

## ANALYSIS OF STUDENTS' PRIOR KNOWLEDGE THROUGH THE MAKE AND MATCH METHOD ON THE SUBJECT OF KHULAFUR RASYIDIN AT MAN 1 MANDAILING NATAL

Laila Nur Sahara<sup>1</sup>, Dina Dwi Putri<sup>2</sup>, Nurul Mutiah<sup>3</sup>, Syamsiah Depalina Siregar<sup>4</sup>  
<sup>1,2,3,4</sup>Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Indonesia

Email: [saharanasution45@gmail.com](mailto:saharanasution45@gmail.com)



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### ABSTRAK

Students' prior knowledge is an important factor in determining learning success, especially in Islamic Cultural History (SKI) subjects that require an understanding of historical concepts and values. This study aims to analyze students' prior knowledge through the application of the Make and Match method on the Khulafaur Rasyidin material at MAN 1 Mandailing Natal. The study uses a descriptive qualitative approach with 32 students in class X-K as subjects. Data were collected through learning observations, interviews, and documentation. The Make and Match method is applied once at the initial stage of learning before the delivery of material to map the readiness and initial understanding of students. The results of the study show that the students' prior knowledge is diverse and tends to be factual, with most students only knowing the names of the Khulafaur Rasyidin figures. An interesting finding shows that the application of the Make and Match method can increase student activity, interaction, and cooperation, including among students who were previously passive, making this method effective as an initial strategy for active and contextual SKI learning.

### ABSTRAK

Pengetahuan awal siswa merupakan faktor penting dalam menentukan keberhasilan belajar, terutama pada mata pelajaran Sejarah Budaya Islam (SPI) yang membutuhkan pemahaman konsep dan nilai-nilai sejarah. Penelitian ini bertujuan untuk menganalisis pengetahuan awal siswa melalui penerapan metode Make and Match pada materi Khulafaur Rasyidin di MAN 1 Mandailing Natal. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan 32 siswa kelas X-K sebagai subjek. Data dikumpulkan melalui observasi pembelajaran, wawancara, dan dokumentasi. Metode Make and Match diterapkan sekali pada tahap awal pembelajaran sebelum penyampaian materi untuk memetakan kesiapan dan pemahaman awal siswa. Hasil penelitian menunjukkan bahwa pengetahuan awal siswa beragam dan cenderung faktual, dengan sebagian besar siswa hanya mengetahui nama-nama tokoh Khulafaur Rasyidin. Temuan menarik menunjukkan bahwa penerapan metode Make and Match dapat meningkatkan aktivitas, interaksi, dan kerja sama siswa, termasuk di antara siswa yang sebelumnya pasif, menjadikan metode ini efektif sebagai strategi awal untuk pembelajaran SPI yang aktif dan kontekstual.

**Kata kunci:** Pengetahuan Awal, Padu Padan, Sejarah Budaya Islam, Khulafaur Rasyidin

## INTRODUCTION

Education is a systematic effort to develop the cognitive, affective, and psychomotor abilities of students so that they are able to adapt and act productively in life. The Law of the Republic of Indonesia Number 20 of 2003 emphasizes that education aims to develop abilities and shape the character and civilization of a dignified nation through the enhancement of faith and devotion to God Almighty ("education aims to develop abilities and shape ...", UU No. 20 Tahun 2003). Education is understood as a strategic process in building the intellectual capacity and character of students so that they are able to play an active role in social and religious life (Amalia et al., 2025; Hasibuan et al., 2025; Siregar, 2024). In the context of Indonesian education, the direction of education is not only oriented towards academic achievement, but also towards shaping the character and spiritual values of students. This is in line with the view that education must integrate aspects of knowledge, attitude, and skills in a balanced manner so that learning objectives are achieved holistically.

Within the framework of Indonesia's national education system, Islamic Religious Education (PAI) plays an important role in shaping students' character by instilling values of faith and practicing Islamic teachings. One of the subjects that is part of PAI is Islamic Cultural History (SKI), which not only provides historical knowledge but also moral values and role models from Islamic history that are relevant to the lives of students (Lubis, 2024). SKI is able to develop the ability to understand historical events and products of Islamic civilization (Ilham, 2024). The history of Islamic culture not only serves as a record of the past, but also as a source of values and morals that can shape an individual's character. In the context of education, learning about the history of Islamic culture is very relevant, especially in the face of globalization and rapid social change. According to Hendra et al., learning about the history of Islamic culture can provide valuable lessons from past events that are relevant to present and future life (Hendra et al., 2022).

Islamic Religious Education (PAI) plays a central role in shaping the religious character of students through the internalization of Islamic values in the learning process. One subject that contributes greatly to this is Islamic Cultural History (SKI). SKI lessons not only aim to introduce Islamic historical events, but also to develop students' reflective abilities in learning lessons from the journeys of Islamic figures and civilizations (Syurgawi & Yusuf, 2020). The material on the Khulafaur Rasyidin is an essential part of SKI learning because it contains values of leadership, justice, and responsibility that are relevant to the character building of students. Learning about Islamic history during this period provides a concrete picture of the implementation of Islamic teachings in social life and government. Research shows that Islamic history material has great potential in instilling exemplary values when delivered with the right and contextual approach (Fitria & Andriesgo, 2019).

However, SKI learning in madrasahs still faces various challenges, especially related to the low level of active participation among students. One of the causes is the lack of attention to the initial conditions of students before learning begins. Differences in knowledge backgrounds and learning experiences cause students to have varying levels of readiness in accepting learning materials (Indarta et al., 2022). The prior knowledge of learners is an important factor that influences the success of the learning process. Prior knowledge serves as a cognitive foundation that determines the extent to which learners are able to understand and relate new information. Recent studies in the field of education confirm that learning that takes into account the prior knowledge of learners tends to be more meaningful and effective than learning that ignores students' initial readiness (Rahman & Sofyan, 2021).

In SKI learning, analyzing students' prior knowledge is very relevant because history material is often understood textually and by rote memorization. When teachers do not identify students' prior understanding, learning has the potential to be less effective and unable to explore the meaning of historical values. Mahali's (2023) research shows that SKI learning that does not pay attention to students' prior readiness tends to result in low learning engagement. One learning strategy that can be used to reveal students' prior knowledge is the Make and Match method. This method is part of cooperative learning that emphasizes matching concepts through question and answer cards. Recent research shows that Make and Match can increase student activity and help teachers map students' prior understanding more accurately (Putri & Handayani, 2021).

The application of the Make and Match method provides ample opportunity for students to express their initial understanding of the learning material. Through discussion and concept matching, students indirectly reconstruct their existing knowledge. Cooperative learning models such as Make and Match are considered effective in creating participatory and meaningful learning experiences (Huda, 2021). In the context of MAN 1 Mandailing Natal, teaching SKI on the subject of Khulafaur Rasyidin requires a learning approach that can accommodate the characteristics of madrasah aliyah students, who tend to be active and critical. Analyzing prior knowledge through interactive learning methods is an important step to ensure that the learning process runs in accordance with the needs and readiness of students (Sembiring et al., 2022).

Based on the above description, this study focuses on analyzing students' prior knowledge through the Make and Match method on the subject of Khulafaur Rasyidin at MAN 1 Mandailing Natal. This study is expected to contribute theoretically to the development of SKI learning and provide practical recommendations for PAI teachers in designing more contextual, active learning that is oriented towards student characteristics.

## **METHODS**

This study uses a descriptive qualitative approach, which aims to understand and describe in depth the initial knowledge of students in learning Islamic Cultural History. The qualitative approach was chosen because this study does not focus on measuring numbers or testing hypotheses, but rather on revealing learning phenomena as they occur in the field, particularly in relation to students' initial understanding of the Khulafaur Rasyidin material. This approach is in line with the view that qualitative research is effective for examining processes, meanings, and interactions in a natural educational context (Sugiyono, 2020).

The research was conducted at MAN 1 Mandailing Natal with the research subjects being students who participated in SKI learning on the material of Khulafaur Rasyidin. Data collection techniques included learning observation, interviews with teachers and students, and documentation of learning activities. The Make and Match method was used as a learning strategy as well as a tool to analyze students' prior knowledge through activities of matching concepts, figures, and historical events. Data analysis was carried out through the stages of data reduction, data presentation, and systematic conclusion drawing to obtain a complete picture of the students' prior knowledge in SKI learning (Miles, Huberman, & Saldaña, 2020).

## **RESULTS AND DISCUSSION**

### **1. Overview of Research and Subjects**

This research was conducted at MAN 1 Mandailing Natal in class X-K, which had

32 students. The research activity was conducted in the Islamic Cultural History (SKI) subject with the material Khulafaur Rasyidin and was guided by a permanent SKI teacher. The Make and Match method was applied once at the initial stage of learning, before the teacher delivered the material narratively and systematically. The main purpose of applying this method was to identify the students' prior knowledge that had been acquired at the junior high school/MTs level (Rahman & Sofyan, 2021). The use of the Make and Match method at the beginning of the lesson provides a clear picture of the students' readiness to receive the material. Thus, teachers obtain preliminary information about the students' level of understanding so that the subsequent learning process can be adjusted to the conditions of the class. This approach is in line with the principle of meaningful learning, which emphasizes the connection between previous learning experiences and new material (Rahmadayanti & Agung, 2022).

## **2. *Students' Prior Knowledge***

Initial observations show that the prior knowledge of 10th grade students regarding the Khulafaur Rasyidin material varies greatly. Most students are only able to mention the names of the Khulafaur Rasyidin, such as Abu Bakar Ash-Shiddiq, Umar bin Khattab, Utsman bin Affan, and Ali bin Abi Thalib, but are not yet able to explain in detail the substance of leadership, the caliphate period, or the process of selecting each caliph. This shows that the students' understanding is still superficial and fragmented (Mahali, 2023). In addition, the prior knowledge possessed by students tends to come from previous learning that emphasizes general introduction to figures without in-depth historical context. This condition causes students to have difficulty systematically linking figures, events, and exemplary values. These findings reinforce the view that SKI learning requires an initial strategy that is able to explore and reorganize students' prior knowledge so that learning can be more effective (Syurgawi & Yusuf, 2020).

## **3. *Student Activities in Applying the Make and Match Method***

The Make and Match method was applied by dividing the students into four groups, each representing one of the Khulafaur Rasyidin figures. Each group received pieces of paper containing information about the figure's name, leadership substance, caliphate period, and the caliph selection process. Approximately six cards were used per group. Students were asked to match the cards correctly through group work and interaction between groups. During the activity, students were seen actively moving around, exchanging information, and offering cards to other groups. The strategy used by students included one person offering cards to other groups, while other group members searched for and arranged matching cards. This activity encouraged students to recall their prior knowledge and use it as a basis for determining card matches. This pattern of interaction shows that the Make and Match method is capable of creating a dynamic and collaborative learning environment (Putri & Handayani, 2021).

## **4. *Student Responses and Behavioral Changes***

The results of the study show significant changes in the responses and learning behavior of students after the Make and Match method was implemented. Students became more active, bold in their movements, and involved in group discussions. Even students who were previously quiet became active in offering cards and searching for the right information to complete their group arrangements. These findings show that the Make and Match method is able to involve all students without exception (Huda, 2021). After the Make and Match activity was completed, the teacher and students corrected and discussed the cards together. The teacher then explained the material on the Khulafaur

Rasyidin narratively by relating it to the cards that the students had arranged. This process helped the students understand the material more comprehensively and structurally than before. Students demonstrated a better understanding of the figures, the substance of leadership, and the process of selecting a caliph, so this method was considered effective in revealing and strengthening students' prior knowledge (Diba & Muhid, 2022).

## Discussion

The results of the study indicate that the prior knowledge of 10th grade students at MAN 1 Mandailing Natal on the subject of Khulafaur Rasyidin is still partial and not yet conceptually integrated. This condition indicates that SKI learning at the previous level emphasized the introduction of figures rather than an in-depth understanding of the historical context and exemplary values. Therefore, analyzing prior knowledge is an important step to ensure that SKI learning in madrasah aliyah can be directed towards strengthening understanding and values (Mahali, 2023; Syurgawi & Yusuf, 2020). The application of the Make and Match method in this study serves not only as a learning method, but also as a diagnostic tool to reveal students' prior knowledge. The card matching activity allows students to display their natural understanding without the pressure of formal evaluation. Errors and successes in matching cards are important indicators for teachers to identify parts of the material that have not been fully understood (Putri & Handayani, 2021).

In addition, the increased activity of students during the activity shows that the Make and Match method is able to create a participatory and inclusive learning atmosphere. The involvement of students who were previously passive shows that cooperative learning provides space for each student to participate according to their abilities. These findings are in line with the view that active learning can increase the motivation and quality of student learning interactions (Huda, 2021). SKI learning that begins with the Make and Match method also helps students connect old knowledge with new material in a more structured way. The material on the Khulafaur Rasyidin is not only understood as historical information, but also as a source of leadership, justice, and responsibility values that are relevant to the lives of students. Thus, this method is suitable for use as an initial strategy in SKI learning in madrasah aliyah because it supports active, contextual, and meaningful learning (Diba & Muhid, 2022; Rahmadayanti & Agung, 2022).

## CONCLUSION

Based on the results of the study, it can be concluded that the prior knowledge of 10th grade students at MAN 1 Mandailing Natal on the subject of Khulafaur Rasyidin is varied and tends to be factual, where most students only know the names of the figures without a deep understanding of the substance of leadership, the caliphate period, and the process of selecting each caliph. The application of the Make and Match method in the early stages of learning proved to be effective in revealing students' prior knowledge in a tangible way while increasing their activity and involvement in the learning process through card matching, discussion, and group work activities. This method not only helps teachers map students' learning readiness but also encourages more participatory and meaningful learning, making it suitable as an initial strategy in teaching Islamic Cultural History, particularly on the subject of the Khulafaur Rasyidin, to support contextual, active learning that is in line with the characteristics of senior high school students.

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