

APPLICATION OF THE INDEX CARD MATCH METHOD IN INCREASING STUDENTS' LEARNING MOTIVATION IN FIKIH LESSONS ON SACRIFICIAL MATERIAL CLASS V MIN 1 MATARAM YEAR 2023/2024

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ABSTRACT

The purpose of this research is to determine the application of the Index Card Match method in increasing student learning motivation in the subject of sacrificial jurisprudence for class V MINI Mataram 2023/2024. The research technique used is PTK which is carried out over 2 cycles. Each cycle consists of 4 stages, namely planning, implementing actions, observing and reflecting

The data collection technique used is direct observation technique by collecting data using teacher activity observation sheets, student activity sheets and student learning motivation questionnaires. The data analysis method used is quantitative analysis to determine students' individual and classical motivation values.

The results of this research show that the application of the Index Card Match method is able to increase student learning motivation in the subject of sacrificial jurisprudence for class V MIN 1 Mataram 2023/2024 academic year. This can be seen from teacher activities, student learning activities and student motivation questionnaires, there is an increase in the cycle 1 to cycle 2. The percentage of teacher activity in cycle 1 was 76% in the good category and in cycle 2 it increased to 90% in the very good category. The percentage value of student activity in cycle 1 was 74% in the good category and in cycle 2 it increased to 85.57% in the very good category. The percentage in the student motivation questionnaire in cycle 1 was 76.9% in the motivated category and in cycle 2 it increased to 81.15% in the very motivated category

KEYWORDS: Index Card Match, Learning Motivation, Jurisprudence, Sacrifice, MI

INTRODUCTION

In education, teachers are important figures in the learning process. Teachers are always involved in every teaching and learning process. As an educator, teachers deal more with students during the teaching and learning process, apart from providing knowledge (transfer of knowledge), teachers also guide and encourage students' potential, build students' personalities and provide students with motivation in learning. Therefore, teachers must have high creativity in delivering learning material so that students are interested and pay attention to learning activities. Learning

motivation is a condition that exists in an individual where there is an urge to do something to achieve a goal. According to Mc Donald in Kompri, motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. (Kompri: 2016).

The current reality in the VC class is that students' learning motivation is low, namely around 60%, especially in fiqh subjects, this is indicated by students rarely paying attention to the teacher's explanations, not being happy when learning, some students often talking in class and students who actively answer only when the teacher asks. The students just wanted to end the lesson quickly. The lack of student motivation is caused by a lack of variation in the learning methods used by teachers, namely only using the lecture method without interspersing or combining it with methods that can attract students' attention to make them more motivated. Based on these problems, action is needed which will improve student learning motivation. Effective and enjoyable learning is needed so that there are changes in the learning process. The action taken to correct this problem is by applying the Index Card Match method to the Sacrifice material in the Jurisprudence subject.

The Index Card Match learning method is a method used by teachers in the learning process where students receive a card containing a question and then the student looks for a card containing the answer that matches the question they received. (Elma Elviyanti: 2023). The Index Card Match method is also a method of looking for pairs of cards that are used to repeat learning material that has been given previously, however, new material can still be taught using this method provided that students are given the task of studying the topic that will be taught first so that when they enter class they already have the knowledge, of course the activities in this method are carried out in a fun way. (Fadillah Annisa, Marlina: 2019).

The steps in the Index Card Match method are 1) The teacher prepares pieces of paper for a number of students in the class, 2) The piece of paper is divided into two equal parts, 3) On part of the paper, one question is written related to the material being taught, 4) On the other blank part of the paper, write the answers to the questions that have been created, 5) All pieces of paper are shuffled so that the paper containing the questions and answers is mixed up, 6) The papers are distributed to students and each student holds one paper, 7) It is conveyed to students that the rules of the game are in pairs, that is, when students get a question, they must look for their friend who got the same answer, and vice versa, 8) After students find a partner that suits their respective questions, students are asked to sit next to each other, 9) Students are asked to take turns reading the questions they receive aloud to another pair, then their partner reads the answers aloud, 10) After everyone has read the card containing the questions and answers, the teacher makes clarifications to the material studied. Finally, each teacher and student will draw conclusions from the material used as a learning topic. (Hisyam Zaini, et al: 2019).

METHOD

This research is a type of Classroom Action Research. Classroom Action Research (CAR) comes from the English term, namely Classroom Action Research, which is known by the abbreviation CAR, namely research carried out in class by teachers/researchers to find out, which means research carried out in a class to find out the consequences of actions applied to a subject. research in that class.

In this Classroom Action Research, there are four main stages of activity, namely, action planning, action implementation, observation and reflection which can be described as follows. (Suharsimi Arikunto: 2014). This Class Action Research took place at MIN 1 Mataram which is located on Street Erlangga Mataram, Ward. Punia, District. Mataram, Mataram City, Province. West Nusa Tenggara. The subject of this research is specifically for VC class students, totaling 38 students. This Class Action Research was carried out in the even semester, namely March

2023/2024. The types of instruments used in this research are observation, questionnaires and documentation.

a. Data analysis

Data analysis is a process of processing and interpreting data with the aim of placing various information according to its function so that it has clear meaning and meaning in accordance with the research objectives. This research uses the following data analysis.

1) Analysis of Teacher Observation Data

The results of teacher observation data regarding the implementation of the Learning Implementation Plan that have been obtained can be processed using the formula below.

$$\% \text{ Implementation of Learning Implementation Plan} = \frac{X}{Y} \times 100 \%$$

Table 1 Criteria for Achieving Learning Goals

| Percentage | Criteria |
|------------|-------------|
| 80-100% | Very Good |
| 60-79 % | Good |
| 40-59 % | Enough |
| 20-39% % | Very Enough |
| < 20% | Very Less |

2) Analysis of Data from Student Observations

Analysis of the results of observations of student learning motivation in student activities during the learning process in this research can be processed using the following formula.

$$\text{Score} = \frac{\text{Total Sore Obtained}}{\text{Maksimum Score}} \times 100 \%$$

Table 2 Student Activity Achievement Criteria

| Percentage | Criteria |
|------------|-------------|
| 80-100% | Very Good |
| 60-79 % | Good |
| 40-59 % | Enough |
| 20-39% % | Very Enough |
| < 54% | Very Less |

3) Questionnaire results data

Questionnaires are given at the end of the cycle to find out how motivated students are to learn. The questionnaire used in this research is a direct or closed questionnaire in the form of statements or questions, namely positive and negative statements or questions. In the questionnaire, students can choose options using the criteria as below.

a) Positive statements/questions: Strongly agree (score 4), Agree (score 3), Disagree (score 2), Disagree (score 1)

b) Negative statements/questions: Strongly Agree (score 1), Agree (score 2), Disagree (score 3), Disagree (score 4).

To determine the motivation value of individual students, the following formula is used.

$$N = \frac{\text{Score obtained}}{\text{Maksimum Score}} \times 1$$

The data obtained from the results of the student learning motivation questionnaire were then analyzed classically using the following formula.

$$P = \frac{\sum X}{N} \times 100 \%$$

In order to determine student learning motivation, below is a table of criteria for student learning motivation levels.

Table 3 Criteria for Student Learning Motivation Level

| Motivation Level | Category |
|------------------|-----------------|
| 80-96% | Very Motivated |
| 66-79 % | Motivated |
| 52-65 % | Quite Motivated |
| 38-51% | Less Motivated |
| 24-37% | Very Little |

RESULT AND DISCUSSION

This research was carried out according to classroom action research procedures which consist of planning, implementation, observation and reflection stages (Suharsimi Arikunto: 2014). This research was conducted in 2 cycles. Each cycle is carried out in 2 meetings and each meeting has the same time allocation, namely 2x35 minutes. This research was carried out from March 21 to May 7 2024.

This Classroom Action Research can improve teacher skills in teaching, student activities and can increase student learning motivation in the fiqh learning process through the Index Card Match learning method in each cycle. This is in accordance with the meaning of the Index Card Match method, namely an active and fun method, where students must actively participate in learning through group activities in pairs, looking for cards containing questions and cards containing answers which must then be presented in front of the class in pairs for their classmates to answer another. (Rifha Asyilia Fadilah and Ja'far Amiruddin: 2023). The aim of this method is also to train students' abilities to be able to have a strong understanding of the learning material being studied, so that students are motivated, enthusiastic and enthusiastic in learning using this method and create a pleasant learning atmosphere (Susanti: 2022). In this research, the results of observing the implementation of lesson plans, student activities and the results of student learning motivation questionnaires will be described as follows.

1. Observation Results of the Implementation of the Learning Implementation Plan

Table 4 Increasing Cycle 1 and Cycle 2 Teacher Activities

| Action | Meeting | Percentage | Average Percentage | Category |
|---------|-----------|------------|--------------------|-----------|
| Cycle 1 | Meeting-1 | 73,75% | 76% | Good |
| | Meeting-2 | 80% | | |
| Cycle 2 | Meeting-1 | 86,25% | 90% | Very Good |
| | Meeting-2 | 90% | | |

Based on the results of the analysis of teacher activity observation sheets regarding the implementation of the Learning Implementation Plan and cycles 1 to cycle 2, there was an increase in the learning process. The results of observing teacher activities in implementing the Learning Implementation Plan using the Index Card Match method in cycle 1 of the 1st meeting, the score obtained was 59 with a percentage of 73.75%. As for cycle 1 of the 2nd meeting, the score obtained was 64 with a percentage of 80%. So if we calculate the average percentage of teacher activity observations in implementing the implementation of the Learning Implementation Plan in cycle 1, it is 76% in the good category.

Meanwhile, in cycle 2, the results of observing teacher activities in implementing the Learning Implementation Plan showed an improvement compared to cycle 1. In cycle 2, the 1st meeting, the score obtained was 69 with a percentage of 86.25%. As for cycle 2 of the 2nd meeting, the score obtained was 72 with a percentage of 90%. So, if we calculate the average percentage of teacher activity observations in implementing the Learning Implementation Plan in cycle 2, it is 86.12%, which is in the very good category. Based on this, it shows that from each cycle there has been an increase in teacher activity related to the implementation of the Learning Implementation Plan using the Index Card Match method and the target indicator of success in this case is achieving a score of 80% so that the target set in observing teacher activity has been successful. The increasing percentage is due to improvements and planning in the previous cycle. as stated by Hamalik, planning and requiring students to carry out activities (Hamalik, Oemar: 2011). This of course cannot be separated from the collaboration between researchers and teachers and observers who always remind them to carry out learning activities that have not been implemented or are not yet implemented before taking action in the next cycle.

2. Observation Results of Student Learning Activities

Table 5 Increased Student Activities in Cycle 1 and Cycle 2

| Action | Meeting | Percentage | Average Percentage | Category |
|---------|-----------|------------|--------------------|-----------|
| Cycle 1 | Meeting-1 | 69,23% | 74% | Good |
| | Meeting-2 | 78,84% | | |
| Cycle 2 | Meeting-1 | 80,76% | 85,57% | Very Good |
| | Meeting-2 | 90,38% | | |

Based on the results of research on student activities obtained through observation sheets of student learning activities in cycle 1 and cycle 2 during the learning process, it can be seen that the percentage of student learning activities using the Index Card Match method has increased. In cycle 1 of the 1st meeting the total score obtained was 36 with a percentage of 69.23%. Meanwhile, in cycle 1 of the 2nd meeting, the total score obtained was 41 with a percentage of 78.84%. So, if we calculate the average percentage of observations of student learning activities in cycle 1, it is 74% in the good category.

Meanwhile, in cycle 2 of the 1st meeting, the total score increased to 42 with a percentage of 80.76%. Meanwhile, for cycle 2 of the 2nd meeting, the total score increased to 47 with a percentage of 90.38%. So, if you calculate the total percentage value of observing student learning activities in cycle 2, it is 85.57%, which is in the very good category. Based on this data, it shows that there is an increase in student learning activity in each cycle from the predetermined success indicator target, namely 80%. This shows that the application of the Index Card Match method carried out by researchers during the learning process was successful and could increase student learning activities.

3. Results of Student Learning Motivation

Table 6 Increasing Student Learning Motivation in Cycle 1 and Cycle 2

| Action | Maximum Number of Values | Average Student Learning Motivation Questionnaire | Percentage of Student Learning Motivation |
|---------|--------------------------|---|---|
| Cycle 1 | 80 | 59,06 | 76,9% |
| Cycle 2 | 80 | 62,32 | 81,15% |

From the results of the research conducted, data was obtained that students' learning motivation increased. This can be proven from the results of the student learning motivation questionnaire used by researchers in each cycle, where in cycle 1 there were 11 highly motivated students. Of the 11 students in the highly motivated category it was in the range 80 – 91.25%. Meanwhile, there were 16 motivated students. Of the 16 students in the motivated category it was in the range 66.25 – 77.5%. There were 3 students who were quite motivated. Of the 3 students in the quite motivated category it was in the range 56.25 – 61.25% and 1 student who was less motivated. Students in the less motivated category are in the 50% range. The percentage value of students' classical learning motivation is 76.9% in the motivated category.

Furthermore, in cycle 2, student learning motivation increased with the number of highly motivated students totaling 14 people. Of the 14 students in the highly motivated category it was in the range of 80–98.75%. Meanwhile, there were 16 motivated students. Of the 16 students in the motivated category it was in the range 66.25 – 78.75% and 1 student was quite motivated. Students in the moderately motivated category are in the range of 52.5%. The percentage value of students' classical learning motivation is 81.15% in the highly motivated category. Meanwhile, in each cycle of the learning action, the Index Card Match method has achieved the predetermined success indicator, namely 75%.

Before implementing the Index Card Match method, student learning motivation was around 60%. This, as stated in the background, is due to the lack of variety of methods used in learning, especially in fiqh subjects. The success indicator set for student learning motivation is a minimum of 75%. After carrying out research in cycle 1, the data showed that the percentage value of student learning motivation was 76.9% in the good category. The total motivation percentage value turned out to be more than the set success target, namely 75%.

The reason why this can happen is because of environmental factors and method factors. Both have motivation that comes from outside (external). As stated by Uno, external factors are influenced by family, environment and media/methods (Syamsul Rijal, Anis Wiyati: 2022). MIN 1 Mataram is a leading Madrasah Ibtidaiyah in the Mataram area which is much sought after by the public. This is of course because there are many students who excel, apart from the environment, the methods used during learning really attract students' attention. One of the advantages is that it can foster excitement during the learning process (Dirga Ayu Lestari: 2022). so it is not surprising that when the Index Card Match method is applied, students feel motivated. This shows that if you only use the lecture method without combining it with other methods, students feel bored, therefore students feel they need additional methods that can increase their learning motivation, such as the Index Card Match method.

It should be noted that even though students' learning motivation in cycle 1 has been successful, the researcher continues to the next cycle because to find out further whether the results of the next cycle increase or remain or even decrease, so the researcher needs to continue to cycle 2. Apart from that, the data in table 5 related to student learning activities in cycle 1, it shows

that the percentage value is 74%, which is in the good category, this means that in cycle 1 they still have not reached the specified target, namely at least 80%.

CONCLUSION

The conclusion of this research is that the application of the Index Card Match method can increase students' learning motivation in the subject of sacrificial jurisprudence for class V MIN 1 Mataram. This can be seen from the increase in learning motivation of VC class students in fiqh subjects from the motivated to very motivated category. From the results of data analysis in cycle 1, the average result of the student learning motivation questionnaire was 59.06 with a percentage value of learning motivation of 76.9%. Meanwhile, in cycle 2, the average student learning motivation questionnaire obtained was 62.32 with a percentage value of student learning motivation of 81.15%. So that it has achieved the predetermined success indicator, namely 75%.

The increase can also be seen from the results of the teacher activity sheet and student activity sheet, where teacher activity in cycle 1 was 76.87% while in cycle 2 it increased to 86.12%. Then student activity in cycle 1 was 74% and increased in cycle 2 to 85.57%. Based on this, it shows that teacher activities and student activities are included in the very good category.

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