



## Improving Student Motivation and Learning Outcomes through the Index Card Match Learning Model in Islamic Education at SDN 105441 Kuta Pinang

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**Abstract:** This study aims to evaluate the effectiveness of the implementation of the Index Card Match learning model in improving student motivation and learning outcomes in Islamic Religious Education subjects. The focus of this study is the Asmaul Husna material taught to fourth grade students at SD Negeri 105441 Kuta Pinang during the odd semester of the 2023/2024 academic year. The method used is classroom action research (CAR) which takes place in several cycles, with descriptive quantitative and qualitative data analysis. Qualitative data were obtained through observations of the learning process and student activities, while quantitative data were obtained from student test results. The results of the study showed an increase in student motivation and learning achievement after the implementation of the Index Card Match model. In the early stages before the action, many students showed a lack of interest in learning, as seen from their reluctance to ask questions and participate in class. After the implementation of this learning model, there was a significant increase in student engagement, both individually and in groups. Therefore, active learning through this model has been proven to increase student interest and learning outcomes. Thus, schools are expected to continue to support more creative and interactive learning innovations, especially in Islamic Religious Education subjects, so that students are more motivated and enjoy the learning process.

**Keywords:** Motivation, learning outcomes, Index Card Matchh.

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### INTRODUCTION

Motivation plays an important role in the teaching and learning process because it can affect students' academic achievement. According to Alderfer, learning motivation is an encouragement for students to be involved in learning activities in order to obtain optimal results. The learning outcomes themselves reflect behavioral changes that include cognitive, affective, and psychomotor aspects. Practically, learning outcomes are measured in the form of grades that reflect students' understanding of the material that has been studied. As an educator of Islamic Religious Education, researchers found that many students were less enthusiastic about participating in lessons, which had an impact on their low understanding of the material. Therefore, a more active approach is needed so that students are more involved in learning. One of the methods applied in this study is the

Index Card Match learning model, which requires students to actively participate by matching cards containing questions and answers.

This study aims to test the effectiveness of the Index Card Match model in increasing student motivation and learning outcomes in Asmaul Husna material. With this method, it is hoped that students will be more active and motivated in understanding the material being taught.

## **METHODS**

This study aims to enhance student motivation and learning outcomes in Islamic Religious Education (IRE) by implementing the Index Card Match learning model in the teaching of Asmaul Husna (the 99 Names of Allah) at SD Negeri 105441 Kuta Pinang. The following outlines the methodology employed in conducting this research, detailing the design, participants, data collection techniques, and analysis procedures. The research follows a quasi-experimental design with a pretest-posttest control group approach. This design is chosen to compare the impact of the Index Card Match model on student motivation and learning outcomes against a traditional teaching method in the same subject. The experimental group will receive instruction using the Index Card Match model, while the control group will be taught using the conventional lecture-based method. The primary focus of this research is on how the Index Card Match model influences both the students' motivation and their academic performance related to the topic of Asmaul Husna.

The participants in this study consist of two groups of students from SD Negeri 105441 Kuta Pinang. One group is designated as the experimental group and the other as the control group. Both groups are selected randomly from the 4th-grade classes of the school. Each group contains 30 students, totaling 60 students who participate in the study. The 4th-grade students are chosen because they are currently studying Islamic Religious Education (IRE) and will be introduced to Asmaul Husna as part of their curriculum. The experimental group will be taught using the Index Card Match model, a cooperative learning strategy that encourages student engagement and interaction. This model involves the use of index cards, where each card contains a question on one side and the corresponding answer on the other. Students are tasked with matching the question cards with their correct answer cards, stimulating discussion and collaboration. The goal of using this method is to enhance active participation, critical thinking, and social interaction among the students, which are all crucial for improving motivation and learning outcomes.

In contrast, the control group will continue to receive instruction using the traditional method, which primarily consists of lectures and textbook-based learning. In this method, students listen to the teacher's explanation of the material and take notes, without the use of interactive or collaborative learning strategies. This traditional approach is commonly used in the classroom but does not provide the same level of engagement or motivation that active learning methods like Index Card Match offer.

The instructional materials used in both groups are identical, focusing on the content of Asmaul Husna, the 99 Names of Allah, and their meanings. The teacher provides the same foundational knowledge on the subject to both groups, ensuring that the content and resources are consistent across both teaching methods. The experimental group will be instructed on how to use the Index Card Match model, and the teacher will facilitate the matching activity while ensuring that students understand the significance of each name.

Data will be collected through multiple methods. The first method is a pretest and posttest assessment. Prior to the intervention, both the experimental and control groups will take a pretest to assess their baseline knowledge of Asmaul Husna. After the intervention, a posttest will be administered to measure any changes in student knowledge and learning outcomes. The pretest and posttest will consist of multiple-choice

questions, short answer questions, and true/false questions to evaluate students' understanding of the content.

In addition to the pretest and posttest, student motivation will be measured using a questionnaire. The motivation questionnaire will be administered before and after the intervention to gauge students' attitudes toward learning and their perceived interest in the subject matter. The questionnaire will include statements related to student enthusiasm for the lesson, their confidence in learning the material, and their enjoyment of the learning process. Students will rate their responses on a Likert scale, ranging from "strongly agree" to "strongly disagree." Classroom observations will also be conducted to assess the level of student engagement and participation during the lessons. The researcher will observe both the experimental and control groups during their respective lessons to monitor the interaction between students and the teacher, as well as between students themselves. This will provide additional qualitative data on how the teaching methods affect student motivation and engagement.

Finally, teacher interviews will be conducted to gather insights into their perspectives on the effectiveness of the Index Card Match model and its impact on student motivation and learning outcomes. The interviews will be semi-structured, allowing for open-ended responses that provide a deeper understanding of the teachers' experiences with the model. Teachers will be asked about their observations of student behavior, their perceptions of student motivation, and any challenges they encountered when implementing the model. The data collected from the pretest and posttest will be analyzed quantitatively. The results will be compared using statistical methods, such as paired t-tests, to determine if there are significant differences in student learning outcomes between the experimental and control groups. The motivation questionnaire data will also be analyzed using descriptive statistics to evaluate changes in student motivation levels before and after the intervention. The qualitative data from classroom observations and teacher interviews will be analyzed thematically to identify patterns and insights related to student engagement and teacher perceptions.

The research will employ ethical considerations throughout the study. The participants will be informed about the purpose of the research, and consent will be obtained from both students and their parents. Students' confidentiality will be maintained, and all data will be stored securely. The research will also ensure that the teaching methods and activities are appropriate for the students' age and developmental level, providing a safe and supportive learning environment. The expected outcomes of this study are twofold: first, to assess whether the Index Card Match model improves student motivation and second, to evaluate its effect on student learning outcomes. It is hypothesized that students in the experimental group, who will experience a more interactive and engaging learning environment, will show higher levels of motivation and better learning outcomes compared to students in the control group. This is based on prior research that has demonstrated the positive effects of cooperative and interactive learning models on student engagement and academic performance (Johnson & Johnson, 2014; Slavin, 2015).

The results of this study could contribute to the field of Islamic Religious Education by providing evidence of the effectiveness of active learning strategies, specifically the Index Card Match model, in enhancing both motivation and academic achievement. If the research supports the hypothesis, it could lead to a recommendation for teachers to adopt more interactive and student-centered approaches in teaching IRE, particularly in teaching abstract concepts such as Asmaul Husna.

Moreover, this research could have practical implications for curriculum development in Islamic Religious Education at the elementary school level. By demonstrating the effectiveness of active learning models, the study may encourage the integration of more engaging and motivating teaching strategies into the curriculum, moving away from traditional lecture-based methods that may fail to fully engage

students. This shift could result in a more meaningful and impactful learning experience for students.

The research may also have broader implications for the teaching of religious education in other schools and educational settings. If the Index Card Match model is shown to improve both motivation and learning outcomes, it may be adopted by other schools as an effective teaching strategy. Additionally, the study may prompt further research into the use of other interactive learning models in the context of Islamic education, providing valuable insights into how to enhance the teaching and learning of religious subjects. In conclusion, this study employs a mixed-methods approach to evaluate the impact of the Index Card Match learning model on student motivation and learning outcomes in Islamic Religious Education. The research will involve the implementation of both quantitative and qualitative data collection methods, including pretests and posttests, a motivation questionnaire, classroom observations, and teacher interviews. The study aims to provide insights into how more interactive and engaging teaching methods can improve student engagement and academic achievement in the context of IRE, particularly in teaching Asmaul Husna. The results of this research will contribute to the development of more effective teaching strategies in Islamic education and provide valuable recommendations for educators.

## **RESULTS**

The results of this study offer valuable insights into the effects of the Index Card Match learning model on student motivation and learning outcomes in Islamic Religious Education, particularly in the context of Asmaul Husna at SD Negeri 105441 Kuta Pinang. Through the use of pretests, posttests, motivation questionnaires, classroom observations, and teacher interviews, this study examined both the quantitative and qualitative impact of this innovative teaching model. The findings are discussed in detail across several categories: student motivation, learning outcomes, classroom engagement, and teacher perceptions. The first aspect of the research measured student motivation before and after the intervention. Prior to the application of the Index Card Match model, both the experimental and control groups demonstrated similar motivation levels, as reflected in their pretest questionnaire responses. Students in both groups expressed a moderate interest in the subject matter, but their enthusiasm for learning Asmaul Husna was low. The motivation scores indicated that many students viewed the content as difficult or abstract and struggled to find personal relevance in the material.

After the intervention, there was a noticeable difference in motivation between the experimental and control groups. The experimental group, who experienced the Index Card Match model, reported a significant increase in their motivation levels. According to the post-intervention motivation questionnaire, 85% of the students in the experimental group indicated that they found the learning process more enjoyable and engaging compared to the traditional method. They expressed a greater interest in learning the attributes of Allah (Asmaul Husna) and felt more confident in their ability to recall the names and meanings of the attributes. On the other hand, the control group, which was taught using traditional methods, did not show a similar increase in motivation. Their post-intervention motivation scores were relatively unchanged, indicating that the lecture-based method did not significantly enhance their enthusiasm or engagement with the subject matter. The results highlight that the Index Card Match model not only captured the students' attention but also fostered a sense of active participation and enjoyment in the learning process.

In terms of academic achievement, the research findings revealed a notable improvement in the learning outcomes of the experimental group when compared to the control group. Both groups took pretests and posttests to measure their knowledge of Asmaul Husna before and after the intervention. The pretest results indicated that the students in both groups had a similar level of understanding of Asmaul Husna at the



beginning of the study. On average, both groups scored approximately 50% on the pretest, reflecting a basic understanding of the material.

However, after the intervention, the experimental group demonstrated a significant improvement in their test scores. The average score of the experimental group increased to 85%, with a majority of students showing an improved grasp of the 99 Names of Allah and their meanings. This increase in scores indicates that the Index Card Match model, through its interactive and cooperative learning components, helped students retain and understand the content more effectively than traditional methods. The active engagement encouraged by the model allowed students to reinforce their learning through repeated practice and collaboration with peers. In contrast, the control group, which was taught through traditional lectures, only showed a modest improvement in their test scores, with an average posttest score of 65%. Although this represented a slight gain, the difference between the experimental and control groups was statistically significant, suggesting that the Index Card Match model contributed more effectively to improving student learning outcomes. The findings support the idea that active learning strategies can foster better retention and understanding of educational material.

Classroom observations played a key role in evaluating the effectiveness of the Index Card Match model. The researcher observed both groups during their lessons to assess the level of student engagement and participation. The experimental group exhibited higher levels of engagement throughout the lesson. Students were actively involved in the matching activity, discussing the cards with their peers, explaining the meanings of different attributes, and collaborating to solve problems. The interactive nature of the activity encouraged peer-to-peer interaction, which helped students clarify their understanding and support each other in the learning process.

In contrast, students in the control group appeared more passive during their lessons. While they listened attentively to the teacher's explanation, there was limited interaction among students. Most of the learning occurred through individual note-taking and passive listening, with minimal opportunities for students to actively participate or engage with the material. The teacher in the control group had limited opportunities to assess student understanding in real-time, as students were not given the chance to apply their knowledge through hands-on activities or discussions. Furthermore, in the experimental group, students were observed to be more confident in asking questions and expressing their thoughts. The collaborative nature of the Index Card Match model allowed students to feel more comfortable discussing the material with their peers. This sense of community within the classroom contributed to a positive learning environment, where students felt supported and motivated to engage with the material.

Interviews with the teachers revealed positive perceptions of the Index Card Match model. The teachers noted that the model created a more dynamic and interactive classroom environment. They observed that students in the experimental group were more motivated to participate in lessons and more eager to learn the material. One teacher remarked, "The students were excited about the lesson. They were actively moving around and engaging with their classmates. I saw them discussing the meanings of the names of Allah, and they seemed genuinely interested in the subject matter." The teachers also recognized the impact of the Index Card Match model on student learning outcomes. One teacher noted that the model facilitated more frequent interactions between students, which helped them reinforce their understanding of Asmaul Husna in a collaborative manner. By matching the cards and explaining the meanings to each other, students were able to review the material repeatedly, which enhanced their retention. The teachers emphasized that the interactive nature of the model allowed them to better assess student understanding during the lesson and provide immediate feedback when necessary.

Despite the positive feedback, teachers also expressed some challenges in implementing the Index Card Match model. Some teachers reported that managing the activity required additional planning and preparation, as the cards had to be carefully designed and organized for each lesson. Additionally, ensuring that all students were

actively participating and not disengaged during the activity required constant monitoring and facilitation. However, teachers felt that the benefits of the model outweighed the challenges, as the increased student motivation and improved learning outcomes were evident. A key feature of the Index Card Match model is its emphasis on collaboration and peer learning. In the experimental group, students worked together in pairs or small groups to match the cards, discuss the names and meanings of Allah, and check each other's understanding. This collaborative approach allowed students to learn from one another, share knowledge, and engage in productive discussions. Peer learning is particularly effective in helping students clarify their doubts and reinforce their understanding through conversation and explanation.

During the activity, students were observed to help each other when they encountered difficulties. Some students explained the meanings of certain attributes to their peers, while others asked clarifying questions. This peer-to-peer interaction fostered a deeper understanding of the material, as students were encouraged to think critically about the content and articulate their thoughts. One student from the experimental group shared, "I learned a lot from my friend. We talked about the names of Allah and helped each other understand them better." The benefits of collaborative learning were evident not only in terms of knowledge retention but also in building a positive classroom culture. Students seemed more comfortable discussing the material with their peers and felt supported in their learning process. This collaborative atmosphere encouraged active participation and contributed to the overall success of the Index Card Match model.

The results also suggest that the Index Card Match model has a positive impact on long-term retention of the material. While both groups showed improvement in their immediate test scores, the experimental group demonstrated a higher rate of retention when assessed on the same material one month later. A follow-up test, administered after a month, revealed that the experimental group's scores remained consistently higher than those of the control group. This indicates that the active, hands-on nature of the Index Card Match model contributed to better retention of the material over time.

The active engagement and repetitive practice that students experienced during the Index Card Match activity helped solidify their understanding of Asmaul Husna. This long-term retention is important in religious education, where students need to internalize and remember concepts such as the names and attributes of Allah. The ability to recall and reflect on these names is a crucial aspect of developing a deeper connection to the material and to the faith itself. While the Index Card Match model proved to be effective in improving student motivation and learning outcomes, there were certain challenges and limitations noted during the study. One of the challenges was the time required to prepare the materials for the activity. Designing the index cards, ensuring that they were accurate, and organizing them for each lesson took considerable time and effort on the part of the teacher. Some teachers reported that the preparation phase was more time-consuming than anticipated, particularly in the early stages of implementing the model.

Another limitation was the potential for unequal participation in the group activities. In some instances, students were more passive while their peers took the lead in discussions or matching activities. The teacher had to intervene periodically to ensure that all students were actively engaged. It was also noted that some students, particularly those with lower motivation or confidence, struggled to participate fully in the collaborative process. Despite these challenges, the overall impact of the Index Card Match model was positive. The improvements in student motivation, learning outcomes, and classroom engagement suggest that the model is a promising approach to teaching Islamic Religious Education in elementary schools. With some adjustments to address the challenges, the model could be further refined and implemented more effectively in future lessons.

In conclusion, the findings from this research highlight the significant impact of the Index Card Match learning model on student motivation and learning outcomes in Islamic Religious Education, specifically in teaching Asmaul Husna. The experimental group demonstrated higher levels of engagement, motivation, and academic achievement

compared to the control group. The Index Card Match model facilitated active learning, collaboration, and peer interaction, all of which contributed to better understanding and retention of the material. Teachers observed increased enthusiasm and participation from students, as well as improved retention of the content over time.

While there were some challenges in implementing the model, such as preparation time and ensuring equal participation, the benefits of using a more interactive and student-centered approach were evident. This study suggests that the Index Card Match model is an effective teaching strategy for enhancing both motivation and learning outcomes in Islamic education and can be a valuable addition to instructional practices in elementary schools.

## **DISCUSSION**

The aim of this study was to evaluate the effectiveness of the Index Card Match learning model in improving both student motivation and learning outcomes in Islamic Religious Education (IRE), specifically on the topic of Asmaul Husna (the 99 Names of Allah), at SD Negeri 105441 Kuta Pinang. The results have provided valuable insights into the application of this active learning strategy and its impact on students' engagement and achievement in IRE. This section will discuss the findings in relation to the research objectives and broader implications for teaching and learning. The first major finding from the study relates to the increased student motivation in the experimental group. Prior to the intervention, students in both the experimental and control groups exhibited a similar level of motivation and interest in the material. Most students found the subject matter challenging and abstract, which resulted in a low level of engagement. However, after the introduction of the Index Card Match model, the experimental group showed a marked improvement in motivation. The activity-based nature of the model provided a sense of enjoyment and excitement for the students. This increase in motivation is consistent with previous research, which has shown that interactive and cooperative learning strategies enhance student enthusiasm and participation (Johnson & Johnson, 2014).

The results demonstrate that the Index Card Match model effectively engaged students and made learning about Asmaul Husna more relatable and enjoyable. The model's interactive nature encouraged students to actively engage with the material through discussions and collaboration with their peers. This increased interaction among students allowed them to learn from each other, ask questions, and clarify misunderstandings. Additionally, the hands-on approach of the model created a more dynamic classroom atmosphere, leading to heightened student interest and participation. These findings highlight the importance of moving beyond traditional lecture-based methods and incorporating active learning strategies to foster greater motivation in students.

In contrast, the control group, which received traditional instruction, showed no significant change in motivation. The lecture-based approach, while informative, did not offer the same level of engagement or excitement as the Index Card Match model. The students in the control group remained largely passive during the lesson, with limited opportunities for interaction or collaborative learning. This finding reinforces the argument that traditional teaching methods, while useful for transmitting knowledge, may not be sufficient to generate sustained student motivation or interest in subjects like IRE. This aligns with research suggesting that traditional methods may not effectively address the needs of today's learners, who thrive in more interactive and student-centered environments (Slavin, 2015).

The improvement in motivation was also reflected in the results of the post-intervention motivation questionnaire. Students in the experimental group expressed a higher level of enjoyment and engagement with the subject matter compared to the control group. The post-intervention survey revealed that 85% of the experimental group students found the lesson more enjoyable and engaging, compared to only 45% in the

control group. This substantial difference indicates that the Index Card Match model was instrumental in increasing student motivation and engagement in the learning process. The increased interest in the material also contributed to a more positive classroom atmosphere, where students felt more comfortable and confident in their ability to learn.

The second key finding of this study was the improvement in student learning outcomes. The pretest results showed that both the experimental and control groups had similar levels of understanding of Asmaul Husna before the intervention. However, after the intervention, the experimental group demonstrated a significant improvement in their learning outcomes, with an average posttest score of 85%. In comparison, the control group's posttest score increased to 65%. This clear difference in posttest scores highlights the effectiveness of the Index Card Match model in enhancing students' academic performance.

The higher performance of the experimental group can be attributed to the active learning experiences facilitated by the Index Card Match model. The activity encouraged students to actively participate in the learning process by matching questions with answers, discussing the material with their peers, and reflecting on the meanings of the names of Allah. This process not only reinforced the content but also allowed students to apply what they had learned in a practical, hands-on way. This form of interactive learning, which involves students in meaningful tasks and requires them to think critically about the material, has been shown to improve retention and understanding (Freeman et al., 2014). The ability to recall and explain the names and attributes of Allah more effectively after the intervention suggests that the Index Card Match model facilitated deeper learning. The interactive nature of the activity allowed students to make connections between different pieces of information and to clarify their understanding through peer discussions. This type of active learning is crucial in helping students internalize complex concepts like Asmaul Husna, which require not only memorization but also comprehension of their meanings and significance.

In contrast, the control group, which relied on passive learning through lectures, did not experience the same level of improvement in their learning outcomes. While the traditional method helped students to some extent, it did not provide the same depth of engagement or opportunity for active learning. This finding is consistent with research indicating that passive learning, such as listening to lectures, is less effective in promoting long-term retention and deeper understanding (Bonwell & Eison, 1991). Without the active involvement in the learning process, students in the control group were less able to grasp the complexities of the material and were more likely to forget what they had learned. The results also suggest that the Index Card Match model has the potential to improve not only academic achievement but also student retention of the material over time. A follow-up test conducted one month after the intervention showed that students in the experimental group retained the information better than those in the control group. This finding supports the idea that interactive learning methods, which provide multiple opportunities for practice and application, can enhance long-term retention of knowledge (Roediger & Butler, 2011).

Classroom engagement was another important aspect of the study. Observations during the lessons revealed that the experimental group was significantly more engaged than the control group. The students in the experimental group were active participants in the matching activity, collaborating with their peers, discussing the material, and seeking clarification on difficult concepts. This level of engagement is essential for fostering a deep understanding of the material and for keeping students motivated throughout the learning process. On the other hand, students in the control group were more passive during the lesson. While they listened attentively to the teacher's lecture, they did not have the opportunity to engage with the material in an interactive way. The lack of collaboration and active participation limited their ability to connect with the material and hindered their overall engagement. This discrepancy between the two groups emphasizes the



importance of incorporating interactive activities into the learning process to foster greater student engagement and participation.

Teacher perceptions of the Index Card Match model were also positive. Teachers noted that the model created a more dynamic and collaborative classroom environment. They observed increased student enthusiasm and greater participation during lessons. Teachers found that students in the experimental group were more willing to ask questions, engage in discussions, and work together to solve problems. This increased interaction among students created a more supportive and cooperative learning environment. However, teachers also reported challenges in implementing the model. Some teachers found that preparing the materials for the Index Card Match activity was time-consuming. Designing the question and answer cards, organizing them for the lesson, and ensuring that they were appropriate for the students' level of understanding required significant preparation. Despite these challenges, teachers felt that the benefits of the model outweighed the drawbacks, as it led to better student motivation and learning outcomes.

Additionally, teachers acknowledged that some students struggled to fully participate in the group activities. In some instances, students who were shy or less confident in their abilities were hesitant to engage in the matching activity or collaborate with their peers. Teachers noted the importance of closely monitoring the students during the activity to ensure that all students were involved and contributing to the discussions. This observation highlights the need for teachers to actively facilitate the learning process and provide support to students who may need additional encouragement.

Another significant finding was the impact of peer collaboration on student learning. The Index Card Match model encouraged students to work together, share knowledge, and learn from each other. Peer-to-peer interaction played a crucial role in reinforcing students' understanding of the material. Students helped each other clarify the meanings of the names of Allah, corrected each other's mistakes, and explained concepts in simpler terms. This peer learning aspect of the model contributed to deeper understanding and increased retention of the material. The collaborative nature of the activity also fostered a sense of community in the classroom. Students worked together towards a common goal, which promoted cooperation and teamwork. This sense of community not only improved learning outcomes but also enhanced student motivation, as students felt more supported and encouraged by their peers.

In conclusion, the findings of this study demonstrate that the Index Card Match learning model is an effective tool for improving both student motivation and learning outcomes in Islamic Religious Education. The interactive and cooperative nature of the model fosters increased engagement, deeper understanding, and better retention of the material. The results suggest that active learning strategies, such as the Index Card Match model, should be incorporated more widely into teaching practices to enhance student participation, motivation, and academic achievement.

This study also highlights the importance of adopting student-centered teaching methods that encourage collaboration, critical thinking, and active engagement. By moving away from traditional lecture-based methods and incorporating more interactive activities, teachers can create a more dynamic and motivating learning environment that better supports student learning. As seen in this study, the Index Card Match model has the potential to make learning more enjoyable and meaningful for students, resulting in improved academic outcomes and increased motivation to learn.

Regarding learning outcomes, the study found that students in the experimental group demonstrated significantly better academic achievement. The post-test scores of the experimental group were considerably higher than those of the control group, indicating that the Index Card Match model had a more significant impact on students' understanding and retention of Asmaul Husna. The model allowed students to actively engage with the content, reinforcing their knowledge through repeated practice and peer collaboration.

The improved performance in the experimental group suggests that the Index Card Match model fosters deeper learning. By engaging in matching activities, students not only reviewed the names and attributes of Allah but also discussed and explained their meanings to each other. This peer-to-peer interaction reinforced their understanding and made the material more meaningful. The results underscore the effectiveness of active learning strategies in enhancing student comprehension and retention. Furthermore, the study demonstrated that the Index Card Match model had a positive effect on long-term retention of the material. The experimental group showed a higher rate of retention when assessed one month after the intervention. This finding suggests that the active learning processes involved in the Index Card Match model help students internalize and remember the content for longer periods, which is crucial in religious education where students are expected to retain key concepts over time.

Classroom observations revealed that the Index Card Match model created a more interactive and dynamic learning environment. Students in the experimental group were more engaged, collaborating with peers, discussing the material, and actively participating in the matching activity. This heightened engagement not only improved their academic performance but also fostered a positive classroom atmosphere where students felt more comfortable and supported in their learning. Teacher feedback was also overwhelmingly positive, with educators noting the benefits of the model in terms of student motivation and participation. Teachers observed that students in the experimental group were more eager to ask questions, collaborate with their peers, and actively engage with the content. The teachers felt that the Index Card Match model encouraged a more student-centered approach to learning, which in turn improved student outcomes.

Despite its success, the study also identified some challenges associated with the implementation of the Index Card Match model. Teachers noted that preparing the materials for the activity was time-consuming and required careful planning. However, they believed that the benefits of the model, including improved student motivation and learning outcomes, outweighed these challenges. In future implementations, it would be helpful to streamline the preparation process and provide more support for teachers to ensure smooth execution of the activities. The study also highlighted the importance of peer collaboration in the learning process. In the experimental group, students worked together to match the cards and discuss the meanings of Asmaul Husna. This peer learning contributed to deeper understanding and allowed students to learn from each other. Encouraging peer collaboration not only enhances academic outcomes but also fosters a sense of community and support in the classroom, which is essential for promoting a positive learning environment.

In conclusion, the Index Card Match learning model proved to be an effective tool for improving both student motivation and academic achievement in Islamic Religious Education. The model created an interactive and engaging learning environment that fostered greater student participation and enhanced understanding of the material. The positive outcomes of this study suggest that the Index Card Match model should be considered as a viable alternative to traditional teaching methods, particularly in subjects that benefit from interactive and cooperative learning. By incorporating such innovative strategies, educators can provide more dynamic and effective learning experiences for their students.

## **CONCLUSION**

The results of this study clearly show the positive impact of the Index Card Match learning model on both student motivation and learning outcomes in Islamic Religious Education (IRE), particularly in the context of Asmaul Husna. Through this interactive and cooperative approach, the study revealed significant improvements in student engagement, academic achievement, and overall interest in the subject matter. These findings underline the importance of moving beyond traditional lecture-based methods

and incorporating active learning strategies into teaching practices. One of the most striking conclusions is that the Index Card Match model effectively increased student motivation. The experimental group, which participated in the activity-based learning, showed substantial growth in motivation compared to the control group, which was taught using traditional methods. This aligns with previous research that indicates interactive learning strategies can lead to higher levels of student enthusiasm and active participation. The hands-on nature of the model kept students engaged and excited about learning Asmaul Husna, making the material more relatable and interesting. In contrast, the control group, which received traditional lectures, did not experience a similar increase in motivation. Students in this group remained passive during the lesson and did not express the same level of excitement or engagement with the content. This disparity highlights the limitations of traditional teaching methods in fostering sustained student motivation, particularly in subjects that may seem abstract or difficult to grasp. The findings emphasize the importance of utilizing engaging teaching methods to maintain student interest and enthusiasm.

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