



Implementation of Index Card Match Type Cooperative Learning Model

Nurito^{1*}, Iin Baroroh Ma'arif², Hidayatur Rohmah³, A. Kanzul Fikri⁴

¹Islamic Education, Universitas KH. A. Wahab Hasbullah

²English Department, Universitas KH. A. Wahab Hasbullah

³Islamic Education, Universitas KH. A. Wahab Hasbullah

⁴English Department, Universitas KH. A. Wahab Hasbullah

*Email: iinmaarif@unwaha.ac.id

ABSTRACT

The background of this research is the educators of the fiqh subject do not carry out the process of reviewing the material or reviewing the material that has been submitted, have not used strategies, methods and active learning models that can increase student activity and increase student interest in learning so that it affects their learning outcomes. This research aims to determine the learning outcomes of the class X students of the Integrated Islamic Senior High School Al Munawaroh Jombang using cooperative learning strategies of the Index Card Match type in class X students. This research is an experimental research with a Pre-Experimental design type One – Group Pretest – Posttest Design using one experimental class. The population in this research were all students of class X consist of 35 male students. Data collection techniques used is observation and tests. The data analysis technique used is descriptive analysis technique. The results showed that the learning outcomes of class X the Integrated Islamic Senior High School Al Munawaroh using cooperative learning of the Index Card Match type in Qurban and aqiqah material experienced an increase marked by an average pretest score of 75.49 and the final post test score increased to 87.89. So that there is an increase in the average value of 12.40

Keywords: *Learning Outcomes; Index Card Match; Cooperative Learning*

INTRODUCTION

Education helps in improving the quality and potential of human resources. In particular, the human resources expected from the results of education are an integrated increase in intelligence competence, intellectual, emotional and spiritual intelligence. According to Dia Nita, Wisnu Bayu Murti, and Zakiyah Isnawati, the interprets the theory of multiple intelligences, which means that human cognitive capabilities are described in a set of potential, skills or inner intellectual intelligence (Dewi Indri Yani Malau, Vira Sandayanti, 2019). Bambang Hermanto The importance of the function and position of education in Indonesia is stated in Law of the Republic of Indonesia number 20 of 2003 Article 3 concerning the National education system which states "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become faithful and devout human beings (Hermanto, 2020). To God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (National Education System Law, 2003)".

The learning process in educating children can be carried out through educational units or institutions that have formal, non-formal and informal channels at every level and type of education (National Education System Law, 2003). In educational institutions, students interact with educators in an effort to transform educational values (Maghfiroh, 2018). This requires educators to have competence in order to carry out their duties professionally, efficiently and effectively (Febriana, 2019).

Learning outcomes can be understood through the two words that form them, namely results and learning. The word result indicates an acquisition from an activity or process that results in functional changes in input. Meanwhile, the definition of learning is mental or psychological activity that takes place in active interaction with the environment which produces changes in knowledge, skills and attitudes. These changes are obtained through effort (not due to maturity), persist over a relatively long time and are the result of experience (Purwanto, 2019).

Zuriatun Hasanah and Ahmad Shofiyul Himami wrote that cooperative learning is a teaching system that provides students with the opportunity to collaborate with fellow students on structured tasks (Hasanah & Himami, 2021). Cooperative learning with the Index Card Match type is a fun active learning strategy that can encourage students to be more active in the learning process, especially strategic reviewing (repetition strategy). Zahra Nurda'Ali and Siswanto said that Index Card Match is an active and fun way to review lesson material (Zahra Nurda'Ali, 2018). This method allows students to pair up and give quiz questions to their friends.

Based on the results of the researcher's observations on July 15, 2023 at the Integrated Islamic Senior High School Al Munawaroh on X class student activity and increasing student interest in learning so that it influences their learning outcomes. The reasons why educators have not used active learning strategies, methods and models are due to limited supporting tools, lack of time to create relevant learning media, and it is more convenient to use the lecture method in delivering jurisprudence lesson material.

Cooperative learning is learning carried out in groups. Students in one class are put into small groups consisting of four to five people to understand the concepts facilitated by the teacher. Cooperative learning is a term used in interactive learning procedures where students learn together in small groups to solve various problems. Each student not only completes their individual assignments but is also obliged to help their group friends with their assignments until all group members understand a concept (Cahya et al., 2017). According to Djoko Apriono, cooperative learning is a teaching system that provides students with the opportunity to collaborate with fellow students on assignments. structured tasks (Apriono, 2013).

The aim of cooperative learning is to increase student participation, facilitate students with experience of leadership attitudes and decision making in groups, and provide opportunities for students to interact and learn together with students from different backgrounds (Aldistya, 2016). The benefits of cooperative learning are:

- a. Improve the ability to work together and socialize
- b. Train self-sensitivity and empathy through varying differences in attitudes and behavior when working together
- c. Reduces anxiety and increases self-confidence
- d. Increase learning motivation, self-esteem and positive attitudes so that students will know their position and learn to respect each other
- e. Improve academic achievement
- f. Help students understand difficult concept.
- g. The advantages of Cooperative Learning are:
- h. Students do not depend too much on teachers
- i. Can develop the ability to express ideas verbally and compare them with other people's ideas.
- j. Can foster students' sense of concern for other people and be aware of all limitations and accept all differences.
- k. Can help empower each student to be more responsible in learning.
- l. It is an easy model to improve academic achievement as well as social skills.
- m. Can develop students' ability to test their own ideas and understanding, receiving feedback.
- n. Can improve students' ability to use information and the ability to learn from abstract to concrete.
- o. Can increase motivation while stimulating thinking abilities.

While the Weaknesses of Cooperative Learning are:

- a. The climate for group cooperation is less harmonious, because students who lack the ability assume it will hinder group work
- b. Students' achievement of understanding is less than optimal because peer teaching learning does not run effectively.
- c. The assessment results do not reflect the achievements of each individual student because the assessment is carried out as a group
- d. To develop awareness of working in groups requires a long time
- e. Combining collaborative skills with individual abilities is not an easy task.

Understanding Index Card Match

Index Card Match is a fun active learning strategy that can encourage students to be more active in the learning process, especially strategic reviewing (repetition strategy). This type of Index Card Match is related to a way of learning so that students are able to remember lesson material for longer using the technique of looking for pairs of cards in the form of answer cards and questions while learning to recognize a concept or topic in a fun atmosphere.

According to Ewis Munzirni said that Index Card Match is an active and fun way to review lesson material. This method allows students to pair up and gives quiz questions to their friends (Ewis Munzirni, 2018).

Index Card Match Steps:

- a. On separate index cards, write questions about the material taught in class. Make the same number of question cards as half the number of students.
- b. On a separate card, write the answer to each question.
- c. Mix the two sets of cards and shuffle them several times so they are completely mixed.
- d. Give one card to one student. Explain that this is a matching exercise. Some students get question cards and others get answer cards.
- e. Instruct students to look for their partner cards. When pairs are formed, instruct students in pairs to find a seat together.
- f. When all matched pairs have sat together, instruct each pair to give a quiz to the other students by reading their questions aloud and challenging the other students to provide the answers.

The advantages of the Index Card Match type cooperative learning strategy are:

- a. Foster joy in teaching and learning activities.
- b. The lesson material presented attracts more students' attention.
- c. Able to create an active and enjoyable learning atmosphere.
- d. Able to improve student learning outcomes to reach the level of learning completeness.
- e. Assessment is carried out with observers and players

The disadvantages of the Index Card Match type learning strategy are:

- a. It takes a long time for students to complete assignments.
- b. Teachers should spend more time.
- c. Takes a long time to make preparations.
- d. Teachers have a democratic spirit and adequate skills in classroom management.

Requires certain traits from students or a tendency to work together to solve problems. The classroom atmosphere becomes noisy so it can disrupt the class.

Learning outcomes

According to Arindra Ikhwan Nur Huda and, Muhammad Abduh learning outcomes can be understood through the two words that form them, namely results and learning (Huda & Abduh, 2021). The word result indicates an acquisition from an activity or process that results in functional changes in input. Meanwhile, the definition of learning is a mental or psychological activity that takes place in active interaction with the environment which produces changes in knowledge, skills and attitudes. These changes are obtained through effort (not due to maturity), persist over a relatively long time and are the result of experience.

Fiqh

Fiqh linguistically means understanding or knowing a deep understanding that requires the mobilization of the potential of reason (Purkon, 2023). Harun Abdullah stated that *fiqh* is a science that explains the laws related to practice which is attempted to be obtained from clear argument (Abdullah, 2022). The general definition of jurisprudence is a science that studies various rules of life for humans both individually and in the form of social communities. Meanwhile, according to Rohmansyah jurisprudence is a collection of knowledge with a very large area of discussion, which collects various types of Islamic law and various rules of life for the needs of a person, group, society and humans in general (Rohmansyah, 2021).

Fiqh learning is a way that is carried out consciously, directed and designed regarding Islamic laws relating to the actions of *mukallaf*, both in the form of worship and *muamalah*, which aims to enable students to know, understand and carry out daily worship. In learning jurisprudence, there is not only an interaction process between teachers and students in the classroom. However, learning is also carried out through various interactions, both in the classroom environment and in the prayer room/mosque as a place for religious practices. VCDs, films, or other things that support the learning of jurisprudence can be used in the learning process itself. This also includes social events, both current and past, which can be used as a reflection in the comparison and application of Islamic law by students (Masykur, 2019).

METHOD

The research was carried out using experimental research methods with a Pre-Experimental design type One-Group Pretest-Posttest Design. The experimental research method is given treatment, so it can be interpreted as an experimental research method as a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2015). The Pre-Experimental design is an experimental research design that is still carried over external variables to influence the formation of the dependent variable (Sugiyono, 2015). Thus, the experimental results which are dependent results are not solely influenced by the independent variable. This happens because there are no control variables and the sample was not chosen randomly. Meanwhile, the One-Group Pretest-Posttest Design type of research is giving a test before and after treatment is given to the research object to determine the comparison of treatment results more accurately.

In this research, the researcher determined the independent variable, namely cooperative learning type Index Card Match and the dependent variable, namely student learning outcomes. Researchers carried out research at Integrated Islamic Senior High School Al Munawaroh with research subjects in class X boys with a total of 35 male students. The data collection techniques used were observation and a written test of 25 questions consisting of 10 multiple choices, 10 true/false, and 5 essays which were carried out in the initial test (pre-test) and final test (post-test) in accordance with the indicators specified. used in the Learning Implementation Plan (RPP).

RESULT AND DISCUSSION

Result

The research was carried out at the Integrated Islamic Senior High School Al Munawaroh which is a top level institution under the auspices of the Al Munawaroh Jombang Islamic boarding school. Established in 2008, Integrated Islamic Senior High School Al Munawaroh concentrates on *Salaf* books and scientific studies of the Al-Quran in addition to providing life skills that can be utilized directly by students when entering the wider community. The curricular program is directed at studying the yellow book, *tahfidzul* Al-Quran, and Al-Quran scholarship. Within \pm 3 years, students are targeted to have mastered the Al-Quran *bil ghaib* and mastered various yellow books, besides that they also have the capability to access various universities both at home and abroad.

Index Card Match Type Cooperative Learning is carried out in the following stages:

Learning Planning

Learning planning is carried out by researchers by preparing all the requirements needed for learning in the form of:

- a. Learning Implementation Plan (RPP)
- b. Design and create Index Card Match cards
- c. Prepare grids and evaluation questions (pre test and post test)

Discussion

Implementation of Index Card Match Type Cooperative Learning

The learning was carried out by the researcher who acted as a teacher on Saturday, 22 and 29 July 2023 at 07.00 – 08.20 with the research subject being male class X students at Integrated Islamic Senior High School Al – Munawaroh consisting of 35 male students.

This research was carried out in two meetings. Each meeting is allocated 2 lesson hours (2 JP x 45 minutes), so the total research in the learning process is 180 minutes.

This research collaborated with the head of the at Integrated Islamic Senior High School and the class X *Fiqh* teacher at the school. in carrying out learning so that the learning process runs in accordance with the learning plan that has been prepared.

At the first meeting, the researcher carried out a pretest before starting the learning material. Based on the results of the pretest carried out at the first meeting, there were 15 students out of 35 students or 43% of the children who passed or achieved the KKM score and there were 20 students out of 35 students or 57% of all class X students who fell into the failed category or scored less than the KKM The specified score is 75. Apart from that, the average score for all students is 75.49.

After carrying out learning for 2 post-pretest meetings and implementing cooperative learning type Index Card Match. Based on the results of the post-test carried out at the second meeting, there were 35 students out of 35 students or 100% of children who completed or achieved the KKM score. Apart from that, the average score for all students was 87.89.

Based on the results of the analysis of student learning outcomes through the application of Index Card Match type cooperative learning in the Jurisprudence subject class This can be clearly seen from the student learning results, the pretest results show that 15 children passed while 20 children still failed with scores below the KKM with a class average score of 75.49. Meanwhile, the post test results showed that 35 students had achieved the specified KKM score and achieved a class average of 87.89.

The following is a table of improving student learning outcomes:

Table 1. Students' Learning Outcomes

| | Pretest Result | Post-test result |
|---------|----------------|------------------|
| Success | 15 | 35 |
| Fail | 20 | 0 |
| Mean | 75,49 | 87,89 |

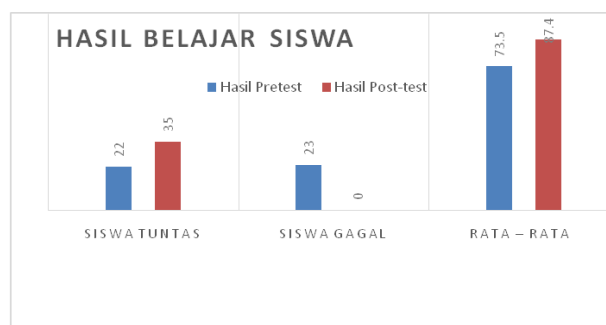


Figure 1. Histogram Score

From the table and graph above, it indirectly illustrates the efforts made by teachers to improve the quality of learning so that there is an increase in learning outcomes obtained by students.

CONCLUSIONS

Based on the research results obtained, it can be concluded that the learning outcomes of class test increased to 87.89. So there is an increase in the average value of 12.40.

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