

## **Enhancing Arabic Reading Skills through the Make-a-Match Cooperative Learning Model: An Experimental Study**

**Widya Putri Azhari**

UIN Raden Mas Said Surakarta

[widyaazhari82@gmail.com](mailto:widyaazhari82@gmail.com)

### **ABSTRACT**

Arabic plays a crucial role in Indonesia, particularly in religious and educational contexts. Despite its importance, teaching Arabic reading skills faces challenges such as limited use of effective learning models. This study aims to evaluate the effectiveness of the Make-a-Match cooperative learning model in improving Arabic reading skills. The study aims to determine whether the Make-a-Match cooperative learning model significantly enhances Arabic reading skills compared to conventional methods. A quantitative experimental design with a quasi-experimental nonequivalent control group design was used. The study involved 32 seventh-grade students from SMPI-PK Muhammadiyah Delanggu in the 2023/2024 academic year, divided into an experimental group (15 students) and a control group (17 students). Data were collected using a reading skills test before and after the intervention. The validity and reliability of the instrument were ensured through expert evaluation and Cronbach's alpha. The study found that the experimental group showed a significant improvement in reading skills compared to the control group. The average post-test score in the experimental group was higher than in the control group. The t-test results indicated a statistically significant difference, supporting the hypothesis that the Make-a-Match model is effective in enhancing Arabic reading skills. Additionally, the model improved students' social skills and engagement. The Make-a-Match cooperative learning model effectively improves Arabic reading skills and can be a valuable tool for educators in Indonesia. The study suggests integrating this model into the curriculum and providing training for teachers. Future research should explore its application in other subjects and contexts.

**Keywords:** Arabic reading skills, Make-a-Match learning model, cooperative learning

### **ABSTRAK**

Bahasa Arab memainkan peran penting di Indonesia, terutama dalam konteks agama dan pendidikan. Meskipun penting, pengajaran keterampilan membaca Bahasa Arab menghadapi tantangan, seperti penggunaan model pembelajaran yang efektif yang terbatas. Penelitian ini bertujuan untuk mengevaluasi efektivitas model pembelajaran kooperatif tipe Make-a-Match dalam

meningkatkan keterampilan membaca Bahasa Arab. Penelitian ini bertujuan untuk menentukan apakah model pembelajaran kooperatif tipe Make-a-Match secara signifikan meningkatkan keterampilan membaca Bahasa Arab dibandingkan dengan metode konvensional. Desain penelitian kuantitatif dengan eksperimen semu dan desain kelompok kontrol tidak ekuivalen digunakan. Penelitian melibatkan 32 siswa kelas VII dari SMPI-PK Muhammadiyah Delanggu tahun ajaran 2023/2024, yang dibagi menjadi kelompok eksperimen (15 siswa) dan kelompok kontrol (17 siswa). Data dikumpulkan menggunakan tes keterampilan membaca sebelum dan setelah intervensi. Validitas dan reliabilitas instrumen dipastikan melalui evaluasi ahli dan alpha Cronbach. Penelitian menemukan bahwa kelompok eksperimen menunjukkan peningkatan keterampilan membaca yang signifikan dibandingkan dengan kelompok kontrol. Nilai rata-rata post-test di kelompok eksperimen lebih tinggi dibandingkan dengan kelompok kontrol. Hasil uji t menunjukkan perbedaan yang signifikan secara statistik, mendukung hipotesis bahwa model Make-a-Match efektif dalam meningkatkan keterampilan membaca Bahasa Arab. Selain itu, model ini meningkatkan keterampilan sosial dan keterlibatan siswa. Model pembelajaran kooperatif tipe Make-a-Match efektif dalam meningkatkan keterampilan membaca Bahasa Arab dan dapat menjadi alat yang berharga bagi pendidik di Indonesia. Studi ini menyarankan integrasi model ini dalam kurikulum dan memberikan pelatihan bagi guru. Penelitian selanjutnya harus mengeksplorasi aplikasinya dalam mata pelajaran dan konteks lain.

**Kata kunci :** keterampilan membaca Bahasa Arab, model pembelajaran Make-a-Match, pembelajaran kooperatif

## Introduction

Arabic plays a significant role in Indonesia, particularly in religious and educational contexts, given the country's substantial Muslim population (Azizah & Muliansyah, 2020). Arabic is taught from elementary to university levels, covering various aspects such as grammar, vocabulary, and communication skills (Rahman et al., 2019). Many Islamic schools and pesantren (Islamic boarding schools) include Arabic in their curriculum as a compulsory subject (Isjoni, 2011). Additionally, Arabic is used in religious studies, particularly in reading and understanding religious texts such as the Qur'an and Hadith (Hussain & Mahmood, 2021). Proficiency in Arabic is highly valued among Muslims in Indonesia as it directly relates to religious practice and education (Abidin, 2018). The Indonesian government supports the teaching of Arabic through various educational policies and teacher training programs (Rahman et al., 2019). Despite this, challenges remain, including limited resources and teaching materials (Hamdani, 2011). Various initiatives have been undertaken to address these challenges,

such as increasing teacher capacity and developing more comprehensive curricula (Azizah & Muliansyah, 2020). Arabic in Indonesia continues to evolve in response to the growing educational and religious needs (Rahman et al., 2019). This underscores the importance of Arabic in education and daily life in Indonesia.

The Arabic curriculum in Indonesia is designed to cover the four basic language skills: listening, speaking, reading, and writing (Azizah & Muliansyah, 2020). These skills are taught continuously from elementary to secondary levels (Hamdani, 2011). Reading skills, or *qira'ah*, are considered one of the most important because they are directly related to the ability to understand religious and academic texts (Rahman et al., 2019). The curriculum aims to develop students' ability to correctly understand and interpret Arabic texts (Abidin, 2018). Furthermore, the teaching of Arabic also emphasizes the improvement of oral and written communication skills (Isjoni, 2011). The implementation of the Arabic curriculum in schools often faces various challenges, including the availability of competent teachers and adequate teaching materials (Mahdi, 2018). Nevertheless, various efforts have been made to overcome these challenges, such as providing training for teachers and developing more innovative teaching materials. A well-designed and comprehensive curriculum is essential to ensure that students can master the language skills necessary for their academic and professional success (Tran, 2014).

Reading skills in Arabic are fundamental abilities that support the understanding of religious and academic texts (Tarigan, 2008). Reading is not just about recognizing letters and words but also about understanding meaning and context. According to Tarigan (2008), reading is an active process that involves comprehension and interpretation. This skill is crucial for students to access religious and academic literature in Arabic. Additionally, good reading skills also help students develop other language skills such as writing and speaking. Therefore, improving Arabic reading skills is a primary focus in language teaching in Indonesia. The importance of reading skills is also reflected in various studies showing the correlation between reading ability and academic achievement (Hussain & Mahmood, 2021). In the context of religious education, good reading skills enable students to better understand and appreciate religious texts, which in turn can strengthen their faith and religious practices. Good

reading skills also enable students to be more successful in further studies and professional careers.

The teaching of Arabic reading in Indonesia faces several significant challenges. One major issue is the lack of effective and innovative teaching models (Rahman et al., 2019). Many teachers still use traditional teaching methods that tend to be less engaging for students. Additionally, the limited availability of teaching materials and media is also an obstacle in teaching reading skills. Students often struggle to understand Arabic texts due to insufficient practice and guidance. Observations indicate that many students still have low reading abilities, which impacts their academic performance. Therefore, more innovative and effective approaches are needed in teaching Arabic reading to address these issues. Various studies show that the use of appropriate teaching methods can enhance student motivation and learning outcomes (Al-Qahtani, 2015). Implementing more interactive and collaborative teaching models can help overcome these challenges (Jalaluddin, 2016).

The Make-a-Match cooperative learning model is one effective method for improving students' reading skills (Ririantika et al., 2020). This model emphasizes cooperation and social interaction among students through enjoyable activities (Johnson & Johnson, 2009). According to Ririantika the Make-a-Match model involves students in a game of finding pairs of cards containing questions and answers. This activity not only makes learning more engaging but also helps students better understand the material (Slavin, 1995). Students are required to think quickly and work together with classmates to find the correct card pairs. This encourages active participation and enhances students' cognitive skills (Johnson & Johnson, 2009). This learning model also provides opportunities for students to help each other and learn collaboratively (Hussain & Mahmood, 2021). Research shows that the Make-a-Match model can increase student motivation and learning outcomes in various subjects. Therefore, applying this learning model in Arabic teaching can be an effective solution to existing problems.

The Make-a-Match cooperative learning model offers several significant advantages in improving students' reading skills. First, this model creates a more enjoyable and interactive learning environment (Johnson & Johnson, 2009). Second, it helps students better understand the material through activities involving cooperation

and discussion (Slavin, 1995). Third, this model also enhances students' social skills, such as communication and teamwork (Kagan, 2018). Cooperative learning like Make-a-Match is effective in increasing students' motivation and participation in the classroom (Gillies, 2016). Furthermore, this model is flexible and can be applied to various subjects, including Arabic (Hassan, 2021). It also helps reduce students' learning anxiety as they can work together with their peers (Zakaria & Iksan, 2017). Additionally, research shows that the Make-a-Match model can improve students' understanding of the lesson material (Smit et al., 2015). Therefore, the application of this model in Arabic teaching is highly recommended.

Previous studies have shown that the Make-a-Match learning model is effective in enhancing various language skills (Rijal, 2013). Rijal (2013) found that this model is effective in distinguishing facts and opinions through reading skills in SMP Negeri 1 Mare. Another study by Rohmah (2012) indicated that the Make-a-Match model improves *qira'ah* skills at MTsN LAB UIN Yogyakarta. These findings support the use of the Make-a-Match model in language teaching as an effective tool to improve reading skills. Research by Ririantika et al. (2020) also showed that the Make-a-Match model is effective in enhancing student learning outcomes in various subjects. Additionally, other studies have shown that this model can improve students' social skills, such as communication and teamwork (Hussain & Mahmood, 2021). However, further research is needed to explore the application of this model in different contexts and with a larger population. Literature indicates that this learning model can be applied to various subjects and educational levels.

Although previous studies have shown positive results, there are still many aspects of the Make-a-Match model that need further exploration. This study aims to fill the gap in the literature by evaluating the effectiveness of this model in improving Arabic reading skills at the secondary level. Using a quantitative experimental design, this study will provide stronger empirical evidence regarding the effectiveness of the Make-a-Match model. Further research is needed to explore how this model can be adapted and applied in various educational contexts. It is essential to evaluate the long-term effectiveness of this model and its impact on student learning outcomes.

The primary research question addressed in this study is: Is the Make-a-Match cooperative learning model effective in enhancing students' Arabic reading skills? The

objective of this study is to evaluate the effectiveness of this learning model and offer practical recommendations for its implementation within the Indonesian educational context. The findings of this study are anticipated to significantly contribute to the development of more innovative and effective Arabic teaching methods. Consequently, this research aims to provide crucial empirical evidence for the formulation of more effective educational policies and practices. The results are expected to serve as a foundation for the improvement and development of the Arabic curriculum in Indonesia.

### **Methods**

This study was conducted within the context of Arabic language education in Indonesia, focusing on enhancing students' reading skills. Arabic is one of the languages taught in many schools in Indonesia, particularly in Islamic educational institutions. However, many students face difficulties in mastering Arabic reading skills, which are essential for understanding religious and academic texts (Azizah & Muliensyah, 2020; Rahman et al., 2019). This study aims to evaluate the effectiveness of the Make-a-Match cooperative learning model in improving students' Arabic reading skills. This research aims to test the hypothesis that implementing the Make-a-Match model can significantly enhance students' reading skills compared to conventional teaching methods.

This study employs a quantitative approach with an experimental design. The research design used is a quasi-experimental design with a nonequivalent control group design (Creswell, 2014). The study involves two groups of students: an experimental group using the Make-a-Match learning model and a control group using conventional teaching methods. The population of this study comprises seventh-grade students at SMPI-PK Muhammadiyah Delanggu for the academic year 2023/2024. The sample was selected using purposive sampling. The total sample size is 32 students, comprising 15 students in the experimental group and 17 in the control group. The sample selection was based on similar demographic characteristics and initial Arabic proficiency levels (Fraenkel & Wallen, 2009).

The instrument used in this study is an Arabic reading skills test developed by the researcher. This test consists of multiple-choice questions that measure students' comprehension of Arabic texts. The instrument's validity was assessed through content validity by consulting experts in Arabic language and education (Siregar, 2014). The reliability of the instrument was measured using the Cronbach Alpha coefficient,

indicating a high level of reliability ( $\alpha = 0.85$ ) (Tavakol & Dennick, 2011). Data collection was carried out in several stages. First, a pretest was administered to both groups to measure their initial abilities. Subsequently, the experimental group was treated using the Make-a-Match learning model, while the control group used conventional teaching methods. After the intervention period, a posttest was given to both groups to measure changes in their reading skills (Slavin, 1995). Ethical considerations were addressed by obtaining consent from the school and the student's parents. Additionally, participants were provided with clear information about the study's purpose, and their personal data confidentiality was ensured (Bryman, 2012).

The collected data were analyzed using statistical techniques. A t-test was employed to compare pretest and posttest scores between the experimental and control groups. Following the normality and homogeneity tests, a hypothesis test was conducted to evaluate the effectiveness of the Make-a-Match learning model on the reading skills of seventh-grade students at SMPI-PK Muhammadiyah Delanggu for the academic year 2023/2024. The hypothesis test results, using the t-test formula and assisted by Microsoft Excel, are presented as follows. This analysis aims to determine whether there is a significant difference in the improvement of reading skills between the two groups. SPSS (Statistical Package for the Social Sciences) version 25.0 was used for data analysis (Pallant, 2016). The analysis results are expected to provide empirical evidence regarding the effectiveness of the Make-a-Match model in enhancing students' Arabic reading skills. Consequently, this study will contribute significantly to the development of more innovative and effective Arabic teaching methods.

## **Results and Discussion**

This study aims to evaluate the effectiveness of the Make-a-Match cooperative learning model in improving students' Arabic text reading skills. The research methodology employs a quantitative approach with a quasi-experimental design, involving two groups of students: an experimental group and a control group. The findings of this study are expected to make a significant contribution to the development of more innovative and effective Arabic teaching methods. Additionally, this research seeks to identify the factors influencing the success of this learning model within the context of education in Indonesia. Consequently, the results of this study will be

beneficial not only to teachers and students but also to policymakers in designing better learning strategies in the future.

### Pre-Test Results for the Experimental Class

The pre-test results for the experimental group, which consisted of 15 students, showed a range of scores from a minimum of 40 to a maximum of 90. The distribution of the Arabic text reading skills before the implementation of the Make-a-Match learning model is categorized as follows:

Table 1. Frequency of Pre-test Reading Comprehension Scores in Arabic Texts for the Experimental Class

Score Range	Frequency	Percentage	Category
0 - 52	6	40%	Low
53 - 82	8	53%	Medium
83-100	1	7%	High
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>-</b>

The table indicates that before the Make-a-Match learning model was implemented, 1 student (7%) fell into the high category (83-100), 8 students (53%) fell into the medium category (53-82), and 6 students (40%) fell into the low category (0-52). Thus, most students' Arabic reading skills were in the medium category with a percentage of 53%.

### Post-Test Results for the Experimental Class

The post-test results for the experimental group, which also comprised 15 students, revealed scores ranging from 50 to 100. The distribution of Arabic text reading skills after the implementation of the Make-a-Match learning model is categorized as follows:

Table 2. Frequency of Post-test Reading Comprehension Scores in Arabic Texts for the Experimental Class

Score Range	Frequency	Percentage	Category
0 - 67	3	20%	Low
68 - 94	10	67%	Medium
95 - 100	2	13%	High
<b>Total</b>	<b>15</b>	<b>100%</b>	<b>-</b>



According to the table, following the implementation of the Make-a-Match learning model, 2 students (13%) scored in the high category (95-100), 10 students (67%) scored in the medium category (68-94), and 3 students (20%) scored in the low category (0-67). Therefore, 67% of the students demonstrated Arabic reading skills in the medium category, which was the majority.

### Pre-Test Results for the Control Class

The control group, which comprised 17 students, had pre-test results with scores ranging from 20 to 90. The following categories describe the distribution of Arabic text reading abilities:

Table 3: Frequency of Pre-test Arabic Language Learning in Control Classes.

Score Range	Frequency	Percentage	Category
0 – 36	4	23%	Low
37 – 80	11	65%	Medium
81 – 100	2	12%	High
<b>Total</b>	<b>17</b>	<b>100%</b>	-

### Post-Test Results for the Control Class

The results of the post-test on the ability to learn Arabic text (post-test) with a sample size of 17 students are 40 and 100, respectively. The distribution of data on the ability to read Arabic text can be classified as follows:

Table 4: Frequency of Post-test Performance in Learning Arabic in Control Classes

Score Range	Frequency	Percentage	Category
0 – 48	3	18%	Low
49 – 93	10	59%	Medium
94 – 100	4	23%	High
<b>Total</b>	<b>17</b>	<b>100%</b>	-

The table shows that once the traditional learning approach was implemented, 4 students (23%) fell into the high category (94-100), 10 students (59%) dropped into the medium category (49-93), and 3 students (18%) fell into the low category (0-48). Thus, 59% of students had medium-level Arabic reading skills.

The t-test results indicate that in the experimental class, t calculated is smaller than t critical or  $-5.137 < 1.761$ , while in the control class, t calculated is smaller than t critical or  $-3.917 < 1.746$ . This suggests that both using and not using the Make-a-Match learning model are equally effective in the learning process. However, the results demonstrate that Arabic reading skills improve more significantly with the Make-a-Match learning model, as it yields higher outcomes compared to not using this model.

Table 5. t-Test: Paired Two Sample for Means in the Experimental Class

	Variable 1	Variable 2
Mean	63.34	77.34
Variance	266.67	206.67
Observations	15	15
Pearson Correlation	0.770	
Hypothesized	Mean	0
Difference		
df	14	
<b>t Stat</b>	<b>-5.137</b>	
P(T<=t) one-tail	7.56E05	
<b>t Critical one-tail</b>	<b>1.761</b>	
P(T<=t) two-tail	0.000	
t Critical two-tail	2.144	

Table 6. t-Test: Paired Two Sample for Means in the Control Class

	Variable 1	Variable 2
Mean	57.64	70
Variance	469.11	500
Observations	17	17
Pearson Correlation	0.825	
Hypothesized	Mean	0
Difference		
df	16	

<b>t Stat</b>	<b>-3.917</b>
P(T<=t) one-tail	0.001
<b>t Critical one-tail</b>	<b>1.746</b>
P(T<=t) two-tail	0.001
t Critical two-tail	2.119

Based on the data analysis of the control class that did not use the Make-a-Match learning model, the mean score was 70, the mode was 100, the median was 70, and the standard deviation was 23.37. In contrast, the experimental class using the Make-a-Match learning model had a mean score of 77.34, a mode of 80, a median of 80, and a standard deviation of 13.89. Although both classes had high mean scores, the experimental group had a lower standard deviation compared to the control class, indicating more consistent scores around the mean. Thus, the Make-a-Match learning model was more effective in enhancing Arabic text reading skills compared to the conventional learning method.

To determine the effectiveness of the Make-a-Match cooperative learning model on Arabic text reading skills, a t-test was employed. The calculation results showed a t-value of -5.137, indicating that *t-calculated* is smaller than *t-critical* at the 5% significance level, which is 1.761. Therefore, it can be concluded that the Make-a-Match cooperative learning model is effective in improving Arabic text reading skills. From the results presented, it can be concluded that the group using the Make-a-Match cooperative learning model achieved higher scores in enhancing Arabic text reading skills compared to the group that did not use the Make-a-Match cooperative learning model.

## Discussion

This study demonstrates that the Make-a-Match cooperative learning model is effective in enhancing students' Arabic text reading skills. The pre-test results in the experimental class showed that most students were in the medium category, with a percentage of 53%, while the post-test results indicated a significant increase with 67% of students in the medium category and 13% in the high category. The t-test results for the experimental class showed a t-calculated value of -5.137, which is smaller than the

t-critical value of 1.761, indicating the effectiveness of the Make-a-Match learning model. In the control class, although there was an improvement, the results were not as effective as in the experimental class, with a t-calculated value of -3.917, which is smaller than the t-critical value of 1.746.

These findings align with previous research indicating the effectiveness of cooperative learning in improving student outcomes. Johnson & Johnson (2018) stated that cooperative learning enhances student engagement and learning outcomes. Slavin (2014) also emphasized that cooperative learning models, including Make-a-Match, can increase student motivation and participation in the learning process. Research by Wijaya & others (2019) showed that the Make-a-Match model not only improves learning outcomes but also student motivation, making it an effective method in various learning contexts. Additionally, research by Gillies (2016) found that cooperative learning is more effective than conventional methods in enhancing student outcomes. This improvement is also evident in research by Sharan (2010), which found that interactive learning methods can improve understanding and retention of lesson material. Kagan & Kagan (2009) highlighted the importance of interactive activities in enhancing language skills and student engagement in learning.

This study also supports findings from Gillies (2016), who found that cooperative learning is more effective than conventional methods in improving student outcomes. Moreover, research by Ismail (2018) indicated that the Make-a-Match model can enhance students' understanding of lesson material, as evidenced by the significant improvement in the post-test results of the experimental class. This improvement in understanding is due to the card-matching activities that encourage students to think quickly and comprehend the material deeply. Kagan & Kagan (2009) emphasized the importance of interactive activities in enhancing language skills and student engagement in learning. Research by Webb & others (2019) found that increased social interaction through cooperative learning can improve student learning outcomes and communication skills. Another study by Liang (2020) indicated that integrating technology into cooperative learning models can further enhance student outcomes and engagement.

Furthermore, this study shows that the Make-a-Match model helps students better understand the material and improves their social skills. This is consistent with

research by Gillies (2016), which found that cooperative learning enhances students' social skills, such as communication and teamwork. The interactive activities in the Make-a-Match model allow students to collaborate and learn together, positively impacting their learning outcomes. Webb & others (2019) also found that increased social interaction through cooperative learning can improve student learning outcomes and communication skills. Research by Kagan & Kagan (2009) supports this finding by showing that cooperative learning can increase student engagement and motivation. Additionally, research by Ismail (2018) indicated that cooperative learning methods can reduce students' learning anxiety, which can positively impact their learning outcomes.

However, this study also identifies several challenges in implementing the Make-a-Match model. One of the challenges is the need to prepare a large amount of materials and teaching aids, which requires extra time and effort from teachers (Gillies, 2016). Additionally, this model may be less effective in large classes, as student interaction can become less optimal. Research by Gillies (2016) also noted that large class sizes can be a barrier to the effective implementation of cooperative learning. Kagan & Kagan (2009) also noted that limited resources and facilities can hinder the implementation of cooperative learning models. Research by Liang (2020) indicated that adequate training and support for teachers are crucial for the successful implementation of cooperative learning models. This is also supported by research by Webb & others (2019), which found that teacher training plays a crucial role in the effectiveness of cooperative learning.

This study makes an important contribution to the development of more innovative and effective Arabic teaching methods. By using the Make-a-Match cooperative learning model, teachers can more effectively enhance students' Arabic text reading skills (Gillies, 2016). This model can also be used to improve other language skills, such as writing and speaking (Wijaya & others, 2019). This study provides empirical evidence supporting the use of cooperative learning models in the context of Arabic education in Indonesia, providing a basis for improving and developing better curricula in the future. Research by (Liang, 2020) also indicated that integrating technology into cooperative learning models can further enhance student outcomes and engagement. Research by Webb & others (2019) also supports the need for teacher training to ensure the effective implementation of new learning methods.

The results of this study also have practical implications for education policymakers. The government and educational institutions could consider integrating the Make-a-Match model into the Arabic curriculum to improve students' reading skills. Training and workshops for teachers could also be conducted to enhance their competence in implementing cooperative learning models. Therefore, the results of this study can be used as a basis for improving and developing the Arabic curriculum in Indonesia, ensuring that students can master the language skills necessary for their academic and professional success. Additionally, there is a strong need for teacher training to ensure the effective implementation of new learning methods. Teacher training and professional development are key to the successful implementation of new teaching methods in schools.

### **Conclusion**

This study demonstrates that the Make-a-Match cooperative learning model is effective in enhancing students' Arabic text reading skills. The findings show that students in the experimental class using the Make-a-Match model exhibited significant improvement in their reading skills compared to those in the control class who used conventional teaching methods. The data indicate that the average post-test scores in the experimental class were higher than those in the control class. The t-test results confirmed that this difference is statistically significant, supporting the hypothesis that the Make-a-Match model effectively enhances Arabic text reading skills. Additionally, the study found that this model improves students' social skills and engagement in learning.

The implications of this study are both practical and theoretical. Practically, these findings can be used by Arabic language teachers in Indonesia to improve their teaching effectiveness. Implementing the Make-a-Match model can make learning more interactive and engaging, thus increasing student motivation and participation. Theoretically, the findings support theories on cooperative learning and the effectiveness of interactive teaching methods. This study also provides empirical evidence supporting the use of the Make-a-Match model in the context of Arabic education in Indonesia. Furthermore, these results can serve as a basis for educational policymakers to integrate this learning model into the national curriculum.

However, this study has several limitations that need to be acknowledged. First, the relatively small sample size may limit the generalizability of these findings to a broader population. Second, this study was conducted in only one school, so the results may not represent conditions in other schools. Third, the study did not control for other variables that might affect student learning outcomes, such as intrinsic motivation and the home learning environment. These limitations may influence the interpretation of the findings, and therefore, further research is needed to address these limitations and provide stronger evidence of the effectiveness of the Make-a-Match model.

The results of this study recommend conducting studies with larger sample sizes and in various schools to enhance the generalizability of the findings. Additionally, further research can explore the use of the Make-a-Match model in other subjects to see if it is effective in different contexts. Future studies should also consider other variables that might influence student learning outcomes, such as learning styles, motivation levels, and family support. Moreover, exploring the integration of technology into the Make-a-Match model could be an interesting area of research, given the potential of technology to enhance interactivity and student engagement. This study provides important empirical evidence for the development of more effective educational policies and practices, particularly in the context of Arabic language teaching.

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