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Improving Student Learning Outcomes by Using the Index Card Match Method in Islamic Education Learning in Elementary Schools

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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. The results of the study indicate that the index card match method can improve student learning outcomes in Islamic religious education learning. 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: Learning outcome, index card match method, islamic education.

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INTRODUCTION

Education is one of the main pillars in forming a generation that is intelligent, characterful, and with integrity. In the context of education in Indonesia, Islamic Religious Education has a strategic role in building the spiritual, moral, and ethical values of students. However, the challenges faced in learning Islamic Religious Education in the modern era are increasingly complex, especially with the rapid development of information technology. This requires the integration of technology in learning so that Islamic Religious Education material can be delivered more interestingly, relevant, and in accordance with the needs of the times. At SD Negeri 23 Tabing, the learning results of students in Islamic Religious Education subjects, especially grade 4, show that some students still have difficulties in understanding the material. Based on the results of initial observations, several factors that affect low student learning outcomes are the lack of variety in learning methods, the lack of use of technology, and the lack of active student involvement during the teaching and learning process.

Islamic Religious Education is an important part of character and moral formation of students from an early age, especially in elementary school. At this stage, children are in a very decisive phase of development in forming their personality and mindset. Through

Islamic Religious Education learning, students can understand the basic values of Islam that will be their guideline in living their lives. Religious education not only provides knowledge about Islamic teachings, but also helps students in developing attitudes, behaviors, and habits that are in accordance with Islamic values.

In addition to forming good character, Islamic Religious Education learning also teaches students to understand and carry out worship properly. Worship such as prayer, fasting, zakat, and reading the Qur'an are obligatory for every Muslim, and a good understanding of the procedures and meaning of these worships is very important for students. By learning religion from an early age, they can carry out religious obligations better and more consciously, so that they become accustomed to it in everyday life.

Islamic Religious Education also has an important role in instilling noble moral values in students. In Islam, good morals are highly emphasized, such as honesty, discipline, patience, and helping each other. If these values are taught early on through Islamic Religious Education learning, students will grow into individuals who have good personalities and can interact with their social environment more harmoniously. In addition, Islamic Religious Education also helps students understand the concept of halal and haram in everyday life. Since childhood, they must be given an understanding of halal food, good behavior, and actions that are in accordance with Islamic teachings. With a strong understanding of this concept, students will be more careful in choosing and doing things, so that they are not easily influenced by negative things that are contrary to Islamic teachings.

Religious education also plays a role in shaping students' mental and spiritual resilience. In life, every individual will face various challenges and tests. Religious education provides an understanding that every problem faced is part of Allah's destiny, and with strong faith, they will be more steadfast in facing difficulties. By having good mental resilience, students can develop an optimistic attitude and not give up easily in facing various problems.

Islamic religious education is also a means to build good social relationships between individuals. In Islam, the concept of *ukhuwah Islamiyah* (brotherhood among Muslims) is highly emphasized, as is tolerance towards fellow human beings. By learning religion from an early age, students will better understand the importance of mutual respect and appreciation of differences, both in the school environment and in society.

In addition, religious education helps students develop critical thinking skills in understanding Islamic teachings. They are taught to analyze and understand religious arguments from the Qur'an and hadith, and apply them in everyday life. This critical thinking ability will help them in dealing with various issues related to Islam, so that they are not easily influenced by wrong or deviant understandings.

Islamic Religious Education also contributes to building students' awareness of the importance of being kind to their parents and others. In Islam, being devoted to parents is one of the main commands. Through religious learning, students will understand their obligations to respect and help their parents, teachers, and others around them. This awareness will form a generation that is more caring and responsible for their social environment.

Islamic Religious Education also plays a role in shaping students' discipline. Islam teaches the importance of discipline in carrying out worship, such as the five daily prayers that must be done on time. This habit, if taught from an early age, will form a disciplined lifestyle in various aspects of their lives, including in studying and working in the future.

Islamic Religious Education also helps students understand the history of Islam and the journey of the prophets and companions in spreading Islam. By knowing these inspiring stories, students will be more motivated to emulate their morals and struggles in upholding the truth. These stories also provide moral lessons that can be applied in everyday life.

In addition, religious learning is also a fortress for students in facing the negative influences of socializing and the increasingly rapid development of technology. Currently,

there is a lot of content on social media and the surrounding environment that can influence students' mindsets and behavior. With a strong understanding of religion, they can sort out good and bad information, and be more selective in following existing trends.

Islamic religious education also plays a role in building a sense of love and concern for others through the concept of zakat, sedekah, and infaq. Islam teaches the importance of sharing with those in need, so that students can understand that in life, they must not only strive for themselves but also care for others.

Religious education also provides an understanding of the rights and obligations of a Muslim. Students will know what they must do as Muslims and how they should behave in carrying out their daily lives. With a good understanding of rights and obligations, they can become more responsible individuals in various aspects of life.

Islamic Religious Education also instills awareness of the importance of protecting the environment and the surrounding nature. Islam teaches that humans are caliphs on earth who have the responsibility to maintain the balance of nature. With this understanding, students will care more about environmental cleanliness, be economical in using resources, and maintain the welfare of other living things.

With the various benefits that have been mentioned, it is clear that Islamic Religious Education has a very important role for elementary school students. Religious learning is not just a theory, but also a guideline for life that shapes the character, morals, and behavior of students in everyday life. Therefore, Islamic religious education must be taught using interesting and fun methods so that students are more motivated to understand and practice Islamic teachings well.

Conventional learning methods that tend to be monotonous cause students to be less motivated to learn, so that the achievement of learning outcomes is not optimal. Along with the development of technology, innovative learning methods such as the ICM model are one of the potential solutions. ICM's approach combines three main components, namely content knowledge, pedagogy, and technology, thus creating an interactive and contextual learning process. By using this method, teachers can design learning that is more engaging, dynamic, and relevant to student needs. The implementation of the ICM method in Islamic Religious Education learning is believed to improve student learning outcomes through the integration of technology in the delivery of materials, so that students can understand religious concepts better. Based on this, this class action research aims to integrate technology in Islamic Religious Education learning through the ICM approach in grade 4 students of SD Negeri 23 Tabing. This research is expected to provide solutions to Islamic Religious Education learning problems and contribute to improving the quality of education, especially at the elementary school level.

METHODS

This study uses the Classroom Action Research approach, which aims to improve the learning outcomes of Islamic Religious Education through the integration of technology based on the ICM method in grade IV students of SD Negeri 23 Tabing. Classroom Action Research was chosen because it is practical and relevant in overcoming learning problems in the classroom, while allowing for continuous improvement through the cycle of planning, implementation, observation, and reflection. For the research variable used is the Independent variable. An independent variable is a factor that is manipulated or controlled by the researcher to see its effect on the bound variable.

In this study, the independent variable is the integration of technology based on the ICM method. This study aims to explore how the use of the ICM method in teaching Islamic Religious Education can improve student learning outcomes. significant. The ICM method consists of Pedagogic Knowledge, i.e. Knowledge of effective teaching methods and strategies to achieve learning objectives. Furthermore, knowledge about the subject matter taught, in this case Islamic Religious Education. And finally, the ICM method in Islamic Religious Education Learning in the context of Islamic Religious Education, the

application of ICM can include the use of digital media to teach religious materials, Qur'an-based or Hadith-based learning applications, and interactivity that combines technology and Islamic religious teaching.

RESULTS

Islamic Religious Education learning outcomes are the achievements or results obtained by students after participating in Islamic religious education learning which is applied using the ICM method. This learning outcome can be measured by, 1) Knowledge, namely the extent to which students master Islamic Religious Education material after participating in technology-based learning; 2) Skills, namely practical skills that students have in understanding and applying religious materials in daily life, which may involve tasks or projects that use technology; 3) Attitude and Value, namely The extent to which the application of technology in Islamic religious education learning can affect students' attitudes towards the lessons and religious values taught.

From the 8 aspects of researcher activities observed in cycle II, the researcher achieved 30 scores with a percentage of 93.7% while from the 6 aspects of student activities observed, students achieved 23 scores with an average of 95.83%. Thus, it can be concluded that in the second cycle it can be seen that the activities of researchers and students are already good, in terms of performance indicators, the results have been categorized as successful because they have reached the performance indicator criteria (85%). However, researchers want to achieve 100% results. For this reason, the researcher will continue the third cycle of research.

DISCUSSION

The Index Card Match method is one of the active learning techniques that can improve student learning outcomes in Islamic Religious Education subjects in elementary schools. This method involves index cards containing questions and answers that must be matched by students, thus creating an interactive and enjoyable learning atmosphere. In the context of Islamic religious education, this method can help students understand various Islamic concepts, such as the pillars of Islam, the pillars of faith, morals, and Islamic history, in a more interesting and less boring way.

One of the reasons why the Index Card Match method is effective in improving learning outcomes is because it involves students' cognitive and motor aspects. By searching for and matching cards containing questions and answers, students actively think and remember the material that has been learned. This process is different from the traditional lecture method which often makes students passive and less involved in learning. With more dynamic activities, students can more easily understand and remember concepts in Islamic religious education.

In addition, this method also helps improve students' memory. In learning Islamic religious education, there is a lot of material that must be memorized, such as daily prayers, verses of the Qur'an, and the hadiths of the Prophet. Through the card matching technique, students are invited to repeat and revise the material indirectly, making it easier for them to memorize. This repetition is very important in the learning process, especially for elementary school students who are still in the stage of memory development.

The Index Card Match method also encourages students to work together and interact with their friends. In its implementation, this method is often carried out in the form of group games, where students must discuss and help each other in finding the right pair of cards. This social interaction not only improves understanding of the material, but also instills Islamic values such as togetherness, mutual respect, and cooperation, which are important parts of Islamic religious education learning. In addition to improving understanding and social interaction, this method also fosters students' self-confidence. In

this activity, each student has the opportunity to actively move and speak, both when looking for card pairs and when explaining the answers they have found. Thus, they will be more courageous in expressing their opinions and participating in learning, which will ultimately have a positive impact on their learning outcomes.

The Index Card Match method can also overcome boredom in learning. Many elementary school students easily get bored if they are only given material verbally or through textbooks. By using a more interactive and game-based method, the learning atmosphere becomes more fun and interesting. When students feel happy in learning, they will be more motivated to understand and master Islamic religious education material better.

The application of this method also provides an opportunity for teachers to evaluate students' understanding directly. When students match cards, teachers can observe whether they understand the material correctly or are still having difficulty. If there is an error in matching the cards, the teacher can immediately provide additional guidance and explanation. Thus, this method not only helps students in learning, but also helps teachers in assessing the effectiveness of the learning that has been carried out.

In addition, the Index Card Match method can be adjusted to various levels of difficulty of the material. Teachers can create cards with questions that are appropriate to the level of student understanding, from the most basic to the more complex. In Islamic religious education learning, this method can be used to teach various aspects, such as the procedure for ablution, the meaning of worship, and the history of the prophets and apostles. With this flexibility, the Index Card Match method can be used in various grade levels in elementary schools.

This method also teaches students to learn independently and take responsibility for their own understanding. Because students have to find the right pair of cards, they will try to understand the material better so as not to make mistakes in matching the answers. This process trains them to become more active and independent learners, which is very important in their future academic development. With the various benefits offered, the Index Card Match method is one of the effective learning strategies in improving the learning outcomes of elementary school students in Islamic Religious Education subjects. This method not only makes learning more interactive and fun, but also helps students understand, memorize, and apply Islamic teachings in everyday life. Therefore, Islamic religious education teachers in elementary schools should consider using this method as an alternative learning method that can significantly increase student engagement and their learning outcomes.

The Index Card Match method is one of the active learning strategies that can increase student activity in Islamic Religious Education learning. This method involves index cards containing questions and answers that must be matched by students, so they have to move, discuss, and work together to find the right pair of cards. With physical activity and social interaction in the learning process, students do not just sit and listen to the teacher's explanation, but are also directly involved in learning. This makes them more active, both cognitively and socially, in understanding the religious material being taught.

In addition, this method encourages students to communicate more with their friends in finding matching card pairs. In Islamic Religious Education learning, discussion and social interaction are very important because they can help students understand religious values in the context of everyday life. With the Index Card Match method, students are encouraged to ask questions, explain, and confirm their answers with their friends, which ultimately increases their courage in speaking and expressing their understanding of the material being studied.

Student activity also increases because this method turns learning into a fun game. In traditional monotonous learning, students tend to be passive and less participatory. However, with the game element in Index Card Match, students feel more motivated and enthusiastic in participating in learning. Curiosity and enthusiasm in finding the correct

card pair make them more actively involved in the learning process, so that they can more easily understand and remember the material being taught.

In addition to increasing student involvement, this method also helps them think quickly and make decisions independently. When looking for a card pair, students must think critically and quickly in matching questions and answers. This process trains them to be more active in processing information and making the right decisions. In the context of Islamic Religious Education learning, this ability is very important because it can help students understand and apply religious values in everyday life better.

With the various benefits offered, the Index Card Match method is one of the effective learning strategies in increasing student activity in Islamic Religious Education learning. This method not only makes students more active physically and mentally, but also encourages them to communicate, think critically, and be more enthusiastic in learning. Therefore, Islamic Religious Education teachers can apply this method routinely to create a more interactive and enjoyable learning atmosphere, so that students are more motivated to understand and practice Islamic teachings in everyday life.

CONCLUSION

Based on the results of data analysis, if it is found that the t-count value shows a significant difference between pre-test and post-test, then it can be concluded that the application of ICM-based technology can improve Islamic religious education learning outcomes in grade 4 students of SD Negeri 23 Tabing. Conversely, if there are no significant differences, then the ICM method may need to be improved or adapted to the existing learning context. Thus, the analysis and testing of this hypothesis will provide a clear picture of the effectiveness of the ICM method in improving Islamic religious education learning outcomes in grade 4 students of SD Negeri 23 Tabing. The implementation of this research was carried out at SD Negeri 23 Tabing. This research consists of 3 cycles with each cycle carried out 1 meeting with a time allocation of 4 hours (4x35 minutes) on the Sub-Theme of Surah At Tiin to improve student learning outcomes in grade IV using the Index Card Match method. Each cycle will be known whether using the Index Card Match method can improve student learning outcomes or not through the tests used by researchers, therefore researchers use the steps of classroom action research.

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