The Using of Make A Match Learning Model to Improve Student's Wudu Skills in Third Grade at SD Negeri 106153 Klambir Lima

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Abstract

Wudu skills are an important part of Islamic Religious Education because they form the basis for performing worship. However, initial observations show that some third-grade students at SD Negeri 106153 Klambir Lima, Hamparan Perak District, Deli Serdang Regency, still have difficulty practicing the correct wudu procedures. Based on this problem, this study is entitled "Improving Wudu Skills Through the Make a Match Learning Model in Third Grade Students at SD Negeri 106153 Klambir Lima." This study used the Classroom Action Research (CAR) method, which was cconducted in two cycles in 2025/2026 with a total of 27 students; 15 male students and 12 female students. Data was obtained through observation and assessment of wudu practice skills. The result of the study showed that students' skills improved significantly, from an average score off 72,30 in the first cycle to 85,81 in the second cycle. In conclusion, the application of the Make A Match learning model successfully improved students' wudu skills and enblaed the development of Effective, Active Innovative Creative, and Enjoyable (PAIKEM) learning.

Keywords: *Wudu, Skills, Make A Match Learning Model*

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Introduction

Education plays a strategic role as a means of preserving various value systems that exist in society, whether in the realm of knowledge, culture, or religion, especially in early childhood, which is a crucial period in character formation. [1] The educational process does not solely focus on the transfer of knowledge and understanding, but is also directed at shaping students' attitudes, behaviors, and personalities. In this regard, educators play an important role in creating conditions that encourage students to develop good character, attitudes, and behaviors so that they can thrive and be beneficial to themselves and their environment.[2]

Therefore, the learning process must be able to guide students to become cultured and highly moral individuals. One of the efforts that teachers can take to achieve this is by implementing innovative learning. [3] However, in reality, the learning process that has been carried out by researchers still seems monotonous, both in terms of the model, media, and methods used, which has resulted in low student learning outcomes. [4]

Islamic religious education consists of several areas, including the Qur'an, Fiqh, Aqidah, Akhlaq, and Islamic History. There are two aspects of assessment in Islamic Religious Education, namely the theoretical aspect and the practical aspect. Both aspects have the same weighting. Practical skills in Islamic Religious Education are sometimes more important than theory. This opinion is based on the reasoning that practical skills will be applied in daily life, especially in performing wudu (ablution). [5]

In the scope of Fiqh, students are expected to have skills in practicing worship, with the main topic of fiqh being how to perform wudu, with the indicator being that students can practice wudu in an orderly and correct manner. The learning outcomes of students were not as expected, and their scores were still below the Minimum Passing Grade (KKM), which is 70. In the initial evaluation, very few students achieved the KKM. Students appeared passive, bored, and did not understand how to perform wudu or the sequence of steps. [6]

This raises the assumption that the learning model applied has not achieved the expected success and tends to be ineffective. Indications of this failure are evident in the learning process and outcomes, which are not yet optimal, making it an issue that must be addressed immediately. As a corrective measure, it is necessary to select more relevant and targeted learning models and strategies. One alternative that can be used is the application of the make a match model as an effort to improve students' skills in the practical material of wudu.

Literature Review

2.1 Wudu

Wudu is an act of purification using water on certain parts of the body accompanied by intention, which serves to remove minor impurities and enables a person to perform acts of worship such as prayer and tawaf. [7] Linguistically (etymologically), wudu comes from the word al-wadhā'ah (الوضاءة), which means clean, beautiful, and radiant. Terminologically (in fiqh terminology), fiqh scholars define wudu as the use of water on certain parts of the body, preceded by intention, as a form of worship to Allah to remove minor impurities. [8]

Wudu is an act that is strictly required based on several arguments in accordance with the words of Allah SWT in Surah Al-Maidah verse 6:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قُمْتُمْ إِلَى ٱلصَّلَوٰةِ فَٱغْسِلُواْ وُجُوهَكُمْ وَأَيْدِيَكُمْ إِلَى ٱلْمَرَافِقِ وَٱمْسَحُواْ بِرُءُوسِكُمْ وَأَرْجُلَكُمْ إِلَى ٱلْكَعْبَيْنِ ۚ وَإِن كُنتُمْ جُنُبًا فَٱطَّهَّرُواْ ۚ وَإِن كُنتُم مَّرْضَىٰٓ أَوْ عَلَىٰ سَفَرٍ أَوْ جَآءَ أَحَدٌ مِّنكُم مِّنَ ٱلْغَآئِطِ أَوْ لَٰمَسْتُمُ ٱلنِّسَآءَ فَلَمْ تَجِدُواْ مَآءً فَتَيَمَّمُواْ صَعِيدًا طَيِّبًا فَٱمْسَحُواْ بِوُجُوهِكُمْ وَأَيْدِيكُم مِّنْهُ ۚ مَا يُرِيدُ ٱللَّهُ لِيَجْعَلَ عَلَيْكُم مِّنْ حَرَجٍ وَلَٰكِن يُرِيدُ لِيُطَهِّرَكُمْ وَلِيُتِمَّ نِعْمَتَهُ عَلَيْكُمْ لَعَلَّكُمْ تَشْكُرُونَ ٦

"Oh you who believe, when you intend to perform prayer, wash your faces and your hands up to the elbows, and wipe your heads and (wash) your feet up to the ankles. And if you are in a state of major ritual impurity, then take a bath. And if you are ill or on a journey or one of you comes from the privy or has touched a woman, and you cannot find water, then perform tayammum with clean earth; wipe your face and hands with it. Allah does not intend to make things difficult for you, but He intends to purify you and complete His favor upon you, so that you may be grateful.

2.2 Make A Match Learning Method

To increase student participation and activity in class, teachers apply the make a match learning model. The make a match model is one alternative that can be applied to students. [9] The application of this model begins with a technique in which students are asked to find pairs of cards that are answers/questions before the time limit, and students are asked to practice according to the pictures held by the students. Students who are able to practice their cards are given points. [10]

The make a match or find a pair learning model was developed by Curran (1994) in Mira Lestina (2013). One of the advantages of this technique is that students look for pairs that match the theme while learning about a concept or topic in a fun atmosphere. [9]

In addition to increasing student participation and activity, the Make a Match learning model has also been proven effective in improving learning outcomes. Research shows that students who learn using this model are able to master the material more quickly and deeply because the learning process involves activities such as matching questions and answers and practices that require direct involvement. The learning atmosphere becomes more enjoyable and interactive, which helps students remember and understand learning concepts better. Thus, this model not only increases activity but also the overall quality and learning outcomes of students. [11]

The initial activity of the research was observation. The observation activity was carried out by observing the learning process and learning outcomes of students on the material "Let's perform wudu." The observation results showed that students had low ability in understanding the correct and orderly procedures for performing wudu, which was obtained from student evaluation data. These observation results were used as a reflection for the author to conduct classroom action research in cycles 1 and 2.

In cycles 1 and 2, the author used the make a match learning model. The students' abilities using this learning model had a positive impact and showed a significant increase in the results of the tests given in cycles 1 and 2.

The make a match learning model applied during the learning process made it easier for students to understand and master the learning material because they played an active role in the learning process.[12] Students looked for pairs of cards related to the procedures for performing wudu while actively learning about the learning material in a fun atmosphere. Students were asked to work actively in groups in the learning model. Students were required to think, examine ideas, solve problems, and apply the knowledge they had acquired. The learning process became more interesting, enthusiastic, and motivating. [13]

2.3 Students' Skills

Etymologically, the word keterampilan (skill) comes from the word terampil, which means dexterous, capable, and proficient in doing a job. In English, keterampilan is called skill, which means the ability to do something well. According to Bloom's theory, skills belong to the psychomotor domain, which is the ability to perform physical movements acquired through

practice and experience. [14] Sudjana (2004) defines skills as the ability to use the mind, ideas, and creativity in working on or making something more meaningful.[15] In line with this, recent research confirms that skills are a manifestation of practical mastery that stimulates cognitive, affective, and psychomotor aspects, so that skills are not only about technique or movement, but also include mental readiness and attitudes that support their effective implementation. [16]

Meanwhile, the Ministry of Education and Culture (2003) states that skills are the ability to use knowledge and attitudes in real actions effectively and efficiently.[17] From these expert opinions, it can be understood that skills are a person's ability, acquired through practice and experience, to carry out an activity accurately, quickly, and efficiently.

According to Anwar (2015), skills have several key characteristics: [18]
- They can be trained through practice and experience.
- They require coordination between the mind and physical movements.
- They can be measured by their level of accuracy, speed, and fluency.
- They are practical in nature, as they are applied in real life.

Factors Affecting Skills
Students' learning skills are influenced by several factors, including:
1. Knowledge (cognitive) → understanding of the procedures or theories underlying the skills.
2. Attitude (affective) → sincerity, interest, and motivation in practicing skills.
3. Practice (psychomotor) → continuous practice so that skills become automatic.
4. Learning environment → support from teachers, parents, facilities, and a conducive learning atmosphere.

Research Methodology
This study uses the classroom action research (CAR) method. This type of research was chosen because it aims to improve and enhance the learning process and outcomes directly in the classroom through planned and jointly reflected actions. The procedures and steps in this study follow the basic principles of CAR as stated by Kemmis and McTaggart, which emphasize a continuous cycle of planning, implementation of actions, observation, and reflection. Thus, CAR not only serves as a means of solving learning problems but also as an effort to develop teachers' professionalism in improving the quality of their teaching practices.[19]

The stages of PTK implementation in this study include four main steps, namely: (1) Planning, which includes preparing a lesson plan, preparing teaching tools, and determining action success indicators; (2) Action, which is the application of the Make a Match learning model in teaching and learning activities; (3) Observation, which is carried out to observe student responses and engagement during the learning process and to collect data on the results of the action; and (4) Reflection, which is the activity of analyzing the results of the observation to assess the effectiveness of the action and determine improvement steps for the next cycle. [20]

This study was conducted in class III of SD Negeri 106153 Klambir Lima, Hamparan Perak District, Deli Serdang Regency, North Sumatra Province. The research subjects consisted of 27 students, comprising 15 male students and 12 female students. The research activities took place from February to April 2025, with two cycles of implementation. Through this approach, the researcher sought to gain an in-depth understanding of the effectiveness of the Make a Match learning model in improving wudu skills and creating an active, collaborative, and meaningful learning atmosphere.

Results

The results of the assessment of students' ability to identify, explain, and conclude about wudu in each cycle can be seen in Tables 1, 2, and 3.

Table 1. Pre-cycle scores

No	Score Category	Interval	Number of Students	%
1	Very Good	91–100	0	0 %
2	Good	81 –90	2	8 %
3	Fair	71–80	10	38 %
4	Poor	< 70	15	54 %

Table 2. Cycle 1 Assessment Results

No	Score Category	Interval	Number of Students	%
1	Very Good	91–100	0	0 %
2	Good	81 –90	15	54%
3	Fair	71– 80	11	41%
4	Enough	< 70	1	4%

Table 3. Cycle 2 Assessment Results

No	Score Category	Interval	Number of Students	%
1	Very Good	91–100	1	4%
2	Good	81 –90	14	52%
3	Fair	71– 80	12	44%
4	Enough	< 70	0	0%

Pre-cycle stage

The results of the pre-cycle assessment conducted on 27 second-grade students showed that the students' ability to recite the intention, explain the sequence, and practice the proper and orderly procedure for wudu without using the make a match learning model was still very low, with an average of 65, the highest score being 85.00, and the lowest score being 50.00. The scores obtained in the pre-cycle stage were classified into several groups. There were 15 students or 54% who scored < 70, 10 students or 38% who scored 71–80, 2 students or 8% who scored 81–90, and 0 students (0%) who scored 91–100. Based on the pre-cycle assessment results, it can be concluded that only 12 students (46%) met the competency standard of 70.00 in accordance with the Minimum Passing Criteria (KKM) set for the PAI subject.

Cycle 1 Stage

Based on the results of the pre-cycle assessment, it is necessary to reflect on cycle 1 by using a contextual approach and the make a match learning model. Through the make a match learning model, the average score was 82.01, with the highest score being 90.00 and the lowest score being 65.00. The classification is as follows: 1 student (4%) scored below 70, 11 students (41%) scored between 71 and 80, 15 students (54%) scored between 81 and 90, and 0 students (0%) scored between 91 and 100. From these results, it can be concluded that out of 27 students, there are still 1 student (4%) who is still considered incomplete. With the make a match learning model, it shows an increase in scores from an average of 72.30 (pre-cycle average) to 82.81 (average in cycle 1). This happened because there were still several weaknesses, including some students who still showed low interest in learning and felt that they were not free to ask and answer questions related to the material being taught. However, several things that showed improvement can be noted, namely the growth of student motivation in learning with the make

a match model, students being able to ask questions and answer questions given by the teacher (author) directly with the use of image media using make a match.

Cycle 2

The learning process to explore students' abilities in reciting intentions, explaining sequences, and practicing wudu procedures through the make a match model in cycle 2 was carried out based on reflections in cycle 1, where there were still several weaknesses. Based on this reflection, in cycle 2, action was taken by conducting learning through the make a match model but using more attractive colored paper and also using pictures that supported the make a match provided by the teacher (author).

The assessment results obtained in cycle 2 were an average score of 86, the highest score of 95.00, and the lowest score of 75.00 with the following classification: the group of students who obtained a score of < 70 consisted of 0 students or 0%, the group of students who obtained a score of 71–80 consisted of 12 students or 44 %, students who obtained a score of 81–90 consisted of 14 students or 52%, and students who obtained a score of 91-100 consisted of 1 student or 4%. With the above results and by comparing the average scores in cycle 1, it can be seen that there was a 100% increase in scores (27 students achieved mastery). Overall, learning scores using the Make a Match model increased compared to learning without using the Make a Match model.

Conclusion

Based on the analysis of facts and data obtained from this classroom action research, it can be concluded that the application of the Make a Match learning model in teaching wudu, particularly in terms of understanding intentions, explaining sequences, and practicing wudu procedures, has proven effective in improving the quality of the learning process and outcomes for students. The application of this model was able to create a more active and student-centered learning atmosphere, where students played a direct role in discovering and understanding concepts through paired and collaborative activities.

The increase in learning effectiveness was evident from the increase in the average learning outcomes of students, namely from an initial score of 65 to 86 at the end of the cycle, with all students achieving the predetermined level of learning completeness. This indicates that the research success indicators planned from the outset have been optimally achieved. Thus, the Make a Match learning model can be used as an alternative innovative learning strategy to improve wudu skills and strengthen students' cognitive, affective, and psychomotor aspects in Islamic Religious Education learning.

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