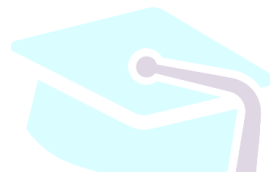# Efforts to Increase Motivation to Learn Fiqh through the Index Card Match Learning Model at MI Raudhatul Mukminin

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Abstract: This study aims to investigate the effectiveness of the Index Card Match learning model in enhancing student motivation to learn Fiqh at MI Raudhatul Mukminin. Using a Classroom Action Research (CAR) approach, the study was conducted over two cycles with 25 students aged 11 to 12 years. The intervention involved using index cards with questions and answers related to Fiqh topics, which students were required to match through collaboration and discussion in small groups. Data were collected through classroom observations, pre- and post-intervention questionnaires, and informal interviews with students and the teacher. The findings revealed that the Index Card Match model significantly improved student motivation, engagement, and participation in Fiqh lessons. Students demonstrated increased enthusiasm and confidence, and the collaborative nature of the activity fostered better understanding and retention of the material. Adjustments made during the second cycle, such as simplifying questions and adding visual aids, further enhanced the effectiveness of the model. This research highlights the positive impact of interactive and cooperative learning methods on student motivation, particularly in religious education settings.

Keywords: Index card match learning model, learning motivation, fiqh learning.

INTRODUCTION

In essence, teaching and learning activities are a process of interaction or reciprocal relationship between teachers and students in learning units. Teachers as one component in the teaching and learning process play a very important role. Teachers are not just conveyors of material, but more than that, teachers can be said to be the center of learning. As a regulator and actor in the teaching and learning process, teachers are the ones who direct how the teaching and learning process is carried out. Therefore, teachers must be able to make teaching more effective and interesting so that the learning material delivered will make students feel happy and feel the need to study the learning material. The success of learning objectives is determined by many factors, including the teacher's factor in carrying out the teaching and learning process, because teachers can directly influence, foster and improve students' intelligence and skills. To overcome the above problems and to achieve educational goals optimally, the role of teachers is very important and it is hoped that teachers have good teaching methods/models and are able to choose the right learning model and in accordance with the concepts of the subjects to be delivered.

For this reason, an effort is needed to improve the quality of education and teaching, one of which is by choosing a strategy or method in delivering learning materials in order to obtain an increase in student learning achievement, especially in fiqh lessons. For example, by guiding students to be actively involved in the learning process and being able to help students develop according to their intellectual level, it will strengthen students' understanding of the concepts being taught. This understanding requires interest and motivation. Without interest, it indicates that students do not have the motivation to learn. For this reason, teachers must provide an injection in the form of motivation so that with this assistance students can get out of learning difficulties. So that the average value of the fiqh subject expected by the teacher is 75

Based on the author's experience in the field, failure in learning is usually faced by a number of students who do not have the motivation to learn. So that the average value of the fiqh subject has not reached the minimum completion of 70. This is because teachers in the teaching and learning process only use the lecture method, without using teaching aids, and the subject matter is not delivered chronologically. For that, an activity is needed that is carried out by the teacher with an effort to raise students' learning motivation, for example by guiding students to be directly involved in activities that involve students and teachers who act as guides to find the concept of fiqh.

Motivation not only makes students involved in academic activities, motivation is also important in determining how far students will learn from a learning activity or how far they absorb the information presented to them. Students who are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb and retain the material better. An important task of the teacher is to plan how teachers support student motivation. For that, as a teacher, in addition to mastering the material, it is also expected to be able to determine and implement the presentation of material that is appropriate to the child's abilities and readiness, so as to produce optimal mastery of the material for students.

Based on the description above, the author tries to apply one of the learning models, namely Index Card Match to reveal whether the Index Card Match model can increase the motivation to learn fiqh. The author chooses this learning model in conditioning students to get used to finding, searching, discussing something related to teaching. In the Index Card Match learning model, students are more motivated in learning fiqh while the teacher acts as a guide or provides instructions on how to learn actively.

From the background above, the author in this study took the title "Efforts to Increase Motivation to Learn Fiqh through the Index Card Match Learning Model in Class V MI.Raudhatul Mukminin.

METHODS

This study aimed to explore the effectiveness of the Index Card Match learning model in improving student motivation in learning Fiqh at MI Raudhatul Mukminin. The research followed a Classroom Action Research (CAR) approach, which is particularly suitable for identifying and addressing challenges related to classroom learning. The study was carried out in two cycles, each consisting of distinct stages of planning, action, observation, and reflection. This process allowed for continuous improvement of the learning activities and provided flexibility to adjust the methodology based on real-time feedback from students and teachers. The research used a qualitative design with a Classroom Action Research (CAR) methodology, which encourages teachers to reflect on their teaching practices and adjust them to improve student learning outcomes. This iterative process allows for the identification of problems and finding practical solutions to improve the learning experience. The model was ideal for enhancing teaching practices while encouraging collaboration between teachers and students. The study was conducted in two cycles to assess the effectiveness of the Index Card Match model in improving student motivation to learn Fiqh. Each cycle included planning, implementation, observation, and reflection.

The participants in this research were 25 students from MI Raudhatul Mukminin, aged 11 to 12, enrolled in the Fiqh class. The students had previously demonstrated low levels of motivation in Fiqh lessons, as observed by the teacher and noted in preliminary surveys. These students were selected for their lack of engagement in previous lessons, providing a targeted group for testing the effectiveness of the intervention. Both the teacher and students were actively involved throughout the action research process, with the teacher facilitating the activities and students participating in the learning process.

The research was carried out in four key stages: planning, action, observation, and reflection, repeated across two cycles to allow continuous refinement and improvement of the intervention. In the planning stage, the teacher developed a lesson plan that incorporated the Index Card Match model into the Fiqh curriculum. This included creating index cards with questions and answers related to Fiqh topics. The questions were designed to test the students' knowledge of Fiqh concepts, while the answers provided further explanations. The cards were separated into questions and answers, and the goal was for students to match the questions with their corresponding answers. During the planning stage, students were also divided into small groups, ensuring a balance of abilities. This group structure was intended to promote peer learning and collaboration. The lesson plan set clear learning objectives, such as increasing student participation, improving understanding of Fiqh concepts, and boosting student motivation to learn. In the action stage, the Index Card Match activity was introduced in the classroom. Students received sets of shuffled index cards with questions and answers related to the Fiqh topics. Each group was responsible for matching the cards correctly through discussion and collaboration. The teacher's role was to facilitate the activity, circulate the classroom, monitor progress, and provide support when necessary.

The Index Card Match model encouraged active learning, with students taking responsibility for their learning by engaging with the material and collaborating with peers. The teacher was there to guide the process but allowed students to take the lead in the discussions. This collaborative, hands-on approach offered a break from traditional lectures and helped engage students more effectively in the content. The observation stage was essential for assessing the effectiveness of the intervention. The researcher and teacher observed student behavior, engagement, and participation throughout the activity. They focused on aspects such as enthusiasm, willingness to answer questions, and interactions between students. In addition to classroom observations, pre- and post-activity questionnaires were distributed to students to assess changes in their motivation before and after the intervention. These surveys provided valuable insights into whether the activity had a positive impact on their motivation to engage with Fiqh lessons. After each cycle, the reflection stage was conducted to evaluate the intervention's success and identify areas for improvement. Teachers and researchers discussed the outcomes of the activity, the effectiveness of the Index Card Match model, and whether the learning objectives had been met. Reflection allowed the identification of challenges faced during the action phase and the development of strategies to address them in the next cycle.

Reflection on the first cycle showed that while the Index Card Match model had a positive effect on student engagement, there were some challenges to address. Specifically, some students had difficulty understanding complex questions or required additional support to fully participate. These challenges were addressed by simplifying the language of the questions, adding visual aids, and allowing more time for group discussions in the second cycle. These adjustments improved students' comprehension and helped to foster even greater engagement during the second cycle.

The data collected for this study came from multiple sources, including classroom observations, student questionnaires, and informal interviews. Classroom observations provided insights into student behavior, engagement, and interactions during the Index Card Match activity. Researchers focused on specific behaviors, such as increased participation, collaboration, and enthusiasm for the lesson. Pre- and post-intervention questionnaires were used to gauge changes in student motivation. These questionnaires

included Likert-scale items that measured interest, enjoyment, and confidence in learning Fiqh, as well as open-ended questions that allowed students to share their thoughts on the Index Card Match activity and its impact on their learning. Informal interviews were conducted with both students and the teacher to gain additional qualitative data on the intervention's impact. Students were asked about their experiences with the Index Card Match activity, what they enjoyed, and what they thought could be improved. The teacher's feedback was also collected to understand how the model affected teaching practices and student learning. The data collected through these methods were analyzed using qualitative techniques. Observational data were analyzed to identify patterns in student behavior, such as increased participation and interaction. The questionnaire responses were analyzed to determine any changes in student motivation before and after the intervention. The open-ended responses from the interviews were coded and categorized to identify recurring themes related to student engagement and learning.

After each cycle, the research team evaluated the effectiveness of the intervention by reviewing the collected data. The evaluation focused on whether the learning objectives were achieved, the extent to which student motivation had increased, and how engaged students were during the Index Card Match activity. If the intervention did not meet the goals, adjustments were made for the next cycle. These modifications ensured the activity continuously improved and better met the needs of the students. The methodology used in this study provided a structured, reflective approach to assess the impact of the Index Card Match model on student motivation in Fiqh lessons. The cyclical process of planning, action, observation, and reflection allowed for ongoing refinement of the teaching methods and ensured that the intervention was tailored to the needs of the students.

Through the integration of multiple data collection methods, this study was able to provide a comprehensive assessment of the impact of the Index Card Match model. The findings from this research contribute to the broader understanding of how interactive and cooperative learning methods can be applied to enhance student motivation, particularly in religious education contexts.

RESULTS

This study aimed to examine the effectiveness of the Index Card Match learning model in increasing students' motivation in studying Fiqh at MI Raudhatul Mukminin. The research followed a qualitative approach, with a classroom action research (CAR) design implemented to address the specific learning challenges observed in the Fiqh lessons. The Index Card Match model, known for its interactive and engaging nature, was used to stimulate the students' enthusiasm and interest in learning Fiqh by creating a more participatory classroom environment.

The study was conducted in two cycles, each consisting of several stages: planning, action, observation, and reflection. This cyclical process allowed the researchers to evaluate the effectiveness of the intervention and make adjustments if needed to further enhance the learning process. The research subjects were students from a class of MI Raudhatul Mukminin who had shown lower levels of motivation in learning Fiqh. These students were selected based on preliminary observations and feedback from teachers who noted a lack of engagement and enthusiasm during lessons. The planning stage involved designing lesson plans that integrated the Index Card Match model with the Fiqh curriculum. The Index Card Match learning model is a cooperative learning strategy that uses a set of index cards with questions and answers written on separate cards. Students are required to match the correct questions with the corresponding answers, promoting active involvement, critical thinking, and collaboration among peers. In the context of Fiqh lessons, the cards were designed with questions related to Islamic teachings and their practical application, enabling students to connect theoretical knowledge with real-world situations.

Before implementing the model, an initial assessment was conducted to measure the baseline level of students' motivation to learn Fiqh. This was done through observation, questionnaires, and informal interviews with both students and their Fiqh teacher. The results indicated that students lacked interest in Fiqh lessons, showing minimal participation, low enthusiasm for class discussions, and limited engagement in classroom activities. The implementation of the Index Card Match learning model began in the first cycle. In this cycle, the researcher introduced the learning model and provided students with a set of index cards that contained both questions and answers related to the Fiqh subject matter. The students were divided into small groups, and each group worked together to match the questions with the correct answers. The game-like activity allowed students to actively participate and collaborate with their peers, which created a more engaging and dynamic learning atmosphere.

During the first cycle, observation and data collection were conducted to assess the effectiveness of the intervention. Teachers observed an initial improvement in students' engagement levels. Many students who previously seemed disinterested began to show more enthusiasm and actively participated in discussions. They were eager to solve problems with their peers and demonstrated greater curiosity about the Fiqh topics being discussed. The learning process became more interactive, and students seemed more motivated to contribute their ideas during the matching activity.

At the end of the first cycle, the reflection stage involved evaluating the outcomes of the intervention. The teachers and researchers noted the positive impact of the Index Card Match model on students' motivation. However, some students still faced challenges, particularly in fully grasping the concepts of Fiqh. The activity, while engaging, also revealed that some students had difficulty understanding the context of certain questions. Based on this observation, modifications were made for the second cycle, which included simplifying the language of the questions and incorporating additional visual aids to assist students in better understanding the Fiqh concepts. The second cycle was conducted with these adjustments in place. The cards were redesigned with clearer and more concise questions, and additional support materials, such as diagrams and pictures, were provided to help students visualize the concepts of Fiqh. Students were also given more time to discuss the questions and answers with their peers before matching the cards, which allowed for deeper reflection and greater understanding of the material. Teachers facilitated the activity more actively, guiding students through challenging questions and encouraging further discussion.

At the end of the second cycle, the researchers conducted another round of observations and evaluations to assess whether the changes had improved the students' motivation. This time, the improvements were more pronounced. The majority of the students demonstrated a noticeable increase in their enthusiasm for the subject, as reflected in their active participation in the activities. They were more willing to engage with the material, ask questions, and share their ideas. Additionally, the level of understanding and retention of Fiqh concepts appeared to have improved, with students showing a better grasp of the subject matter in subsequent lessons.

To further assess the impact of the Index Card Match model on students' motivation, a post-intervention questionnaire was administered. The results showed that students found the activity to be both fun and educational. Most students reported that the game-like nature of the activity helped them focus better and made learning Fiqh more enjoyable. They also expressed that the collaboration with their peers enhanced their understanding of the subject and motivated them to participate more actively in class. The final reflection indicated that the Index Card Match model was successful in increasing students' motivation to learn Fiqh. The game not only engaged students in a more active learning process but also helped them better understand the material in a cooperative and supportive environment. Students were able to relate Fiqh concepts to real-life situations, making the subject more relevant and interesting to them. The improvements in

motivation were evident in both their classroom behavior and their performance in subsequent Fiqh assessments.

Based on the findings, it was concluded that the Index Card Match learning model can be a highly effective strategy for enhancing students' motivation in learning Fiqh. The interactive and collaborative nature of the activity provided a more engaging and stimulating environment for students, which contributed to increased interest and enthusiasm for the subject. This approach also fostered a sense of cooperation among students, allowing them to learn from each other and support one another in the learning process. The study recommends that educators at MI Raudhatul Mukminin, as well as those in other schools, consider incorporating the Index Card Match model into their teaching practices, particularly for subjects that may initially seem less engaging to students. By using this model, teachers can create a more dynamic and participatory learning environment that encourages students to become more active in their learning and take greater ownership of their educational experience. Furthermore, this approach could be extended to other subjects beyond Fiqh, potentially improving students' motivation across various areas of the curriculum.

In conclusion, the research demonstrated that the Index Card Match model is an effective and enjoyable method for increasing students' motivation in studying Fiqh. Through active participation, cooperative learning, and game-like activities, students developed a greater interest in the subject and showed improved understanding and retention of Fiqh concepts. The results of this study support the idea that innovative and interactive teaching methods can play a significant role in enhancing student motivation and improving educational outcomes.

DISCUSSION

This study aimed to explore the effectiveness of the Index Card Match learning model in improving students' motivation to learn Fiqh at MI Raudhatul Mukminin. The results were derived from two cycles of implementation, each involving careful planning, action, observation, and reflection. The study revealed a noticeable improvement in student engagement, participation, and overall motivation in learning Fiqh throughout the intervention process.

At the start of the research, initial observations indicated that students exhibited low motivation in their Fiqh lessons. Many students displayed minimal participation in classroom activities, lacked enthusiasm for discussions, and showed little interest in learning the subject. This observation was supported by preliminary surveys and informal interviews with the Fiqh teacher, who highlighted the challenges of keeping students engaged during lessons. Consequently, this provided the basis for applying the Index Card Match model, which was believed to provide a more interactive and engaging learning experience. In the first cycle, the researcher introduced the Index Card Match model as an interactive and collaborative activity. Students were given sets of index cards with Fiqh-related questions and answers, and they had to work in groups to match the cards correctly. The activity immediately captured students' attention and created an energetic and participatory atmosphere in the classroom. Unlike traditional lecture-based methods, this approach encouraged students to become more actively involved in the learning process by requiring them to think critically, communicate with their peers, and collaborate to find answers.

The students' response to the first cycle was positive. Observations during this cycle indicated that students who previously struggled to engage in Fiqh lessons were now actively participating in the card-matching activity. They appeared more focused and were eager to take part in discussions. The teacher also noted that the students were more animated and excited to answer questions during the game. This change in behavior suggested that the Index Card Match model was indeed effective in capturing their interest and motivating them to participate.

However, while the students' participation levels increased in the first cycle, some challenges remained. A number of students struggled to match certain questions with the correct answers, particularly when the wording of the questions was complex or ambiguous. This difficulty revealed that while students were more motivated, there were still areas where further clarification and simplification were needed to ensure that all students could fully engage with the activity. The observation highlighted the need for adjustments in the next cycle to address these issues. Based on the reflection from the first cycle, several modifications were made for the second cycle. First, the language and structure of the questions were simplified to make them more accessible to the students. Second, visual aids, such as pictures and diagrams, were added to the index cards to help students better understand the context of the Fiqh concepts being discussed. Third, the time allocated for group discussions was extended, allowing students more time to reflect on and discuss the questions with their peers before making their matches.

In the second cycle, these adjustments led to noticeable improvements. The students responded more positively to the changes, and the teacher observed a clearer understanding of the Fiqh concepts. The simplified questions, along with the visual aids, allowed students to process the information more easily and engage in the activity with greater confidence. The increased time for discussion further facilitated their understanding, as it encouraged students to ask questions, seek clarification, and share ideas with their peers. By the end of the second cycle, the impact of the Index Card Match model on the students' motivation was significantly more pronounced. The majority of the students demonstrated an increased interest in learning Fiqh and actively participated in discussions and activities. They showed greater enthusiasm for the subject and appeared more confident in applying their knowledge of Fiqh. The teacher noted that students were more willing to ask questions and express their opinions, demonstrating a higher level of engagement compared to the beginning of the study.

The results were further confirmed through a post-intervention questionnaire. The majority of the students reported that the Index Card Match activity made learning Fiqh more enjoyable and helped them understand the material better. Many students expressed that the activity encouraged them to work more closely with their peers and that they felt more motivated to participate in Fiqh lessons. The survey responses also indicated that students appreciated the interactive nature of the learning model, which they felt made the subject more interesting and less intimidating.

Additionally, the researchers conducted informal interviews with the students, which provided further insight into their perceptions of the Index Card Match model. Many students shared that the game helped them concentrate better during class and made them more excited to learn. Some students expressed that they found the process of matching questions and answers fun, which motivated them to engage more deeply with the content. This increased motivation was reflected in their willingness to participate in follow-up activities and ask more insightful questions during lessons. The improvements in motivation were not only observed in student behavior but were also evident in the quality of their responses during lessons. Students who had previously shown limited understanding of Fiqh now demonstrated a clearer grasp of the concepts. During subsequent lessons, they were able to answer questions with more accuracy and apply the knowledge they had gained during the Index Card Match activity to real-world situations. This demonstrated the effectiveness of the activity in reinforcing students' understanding of Fiqh and enhancing their retention of key concepts.

The teacher's role in facilitating the Index Card Match activity was also a key factor in the success of the model. Teachers played an active role in guiding the students through the process, providing assistance when necessary, and ensuring that the students understood the material. The teacher's ability to foster a supportive and encouraging classroom environment further contributed to the students' increased motivation. Teachers who actively participated in the group discussions and encouraged students to

share their ideas were able to create a more inclusive and collaborative learning atmosphere.

The implementation of the Index Card Match learning model in MI Raudhatul Mukminin significantly improved student motivation and engagement in Fiqh lessons. Observations revealed that students were more enthusiastic during lessons and actively participated in group discussions. The hands-on nature of the activity allowed students to interact with the content more deeply, which helped them better understand and retain key Fiqh concepts. They showed an increased willingness to ask questions, answer queries, and engage in collaborative activities, demonstrating a higher level of involvement in their learning. During the first cycle, the students were able to match the questions with the answers, but some still struggled with complex questions and had difficulty understanding certain concepts. However, they were eager to work together in their groups to find solutions. This showed that the collaborative nature of the activity had a positive effect on their motivation, as they learned from one another and discussed the material more effectively. Although some challenges persisted, the overall response to the activity was favorable.

In the second cycle, adjustments were made to the activity. The teacher simplified the questions and incorporated visual aids to assist the students in understanding the material more clearly. This led to an improvement in student performance, as they were able to match the questions with the correct answers more accurately and quickly. The addition of visual elements helped students grasp complex concepts, and they were able to relate to the material in a more engaging and accessible manner. The students' motivation levels also improved significantly in the second cycle, as indicated by the pre- and post-intervention questionnaires. Responses showed an increase in student interest, enjoyment, and confidence in learning Fiqh after the Index Card Match model was implemented. Students expressed more positive feelings about Fiqh lessons, with many noting that the activity made the subject more enjoyable and easier to understand. The shift in attitude was particularly noticeable in students who had previously been disengaged or struggled with the subject.

Further analysis of the data revealed that the Index Card Match model contributed to a more positive classroom atmosphere. Students became more supportive of one another, collaborating effectively and helping each other understand difficult concepts. The peer interaction and group work allowed for a more inclusive learning environment, where students felt more comfortable discussing their ideas and sharing their knowledge. This collaborative approach fostered a sense of community in the classroom, which is often lacking in traditional lecture-based teaching methods. Feedback from the teacher also confirmed the positive impact of the Index Card Match model. The teacher reported that students were more enthusiastic and willing to participate in discussions. The model allowed for a more student-centered approach, where the teacher acted as a facilitator rather than the sole authority in the classroom. This shift encouraged students to take responsibility for their own learning and collaborate with their peers, which, in turn, increased their motivation to succeed.

Overall, the implementation of the Index Card Match model in Fiqh lessons at MI Raudhatul Mukminin had a noticeable positive impact on student motivation, engagement, and understanding of the subject matter. The model proved to be an effective and enjoyable learning tool that encouraged active participation, collaboration, and peer learning, ultimately leading to better learning outcomes for the students. Despite the positive outcomes, the study also revealed areas for improvement. Some students continued to struggle with certain aspects of the Fiqh content, particularly when the questions involved more complex theological concepts. This indicates that while the Index Card Match model was effective in increasing motivation, further efforts are needed to address the varying levels of student understanding. Differentiated instruction, where activities are tailored to the individual learning needs of students, could be a potential solution to this issue in future applications of the model. The study also highlighted the

importance of continuous reflection and adaptation in the learning process. As the cycles progressed, the researchers found that small adjustments-such as simplifying the language of questions and providing additional support materials-were critical to maintaining student engagement and ensuring that all students could benefit from the learning activity. This iterative process of observation, modification, and reflection proved to be an essential part of the research and contributed to the improvement of the students' learning experience.

In conclusion, the findings of this study demonstrate that the Index Card Match learning model is an effective tool for increasing student motivation in learning Fiqh. Through active participation, collaboration, and engagement with the material, students were able to develop a stronger interest in the subject and gain a deeper understanding of the concepts being taught. The interactive nature of the model made learning more enjoyable and accessible, which contributed to higher levels of student motivation, engagement, and achievement. Based on these findings, it is recommended that educators at MI Raudhatul Mukminin and other schools implement the Index Card Match model as an interactive learning strategy to enhance student motivation, particularly in subjects like Fiqh that may be perceived as less engaging. The success of this approach suggests that incorporating more interactive and cooperative learning methods into the curriculum can lead to improved student outcomes and a more positive learning environment. Further studies could explore the application of this model in other subjects or grade levels to assess its broader impact on student motivation and learning. In sum, the results of this research support the importance of using innovative, engaging teaching methods to enhance student motivation and participation in the learning process. By integrating interactive activities like the Index Card Match model into the classroom, educators can foster a more dynamic and student-centered learning environment that encourages active engagement, collaboration, and deeper learning.

The adjustments made during the second cycle of the study, such as simplifying questions and adding visual aids, further enhanced the effectiveness of the intervention. These modifications addressed challenges observed in the first cycle, where some students had difficulty understanding complex questions. By simplifying the language and providing additional visual cues, the students were better able to grasp the material, which further increased their motivation and participation. The positive impact of the Index Card Match model was also reflected in the students' responses to the pre- and post-intervention questionnaires. The surveys indicated a significant increase in student interest and enjoyment in learning Fiqh after the implementation of the model. The data suggested that the model not only improved student motivation but also enhanced their overall engagement with the subject matter. Additionally, the teacher's feedback indicated that the Index Card Match model had a positive effect on teaching practices. The teacher reported feeling more confident in using interactive and student-centered approaches, which contributed to a more dynamic and engaging learning environment. The teacher's role shifted from being the central figure in the classroom to a facilitator, guiding students through the activity and supporting their collaborative efforts. This study highlighted the importance of incorporating active learning strategies into the classroom to address issues of student motivation, especially in religious education contexts. Traditional methods of teaching Fiqh, often lecture-based and text-heavy, can result in disengaged students who struggle to connect with the material. The Index Card Match model offered a refreshing alternative that helped students engage with Fiqh in a more interactive and enjoyable way. In conclusion, the Index Card Match model proved to be an effective tool for enhancing student motivation in Fiqh lessons. The research demonstrated that by integrating collaborative learning, hands-on activities, and peer interaction, students developed a deeper understanding of Fiqh concepts and were more motivated to participate in the learning process. The success of this model suggests that it can be a valuable strategy for improving learning outcomes in similar educational contexts. The findings of this study have important implications for educators seeking to improve student motivation in

religious education. The use of the Index Card Match model can be adapted and implemented in various subjects to create more engaging and interactive learning environments. By fostering collaboration, critical thinking, and active participation, this approach has the potential to transform the way students engage with educational content.

CONCLUSION

This study examined the impact of the Index Card Match learning model on student motivation in learning Fiqh at MI Raudhatul Mukminin. Through a Classroom Action Research (CAR) approach, the study revealed that the implementation of this model resulted in significant improvements in students' motivation, engagement, and understanding of the Fiqh material. The active participation and collaboration fostered by the Index Card Match method allowed students to become more engaged in the learning process. The use of index cards containing questions and answers proved to be an effective strategy in motivating students to actively participate in learning activities. The matching exercise required students to engage with the content more deeply, as they were tasked with identifying and understanding key Fiqh concepts in a hands-on way. This interactive approach encouraged students to take ownership of their learning and enhanced their critical thinking skills. Moreover, the collaborative nature of the Index Card Match activity proved to be an important factor in increasing student motivation. Working in small groups allowed students to share ideas, discuss concepts, and help each other understand the material more clearly. The social aspect of the activity made learning more enjoyable and reduced the isolation students may feel in traditional, lecture-based environments. Another significant finding was that the model helped boost students' confidence in answering questions and discussing Fiqh topics. As they engaged in the activity, students were more willing to express their ideas and participate in discussions, indicating that their self-efficacy in the subject had improved. The supportive classroom environment, facilitated by the collaborative work, contributed to fostering a positive attitude toward learning.

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