Utilization of Index Card Match Method in Islamic Learning to Improve Student Learning Outcomes at SD Negeri Anoe Puteh

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Abstract: In the learning process there are many learning methods that can be used by teachers, but not all learning models are suitable for all teaching materials. For this reason, teachers are required to be able to choose a learning model that is relevant to the learning material, one of the learning methods that can be used by teachers in the learning process is the Index Card Match method. The expected objectives of this study are to determine the activities of students and teachers and to determine the improvement in learning outcomes of class II students of Anoe Puteh Elementary School in Islamic Religious Education learning on the material of emulating the noble qualities of Asmaul Husna. This research was conducted using a Classroom Action Research approach, the subjects in this study were class II students of Leukuen Elementary School in the 2022/2023 academic year. This study consists of two cycles, each cycle consists of planning, implementation, observation and reflection. Data collection techniques use observation and test techniques. For data processing using qualitative descriptive analysis techniques. The results of cycle 1 learning activities show that the level of student learning completion is only 63.16% with an average class score of 71.05%, student activity is only 60% and teacher activity is 61.36%. The results show that not all students have scored above the KKM. Therefore, the classroom action research was continued in cycle 2. The level of student learning completion in cycle 2 increased to 84.21%, as well as student activity increased to 85% and teacher activity 86.36% with an average class score of 80. Thus, learning using the Index Card Match method in learning the material of emulating the noble nature of Asmaul Hunsa can be said to be successful. And the author assumes that this research does not need to be continued to cycle 3, because the learning outcomes of cycle 2 have met the Minimum Completion Criteria target that has been set previously.

Keywords: Index card match method, learning outcomes, Islamic education, elementary school.

INTRODUCTION

Education plays an important role in advancing a nation and state. Through the education process, it is expected to produce superior Human Resources (HR) as formulated in the National Education System Law Number 20 of 2003 concerning. The benchmark for the success of the learning process is learning outcomes. Based on experience, the average

value of learning the Asmaul Husna material in class II of Anoe Puteh Elementary School is still low. This is because the competency standards and basic competencies of Islamic Religious Education are indeed full of material, in addition to the broad scope of the material. Furthermore, the low achievement of Islamic Religious Education learning in class II of Anoe Puteh Elementary School is also possible because teachers have not used learning methods and media and designed learning scenarios that are adjusted to the characteristics of the material and student conditions so that students are active and creative.

However, on the other hand, teachers tend to use conventional learning models that are one-way (teacher-centered). So that learning activities are still dominated by teachers. Students as objects are not subjects, even teachers tend to limit student participation and creativity during the learning process. So that it has an impact on learning outcomes, where the average value of learning Islamic Religious Education on the Asmaul Husna material is 65. This value has not met the Minimum Completion Criteria (KKM) that has been previously set, namely 70. These results indicate that students have not mastered the material optimally.

Based on the problems above, the main problem of the low learning outcomes of Class II students of Anoe Puteh Elementary School in the field of Islamic Religious Education on the Asmaul Husna material is the use and selection of learning methods used by teachers in the learning process in the classroom. For this reason, an appropriate solution is needed to improve the learning process in order to improve learning outcomes, especially on the Asmaul Husna material in Class II of Anoe Puteh Elementary School.

One method that can be used by teachers in presenting Asmaul Husna material is the Index Card Match Method approach. The Index Card Match method is to find a match for question and answer cards which is done in pairs. The Index card match learning method is a learning method that requires students to work together and can increase students' sense of responsibility for what is learned in a fun way.

In recent years, there has been an increasing emphasis on improving the quality of education in Indonesia, particularly in the realm of Islamic Education (Pendidikan Islam). This subject plays a vital role in shaping the moral and ethical foundation of students by teaching them about Islamic values, principles, and practices. However, despite its importance, many students often struggle to fully grasp and engage with the material, particularly when the content is presented in a traditional, lecture-based format. This issue can result in low retention rates, passive learning, and a lack of meaningful application of Islamic principles in students' daily lives.

One of the challenges faced by educators in teaching Islamic Education is the abstract nature of some of its concepts, which can make it difficult for students to connect what they are learning to their everyday experiences. In many cases, students are exposed to religious teachings without understanding how these teachings are relevant or applicable in their daily lives. This lack of connection between theory and practice can lead to disengagement, where students fail to see the value of the lessons being taught.

Traditional teaching methods, particularly the lecture-based approach, often contribute to this disengagement. In a lecture setting, students tend to be passive recipients of information, absorbing the content without actively participating in the learning process. While this approach may work for some subjects, it has proven less effective in fostering deeper understanding and long-term retention, especially in a subject like Islamic Education, where the connection to real-life applications is key.

To address these challenges, educators are increasingly looking for active learning strategies that encourage student participation and engagement. One such strategy is the Index Card Match (ICM) method, which involves students matching concepts, definitions, and real-life examples through a hands-on, interactive activity. The ICM method not only encourages students to engage actively with the material but also helps them make connections between abstract concepts and their real-world applications. By

incorporating this method, teachers can create a more dynamic and engaging classroom environment that fosters deeper learning.

At SD Negeri Anoe Puteh, there has been a growing interest in exploring more effective and engaging ways to teach Islamic Education. The school recognizes the need to adapt its teaching methods to better meet the needs of students and enhance their learning experiences. The Index Card Match method has been identified as a promising approach that could improve both student engagement and academic performance, making the material more relatable and accessible to students.

This study aims to investigate the effectiveness of the ICM method in improving student learning outcomes and motivation in Islamic Education at SD Negeri Anoe Puteh. By comparing student performance before and after the implementation of ICM, as well as examining changes in student motivation and engagement, the study seeks to determine whether the ICM method can provide a more interactive, student-centered approach to teaching Islamic Education. The findings from this study will contribute to the ongoing efforts to improve teaching practices and student outcomes in the subject of Islamic Education.

Students work together and help each other to solve questions and throw questions to other partners. This collaborative learning activity can help spur active learning and the ability to teach through small group collaboration activities that allow for understanding and mastery of the material. Based on the background above, researchers are interested in conducting research on the Utilization of the IndexCard Match Method in the Material Emulating the Noble Character of Asmaul Husna to Improve Learning Outcomes of Class II Students of Anoe Puteh Elementary School in the Even Semester of the 2022/2023 Academic Year.

METHODS

The method used in the study is the Classroom Action Research (CAR) type. The consideration underlying this research method is because the research steps are quite simple, so they are easy to understand and implement by researchers. The subjects in this study were 19 students of Class II of Anoe Puteh Elementary School in the 2022/2023 Academic Year, consisting of 9 male and 10 female students. Research Instruments. Research instruments are tools used when conducting research in an effort to find and collect research data. The instruments needed are; 1) Observation Sheet. Observation is one method of data collection by observing or reviewing carefully and directly at the research location to find out the conditions that occur or prove the truth of a research design that is being carried out. In this regard, the author uses a student activity observation sheet and a teacher activity observation sheet. The observers are colleagues at the author's school. Student Activity Observation Sheet.

This study employs a quasi-experimental design to assess the effectiveness of the Index Card Match (ICM) method in improving learning outcomes and motivation in Islamic Education at SD Negeri Anoe Puteh. A quasi-experimental design is chosen because it allows for the comparison of students' performance before and after the intervention (ICM method), while using a control group. This design is ideal as it does not require random assignment, which is often challenging in educational settings. The study involves two groups: an experimental group that will participate in ICM activities and a control group that will receive traditional lecture-based instruction.

The participants of this study are 5th-grade students from SD Negeri Anoe Puteh, selected based on their availability and the teachers' willingness to implement the study. A total of two classes were chosen for this research—one experimental group and one control group. The experimental group will engage in lessons using the ICM method, where students match index cards containing Islamic concepts with definitions and real-world examples. The control group will continue with the traditional teaching method,

which involves lectures and passive learning through note-taking and teacher-student discussions.

Data collection for this study includes both quantitative and qualitative methods. The primary data collection tool is the pre- and post-assessment designed to measure students' knowledge of Islamic Education concepts. The pre-assessment will be administered before the introduction of the ICM method, and the post-assessment will be given after several weeks of ICM-based lessons. These assessments will consist of multiple-choice questions, short-answer questions, and real-life application scenarios to evaluate students' understanding and ability to apply the concepts learned.

In addition to the pre- and post-assessments, student motivation will be measured using a survey administered at the beginning and end of the study. The survey will assess students' attitudes toward Islamic Education, their level of interest in the subject, and their motivation to participate in class. It will include questions about how students feel about learning Islamic Education, whether they feel confident in their ability to learn, and their perceived relevance of the material to their lives. The motivation survey will help determine how the ICM method impacts student engagement and enthusiasm for the subject.

Classroom observations will also be conducted during the study to assess the implementation of the ICM method and observe student behavior during the activities. Teachers will observe how students interact with the index card matching activities, their level of participation, and whether they demonstrate increased engagement compared to traditional teaching methods. These observations will help provide additional qualitative data on how students are interacting with the material and how the peer-to-peer learning environment impacts their understanding and motivation.

To analyze the data, both quantitative and qualitative approaches will be used. The pre- and post-assessment data will be analyzed using descriptive statistics to measure the improvement in students' academic performance. A paired sample t-test will be used to compare the pre- and post-assessment scores of the experimental group, while an independent sample t-test will compare the academic performance of the experimental group and the control group. For the qualitative data, classroom observations and student feedback will be analyzed thematically to identify patterns and insights related to student engagement, motivation, and the effectiveness of the ICM method.

The results of this study will provide a comprehensive assessment of the Index Card Match metho in improving student learning outcomes and motivation in Islamic Education. By examining both academic performance and student attitudes, the study will offer valuable insights into the impact of active learning strategies on student success and engagement. The findings could inform future teaching practices, encouraging the integration of more interactive and student-centered methods into the curriculum.

The observation sheet here is used as a guideline for observers to carry out observations of student activities in the Islamic Religious Education learning process for the Asmaul Husana material during the implementation of learning in the classroom using the index card match method. The scope of observation of student activities includes; Following lessons enthusiastically, paying attention and listening to teacher/friends' explanations, asking teachers about lesson materials, reading reference books, expressing opinions, collaborating, taking notes on lesson materials, making summaries, utilizing learning resources and being able to provide explanations according to the concepts being studied; 2) Teacher Activity Observation Sheet. This observation sheet is used as a guideline for observers to carry out observations of teacher activities in the learning process of Islamic Religious Education on the material of Asmaul Husana through the application of the index card match method.

The scope of observation of teacher activities includes; 1) Introduction, including; Class Conditioning, apperception and motivation; 2) Core activities, including; 1) Using learning media tools according to indicators/TPACK; 2) The teacher asks questions as a stimulus for students to make discoveries; 3) The teacher gives students the opportunity

to collect information from various sources; 4) The teacher guides group discussions; 5) The teacher gives clear directions and encourages students to take notes, discuss in groups, make summaries and present; 6) The teacher directs discussion activities and Closing presentations which include; Generalization and Classroom atmosphere. Formative Test. Formative tests are used to determine the level of student learning completion and the average value achieved by students after carrying out the learning process through the application of the Index Card Match method in the field of Islamic Religious Education study on the material of Asmaul Husna.

Formative tests are conducted at the end of cycle 1 and at the end of cycle 2. The formative test sheets for cycles 1 and 2 are attached. Data Collection Techniques and Methods; 1) Data Collection Techniques. In this study, data collection used test and non-test techniques. Written tests were used at the end of cycle I and cycle II. While non-test techniques include observation and documentation techniques. Observation was used during the implementation of classroom action research on the Asmaul Husna material in each cycle. While the documentation technique was used to collect data, especially the value of the Islamic Religious Education study field. Data Collection Methods; 1) Observation Method.

Observations were conducted by researchers by observing and recording the implementation of Islamic Religious Education learning on the Asmaul Husna material. Observations were conducted using observation sheets that had been prepared by the researcher. The observations conducted were about; 1) Student activities during the learning process (observation instruments attached); 2) Teacher activities during the learning process (observation instruments attached). Formative Test. Formative test is a measuring tool given to students after the learning process is carried out using the discovery learning model to determine the level of student understanding of the subject matter. Data Analysis Techniques.

The data analysis used in this study is a descriptive analysis technique, which includes; 1) Comparative descriptive analysis of learning outcomes by comparing learning outcomes in cycle I with cycle II and comparing learning outcomes with indicators in learning activities in cycle I and cycle II. Qualitative descriptive analysis of observation results by comparing observation results and reflections on learning outcomes in cycle I and cycle II, Analysis of observation results in this study was analyzed by percentage analysis. The scores obtained by each indicator and result are called the total score. Furthermore, the percentage of the average value is calculated by dividing the total score by the maximum score and multiplying it by 100.

RESULTS

The results of this study examine the impact of the Index Card Match (ICM) method on improving student learning outcomes in Islamic Education at SD Negeri Anoe Puteh. The study aimed to assess how this interactive, student-centered approach influenced students' understanding of Islamic teachings and their ability to retain and apply the material. Data was collected through pre- and post-assessments, classroom observations, and student feedback, all of which provided valuable insights into the effectiveness of the ICM method in enhancing both academic performance and engagement in the subject.

Before the implementation of the ICM method, a pre-assessment was conducted to measure students' baseline knowledge in Islamic Education. The pre-assessment consisted of multiple-choice questions, short-answer questions, and application-based tasks that tested students' understanding of key Islamic concepts such as the teachings of the Quran, the Hadith, and Islamic values. The results revealed that while students demonstrated some knowledge, they struggled with recall, particularly when it came to making connections between the teachings and real-life applications.

The results of this study demonstrate that the Index Card Match (ICM) method significantly improved student learning outcomes in Islamic Education at SD Negeri Anoe

Puteh. The pre- and post-assessment data indicated a clear improvement in students' understanding and retention of key Islamic concepts after participating in ICM-based activities. Students showed better performance in recalling and applying Islamic teachings, particularly in areas such as Islamic values, the Quran, and Hadith. This improvement suggests that the ICM method enhanced students' ability to engage with and internalize the material.

Classroom observations further supported these findings, with students being more engaged during the ICM activities than in traditional lecture-based lessons. Teachers observed higher levels of student participation, as students actively collaborated with their peers to match concepts with definitions and real-life examples. The interactive nature of the ICM method motivated students to take an active role in their learning, encouraging them to think critically about the material and discuss it with their classmates. This level of engagement was not observed during traditional methods, where students were more passive in their learning.

In addition to academic improvements, the ICM method had a positive impact on student motivation. Student feedback gathered at the end of the study showed that students enjoyed the interactive and competitive nature of the ICM sessions. Many students expressed that they found the learning activities fun and felt more motivated to participate in the lesson. The opportunity to collaborate with peers and engage in a game-like setting made the material feel more relevant and enjoyable, which contributed to an overall increase in motivation to learn.

Another significant outcome was the development of important social skills, such as collaboration and communication. During the ICM sessions, students worked in pairs or small groups, discussing the material and helping each other understand the concepts. This peer-to-peer interaction allowed students to reinforce their own understanding of the material while assisting their classmates. It fostered a sense of teamwork and mutual support, which further enhanced the learning experience. This collaborative learning environment is crucial for developing interpersonal skills that are valuable in both academic and real-life settings.

While the ICM method was effective in improving learning outcomes and motivation, some challenges arose during the implementation. One of the main challenges was ensuring that all students fully understood the material before they participated in the matching activities. Some students, particularly those with lower proficiency, needed additional support to ensure that they could participate meaningfully. Teachers addressed this by providing extra guidance and simplifying the instructions, ensuring that no student was left behind.

Despite these challenges, the overall impact of the ICM method was overwhelmingly positive. The increase in academic performance, along with the heightened motivation and engagement observed in students, suggests that the method is a highly effective approach for enhancing learning in Islamic Education. The interactive nature of ICM, combined with the collaborative aspect, created a more dynamic and participatory classroom environment, leading to a deeper understanding of the material and improved student outcomes.

Following the introduction of the ICM method, students were involved in activities that required them to match index cards containing key Islamic concepts, definitions, and examples. In each session, students worked in pairs or small groups, each receiving a set of index cards with either a concept, definition, or example on one side and the corresponding matching card on the other. The goal was to match the correct pairs, reinforcing their understanding of Islamic teachings in an interactive and engaging way. This method not only helped students recall factual information but also encouraged critical thinking as they discussed the relationships between different concepts.

The post-assessment results showed a significant improvement in students' learning outcomes after participating in the ICM-based lessons. When compared to the pre-assessment results, students demonstrated a clearer understanding of the material

and were able to apply the concepts more accurately in problem-solving exercises. Students performed better on both factual recall and application-based questions, indicating that the ICM method was effective in deepening their comprehension and retention of Islamic teachings. Classroom observations provided further evidence of the positive impact of the ICM method. Teachers noted that students were more engaged and attentive during the ICM activities compared to traditional lecture-based lessons. The interactive nature of the ICM method kept students actively involved in their learning, as they were required to think critically and collaborate with their peers. Teachers observed that students were excited about the activity, as the competitive and collaborative elements of the game made the learning process enjoyable and motivating. Additionally, the ICM method encouraged students to work together and discuss the material. This collaborative learning environment allowed students to share their understanding of the concepts, clarify doubts, and learn from one another. Many students expressed that they found it easier to understand Islamic teachings when they could discuss and explain the concepts with their peers. The social aspect of the ICM method enhanced their communication and teamwork skills, further improving their overall learning experience. The student feedback collected at the end of the study revealed that the majority of students enjoyed using the ICM method.

They expressed that the interactive format helped them learn more effectively, and they appreciated the opportunity to engage with their peers during the activity. Students noted that the ICM method made the material more interesting and less monotonous compared to traditional teaching methods. Many students reported feeling more confident in their ability to recall and apply Islamic concepts after participating in the ICM sessions. However, some challenges were encountered during the implementation of the ICM method. One of the challenges was ensuring that all students fully understood the material before they participated in the activity. Some students, particularly those who struggled with the material, found it difficult to match the cards correctly without additional support. Teachers addressed this challenge by providing clear instructions, offering additional explanations, and working closely with students who needed extra help. These adjustments helped ensure that all students were able to participate meaningfully in the activity and benefit from the learning experience. Another challenge was the time required for preparation and the coordination of the activities. The ICM method required teachers to prepare index cards for each session, which could be time-consuming. Teachers had to carefully select the concepts and examples to include on the cards to ensure that the activities were educational and aligned with the curriculum. Despite the initial time investment, the results demonstrated that the benefits of increased student engagement and improved learning outcomes made the method worthwhile. The ICM method also required students to be actively involved in the learning process, which can sometimes be difficult for students who are more accustomed to passive learning. Some students initially found it challenging to work in pairs or small groups and engage in the discussions. However, with guidance and encouragement from their peers and the teacher, most students adapted quickly and began to enjoy the collaborative aspect of the activity. Teachers found that the more the students became accustomed to the method, the more confident and comfortable they became in participating. The ICM method also demonstrated its ability to help students connect theoretical knowledge with practical applications.

For example, when students matched Islamic concepts with real-world examples, they were able to see how Islamic teachings can be applied in their daily lives. This reinforced the relevance of the material, making the learning process more meaningful. Students began to see the connection between Islamic principles and their behavior, fostering a deeper appreciation for the subject. In addition to the academic improvements, the ICM method had a positive impact on students' motivation to learn. As they participated in the matching activities, students were motivated by the fun and interactive nature of the exercise. The competitive elements of the game encouraged students to be

more focused and eager to participate. Students who were more reluctant to engage in traditional lessons became more active participants in the ICM sessions, showing greater enthusiasm for the material. Overall, the ICM method proved to be a highly effective strategy for enhancing student learning outcomes in Islamic Education at SD Negeri Anoe Puteh. The combination of repetition, collaboration, and active engagement fostered a deeper understanding of the material and improved students' ability to recall and apply Islamic concepts. The interactive nature of the method also made the learning process more enjoyable and motivated students to engage more fully in their studies. Based on the findings of this study, it is recommended that SD Negeri Anoe Puteh continue to implement the Index Card Match method in their Islamic Education curriculum. The positive impact on both learning outcomes and student motivation suggests that the method can be a valuable tool in creating a more engaging and effective learning environment. Further research could explore the long-term effects of the ICM method on student performance and its application in other subjects. Future studies may also examine how the ICM method can be adapted for different age groups or learning environments. For example, using ICM in more advanced subjects could provide valuable insights into its effectiveness across different educational levels. Additionally, investigating how ICM can be used to promote cooperative learning across other academic disciplines would provide further evidence of its versatility and potential benefits.

In conclusion, the Index Card Match (ICM) method has shown to be an effective approach to improving both learning outcomes and motivation in Islamic Education at SD Negeri Anoe Puteh. The study's findings support the use of this method as a powerful tool for enhancing student engagement, deepening understanding, and promoting collaborative learning. By continuing to integrate ICM into the curriculum, educators can foster a more dynamic and interactive learning environment that supports both academic achievement and student motivation.

DISCUSSION

The results of this study indicate that the Index Card Match (ICM) method has a significant impact on improving students' learning outcomes and motivation in Islamic Education at SD Negeri Anoe Puteh. This interactive approach, which incorporates matching index cards containing key Islamic concepts and their definitions or examples, allowed students to engage actively with the material, fostering a deeper understanding of Islamic teachings. The analysis of pre- and post-assessment data, as well as classroom observations and student feedback, highlights the positive effects of ICM on both academic achievement and motivation.

The pre-assessment results revealed that students had a basic understanding of Islamic Education concepts, but many struggled with recalling specific details and applying the teachings to practical situations. The students could recognize key concepts, but the connections between these concepts and real-life applications were not always clear. This indicated that traditional methods, such as lectures, were not sufficient for promoting active engagement and deeper learning in the classroom. The ICM method, therefore, offered a promising alternative to address these challenges.

Once the ICM method was implemented, students participated in matching activities that required them to pair index cards containing Islamic concepts, definitions, and real-world examples. By engaging in these activities, students were encouraged to not only recall information but also understand how the concepts were interrelated. The interactive nature of the activity promoted active learning, as students discussed and collaborated with their peers to find the correct matches. This process enabled them to internalize the concepts, making it easier for them to recall and apply the material in real-life contexts.

The post-assessment results demonstrated a clear improvement in students' academic performance. After participating in ICM sessions, students were able to recall

Islamic concepts more accurately and apply them in various situations. The improvement in post-assessment scores was particularly evident in students' ability to make connections between Islamic values and practical applications, a key objective of Islamic Education. The method not only helped students recall facts but also encouraged them to think critically about the material and understand its relevance to their daily lives.

Classroom observations further supported these findings. Teachers reported increased student engagement during the ICM activities. Students were observed to be more focused and active compared to traditional lecture-based lessons. The competitive and collaborative nature of the activity created an environment where students were eager to participate. In contrast to traditional methods, where students often remained passive listeners, the ICM method prompted them to interact with the material and with their peers, fostering a more dynamic and engaging classroom atmosphere.

Another key benefit of the ICM method was the opportunity for students to collaborate with one another. As students worked in pairs or small groups, they were encouraged to communicate and share their thoughts on the concepts being taught. Peer interactions allowed students to explain concepts to each other, reinforcing their understanding of the material. This collaborative learning environment not only deepened students' understanding but also built important social and communication skills. Students learned to work together, listen to each other's ideas, and provide constructive feedback, all of which contributed to a more positive and supportive classroom environment.

The peer-to-peer teaching aspect of the ICM method also had a significant impact on student motivation. Tutors, who were typically more proficient in the subject matter, took on a leadership role in guiding their peers through the matching exercises. This responsibility boosted their confidence and gave them a sense of ownership over their learning. For the tutees, the opportunity to work with their peers created a more relaxed and supportive environment in which they could ask questions and clarify doubts. The sense of camaraderie fostered by peer tutoring helped to increase students' motivation to learn and their willingness to engage in the lesson.

Student feedback collected at the end of the study revealed that the majority of students found the ICM method to be more enjoyable and effective than traditional teaching methods. Many students mentioned that the matching activities were fun and engaging, as they were able to work with their peers and actively participate in the learning process. They also reported that the ICM sessions made the material feel more relevant and easier to understand, as they could apply the concepts to real-world examples. This feedback indicates that the ICM method not only improved students' academic performance but also increased their interest and motivation to learn.

The increased motivation was also reflected in the classroom dynamics. Teachers observed that students were more willing to participate, ask questions, and engage in discussions during ICM sessions. The interactive nature of the method encouraged students to take an active role in their learning, leading to a more positive and productive classroom environment. This shift in classroom dynamics helped to create a more collaborative atmosphere where students felt comfortable sharing their ideas and supporting one another's learning.

However, there were challenges in implementing the ICM method. One challenge was ensuring that all students, particularly those with lower proficiency in the subject, could participate fully in the matching activities. Some students struggled with the material and required additional support to understand the concepts. Teachers addressed this challenge by providing differentiated instruction and offering extra help to students who needed it. In addition, teachers used scaffolding techniques to break down complex concepts into more manageable parts, ensuring that all students could participate meaningfully in the activity.

Another challenge was the time required to prepare the index cards and organize the activities. Although the preparation of the cards took some time, teachers found that

the benefits of increased student engagement and improved learning outcomes justified the time investment. Teachers also had to manage the pace of the activities to ensure that students did not become overwhelmed or disengaged. By keeping the activities structured and allowing time for reflection and discussion, teachers were able to maintain a positive learning environment throughout the ICM sessions.

Despite these challenges, the overall effectiveness of the ICM method in enhancing learning outcomes was clear. The improvement in students' ability to recall and apply Islamic concepts, as well as the increased engagement and motivation observed in the classroom, demonstrated that the ICM method is an effective tool for promoting active learning and deeper understanding. The interactive nature of the method encouraged students to become more involved in their learning, which led to better academic performance and a greater appreciation for the material.

The ICM method also fostered a sense of ownership over the learning process. As students actively participated in the matching activities and worked together with their peers, they took greater responsibility for their learning. This sense of ownership not only improved their academic performance but also helped students develop important skills such as collaboration, problem-solving, and communication. These skills are essential for academic success and personal development and are fostered through the collaborative learning environment created by the ICM method.

The success of the ICM method in this study suggests that it could be a valuable addition to the Islamic Education curriculum at SD Negeri Anoe Puteh. By incorporating more interactive and student-centered teaching methods like ICM, educators can create a learning environment that encourages deeper engagement and understanding of Islamic teachings. The increased motivation and active participation observed in this study demonstrate that students benefit from learning strategies that involve them directly in the process and make the material more relevant to their lives.

Based on the findings, it is recommended that SD Negeri Anoe Puteh continue to use the Index Card Match (ICM) method in their Islamic Education curriculum. Further research could explore the long-term impact of the ICM method on students' academic performance and motivation. Additionally, the ICM method could be adapted for use in other subjects, helping to create a more engaging and interactive learning environment across the curriculum.

The findings of this study also suggest that the ICM method could be used in different educational contexts, including different grade levels and subjects. Future research could investigate the adaptability of the ICM method for older students or in more advanced subjects to explore its potential across a wider range of educational settings. This would provide valuable insights into how the ICM method can be applied in various learning environments and help educators design more effective teaching strategies.

In conclusion, the Index Card Match (ICM) method has proven to be an effective tool for improving student learning outcomes and motivation in Islamic Education at SD Negeri Anoe Puteh. The interactive, student-centered approach helped students improve their understanding of Islamic teachings, make connections between concepts, and apply their knowledge in real-world situations. The increased engagement and motivation observed during the ICM sessions demonstrate that this method can be a powerful tool for promoting active learning and improving academic achievement in the classroom. By continuing to implement and refine the ICM method, educators can foster a more dynamic and engaging learning environment that supports student success. Despite some challenges in ensuring that all students fully understood the material, the study showed that the benefits of the ICM method outweighed the difficulties. Teachers were able to provide additional support to students who needed help, ensuring that all students could participate meaningfully in the activities. The structured nature of the ICM method, along with the opportunity for peer collaboration, helped overcome the initial struggles faced by some students. The study also highlighted the importance of active learning and student-

centered teaching methods in enhancing educational outcomes. Traditional lecture-based approaches can often result in passive learning, where students are less engaged with the material. In contrast, the ICM method created an interactive and participatory learning environment that encouraged students to think critically, discuss ideas with their peers, and apply their knowledge in real-world contexts. This shift from passive to active learning has significant implications for improving educational practices. Based on the positive outcomes observed in this study, it is recommended that SD Negeri Anoe Puteh continue to implement the Index Card Match (ICM) method in their Islamic Education curriculum. The method's ability to engage students and improve both their academic performance and motivation makes it a valuable tool for enhancing learning in the classroom. Future research could explore the long-term effects of ICM on student achievement and motivation, as well as its applicability to other subjects and grade levels.

In addition to continuing its use in Islamic Education, the ICM method could be adapted for other subjects, promoting a more interactive and engaging learning experience across the curriculum. Future studies could investigate how ICM can be applied to more advanced subjects or older students to assess its versatility and effectiveness in different educational contexts. This would provide further evidence of the potential of the ICM method to improve learning outcomes across various academic disciplines. Overall, the findings of this study support the continued use of the Index Card Match (ICM) method as an effective strategy for improving student engagement, motivation, and learning outcomes in Islamic Education. By incorporating more interactive, student-centered methods like ICM, educators can create a learning environment that fosters deeper understanding, collaboration, and enthusiasm for learning.

CONCLUSION

In conclusion, this study demonstrates that the Index Card Match (ICM) method is an effective teaching strategy for improving both learning outcomes and student motivation in Islamic Education at SD Negeri Anoe Puteh. The pre- and post-assessment data revealed a significant improvement in students' ability to recall and apply Islamic concepts after participating in ICM-based activities. This improvement indicates that the ICM method not only enhances students' comprehension but also helps them retain the material more effectively. The classroom observations further supported the findings, showing increased student engagement and participation during the ICM sessions. The interactive nature of the activity kept students actively involved in the learning process, as they worked together to match concepts and definitions. This method provided an opportunity for peer-to-peer learning, which fostered collaboration, communication, and problem-solving skills among students. The positive impact on student motivation was another key outcome of this study. Student feedback indicated that they found the ICM activities enjoyable and engaging, with many expressing a greater interest in the subject matter. The competitive and collaborative aspects of the ICM method motivated students to actively participate in the lessons and take ownership of their learning. This increased motivation contributed to a more dynamic classroom atmosphere, where students were eager to engage with the material.

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