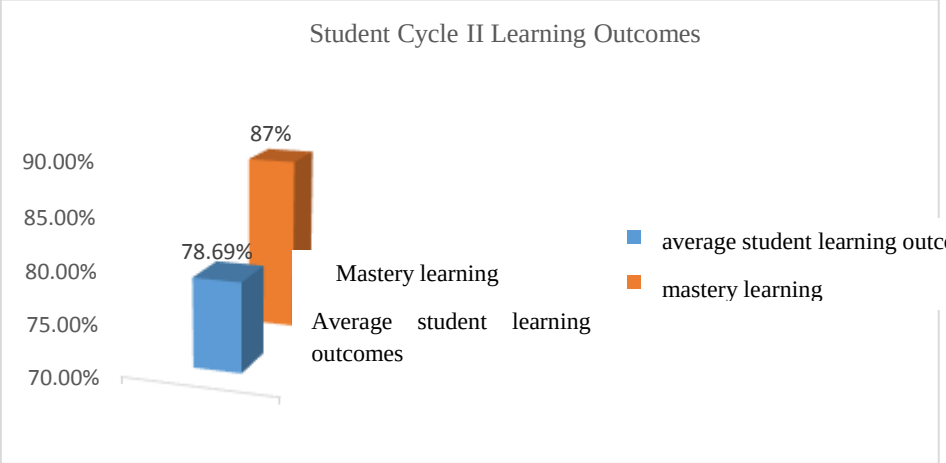
For more details, see the Tables and Graphs below:

Table 4.16 Student Cycle II Learning Outcomes

Criteria	Cycle I
Average student learning outcomes	78
Student learning completeness	87%

Data Source: Data Obtaining Student Learning Test Results, 2017

Diagram 4.8 Graphs of Student Cycle II Learning Outcomes



Data Source: Data Obtaining Student Learning Test Results, 2017

Thus it can be said that the Make a Match learning model is able to improve the learning completeness of class XII students of Pasie Raja 1 High School.

c. Student Response

Table 4.17 Student Response Data cycle II

No	Statement	Alternative Answers			
		SS	S	KS	TS
1	I feel satisfied with learning Make a Match	60.86	30.43	4.34	4.34
2	The Make a Match model makes me more active in learning	34.78	52.17	8.69	4.34
3	In learning Make a Match my motivation for learning is increasing	17.38	56.52	21.73	4.34
4	The Make a Match learning model motivated me to study material about marriage	26.08	43.47	17.39	13.04
5	Make a Match learning model can eliminate boredom during the process of teaching and learning activities	39.13	43.47	13,04	4.34
6	with the Make a Match model I often collaborate with friends in learning	17.39	21.73	47.82	13.04
7	I agree the Make a Match learning model is very suitable to be applied to the subject matter of marriage material	43.47	34.78	13.04	8.69

8	Using the Make a Match learning model makes me seriously study the subject matter of Marriage	47.82	43.47	4.34	4.34
9	I agree the Make a Match learning model is applied to other subject matter	20.43	52.17	13.04	4.13
10	The Make a Match learning model made my curiosity great about the subject matter of marriage	26.08	69.56	4.34	0
11	I feel that from the beginning of learning, I have been interested in the Make a Match learning model	34.78	52.17	4.34	8.69
12	I agree that the Make a Match learning model is an effective and innovative model	21.73	69.56	4.34	4.34
13	I feel more focused on learning with the Make a Match model	21.73	60.86	13.04	4.34
14	I'm sure the Make a Match learning model can improve my learning outcomes	17.39	69.56	4.34	8.69
15	By using the Make a Match model I love being able to learn while playing and creating new things in learning on wedding material	21.73	65.21	8.69	4.34
16	In learning Make a Match, each student can participate and give judgment	17.39	69.56	4.34	8.69
17	In Make a Match learning, each student can appreciate time by finding answers to questions they have.	43.47	47.82	4.34	4.34
18	Learning using the Make a Match model can increase my knowledge.	30.43	56.52	8.69	4.34
	Total	29.17	52.16	11.10	6.02
	Average	81.33%		17.12%	

Data Source: Obtain Data on Results of Student Response Questionnaire, 2017

Based on the table above, it can be seen that out of 23 students / respondents obtained a percentage of different answers to each questionnaire statement. Examples based on table 4.18 can be seen from the results of statements on the Make a Match learning model. It can be said that 23 students said that they agreed that learning using the Make a Match model could improve learning outcomes and activity in the teaching and learning process.

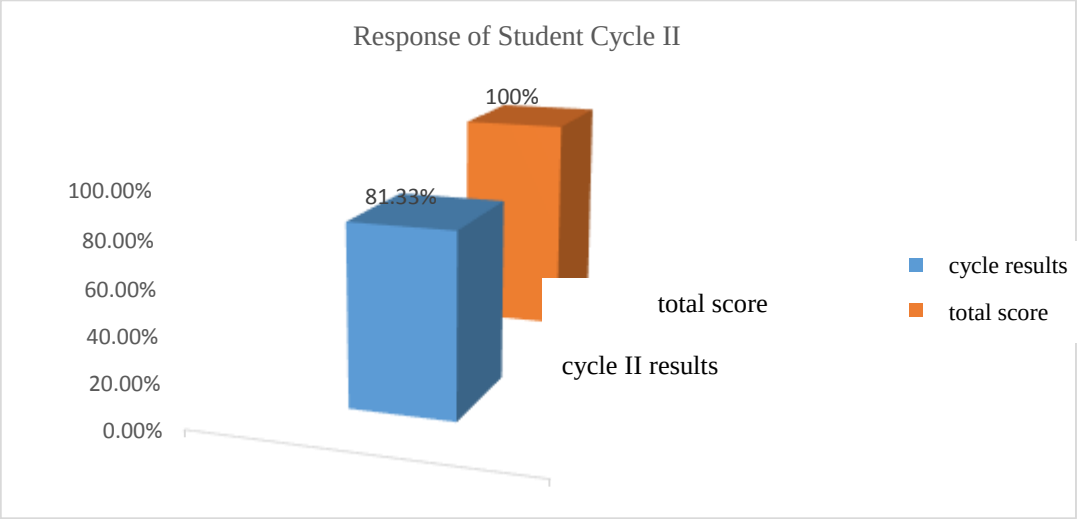
For more details, see the Tables and Graphs below:

Table 4.18 Results of Student Response Cycle II

Stages	Student response
The results of the first cycle	81.33%
total score	100%

Data Source: Obtain Data on Results of Student Response Questionnaire, 2017

Diagram 4.9 Response Graph of Cycle II students

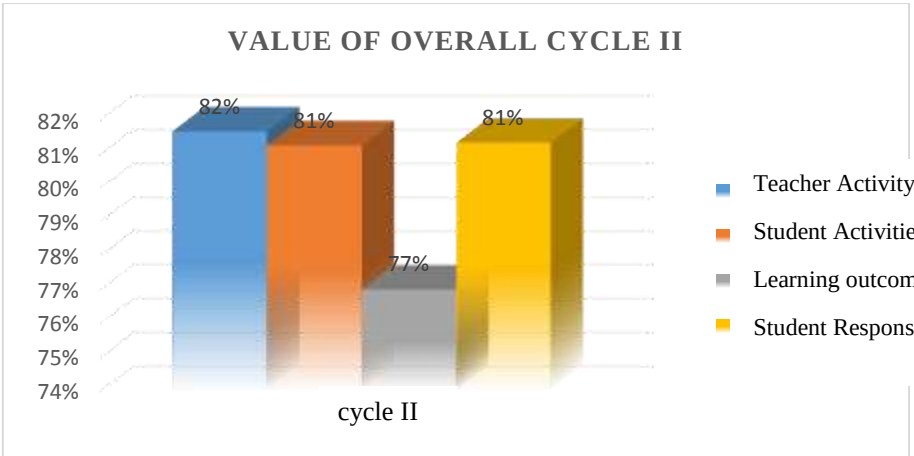


Data Source: Obtain Data on Results of Student Response Questionnaire, 2017

d. Reflection on Round II Class Actions

The results of observations made in the second cycle show that students are more active, enthusiastic, and serious in participating in learning activities. The implementation of the second cycle looks better than the first cycle, this is evidenced by the increasing evaluation results at the end of the second cycle. To find out more clearly the increase in results in cycle II can be seen in the following diagram:

Diagram 4.10. Graph of the overall value of Cycle II



Data Source: Obtain Data on the Overall Value of Cycle II

From the data above shows the average value of the class in the second cycle is 77.82 greater than the first cycle which is only 67.60 and also the percentage of student learning completeness is 78% greater than the first cycle which is only 68%, this can be seen from the results of each value students experience completeness in accordance with the determined KKM which is 70. Likewise with the results of the value of student responses to the Make a Match model has been very positive reaching 81% better than the first cycle which is only 26%. So the research conducted in the second cycle experienced success.

IV. Conclusion

After conducting research, by applying the Make a Match learning model the results were obtained, there was an increase in student learning outcomes. The actions taken by Islamic Education teachers are Make a Match learning models. The aim is to create learning that is able to attract students' attention, provide knowledge to students to work together with other students in terms of understanding material, able to make students active and enthusiastic in learning. In addition, it can also make students able to reach the Minimal completeness criteria graduation limit. The comparison between learning outcomes before taking action and after taking action reached 39.69%. Where the initial results before taking action are 39% but after taking action the student learning outcomes reach 78%.

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