Evaluation of the Application of the Cooperative Learning Model of the Make a Match Type to Increase the Motivation to Learn PAI at SMA Negeri 1 Banawa

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ARTICLE INFO	ABSTRACT
Volume: 2	This research was motivated by the large number of students who were less enthusiastic about learning Islamic religious education. The focus of this research are: How to apply the make a match type cooperative learning model to increase PAI learning motivation and how the results of the application of the make a match type cooperative learning model to increase PAI learning motivation at SMA Negeri 1 Banawa. Research with the subjects of the make a match type cooperative learning model in Islamic Religious Education learning is carried out using qualitative research methods, namely researchers present in the field because researchers are key instruments. This research is to understand, know and live make a match type cooperative learning through data collection from natural settings as a direct source with the key instrument of the researcher himself. The result of the research using the make a match type cooperative learning model at SMA Negeri 1 Banawa is through the planning process contained in the form of RPP and there is implementation, namely the initial activities of greeting, absenteeism and motivating students and in the core activities discussing PAI learning materials using Make a match type cooperative learning model, with the help of question cards. The implications of research on learning Islamic religious education using the make a match type cooperative model were declared quite successful, shown by enthusiasm and student participation in learning was very good, and was shown by reports of student assessment in PAI lessons that experienced a better improvement.
KEYWORDS	
Evaluation, Cooperative Learning Model, Make A Match, Motivation.	

1. Introduction

One indicator of the success of the development of a nation is the improvement of the quality of education of its citizens. The quality of civic education is very important because global competition will be tougher in the future. Improving education is one of the biggest achievements in developing the quality of human resources (Dangnga, 2017)

Educationis a process in building Indonesian people as a whole. Macro-mission education includes the formation of faith and piety, the development of science and technology (science and technology), and cultural development. The process of faith

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formation means the process of transforming religious values in his life as a servant of God which includes obedience to carry out worship, both ritual worship and social worship in order to foster a religious person. The process of fostering science and technology means the process of fostering and developing human potential as the caliph of God on earth towards the development of human ability to process natural wealth with the ability of science and technology to obtain benefits for human welfare (Anwar, 2014).

One of the desired learning processes today is to increase students' knowledge, experience and skills through good and active learning behavior. The old paradigm learning model is monotonous, the teacher is seen as the only person who is seen as capable and knows everything. However, along with the development of technology, the demands of the world of education have changed. The emerging paradigm is that learning is no longer teacher-centered, but behind it now lies the need for student-centered learning. The teacher only acts as a guide. Therefore, teachers should discard the old paradigm and replace the new paradigm in using the learning model in the teaching and learning process.

To form ideal student learning behavior, it will be influenced by various factors, including: teachers, students and learning strategies. Learning can also be described as a set of activities aimed at supporting student learning by paying attention to external events that play a role in the series of internal events that occur in students.

PAI teachers are one of the determining factors on which the hope and foundation of society, nation and state rest in the implementation of Islamic religious education in schools. It is very important that every PAI teacher understands, lives and manages every potential that exists to be formed in order to achieve this goal.

One of the most effective learning models used in research, especially Islamic religious education learning, is the cooperative learning model. Cooperative learning appropriately maximizes student learning time. Because in cooperative learning the Make-a-Match type emphasizes the discovery of students with their partners when learning a concept or topic in a comfortable atmosphere, so with the help of Make-a-Match type cooperative learning, learning encourages students can. More activate and train thoroughness, thoroughness and thoroughness and speed.

The cooperative learning model of play options can be used in all subjects, especially PAI subjects, and is also suitable for students of all ages, besides that students can also learn through play in a fun atmosphere. Learning in a pleasant atmosphere can increase the active role and motivate students to learn, making them motivated or eager to be active and enthusiastic about participating in classroom learning.

2. Literature Review

Related research is used as one of the reference materials in the implementation of research conducted by researchers. In addition, researchers also use relevant research as a comparison to the results of the research they obtained from the study. The relevant research used by researchers is as follows.

1. Journal of Nisrohah Neni Riyanti with the title "Application of Make A Match Type Cooperative Learning Model to Improve Social Studies Learning Outcomes". The purpose of this study is to describe student achievement and learning outcomes in the application of the Make A Match cooperative learning model.
   Based on the research above, it can be seen that the similarities are both using the Make A Match type cooperative learning model. The difference from the research above is the location of the study, namely. SD Tempura 4 Ngawi and social studies subjects.
2. Halidayan's Thesis "The Use of Make A Match Collaborative Learning Approach in Grade IV MIN 16 Aceh Besar to Improve Student Learning Outcomes on Standard and Non-Standard Vocabulary Material Based on the results of the study, the application of the Make A Match type learning model seeks to determine the performance of teachers and students in learning with the support of the Make A Match type learning model in class Indonesian in grade IV MIN 16 Aceh Besar.
   Based on the research above, it can be seen that the similarities are both using the Make A Match type cooperative learning model. The difference from the research above is the location and subjects of Indonesia and Class IV.

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3. Wirawan Anandito Abdullah's journal entitled "Application of Make A Match Type Cooperative Learning Model to Improve Interest and Learning Outcomes in Mathematics Students in Grade III Students of SD Negeri 3 Palar Klaten". The purpose of this study was to increase the interest and learning outcomes of grade III students of SD Negeri 3 Palar Klaten in mathematics learning using the Make A Match cooperative learning model.

3. Methodology

Qualitative research is a research approach based on natural conditions and phenomena. Qualitative research is basic and natural and can be carried out in the field rather than in a laboratory. The approach used in this research is descriptive and qualitative. Written or oral data were collected and observed individual behavior, especially regarding the role of the PAI teacher in applying the cooperative learning method at SMA Negeri 1 Banawa.

In general, the types of research that use a qualitative approach are:
1. The Order of Nature is a direct source of information. Context Qualitative research is based on research in natural conditions or in the context of an entity. The storyline is essentially a whole and cannot be understood in isolation from the context. Therefore, a direct and in-depth understanding of the phenomenon is the key to this qualitative approach.
2. Man as a tool. In qualitative research, the researcher is the primary data collection tool. Through observation and participation. The role of the researcher becomes part of the focus of the question being studied, and the person is an appropriate tool for understanding the subject's relationship to reality, compared to other tools.
3. Identifier. Qualitative research aims to explain the "meaning of data" or facts or circumstances obtained from the evidence provided by the researcher. The significance of this phenomenon is highly dependent on the skill and thoroughness of the researcher who analyzes it.
4. Qualitative research prioritizes process rather than results and products. This is the opposite of quantitative research, which deals with products and outcomes.
5. Data analysis is inductive. Approaches Qualitative research does not seek evidence when testing hypotheses derived from theory as quantitative research does. However, researchers collect evidence by going directly to the field, examining facts and events, and making theories based on research results. In fact, qualitative research is bottom-up as opposed to top-down quantitative research. Therefore, the theory formulated in qualitative research is grounded theory, namely the foundation or
6. The main concern of qualitative research is "meaning". One of the keys to success in qualitative research is the involvement of researchers in the process or interaction with the environment. The involvement of the researcher captures the meaning of something not from his own perspective as an outsider, but from his perception as a subject participating in processes and interactions. When these symptoms are expressed, the meanings associated become more important. (Anwar, 2014)

In the case of qualitative research, the tool or research tools are the researchers themselves (Sugiyono, 2010), so it is necessary to "validate" as a tool how far qualitative researchers have worked and developed in the field. As a human tool, qualitative researchers set research priorities, select reporters as data sources, analyze data, interpret data, and draw conclusions from findings.

Information and resources are critical to research success, and research cannot be scientific if reliable information and sources are not available. Because this type of research is qualitative, Moleong quotes Lofland, "The main data source in qualitative research is behavior, and the rest is documentation and other complementary information (Margono, 2000)

On the other hand, according to S. Nasution, research data sources are divided into two formats: "Primary and secondary data". Primary data is a type of data obtained by direct observation in the field. Secondary information: "Supplementary information. Additional information from literature, documents, etc. Statistical information is readily available as an additional source for their needs" (Margono, 2000)

Sugiyono (2010) believes that data collection techniques are the most strategic steps in research because the main purpose of research is to collect information. In qualitative research, data collection is carried out under natural conditions, and the primary data sources and basic data collection techniques are observation, interviews and documentation.

4. Results and Discussion

The application of Islamic religious education is one of the methods used to achieve the goals that have been set. Learning models are needed by teachers in teaching and learning activities. One of the learning models that can be applied in the learning process is the m ake a match model in this case the process of its application in Islamic religious education.

The PAI learning pattern is time to be changed, which initially only used the lecture method so that learning became monotonous and students did not understand the learning content. Teachers who spearhead the success of a learning must realize that their responsibility for the success of PAI learning in this case is success at the cognitive or knowledge level. This is where teacher creativity is needed in delivering PAI learning, One of the learning models that can be used in PAI learning is the make a match model.

The make a match learning model is a learning model that can improve learning outcomes, because the process is interesting, students are involved in the learning process ., With an interesting method, students can better understand and remember about the material to be taught, especially Islamicreligious education.

To find out the application of the make a match type cooperative learning model in Islamic religious education learning can be explained as follows:
1. The teacher delivers the material or assigns tasks to students to learn the material at home.
2. Students are divided into 2 groups, for example groups A and B. both groups are asked to face off.
3. The teacher distributes question cards to group A and answer cards to group B.
4. The teacher conveys to the learners that they must find/match the cards held with the cards of other groups.
5. The teacher asks all members of group A to find a partner in group B. if they have found their respective partners, the teacher asks them to report themselves to him. The teacher records them on prepared paper.
6. If time is up, they should be told that time is up. Learners who have not found a partner are asked to gather alone.
7. The teacher calls one pair for a presentation. Other couples and learners who did not get a partner noticed and gave responses whether the pair was suitable or not.
8. Finally, the teacher provides confirmation of the correctness and compatibility of the questions and answers of the couples giving the presentation.
9. The teacher calls the next couple, and so on until the whole pair makes a presentation

In the event that the researcher will describe the stages in the application of the make a match learning model at SMA Negeri 1 Banawa, here are the learning stages:

1. Preparation and planning
The preparation process carried out in planning, among others:
a. Consult with teachers of Islamic religious education (PAI) subjects as well as with homeroom teachers of class XI MIPA regarding research techniques to be carried out in the learning process
b. Prepare a learning implementation plan (RPP) in accordance with the material to be used in research by applying the make a match learning model
c. Prepare question and answer cards as learning media from the make a match model
d. Prepare learning materials and resources that will be used in the learning process
e. Compile learning outcome test questions in accordance with the learning material to be applied.

2. Implementation
At this stage, carry out the learning process by applying a make a match learning model that is in accordance with the RPP that has been made.
a. Introduction

Learning activities by applying the make a match model were carried out on Monday at 12:50 WITA which was held face-to-face in class XI MIPA SMA Negeri 1 Banawa which was attended by all students.

b. Core activities
   1) The teacher explains the material about Islamic reformers in modern times and then divides them into two groups
   2) The teacher gives students the opportunity to understand the material
   3) Teachers give students the opportunity to ask questions
   4) The teacher starts learning by applying the make a match model by preparing several question cards and answers containing lesson material
   5) Then the teacher explains the steps to use the make a match model where each student gets one card then students look for pairs of cards that match their cards.

The make a match type of cooperative learning model also has several weaknesses, which can be sourced from students, educators, class conditions, and the adequacy of Islamic Religious Education learning hours. In the implementation of learning Islamic religious education using the make a match type cooperative learning model at Banawa 1 Public High School, it also has several weaknesses including the students themselves, in which from several classes there are indeed a group of children who are passive in learning activities, and that which disrupts the learning model itself. As conveyed by Mrs. Megatrisna as follows:

"Yes, ma'am, indeed in some of the classes I teach, there are several groups of special children, the meaning is that it is special there not because the child is excellent, but a student who is quite unruly, and when the learning time takes place, some of these students often do not pay attention to the learning process or are passive, even until someone makes a fuss themselves

From several series of activities ranging from the learning process to learning evaluation, researchers saw that learning outcomes using the make a match type cooperative model had a good impact on the learning process, and this was evidenced by the improved response of students from before who only did learning as usual and the activity of participants in PAI learning was getting better and the results of student reports in report cards as well as daily grades and assignments showed an increase from before for PAI subjects and not only there, researchers also saw that the increase in some of these scores was also balanced with the behavior of the students which reflected the results obtained, it can be seen from several activities in the school which showed that the learning outcomes in class were also directly proportional to the practice.

5. Conclusion

Based on the results of research that has been conducted at SMA Negeri 1 Banawa regarding the evaluation of the application of the make a match type cooperative learning model to increase motivation to learn Islamic religious education at SMA Negeri 1 Banawa, it can be concluded as follows:

In general, the application of Islamic Religious Education learning using the make a match type cooperative learning model at SMA Negeri 1 Banawa is appropriate in the form of learning tools which include:

a. Planning, by providing learning tools (RPP) that are in accordance with procedures, namely by holding measurable discussions with several PAI teachers and principals and several other parties. Educators in choosing or determining the make a match type cooperative learning model to be used have considered the condition of students and also their character and other aspects that can affect the success or failure of the learning process.

b. The implementation of Islamic religious education learning using a make a match type cooperative model at SMA Negeri 1 Banawa, there are 3 important points in the process, including.
   1) Adjustment of classroom conditions, namely educators condition the classroom so that it can be used in learning with the model.
   2) The division of students, namely dividing students or classifying various kinds of existing student characters, is done to prevent the inactivity of some students.
   3) Interaction with students. The pattern of learning activities through the interaction of educators and students is carried out through several material deliveries to students which will then be continued with learning with a make a match type cooperative model using question and answer cards, which then the educator acts as a facilitator in the learning by directing students.

Islamic religious education learning by applying the make a match type cooperative learning model at SMA Negeri 1 Banawa and showing that the achievement outcomes of students who use make a match type cooperative learning models are better than conventional learning. This is in accordance with the make a match type cooperative learning model that provides an evaluation of each presentation of material with the aim of maintaining retention (memory), adding motivational effects and new knowledge, adding memory by adding creations that connect students' new knowledge that is relevant to previous knowledge.

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