THE EFFECTIVENESS OF USING MATCHING CARDS GAME MEDIA ON STUDENTS' LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION (PAI) AT UPTD SMP NEGERI 5 PAREPARE

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ABSTRACT

This study aims to determine the effectiveness of using matching cards game media in improving students' learning outcomes in the Islamic Religious Education (PAI) subject at UPTD SMP Negeri 5 Parepare. The research employed a quasi-experimental design with a pretest–posttest control group model involving two classes, namely Class VII A as the experimental class and Class VII B as the control class. The results showed that students' initial abilities were still low, with an average score of 52.64 in the experimental class and 48.08 in the control class. The matching cards game media was then implemented in two forms of activities: individual games and group games. During the learning process, student activities, teacher activities, and the implementation of learning were observed using observation sheets. The observations revealed that student activity fell under the "very good" category with an average percentage of 95.48%. Meanwhile, the learning implementation obtained a percentage of 88.33%, and teacher activity reached 86.67%, both categorized as "very good." After the treatment, the posttest score of the experimental class increased significantly to 91.68, while the control class only reached 68.96. The N-gain analysis indicated a high improvement in the experimental class (0.84) and a low improvement in the control class (0.28). These findings demonstrate that the matching cards game media is effective in improving learning outcomes, learning activities, and student engagement, as well as supporting teachers' performance in managing the learning process. Therefore, the matching cards game media is recommended as an innovative alternative learning medium for Islamic Religious Education (PAI) as well as other subjects.

Keywords : *Matching Cards Game, Learning Outcomes, Islamic Religious Education*

INTRODUCTION

Islamic Religious Education (PAI) plays an essential role in shaping students' character, morality, and spirituality. Through PAI learning, students are expected to understand, internalize, and practice Islamic values in their daily lives. This aligns with the mandate of Law Number 20 of 2003 and Government Regulation Number 55 of 2007, which emphasize that religious education is a compulsory component of the national curriculum and serves a strategic function in forming students who are faithful, pious, and morally upright.

Despite its importance, PAI learning in schools still faces various challenges, particularly regarding low student engagement and suboptimal learning outcomes. Initial observations at UPTD SMP Negeri 5 Parepare show that most students' daily test scores remain below the Minimum Mastery Criteria (KKM). The PAI teacher also stated that students tend to become bored easily, are less active, and rarely participate during lessons when the teaching approach is conventional and lacks interactive learning media. This condition indicates that low learning outcomes are not solely caused by students' academic abilities but also by learning approaches that are insufficiently engaging and fail to encourage active participation.

In line with technological development and 21st-century learning needs, various innovative learning media have been developed to improve the quality of the teaching and learning process. One potential medium is educational game media, including *matching cards*, which integrates interactive, competitive, and enjoyable elements. This medium helps students engage cognitively and emotionally, increases their learning motivation, and facilitates concept comprehension through the activity of matching cards individually or collaboratively.

Previous studies have shown that card-based games can improve learning outcomes; however, most of these studies were conducted at the elementary school level or focused on specific learning models. There is still a lack of research that specifically examines the effectiveness of *matching cards game media* in PAI learning at the junior high school level, particularly in schools facing real learning challenges such as UPTD SMP Negeri 5 Parepare. This research gap highlights the need for more in-depth investigation.

Based on these issues, the use of *matching cards game media* is considered a relevant alternative to create PAI learning that is more active, creative, and enjoyable. This medium is expected to increase students' interest, engagement, and overall learning outcomes. Therefore, this study was conducted to examine the effectiveness of using *matching cards game media* on PAI learning outcomes at UPTD SMP Negeri 5 Parepare.

METHOD

1. Research Type and Design

This study employed a quantitative approach using a quasi-experimental design, specifically the Nonequivalent Control Group Design. The quantitative approach was chosen because the research focused on measuring the effectiveness of the Matching Cards Game on students' learning outcomes through objective numerical analysis, such as pretest and posttest scores.

A quasi-experimental design was used because the researcher could not conduct randomization of classes. The experimental and control classes were selected from existing administrative class groupings but still possessed relatively comparable academic characteristics.

In the Nonequivalent Control Group Design, both groups received a pretest and posttest, but only the experimental group received the treatment using the Matching Cards Game. This design allowed the researcher to compare the improvement in learning outcomes and control for initial differences in ability.

According to Campbell & Stanley, quasi-experiments are used when researchers aim to examine causal relationships but randomization is not feasible. Therefore, this design is considered the most appropriate for the context of a formal school setting.

2. Population, Sample, and Sampling

a. Population

The population of this study included all seventh-grade students of UPTD SMP Negeri 5 Parepare for the 2025/2026 academic year, totaling 76 students across three classes (VII A, VII B, VII C). This population was selected because they had studied the topic "Faith in Angels" and were suitable for the research needs.

b. Sample

The research sample consisted of two classes selected from the population:

- Class VII A (28 students) → Experimental group
- Class VII B (25 students) → Control group

The total sample was 53 students, considered representative of the target population.

c. Sampling Technique

This study used a non-probability sampling technique, specifically purposive sampling. This technique was chosen because the researcher required classes with specific characteristics relevant to the quasi-experimental design, such as:

- Classes with relatively balanced academic conditions
- Classes that had already learned the topic under study
- Class selection based on administrative considerations of the school

As explained by Sugiyono, purposive sampling is used when researchers select samples based on particular considerations that best fit the research needs. This technique also helps ensure internal validity.

3. Data Collection Methods

This study employed three methods of data collection:

a. Learning Outcome Test

Tests were used to measure students' learning outcomes before and after the treatment. The tests were administered in two stages:

- **Pretest:** to determine initial ability
- **Posttest:** to assess improvement in learning outcomes

The test consisted of multiple-choice and short-answer items based on the topic "Faith in Angels."

b. Observation

Observation was conducted to obtain data on:

- Student activities
- Teacher activities
- The implementation of the Matching Cards Game

Observation allowed the researcher to directly assess the learning process and the practical effectiveness of the media.

c. Documentation

Documentation was used to collect administrative data such as:

- School profile
- Student data
- Lesson plans (RPP)
- Facilities and infrastructure
- Photos of research activities

This method supported and strengthened the data obtained through tests and observations.

4. Research Instruments

The instruments used in this study included:

a. Test Instrument

The main instrument was a learning outcome test consisting of:

- 20 multiple-choice questions
- 5 short-answer questions

The test blueprint was developed based on the basic competencies of the topic "Faith in Angels," covering cognitive levels C1–C6.

b. Observation Instrument

Observation was conducted using assessment sheets that included indicators of:

- Student activities
- Teacher activities
- Learning implementation

Each indicator used a rating scale of 1–4.

c. Documentation Instrument

The documentation instrument consisted of essential notes, photos of activities, and official school documents used to support the research data.

All instruments were designed to obtain accurate and relevant data according to the research objectives.

5. Data Analysis Techniques

Data were analyzed in two stages:

a. Descriptive Analysis

Used to describe the data from the pretest and posttest, including:

- Mean
- Median
- Mode
- Score range
- Variance and standard deviation

This analysis provided an initial overview of data trends.

b. Inferential Analysis

Used to test the research hypotheses.

The inferential analysis included:

- **Normality Test**

  To ensure that the data were normally distributed so that parametric tests could be applied.
- **Homogeneity Test**

  To ensure that the variances of the experimental and control groups were equal.

- **Hypothesis Testing (t-test / Independent Sample Test)**

  Used to determine significant differences between the learning outcomes of the two groups. Decision criteria:

- If **p < 0.05** → Significant difference → Matching Cards Game is effective
- If **p > 0.05** → No significant difference → Media is not effective

  All analyses were conducted using SPSS version 25.

6. Experimental Procedure

The research procedure for the Nonequivalent Control Group Design consisted of the following stages:

a. Preparation Stage

Preparing learning materials (lesson plans, observation instruments, Matching Cards Game media) and selecting the experimental and control classes, along with preparing pretest and posttest items.

b. Pretest Stage

Both groups were given a pretest to assess initial abilities and ensure initial equivalence before treatment.

c. Treatment Stage

- Experimental group: learning using the Matching Cards Game
- Control group: learning through conventional methods without game-based media

d. Posttest Stage

Both groups were given a posttest to determine the improvement in learning outcomes after treatment.

e. Data Analysis Stage

Pretest and posttest results were analyzed using descriptive and inferential statistics to determine the effectiveness of the media.

f. Conclusion Stage

The researcher concluded the effectiveness of the Matching Cards Game based on the analysis results.

RESULTS AND DISCUSSIONS

1. Islamic Religious Education (PAI) Learning Outcomes of Students Before Using the Matching Cards Game Media at UPTD SMP Negeri 5 Parepare

The results of this study describe the initial learning outcomes of students before the implementation of the Matching Cards Game media. The pre-intervention data from both the experimental class (VII A) and the control class (VII B) indicate that students' achievement in Islamic Religious Education (PAI) was still below the Minimum Mastery Criteria (KKM). In the experimental class, the mean score was 74.13 with a median of 70 and a dominant score of 68.33, while the control class obtained a slightly lower mean of 71.13 with the same median value. Most students in both classes clustered around the lower score intervals, with 60% of students in VII A and 68% in VII B scoring at or below the KKM. These findings show that, prior to treatment, the two groups were relatively comparable and shared similar learning challenges.

The distribution patterns from both classes reveal that the majority of students performed within the lower-middle achievement range. This indicates limited mastery of the material "Faith in Angels," which aligns with the teacher's qualitative observations. The PAI teacher noted that

students tended to be passive and easily disengaged during lessons relying heavily on lecturing, resulting in low motivation and minimal participation. This explanation reinforces the quantitative trends observed in the initial data, demonstrating that the low performance was not merely statistical but reflected a genuine pedagogical issue.

These findings are important because they highlight the need for innovative instructional strategies capable of increasing student engagement and comprehension. The data suggest that traditional methods alone may not adequately support students' learning needs. The use of game-based media, such as the Matching Cards Game, becomes relevant as it provides interactive, student-centered learning experiences that may address boredom, increase participation, and improve retention of PAI concepts.

In comparison with findings from previous studies on game-based learning, these initial conditions support the assumption that interactive media can enhance learning outcomes by promoting active involvement and meaningful learning. The similarity between experimental and control groups before the intervention also strengthens the internal validity of the study, ensuring that any improvement after treatment can be more confidently attributed to the use of the Matching Cards Game.

However, these results also present limitations. The initial performance gap among students is influenced by factors beyond instructional media, such as individual motivation, study habits, and prior knowledge. The descriptive data do not yet reveal causal effects but merely establish the baseline for further comparison after treatment. Future studies may consider including attitudinal or behavioral measures to deepen the analysis of learning difficulties.

Overall, the pre-intervention results indicate that the implementation of the Matching Cards Game is appropriate and necessary. The low learning outcomes, passive student behavior, and teacher-reported classroom dynamics collectively justify the intervention as a promising alternative to enhance PAI learning effectiveness.

2. Implementation of the Matching Cards Game Media in Islamic Religious Education (PAI) Learning

The implementation of the Matching Cards game media in the PAI learning process demonstrated a strong positive impact on student engagement, collaboration, and overall classroom dynamics. Observational data indicated that students in the experimental class actively participated throughout the activity, both during individual and group card-matching tasks. The average student activity score was **22.92**, equivalent to **95.48%**, which falls into the **"Very Good"** category. This finding suggests that the game-based media successfully stimulated students' enthusiasm, cooperation, communication, critical thinking, and sportsmanship. All six observed indicators scored between **94% and 100%**, further supporting the conclusion that the media effectively promoted active and meaningful learning.

The observational results also revealed that students responded positively to both phases of gameplay. Despite a few students initially appearing hesitant due to unfamiliarity with the media, the overall trend showed increasing enthusiasm as the activity progressed. The highest indicator score was recorded in the aspect of **sportsmanship (100%)**, indicating that students were able to participate competitively while maintaining positive attitudes. These findings align with prior research asserting that game-based learning enhances motivation and encourages students to engage actively in academic tasks.

In addition to student activity, the implementation process was evaluated through an observation of lesson execution, which achieved a percentage score of **88.33%**, categorized as

"Very Good." Each phase—from introductory activities to reflection and closing—was carried out effectively, demonstrating that the teacher was able to integrate the media into the instructional process with clarity and consistency. The data suggest that the game media supported a well-structured learning flow, facilitating interaction, discussion, and reinforcement of key concepts related to the topic of faith in angels.

Teacher activity was also assessed to determine the quality of instructional delivery using the Matching Cards media. The teacher's performance earned a percentage score of **86.67%,** indicating **"Very Good"** implementation. The teacher successfully guided students, managed classroom conditions, explained rules and content clearly, and provided feedback throughout the activity. The consistency of effective teaching practices supports the interpretation that proper teacher facilitation is essential in maximizing the benefits of game-based instructional media.

Overall, the findings emphasize that the Matching Cards game media significantly enhanced student activity and the quality of instructional execution in PAI learning. The high scores across all observation categories demonstrate that the media is pedagogically effective and aligns well with active learning principles. These results suggest that the Matching Cards media can serve as a viable alternative instructional strategy to improve engagement and learning experiences in Islamic Religious Education.Future studies may further investigate its long-term impact on learning outcomes or compare its effectiveness with other interactive learning tools.

3. The effectiveness of using **matching cards game media** in improving students' learning outcomes in Islamic Religious Education (PAI) at UPTD SMP Negeri 5 Parepare

The effectiveness of using **matching cards game media** in improving students' learning outcomes in Islamic Religious Education (PAI) at UPTD SMP Negeri 5 Parepare was analyzed based on experimental research data through the implementation of treatment in the experimental class and conventional learning in the control class. The primary data analyzed consisted of **pretest** and **posttest** scores, which were used to observe the improvement in students' mastery of the material and to measure the contribution of the matching cards game media to students' learning outcomes.

In class VII A as the experimental class, the pretest results showed that the highest score obtained by students was 72 and the lowest was 32, with an average score of 52.64. The median was 52, the mode was 60, the standard deviation was 12.038, and the variance was 144.907, indicating a wide variation in students' initial learning outcomes. The distribution of pretest scores showed that most students were in the 60–66 range (32%) and only a few reached the minimum competency standard (KKM). This indicates that the students' initial ability was relatively low and required more varied and engaging learning strategies. The matching cards game media was then applied as a treatment to improve students' interest and understanding.

After the treatment was implemented, the posttest results showed a significant improvement. The highest score increased to 100 and the lowest to 80, with the average score rising to 91.68. The median was 92, the mode was 100, the standard deviation was 7.111, and the variance was 50.560, indicating a more homogeneous distribution of scores and a substantial increase beyond the KKM. The frequency distribution also showed that the interval of 100–103 had the highest frequency (24%), and all students achieved scores above the KKM. These findings prove that the matching cards game media successfully created a more enjoyable learning environment, increased motivation, and effectively enhanced students' understanding of the material.

In class VII B as the control class, the pretest average was 48.48 with the highest score 72 and the lowest 28. The high variance and standard deviation indicate an irregular score distribution, and most students were still below the KKM. The conventional learning method applied in the control class made students relatively passive and less enthusiastic during the learning process.

The posttest results in the control class showed improvement, but not as significant as the experimental class. The average posttest score was only 61.84, with the highest score 96 and the lowest 40. The distribution showed that the most frequent scores fell in the 60–69 range (28%), while only six students surpassed the KKM. This indicates that, although improvement occurred, the effectiveness of learning in the control class remained low compared to the experimental class.

Further analysis using the **N-Gain test** reinforced the conclusion that the improvement in learning outcomes in the experimental class was significantly higher than in the control class. The experimental class obtained an average N-Gain score of **0.84** (high category), while the control class achieved only **0.28** (low category). Thus, the matching cards game media was proven more effective in enhancing students' learning outcomes.

The classical assumption tests, including normality and homogeneity tests, showed that the data in both groups were normally distributed and homogeneous, making them appropriate for hypothesis testing. The **Independent Sample T-Test** results indicated a significant difference between the learning outcomes of the experimental and control classes. Likewise, the **Paired Samples Test** showed a Sig. (2-tailed) value of $0.000 < 0.05$, meaning there was a significant difference between the pretest and posttest scores in the experimental class.

Overall, the findings demonstrate that the use of **matching cards game media** is highly effective in improving PAI learning outcomes. This media not only helps students more quickly understand the material but also increases active engagement, learning motivation, and interaction throughout the learning process. Therefore, matching cards game media can be considered an innovative instructional strategy and is worthy of broader application within PAI learning.

CONCLUSIONS

This study demonstrates that the use of the **Matching Cards Game** media significantly improves student engagement and learning outcomes in Islamic Religious Education (PAI) at UPTD SMP Negeri 5 Parepare. Before the intervention, both classes showed similarly low initial performance, but after the implementation of game-based learning, the experimental class experienced a substantially higher improvement compared to the control class. These findings confirm that interactive instructional strategies can effectively address low motivation and passive participation commonly observed in conventional learning settings.

The importance of this research lies in its contribution to PAI instructional practices, which have traditionally been theoretical and lacking in innovation. The Matching Cards Game media proved capable of creating more meaningful learning experiences, fostering positive interaction, and facilitating better comprehension of key concepts. Although the results align with previous studies on game-based learning, this research offers originality by showing that even simple instructional media can yield significant educational benefits when thoughtfully designed and implemented.

Overall, this study emphasizes that active, creative, and enjoyable learning innovations are highly relevant to the needs of today's students. The implications of these findings encourage PAI teachers to continuously develop more varied and student-centered instructional strategies,

ensuring that learning processes not only deliver content but also strengthen motivation, participation, and students' thinking skills.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to all individuals who have provided support, assistance, and contributions throughout the process of completing this thesis. Special appreciation is extended to the author's parents, Lanura and Halija, for their unwavering prayers, encouragement, and support. The author also conveys heartfelt thanks to:

1. **Dr. Hannani, M.Ag.,** Rector of IAIN Parepare, along with **H. Saepudin, S.Ag., M.Pd.; Dr. Firman, M.Pd.; and Dr. Muhammad Kamal Zubair, M.Ag.,** the Vice Rectors, for the opportunity to pursue graduate studies at the Postgraduate Program of IAIN Parepare.
2. **Dr. H. Islamul Haq, Lc., M.A.,** Director of the Postgraduate Program, for the academic guidance and support provided during the study period.
3. **Dr. Ahdar, M.Pd.I.,** Head of the Islamic Education Study Program, for the academic facilitation and guidance throughout the study.
4. **Dr. Amiruddin M., M.Pd.** and **Dr. Musyarif, M.Ag.,** the first and second supervisors, for their valuable guidance, insightful suggestions, and constructive feedback throughout the writing of this thesis.
5. **Dr. H. Muhammad Saleh, M.Ag.** and **Dr. Abdul Halik, M.Pd.I.,** as examiners, for their constructive criticism and input that enhanced the quality of this research.
6. All **lecturers of the Postgraduate Program of IAIN Parepare** for the knowledge, insight, and guidance provided during the coursework.
7. The entire **academic community of the Postgraduate Program of IAIN Parepare** for their administrative assistance and academic services that greatly supported the completion of this thesis.
8. **Syarifuddin, S.Pd.,** Principal of UPTD SMP Negeri 5 Parepare, for granting permission to conduct the research.
9. **Nahrah, S.Pd., M.Pd.,** as the research observer, for her time, dedication, and assistance in implementing and improving the research process.
10. All **colleagues of the 2023 Master of Islamic Education cohort**, for their support, collaboration, and encouragement throughout the study.
11. The author's beloved wife, **Afriliani, S.Pd., Gr.,** for her prayers, patience, support, and constant motivation throughout the completion of this thesis. May Allah grant abundant blessings for her kindness.
12. All other individuals who have contributed morally or materially, whose names cannot be mentioned one by one, the author extends profound gratitude.

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