The Effect of Application of Make A Match Method With The Assistance of Media Wordwall on Student Interest in Islamic Religious Education Subjects in Elementary School

Tastin[1], Winni Herliana Sari[2], Ahmad Syarifuddin[3], Amir Hamzah[4], Nurlaeli[5]

[1,2,3,4,5]Universitas Islam Negeri Raden Fatah Palembang
tastin_uin@radenfatah.ac.id. winniherlianasari@gmail.com.
ahmadsyarifuddin_uin@radenfatah.ac.id. amirhamzah_uin@radenfatah.ac.id.
nurlaeli_uin@radenfatah.ac.id
correspondence: amirhamzah_uin@radenfatah.ac.id.

ABSTRACT

This study aims to determine the effect of the make a match method assisted by wordwall media on students' learning interest in Islamic Religious Education subjects. This is quasi-experimental with a quantitative approach. The sample were 37 grade IV students. Data collection techniques were carried out using questionnaires, observation, and documentation. The analysis technique is simple linear regression by using validity, reliability, and hypothesis test. The results in the control class which did not apply the make a match method assisted by wordwall media, which showed a significant increase in students' learning interest. This is evidenced by the data obtained from distributing questionnaires to the control class which was initially 59.62 became 67. Then, student learning interest in the Experiment class which is used the make a match method assisted by wordwall media, showed a very significant increase. This is evidenced by an increase in student learning interest in the experimental class, which was 60.19 to 80.47. Based on this, it is known that the make a match method assisted by wordwall media has an effect on the learning interest of fourth grade students from the results of simple regression test which show a significance value of 0.000 <0.05.
Keywords: Make A Match, Media, Learning, Wordwall, Interest In Learning

ABSTRAK

Penelitian bertujuan untuk mengetahui pengaruh metode *make a match* berbantuan media wordwall terhadap minat belajar siswa pada mata pelajaran Pendidikan Agama Islam. Jenis penelitian adalah eksperimen semu dengan pendekatan kuantitatif. Sampel dalam penelitian ini merupakan siswa kelas IV yang berjumlah 37 orang. Teknik pengumpulan data yang dilakukan dengan menggunakan angket, observasi, dan dokumentasi. Teknik analisis data yang digunakan regresi linear sederhana. Penelitian menggunakan uji validitas, reliabilitas, dan hipotesis. Hasil penelitian antara lain minat belajar siswa pada kelas kontrol yang tidak diterapkan metode *make a match* berbantuan media wordwall menunjukkan kenaikan minat belajar siswa yang cukup signifikan. Hal ini dibuktikan dengan data yang diperoleh dari penyebaran angket pada kelas kontrol. Peningkatan minat belajar siswa pada kelas kontrol yang awalnya 59,62 menjadi 67. Minat belajar siswa pada kelas Eksperimen yang dalam penerapannya menggunakan metode *make a match* berbantuan media wordwall, menunjukkan kenaikan minat belajar sangat signifikan. Hal ini dibuktikan dengan data yang diperoleh dari penyebaran angket pada kelas eksperimen. Ada peningkatan minat belajar siswa pada kelas eksperimen yang awalnya 60,19 menjadi 80,47. Berdasarkan hal tersebut bahwa metode *make a match* berbantuan media wordwall berpengaruh terhadap minat belajar siswa kelas IV dari hasil uji regresi sederhana dengan nilai signifikansinya 0,000 < 0,05.
Kata Kunci*: Make A Match,* Media, Pembelajaran, Wordwall, Minat Belajar

A. INTRODUCTION

The teacher is a professional educator with the main task of educating, guiding, teaching, directing, training and evaluating students. An educator is a support in the ongoing process of teaching and learning to achieve learning objectives. Therefore an educator will not be able to carry out their duties properly if they do not have knowledge of learning methods.

The learning method is very important in the teaching process, for this reason the teacher must be more creative in choosing and using learning methods. The learning method is the teacher's way of conveying learning material so that learning objectives can be achieved properly (Lutfi et al., 2020). herefore, it can be seen that the teaching and learning activities using various methods are needed by the teacher to achieve the learning objectives that have been set according to the material and mechanism of the learning method. The learning method is so important for the success of learning. The method itself has a relationship with learning media. One of the learning media that can be used is Wordwall. Wordwall is a web-based application that can be used to create learning media and assessment tools that are interesting and fun for students in the learning process such as quizzes, word search, random words, matching pairs, grouping and others.

Make a match is a learning method through cards (making pairs). Make a match is one type of method in cooperative learning. One of the ways in this make a match is for students to look for pairs of cards (questions and answers) while playing and learning about a concept or topic, in a fun atmosphere (Rusman, 2014). Researchers apply make a match to increase student interest in learning so that they are more active in Islamic religious education lessons and influence student learning outcomes.

B. LITERATURE REVIEW

1. Instructional Media

The term learning media consists of two words, "media" and "learning". In language, the term media comes from the Latin, namely medius which means intermediary. According to the Big Indonesian Dictionary, media can be interpreted as a tool or means of communication such as newspapers, posters, banners, magazines, radio, television and films (Hamid, 2020).

In the learning process, the term learning media is used with reference to the word learning (instruction). Learning is a series of planned and oriented events to achieve learning outcomes (Batubara, 2020). Not only that the term learning varies greatly when

viewed by definition, but in general it can be interpreted as a change in behavior. This definition is in accordance with the learning theory put forward by Skinner (1958).

Learning can be interpreted as a process of a stimulus-response relationship that occurs as a consequence of the interaction of the learning environment through the senses. Learning can also be interpreted as an activity carried out with the aim of acquiring knowledge, mastering certain competencies and forming student attitudes. The success of learning can be seen from changes in behavior and student learning outcomes. Learning activities will run smoothly when students have high interest and motivation to learn (Hamid, 2020). Based on the description above, it can be concluded that learning media is an object or tool used to support the learning process with the aim of acquiring knowledge, mastering competencies, and shaping student attitudes.

Make a Match

The make a match method is a type of cooperative learning method developed by Lorna Curran (1994). One of the advantages of this method is that students find partners while learning about a concept or topic in a fun atmosphere. Make a Match means learning to find a partner. Each student gets a card (question or answer), then quickly finds a partner that matches the card he holds. The learning atmosphere in the Make a Match type cooperative learning model will be boisterous, but very fun and enjoyable. Make a Match learning (looking for a partner) is an active, creative, effective, and fun learning model, which prioritizes cooperation and speed among students to achieve learning goals.

Learning model has the characteristics of completing the learning material, students' study in groups or with other students. Students have the responsibility of learning for themselves and helping fellow group members to learn. Thus, teachers must be careful in choosing and using learning methods that make it easier for students to understand each concept of the material provided to be accountable both individually and in groups. Various learning methods that can be used, one of which is the Make a Match learning method(Fuad, 2020).

The Make a Match learning method is a learning model developed by Loma Curran. The main characteristic of the Make a Match method is that students are asked to look for pairs of cards that are answers or questions about certain material in learning. One of the advantages of this technique is that students find partners while learning about a concept in a fun atmosphere(Shoimin, 2014).

According to Rusman, the Make a Match model is a type of learning model that is carried out by the teacher providing cards containing questions and cards containing answers, each student gets one card, then the teacher asks students to match the question cards they hold with the answer cards held by their friends. with the specified time. One of the advantages of this model is that students find partners while studying in a fun atmosphere. Make a Match is cards. The cards consist of cards containing questions and other cards containing answers to these questions (Suprijono, 2009).

Islamic Education

Islamic Religious Education is a conscious effort to prepare students to believe in, understand, and live the Islamic religion through guidance, teaching or training activities by taking into account the demands to respect harmonious relations between diverse peoples in society in order to realize national unity (Ministry of Religion, 2005: 10). According to Abuddin Nata, that PAI can be interpreted as education that is based on the values of Islamic teachings as stated in the Koran and Hadith as well as in the thoughts of the scholars and in the practice of the history of Muslims. The goal of Islamic Religious Education is to create Indonesian people who are religiously devout and have noble character, namely people who are knowledgeable, diligent in worship, intelligent, productive, fair, disciplined, tolerant, maintain personal and social harmony and develop a religious culture within the school community (Ministry of National Education) , 2006: 5). According to Ramayulis, PAI aims to increase students' faith, understanding, appreciation and practice of Islam so that they become human beings who believe and fear Allah SWT.

C. RESEARCH METHOD

The research method is a scientific way to obtain data with specific purposes and uses. The method in this study is a quasi-experimental research method (Sugiyono, 2013). Experimental research is the core method of a research model that uses a quantitative approach. In the experimental method, researchers must carry out three requirements, namely controlling activities, manipulating activities, and observation. In experimental research, researchers divided the objects or subjects studied into two groups, namely the treatment group that received treatment and the control group that did not receive treatment (Salim, 2019).

This research was conducted at SD Negeri 2 Terusan Menang, by conducting direct practice in the field to find out the learning interests of fourth grade students in Islamic Religious Education subjects. This experimental research has a treatment (treatment) and a control group. The first group was given treatment and the other groups were not. The group that was given the treatment was called the experimental group and the group that was not given the treatment was called the control group.

D. RESULT AND DISCUSSIONS

Control Class

The pretest results of 16 students only 3 students were able to achieve minimum completeness criteria, while 13 other students did not achieve minimum completeness criteria scores. Then after doing the posttest the results of the questionnaire experienced an increase in value with an average score above 70 which means there was an increase in student learning interest in Islamic Religious Educationsubjects even though there were still 11 students whose scores were below the minimum completeness criteria.

It can also be seen from the average pretest and posttest scores in the control class without using the Make a Match method assisted by wordwall media, which also experienced an increase in the average student learning interest from 59.62 to 67. There was an increase in student learning interest in the control class which had been given treatment without the Make a Match method with the help of wordwall media. Not only that, it can also be seen from the results of the control class questionnaire that refers to each indicator which has also increased as shown in the following Table 1.

Table 1. Control Class Questionnaire Results

No	Indicator	Control Class	
		Pretest	Posttest
1	Feeling Happy	65%	78%
2	Attention	65%	71%
3	Will	48%	50%
4	Involvement	61%	70%

Experiment Class

Based on the pretest results of 21 students, only 2 students were able to achieve the minimum completeness criteria, while 19 other students did not achieve the minimum completeness criteria. Then after doing the posttest the results of the questionnaire experienced an increase in value with an average value above 70 which means there was an increase in student learning interest in Islamic religious education subjects even though there was still 1 student whose score was below the minimum completeness criteria.

It can also be seen from the average pretest and posttest scores of the experimental class using the Make a Match method assisted by wordwall media which also experienced an increase in the average student interest in learning from 60.19 to 80.47. There was an increase in student learning interest in the control class which had been given treatment using the Make a Match method assisted by wordwall media. Not only that, it can also be seen from the results of the control class questionnaire that refers to each indicator which has also increased as shown in Table 2.

Table 2. Results of the Experimental Class Questionnaire

No	Indicators	Control Class	
		Pretest	Posttest
1	Feeling Happy	70%	82%
2	Attention	66%	81%
3	Will	43%	76%
4	Involvement	61%	83%

Normality Test

Students' learning interest is known before and after applying the Make a Match learning method assisted by wordwall media in Islamic religious education subjects in IV class SDN Terusan Menang. Furthermore, to find out the effect of applying the Make a Match method assisted by wordwall media on student learning interest in Islamic religious education subjects, that can be done using the normality test, linearity test, and T test or simple regression test using the SPSS 20 software which was previously also in maintaining the quality of the research the instruments used have been declared valid and reliable, then the elaboration of others test analyzes is as follows at Table 3.

Table 3. Normality Test (One Sample Komogorov-Smirnov Test)

		Unstandarized Residual
N Normal		21
	Mean	OE-7
	Std Deviation	2.37341777
Most Extreme Differences		
	Absolute	.218
	Positive	.107
	Negative	-.218
Kolmogorov-Smirnov Z		.999
Asymp. Sig. (2-tailed)		.271

Based on the table above, it is known that the significance is 0.271 > 0.05, which means that the two data are normally distributed

Linearity Test

Linearity test is used to see whether two variables have a linear relationship or not significantly. The linearity test used the Test for Linearity at a significance level of 0.05 which was tested with the help of SPSS 23 software. With the condition that if F count < F table then there is a linear relationship between the x variable and the y variable, but if F count > F table then there is no linear relationship between the variables x and y. The results of the linearity test can be seen in the following Table 4.

Table 4. Linearity Test

Variable	Df	Mean Square	F	Sig	Description
Metode *Make a Match*	10	7.324	1,567	0,247	There is a linear relationshi
Learning Interest	20	4.675			

Table 5. F Results

			Sum of Squares	df	Mean Square	F	Sig
Students' Learning Interest	Between Groups	(Combined)	696.488	10	69.649	14.898	.000
		Linearity	630.576	1	630.576	134.883	.000

	Deaviation From Linearity	65.912	9	7.324	1.567	.247
Within Groups		46.750	10	4.675		
Total		743.238	20			

Based on the table above, it can be concluded that the Deviation from Linearity Sig value is 0.247 > 0.05, which means that there is a linear relationship between the x and y variables. besides that, if you look at the F count, the value is 1.567 <F table 2.35, so there is a significant linear relationship between the Make a Match Method variable (X) and Learning Interest variable (Y).

Linear Regression Test

Hypothesis testing is used to see whether there is influence or a relationship between the independent variable (X) and the dependent variable (Y) by using a parametric test, namely a simple linear regression test (p-value) using SPSS 20 software.

Table 6. Model Summary

Model	R	R Square	Adjusted R square	Std Error of the estimate
1	.921[a]	.848	.840	2.435

a. Predictors: (Constants), Metode Make A Match

b. Dependent Variable: Students' Learning Interest

In Table 4 it is known that the R Square or the coefficient of determination is 0.848 which means that the R Square is 0.848 x 100% = 84.8%, meaning that the effect of the Make a Match (X) method on learning interest (Y) is 84.8% and the rest is influenced by variables other.

Table 7. ANOVA test

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	630.576	1	630.576	106.344	.000[6]
Regression	112.662	19	5.930		
Ressidual	742.238	20			
Total					

In the table above it is known that the calculated F value is 106,344 with a significance level of 0.000 <0.05, which means that if the sig value <0.05, then the equation model above meets the regression criteria.

Table 8. Coefficients Test

Model	Undstandartdized Coefficients		Std Coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	-6.564	8.457		-.776	.447
Metode Make A Match	1.003	.097	.921	10.312	.000

a. Dependent Variable: Students' Learning Interest

It is known that the t table for a significance level of 5% db = 19 (db = N-2) for N = 21 is 2.093. So if it is known that t count > t table is 10.312 > 2.093, then there is an influence of the Make a Match method on students' learning interest. The discussion of the result is decribed below.

Control Class

Based on the research results, students' interest in learning can be seen through indicators. Hurlock said that interest is the result of experience or a learning process. Based on this description, the indicators for knowing someone's interest in learning are a feeling of pleasure in learning, a focus on attention, a willingness, and being actively involved in learning and to get the best results (Darmadi, 2017). Indicators of interest in learning are feelings of pleasure, attention, willingness, and involvement. In the first and second meetings the researcher taught in the control class without using the Make a Match method assisted by wordwall media but using the lecture, discussion, and assignment methods and the media used in the control class was in the form of teacher and student textbooks for Islamic Religious Education and Morals.

In this control class, from the results of observations while the researcher was teaching, students were happy with Islamic Religious Education learning by showing enthusiasm in the ongoing learning process, even though there were still some students who were not enthusiastic in the learning process. During the learning process when the researcher explained the learning material, students paid attention and listened even though there

were still some students who were cool and chatted with their classmates. From the opinion above, it can be seen that students in the control class who the researchers gave treatment without the Make a Match method assisted by wordwall media had a fairly good interest in learning, although not entirely good. This can be seen from the fact that some students have a good interest in learning. It can also be seen from the pretest and posttest questionnaires which refer to indicators of student interest in learning. Pleasure 65% to 78%, attention 65% to 71%, willpower 48% to 50%, involvement 61% to 70%. From the results of the questionnaire, it can be concluded that there was an increase in the learning interest of the control class students after being given treatment without the Make a Match method assisted by wordwall media.

Based on the results of the analysis, the researcher concluded that from the pretest results of the 16 students, only 3 students were able to achieve the minimum completeness criteria, while the other 13 students did not achieve the minimum completeness criteria. above 70, which means there is an increase in student learning interest in Islamic Religious Education subjects even though there are still 11 students whose grades are below the minimum completeness criteria. So it can be concluded that students' interest in learning in the control class without using the Make a Match method assisted by wordwall media experienced an increase in student learning interest, from 59.62 to 67. The difference between the pretest and posttest scores was 7.33. From the results of data processing above, the learning interest of the control class students is quite good, but not significant.

This is in line with research explaining that there is an influence of the Make a Match method on students' learning interest in the subject of aqidah akhlak. So it can be concluded that there is an increase in student learning interest in the control class which has been given treatment without using the Make a Match method assisted by wordwall media (Fachronia, 2018).

Experiment Class

he Make a Match method is a type of method in cooperative learning, which was developed by Lorna Curran. One of the advantages of this method is that students find partners while learning about a concept or topic in a fun atmosphere. Make a Match means learning to find a partner. Each student gets a card (question or answer) (Fuad, 2020).

In addition, according to Rusman, the Make a Match method is a type of learning method that is carried out by the teacher providing cards containing questions and cards containing answers, each student gets one card, then the teacher asks students to match the

question cards they hold with the answer cards they have. held by his friend with a specified time. Through the Make a Match method assisted by wordwall media, it makes students active in learning, creative, effective, and fun (Sulastri, 2020). In another study, it was stated that online wordwall game learning media influenced students' learning interest (Shofiya Launin et al., 2022).

In this study the Make a Match method makes students actively involved in learning, arouses student learning interest, arouses enthusiasm for learning, enhances learning outcomes, revives the teaching process (Lovisia, 2017; Rahmawati et al., 2020). n the first and second meetings the researcher taught in the experimental class using the Make a Match method assisted by wordwall media and using textbooks for teachers and students of Islamic Religious Education and Character and tools in the form of laptops to apply the method. Researchers share links (https://wordwall.net/play/38520/338/551) for students to find a partner or match the questions and answers. Students will look for pairs or match questions and answers related to the material being studied, students who can find pairs of questions and answers faster or on time will be given rewards or points so that they can indirectly continue to increase student interest in learning today.

In this experimental class, from the results of observations while the researcher was teaching, students were actively learning Islamic Religious Education learning by showing enthusiasm in the ongoing learning process, students were interested in the learning being taught by researchers arousing student interest in learning, and students felt happy with Islamic Religious Education learning because learning while playing. Based on the results of the researcher's analysis, it was concluded that from the pretest results of 21 students, only 2 students got a score of 70 which was said to be complete, while the other 19 students got a score of less than 70 which means it is still low or below the minimum completeness criteria. Then after being treated using the Make a Match method assisted by wordwall media, from the results of the posttest questionnaire the average score increased above 70, which means there was an increase in student learning interest in Islamic Religious Education subjects even though there was still 1 student whose score was below the minimum completeness criteria. From the results obtained, it can be concluded that the experimental class which was given treatment using the Make a Match method assisted by wordwall media experienced an increase from the average student learning interest of 60.19 to 80.47. It can also be seen from the indicators of students' interest in learning that there is an increase from the pretest and posttest. Pleasure 70% becomes 82%, attention 66% becomes 81%, willpower 43% becomes 76%, and involvement 61% becomes 83%.

Based on the results of the data processing above, it can be concluded that students' interest in learning in the experimental class using the Make a Match method assisted by wordwall media has increased significantly. This is evidenced by the data obtained from distributing questionnaires in the experimental class, where there was a significant increase in student interest in learning from 60.19 to 80.47. The difference between the pretest and posttest scores is 20.28. Students' interest in learning increased significantly compared to the control class. This is in line with research which explains that there is an effect of the Make a Match method on students' learning interest in the subject of aqidah akhlak (Fachronia, 2018). So it can be concluded that there is an increase in student learning interest in the experimental class that has been given treatment using the Make a Match method assisted by wordwall media. In other studies, the use of word walls can also affect students' understanding and learning outcomes (Pamungkas et al., 2021).

After knowing the learning interests of students before and after applying the Make a Match method assisted by wordwall media in Islamic Religious Education subjects on the learning interests of fourth grade students at SDN 2 Terusan Menang, then a simple regression coefficient test (t test) was carried out to see the effect of its application. Based on the results of this study, it was found that the t table value for a significance level of 5% db = 19 (db = N-2) for N = 21 is 2.093. So if it is known that t count > t table is 10.312 > 2.093, then there is an influence of the Make a Match method on students' learning interest, meaning that Ha is accepted. So it can be concluded that the Make a Match method assisted by wordwall media has a significant effect on student learning interest. This is also evident, as can be seen from the students' questionnaire scores increasing or better than before the application of the Make a Match method assisted by wordwall media, so that learning using the Make a Match method assisted by wordwall media can be used as an alternative in implementing learning towards student learning interests.

E. CONCLUSION

Based on the discussion of research data on the effect of applying the Make a Match method assisted by wordwall media on student learning interest in Islamic religious education class IV at SDN 2 Terusan Menang. Student learning interest in the control class that did not apply the Make a Match method assisted by wordwall media showed a significant increase in student learning interest, this is evidenced by the data obtained from the distribution of questionnaires in the control class. An increase in student learning interest in the control class which was initially 59.62 to 67. This can also be seen from the

indicators of student learning interest obtained from the pretest and posttest results that have been filled in by students stating that there is quite a slight increase in student learning interest in the control class which is not applied the Make a Match method with the help of wordwall media, namely: Feelings of pleasure 65% to 78%, Attention 65% to 71%, willingness 48% to 50%, involvement 61% to 70%. Student learning interest in the experimental class, which in its application used the Make a Match method assisted by wordwall media, showed a very significant increase in student learning interest, this is evidenced by the data obtained from distributing questionnaires in the experimental class. Where there is an increase in student learning interest in the experimental class. Where there is an increase in student learning interest in the experimental class. Increased student interest in learning in the experimental class from 60.19 to 80.47. this can also be seen. From the indicators of student interest in learning obtained from the results of the pretest and posttest that have been filled in by students, it states that there is a significant increase in student interest in learning, in the experimental class, namely: Feelings of pleasure 70% become 82%, attention 66% becomes 81%, willingness 43% becomes 76%, and 61% engagement to 83%. So it can be concluded that the Make a Match method assisted by wordwall media has a significant effect on developing students' learning interest.

REFERENCES

Batubara, H. H. (2020). *Media Pembelajaran Efektif*. Fatawa Publishing.

Darmadi, H. (2017). *Pengembangan Model Metode Pembelajaran Dalam Dinamika Belajar Siswa*. Deepublish.

Fachronia, N. (2018). *Pengaruh Metode Make a Match Terhadap Minat Belajar Siswa Pada Mata Pelajaran Aqidah Akhlak*. Universitas Islam Negeri Sultan Maulanan Hasanuddin Banten.

Fuad, Z. (2020). *Penggunaan Metode Make a Match Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Tematik. 1*, 46–59.

Hamid, M. A. (2020). *Media Pembelajaran*. Yayasan Kita Menulis.

Lovisia, E. (2017). Penerapan Model Make A Match pada Pembelajaran Fisika Kelas X Sma Negeri 2 Kota Lubuklinggau. *Science and Physics Education Journal (SPEJ)*, *1*(1), 7–22. https://doi.org/10.31539/spej.v1i1.58

Lutfi, A., Yogica, R., Muttaqiin, A., & Fitri, R. (2020). *Metodologi Pembelajaran: Strategi, Pendekatan, Model, Metode Pembelajaran*. CV Irdh.

Nasution, S. (1987). *Didaktik Azas-Azas Mengajar*. Jemmars.

Nissa, S. F., & Renoningtyas, R. (2021). Penggunaan Media Pembelajran Wordwall untuk Meningkatkan Minat dan Motivasi Belajar Siswa pada Pembelajaran Tematik di Sekolah Dasar. *Educatif: Jurnal Ilmu Pendidikan*, *3*(5), 2854–2860. https://doi.org/10.55904/educenter.v1i5.162

Pamungkas, Z. S., Randriwibowo, A., Nur, L., Wulansari, A., Melina, N. G., & Purwasih, A. (2021). Pengembangan Media Pembelajaran Interaktif Wordwall Dalam Meningkatkan Motivasi Belajar Siswa Kelas VII SMP Negeri 4 Gunung Sugih. *Social Pedagogy: Journal of Social Science Education*, *2*(2). https://e-journal.metrouniv.ac.id/index.php/social-pedagogy

Rahmawati, R., Nugraha, M. F., & Pratiwi, A. S. (2020). Model Pembelajaran Kooperatif Tipe Make A Match terhadap Prestasi Belajar Siswa kelas IV. *Mimbar PGSD Undiksha*, *8*(2), 315–322.

Rusman. (2014). *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Raja Grafindo Persada.

Salim, H. (2019). *Penelitian Pendidikan: Metode, Pendekatan, dan Jenis*. Kencana.

Shofiya Launin, Wahyu Nugroho, & Angga Setiawan. (2022). Pengaruh Media Game Online Wordwall Untuk Meningkatkan Minat Belajar Siswa Kelas IV. *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, *1*(3), 216–223. https://doi.org/10.55784/jupeis.vol1.iss3.176

Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Ar-Ruzz Media.

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Sulastri, S. (2020). Upaya Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Dalam Mengenal Malaikat Dan Tugas-Tugasnya Melalui Metode Make a Match Di Sd Negeri Sendang 01 Kecamatan Bringin Kabupaten Semarang Tahun Pelajaran 2017/2018. *Janacitta*, *3*(2). https://doi.org/10.35473/jnctt.v3i2.742

Suprijono, A. (2009). *Cooperatif Learning : Teori dan Aplikasi PAIKEM*. Pustaka Belajar.

Wagstaff, J. M. (1999). *Teaching Reading and Writing With Word Walls*. Scholastiz Inc.