

THE IMPLEMENTATION OF THE MAKE A MATCH LEARNING MODEL IN AL-QUR'AN HADITH AMONG EIGHTH-GRADE STUDENTS AT HIDAYATULLAH ISLAMIC BOARDING SCHOOL, LILIRILAU DISTRICT, SOPPENG REGENCY

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Abstract

The learning process had not been conducted effectively and optimally. The learning media used, such as whiteboards and textbooks, along with assignments in the form of monotonous worksheets, caused boredom and resulted in low learning motivation among students. Therefore, this study aimed to determine the effectiveness of the Make a Match learning model in improving students' learning motivation in Al-Qur'an Hadith classes at Hidayatullah Islamic Boarding School.

This study employed an experimental research design. The research was conducted at Hidayatullah Islamic Boarding School. The total population consisted of 259 students, and a sample of 64 students was selected and divided into three classes, including 18 students in the qualitative class. Data were collected through observations and students' achievement scores. The data were analyzed using descriptive qualitative analysis.

The findings revealed that: (1) the implementation of the Make a Match learning model in Al-Qur'an Hadith classes at Hidayatullah Islamic Boarding School demonstrated considerable potential to improve learning effectiveness and enhance both students' and teachers' learning experiences, although additional efforts were required to support successful and sustainable implementation; and (2) there was an increase in students' learning motivation after the application of the Make a Match learning model in Al-Qur'an Hadith learning. This finding was supported by observation results and students' achievement scores. The significance level obtained was 5% with a confidence level of 95% and 8 degrees of freedom. The significance value obtained was 0.000, indicating that $0.000 < \alpha = 0.05$. Therefore, it can be concluded that the Make a Match learning model significantly improved students' learning motivation.

Keywords: Learning Model, Learning Outcomes, Make A Match.



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INTRODUCTION

Learning is a reciprocal communication process involving teachers, students, and the learning environment that facilitates learning activities among students (Yin, 2023). This term emphasizes the importance of students actively engaging in the learning process rather than merely receiving information passively.

Education provides opportunities and experiences for learners to seek information, solve problems, and make decisions that are relevant to their lives (Azaiz & Strickroth, 2024). Therefore, the learning process is expected to encourage students to actively participate in constructing their attitudes, knowledge, and behaviors, enabling them to gain a deeper understanding of the subject matter and ultimately improve their overall quality (Goslen et al., 2023). In the context of religious education, students are expected to develop sufficient knowledge of Islamic teachings and religious laws that every Muslim should understand. However, fostering active learning attitudes among students is not an easy task.

In reality, many learning activities still position students primarily as listeners. The implementation of instruction often focuses on the delivery of information, where the teacher serves as the sole center of learning. Teachers transmit knowledge while students passively receive it, resulting in one-way communication from teacher to student (Elizondo-Noriega et al., 2025). Consequently, many classroom learning practices remain inconsistent with the actual concept of learning. Students tend to view teachers merely as role models and sources of information, while teachers focus on teaching rather than facilitating meaningful learning experiences.

Essentially, learning is a process through which teachers facilitate students in acquiring knowledge, skills, and attitudes. This means that the learning process should create conditions that enable students to learn actively (Kanchon et al., 2024). However, the instructional patterns commonly used in classrooms are still teacher-centered and have not fully empowered students to participate actively. As a result, students often remain passive, engaging only in listening, observing, copying, and memorizing without being involved in critical thinking processes. Limited interaction between teachers and students, as well as among students themselves, restricts opportunities for learners to develop their potential optimally. This situation tends to create passive learners who are less motivated to study, making the learning process increasingly monotonous and uninteresting (Bharali, 2014). The quality of classroom learning significantly affects students' academic achievement; therefore, low learning outcomes may indicate that the instructional process has not been implemented optimally.

Based on a preliminary survey conducted in Grade VIII at Hidayatullah Islamic Boarding School, the average score obtained by students in the Al-Qur'an Hadith subject during the Final Semester Assessment of the 2024/2025 academic year was 60. This score did not meet the Minimum Mastery Criterion (MMC) established by the school, which was set at 70. According to data obtained from the Grade VIII homeroom teacher and verified by the foundation head, out of 18 students, 10 students scored below 70 and were categorized as not achieving mastery, while only 8 students achieved the required standard. These findings indicate that the learning outcomes in Al-Qur'an Hadith had not yet reached the expected level.

Several factors contributed to students' inability to achieve the minimum mastery criterion. Teachers tended to provide limited motivation and focused primarily on delivering information, followed by exercises and conclusions, without employing engaging and enjoyable learning models. As a result, students often experienced difficulties in understanding the material (Jannah & Purnama, 2025). Furthermore, the learning process was perceived as monotonous and less attractive. Teachers rarely introduced innovative learning strategies that could help students understand Al-Qur'an Hadith materials more easily and create a more enjoyable learning atmosphere.

Based on the issues described above, it can be concluded that there is a strong relationship between the learning model used and students' learning outcomes (Faisal et al.,

2021). The implementation of engaging learning models has the potential to improve students' academic achievement. Therefore, one learning model considered suitable for addressing these challenges is the cooperative learning model known as Make a Match (Kamaluddin et al., 2021). This learning model requires students to find matching pairs of cards containing questions and answers or related concepts, thereby encouraging active participation during the learning process.

The Make a Match cooperative learning model offers several advantages (Laeheem, 2025). First, it can enhance students' learning activities both cognitively and physically. Second, the inclusion of game elements makes learning more enjoyable. Third, it improves students' understanding of the material and increases their learning motivation. Fourth, it effectively develops students' confidence in presenting ideas and participating in classroom discussions. Fifth, it helps students develop discipline and time-management skills during learning activities.

These advantages are expected to contribute to improvements in both students' learning activities and learning outcomes, ultimately leading to greater success in the learning process. Based on these considerations, the researcher conducted a study at Hidayatullah Islamic Boarding School, Lirilau District, involving Grade VIII students during the first semester of the 2025/2026 academic year to examine the implementation of the Make a Match learning model in improving students' learning activities and learning outcomes in Al-Qur'an Hadith learning.

RESEARCH METHOD

Research Design

This study adopts a descriptive qualitative research design, focusing on documenting and detailing real-world conditions observed in the field. The design aims to gain a scientific, contextual understanding of educational events exactly as they occur within the institution (Ritonga et al., 2025). Rather than manipulating variables, this descriptive approach allows the researcher to capture the natural reality of how a cooperative learning model aligns with existing educational practices, exploring everything from initial teacher preparation to final student outcomes.

Research Target/Subject

The primary objective is to investigate the implementation of the Make a Match learning model in the Al-Qur'an Hadith learning process (Sun et al., 2026). The study targets four core areas: The structural design of lesson planning prepared by teachers, the execution of interactive learning activities conducted in the classroom, the resulting student learning outcomes, the overall relationship between this specific cooperative model and student engagement. By focusing on these targets, the research aims to provide a comprehensive analysis of how active learning models function within a traditional Islamic boarding school framework.

The data sources for this study comprise key informants selected for their firsthand involvement in the school's academic ecosystem. The research subjects include: The Head of the Madrasah: Providing institutional oversight and administrative context, the Al-Qur'an Hadith Teacher: Offering professional insights into lesson delivery and pedagogical challenges, grade VIII Students: Serving as the primary learners experiencing the cooperative model. This combination of administrative, instructional, and student perspectives ensures a well-rounded and triangulated understanding of the classroom dynamic.

Research Procedure

The operational procedures of the study were structured into three interconnected operational phases (Lee & Choi, 2026). Preparation Phase: Analyzing the teachers' Lesson Plans (RPP) to understand the intended integration of the Make a Match framework. Fieldwork Phase: Conducting real-time classroom observations during Grade VIII Al-Qur'an Hadith lessons and taking learning activity photographs. Interview & Documentation Phase: Conducting semi-structured interviews with the informants and gathering concrete student score records to complement qualitative observations.

Instruments, and Data Collection Techniques

Data were gathered using a triad of classic qualitative instruments designed to capture the full scope of classroom realities (Huang et al., 2026). Interviews: Semi-structured dialogue with the head of the madrasah, teachers, and students to capture personal reflections. Observations: Direct, non-participant observation focused on classroom interactions and the step-by-step execution of the matching card game. Documentation: Reviewing formal materials including lesson plans (RPP), student score records, and archival photographs of classroom activities.

Data Analysis Technique

Following the interactive model proposed by Miles and Huberman, the qualitative data are processed through a systematic three-stage workflow (Kellenberger et al., 2026). Data Reduction: Selecting, abstracting, and simplifying raw field notes and interview transcripts. Irrelevant information is discarded to ensure only meaningful data move forward. Data Display: Organizing the reduced information systematically into narrative text, summaries, matrices, or flowcharts to make the field conditions easily interpretable. Conclusion Drawing: Formulating final meanings using a combination of inductive and deductive reasoning (Mao et al., 2026). Initial findings are tested for validity and aligned with the core objectives to provide a robust conclusion regarding the model's efficacy.

RESULTS AND DISCUSSION

Implementation of the Make A Match Learning Model in Improving Al-Qur'an Hadith Learning Outcomes among Grade VIII Students

The implementation of the Make a Match learning model contributed significantly to improving students' learning outcomes in Al-Qur'an Hadith classes. In addition, the model enhanced students' learning motivation. The engaging and interactive learning activities encouraged students to participate more enthusiastically in classroom instruction, which positively affected their academic achievement (Link et al., 2026). This finding is consistent with the learning motivation theory proposed by Ryan and Deci (2000), which suggests that a pleasant learning environment can enhance students' intrinsic motivation.

Overall, the findings of this study are in line with the instructional design theory developed by Dick and Carey, which emphasizes the importance of careful planning in the learning process. Students' involvement in every stage of learning, from preparing question-and-answer cards to presenting their findings, demonstrates that the Make a Match model successfully creates a student-centered learning environment (Suthar & Patel, 2026). Such an approach allows learners to actively engage in constructing their own knowledge rather than merely receiving information from the teacher.

The implementation of this learning model also increased students' participation in the learning process (Pooch et al., 2026). Students became more active and motivated to learn, as reflected in their high level of engagement during classroom activities. Furthermore, the model encouraged students to cooperate and collaborate with their classmates, thereby enhancing their social competence and interpersonal skills. The activities of finding matching pairs and

presenting the results provided opportunities for students to develop communication and teamwork skills (Sui et al., 2026). This finding supports Bandura's Social Learning Theory, which highlights the importance of social interaction in the learning process. Therefore, the Make a Match model not only facilitates the learning of Al-Qur'an Hadith content but also promotes the development of students' soft skills.

The results of this study further revealed a high level of active participation among students throughout every stage of instruction (Mallick et al., 2026). This finding is consistent with Vygotsky's constructivist theory of learning, which emphasizes the active role of learners in constructing their own knowledge through interaction and collaboration. The Make a Match model successfully created a learning environment that encouraged meaningful interaction among students and fostered collaborative learning experiences.

In general, the implementation of the Make a Match learning model successfully improved the learning outcomes of Grade VIII students in Al-Qur'an Hadith classes at Hidayatullah Islamic Boarding School. The model not only enhanced students' understanding of the subject matter but also increased their engagement, cooperation, and motivation throughout the learning process. These findings indicate that interactive and collaborative learning methods can have a significant positive impact on Al-Qur'an Hadith learning and contribute to the achievement of better educational outcomes.

Table 1. Observation Results of the Make A Match Cooperative Learning Model.

No	Kegiatan	Aspek yang diamati	Ket	
			Ya	Tidak
1	Tahap Perencanaan	Membuat Pertanyaan (Kartu Pertanyaan)		
		Membuat Kunci Jawaban (Kartu Jawaban)		
	Membuat Aturan			
	Menyediakan Lembaran Skor			
2	Tahap Pelaksanaan	Penyampaian Materi atau Tugas Pembagian Kelompok		
		Pemberian Kartu Pertanyaan dan Jawaban		
	Pencarian Pasangan			
	Pelaporan dan Pencatatan			
3	Tahap Penilaian	Presentasi Pasangan Pengamatan dan Tanggapan		
		Konfirmasi Kebenaran		
	Presentasi Seluruh Pasangan			

Based on the observation results, it can be understood that the implementation of the Make a Match learning model in Al-Qur'an Hadith classes for Grade VIII students at Hidayatullah Islamic Boarding School was carried out successfully. All stages of the learning process, including planning, implementation, and assessment, were conducted effectively and involved active student participation. The findings revealed a high level of student engagement throughout each stage of instruction, demonstrated by their ability to match questions with appropriate answers, actively participate in learning activities, and provide constructive feedback during the learning process.

These findings indicate that the Make a Match learning model was implemented effectively and in accordance with the planned instructional procedures. The implementation covered all intended stages and successfully facilitated meaningful learning experiences for students. This result is consistent with Slavin's Cooperative Learning Theory, which emphasizes the importance of clear structures and systematic stages in the implementation of cooperative learning models (Oudoumanessah et al., 2026). The success of the model suggests that the teacher possessed a strong understanding of the instructional approach and was able to apply it effectively in classroom practice.

Students' Learning Activities and Learning Outcomes in Al-Qur'an Hadith among Grade VIII Students at Hidayatullah Islamic Boarding School, Lilirilau District, Soppeng Regency

The learning outcome data collected in this study included students' levels of participation in classroom discussions and skill performance (psychomotor domain), cognitive learning achievement, and attitudes assessed through observation sheets completed by the teacher. These observations focused on students' ability to apply the values and teachings learned in the Al-Qur'an Hadith subject to their daily lives (Abidi et al., 2026). The collected data provided a comprehensive overview of students' learning achievements across cognitive, affective, and psychomotor domains, as illustrated in the following tables.

Table 2. Observation Results of Students' Learning Activities.

No	Aktivitas Siswa	Jumlah Frekuensi	Persentase (%)
1	Mendengarkan/memperhatikan penjelasan guru/teman	17	85 %
2	Berkerjasama dalam berdiskusi	16	80 %
3	Keaktifan dalam pembelajaran	15	75 %

Based on the data presented in Table 2: Observation Results of Students' Learning Activities, the findings indicate a high level of student participation throughout the learning process. Approximately 85% of the students actively listened and paid attention during instruction, 80% participated in classroom discussions, and 75% demonstrated active involvement in learning activities. These findings are consistent with the Active Learning Theory proposed by Bonwell and Eison, which emphasizes the importance of student engagement in the learning process. The high level of participation suggests that the Make a Match learning model successfully created a learning environment that encouraged students to become actively involved in classroom activities.

Overall, the data indicate that the learning method implemented was effective in engaging students. Most students demonstrated positive behaviors, including attentiveness, cooperation, and active participation during the learning process (He et al., 2026). These results suggest that the Make a Match model contributed positively to the development of an interactive and collaborative classroom atmosphere.

Nevertheless, there remains room for improvement, particularly in encouraging more active participation from all students across various learning activities. Additional instructional strategies may be required to motivate students who are still less active so that a higher and more evenly distributed level of participation can be achieved throughout the classroom (Zhao et al., 2026). Such efforts would further strengthen the effectiveness of the learning process and maximize the benefits of cooperative learning.

Table 3. Students' Learning Outcomes.

No	Nama	Nilai	Ket
1	Aqlia Nur Fahma	80	T
2	Azkiyah Rafifah Kahar	80	T
3	Khayrani Nur Aulia	100	T
4	Nur Faizah Safitri	80	T
5	Nurul Moftahul Jannah	80	T
6	Nurul Rakhisah	80	T
7	Regina Putri	100	T
8	Shifwa Ayuni	100	T
9	Widya	100	T
10	Yusvita Maryam	80	T
11	Zamratul Fuad	80	T
12	Alif Rifki	100	T
13	Abdul Rahman	80	T
14	Andi Ghazian Dhannis Hamzan	80	T
15	Andika Pratama	100	T
16	Eril Pratama	80	T
17	Fatur Rahman Rasyid	80	T
18	M. Alir Revaldi	80	T

The data presented in Table 3: Students' Learning Outcomes indicate the academic achievement of 18 students. All students were categorized as "T" (Mastery), meaning that they successfully met the minimum mastery criteria established by the school. Regarding score distribution, 11 students obtained a score of 80, while 7 students achieved a perfect score of 100. No student received a score below 80.

The highest score recorded was 100, whereas the lowest score was 80. Overall, the class demonstrated satisfactory learning outcomes, as all students achieved scores above the minimum mastery criterion and were classified as having successfully mastered the learning objectives. These findings suggest that the learning process was effective in facilitating students' understanding of the Al-Qur'an Hadith material and enabling them to achieve the expected learning outcomes.

Furthermore, the results support the revised Bloom's Taxonomy developed by Anderson and colleagues, which emphasizes the importance of achieving higher-order cognitive competencies in the learning process. The high level of student achievement indicates that the Make a Match learning model effectively promoted students' comprehension and mastery of the subject matter, contributing positively to their cognitive development and academic performance.

Table 4. Results of Students' Application of Al-Qur'an and Hadith Learning Materials in Daily Life Practices.

No	Nama	Peneraapan			
		Amat Baik	Baik	Cukup Baik	Kurang Baik
1	Aqlia Nur Fahma				
2	Azkiyah Raffah Kahar				
3	Khayrani Nur Aulia				
4	Nur Faizah Safitri				
5	Nurul Moftahul Jannah				
6	Nurul Rakhisah				
7	Regina Putri				
8	Shifwa Ayuni				
9	Widya				
10	Yusyita Maryam				
11	Zamratul Fuad				
12	Alif Rifki				
13	Abdul Rahman				
14	Andi Ghazian Dhannis Hamzan				
15	Andika Pratama				
16	Eril Pratama				
17	Fatur Rahman Rasyid				
18	M. Alir Revaldi				

Based on the data obtained, it can be concluded that the majority of students demonstrated a very good understanding and application of the teachings of the Al-Qur'an and Hadith. Of the 18 students observed, 13 were categorized as "Excellent", indicating that they possessed a strong understanding of the material and consistently applied the teachings of the Al-Qur'an and Hadith in their daily lives.

Meanwhile, 5 students were categorized as "Good." This finding indicates that they also had a sound understanding of the material and were capable of applying the teachings of the Al-Qur'an and Hadith, although there was still room for improvement in certain aspects. No students fell into the categories of "Fair" or "Poor," suggesting that all participants possessed an adequate level of understanding of the subject matter.

Overall, the findings demonstrate that the Make a Match learning model was effective in enhancing students' active participation, comprehension of learning materials, and development of social skills in Al-Qur'an Hadith learning at Hidayatullah Islamic Boarding School. These results contribute positively to the advancement of active and innovative learning methods within the context of Islamic education.

Supporting and Inhibiting Factors in the Implementation of the Make A Match Learning Model

Based on the results of observations and interviews conducted with teachers and students, several factors were identified as either supporting or inhibiting the implementation of the Make a Match learning model in improving Al-Qur'an Hadith learning outcomes among Grade VIII students at Hidayatullah Islamic Boarding School.

The findings indicate that the successful implementation of the Make a Match learning model was supported by several interconnected factors. Students' enthusiasm emerged as the primary factor contributing to the success of the learning process. The Make a Match model created a learning environment that was enjoyable, interactive, and engaging, thereby reducing boredom and increasing students' motivation to learn (Rajagopal et al., 2026). The high level of enthusiasm directly contributed to greater student participation and involvement throughout the learning activities.

Teacher competence played a crucial role in the successful implementation of the learning model. Teachers were not only capable of preparing attractive instructional materials

but were also effective in organizing and managing classroom activities (Kořuta et al., 2026). As a result, the learning process remained structured, purposeful, and efficient. Support from the Islamic boarding school also strengthened the implementation of the Make a Match model. This support included policies that encouraged instructional innovation as well as the provision of adequate facilities and resources (Listiadi, 2026). Such support enabled the learning process to be carried out more effectively and optimally.

Suitability of Learning Materials, the compatibility between the characteristics of Al-Qur'an Hadith materials and the Make a Match learning model served as another important supporting factor (Brolli et al., 2026). Since many learning concepts involve paired information, students found it easier to understand and remember the material through matching activities. Conducive Religious Environment, the religious and supportive environment of the Islamic boarding school positively influenced the learning process (Geraci et al., 2026). Students' daily interactions with the Al-Qur'an and Hadith, combined with a conducive learning atmosphere, facilitated their understanding and application of the material being taught.

Therefore, the success of the Make a Match learning model can be attributed to the synergy among students, teachers, the learning environment, and the nature of the instructional materials (Ramya & Kumaresan, 2026). In addition to the supporting factors, several challenges were identified during the implementation of the Make a Match learning model. Limited Instructional Time, time constraints represented one of the main challenges faced by teachers. Compared with conventional teaching methods, the Make a Match model requires more instructional time because it involves multiple stages of implementation (Rahman & Jamil, 2026). From a learning management perspective, such limitations require teachers to allocate instructional time effectively. Without proper time management, learning objectives may not be achieved optimally.

Differences in Students' Abilities, variations in students' cognitive abilities posed another challenge. Not all students possess the same level of understanding or speed of thinking, which may result in unequal participation during classroom activities. According to the theory of differentiated instruction, teachers should adapt learning strategies to accommodate students' diverse characteristics and learning needs (Sharma & Tiwari, 2026). This approach ensures that all students have equal opportunities to participate and succeed.

Preparing Make a Match cards requires considerable time and effort. This can create an additional workload for teachers, particularly when effective systems for organizing and storing instructional materials are not available (Guevara-Muñoz et al., 2026). Within the context of educational innovation, the use of effective learning media should be accompanied by efficient management practices. Therefore, alternative solutions such as digital learning media or improved storage systems may be beneficial.

Students' Psychological Conditions, some students who are shy or lack self-confidence tend to participate less actively in classroom activities (El Hanjri et al., 2026). This condition presents a challenge because the Make a Match model relies heavily on active interaction and collaboration among students. Educational psychology emphasizes that self-confidence is an important factor influencing learning participation (Chuprov et al., 2026). Consequently, teachers should strive to create a safe and supportive learning environment that encourages students to express themselves confidently.

Synthesis of Internal and External Factors. Based on the analysis above, the supporting and inhibiting factors can be classified into two categories (Singh et al., 2026). Internal Factors: Students' motivation and enthusiasm, students' abilities and self-confidence, students' thinking speed and cognitive readiness. External Factors: Teacher competence, islamic boarding school environment, learning methods employed, vailability of time and facilities.

These findings are consistent with the view of Slameto (2010), who argues that learning outcomes are influenced by both internal and external factors. The interaction between these

factors plays a significant role in determining the success of the learning process. To optimize the implementation of the Make a Match learning model, several strategic measures are recommended: More effective allocation and management of instructional time, implementation of differentiated learning strategies, development and management of more practical learning media, enhancement of students' motivation and self-confidence (Pescol et al., 2026). These measures are essential for overcoming existing challenges while simultaneously strengthening the factors that support successful learning.

In conclusion, the successful implementation of the Make a Match learning model is influenced by various interrelated factors (Crespi, 2026). Supporting factors such as students' enthusiasm, teacher competence, environmental support, and the suitability of learning materials serve as major strengths in the instructional process (Ubbriaco & Perri, 2026). Meanwhile, challenges including limited instructional time, differences in students' abilities, preparation of learning media, and students' psychological conditions must be addressed to maximize learning effectiveness (Al-Rikabi & Fard, 2026). Therefore, optimizing the Make a Match learning model requires strong collaboration among teachers, students, and the learning environment to ensure that instructional objectives are achieved successfully and sustainably.

CONCLUSION

Based on the findings and discussion presented in the previous chapters regarding the implementation of the Make a Match learning model in improving Al-Qur'an Hadith learning outcomes among Grade VIII students at Hidayatullah Islamic Boarding School, Lilirilau District, Soppeng Regency, the following conclusions can be drawn:

The implementation of the Make a Match learning model in Al-Qur'an Hadith classes for Grade VIII students at Hidayatullah Islamic Boarding School was carried out through three stages: planning, implementation, and evaluation. During the planning stage, the teacher prepared the Lesson Plan (RPP), designed question and answer cards containing Al-Qur'an Hadith materials, and determined the instructional time allocation. During the implementation stage, the teacher applied the Make a Match learning procedures, which included delivering the lesson material, distributing the cards, allowing students to find matching pairs, facilitating presentations of the results, and providing confirmation and reinforcement. During the evaluation stage, the teacher assessed both the learning process and learning outcomes through observations of student activities and written tests.

Students' learning activities and learning outcomes in Al-Qur'an Hadith improved significantly after the implementation of the Make a Match learning model. Students became more active, enthusiastic, and communicative during the learning process. Rather than passively receiving information, they actively participated in learning activities through interaction and collaboration with their peers while searching for matching cards. Furthermore, students' learning outcomes showed substantial improvement across cognitive, affective, and psychomotor domains. Cognitive improvement was reflected in a better understanding of the learning materials, affective improvement was evident in students' attitudes and learning motivation, and psychomotor improvement was demonstrated through enhanced skills in reading and memorizing verses from the Al-Qur'an and Hadith.

Several supporting and inhibiting factors influenced the implementation of the Make a Match learning model. The supporting factors included: (a) students' high levels of enthusiasm and motivation during learning activities; (b) teachers' competence in classroom management and mastery of the subject matter; (c) institutional support from the Islamic boarding school through the provision of adequate facilities and infrastructure; and (d) a conducive religious environment that supported the learning process. Meanwhile, the inhibiting factors included: (a) limited instructional time allocation; (b) classroom noise and distractions that tended to

occur while students searched for matching cards; (c) differences in students' academic abilities; and (d) limitations in instructional media and supporting learning materials.

In conclusion, the Make a Match learning model proved to be an effective instructional strategy for improving students' learning activities and learning outcomes in Al-Qur'an Hadith. The model successfully promoted active participation, collaboration, motivation, and academic achievement, making it a valuable approach for enhancing the quality of Islamic education at Hidayatullah Islamic Boarding School.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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