

THE MAKE A MATCH MODEL AT THE COGNITIVE LEVEL OF ANALYZING (C4): HOW DOES IT CONTRIBUTE TO LEARNING OUTCOMES?

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Abstract

Ideally, Islamic Religious Education should foster students' analytical thinking skills at the C4 cognitive level. However, the learning process at 1 Abung Semuli State High School remains predominantly teacher-centered and dominated by monotonous lecturing, resulting in low student engagement, limited analytical ability in understanding religious concepts, and difficulties in linking learning materials to real-life contexts. Consequently, students' learning outcomes, particularly those requiring analytical competence, remain unsatisfactory. To address this issue, this study aims to examine the effectiveness of the Make-a-Match type of Cooperative Learning in improving learning outcomes in Islamic Religious Education within the C4 cognitive domain. This research employed a quantitative quasi-experimental Design involving two Grade X classes: an experimental group taught using the Make-a-Match model and a control group taught through conventional methods. Learning outcomes were assessed using six validated and reliable test items administered as pre-tests and post-tests. Data were analyzed using normality and homogeneity tests, followed by the Mann-Whitney test. The results showed a significant

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difference between the two groups, with a significance value of 0.012 (<0.05), indicating that the Make-a-Match model effectively enhances students' analytical skills and learning outcomes in Islamic Religious Education.

Keywords : *Cooperative Learning, Make-a-Match, Learning Outcomes, Islamic Religious Education, 1 Abung Semuli State High School.*

INTRODUCTION

Ideally, Islamic Religious Education instruction at the senior high school level should produce learners who not only comprehend Islamic concepts but also demonstrate analytical thinking at the C4 cognitive level. This competency encompasses the ability to deconstruct information, differentiate between religious concepts, and relate them to real-life contexts.⁵In an ideal setting, the Islamic Religious Education learning process is conducted actively and interactively, encouraging students to participate in discussions, group work, and various case-analysis activities⁶. When learning

⁵ Nur Aeni, "Make a Match Type Cooperative Model as an Effort to Improve Elementary School Students' Learning Outcomes in Islamic Education Learning," *DARUSSALAM: Scientific Journal of Islamic Education* 1, no. 2 (2024): 24–31, <https://doi.org/10.62945/darussalam.v1i2.231>; Muhammad Hafizh et al., "Implementation of Cooperative Learning in Islamic Religious Education Teaching," *Ahlussunnah: Journal of Islamic Education* 4, no. 1 (2025): 21–28, <https://doi.org/10.58355/attaqwa.v4i1.108>; Yunidar Hayani Nasution, Nurhabibi, and Arifah, "DARUSSALAM : Scientific Journal of Islamic Education" 1, no. December (2024): 40–46.

⁶ Trisno Sutrisno et al., "Enhancing Learning Outcomes in Explanation Texts through the Make a Match Model," *English Teaching and Linguistics Journal (ETLij)* 6, no. 2 (2025): 48–55, <https://doi.org/10.30596/etlij.v6i2.25300>; Rahmi Hidayati, Yulia Putri, and Firda Halawati, "Improvement of Mathematics Learning Outcomes of Grade Iii Elementary School Students Applying the Make a Match Learning Model," *Jurnal Math-UMB.EDU* 12, no. 2 (2025): 180–86, <https://doi.org/10.36085/mathumbedu.v12i2.7834>; Nadia Yusri et al., "Peran Penting Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami," *PJPI: Jurnal Pendidikan Islam* 2, no. 1 (2024): 1–12, <https://doi.org/https://doi.org/10.47134/pjpi.v1i2.115>; Elfi Putra et al., "AL-432 | Volume 20, No. 2, Juli–Desember, 2025

reaches such a stage, students' learning outcomes are reflected not only in their cognitive achievement but also in their deeper understanding of the meaning of Islamic teachings. Such an ideal learning process should enable learners to think independently, construct arguments, and process religious information in a logical and structured manner⁷.

However, the actual conditions at 1 Abung Semuli State High School indicate that students' learning outcomes in Islamic Religious Education remain below the expected ideal standards. The learning process tends to rely on repetitive lecturing methods, resulting in a monotonous classroom atmosphere that fails to capture students' interest. The limited use of collaborative activities and discussions leads to students rarely engaging actively in the learning process. This situation affects their analytical thinking skills, particularly at the C4 cognitive level, as evidenced by their difficulties in breaking down material, comparing concepts, or connecting Islamic values with contemporary issues. Many students merely memorize the

AFKAR : Journal for Islamic Studies Analysis of Cooperative Learning Models on Islamic Education Learning Outcomes of Junior High School Students," *AL-AFKAR: Journal for Islamic Studies* 8, no. 2 (2025): 1260–70, <https://doi.org/10.31943/afkarjournal.v8i2.1480.AL-AFKAR>; Nasution, Nurhabibi, and Arifah, "DARUSSALAM : Scientific Journal of Islamic Education."

⁷ Zulfahmi H.B et al., "Proceedings of the 3 Rd UIN Imam Bonjol International Conference on Isl Amic Proceedings of the 3 Rd UIN Imam Bonjol International Conference on Isl Amic," no. October (2022): 14–15; Nur Wahyuningsih et al., "Evaluation of the Implementation of Make a Match Type Cooperative Learning Model to Improve Learning Outcomes of Islamic Religious Education in a Senior High School," *Sukma: Jurnal Pendidikan* 7, no. 2 (2023): 117–46, <https://doi.org/10.32533/07201.2023>; Putri Hasni and Chairunnisa Amelia, "The Effect of Make A Match Cooperative Learning Model on Mathematics Problem Solving Ability in Elementary School," *Edunesia: Jurnal Ilmiah Pendidikan* 5, no. 2 (2024): 1070–83, <https://doi.org/10.51276/edu.v5i2.948>.

material without understanding its logical relationships or its deeper meaning. Consequently, their learning outcomes tend to be low, especially on tasks requiring analysis and reasoning. This situation underscores the need for innovative instructional approaches capable of revitalizing the classroom environment and optimizing students' thinking abilities.

To address these issues, one relevant alternative learning model is the Make-a-Match type of Cooperative Learning. This model engages students in learning activities by having them match question cards with corresponding answer cards prepared by the teacher⁸. This process encourages students to move, interact, discuss, and think quickly in order to identify the correct matching cards⁹. This activity not only creates a more engaging classroom

⁸ Yusni Arni et al., "Implementation in Improving Mathematics Learning Outcomes of the Elementary School Students Using Make a Match Cooperative Learning Model Yusni" 5, no. 1 (2024): 167–86; Siti Maulidina Harahap et al., "The Influence of the Index Card Match Type Cooperative Learning Model on the Learning Outcomes of Vocational High School Students," *Indonesian Journal of Technical and Vocational Education Training* 1, no. 1 (2024): 18–24, <https://doi.org/10.62945/ijtv.v1i1.33>; James U L Mangobi, E Regar Regar, and Yunike Manopo, "The Learning Outcomes Of Students That Experience The Cooperative Learning Model Make A Match Offline And Online," *Journal on Education* 06, no. 01 (2023): 420–28.

⁹ Andi Hamsiah, "Make a Match Type Cooperative Learning Model to Improve Indonesian Language Learning Outcomes," *Klasikal: Journal of Education, Language Teaching and Science* 6, no. 2 (2024): 585–96, <https://doi.org/10.55927/jeda.v1i2.1146>; Fathurrahmaniah Fathurrahmaniah, Ewisahrani Ewisahrani, and Eva Nursaban, "Application of the Make a Match Type Cooperative Learning Model Assisted by Mind Mapping to Improve Student Science Learning Outcomes," *Jurnal Ilmiah Mandala Education* 10, no. 2 (2024): 513–19, <https://doi.org/10.58258/jime.v10i2.6843>; Anita Teul Kawutak, "Implementation of Make a Match Type Cooperative Learning Model on the Learning Outcomes of Biology in Class X- Ipa Ecosystems in Sma Negeri 1 Rindi Umalulu," *Jurnal Eduscience* 10, no. 2 (2023): 536–48, <https://doi.org/10.36987/jes.v10i2.4296>.

atmosphere, but also reinforces conceptual understanding directly, as students are required to analyze the cards before matching them¹⁰. Make-a-Match also stimulates analytical thinking skills, as students are required to categorize information, identify conceptual relationships, and make decisions within a limited timeframe¹¹. Thus, this model is capable of reducing learning fatigue while simultaneously enhancing students' engagement and understanding¹². This is what makes Make-a-Match a potentially effective solution for improving learning outcomes in Islamic Religious Education, particularly at the C4 cognitive level¹³.

¹⁰ Annisa Rahma and M Haviz, "Implementation of Cooperative Learning Model with Make A Match Type on Students Learning Outcomes in Elementary School," *Journal of Islamic Education Students (JIES)* 2, no. 2 (2022): 58–65, <https://doi.org/10.31958/jies.v2i2.5593>; Risdiyanto Prayoga, Mukhamad Murdiono, and Obby Taufik Hidayat, "Cooperative Learning Model Make a Match Type Assistance in Crossword Puzzle Games Improves Citizenship Learning Outcomes," *Jurnal Edutech Undiksha* 11, no. 1 (2023): 160–67; Aprilia Dewi Putri Damayanti, Samuel Patra Ritiauw, and Elsinora Mahananingtyas, "Make a Match Learning Model To Improve Social Studies Learning Outcomes of Class V Students of Sd Kartika Xiii-1 Ambon," *Indonesian Journal of Educational Development (IJED)* 5, no. 2 (2024): 173–82, <https://doi.org/10.59672/ijed.v5i2.3869>.

¹¹ Siti Zumrotul Nikmah, "Make a Match Type Cooperative Learning to Improve Mathematics Learning Outcomes," *Journal of Educational Analytics* 1, no. 2 (2022): 81–96, <https://doi.org/10.55927/jeda.v1i2.1146>; Viyayanti and Dwikoranto, "Make a Match Techniques in Cooperative Learning: Innovations to Improve Student Learning Outcomes, Student Learning Activities and Teacher Performance," *Studies in Learning and Teaching* 2, no. 2 (2021): 35–46, <https://doi.org/10.46627/silet.v2i2.74>; Nufitasari Nufitasari, Asriah Nurdini Mardiyyaningsih, and Andi Besse Tenriawaru, "Improving Students Learning Outcomes through Implementing Make-a-Match Cooperative Model on Human Respiratory System Topic," *Jurnal Pijar Mipa* 19, no. 5 (2024): 922–27, <https://doi.org/10.29303/jpm.v19i5.7421>.

¹² (Amirudin & Muzaki, 2022; Supa'at, 2025; Wahyuni et al., 2024)

¹³ Ana Juliani, Ali Mustadi, and Intan Lisnawati, "'Make A Match Model' for Improving the Understanding of Concepts and Student Learning Results," *Indonesian Journal on Learning and Advanced Education (IJOLAE)* 3, no. 2014 (2021): 48–56, <https://doi.org/10.23917/ijolae.v3i1.10269>; Marwiah, "Implementation of The Make A Match Type Cooperative Learning Model to

Several previous studies have demonstrated that the Make-a-Match model is effective in enhancing students' motivation, conceptual understanding, and learning outcomes. Learning through educational games of this kind has been shown to improve collaboration, social interaction, and active information processing¹⁴. However, the majority of these studies have primarily focused on general subjects such as Social Studies, Science, or Indonesian Language, and have not been widely applied specifically to Islamic Religious Education at the senior high school level. Moreover, previous research has often emphasized improvements in basic conceptual understanding, but has not thoroughly examined the impact of Make-a-Match on students' analytical skills at the C4 cognitive level. This represents the gap that the present study aims to address. The novelty of this research lies in the application of Make-a-Match to enhance analytical skills in Islamic Religious Education learning, as well as its implementation at 1 Abung Semuli

Improve The Learning Outcomes of SMP Negeri 1 Kolaka," *Journal of Biological Science and Education* 4, no. 2 (2022): 0–6, <https://doi.org/10.31327/jbse.v4i2.1902>; Sri Hardianti Sartika, Rohanna Iriana Harahap, and Ati Sadiyah, "Enhancing Economics Learning Outcomes through the Make-a-Match Cooperative Learning Model," *Educenter: Jurnal Ilmiah Pendidikan* 3, no. 1 (2024): 82–91, <https://doi.org/10.55904/educenter.v3i1.1175>.

¹⁴ Refiesta Ratu Anderha and Sugama Maskar, "Pengaruh Kemampuan Numerasi Dalam Menyelesaikan Masalah Matematika Terhadap Pretasi Belajar Mahasiswa Pendidikan Matematika," *Jurnal Ilmiah Matematika Realistik (JI-MR)* 2, no. 1 (2021): 1–10, <https://doi.org/10.33365/ji-mr.v2i1.774>; Erlianti and Eva Satriana, "Implementation of the Make A Match Model in Islamic Education Learning to Improve Student Learning Outcomes at SD Negeri Lamreh Aceh Besar," *Journal of Indonesian Primary School* 1, no. 4 (2024): 123–34, <https://doi.org/10.62945/jips.v1i4.626>; Fauziyyah Nur Azmi Nasution et al., "Improving Student's Cooperative Skill in Learning Fiqh through Make-a-Match Learning Method," *Tadris: Jurnal Pendidikan Islam* 19, no. 1 (2024): 44–59, <https://doi.org/10.19105/tjpi.v19i1.10749>.

State High School, which features student characteristics distinct from those of other schools.

This study is important because Islamic Religious Education learning requires an approach that focuses not only on content mastery, but also on developing students' critical and analytical thinking skills. Low learning outcomes related to C4-level abilities can lead to students having a superficial and non-contextual understanding of Islamic teachings. Through the Make-a-Match model, students can engage in more active and meaningful learning, thereby achieving a deeper understanding of Islamic Religious Education concepts. This study also provides practical contributions for teachers in selecting creative and student-centered learning models suitable for senior high school contexts. Theoretically, it enriches the discourse on the effectiveness of Cooperative Learning models in religious education, particularly those aimed at enhancing analytical skills. Therefore, this research is highly urgent to conduct as an effort to improve the quality of Islamic Religious Education learning at 1 Abung Semuli State High School.

RESEARCH METHOD

This study was conducted in two Grade X classes at 1 Abung Semuli State High School, consisting of one experimental class that received treatment through the Make-a-Match type of Cooperative Learning, and one control class that learned using conventional instructional methods. Prior to the treatment, the researcher prepared a learning outcome test instrument consisting of 6 multiple-choice questions. The instrument was then tested for

validity and reliability; the results indicated that only six questions were valid, while the remaining nine did not meet the criteria. Reliability testing using Cronbach's Alpha yielded a value of 0.67, indicating a good level of reliability and confirming that the instrument was suitable for use in the study.

The study began with the administration of a pre-test to both classes to establish students' initial abilities. Subsequently, the experimental class implemented the Make-a-Match model following the steps outlined by Rusman: students received cards containing either questions or answers, read and comprehended their content, searched for the correct matches, and earned points if they successfully identified a match within the time limit. The cards were then reshuffled for the next round. All activities were conducted gradually over several sessions in accordance with the prepared lesson plan. Meanwhile, the control class continued learning through lectures, discussions, and assignments without using the Make-a-Match model.

After the treatment was completed, both classes were given a post-test using the same instrument to assess improvements in learning outcomes. The dependent variable focused on cognitive abilities ranging from comprehension to analysis. During the initial trial, it was found that the C4 indicator (analysis) was the weakest aspect, as evidenced by students' difficulties in making critical evaluations, comparing arguments, and determining solutions within the context of Islamic Religious Education material. Therefore, this study emphasizes the development of C4-level skills

to examine the effectiveness of the Make-a-Match model in enhancing students' analytical abilities in Islamic Religious Education learning.

RESULTS

1. Normality Test

"The normality test was conducted to determine whether the obtained data followed a normal distribution. Data are considered normally distributed if the significance value exceeds 0.05. The results of the normality test in this study are presented as follows:"

Tests of Normality

	kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
data	1,00	,197	32	,003	,941	32	,078
	2,00	,207	32	,001	,911	32	,012

a. Lilliefors Significance Correction

Image1. Normality Test

"The normality test in this study employed the Shapiro–Wilk method, as the sample size in each group was fewer than 50. The results indicated that Group 1 had a significance value of 0.078, while Group 2 had a significance value of 0.012. Since the significance value for Group 1 was greater than 0.05, the data were considered normally distributed; however, the significance value for Group 2 was less than 0.05, indicating that the data were not normally distributed. Therefore, the assumption of normality was not fully met, and further statistical analysis was more appropriately conducted using non-parametric tests."

2. Mann Whitney Test

The Mann–Whitney test was conducted to determine whether there was a significant difference between two groups that did not meet the normality assumption. This test serves as an alternative to the t-test when the data are not normally distributed or when variances are not homogeneous. A difference is considered significant if the obtained significance value is less than 0.05. The results of the Mann–Whitney test in this study are presented as follows:"

Test Statistics^a

	data
Mann-Whitney U	329,000
Wilcoxon W	857,000
Z	-2,521
Asymp. Sig. (2-tailed)	,012

a. Grouping Variable:
kelompok

Image 2. Mann WhitneyTest

The data analysis used to test the hypothesis regarding the presence of a significant difference between the two groups showed an Asymp. Sig. (2-tailed) value of 0.012, which is less than 0.05. This value indicates that there is a statistically significant difference between the two groups compared. In the Mann–Whitney test, the criterion states that if the significance value is < 0.05 , the alternative hypothesis (H_a) is accepted, indicating a meaningful difference.

Based on the table above, H_a is accepted because the Asymp. Sig. (2-tailed) value of 0.012 is < 0.05 .

These results also address the research question: "Is the Make-a-Match type of Cooperative Learning model effective in improving students' learning outcomes in Islamic religious education at SMA Negeri 1 Abung Semuli?" Data analysis using the Mann-Whitney test yielded a significance value of $0.012 < 0.05$. Thus, it can be concluded that there is a significant difference between the two groups, indicating that the treatment applied to the experimental group has a meaningful effect compared to the control group.

3. Homogeneity Test

"The homogeneity test was conducted to determine whether the variances of several populations in the study were equal (homogeneous) or different from one another. Data are considered homogeneous if the significance value exceeds 0.05. The results of the homogeneity test in this study are presented as follows:"

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
data	Based on Mean	,489	1	62	,487
	Based on Median	,665	1	62	,418
	Based on Median and with adjusted df	,665	1	60,030	,418
	Based on trimmed mean	,578	1	62	,450

Image 3. Homogeneity Test

“The results of the homogeneity test indicated that all significance values for each indicator were above 0.05, whether based on the mean (0.487), median (0.418), median with df adjustment (0.418), or trimmed mean (0.450). These findings indicate that the variances between the experimental and control groups were homogeneous or equivalent. With the homogeneity assumption fulfilled, the two groups can be compared objectively without concerns that differences in variance might affect the hypothesis testing results.”

DISCUSSION

The results of the study indicate that the Make-a-Match type of Cooperative Learning model is efficacious in improving learning outcomes at the C4 cognitive level (analyzing). The improvement in students' scores on C4-level questions suggests that they were able to categorize information, compare concepts, identify relationships between materials, and systematically analyze religious issues. The Make-a-Match model operates through paired card-matching activities involving questions and answers¹⁵. This process of

¹⁵ Alberth Supriyanto Manurung, Abdul Halim, and Ainur Rosyid, “The Implementation of Cooperative Learning Model to Improve Mathematics Learning Outcomes,” *Jurnal Basicedu* 6, no. 1 (2022): 877–85; Dewiana Novitasari et al., “The Effectiveness of Cooperative Learning Model Assisted by Learning Management System in Improving Learning Outcomes,” *Jurnal Pedagogi Dan Pembelajaran* 7, no. 2 (2024): 241–51, <https://doi.org/10.23887/jp2.v7i2.73879>; Bilge Öztürk, “The Effect of Cooperative Learning Models on Learning Outcomes: A Second-Order Meta-Analysis,” *Educational Policy Analysis and Strategic Research* 18, no. 3 (2023): 273–96, <https://doi.org/10.29329/epasr.2023.600.13>; Muhammad Fadhilah and Gusti Nurmalasari, “The Effectiveness of Using Wordwall Media on Student Learning Interest IPAS at Madrasah Ibtidaiyah,” *Journal of Elementary Education Research and Practice* 1, no. 2 (2025): 85–91, <https://doi.org/10.70376/jeerp.v1i2.4>.

searching for matching cards requires students to examine information critically, verify concept alignment, and consider the rationale for why specific answers are correct or incorrect. Such cognitive engagement strengthens analytical skills, thereby supporting the acceptance of hypothesis H1.

During Make-a-Match activities, students do not merely memorize Islamic Religious Education material; they must analyze the cards' content in depth to find the correct matches¹⁶. When students read a question, for example, regarding virtuous character, religious evidence (dalil), or examples of Islamic behaviour, they are required to identify the core concept (identifying), compare possible answers (comparing), categorize relevant information (classifying), and relate it to the correct Islamic concept (relating). This series of cognitive activities directly trains C4-level skills. Furthermore, the time pressure and dynamic nature of the game encourage students

¹⁶ Neneng nur Intan and happy karlina Marjo, "Implementasi Model Pembelajaran Kooperatif Untuk Meningkatkan Hasil Belajar Siswa Kelas II Di SDN 1 Kertamukti," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 27, no. 2 (2025): 58–66; Liamiswaddah and Rafika Alaida, "Improving Student Learning Outcomes through the Implementation of the Make A Match Cooperative Learning Model in Islamic Education Learning at SD Negeri 23 Bandar Baru," *Journal of Indonesian Primary School* 2, no. 1 (2025): 122–33, <https://doi.org/10.62945/jips.v2i1.424>; Chusnul Chotimah and Tahta Alfina, "Upaya Guru PAI Dalam Menerapkan Situasi Belajar Mengajar Dengan Metode Make a Match Di Sekolah SMP Negeri 1 Mojoagung Kabupaten Jombang," *JoEMS (Journal of Education and Management Studies)* 5, no. 3 (2022): 28–31, <https://doi.org/10.32764/joems.v5i3.709>; Darmawati A, Andi Tenri Ampa, and Nur Afdhalia Usman, "The Effect of Implementing the Make a Match Type Cooperative Learning Model on Interest in Learning Social Sciences in Class VII of SMP Negeri 3 Alu Kecamatan Alu , POLMAN Regency , West Sulawesi," *International Journal of Education, Vocational, and Social Science* 03, no. 01 (2024): 352–61.

to be more focused, active, and critical in their decision-making, thereby optimizing the development of analytical thinking.

The Make-a-Match model, based on cooperative learning, not only relies on the game aspect but also provides opportunities for student interaction. Discussions between pairs before determining the correct card match allow students to correct each other's understanding, question concepts, and formulate reasoning before deciding on the final answer. This explanatory activity helps students build a deeper understanding and improve analytical weaknesses. In Islamic Religious Education, the ability to analyze religious cases or moral values is highly influenced by the extent to which students can integrate arguments with evidence (dalil), context, and Islamic moral principles. Collaboration within Make-a-Match facilitates this process naturally and systematically.

The findings of this study are consistent with research demonstrating that the Make a Match model can enhance higher-order thinking skills because students engage in a concept-matching process that requires rapid and accurate analysis. Research by also found that Make a Match improves students' understanding and analytical abilities in Islamic Education, as the game-based activities prompt students to focus on critically dissecting information. Similar results were reported by ¹⁷, who emphasized that the Make a Match model encourages students to comprehend relationships among concepts through active interaction. Thus, the present study

¹⁷ Oktaria et al., (2025)

strengthens the empirical evidence that Make a Match is an effective model for achieving cognitive skill level C4.

The learning environment also influences the effectiveness of this model at 1 Abung Semuli State High School, which supports interactive and competitive learning patterns. High school students generally require engaging and challenging instruction to enhance their concentration and analytical skills. Make-a-Match addresses these needs by combining motor activities, movement between pairs, and the challenge of concept matching. Furthermore, the heterogeneity of students' academic abilities at this school makes the cooperative learning model suitable, as students can assist one another, clarify concepts, and reinforce each other's understanding. A conducive learning environment thus strengthens the effectiveness of Make-a-Match in enhancing students' analytical abilities.

The novelty of this study lies in the specific application of Make-a-Match to improve analytical skills (C4) in Islamic Religious Education learning at the high school level, a focus that remains rarely examined. Most previous research on Make-a-Match evaluates general learning outcomes or lower cognitive levels, whereas this study emphasizes more complex analytical abilities. Additionally, this study adapts the Make-a-Match cards to Islamic Religious Education content that is conceptual, moral, and based on religious evidence (dalil), thereby creating a novel approach to Islamic Religious Education learning through educational games. These findings contribute both theoretically and practically,

demonstrating that Make-a-Match can be adapted as a HOTS-based learning method rather than merely a memorization tool. Consequently, this study enriches the body of innovative Islamic Religious Education learning practices in high schools.

CONCLUSION

The study entitled ‘The Effectiveness of the Make-a-Match Type of Cooperative Learning Model on Students’ Learning Outcomes in Islamic Religious Education at 1 Abung Semuli State High School’ demonstrates that the implementation of the Make-a-Match cooperative learning model is effective in enhancing students’ learning outcomes. This model is capable of creating a more interactive, enjoyable, and collaborative learning environment, thereby promoting active participation and student motivation. Compared to conventional methods, the use of Make-a-Match has a positive impact, particularly on improving students’ cognitive understanding, as evidenced by the difference in learning outcomes between the experimental and control groups. Consequently, the Make-a-Match model can be recommended as a relevant and effective instructional strategy to enhance the quality of Islamic Religious Education learning at the high school level.

Based on the findings of this study, it is recommended that future researchers further explore the effectiveness of the Make-a-Match cooperative learning model on a broader scale, including different educational levels, more diverse Islamic Religious Education content, or by integrating this model with other innovative teaching strategies. Such efforts are essential to gain a

more comprehensive understanding of the potential and limitations of Make-a-Match, while also enriching alternative strategies for Islamic Religious Education instruction that are effective, engaging, and aligned with students' needs across various educational contexts.

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