

Improving Student Learning Outcomes by Using the Index Card Match Method in Islamic Education Subjects at SD Negeri 11 Simpang Utara

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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 by comparing the results obtained with indicators of research success. The results of the study indicate that the index card match method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 44.01%, the first cycle 62.42% and in the second cycle increased to 88.16%. 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: Index card match method, learning outcome, islamic education.

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INTRODUCTION

Learning is essentially a process of interaction with all situations around the individual. Learning can be seen as a complex process that happens to everyone throughout their lives. The learning process occurs because of the interaction between a person and his environment. One of the characteristics that a person learns is that there is a change in behavior in that person may be caused by a change in the level of knowledge, skills or attitudes. Learning is also a deliberate process and does not happen by itself, for that it requires efforts from students. Learning is a process of teaching and learning activities related to creating a comfortable and effective learning environment. Referring to government regulation Number 19 of 2005 concerning National Education Standards, it states that learning is carried out in an interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence in accordance with students' talents, interests, and physical and psychological development. Learning must also provide an example, to achieve the quality of education in schools, one of which is by improving the teaching and learning process. The benchmark of learning success can be seen from the learning outcomes of students,

the value of learning outcomes can be used as a parameter to assess the success of the learning activity process in schools and also measure the performance of researchers in carrying out the learning process.

Researchers as people who have a strategic position in the context of human resource development are required to continue to participate in conducting research or developing existing devices. A researcher is required to pay attention to students and be creative in responding to and solving various obstacles encountered in the classroom, it is also hoped that the researcher will be able to improve low student learning outcomes, namely with the creativity of the researcher in choosing the learning method used, so that students are more motivated in learning. The learning method used is in accordance with the learning objectives, the teaching materials to be delivered and in accordance with the capacity of the student's intelligence level. Based on the results of observations and interviews conducted by researchers during the learning process teaching takes place in class V of SD Negeri 11 Simpang Utara. Where the number of students in class V is 20 students, 10 male students and 10 female students. During the learning process, there are still many students who do not understand the subject of Islamic Religious Education with the subject of Zakat Fitrah, this can be seen from the students' understanding of the material, many shivas do not understand Islamic religious education, this can be seen when researchers ask about religion.

The purpose of learning Islamic Religious Education according to E. Mulyasa is to grow and improve faith by providing students' knowledge, observation and experience about Islam so that they become Muslim human beings who continue to develop in terms of faith, piety, nation and state, and can continue at a higher level of education. In learning Islamic Religious Education in general, the method used by teachers is the lecture method. So that students quickly get bored because the method used by the teacher is not interesting. Teachers must be able to place themselves and create an atmosphere using the lecture method, this is one of the things that affects students who tend to be passive, students prefer to talk to their peers compared to listening to the researcher's explanation and students feel sleepy during the lesson, so that the learning outcomes of students who only reach an average score of 63.35, while the KKM (Minimum Completeness Criteria) is 70. From the table above, data can be obtained from the number of students as many as 20 students, who obtained learning completeness of 25% or 5 students and those who have not completed around 75% or 15 students. This is still far from what is expected, namely 100% completeness. Responding to the above reality, there needs to be real efforts that must be made to improve the learning outcomes of Islamic religious education in grade V. To overcome these problems, effective and fun learning methods are needed so that students become active in learning. There are a variety of learning methods that can be used in the implementation of learning.

One of the teaching methods that can be applied in Islamic Religious Education lessons is the Index Card Match Method. The Index Card Match method is a method that can stimulate students to be active and critical because of the question and answer session on the subject of Zakat Fitrah and the Day of Resurrection. The format is similar to a debate but packaged in a less formal atmosphere and runs faster. The Index Card Match method is a method of learning cards or also known as the paired card method, Where one of the fun methods when used is to repeat the material that has been given before. This method requires students to cooperate and increase students' sense of responsibility with what they learn, students become active and cooperate with each other in helping to solve questions and throw questions at other pairs, besides this method makes learning interesting and can encourage students to get involved or jump directly into it. In this method students have to do a lot of tasks, they have to use their minds, study ideas, solve problems and apply what they learn. Learning should also be agile, fun, passionate and passionate. Based on the description above, it can be understood that the application of the Index Card Match method can support students' activity in following the subject of Zakat Fitrah and the Day of Judgment and grow and develop students' interest in

participating in PAI lessons. Therefore, the researcher is interested in conducting a class action research with the title "Improving Student Learning Outcomes by Using the Index Card Match Method in PAI Subjects in Class V of SD Negeri 11 Simpang Utara".

METHODS

In accordance with classroom action research, the research problems solved come from the problem of learning practices in the classroom in a more professional way. The implementation procedure follows the basic principles of general action research. According to Daryanto (2014:30) "Research procedures should be detailed starting from; 1) planning; 2) implementation of actions; 3) observation and evaluation, to analysis and reflection that are recyclable or action cycles". The implementation of classroom action research can be carried out in four stages, namely planning, implementation, observation, and reflection. Below the researcher describes the activities carried out at each stage, namely; 1) Action Planning Stage In accordance with the formulation of the problem as a result of the preliminary study, the researcher makes an action plan to be carried out.

The action is in the form of learning using the Index Card Match method. The activity began by formulating a design of the Index Card Match learning action, namely with the following activities; 1) Setting a schedule during the study; 2) Reviewing the Independent Curriculum for Islamic Religious learning, Zakat Fitrah and Doomsday material in grade V as well as research books and students of Grade V Elementary School; 3) Prepare a plan of action in the form of a learning implementation plan (RPP) for Islamic religion learning material Zakat Fitrah and Day of Judgment, in accordance with the stages of the Index Card Match learning method. This includes; 1) setting learning objectives; 1) set indicators for the achievement of learning objectives; 2) selecting and determining materials, implementing the learning process; 3) select the method, and set the evaluation. Compile data recording tools in the form of observation guidelines, field notes and documentation. Discuss with observers the procedures for data collection in the implementation of observations during activities, so that there are no irregularities in data collection. Stages of implementation of actions.

This stage starts from the implementation of learning using the Index Card Match Method. This research is planned in three cycles. Each cycle is carried out once in accordance with the lesson plan that has been prepared. The activity is carried out by the researcher as a researcher and the observer as an observer. Researchers carry out learning activities in the classroom in the form of interaction activities between researchers and students and between students and students. Activities carried out include; 1) The researcher as a researcher carries out learning with the Index Card Match Method in accordance with the learning plan made; 2) Observers make observations using observation format and field record format; 3) Researchers and observers conduct discussions to the actions taken, then reflect. The results are used for further improvement or refinement; 4) The implementation stage of this action is carried out in three cycles.

The focus of action in each cycle is in the form of implementing learning using the Index Card Match Method according to the steps. Action Observation Stage. Observation of the Islamic Religion learning action of Zakat Fitrah and Doomsday material with the Index Card Match Method which is carried out in conjunction with the implementation of actions. This is done intensively, objectively, systematically. Observations were made by observers when the researcher practiced carrying out Islamic religious learning activities for Zakat Fitrah and Doomsday material with the Index Card Match Method. Observations are carried out continuously starting from the first cycle to the last cycle.

Observations in each cycle are closely related because observations made in one cycle can affect the preparation of actions in the next cycle. The results of this observation are then discussed with the observer and reflection is held for the next planning. Action Reflection Stage. Reflection is held every time an action ends. In this stage, researchers and

observers hold discussions on the newly taken actions. The things discussed were; 1) Analyze the actions that have just been taken; 2) Review and explain the differences in plans and actions taken; 3) Intervention, interpretation, and conclusion of the data obtained. The results of this joint reflection are used as input for the next action. The weaknesses and obstacles found in cycle I are corrected in cycle II and the existing strengths are recommended in cycle II. Based on the weaknesses found in the first cycle, the plan for the implementation of the second cycle was reorganized. Action/Cycle Settings. Approach and Type of Research. The approach used in this study is qualitative and quantitative approaches.

This approach is related to improvement or efforts to improve the learning process in a classroom. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words, as well as observable behaviors from people or sources of information. Meanwhile, the quantitative approach includes each type of research based on percentage, average, square, and statistical calculations. According to Saryono (2010), "A qualitative approach is a research that is used to investigate, find, describe, and explain the qualities or privileges of social influences that cannot be described, measured or described through a quantitative approach. This approach is collected through observation, interviews and documentation". Meanwhile, the quantitative approach according to Juliansyah Noor (2009:8), "Quantitative research is a method to test certain theories by examining the relationship between variables".

According to Suharsimi Arikunto (2022:10), "Putting forward quantitative research requires the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results". The type of research conducted is classroom action research in the field of education and learning. According to Daryanto (2014:3) said that "PTK is a combined presentation of the definitions of three words, namely Researcher, Action and Class. This research is an activity of observing an object, using certain methodological rules to obtain data or information that is useful for researchers or interested people in order to improve in various fields, action is a movement of activities that are deliberately carried out with a certain purpose which in the form of a series of periods or cycles of activities, while a class is a group of students who are in the same time and place receive the same lessons and from the same researchers". Meanwhile, according to Sanjaya (2009:24) said that "PTK is a reflection and collective research conducted by researchers in social situations to improve their reasoning of social practices".

The research is carried out by designing, implementing, and reflecting on actions in a collaborative and participatory manner that aims to improve the learning process in the classroom through an action in a cycle. The classroom action research process can be carried out through a recycling assessment process or a cycle consisting of four stages, namely: contemplation of planning, action activities, and the success of the results obtained. Appropriate With the general principle of action research is carried out in stages. Research Flow. Classroom action research is carried out through stages known as cycles (daur) where in one cycle two meetings are held. According to Daryanto (2014:21) stated that "The cycle/cycle in PTK includes 4 stages, namely planning, acting, observing and reflecting". The subject of this study is grade V students of SD Negeri 11 Simpang Utara, the number of students is 20 people. With the number of male students 10 and female students 10.

And the subject of the perpetrator of the action is the researcher. The researcher's consideration in taking the subject of this research is due to the low learning outcomes of students in the subject of Islamic Religious Education, the subject matter of Zakat Fitrah. Location and Time of Research. In this study, the researcher chose the location at SD Negeri 11 Simpang Utara because the elementary school is the elementary school where the researcher teaches. This research was carried out in class V semester I TP 2024-2025 which has 2 cycles or for less than 3 months, namely from November 2024 to January 2025. This set time is used to take data, process data, research results and arrive at the creation of research results. Data Collection Techniques. The data of this study was

collected using observations, and the test results will be described as follows; 1) Observation. It was carried out to observe the background of Class V as a place for Islamic learning of Zakat Fitrah and Doomsday material, using the Index Card Match Method Guided by the observation sheet, the researcher observed what happened during the learning process marked by providing a check in the column on the observation sheet. What was observed were the activities of researchers and student activities during the implementation of Islamic learning Zakat Fitrah and the Day of Judgment using the Index Card Match Method; 2) Test. It is used to strengthen observation data that occurs in the classroom, especially in the mastery of learning material from student elements. Data Collection Instruments. The data collection tools used in this study are observation sheets and test questions for each of them are described as follows; 1) Observation Sheet. The observation sheets used were; 1) Observation sheets for researcher activities; 2) Observation sheets for student activities in learning.

This activity was carried out during the action of learning Islamic religion material Zakat Fitrah and Doomsday using the Index Card Match Method, which was guided by the observation sheet of the researcher observing what occurred during the learning process marked by provide check marks in the columns on the observation sheet; 2) Test Questions. This test is used to strengthen the observation data that occurs in the classroom, especially in the mastery of learning materials from student elements. This was done to obtain accurate data on students' ability to understand Islamic learning material on Zakat Fitrah and the Day of Judgment using the Index Card Match Method. The test used is a multiple-choice question of 10 questions.

Data Analysis Techniques. The data obtained in the study was analyzed using quantitative data analysis and the Qualitative Data Analysis Model offered by Miles and Huberman, namely data analysis began by studying from the beginning of data collection until all data was collected. The data is reduced based on the problem being researched, followed by data presentation and finally conclusion or verification. Such an analysis stage is carried out repeatedly once the data is collected at each stage of data collection in each action. The stages of analysis are outlined as follows; 1) Analyze the data that has been collected both through observation, recording, and recording by transcribing the results of observation, selection, and data selection. Such as grouping data in cycle one, cycle two, and so on. Data analysis activities are carried out from the beginning of data collection; 2) Data reduction includes categorization and classification. All data that has been collected are selected and grouped according to focus. The data that has been separated is then selected which is relevant and which is irrelevant.

Relevant data is analyzed and irrelevant is discarded; 3) Presenting data is done by organizing information that has been reduced. The data was initially presented separately, but after the last action was reduced, the entire action data was summarized and presented in an integrated manner so that a single presentation was obtained based on the focus of learning; 4) Conclude the results of the research and triangulation. This activity is the final conclusion of the research findings, followed by triangulation activities or testing of research findings. Triangulation activities are carried out by: (a) reviewing field records, and (b) exchanging ideas with experts and observers. Data analysis is carried out on data that has been reduced, both planning, implementation, and evaluation data. Data analysis was carried out in a separate way. This is intended to be able to find a variety of specific information and focus on various information that supports learning and that hinders learning. Learning outcome data with quantitative data with percentage technique.

RESULTS

The implementation of this research was carried out at SD Negeri 11 Simpang Utara. This research consists of 2 cycles with each cycle being carried out 1 meeting with a time allocation of 3 hours (3x35 minutes) on the Sub-Theme of Zakat Fitrah in cycle 1 and the Theme of the Day of Doom in cycle 2 to improve student learning outcomes in grade V by

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 PTK. Initial Description. Before carrying out the research in cycle I, the researcher first looked for preliminary data on the value of learning outcomes on the theme "Asmaul Husna; Al-Qawiyuu, AlQayyum, Al-Baist, Al-Muhyi, Al-Mumit" in grade V of SD Negeri 11 Simpang Utara.

To find out whether there is an improvement in learning outcomes in grade V students, the researcher first took the initial action, namely observing student learning outcomes without applying the Index Card Match method. The observation was carried out on December 23, 2024, with the aim of obtaining data that will later be used as a comparison of research data obtained after the application of the Index Card Match method. In learning Islamic religious education, the theme "Asmaul Husna; Al-Qawiyuu, AlQayyum, Al-Baist, Al-Muhyi, Al-Mumit", teachers tend to give lectures and write practice questions on the blackboard then students are told to take notes, memorize and work. Researchers also rarely use other types of fun learning methods in delivering learning. Of course, many students have difficulty understanding the material, are unfocused, bored, lazy to study, noisy and not interested in taking lessons. Teachers also still play the role of learning actors and lack student involvement in learning so that many students are engrossed in playing alone during learning.

Based on the initial data obtained, it is known that the learning outcomes of students on the theme "Asmaul Husna; Al-Qawiyuu, Al-Qayyum, Al-Baist, Al-Muhyi, Al-Mumit" low. Results of Cycle I. Planning Cycle I Research Cycle I. Cycle I is a learning with the theme of Zakat Fitrah in lesson 1 using the Index Card Match method. Cycle I was held 1 meeting. The meeting was held for 3 hours of lessons or (3 x 35 minutes) in class V of SD Negeri 11 Simpang Utara. On this occasion, the researcher will prepare a learning plan for Islamic Religion Living in the Field by sharing with the subject of "Zakat Fitrah" in the form of lesson plans and tests for assessment instruments for students. The design of the activity will optimize the role of researchers in the classroom so that it can improve student learning outcomes in grade V of SD Negeri 11 Simpang Utara. In this planning, the researcher brought an observer, namely Fadilla for the Implementation (Acting) of Cycle I Research. minutes of learning. Learning is divided into preliminary activities, core activities, and closing activities. Before entering the classroom, the researcher first lined up the students in front of the class. After entering the next room, the researcher checked the attendance of students and the number of students present at the first cycle meeting was 20 students. After the researcher carried out the initial activity, then the core activity where the researcher started by explaining Field Life by sharing, with the material of zakat Fitrah, the researcher explained the material with the lecture method first so that the material could be delivered. The researcher asked the students "What is the meaning of Zakat Fitrah?". The student was silent and no one answered, the researcher continued his explanation "Zakat fitrah is the zakat of every soul that is issued in the month of Ramadan or on the night of Eid al-Fitr until before the Eid prayer begins.

Ananda, can you mention who is obliged to pay zakat Fitrah? Students are just silent and do not respond, it can be seen on the students' faces that they do not understand the material but they are afraid to ask, well you will explain a little about Zakat Fitrah (the researcher explains the meaning of Zakat Fitrah, the purpose of Zakat Fitrah, who is obliged to issue Zakat Fitrah, how much is zakat fitrah and what is the postulate for the obligation to issue zakat Fitrah). there is a dialogue between researchers and students regarding learning; 3) Observation. During the action, the researcher asked the observer to observe the researcher who acted as a teacher and also observed the students in carrying out learning activities. At the observer stage, observations are made using an assessment scale with a value range of 1 meaning less, 2 meaning enough, 3 meaning good and 4 meaning very good. Assign grades by checking in the grade scale column. The following are the results of observations made in cycle 1. Of the 8 aspects of researcher activities observed in cycle I, the researcher achieved 24 scores with a percentage of 75%,

while from the 6 aspects of student activities observed, the number of students reached a score of more than 15 (complete) with a percentage of 75%. Meanwhile, the Cognitive Score of new students reached 11 people or 55% who were complete.

Thus, it can be concluded that in cycle 1 it was seen that the researcher's activities and student activities were classified as good while the cognitive value was still less or more incomplete. For this reason, the researcher carried out improvements in the second cycle by emphasizing the parts that are difficult for students and also the lack of researchers in coordinating the learning process, so that there is an increase in student learning outcomes, as expected through the Index Card Match learning method in the next material; 4) Reflecting Research Cycle I. During the implementation of the research, the results are analyzed and the successes and shortcomings are assessed. In this first cycle action, the application of the Index Card Match method in learning activities of Islamic Religious Learning Activities Living in the Field by Sharing on the subject of Zakat Fitrah is not perfect as expected. Analysis of material observations to determine next actions. The improvement made by the researcher to improve the teaching and learning process is that the researcher designs learning improvements by focusing on the results of student learning tests through the Index Card Match learning method. The Index Card Match method, optimizing and utilizing time, guides students to be able to work together, explains material that is easier for students to understand.

Results of Cycle II Research Based on the results of observations, reflections and tests in the first cycle, it was obtained that the completeness of student learning has increased from the pre-cycle, but there are still students who have not completed the knowledge test, which is as many as 9 people. For this reason, in this second cycle, researchers will focus more on the difficulties experienced by students and improve learning scenarios to improve student learning outcomes; 1) Cycle II Research Planning. Based on the causative factors presented in the results of the reflection of cycle I, for the researcher's activities, in this cycle II, the researcher is more prepared so that during the implementation of the action of cycle II, the researcher is able to explain how to use the Index Card Match method more clearly, in detail and systematically so that students can carry out learning properly. This second cycle will explain the Index Card Match method and its steps to students. Cycle II was held 1 meeting, for 3 hours of lessons (3x35 minutes) in class V of SD Negeri 11 Simpang Utara. The planning stage includes making a lesson plan with the application of the Index Card Match method, and making the next lesson plan as an improvement material for the actions that will be carried out in cycle II so that it runs optimally. Implementation of Cycle II Research.

Cycle II will be held on Wednesday, January 8, 2025 with an allocation of 2 hours of lessons. Learning is divided into preliminary activities, core activities, and closing activities. Before entering the classroom, the researcher first lined up the students in front of the class. Furthermore, the researcher checked the attendance of the students and the number of people present at the second cycle meeting was 20 people. After the researcher conducts preliminary activities, then the researcher explains the Islamic Religious Education Lesson Living When Life Ends with the subject of "Day of Resurrection" by doing questions and answers as reinforcement of the material, after that the researcher asks students to read the material for about 5 minutes as a provision for students to follow the method to be used, then the researcher explains the method that will be used in this learning, namely the Index Card Match method, At this meeting, the cards used were changed, namely using a pair card with an image of an animal so that students were more interested in following the learning. From table 10 above in cycle II, it can be seen that the learning outcomes of students in class V have been successful, which is 100%, meaning that 20 students have completed. For this reason, the research is declared to have met the requirements, namely the average above the minimum completeness of KKM 75, then the research is discontinued in cycle II; 3) Observing Cycle II. Just like cycle I during the action, the researcher asks the observer to observe the researcher who plays the role of a teacher and also observes the students in carrying out learning activities. At the observer stage,

observations are made using an assessment scale with a range of values of 1 meaning less, 2 meaning enough, 3 meaning good, and 4 meaning very good. Assign grades by checking, in the grade scale column.

The following are the results of observations made in cycle II. From the 8 aspects of researcher activities observed in cycle II, the researcher achieved 32 scores with a percentage of 100% while from the 6 aspects of student activities observed, there were 17 students with a score of more than 15 with a percentage of 85%. Thus, it can be concluded that in the second cycle it can be seen that the activities of researchers and students are classified as very good, in terms of performance indicators, the results have been categorized as successful because they have reached the performance indicator criteria (85%). For this reason, researchers in cycle II no longer need to conduct further research. Reflection of Cycle II. Based on the explanations above, it can be concluded that in the second cycle the results of the Harikiamat question test have increased, which is marked by the completeness of students in the second cycle, which is as many as 20 students. Based on the results of evaluation and observation scores in the implementation of cycle II actions, data was obtained that 100% of students have completed or obtained scores above the KKM that has been determined by SD Negeri 11 which Simpang Utara is 75 The number of students who completed learning in the first cycle reached 11 students or 55% and in the second cycle it became 20 students or 100%. The average activity of the students obtained has increased. Based on the success indicators, it can be concluded that learning is said to be successful and research is stopped.

DISCUSSION

The Index Card Match method is one of the active learning methods designed to improve student learning outcomes through interactive activities. In the subject of Islamic Religious Education (PAI), this method can be used to introduce religious concepts, Islamic values, or other materials in a fun way and involve students directly. This method involves cards that contain questions or questions on one side and answers on the other. Students are given the task of matching a matching pair of cards, for example, a question card with a relevant answer card. This activity is carried out in a competitive and fun atmosphere, so that students are more motivated to actively participate in the learning process. The application of this method in grade V of SDN 11 Simpang Utara in PAI subjects involves several stages. First, the teacher prepares question cards and answers that are relevant to the material to be taught, for example, material on the pillars of faith or the stories of the prophets.

Second, students are divided into small groups to ensure all students are actively involved in the learning process. Next, students are asked to work together in their groups to find the right card pair. This process allows students to discuss with each other and help each other in understanding the material. Teachers act as facilitators who monitor the progress of activities and provide guidance if needed. The Index Card Match method has several significant benefits in PAI learning. First, this method is able to improve students' understanding of the material because they learn through hands-on experience. Second, this method increases students' motivation to learn, because the learning atmosphere becomes more fun and interactive. Third, this activity trains students' cooperation and communication skills, because they have to discuss and share opinions in groups. In addition, this method is also effective in helping students remember learning materials better. Through card matching activities, students more easily associate the concepts taught with relevant answers. This activity also provides direct feedback to students, so they can know their mistakes and correct them. The application of the Index Card Match method in PAI subjects in grade V of SDN 11 Simpang Utara showed a significant improvement in student learning outcomes.

Based on the evaluation conducted by the teacher, students who initially did not understand the material became more active and were able to answer questions more

precisely. In addition, students who were previously passive in learning began to show interest in participating because of the fun learning atmosphere. These results are in line with research that shows that the Index Card Match method can increase student participation and learning outcomes. High student involvement in learning also has an impact on increasing the average class score, as well as students' understanding of the religious concepts taught. The Index Card Match method is one of the effective approaches in improving student learning outcomes in PAI subjects.

With an interactive learning atmosphere, students are more motivated to actively participate in learning. In addition, this method helps students understand and remember the material better. Therefore, teachers can consider using this method as one of the learning strategies to create an interesting and meaningful learning experience for students.

CONCLUSION

Based on research that has been conducted on grade V students of SD Negeri 11 Simpang Utara for the 2024/2025 school year, it can be concluded; 1) That the learning of Islamic religious education about Zakat Fitrah and Doomsday using the Index Card Match method is proven to improve the learning outcomes of grade V students of SD Negeri 11 Simpang Utara for the 2024/2025 school year, this can be seen from the increased student learning outcomes during the teaching and learning process as well as when doing the tests given by the researcher; 2) The learning steps of the Index card match method can improve student learning outcomes where students are actively invited and play a role in learning, learning is not only about listening to lectures but learning can also be done through fun methods with theoretical concepts can be conveyed well; 3) Providing an opportunity for each child to issue an opinion on Islamic religious education materials about Zakat Fitrah and Kiamata Day by using the Index Card Match method within a certain time and after doing an Index card match, the child is given the opportunity to ask and answer. Researchers facilitate, encourage and help children ask relevant questions and answer them relevantly; 4) The improvement of student learning outcomes can be seen in the initial study that was completed by only 5 students (25%) who completed out of 20 students, the first cycle of 11 students (55%) who completed out of 20 students who attended, the second cycle of 20 students (100%) out of 20 students who attended

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