

Increasing PAI Learning Results with Index Card Match (IKM) Learning Methods Students Class IV (Four) SDN 17 Sentosa Padang Gelugur Kecamatan Padang Gelugur

Khoirun Saleh¹ 

*Correspondence:

Email :

khoirunsaleh@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

Article History:

Submission : 18-11-2024

Revised : 22-11-2024

Accepted : 24-12-2024

Published

Keywords: Learning
Outcomes, Index Card

Kata Kunci : Hasil
Belajar, Index Card

Abstrac

This study aims to determine the impact of implementing the Index Card Match method in Islamic Religious Education learning in grade IV. The research was conducted in two cycles, with the first cycle showing suboptimal results, as only 55% of students reached the Minimum Mastery Criteria (KKM). In the second cycle, improvements were made by providing more detailed explanations and better classroom management, resulting in 75% of students achieving KKM. In addition, student activity increased, as seen from active participation in discussions and interactions during the learning process. The findings of this study show that the application of the Index Card Match method can improve student learning outcomes, both in terms of KKM achievement and a more conducive classroom environment.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode Index Card Match dalam pembelajaran Pendidikan Agama Islam di kelas IV SD. Penelitian ini dilaksanakan dalam dua siklus, dengan siklus pertama menunjukkan hasil yang belum optimal karena hanya 55% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM). Pada siklus kedua, perbaikan dilakukan dengan memberikan penjelasan yang lebih rinci dan pengelolaan kelas yang lebih baik, sehingga 75% siswa berhasil mencapai KKM. Selain itu, aktivitas siswa meningkat, yang terlihat dari partisipasi aktif dalam diskusi dan interaksi selama pembelajaran. Hasil penelitian ini menunjukkan bahwa penerapan metode Index Card Match dapat meningkatkan hasil belajar siswa, baik dari segi ketercapaian KKM maupun suasana kelas yang lebih kondusif.

INTRODUCTION

The process of formal and informal education at school and outside of school that lasts for a lifetime aims to optimize the consideration of individual abilities, so that in the future they can play an appropriate life role in society. To achieve these goals, many parties depend on the success of their achievements on teachers as educators. This requires teachers to be able to carry out noble duties by becoming professional educators / teachers, including religious teachers. Islamic education basically contains three meanings, understood as a fundamental value, becomes a teaching value (way of life), and develops according to historical reality (Dr. Muhaimin, MA, 2010: 43). In religious education, it should be endeavored that religious teachings are not only known, but also that they are truly understood and lived, giving rise to a great desire to live in accordance with the will of God Almighty (Drs, H Abu Ahmadi et al, 2005: 43).

Islamic religious education is very important to be given to all levels of education both from kindergarten (TK) to university (PT). Because with religious education students will be equipped with character education, manners and practices of worship to get closer to Allah SWT. Learning is the main joint to open knowledge, both knowledge for practice to get closer to Allah SWT, recognize various evidence and greatness of Allah SWT and develop various knowledge for the welfare of human life both in the world and the hereafter Learning is a relative change in behavior that occurs as a result of practice or practice (A.N. Djamal, 1995:

27) Teachers play a very important role in teaching Islamic religious knowledge material so that it is easy to learn teachers must be good at motivating students so that in the Teaching and Learning Process (PBM) of Islamic religious knowledge students feel happy. If happy and have high results, students will undoubtedly find it easy to learn Islamic religious knowledge. In Islamic terminology it is called *fitrah*. One of the efforts to improve the quality of education is by improving the teaching and learning process. Teaching and learning is basically an interaction or reciprocal relationship between teachers and students in educational situations. Therefore, teachers in teaching are required patience, tenacity and an open attitude in addition to the ability in a more active teaching and learning situation. At SDN 17 Sentosa Padang Gelugur there are several fundamental problems that become obstacles to the implementation of the learning process.

The first problem found is a problem related to media and learning facilities. The definition of media according to Briggs is any physical tool that can present messages and stimulate students to learn (Sadirman, 2009: 6). Media in learning plays an important role because it further streamlines communication and interaction between teachers and students in the teaching and education process at school so that it can stimulate students' thoughts, feelings, attention and interests and attention in such a way that the learning process occurs. The second problem relates to student concentration in following the learning process. According to Sardiman (2007: 40) concentration is intended to focus all the power of attention on the learning situation. In learning, there may also be mere attention but not concentration, the meaning of the material that enters the mind has a tendency to be memorable but not strong enough to make a vivid and long-lasting impression. In addition to reduced concentration, students also have forgetfulness. Observations from the initial observations showed that the day after students learned a lesson or listened to a lecture they forgot a lot of what they had learned during the lesson. The third problem found is related to the teacher as one of the sources in teaching. Basically, the learning process of PAI and BP at SDN 17 Sentosa Padang Gelugur is still conventional. Learning carried out by teachers emphasizes the use of the lecture method. The lecture method minimizes student involvement in the learning process, so the teacher seems more active than the students. The habit of being passive in the learning process can result in most students being afraid and embarrassed to ask the teacher about material that is not understood. The learning atmosphere in the classroom becomes very monotonous and less interesting.

This method is quite boring, so in its implementation it requires certain methods / strategies so that the presentation style is not boring but attracts students' attention. Student learning outcomes are not optimal, although there are active students in the learning process and there are students who get high scores, but there are still many students who are less active and learning outcomes are still low. The number of students in class IV is 20, consisting of 9 male students and 11 female students. The results of the initial observation of the average activity obtained by students in the chapter of let's learn Al-Qur'an material Q.S At.Tin when the initial observation was 23.59% or 5 students who were declared complete, and 15 people were declared incomplete (76.47%). The highest score is 100 and the lowest score is 50. Noting this, it is necessary to take action to improve the learning outcomes of fourth grade students. Classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class SDN 17 Sentosa Padang Gelugur. Therefore, it is necessary to make improvements in the teaching-learning process with joint action research (Arikunto, 2009: 3). By implementing the stages in PTK, teachers will be able to improve the learning process through a deep study of what happens in their class. The actions taken by teachers are based solely on actual and factual problems that develop in the classroom. One of the existing active learning strategies is the utilization of learning strategies in the teaching and learning process, learning strategies as an effective means of delivering lessons. Even though it only uses simple learning strategies, it really helps communication to

be effective. One of the most convincing ways to make learning appropriate is to include time to review what has been learned. Material that has been reviewed by learners may be retained five times more strongly than unreviewed material. That is because reviewing makes it easier for learners to develop information and find ways to store it in their brains (Silberman, 2009: 239). The use of active learning strategies index card match was chosen because it can stimulate students' interest, activity and understanding of PAI and BP lessons.

Thus students are more enthusiastic and happy, following the lesson and the interest in learning PAI and BP students increases. "The active learning strategy of index card match is a fun learning used to repeat the material that has been given before, this learning divides the class into two large groups where one group will be given a paper containing questions while the other group will be given a paper containing the answers to the questions given to group one, then each student will look for a pair of questions and answers. Then students who find their partners will sit close together then ask each pair in turn to read the questions obtained with the paper to other friends. Furthermore, the question is answered by the partner (Silberman, 2009: 240)" This learning strategy requires the active role of students in the classroom, but a teacher must still play a role in the classroom, namely encouraging, encouraging learning, and guiding students. In every learning strategy has its own advantages, so does the active learning strategy of index card match. The advantages of the index card match learning strategy are: (1) Students receive one question or answer card, but through presentations between pairs, (2) There is a process of discussion and presentation so that it strengthens the material to be learned, (3) Students can learn other topics or concepts Index card match is a learning strategy that helps students to gain knowledge, skills, and attitudes actively and makes learning unforgettable (Silberman, 2009: 121 and 265). The active learning strategy of index card match can be used as an alternative method that is considered more able to understand the different learning characteristics of students. Based on the description above, it can be concluded that the use of active learning strategies index card match can be used as an effective and useful strategy and has an effect on increasing student activity in PAI and BP subjects, so the authors are interested in conducting research using active learning strategies index card match with the title: "Efforts to improve PAIBP Learning Outcomes through the Index Card Match Learning Model (ICM) Class IV SDN 17 Sentosa Padang Gelugur Semester II." (Silberman, 2009: 121 and 265).

METHODS

This research is a Classroom Action Research that aims to improve the process and learning outcomes of students in the subject of Islamic Religious Education and Budi Pekerti. The focus of this research is on students' active participation in the teaching and learning process, the ability to work together in communicating learning outcomes, seriousness in completing tasks, and students' cooperative attitude during learning activities. This class action research is a reflective effort to improve and enhance the quality of learning in the classroom more professionally. As stated by Suwandi (2008:28), classroom action research aims to improve learning practices through certain actions based on scientific studies.

This study used a problem-based learning (PBL) approach, which involves students in solving a problem scientifically through analysis and discussion. In general, this classroom action research follows four main stages: planning, action implementation, observation, and reflection. The planning stage involved determining the time, objectives, and ways of observing during the implementation of the research. The researcher develops an action plan that includes learning strategies, evaluation instruments, and other preparations to support the success of the research.

The action stage is the implementation of the plan that has been made. The researcher observes the learning process, especially the indicators that show an increase in student

participation and learning activities. Observations were made using instruments such as observation sheets designed to collect qualitative data during the learning process. The data collected at this stage provides a real picture of the effectiveness of the actions that have been taken.

The reflection stage is carried out by analyzing the results of observations and data obtained. Researchers evaluate the success of actions based on predetermined indicators, identify problems that still arise, and formulate the next steps to improve the learning process. This reflection becomes the basis for determining further action in the next cycle. Thus, this classroom action research is cyclical, which allows for continuous improvement and development of the learning process.

RESULT AND DISCUSSION

RESULT

In cycle I, learning with the subtheme "Let's Recite and Study Surah At-Tin" was carried out in class IV SD Negeri 17 Sentosa Padang Gelugur using the *Index Card Match* method. This learning process takes place during one meeting with a time allocation of 4 x 35 minutes. Prior to implementation, researchers prepared a Learning Implementation Plan (RPP) which included learning objectives, activity steps, and evaluation of learning outcomes. In addition, researchers also prepared evaluation instruments in the form of tests to measure student learning outcomes related to the material taught.

In the implementation stage, learning begins with explaining the material of Surah At-Tin through the lecture method to provide initial understanding to students. After that, students are directed to follow activities using the *Index Card Match* method, where they work in groups to answer questions written on the cards. This activity is designed to improve students' interaction, cooperation and understanding of the material. However, the implementation of learning in cycle I faced several obstacles. Some students were less focused and tended to be noisy during the activity, so the classroom atmosphere became less conducive. The researcher tried to overcome the situation by giving firmer instructions and directing students to focus more on the assigned tasks.

Based on the observation results, learning activities showed quite good achievements. Researcher activities during learning scored 84.38%, while student activities reached an average of 83.33%. Nevertheless, the evaluation results show that student learning achievements still need to be improved. Out of a total of 23 students, 13 students (55%) have reached the Minimum Completion Criteria (KKM), while 10 students (45%) are still below the KKM. The highest score achieved by students was 80, and the lowest score was 60. These results indicate that although the *Index Card Match* method has successfully increased student engagement, its implementation has not been fully optimized.

Reflection on cycle I showed that the *Index Card Match* method has the potential to create interactive learning, but some aspects need to be improved. The researcher identified that students needed more encouragement to stay focused during learning. In addition, time utilization needs to be optimized so that activities take place more effectively and all students can be actively involved. Researchers designed improvements for cycle II by increasing guidance in the use of the *Index Card Match* method, providing stronger motivation to students, and creating a more conducive classroom atmosphere. Hopefully, these improvements can significantly improve student learning outcomes in the next cycle.

In Cycle II, the research focused on improving learning based on the results of Cycle I reflection. Researchers realized that some students had not reached the Minimum Completeness Criteria (KKM), were less active in learning, and considered the *Index Card Match* method only as an activity without a clear purpose. Therefore, the researcher rearranged a more detailed and systematic Learning Implementation Plan (RPP) by utilizing

the results of the previous reflection as a reference. Learning is designed to be carried out in one meeting with a duration of 4 lesson hours (4 x 35 minutes) in class IV SD Negeri 15 Tarung Tarung Utara, focusing on the delivery of material "Let's Recite and Study Surah At-Tin."

The implementation of learning began by lining up students in front of the class and checking attendance, with a total of 20 students present. In the introduction stage, the researcher explained the material in detail and conducted questions and answers to strengthen students' initial understanding. After that, students were asked to read the material for five minutes in preparation for the *Index Card Match* method. The learning process continued with the distribution of pair cards to each student. Those who get a question card are asked to find their answer card partner. After finding a partner, students sat side by side and alternately went to the front of the class to read out the question and the correct answer. In this session, students who answered correctly received appreciation from the researcher to motivate them.

After the learning process is complete, students are asked to summarize their learning outcomes, while the researcher provides additional motivation. Next, a multiple choice test was given to measure the improvement of students' learning outcomes after learning using this method. The test results showed a significant improvement compared to Cycle I. A total of 18 students (75%) managed to reach the KKM, while 5 students (25%) still did not reach it. The highest score obtained by students was 80, while the lowest score was 65, with an average score of 69.

These results show that the optimization of the *Index Card Match* method successfully improved students' understanding and engagement in learning. However, there are still some students who have not reached the KKM, so the researcher concluded that additional strategies are needed to support them. The next step is to pay more attention to students who have difficulty in understanding the material and utilize learning time more effectively.

DISCUSSION

The results showed a significant improvement in learning in Cycle II compared to Cycle I. In Cycle I, learning with the Index Card Match method had not been implemented optimally, as indicated by the percentage of students who reached the KKM only 55%, while 45% of students had not reached it. This is in line with Slavin's (2009) opinion that cooperative learning will be effective if students have a clear understanding of the steps of the activity and have the motivation to actively participate.

In Cycle I, the classroom atmosphere was not conducive due to the lack of student focus and the dominance of the lecture method in the early stages of learning. The lecture method, although effective for delivering information quickly, often lacks active student involvement (Arends, 2012). Reflection showed the need for a more systematic explanation of the Index Card Match method procedure and better classroom management to ensure a conducive learning atmosphere.

In Cycle II, lesson planning and implementation were improved by providing a more detailed explanation of the steps of the Index Card Match method and utilizing time effectively. A total of 75% of students achieved the KKM, and only 25% had not achieved it. This improvement supports the findings of Kagan and Kagan (2009), which states that cooperative-based learning methods such as Index Card Match can increase student engagement, social interaction, and concept understanding if implemented well.

The success of learning in Cycle II can also be attributed to the provision of motivation and appreciation to students. According to Schunk et al. (2014), intrinsic and extrinsic motivation play an important role in encouraging students' active participation and improving learning outcomes. Giving rewards in the form of praise to students who actively answer questions or successfully find their card pairs has helped create a positive learning atmosphere.

The results of this study are also in line with the findings of Yulianti and Wijayanti (2020), who mentioned that the Index Card Match method not only improves learning outcomes but also students' cooperation skills. In Cycle II, students' activities increased because they better understood the learning procedure and felt more confident to participate. This shows that the success of this method is highly dependent on how the researcher or teacher designs and manages the learning.

Overall, the implementation of the Index Card Match method in Cycle II has had a positive impact on student learning outcomes, both in terms of increasing the achievement of KKM and a more interactive learning atmosphere. However, there are opportunities for further improvement, such as giving special attention to students who are still having difficulty understanding the material so that they can achieve KKM.

CONCLUSION

This study shows that the application of the Index Card Match method in learning Islamic Religious Education in class IV has increased significantly from Cycle I to Cycle II. In Cycle I, although there were some students who did not play an active role, the test results showed that only 55% of students reached the KKM. However, in Cycle II, with improvements in lesson planning and implementation, 75% of students achieved the KKM, with the highest score reaching 80 and the lowest score 65. In addition, student activity increased, as they were more involved in discussions and interactions, and a more conducive classroom atmosphere was created after the researcher provided clearer and more structured instructions. Reflection of the Cycle I results provided encouragement for the researcher in improving student motivation and ensuring a more focused learning atmosphere. Overall, the Index Card Match method proved effective in improving learning outcomes, activities, and the quality of the Islamic Religious Education learning atmosphere in grade IV.

References

- A, A. (2021). *Improving PAI learning outcomes on Asmaul Husna material through the index card match method*.
- Arends, R. I. (2012). *Learning to Teach*. McGraw-Hill Education.
- Faozan, A., & Jamaluddin. (2021a). *Teacher's Manual for Islamic Religious Education and Ethics*. Center for Curriculum and Bookkeeping, Research and Development and Bookkeeping Agency, Ministry of Education, Culture, Research and Technology.
- Faozan, A., & Jamaluddin. (2021b). *Islamic Religious Education and Budi Pekerti*. Center for Curriculum and Bookkeeping, Research and Development and Bookkeeping Agency, Ministry of Education, Culture, Research and Technology.
- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. Kagan Publishing.
- N, N. (2021). *Improving the ability to interpret Q.S Alkafirun using the index card match model in PAI lessons*.
- Purwati, T. (2021). *Improving student learning outcomes in deciphering surah al-Kafirun through the index card match method*.
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.
- Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Pearson.
- Yulianti, A. S., & Wijayanti, A. (2020). Application of Index Card Match method to improve student learning outcomes. *Journal of Education and Learning*, 5 (3), 214-223. <https://doi.org/https://doi.org/xxxx>