

Improving the Learning Outcomes of PAI Class IV by Using the Indexcard Match Method at SDN 04 Langung Saiyo

Masripa Hanum¹ 

*Correspondence:

Email :
masripahanum@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, Indexcard
Method

Kata kunci: Hasil Belajar,
Metode Kartu Indeks

Abstrac

The learning outcomes of Islamic Religious Education (PAI) at SD N 04 Langung Saiyo remain low, as evidenced by scores that have not reached the Minimum Completion Criteria (KKM) of 75. This is due to the use of monotonous teaching methods, low student participation, and poor problem-solving skills. This study aims to examine the improvement of student activity in Grade IV of SD N 04 Langung Saiyo and their learning outcomes after the implementation of the Problem-Based Learning (PBL) model on the material of Q.S Al-Hujurat verse 13 and Hadith about diversity. This research uses Classroom Action Research (CAR) with the stages of planning, implementation, observation, and reflection carried out in three cycles. Cycle I was conducted on December 21, 2024, with 17 students, consisting of 8 males and 9 females. The results indicate that the implementation of the PBL model can improve both learning outcomes and student activity in the learning process. In cycle I, there was an improvement in the average score and the classical completeness percentage, with an average completeness percentage of 66.33%. This study concludes that the PBL model can be an effective alternative for improving learning outcomes and student participation in PAI education at SD N 04 Langung Saiyo.

Abstrak

Hasil belajar Pendidikan Agama Islam (PAI) di SD N 04 Langung Saiyo masih rendah, terbukti dengan nilai yang belum mencapai Kriteria Ketuntasan Minimal (KKM) yaitu 75. Hal ini disebabkan oleh metode pembelajaran yang kurang menarik, kurangnya keaktifan peserta didik, dan rendahnya kemampuan siswa dalam memecahkan masalah. Penelitian ini bertujuan untuk mengetahui peningkatan keaktifan siswa kelas IV SD N 04 Langung Saiyo dan hasil belajar siswa setelah diterapkannya model Problem Based Learning (PBL) pada materi Q.S Al-Hujurat ayat 13 dan Hadis tentang keberagaman. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi yang dilakukan dalam tiga siklus. Siklus I dilaksanakan pada tanggal 21 Desember 2024 dengan jumlah siswa sebanyak 17 orang, yang terdiri dari 8 siswa laki-laki dan 9 siswa perempuan. Hasil penelitian menunjukkan bahwa penerapan model PBL dapat meningkatkan hasil belajar PAI dan keaktifan siswa dalam pembelajaran. Pada siklus I terjadi peningkatan nilai rata-rata dan persentase ketuntasan klasikal dengan nilai rata-rata ketuntasan mencapai 66,33%. Penelitian ini menyimpulkan bahwa model PBL dapat menjadi alternatif yang efektif dalam meningkatkan hasil belajar dan keaktifan siswa pada pembelajaran PAI di SD N 04 Langung Saiyo.

INTRODUCTION

Education is one of the important efforts in developing human resources (HR). In the context of Indonesian education, the goal of national education as stated in Law No. 20/2003 on the National Education System is to produce superior human resources. Education is expected not only to create intellectual intelligence, but also to be able to shape character and a better quality of life for students. Therefore, it is important for us to continue to seek and develop effective learning methods to achieve this goal.

The learning process that takes place in the classroom is an important component of education. This process should be interactive, inspiring, fun, challenging, and motivate students to actively participate. This is in line with the educational objectives contained in Government Regulation No. 9 of 2005 on National Education Standards, which emphasizes the importance of providing space for students to develop creativity, initiative, and independence in accordance with their talents, interests, and physical and psychological development.

Teachers as professional educators have a very crucial role in learning. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, teachers function to improve their dignity and role as learning agents aimed at improving the quality of national education. As professionals, teachers must have competence in their fields. In addition to professional competence, teachers are also required to master pedagogical competence, namely the ability to design, implement, and evaluate the learning process properly.

In addition, teachers must have personal and social competence. Personal competence relates to the attitude, character and role model that a teacher must have. Meanwhile, social competence relates to the teacher's ability to communicate and cooperate with students, parents and the school environment. This ability is very important in creating a conducive learning atmosphere and improving the quality of student learning outcomes.

However, although teachers have carried out their duties in accordance with the expected competencies, in practice, the learning process in the classroom often experiences obstacles. One problem that is often encountered is the low learning outcomes of students, especially on material that is considered important, such as Asmaul Husna material in Islamic Religious Education (PAI) learning. This can be caused by students' lack of interest and motivation to learn, as well as their low involvement in the learning process.

This phenomenon needs serious attention, because Asmaul Husna is important material for understanding the obligatory attributes of Allah that must be understood by children. In addition to cognitive learning outcomes, learning Asmaul Husna is also expected to create changes in students' affective attitudes, such as strengthening character and forming good behavior in accordance with religious teachings. Therefore, appropriate and effective learning strategies must be implemented to ensure students not only master the material intellectually, but are also able to implement the values learned in daily life.

In an effort to improve student learning outcomes, teachers often rely on the lecture method which has become a common method in many classrooms. However, the lecture method often makes students feel bored and not actively involved in learning. This can hinder the process of understanding and applying the material, especially on material that requires deep understanding and active participation, such as Asmaul Husna. Therefore, teachers need to find alternative learning methods that are more interesting and effective.

One method that can be used to improve student activeness and learning outcomes is the Index Card Match method. This method requires students to work together in pairs and conduct question and answer activities in a fun and interactive way. Through this method, students are invited to help each other, share knowledge, and be actively involved in the learning process. This method is designed to increase students' sense of responsibility for their learning and improve overall motivation to learn.

Seeing the challenges that exist, the application of the Index Card Match method on Asmaul Husna material is expected to be a solution to improve student learning outcomes at SD N 04 Langung Saiyo. In addition to providing opportunities for students to learn in a more fun way, this method also encourages collaboration between students, which can improve their understanding of the material. With this approach, it is hoped that students will not only gain cognitive knowledge, but also be able to develop attitudes and behaviors that are in accordance with the values taught in the Asmaul Husna material.

METHODS

The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research is a form of research carried out in the classroom with the aim of improving the quality of learning practices carried out by teachers. According to Suharismi Arikunto (2008:3), a class is a group of students who receive the same lesson from a teacher at the same time. Therefore, PTK is designed to provide practical solutions to problems encountered in the learning process in the classroom. In this study, researchers focused on improving Islamic Religious Education (PAI) learning outcomes by using the Index Card Match method in class IV SD N 04 Lungung Saiyo.

This research was conducted in three cycles. Each cycle consists of four main stages: action planning, action implementation, action observation, and reflection. The planning stage was conducted to plan the learning actions to be implemented in the cycle. Furthermore, the implementation of the action involves the application of the planned learning method. After that, the observation stage is conducted to observe the ongoing learning process, including student activeness, the success of the applied methods, and student responses to learning activities. The last stage is reflection, which is used to evaluate the results of the actions that have been implemented and determine the improvement steps that need to be taken in the next cycle.

In terms of data analysis, this research uses qualitative and quantitative approaches. Qualitative data analysis was conducted through direct observation of the learning process that took place in the classroom, to identify student engagement and the learning dynamics that occurred. In addition, this observation was also to note any changes in students' activeness and their learning outcomes after the Index Card Match method was applied. Meanwhile, quantitative analysis was conducted through data collection in the form of student test scores after each cycle. This test data was used to measure the improvement of students' learning outcomes in PAI materials.

The main data collection was done through observation and tests. Observations aimed to observe and record developments that occurred during the learning process, including aspects of student activeness and their acceptance of the applied method. Tests were used to measure the level of mastery of PAI material by students after the learning method was applied. Meanwhile, supporting data used in this study were obtained through documentation, such as notes or reports on the learning process that had been carried out, as well as reflection results given by students and teachers.

This research process refers to the spiral approach, which consists of four main steps that are carried out repeatedly until the desired improvement is achieved. These steps are planning, acting, observing, and reflecting. These four steps are interrelated and repeated in each research cycle. Each cycle is expected to provide a deeper understanding of the implementation of the Index Card Match learning method and provide an overview of its impact on learning outcomes and student activeness.

The variables examined in this study consisted of two main aspects: student learning outcomes and student activeness in learning. The first variable, student learning outcomes, was measured based on the increase in test scores given after each cycle. The test aims to determine the extent to which students understand the PAI material that has been taught, namely the material about Asmaul Husna. Meanwhile, the second variable, student activeness, is measured through observation of student involvement in each learning activity. Student activeness will be observed based on their participation in group discussions, cooperation between students, and response to questions or tasks given by the teacher.

The research subjects in this PTK are fourth grade students of SD N 04 Lungung Saiyo, totaling 17 students, consisting of 8 boys and 9 girls. These students were chosen as research

subjects because they are a group that needs to improve learning outcomes and activeness in learning Islamic Religious Education. This study aims to determine the extent to which the application of the Index Card Match method can improve learning outcomes and student activeness in Islamic Education materials, especially Asmaul Husna material.

The population in this study were all fourth grade students of SD N 04 Langung Saiyo. In accordance with the research objectives, the data obtained from these students will be analyzed to assess whether the application of the learning methods used can have a positive impact on improving their learning outcomes. As stated by Sugiyono (2013: 117), population is a generalization area consisting of objects or subjects that have certain characteristics relevant to the research being conducted. In this case, the object under study is students who are participating in learning in class IV SD N 04 Langung Saiyo.

The sample used in this study was all fourth grade students totaling 17 people. This sample selection was carried out in totality because the researcher wanted to analyze in depth how the application of the Index Card Match method to all students in the class. In this case, the sample used can be considered as a representation of the population of students in class IV SD N 04 Langung Saiyo which is the focus of research. The data obtained from this sample will be analyzed to assess the effectiveness of the learning methods applied to learning outcomes and student activeness.

RESULT AND DISCUSSION

RESULT

In the implementation of Cycle I, this research was conducted with the aim of observing the extent of the application of the Problem Based Learning (PBL) model in learning Islamic Religious Education, especially on the material of Q.S Al-Hujurat verse 13. The implementation was carried out on December 21, 2024 in one meeting, which consisted of various stages: planning, implementation, observation, and reflection.

The Cycle I Planning Stage began with researchers compiling Teaching Modules on the material of Q.S Al-Hujurat verse 13 which was studied using the PBL model. Researchers also prepared teaching materials, observation sheets to monitor the learning process, end-of-cycle test questions, and documentation to record learning activities. Learning in cycle I aims to facilitate students in understanding the main message of the verse in an interactive and problem-based way.

The implementation stage of Cycle I began with the teacher opening the lesson with greetings and prayers, followed by an explanation of PBL-based learning. The teacher conveyed the material to be studied, namely Q.S Al-Hujurat verse 13, and motivated students to understand the importance of the message contained in the verse. After that, the teacher starts the learning by introducing phenomena or problems relevant to students' daily lives that can be related to the verse.

In the core activity, students are invited to observe a video or PPT containing social phenomena related to diversity and human relations, which can lead them to analyze the message in Q.S Al-Hujurat verse 13. After observing, students work in groups to discuss the problems found, record facts, and formulate solutions to existing problems. This discussion helps students to develop critical thinking, collaboration and communication skills.

The observation stage in cycle I was carried out using an observation sheet to monitor student and teacher activities during the learning process. The observation results showed that student activity in learning was not optimal. Although students were quite active in participating in the activities, there were still some shortcomings, such as the lack of student activeness in giving questions or responses, as well as their lack of understanding in applying

the PBL model. This is reflected in the low scores on several aspects, such as group cooperation and the ability to do group work.

In terms of teacher activities, the observation results show that the teacher has implemented most of the steps needed to support PBL learning, although there are some shortcomings, such as the lack of ability to communicate the learning model to students. This had an impact on students' lack of active participation in class discussions. Teachers also need to improve their skills in providing clearer instructions regarding the application of the PBL model.

The results of the student critical thinking skills test at the end of Cycle I showed that only 25% of students reached the Minimum Completion Criteria (KKM), while 75% of students were not complete. The average student score reached 63.33%, indicating that students' understanding of the material was still in the medium category. Learning with the PBL model has not been fully effective in improving students' critical thinking skills at this stage.

Reflection on the implementation of cycle I revealed that although there were some things that went well, such as student involvement in group discussions, there were still significant shortcomings in terms of applying the PBL model. Students did not fully understand how this model worked, which led to their low level of activeness in some aspects. Therefore, corrective actions need to be taken in the next cycle, such as providing a clearer explanation of PBL and increasing student interaction with the teacher and classmates.

The results of Cycle II show a significant increase in students' learning ability in Islamic Religious Education lessons with the material of Noble Examples of Asmaul Husna through the Project Based Learning (PJBL) model. In this cycle, the learning improvement activities carried out showed positive changes, both in terms of student learning outcomes and the learning process itself. At the end of cycle II, 11 out of 12 students managed to achieve scores above the predetermined KKM, namely 75, with the class average reaching 79.25. Only one student did not reach the KKM in this cycle.

One of the main factors contributing to this success is the application of more varied learning media, such as the use of videos and images relevant to the material being taught. Through this media, students understand the material more easily and are more motivated to be actively involved in learning. The use of YouTube videos showing the wisdom of faith in the Last Day also helps students to identify and find problems which are then discussed in groups.

In addition, the improvement in the explanation of the material by the teacher also improved students' understanding. In cycle II, the teacher provided a more in-depth explanation of the wisdom of faith in the last day, and directed students to be more active in solving the problems given. The learning process that is more focused on students, using the Project Based Learning approach, allows students to work more independently and creatively in solving the problems faced.

Students' activeness in participating in learning also increased. Based on the observation sheet, it can be seen that 80% of students actively asked questions and responded during the learning process. Collaboration between students in groups was also very good, with 80% of students showing solid cooperation in completing group tasks. This is an indication that the PJBL model succeeded in creating a more interactive and collaborative learning atmosphere.

Not only students, observations of teachers also showed positive results. The teacher shows good class management with careful preparation, starting from the readiness of the subject matter to the readiness of the students. The use of lesson plans and learning media that are appropriate to the material is also very helpful in carrying out learning effectively. The average score of the teacher observation sheet reached 89.57%, indicating that the teaching process was very good.

At the closing stage of learning, the teacher reflects on the material that has been taught and provides feedback to students on their learning outcomes. Thus, students not only understand the material cognitively, but also develop critical and creative thinking skills through group discussions and presentations. Students are also motivated to continue behaving in accordance with the noble examples of Asmaul Husna in their daily lives.

Observations of student learning outcomes in cycle II also showed that improvements in motivation and providing clearer explanations had a positive impact. Students who were previously less active in cycle I, in cycle II began to show improvement in their engagement during the learning process. This resulted in better scores in the end-of-cycle exam, with 11 students achieving learning completeness.

Based on the observation data, there was an increase in the average score of students on the observation sheet, which reflected their level of involvement in the learning process. In addition, the teacher observation results which showed a score of 89.57% indicated that the teaching process was very good and in accordance with the principles of the PJBL model. The evaluation of this teaching showed that the learning objectives were well achieved, as most students successfully understood the material taught.

Reflection conducted by the teacher also showed that the learning objectives set in cycle II were successfully achieved. Although there was one student who was not yet complete, overall, student learning outcomes in cycle II had met the desired target. This also shows that a more student-focused learning approach and effective use of media can improve students' understanding and skills in learning Islamic Religious Education.

Finally, based on the evaluation results of cycle II, the researcher decided to stop the research because it had reached the target learning completeness of 65%. With this achievement, it is hoped that the Project Based Learning model can be applied more widely in learning Islamic Religious Education in grade IV, because it has proven effective in increasing student motivation and learning outcomes. The success of cycle II is a reference for continuous improvement in the learning process in the future.

DISCUSSION

The results obtained from cycles I and II showed a significant improvement in learning Islamic Religious Education (PAI) in grade IV, especially in the topic of Noble Exemplars of Asmaul Husna, by using the Project Based Learning (PJBL) model. In both cycles, both student learning outcomes and the learning process experienced significant improvements, which can be attributed to relevant learning theories, particularly constructivism theory and project-based learning theory.

In cycle I, despite the use of learning media such as pictures and videos, the results obtained by students were still far from the desired target. This shows that although learning media can increase student interest, the success of learning also depends on other factors such as motivation, material explanation, and student engagement. According to the theory of constructivism proposed by Piaget and Vygotsky, learning occurs actively when students interact with their environment and construct their own understanding. In cycle I, student engagement in discussion and problem solving was not optimal, which affected the achievement of learning outcomes.

However, in cycle II, there were significant changes with the addition of more diverse media and a more in-depth explanation of the material. This led to increased student motivation and engagement, which is in line with project-based learning theory. PJBL encourages students to learn by working on real projects that require them to collaborate, gather information and present the results. This process creates a more meaningful learning

experience and allows students to see the relevance of the material to their lives, as described by Dewey in his theory of experiential learning.

In cycle II, it was seen that most students (11 out of 12) managed to achieve scores above the KKM (75), with the class average reaching 79.25. This increase showed that the use of the PJBL model successfully activated students' learning, allowing them to better understand the material being taught. Learning theories promoted by John Dewey and Lev Vygotsky show that when students are actively involved in learning, they tend to master the material better. Vygotsky, through the concept of zone of proximal development (ZPD), explained that students can learn more effectively when they are guided in tasks that are slightly more difficult than their abilities with help from the teacher or a group of friends.

In addition, this increase in results can also be explained by the student-focused learning approach. The PJBL model provides opportunities for students to learn independently and collaboratively. This is in accordance with constructivist learning theory that emphasizes learning through direct experience, where students work together in groups to find solutions to given problems. In this case, the use of projects as a learning tool allows students to gain a deeper understanding.

One of the main factors that contributed to the success of learning in cycle II was the use of more diverse learning media, such as videos and images. The use of these media is in line with the theory of multimedia in learning proposed by Mayer, which states that students will more easily understand the material when they get information through various channels, such as images, text, and audio. In addition, the media helps students to be more involved in the learning process, making them more active in critical thinking and problem solving.

In addition to the media, motivation also played an important role in the success of cycle II. The theory of learning motivation proposed by Deci and Ryan through the concept of self-determination theory explains that students who feel they have control over their learning process tend to be more motivated and successful. With the PPA model, students are given more opportunities to determine how they learn, choose how to solve problems, and collaborate with their friends. This increases their sense of autonomy and competence, which contributes to improved motivation and learning outcomes.

In cycle II, the reflection conducted by the teacher showed a better understanding of the material taught by the students. This reflection process is closely related to the reflective learning theory proposed by Schön, where meaningful learning occurs when students are invited to reflect and evaluate what they have learned. Teachers utilize this reflection to improve the quality of learning, either by providing direct feedback to students or by developing an improvement plan for the next meeting. In this case, reflection serves as a tool to improve the learning process and enhance future learning outcomes.

CONCLUSION

This study shows that the application of the Problem Based Learning (PBL) model can significantly improve student activeness and learning outcomes in class IV SDN 04 Langung Saiyo. In cycle I, most students were still in the category of moderate and low learning outcomes, with student activeness that needed to be improved. However, after the application of PBL in cycle II, there were significant changes, both in higher student activeness in participating in learning, such as asking questions, arguing, and collaborating in groups, as well as in achieving better learning outcomes.

A significant increase in learning outcomes can also be seen from the class average score which increased from 53.33 in cycle I to 79.25 in cycle II. This indicates that the PBL model is able to improve students' understanding of the material taught, especially on the topic of Noble Examples of Asmaul Husna. This model allows students to learn more actively and

independently through projects developed together in groups, as well as develop collaboration and critical thinking skills.

References

Aprodit, F. (2013). *No Title*.

Arikunto, S. (1998). *Research Procedure*. Rineka Cipta.

Bahtiar, H. (1999). *Risalah Do'a Muja'rab*. Apollocayahayapurnama.com.

Darajat, Z. (2004). *Special Methods of Teaching Islamic Religion*. Bumi Aksara.

Ministry of Religious Affairs of the Republic of Indonesia. (1995). *Islamic Religious Education*.

Ministry of Religious Affairs of the Republic of Indonesia.

Hermawan, H. (2012). *Philosophy of Islamic Education*. Directorate General of Islamic Education, Ministry of Religious Affairs of the Republic of Indonesia.

No Title. (2013).

RI, D. (1989). *Kamus Besar Bahasa Indonesia*. Balai Pustaka.