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The Implementation of the Index Card Match Model to Improve Students' Learning Outcomes on the Pillars of Islam Material at SDN 091450 Bahtongguran

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Abstract:

The benchmark for learning success can be seen from students' learning outcomes. Learning outcome scores can be used as a parameter to assess the success of the learning process in schools and to measure the researcher's performance in conducting the learning process. Researchers, as individuals with a strategic position in the development of human resources, are required to continuously conduct research or develop existing learning tools. A researcher must pay attention to students and be creative in addressing and resolving various challenges encountered in the classroom. Additionally, researchers are expected to improve students' low learning outcomes through their creativity in selecting appropriate teaching methods to better motivate students in learning. The teaching methods used should align with the learning objectives, the instructional materials to be delivered, and the students' intellectual capacity.

Keywords: Index Card Match, Learning Outcomes

INTRODUCTION

The Index Card Match method is an effective approach to stimulate students to be active and critical, as it involves a question-and-answer session on the Pillars of Islam in first-grade elementary school classes (Fitri, 2018). This format is similar to a debate but is presented in a less formal and more dynamic manner (Hartika, 2019). The Index Card Match method is a card-based learning approach, also known as the matching card method, which is an engaging technique for reviewing previously taught materials (Silberman, 2009). This method encourages students to collaborate and enhances their sense of responsibility for their learning. Students become active participants, cooperating to solve questions and challenging other pairs. Moreover, this method makes learning more interactive and encourages students to immerse themselves in the subject matter (Susanto, 2013).

During the learning process, students tend to be passive. When the teacher asks questions, no one dares to answer; when the teacher encourages students to ask about unclear topics, they remain silent (Arikunto et al., 2007). Some students engage in disruptive behavior, such as playing around or throwing paper, while the teacher explains the lesson. The most concerning issue is that when assigned exercises, many students appear indifferent (Daryanto, 2014). The root cause of this situation is the lack of student engagement in classroom learning, which is triggered by the teacher-centered

instructional model (Susanto, 2013). Students are treated as objects of learning rather than active participants. Instead of constructing knowledge themselves, they merely receive theoretical information (Sukardi in Nisa', 2004).

Based on the explanation above, it can be understood that the application of the Index Card Match method can support student engagement in learning the Pillars of Islam and foster their interest in the subject (Fitri, 2018). This study explores how the Index Card Match method can encourage students to be active and critical through interactive question-and-answer sessions on the Pillars of Islam. The format resembles a debate but is structured in a less formal and faster-paced manner (Hartika, 2019). As a card-based learning technique, the Index Card Match method is an enjoyable way to review material. It requires students to collaborate, take responsibility for their learning, and engage in interactive questioning with peers. Additionally, this method enhances the learning experience, making it more engaging and encouraging direct student involvement (Silberman, 2009).

METHODS

This study employs a classroom action research method. The research subjects are first-grade students at SD Negeri 091450 Bahtongguran. This study utilizes observation techniques and tests. The observation sheets used include observation sheets for researcher activities and observation sheets for student activities during learning. Tests are used to strengthen observational data obtained in the classroom, particularly regarding students' mastery of the subject matter. This approach aims to obtain accurate data on students' understanding of Islamic Religious Education, specifically on the topic of the Pillars of Islam, using the Index Card Match method. The test consists of five multiple-choice questions.

The data analysis process involves data reduction, data display, and conclusion/verification. Data reduction is the process of selecting, focusing, simplifying, summarizing, and transforming raw data from field notes. In this process, data is refined, focused, and irrelevant information is eliminated to structure the data in a way that allows for final conclusions to be drawn and verified , Once reduced, the data is presented in an organized manner. At this stage, the analysis involves displaying the processed data. Various classroom action research data that have been reduced need to be systematically presented through narrative descriptions, matrices, graphs, or diagrams. A structured and interactive data display facilitates understanding of the findings and simplifies the process of drawing conclusions or determining the next steps.Conclusion/Verification The process of drawing conclusions regarding improvements or changes occurs gradually. It begins with preliminary conclusions drawn at the end of the first cycle, which are revised at the end of the second cycle, and continues until the final conclusion is reached at the last cycle.

RESULTS

During the pre-test, students demonstrated an average score of 50, which was considered low. The post-test results showed a slight improvement with an average score of 55, but it was still below expectations. Observational data indicated that students lacked motivation for learning. However, after implementing the Index Card Match method, student comprehension improved significantly, with an average score of 90, indicating mastery of the material. Observations also revealed a notable increase in student engagement. The comparison of student mastery levels before and after using the Index Card Match method is presented in the following table:

Comparison of Student Mastery Levels in Grade I SDN 091450 Bahtongguran

No	Stage	Students Achieving Mastery	%	Students Not Achieving Mastery	%
1	Before Using the Index Card Match Method	4	40%	6	60%
2	After Using the Index Card Match Method	10	100%	0	0%

These findings confirm that the Index Card Match method significantly supports student mastery, learning outcomes, and engagement. The subject matter is more easily and quickly understood, leading to improved learning outcomes (Arikunto, 1998; Arikunto et al., 2007; Daryanto, 2014).

Data Verification. To ensure data validity, this study employed triangulation by comparing test results, observations, and interviews. Reviewed material is retained up to five times more effectively than unreviewed material, as review sessions help students develop information processing skills and discover ways to retain knowledge more efficiently (Silberman, 2009:239).

Discussion. To confirm the research findings' reliability, data validation was conducted using triangulation, which involved comparing different data sources, such as learning outcome tests, observations during the learning process, and teacher reflections on student conditions during lessons. The reflection results are shown in the following table:

No	Issue	Outcome
1	Learning Process Optimization	The expected results aligned with the mastery criteria achieved through the Index Card Match method.
2	Active Student Participation	Students were able to resolve challenges encountered during the learning process.
3	Increased Learning Enthusiasm	Students responded positively to teacher explanations and actively participated in classroom activities.

Based on these validation results, the Index Card Match method has proven to enhance student learning outcomes in Grade I Islamic Religious Education, particularly on the topic of the Pillars of Islam (Fitri, 2018; Hartika, 2019; Susanto, 2013). Reflection results indicate that students become accustomed to structuring their learning steps using the Index Card Match method, making it easier for teachers to guide them through each stage of the learning process in subsequent lessons.

CONCLUSION

The Index Card Match method demonstrates an improvement in students' understanding and engagement in learning. This method is highly suitable for comprehension-based learning, particularly in teaching the Pillars of Islam. By implementing the Index Card Match method, teachers no longer struggle to guide students through each step of the learning process. The steps involved in the Index Card Match method enhance students' learning outcomes by encouraging active participation in the learning process. Learning is not merely about listening to lectures but can also be achieved through engaging methods that effectively convey theoretical concepts.This method provides each student with the opportunity to express their thoughts and actively participate in learning. After applying the Index Card Match method, students are given the chance to engage in question-and-answer sessions, which further enhance classroom learning. As a result, students grasp the material more quickly and become more enthusiastic about learning in the future.

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