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Development of Make a Match-Based Puzzle Media Five *Asma'ul Husna* Materials and Their Meanings

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Abstract: This research develops a make-a-match-based puzzle learning media for Islamic Religious Education subjects with the material of five *Asma'ul Husna* in grade IV of SDN 25 Sabbamparu. The research aims to analyze student needs, design, development, practicality, and effectiveness of this learning media. The research uses the R&D method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, involving 21 students and two teachers. The study results showed that the make-a-match-based puzzle media was feasible with the assessment of 69.2% media experts, 97.9% material experts, and 75% linguists. The practicality of the media was considered very high by teachers (96.6%) and students (82.9%). The interpretation of the results shows that this media increases students' interest and enthusiasm for learning and helps them apply *Asma'ul Husna*. The recommendation is to expand the use of this media in various schools and conduct further research to measure the long-term impact on the character and morale of students.

Keywords: Development, Make a Match, Puzzle Media, *Asma'ul Husna.*

1. Introduction

In the era of globalization, the world has entered the 21st century, which is open to all forms of fundamental changes (Yamin & Fakhrunnisaa, 2022). One of them is in the Field of information technology. Educators must use information and communication technology to the maximum because it is an educator who interacts directly with students (Hasriadi et al., 2021). Therefore, education must be placed in the position it should be. Education is essentially a forum to create a generation that has academic and religious potential.

Education is a conscious and planned effort to realize learning activities so that students actively develop their potential and have spiritual strength, such as intelligence, self-control, personality, intelligence, noble character, and skills (Sukirman, 2021). Therefore, it is important for every human being to get an education to explore their potential. In implementing the learning process in the classroom as a microelement of educational success, the success of implementing a learning strategy in using learning methods, techniques, and strategies greatly determines learning outcomes.

The Puzzle is a puzzle model that arranges the picture's pieces into complete unity. Moreover, puzzles are very popular, especially among children(Nawafilaty, 2017; Hidayati, 2018). The images used are children's favourite images, such as cartoons, numbers, fruits, cars, animals, and so on. Puzzle is an interesting game for children (Aslindah, 2027; Rusanti et al., 2022). Children like interesting shapes and colours. At first, the child may try to compose a picture Puzzle. Without guidance, with a little direction and example, he can develop social skills (cooperation) by trying to arrange shapes, colours, or logic with his friends (Pangastuti, 2019).

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Type Learning: Make a match. It is a lesson process where students learn while playing by matching pairs of cards about topics in fun learning (Wijanarko, 2017; Wijendra, 2020). The learning model Make a Match emphasizes students cooperating with other students to develop their knowledge through learning while playing (Fauhah & Rosy, 2021; Running (2020).

According to Facts in the Field in the learning process, Students tend to be bored and lack enthusiasm in the learning process in the classroom because teachers only use whiteboards and book media, so students' interest in learning is low, which results in students being busy playing and disturbing their friends during the learning process. This fact is supported by the results of research conducted by (Muflida et al., 2024; Utami et al., 2021), which shows that, in general, students are better able to understand the material by using media Puzzle to make a match as a learning medium. This phenomenon provides an overview of the world of education to further consider the importance of improving the quality of education and Islamic religious education lessons in various innovative media education institutions; students can learn actively and be involved in the use of interesting and challenging media for students to solve a problem according to their development.

This explanation shows that currently, the media Puzzle makes it easier to deliver *Asma'ul Husna* material. Because the media Puzzle Based make a match able to attract students' attention in the learning process (Hidayati, 2018; Rusanti et al., 2022; Utami et al., 2021). We need to use the media Puzzle to make a match that is interesting for students' attention in the learning process, especially on the material of the five *Asma'ul Husna* and its meaning. The media can later solve the problems students face in the learning process.

Based on this description, the author is interested in conducting research at SDN 25 Sabbamparu, which is located on Jalan Sungai Pareman II, Sabamparu Village, North Wara District, Palopo City, with the research title of the development of Make a match-based puzzle learning media on the material five *Asma'ul Husna* and its meaning in grade IV of SDN 25 Sabbamparu. Thus, this research study will provide information and help solve problems in the learning process.

2. Method

Type The research used in this study is Research and development (R&D) (Zahrah et al., 2024), which will produce a product in the form of learning media using a research model ADDIE (Analyze, Design, Development, Evaluation). This research also involves the stages of model development, which are five steps/phases. Research ADDIE Developed by ((Branch, 2009). Research and development is used to produce and test a specific product's effectiveness. Sugiyono reinforces that the method of "research and development, or in English, Research and Development, is used to produce a specific product and test the effectiveness of that product.

Step- The steps of the research and development process show a cycle that begins with analyzing needs and problems that require solutions that will use a certain product. The next step is to determine the characteristics or specifications of the product to be produced. The material and learning process must be adjusted to the conditions, background, and ability of the teacher who will learn it, as well as the learning resources in their respective regions. The data collection technique in this study uses observations, interviews, and validation questionnaires. The data analysis techniques used in this study are as follows: Researchers use two procedures for information data analysis: qualitative and quantitative. Qualitative data is an idea put forward by validators of material experts, media experts, linguists, and media practicality analysis based on teacher and student response questionnaires collected to review and revise the results of learning media. Puzzle Based to make a match. Meanwhile, quantitative data is data obtained according to the perspective of approval using the Likert assessment scale with four levels of use, namely 4 (very valid), 3 (valid), 2 (invalid), and 1 (very invalid). Data from expert validation and the questionnaire of teacher responses and educational students that has been collected is then tabulated, and the percentage is searched with the formula:

$$Percentage = \frac{\sum score\ per\ aspect}{maximum\ score} x\ 100\%$$

Remember The results of the percentage of validation sheets obtained, then categorize them according to the following table:

Table 1. Product Validity Category

%	**Criterion**
80 – 100	Very worthy
60 – 80	Proper
40 − 60	Quite decent
20 – 40	Not eligible
0 − 20	Very unworthy

Table 2. Categories Practicality

%	**Information**
80 – 100	Very Practical
60 – 80	Practical
40 − 60	Quite Practical
20 – 40	Impractical
0 – 20	Very impractical

3. Result

This research was conducted on Islamic religious education, the material of five *Asma'ul husna* and its meaning, taught to grade IV students at State Elementary School 25 Palopo. This development research uses the ADDIE model. Development of Puzzle learning media based *on make-a-match* material on the five *asma'ul husna* and its meaning. This research produced a product in the form of learning media on the material of the five *asma'ul husna* and its meaning, which was applied at the 25 Sabbamparu State Elementary School, especially in grade IV, which has been tested for validity by three competent validators. Practicality test by teachers of Islamic Religious Education Class IV and responses of grade IV students of State Elementary School 25 Sabbamparu. The product of this research is a make-a-match-based puzzle learning media of the five *asma'ul husna* materials and their meanings, which have been prepared for approximately two months.

The following describes the stages of developing a make-a-match-based puzzle learning media for the five *asma'ul husna* materials and their meaning in grade IV of State Elementary School 25 Sabbamparu. Using the ADDIE module.

a. Results of the analysis stage

The analysis stage is the initial stage carried out by the researcher. At this stage, the activities carried out include the following:

1) Needs analysis

The needs analysis results were obtained from interviews conducted by the researcher with teachers of Islamic religious education subjects. Based on the interview results, information was obtained that the teaching materials used in learning only used package book teaching materials provided by the school, so the learning process tended to be monotonous and boring. Educators should have one of the important skills in the learning process, such as the ability to use effective teaching methods. The data obtained from learning media that can attract students' attention in the learning process is game-based learning media because students at the elementary school level tend to like to play while learning. Therefore, the researcher decided to develop a match-based puzzle learning media that aims to make it easier for educators to deliver material to increase students' activeness, enthusiasm for learning, and independence in the learning process.

2) Curriculum analysis

Curriculum analysis is carried out by paying attention to the characteristics of the curriculum used in the educational unit. From this curriculum analysis, it was obtained that the SDN 25 Sabbamparu Palopo City curriculum is an independent learning curriculum applied in grades I and IV, and the 2013 curriculum is applied in grades II, III, V, and VI.

3) Analysis of student characteristics

The results of the analysis of student characteristics were obtained from the observation that each class at SDN 25 Sabbamparu has different characteristics of students, such as in the learning process, some students are directly responsive, some are less responsive, and some only play or do not seriously participate in learning. However, there are different characteristics of students in school, and educators do not separate students according to their character and academic ability.

a. Results of the design stage

The next stage is the planning (design) stage. This stage aims to prepare and design a match-based puzzle adapted to the independent learning curriculum. The steps taken by the researcher in this stage are as follows.

1) Design using the Canva app.

The design of the make-a-match-based Puzzle learning media using the Canva application is as follows.

(a) Designing a match-based puzzle media cover
(b) Designing a match-based puzzle media component
(c) Designing question cards and answers for puzzle media based on make-a-match

After the puzzle design, the next step is to prepare the tools and materials used to make match-based puzzle media.

2) The tools and materials used in making a match-based puzzle media.

The tools include cutter knives, scissors, rulers, glue guns, and hole punches. Meanwhile, the materials used include calendar paper, puzzle design print paper, paper glue, clear plastic, cardboard, and cardboard boxes for wall clocks. After designing and preparing make-a-match-based puzzle tools and materials, the next step is to compile the instruments used to assess the developed make-a-match-based puzzles. The instruments that are arranged are.

(a) The make-a-match-based puzzle feasibility assessment instrument is a validation questionnaire consisting of validators, material experts, media experts, and linguists.
(b) The assessment instrument for the practicality of the puzzle media is adapted to a questionnaire of responses from educators and students.

b. Results of the development stage

The development stage is carried out by researchers who aim to realize a product designed in advance and obtain an assessment from the validation process carried out by several experts on the product developed. This stage consists of.

The validation stage is a procedure carried out by the researcher to obtain an assessment of the match-based Puzzle developed by involving several expert validators so that the match-based puzzle media can be used in the learning process later. The validator consists of one media expert validator, two material expert validators, and one linguist validator.

a) Results of media expert data analysis

The results of the validation analysis of media experts on *making a* match-based *puzzle media* can be described as follows.

Table 3. Media Expert Validation Analysis

No.	Assessment Aspects	expert Media
1.	Media presentation	18
2.	Presentation of Writings and Images	18
	Sum	36
	Maximum Score	47

Installment (%)	69’2
Criterion	Proper

Based on the data from the media expert validators' validation results, 69.2% was obtained with feasible criteria.

b) Validation data analysis of material experts

The results of the analysis of the validation of material experts on the make-a-match-based puzzle learning media can be described as follows.

Table 4. Material Expert Validation Analysis

No.	Assessment Aspects	Material Expert Validator
1.	Learning	15
2.	Others	8
3.	Language	8
4.	Question	4
5.	Uses	12
	Sum	47
	Maximum Score	48
	Installment (%)	97,9
	Criterion	Very worthy

Based on the data from the validation results by the material expert validators above, an average percentage of 97.9% was obtained with very feasible criteria.

c) Linguist validation data analysis

The results of the linguist's validation analysis of the make-a-match-based puzzle learning media can be described as follows.

Table 5. Linguist Validation Analysis

No	Assessment Aspects	Expert Language
1.	Businesslike	13
2.	Communicative	10
3.	Dialogical and Interactive	3
4.	Suitability to the level of student development	6
	Sum	32
	Maximum Score	40
	Installment (%)	75
	Criterion	Proper

Based on the data from the validation results by the linguist validator above, a percentage of 75% was obtained with a valid category.

d) Revision of Make a Match-based Puzzle learning media

Some of the suggestions given by the validator during validation will be used as a perspective or reference in revising the make-a-match-based puzzle learning media. Revision activities are done to change, idealize, or perfect the make-a-match-based Puzzle. The revisions of the four validators can be seen as follows:



Figure 1. Media Expert Revision on Background



Figure 2. Material Expert Revision on Background

On the question and answer cards, wrap them in a container so they are not easily scattered with plastic or easily damaged.



Figure 3. Material Expert Revision

The language expert's revision of usage (writing punctuation, words and letters) is observed by Indonesian language rules.

c. Results of the implementation stage

After the make-a-match-based puzzle media has been revised and is suitable for use in the next stage, at this stage, the researcher tests the practicality of the make-a-match-based Puzzle learning media in the Islamic religious education subject of the five *asma'ul husna* material and its meaning through a questionnaire of student and educator responses. The researcher first introduced and tested his product in the form of a make-a-match-based puzzle learning media in the Islamic

religious education subject, the material of five *asma'ul husna* and its meaning in grade IV of SDN 25 Sabbamparu which totalled 21 students who were Muslims. After introducing and testing the product, if the students understood the use of Make a Match-based Puzzle media, the researcher distributed a questionnaire to 21 students and explained how to fill out a questionnaire to assess the Make a Match-based puzzle learning media. The aspects assessed are material, media display and quality, language, and usability.

The following results of the practicality test based on student responses can be seen in the following table.

Table 9. Results of Teacher Practicality Test

No.	Assessment Aspects	Total Teacher Score	Max Score	%	Category
1	Material	16	16	100	SP
2	Media Quality and Display	62	64	96,8	SP
3	Language	16	16	100	SP
4	Uses	22	24	91,6	SP
	Sum	**116**	**120**	**96,6**	**SP**

Table 10. Results of the Student Practicality Test

No.	Assessment Aspects	Number of Student Scores	Score Max	%	Category
1	Material	127	168	75,5	SP
2	Media Quality and Display	567	672	85,7	SP
3	Language	144	168	85,7	SP
4	Uses	138	168	82,1	SP
	Sum	**976**	**1176**	**82,9**	**SP**

Based on Table 9, it can be seen that the average percentage of practicality tests using educators' responses to the development of make-a-match-based puzzle learning media in the subject of Islamic religious education material five *asma'ul husna* and meaning in grade IV of SDN 25 Sabbamparu Palopo City is 96.6% with a very practical category. In the material aspect, a percentage of 100% was obtained with the category of very practical, the aspect of quality and display of media was obtained 96.8% with the category of very practical, the aspect of language obtained a percentage of 100 with the category of very practical, and the usability aspect was obtained with a percentage of 91.6 with the category of very practical.

Table 10 can be seen that the average percentage of practicality tests using students' responses to the development of make-a-match-based Puzzle learning media in the Islamic Religious Education subject of five *asma'ul husna* and meaning in grade IV SDN 25 Sabbamparu Palopo City is 82.9% with a very practical category. In the material aspect, the percentage was obtained at 75.5% with the practical category, the quality and display aspect of the media was obtained at 85.7% with the very practical category, the language aspect was obtained at 85.7% with the very practical category and the usability aspect was obtained 82% with the very practical category.

The results of this study show that the match-based Puzzle learning media in Islamic religious education lessons material five as'ul husna and its meaning in grade IV SDN 25 Sabbamparu Palopo City developed by the researcher meets the criteria of practicality so that it can be used in Islamic Religious Education learning.

d. Results of the evaluation stage

The result of the evaluation stage carried out by the researcher in the process of developing *a* match-based puzzle learning media is that in the formative evaluation, the researcher conducts several stages consisting of a needs analysis stage through interviews with grade IV Islamic religious education teachers, curriculum analysis and analysis of student characteristics through observation of students. In the design stage, the researcher began to design a make-a-match-based puzzle and

compile instruments; in the development stage, the researcher obtained data in the form of make-a-match-based puzzle validation results from the three expert validators as well as suggestions or inputs on make-a-match-based puzzles which are used as a reference for revision during the validation process. As for the summative evaluation, the researcher obtained data using a questionnaire of student responses and educators to determine the practicality of making a match-based puzzle learning media.

4. Discussion

In this study, which aims to answer the problem formulation part, the researcher has obtained the points that are the purpose of the development of a match-based puzzle media in the material of five *asma'ul husna* and its meaning in grade IV of SDN 25 Sabbambaru, which is as follows.

1. Analysis of the need to make *a* match-based puzzle learning media on *Asma'ul Husna* material.

By The results of the needs analysis, namely curriculum analysis and character analysis of students using interviews and observations, information was obtained that the curriculum used in grade IV is the Independent Learning Curriculum and by the material raised in the learning media while students have different characters in the learning process so that in the learning process it is necessary to use interesting and fun learning media so that students are more The spirit of the learning process so that it is not boring and not enough to use only the package books provided by the school. It is in line with the opinion (Sundari et al., 2023; Maslihah & Kurnia, 2024) that Learning Media Puzzle Based make a match is one of the game media that can be used on the characteristics of students aged 7-18 years, the use of Puzzle Based make a match It has several advantages including being easy to carry, easy to make, can be used for small and large groups, and can be used as a fun game to increase students' interest in learning. Therefore, it is necessary to develop the media Puzzle to make a match that makes the learning process fun.

2. Design of Puzzle learning media based on making a match on *Asma'ul Husna* material.

Media Puzzle Based makes a match, which refers to the ADDIE development model. According to Barokati and Anas, the ADDIE model is one of the models that serves as a guideline for developing effective, dynamic learning and supporting learning. Tegeh and Kirna also said that the ADDIE model is one of the systematic learning design models. This model is developed or arranged programmatically with a systematic sequence of activities to solve learning problems related to learning resources that are to the needs and characteristics of students. Likewise (Maslihah & Kurnia, 2024), in their research, said that the ADDIE model could be used for various models, various models, learning strategies, media and teaching materials. It aligns with the research that developed the puzzle-based match, which goes through five stages: analysis, design, development, implementation, and evaluation. In designing media, a Puzzle match is Developed through the analysis of needs to obtain information obtained from curriculum analysis and student character analysis; it is known that the curriculum used is the Independent Learning Curriculum and the character of students who are different in the learning process.

3. Development of a match-based puzzle learning media on *Asma'ul Husna* material.

Learning media Puzzle make a match in the development process; it is carried out to realize the media design that has been designed and designed. At the stage of the learning media development process, the steps in making the media are implemented, starting from making covers, components Puzzlecards Puzzle and to the stage finishing, which is designed using Canva, so that learning media is produced Puzzle Based make a match Engaging and effective. Furthermore, after the media is ready, the next stage is to carry out validation, which is assessed by several experts, such as media experts, material experts and linguists. After the media is validated, revisions are carried out, and several experts make the results of corrections. So, learning media is produced by Puzzle to make a match in the material of five *asma'ul husna* and its meaning in grade IV of elementary school, which is interesting and effective to be used in the learning process. In line with research (Putra & Wulandari, 2021) that elementary school students tend to be interested in games that are full of interesting colours and the use of media that combines multimedia elements it can

make learning more interesting, learning becomes more effective because students actively interact with the media used by Nurseto, so that learning that initially has minimal interaction between teachers and students and is considered boring becomes effective and interesting for students (Putra & Wulandari, 2021) Therefore, the media Puzzle Based make a match In the development process, attractive and effective media is produced after being assessed by experts and revised.

4. The practicality of making a match-based puzzle learning media on *Asma'ul Husna* material.

Practicality is carried out at the stage of implementing learning media. Puzzle Make a Match is assessed by Islamic religious education teachers and students in grade IV of elementary school. The results of the practicality test conducted by religious education teachers were obtained 96.6% with very practical criteria, while the results of the practicality test by students were obtained 82.9% with practical criteria. Research (Falla & Mintohari, 2019) shows that practicality can realistically be used according to the settings that have been designed and developed. From this opinion, it can be explained that the media can be run according to the predetermined design. Practicality can be seen from the results of the questionnaire responses of teachers and students. Therefore, the practicality test shows that the learning media *Puzzle* Based Make a Match can be used practically in the school environment.

5. The effectiveness of making a match-based puzzle learning media on *Asma'ul Husna* material.

Effectiveness of learning media Puzzle-based make-a-match has gone through the stage of feasibility tests conducted by several experts using questionnaires (Yuhana & Her, 2019). The evaluation obtained during expert validation is used as a guideline for whether or not the product developed is feasible. Expert advice is also used as a revision guideline so that the media developed can be tested. Data obtained are media experts with a score of 69.2 with feasible criteria, material experts with a score of 97.9 with very feasible criteria and linguists who obtained a score of 75 with feasible criteria. Based on the guidelines for converting quantitative to qualitative data, media validation Puzzle Based to make a match is included in the criteria for feasibility use. It is in line with research (Freedom, 2021). The results of data analysis, the number of media validation results of an average of 69.2% were accepted in the Very Feasible group, the average acquisition of material validation of 97.9% was accepted at Very Feasible, and the average acquisition of linguists of 75% was accepted in the eligible category.

5. Conclusion

The findings of this study show the development of a match-based puzzle learning media in the Islamic Religious Education subject of five *Asma'ul Husna* and its meaning in grade IV of SDN 25 Sabbamparu. The development process includes five stages: needs analysis and curriculum analysis, design/design, preparation and manufacture of learning media, application of a *match-based* puzzle media according to the learning objectives, and evaluation of the product developed. Regarding feasibility, validators of material experts, media experts and linguists assessed make-a-match-based puzzle media with a feasible category. The score obtained from the assessment of teachers of Islamic religious education subjects is also quite high, reaching 96.6%. In addition, the response from students to the make-a-match-based puzzle media also received a fairly positive assessment, with an average score of 82.9%, which shows that the media is very suitable for use in the learning process. Based on these findings, several implications and recommendations can be taken. The implication is that this match-based puzzle media can help increase interest and enthusiasm for learning and the application and introduction of the best names of Allah Swt. among students in elementary schools. The recommendation is that this match-based puzzle media can be expanded in learning in various schools to create a more interesting and fun learning environment. In addition, further research is needed to measure the long-term impact of the use of this module on the character and moral development of students.

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