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Improving PAI Learning Outcomes in Class IV by Using the Indexcard Match Method at SDN 10 Koto Nopan Saiyo

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Abstrac

This study aims to improve learning outcomes and student engagement in the Islamic Religious Education (PAI) subject for grade IV students at SDN 10 Koto Nopan Saiyo through the implementation of problem-based and project-based learning methods. The focus of the study is on teaching QS Al-Hujurat verse 13 and the obligatory and impossible attributes of Prophets and Messengers. The research employs a Classroom Action Research (CAR) approach conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The study involved 12 grade IV students from SDN 10 Koto Nopan Saiyo. The findings indicate a significant improvement in learning outcomes and student engagement from cycle I to cycle II. In cycle I, the average student engagement was 62%, and the learning mastery was 25%. In cycle II, the project-based approach increased the average student engagement to 96%, with a learning mastery of 100%. In conclusion, the gradual implementation of problem-based and project-based learning methods significantly enhances learning outcomes and student engagement. This strategy is recommended to foster an active, creative, and meaningful learning environment in PAI education.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar dan aktivitas siswa pada mata pelajaran Pendidikan Agama Islam (PAI) kelas IV SDN 10 Koto Nopan Saiyo melalui penerapan metode pembelajaran berbasis masalah dan proyek. Fokus penelitian ini adalah pembelajaran QS Al-Hujurat ayat 13 serta sifat wajib dan mustahil bagi para Nabi dan Rasul. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 12 orang siswa kelas IV SDN 10 Koto Nopan Saiyo. Hasil penelitian menunjukkan adanya peningkatan hasil belajar dan aktivitas siswa yang signifikan dari siklus I ke siklus II. Pada siklus I, rata-rata aktivitas siswa sebesar 62% dan ketuntasan belajar sebesar 25%. Pada siklus II, pendekatan berbasis proyek diterapkan, meningkatkan rata-rata aktivitas siswa menjadi 96% dan ketuntasan belajar mencapai 100%. Kesimpulannya, penerapan metode pembelajaran berbasis masalah dan proyek secara signifikan dapat meningkatkan hasil belajar dan aktivitas siswa. Strategi ini direkomendasikan untuk menciptakan suasana belajar yang aktif, kreatif, dan bermakna dalam pembelajaran PAI.

INTRODUCTION

Education has a fundamental role in shaping superior and competitive human resources. In Indonesia, education is expected to produce qualified individuals in accordance with the objectives stated in Law No. 20/2003 on the National Education System. An effective learning process is at the core of educational success, which demands inspiring, creative and meaningful interactions between teachers and students. As stipulated in Government Regulation No. 19 of 2005 on National Education Standards, learning should provide space for students' creativity and independence.

Teachers, as professionals, have a great responsibility to improve the quality of education. According to Law No. 14/2005, teachers must have pedagogical, professional, social and

personality competencies. Pedagogical competence, for example, includes mastery of learning methodologies that enable teachers to design, implement, evaluate and develop the learning process. However, in the field, many teachers still rely on the lecture method, which is often less effective in achieving optimal learning outcomes (Susanti, 2020).

Learning Islamic Religious Education (PAI) at the elementary school level has its own challenges, especially in the material of reciting and studying the Qur'an. Research by Fitriana (2021) shows that students' average scores on Qur'an learning are still below the minimum standard of completeness. In addition to cognitive aspects, PAI learning also emphasizes the affective and behavioral development of students, so the methods used must be able to stimulate these two aspects.

The dominant use of the lecture method often makes students feel bored and less actively involved in the learning process. Students tend to be passive, feel embarrassed to ask questions, and lack motivation to learn (Pratiwi, 2019). In addition, one-way learning is difficult to create a fun and challenging learning atmosphere, which is needed to improve learning outcomes.

One method that is effective in improving student activeness and learning outcomes is the Index Card Match method. This method involves the activity of finding pairs of question and answer cards in groups, so that students are encouraged to work together and be responsible for their learning. Research by Wulandari (2022) proves that the use of the Index Card Match method can improve students' understanding of the material and increase active participation in learning.

In the context of learning QS Al-Hujurat: 13, the Index Card Match method can be an effective solution to overcome low student learning outcomes. This verse has a broad scope that includes the values of tolerance, brotherhood, and faith, which are important to instill early on. The use of the right method can help students understand the meaning of this verse in depth while applying it in everyday life (Hidayatullah, 2020).

In addition, the Index Card Match method allows students to learn in a fun way through group interaction, which can reduce boredom and increase learning motivation. According to Ardiansyah (2018), this kind of collaborative learning is also effective in developing students' social skills, such as communication and teamwork.

At SDN 10 Koto Nopan Saiyo, learning PAI in grade IV shows unsatisfactory results. Based on initial observations, students' average scores on reciting and studying the Qur'an were below the expected standard. In addition, student activity in learning is also still low, with many students who are less motivated and passive during the learning process.

By considering the above factors, this study aims to apply the Index Card Match method as an innovative learning strategy. This research refers to various previous findings that support the effectiveness of this method in improving student learning outcomes. For example, Sari (2019) found that the Index Card Match method can increase learning completeness to 85% in other relevant subjects.

METHODS

This research uses a type of Classroom Action Research (PTK) which aims to improve the quality of learning practices in the classroom. PTK is a systematic approach to improving the quality of learning by involving teachers and students directly in a cycle of actions that are planned, implemented, observed, and reflected upon. The class that is the subject of this research is a group of fourth grade students of SDN 10 Koto Nopan Saiyo, who receive learning material QS Al-Hujurat: 13 through the application of the Index Card Match method.

This study was designed in three cycles to ensure optimal improvement. Each cycle consists of four main stages, namely planning, implementation, observation, and reflection. These stages are carried out repeatedly until the problems faced in learning can be resolved. This spiral approach refers to the action model proposed by Kemmis and McTaggart (1988), where the reflection process in each cycle becomes the basis for planning the next action.

The first stage is planning, where researchers design activities that will be carried out to improve learning. In this stage, learning materials are prepared in accordance with the basic competencies to be achieved. The teacher also determines the steps of applying the Index Card Match method, including making question and answer cards, forming student groups, and preparing lesson plans (RPP).

The second stage is implementation (acting), which is the stage where the action plan that has been prepared is applied in the learning process. The teacher guides students in using the Index Card Match method with the steps that have been designed. At this stage, students are asked to work in pairs to find the appropriate cards, answer questions, and discuss with their partners or small groups.

The third stage is observation (observing). In this stage, researchers made observations of student activities during the learning process. The observation technique is carried out to see the extent to which students are actively involved in learning activities, understand the material being taught, and show changes in learning behavior. The data obtained from this observation is the basis for evaluating the effectiveness of the actions taken.

The fourth stage is reflection (reflecting), which is the analysis of the results of actions that have been carried out in one cycle. At this stage, researchers and teachers evaluate the learning outcomes, both in terms of student activity and learning outcomes achieved. This reflection aims to identify the strengths and weaknesses of the actions taken and design improvements for the next cycle.

Data analysis in this study was conducted qualitatively and quantitatively. Qualitative analysis involved direct observation of the learning process, interaction between students and teachers, and group dynamics. Data collected through observations were recorded in the form of narrative descriptions to analyze student engagement and the effectiveness of the methods applied.

Quantitative analysis is done through the results of tests given to students at the end of each cycle. This test is used to measure the extent to which students understand the learning material QS Al-Hujurat: 13. Quantitative data was also analyzed to calculate the average increase in student learning outcomes and the level of learning completeness from cycle to cycle.

Supporting data collection techniques were conducted through documentation, such as photos of activities, learning recordings, and field notes. This documentation serves as empirical evidence to support the research findings. In addition, the results of informal interviews with students and teachers were also used to enrich the qualitative data analysis.

RESULT AND DISCUSSION

RESULT

The problems found in learning Islamic Religious Education (PAI) in class IV of SDN 10 Koto Nopan Saiyo began with a reflection with colleagues. The main problem lies in the use of monotonous lecture learning methods, the lack of student enthusiasm for learning, and the low initiative to learn independently. As a result, most students tend to depend on the work of friends, without trying to complete the task independently. This situation had a direct impact on students' low learning outcomes, where only 59% of students reached the minimum level

of completeness, while the other 41% had not reached the Minimum Completion Criteria (KKM).

Action Taken

To improve student learning outcomes, the Problem-Based Learning (PBL) model is applied as a solution in PAI learning. This model is expected to encourage students to be more active, think critically, and work together in solving problems relevant to the subject matter. The implementation was conducted through three cycles, each of which included planning, implementation, observation, and reflection stages.

Cycle I: Planning and Implementation

The planning stage involves the preparation of PBL-based teaching modules with the theme of Q.S Al-Hujurat verse 13, including teaching materials, student worksheets (LKPD), observation sheets, and evaluation test questions. Learning takes place during one meeting (3 x 35 minutes), starting with orientation to the problem through video or PPT media, followed by group discussion, independent investigation, to presentation of discussion results.

Student Activity Observation Results

Observations in the first cycle showed that student learning activities only reached an average of 62%, including the moderate category. Some aspects, such as active questioning (40%) and group cooperation (40%), still require special attention. This shows that students still have difficulties in applying the PBL model.

Teacher Activity Observation Results

Teachers' activities during learning were quite good with an average percentage of 71.25%. However, some weaknesses were identified, including the teacher's lack of ability to communicate the PBL learning activity plan to students. This had an impact on students' confusion in undergoing the problem-based learning process.

Cycle I Reflection and Evaluation

Based on the observation, the researcher concluded that the implementation of PBL in the first cycle needed improvement, especially in the aspect of communicating the lesson plan by the teacher and increasing students' active participation. The improvement plan will focus on providing more intensive guidance, improving the quality of learning media, and strengthening students' learning motivation.

Cycle II of learning using the Project-Based Learning (PjBL) model was conducted as a follow-up to the reflection from Cycle I. At this stage, the main focus was directed at increasing student motivation, active involvement in discussions, and improving teaching strategies to increase learning effectiveness. Planning was carried out by preparing a more interesting teaching module, preparing learning media, preparing critical thinking test questions, and preparing supporting documentation tools. With careful planning, the implementation of Cycle II was carried out in one meeting with the PjBL approach.

The planning stage includes preparing a more interactive teaching module, adding elements such as trigger questions and case studies relevant to daily life. Teachers also prepared teaching aids and learning media such as videos, LKPD, and materials to make posters. Discussion groups are arranged more heterogeneously so that more active students can help other students who are less active. In addition, student and teacher activity observation sheets and end-of-cycle critical thinking test questions were also prepared to measure the effectiveness of learning.

In the implementation of learning, the teacher begins the activity by providing in-depth apperception. Students are introduced to the learning objectives and motivation to understand

the obligatory and impossible attributes of the Apostle. The teacher uses a learning video to provide a more concrete picture. In the core activities, students work in groups to design posters about the attributes of the Apostle. This process involves active discussion, collaborative work, and guidance from the teacher to ensure each student understands the material taught.

The observation of student activity showed a significant increase compared to Cycle I. The average percentage of student activity reached 96%, reflecting much better student engagement. Some aspects such as student readiness in preparing learning tools, enthusiasm in participating in the lesson, and cooperation in groups achieved perfect scores. However, some aspects such as listening to the teacher's explanation and actively asking questions still need improvement.

The use of the PjBL model in learning shows success in increasing student activeness. Students are more confident in expressing opinions and working together in groups. Improvements were also seen in students' ability to understand the material and complete group assignments. However, there are still challenges in deepening students' understanding of the application of this model, especially in maximizing class discussions and asking about things that are not understood.

From the teacher's side, learning activities also showed significant progress. The average percentage of teacher activities reached 85.71%, an increase compared to Cycle I which only amounted to 71.25%. Teachers are better able to manage the class, provide motivation, and communicate the lesson plan well. However, some aspects such as material management and pretest implementation still require improvement for more optimal results.

Teachers also improve interactions with students, provide more positive encouragement, and ensure every student gets the opportunity to ask questions and discuss. This encourages students to be more active in learning and improves their understanding of the material. However, teachers need to clarify the steps of implementing the PjBL model so that students can more easily understand the learning process.

The application of PjBL in learning has a positive impact in increasing student participation and learning effectiveness. However, there is still room for improvement, especially in increasing the depth of discussion and students' activeness in asking about things that are not understood. Teachers also need to continuously evaluate teaching strategies so that the PjBL model can be applied more effectively.

DISCUSSION

In cycle I, the implementation of the Problem-Based Learning (PBL) model showed some weaknesses in improving students' critical thinking skills. Although some students were actively involved in group discussions, the observation results showed that the level of student participation and involvement was still low, with an average learning activity percentage of only 62%. This shows that the PBL model implemented has not been fully effective, especially in motivating students to be actively involved and think critically. Teachers also face obstacles in managing the class and motivating students evenly.

The reflection conducted after cycle I became the basis for improvement in cycle II. The realized the need for a more collaborative and project-based approach to encourage students to be more active. Therefore, in cycle II, the Project-Based Learning (PjBL) model was applied as an alternative, emphasizing the development of students' collaboration and communication skills through project-based tasks. These adjustments included the improvement of teaching modules, the preparation of learner worksheets (LKPD), and the utilization of learning media such as interactive videos.

The results in cycle II showed a significant increase in student learning activities. The average learning activity increased to 96%, reflecting the success of the PjBL model in increasing student engagement. Students were more confident in giving responses, asking questions, and working together in groups. Group discussions that were designed to be more heterogeneous also helped less active students to participate and be helped by their more active friends.

One of the success factors in cycle II was the use of media and project-based tasks that were relevant to students' lives, such as making posters about the obligatory and impossible attributes of the Apostle. This activity not only encouraged critical thinking skills, but also honed students' creativity. The provision of clear assessment rubrics also helped students understand the expectations and learning objectives, so they were more focused in completing the tasks.

Teachers also played an important role in supporting the success of cycle II. Improvements in teacher communication with students, providing motivation, and more effective classroom management were significant supporting factors. Teachers gave positive feedback more often, encouraged students to ask questions, and facilitated group discussions. Despite the improvement, teachers still need to optimize their ability to provide more structured directions in applying the PjBL model.

However, despite the significant improvement, there are still some aspects that require further attention. Some students still showed difficulties in understanding the application of the PjBL model, especially in terms of organizing ideas and utilizing time efficiently. This can be seen from the fact that there are still students who hesitate to ask questions or actively participate in discussions.

The increase in students' active participation is also reflected in the observation results which show that students are more enthusiastic in participating in learning. They showed a better understanding of the learning objectives, with readiness and cooperation scores reaching 100%. Nevertheless, teachers need to ensure that all students have equal opportunities to participate, so that not only active students dominate.

This increase also shows that the PjBL model has great potential in helping students understand concepts in depth, especially in learning Islamic Religious Education. However, implementing this model requires careful preparation, including structured planning and good time management. Teachers also need to be more active in facilitating students who still have difficulties in understanding concepts.

CONCLUSION

Based on the results of research conducted through cycles I and II, it can be concluded that the application of the Project-Based Learning (PjBL) model proved to be more effective than Problem-Based Learning (PBL) in increasing student learning activities. This can be seen from the increase in student learning activities which initially only reached 62% in cycle I, significantly increased to 96% in cycle II. The PjBL model also succeeded in developing students' critical thinking skills, where students were better able to identify problems, find solutions, and communicate their ideas creatively and collaboratively.

The use of engaging learning media, such as interactive videos, as well as relevant project-based assignments, such as poster making, also had a positive impact on student engagement and motivation. These activities not only increased students' participation, but also helped them understand the material more deeply and contextually. In addition, the role of the teacher is a very important supporting factor in the success of the PjBL model. Teachers who actively provide direction, motivation, and feedback are able to create a conducive learning atmosphere and support maximum student involvement.

Students also showed improved readiness in collaborative learning. They are better able to work together and share responsibilities within the group. Nevertheless, there are still some students who need to be given more attention to improve their active participation. This shows that the success of the PjBL model is highly dependent on the teacher's ability to manage the class and provide the right support for each student.

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