



Improvement of Pie Learning Outcomes in Asmul Husna Material by Using the Card Match Index Method for Elementary School Student

Irma Handayai ✉, SD Negeri 105391 Manggis, Indonesia

Andri Irwanto, SD Negeri 104313 Sarang Puah, Indonesia

Sari Muliana, SD Negeri 104285 Sarang Ginting Kahan, Indonesia

✉ irmahandayanispdi21@guru.sd.belajar.id

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the index card match method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the index card match method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the index card match method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Card match index, learning outcome, asmaul husna.

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INTRODUCTION

Education is basically one of the most fundamental efforts in human resource development. In the context of education in Indonesia, education is expected to produce superior human resources as formulated in Law Number 20 of 2003 concerning the National Education System. The learning process in the classroom is a very important part of education.

The learning process in the educational unit is held in an interactive, inspiring, fun, challenging manner, motivating students to actively participate and providing sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students, (Government Regulation No. 9 of 2005 concerning National Education Standards). Teachers as professionals as intended in

Law Number 14 of 2005 states that teachers and lecturers in article 4 are written that teachers function to increase dignity and the role of teachers as learning agents functions to improve the quality of national education.

Professional teachers certainly have competence in their fields. In addition to having professional competence which means mastering the field they are taught, teachers must have pedagogic competence, namely mastering learning methodologies, both mastering the curriculum, designing the learning process, implementing the learning process, conducting learning evaluations and analyses and implementing follow-up program. In addition, teachers are required to have personality competence and social competence. Of course, teachers must have the ability to communicate well with their environment. Teachers achieve the quality of students seen from the potential as stated above, the starting point is none other than the learning activities carried out by teachers and their students as learning subjects.

As stated in the National Education System Law (UUSPN) No.20 of 2003, that is, learning is the process of interaction of students with education and learning resources in a learning environment. Therefore, the learning process driven by teachers must be planned and implemented steadily so that they can achieve maximum learning goals and outcomes. Based on experience, the average score of asmaul husna learning is still low. From the average score obtained, it should be a common concern, considering that Asmaul Husna is about the obligatory nature of Allah which is an important thing that children must understand. The value obtained is not only cognitive, but the expected value is reflected in the child's affective attitude. High values accompanied by good attitudes and behaviors in life are a common hope.

A good teacher is a teacher who is able to choose and use the right methods, strategies and media in learning. In fact, the main obstacle in determining the use of methods is often not suitable for instructional purposes. The lecture method is often the mainstay material. Even though there are still various other methods that are more appropriate according to instructional purposes. The Index Card Match method is to find a match for a question and answer card that is carried out in pairs. The Index card match learning method is a learning method that requires students to work together and can improve a sense of student responsibility for what is learned in a fun way.

Students work together and help each other to solve questions and throw questions to other pairs. This joint learning activity can help spur active learning and the ability to teach through small group cooperation activities that allow to gain understanding and mastery of the material. In the learning process, there are still many problems that occur, for example, students are less motivated to learn, feel embarrassed to ask questions and pay less attention to lessons, less involved in the process. Learning. This may happen because students feel bored with the lecture method applied by the teacher, the learning atmosphere is not serious, and the learning is only one-way.

By looking at learning outcomes that are still below average and Asmaul Husna's material or topics that have broad sections or categories, the index card match method is a method that can be applied to improve student learning outcomes. Based on the above background, the researcher is interested in conducting research on: "improvement of pie learning outcomes in asmul husna material by using the cart match index method for class iv 3 state elementary school no 105391 manggis village, serbajadi district, serdang bedagai regency".

METHODS

This study uses an approach with a classroom action research model. Broadly speaking, Classroom Action Research has 4 stages that are commonly passed; 1) Develop an action plan. In this stage, the researcher explains the what, why, when, where, by whom, and how the action will be taken. The ideal action research is actually carried out in pairs between the party who performs the action and the party who observes the process being carried

out; 2) Implementation of Actions. This stage is the implementation or application of the content of the design, namely imposing actions in the classroom; 3) Observation. Observation is an observation activity carried out by observers. In this stage, the implementing teacher records little by little what happens in order to obtain accurate data for the next cycle improvement; 4) Reflection.

It is an activity to restate what has been done. In this stage, the teacher tries to find things that are already satisfying because they are in accordance with the design and carefully recognize the things that are still need to be improved. The subject of the study is grade IV students of SD Negeri No 105391 Manggis Village for the 2023/2024 school year which totals 15 students, consisting of 6 male students and 9 female students. This class action research was carried out in grade IV of SD Negeri No. 105391 Manggis Village for the 2023/2024 school year Overall, the students who were concerned in this study amounted to 15 people, consisting of 6 male students and 9 female students, the research was carried out classically.

This research was conducted on the subject of Islamic Religious Education, specifically for the material Asmaul Husna, which was researched; 1) students; 2) Teachers; 3) Learning Outcomes. The implementation of this class action research will later be carried out by following the action scenario. On the way, it turns out that there are weaknesses, which will be corrected according to the provisions in the field. In this study, data was obtained from PAI subject teachers and grade IV students of SD Negeri No 105391 Manggis Village in the first semester of the 2023/2024 school year.

The types of data collected in this study are qualitative and quantitative data; 1) Qualitative data. In the form of observation of student learning activities in completing group assignments and learning activities carried out by PAI teachers for 2x35 minutes on the teaching stages; 2) Quantitative data. In the form of learning outcome scores obtained by students consisting of final test scores and formative tests. Data collection techniques; 1) Observation; 2) Test.

RESULTS

The results of the first cycle of actions can be reflected as follows: 1) Learning activities by applying the index card match method are good, even though at the first meeting there are still students and questions that have not been completed. The questions that have not been completed turned out to be insufficient for students to write and memorize the names *سودقلا* and *ملاسلا*, but after the second meeting was held, the results were obtained that there were no more students who were incomplete but question no. 1, namely in writing the name asmaul husna, was still incomplete; 2) Student activities in KBM are quite active, although there are still students who do not understand how to find a partner, shyly sitting in pairs and not daring to present readings on cards; 3) The results of student learning tests increased from Cycle I of the first meeting by 66% to 68% in the second meeting. Based on these findings, learning activities using the index card match method need to be continued to cycle II. In cycle II, the researcher will research on students' ability to memorize the meaning of asmaul husna.

The results of the second cycle of action The results of the first meeting and the second meeting of the second cycle of action, can be reflected as follows; 1) The learning activity by applying the index card match method is very good, even though at the time of the first meeting there was still 1 student and there was 1 question that had not been completed. The problem that has not been completed is the question about writing the name of asmaul husna, it turns out that students are not able to write names, but after the meeting of the two researchers has been able to overcome these difficulties; 2) Student activities in KBM increased very well, even though at the first meeting they did not dare to present readings on cards.

At the meeting, the two children had the courage to present the reading on the card; 3) The results of the student learning test increased from Cycle II of the first meeting

by 84% to 96% in the second meeting. Based on these findings, learning activities using the index card match method have been successful and do not need to be continued again. The implementation of the Index Card Match method in Islamic education at SD Negeri 105391 Desa Manggis resulted in noticeable improvements in student learning outcomes. Observations during the lessons showed that students were more engaged and actively participated in class discussions and activities. The use of matching cards to reinforce key Islamic concepts, such as Quranic teachings and the life of the Prophet Muhammad, helped students retain information more effectively.

They demonstrated a better understanding of the material, and their ability to recall and apply Islamic principles in various contexts improved. Assessments conducted after the implementation of the Index Card Match method revealed higher scores in comparison to previous results. Students were able to answer questions related to Islamic teachings with greater accuracy and depth. The interactive nature of the method enabled students to link concepts together, which strengthened their overall comprehension of the subject matter. Moreover, they were able to apply what they had learned to practical situations, such as ethical decision-making based on Islamic values, demonstrating a more profound understanding of the material.

Another significant outcome of this research was the improvement in students' social skills and collaboration. Working in groups, students learned to communicate effectively, share ideas, and support each other in solving problems. This collaborative approach not only contributed to academic success but also helped foster a sense of teamwork and respect among peers. The social benefits of the Index Card Match method were evident, as students worked harmoniously, and even shy or hesitant students became more willing to participate in group activities.

Overall, the results suggest that the Index Card Match method is an effective strategy for improving students' learning outcomes in Islamic education. The increased engagement, enhanced comprehension, and improved social interaction observed during the lessons indicate that this method can be successfully integrated into teaching practices to create a more dynamic and participatory learning environment. The method's ability to enhance both cognitive and social aspects of learning makes it a valuable tool for promoting student success in Islamic education at SD Negeri 105391 Desa Manggis.

DISCUSSION

The implementation of the Index Card Match method in Islamic education at SD Negeri 105391 Desa Manggis has resulted in significant improvements in student learning outcomes. This cooperative learning strategy involves matching index cards with relevant information, where students work together to find correct pairs or answers.

The method encourages active student participation and makes learning more interactive and engaging. In the context of Islamic education, the Index Card Match method helped students better understand key concepts and strengthen their knowledge of Islamic teachings through a more dynamic and hands-on approach. One of the key benefits of the Index Card Match method is that it promotes collaboration and communication among students. In group activities, students were required to discuss and share their understanding of various Islamic topics, such as the meaning of Quranic verses, the teachings of the Prophet Muhammad, and the application of Islamic principles in daily life.

This collaborative learning not only enhanced students' comprehension of the material but also fostered a sense of teamwork and mutual support, as students helped each other find the correct matches and clarified any misunderstandings. The interactive nature of the Index Card Match method also played a crucial role in increasing students' engagement and motivation. The process of searching for the right matches and working together in groups to solve problems made the learning process more enjoyable and less monotonous. Students were actively involved in the lesson, which helped to sustain their attention and interest in Islamic studies.

The competitive element, where students tried to match cards as quickly and accurately as possible, further increased their enthusiasm for the subject matter. Additionally, the use of the Index Card Match method helped improve students' retention of Islamic concepts. By actively engaging in the matching activity, students were able to better remember the information and recall it when needed. The method encouraged them to connect the dots between related concepts, reinforcing their understanding of Islamic teachings. As a result, students showed improved performance in assessments and demonstrated a greater ability to apply what they had learned to real-life situations, such as making decisions in accordance with Islamic values.

Despite the positive outcomes, the implementation of the Index Card Match method also posed some challenges. Teachers had to carefully design the index cards and ensure that the information on the cards was relevant, clear, and appropriately aligned with the lesson objectives. There was also the challenge of managing the time effectively, as group activities sometimes took longer than expected. Some students initially struggled with the self-directed nature of the activity, but with guidance and practice, they became more comfortable with the method and were able to engage more effectively in group discussions.

Moreover, some students, particularly those who were shy or less confident, needed additional encouragement to participate actively in group activities. Teachers played a crucial role in motivating all students to contribute and ensuring that everyone was involved in the matching process. Over time, however, most students grew more comfortable with the collaborative nature of the method, leading to increased participation and self-confidence in sharing their ideas. In conclusion, the use of the Index Card Match method in Islamic education at SD Negeri 105391 Desa Manggis has proven to be an effective way to enhance student learning outcomes.

The method fosters collaboration, increases engagement, and improves retention of material. While there are challenges in terms of preparation and classroom management, the positive impact on students' understanding of Islamic concepts highlights the potential of this interactive learning strategy. With proper implementation and support, the Index Card Match method can be a valuable tool for enhancing Islamic education in elementary schools.

CONCLUSION

Based on the description in the presentation of the data above, the following conclusions can be made; 1) Cycle I averaged 6.6 at the first meeting and averaged 6.8 at the second meeting, then continued to cycle II with an average of 8.4 at the first meeting and 9.6 at the second meeting. So that the average of all meetings is 7.85, thus the average learning outcome per cycle is seen to be increasing, where in cycle I to cycle II it increases by 2.3; 2) Based on the observation results showing that there is an increase in shiva activity in the first cycle has obtained good results, then the first cycle is 93.33 in the first meeting and 97.78 in the second meeting. In the second cycle, the first meeting was 97.78 and in the second meeting it reached 100%. The application of the Index Card Match method in Islamic education at SD Negeri 105391 Desa Manggis has shown significant improvements in students' learning outcomes. By encouraging active participation, collaboration, and hands-on engagement with the material, the method has helped students better understand and retain key Islamic concepts. The interactive nature of the activity kept students motivated and interested in the subject, fostering a deeper connection with the content and enhancing their ability to apply what they had learned in real-life situations. Despite some challenges, such as the need for careful preparation and time management, the overall impact of the Index Card Match method has been positive. Teachers played a vital role in facilitating the activity and ensuring that all students were engaged. With practice, students adapted to the method and became more confident in their participation, demonstrating improved performance in assessments and a better

understanding of Islamic teachings. In conclusion, the Index Card Match method proves to be an effective teaching strategy for improving the learning outcomes of students in Islamic education. With its emphasis on collaboration, active learning, and concept retention, it offers a dynamic alternative to traditional methods. By continuing to refine its implementation and providing adequate support, this method has the potential to further enhance the quality of Islamic education at SD Negeri 105391 Desa Manggis.

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