

Application of Index Match Card Method in Islamic Religious Education Subjects at SDN 107826 Pematang Sijonam

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Abstract

The ability to read the Quran to elementary school students is still a significant problem in the field of Islamic religious education, especially in SD Negeri No. 107826 Pematang Sijonam (SD Nege telugu No. 107826 Pematang Sijonam). This problem is due to the traditional and outdated applied methods of learning that do not engage students to learn. This study is conducted to see the effectiveness of the Index Card Match (ICM) method in improving students' reading ability in the Quran. A qualitative case study design approach is used. The subjects of the studies were Muslim students in the school. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive approach, which includes data reduction, data presentation, and conclusion drawing. The results obtained show that the ICM method can increase students' motivation to learn and skills in reading the Quran correctly. Moreover, this method also develops an interactive and collaborative process, making the learning environment fun and encouraging students to learn. Nevertheless, implementing ICM faces challenges as teachers need to prepare more to develop materials and guarantee adequate learning time. This paper suggests that the second method, ICM, should be more widely integrated into practice-based learning, even in subjects requiring more conceptual understanding. Moreover, there is a need for intensive training for the teachers to improve their skills in adequately implementing the ICM method. It is also expected that school policies would promote the utilization of this method by providing enough resources and time to ensure maximum impact on the quality of learning.

Keywords: Index Card Match (ICM); Al-Quran Reading Ability; Innovative Learning

Introduction

Education is one of the key elements in building a quality human civilization. Besides aiming to expand knowledge, education also plays a role in shaping values, attitudes, and behaviors that are in accordance with the norms of society.¹ Data from the Ministry of Education and Culture shows that the quality of education in Indonesia still faces challenges, especially in certain areas, including at the primary level.² One of the leading indicators is students' low literacy skills in reading academic texts and holy books such as the Qur'an, which is an essential foundation in religious learning in schools.³ The ability to read the Qur'an is still a problem in several elementary schools in Indonesia.⁴ Especially in rural areas, such as SD Negeri No. 107826 Pematang Sijonam.

According to Tambunan, education aims to create qualified, competitive, and morally upright human beings. To achieve this goal, active and innovative learning methods are needed.⁵ Wahyuni explains that learning methods are a series of activities designed to achieve specific goals through an effective and efficient approach.⁶ In Islamic religious education, the application of methods that motivate students to learn is a determining factor in their success. Faridli reinforces this, stating that the selection of relevant learning methods is essential to overcoming complex educational problems.⁷

However, the facts on the ground show that not all teachers are able to apply learning methods that suit the needs of students. In SD Negeri No. 107826 Pematang Sijonam, initial explorations indicated that the majority of students from grade 1 to grade 6 were not able to read the Koran according to the correct rules. This is due to the lack of

¹ Pupun Nuryani, Yunus Abidin, and Yusuf Tri Herlambang, "Model Pedagogik Multiliterasi Dalam Mengembangkan Keterampilan Berpikir Abad Ke-21," *EduHumaniora/ Jurnal Pendidikan Dasar Kampus Cibiru* 11, no. 2 (2019): 117–26.

² Iin Baroroh Maarif, Hidayatur Rohmah, and A kanzul Fikri, "Implementation of Index Card Match Type Cooperative Learning Model," *SCHOOLAR: Social and Literature Study in Education* 4, no. 1 (2024): 286–92.

³ Inggri Dwi Rahesi, Yunus Abidin, and Yeti Mulyati, "Interaksi Model Membaca Nyaring Bermuatan Buku Cerita Anak Dalam Menumbuhkan Literasi Keluarga," in *Seminar Internasional Riksa Bahasa*, 2019.

⁴ Kemenag, "Banyak Siswa Belum Bisa Baca Al-Quran, Kemenag Perkuat Kompetensi Guru," *Kemenag.Go.Id* (Jakarta, 2021), <https://kemenag.go.id/nasional/banyak-siswa-belum-bisa-baca-al-quran-kemenag-perkuat-kompetensi-guru-l5ggpe>.

⁵ Maryana Tambunan, Tasha Wulandari, and Dwi Diki Junior, "Peran Guru Sebagai Fasilitator Dalam Meningkatkan Kemandirian Belajar Siswa Sekolah Dasar," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 04 (2024): 393–402.

⁶ Febri Wahyuni and Herlinda Herlinda, "Paradigma Pembelajaran Efektif Bahasa Dan Sastra Indonesia," *Gurindam: Jurnal Bahasa Dan Sastra* 1, no. 2 (2021): 40–51.

⁷ Efi Miftah Faridli et al., "Tantangan Menuju Pendidikan Unggul: Membangkitkan Produktivitas Institusi Pendidikan Untuk Kualitas Pendidikan Yang Lebih Baik Di Indonesia," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 10, no. 1 (2024): 186–93.

innovation in learning methods applied by teachers, which makes students less motivated to learn. In addition, a less supportive learning environment is also an obstacle to achieving the learning objectives of the Islamic religion at the school. Therefore, an innovative approach is needed to overcome this problem.⁸

Previous research shows that the Index Card Match (ICM) method has significant potential for improving student learning outcomes, especially in Islamic Religious Education (PAI) subjects. Most studies used a quantitative approach with an experimental or quasi-experimental design, such as Mufidah Nikmah's research.⁹ Hapsah Fauziah¹⁰ This showed a significant increase in student learning outcomes after the application of ICM. However, there were limitations, such as the absence of a control group or lack of information about the instrument's validity. Frentina Nababan et al.'s research involving a control group strengthens the validity but still faces challenges in controlling outside variables.¹¹ On the other hand, qualitative research by Eni Notiah and Rakanita Dyah Kinesti highlights the positive impact of ICM in increasing students' interest in Qur'an Hadith learning. However, its descriptive nature limits the generalizability of the findings.¹²

This research is different from previous studies because it focuses explicitly on the application of the Index Card Match (ICM) method in learning Islam, significantly improving students' ability to read the Quran at the elementary school level. In addition, this research was conducted at SD Negeri No. 107826 Pematang Sijonam, which is a school with a unique context; namely, the majority of students come from backgrounds that have limited access to religious education. Thus, this study not only explores the effectiveness of the ICM method but also examines how this method can be applied in a specific and challenging educational context.

⁸ Okita Maya Asiyah and Muhammad Fahmi Jazuli, "Inovasi Pembelajaran PAI Abad 21," *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 2, no. 2 (2022): 170–82.

⁹ Mufidah Nikmah, Wiwin Fachrudin Yusuf, and M Anang Sholikhudin, "Pengaruh Model Pembelajaran Index Card Match Terhadap Hasil Belajar PAI Siswa Kelas X–TBKR SMK Negeri 1 Purwosari-Pasuruan," *Tadrisuna: Jurnal Pendidikan Islam Dan Kajian Keislaman* 4, no. 2 (2021): 15–23.

¹⁰ Hapsah Fauziah and Nurul Halimatussaadah, "Pengaruh Metode Pembelajaran Index Card Match Terhadap Hasil Belajar Siswa Pada Mata Pelajaran PAI," *Masagi* 3, no. 1 SE-Articles (June 29, 2024): 10–22, <https://doi.org/10.37968/masagi.v3i1.574>.

¹¹ Frentina Nababan et al., "Pengaruh Model Pembelajaran Index Card Match Terhadap Hasil Belajar Siswa Pada Tema 5 Subtema 1 Kelas V SDN 028229 Binjai Barat," *Edukatif: Jurnal Kreativitas Dalam Pendidikan* 5, no. 2 (2024).

¹² Eni Notiah and Rakanita Dyah Ayu Kinesti, "Pelaksanaan Metode Index Card Match Pada Pembelajaran Qur'an Hadits Di Mi Nu Sholahiyah Pedwang Kudus," *Journal on Education* 6, no. 4 (2024): 19613–19.

This study aims to identify the effectiveness of the Index Card Match method in improving students' ability to read the Quran at SD Negeri No. 107826 Pematang Sijonam. In addition, this study aims to make a real contribution to the development of Islamic learning strategies that are innovative and relevant to the needs of students. The results of this study are expected to be a reference for educators in choosing appropriate learning methods, as well as contributing to improving the quality of Islamic religious education in Indonesia, especially at the elementary school level.

Research Methods

This research used a qualitative approach with a case study design,¹³ Conducted at SD Negeri No. 107826 Pematang Sijonam, Perbaungan District, Serdang Bedagai Regency, in the first semester of the 2023-2024 school year. This approach was chosen because it allows for an in-depth exploration of the application of the *Index Card Match* (ICM) method in learning Islamic Religious Education. This case study focused on Muslim students at the school as the research subjects, while the teacher who implemented the process was also involved in gaining additional perspectives. The selection of this location was based on a specific problem that occurred in the school, namely the low ability of students to read the Quran.

Data collection was done through observation, documentation, and interviews. Observation was used to directly observe students' activities during the learning process.¹⁴ Documentation in the form of photos and students' work was collected to support the findings from the observation. Interviews with teachers were conducted to dig deeper into their perceptions of the effectiveness of the ICM method, implementation challenges, and its impact on student learning motivation. All data obtained were analyzed using the Miles and Huberman interactive model, which includes the process of data reduction, data presentation, and inductive inference based on the patterns found.¹⁵

To ensure data validity, researchers used triangulation of methods and sources. Data obtained from observation, documentation, and interviews were compared to ensure consistency. In addition, the results of the analysis were confirmed to the teacher as the

¹³ R K Yin, "Studi Kasus (Desain & Metode)(Ed. 1st)(Cet-14)," *Jakarta: Rajawali Pers*, 2015.

¹⁴ Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, I (Bandung: Alfabeta, 2018).

¹⁵ B Miles Matthew, A Michael Huberman, and Johnny Saldana, "Qualitative Data Analysis: A Methods Sourcebook" (Sage Publications, 2014).

main subject through *member checking* to ensure that the interpretation of the data was in accordance with the reality in the field. With the application of this strategy, the research is expected to produce valid findings and can make a significant contribution to the innovation of Islamic Religious Education learning.

Improving Al-Qur'an Reading Ability through Index Card Match Method

Approach (ICM)

The ability to read the Qur'an is one of the essential competencies in Islamic Religious Education (PAI), especially at the elementary school level. However, at SD Negeri No. 107826 Pematang Sijonam, many students face difficulties in mastering this competency. Limited motivation to learn, lack of interactive learning methods, and lack of innovation in teaching are significant obstacles. This research proposes a solution based on the Index Card Match (ICM) method to overcome these problems. By applying a structured approach, including planning, implementation, and evaluation, this research shows that the ICM method not only helps students understand the material better but also creates a more active and collaborative learning environment.¹⁶

Stage 1: Planning as the Foundation of Successful Learning

1. Student Needs Analysis

Planning begins with analyzing students' needs, especially when reading the Quran. Teachers realize that students need not only rote-based learning but also learning experiences that encourage active engagement. This is in line with Slavin's view, which states that a successful learning process must be based on a deep understanding of students' needs and characteristics.¹⁷

2. Selection of Index Card Match Method (ICM)

The ICM method was chosen for its ability to integrate elements of collaboration, physical activity, and game-based learning. This method has been proven to be effective in improving students' conceptual understanding, as shown by Azmin and Rubianti's research, which noted that interactive learning increases

¹⁶ Octary Octary, Arif Rahman, and Sardjijo Sardjijo, "Pengaruh Metode Pembelajaran Index Card Match (ICM), Metode Teams Games Tournaments (TGT) Dan Motivasi Belajar Terhadap Hasil Belajar IPS Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 6 (2022): 7735–47.

¹⁷ Robert E Slavin, *Educational Psychology: Theory and Practice* (Pearson, 2018).

students' motivation and engagement.¹⁸ In the context of this research, ICM is adapted for Islamic religious materials such as aqidah, fiqh, and Islamic history.

3. Preparation of Materials and Tools

The teaching materials are organized in minor points that are easier for students to understand, in accordance with Miller's theory of chunking in cognitive psychology.¹⁹ Teachers also prepare two sets of index cards: one set contains questions such as "Who was the first prophet?" and the other set includes answers such as "Prophet Adam." The lesson plan (RPP) was developed flexibly to adjust to students' abilities, referring to the principles of student-centered learning design.²⁰

This planning stage shows that the use of visual aid-based methods and collaborative activities can support religious value-based learning, which has rarely been discussed in previous research. It makes a new contribution to the literature by linking modern learning principles with Islamic religious education.

Stage 2: Structured Implementation to Enhance Interaction

The implementation of the ICM method is done in three main stages: preparation, execution, and reward.

1. Preparation: The teacher prepares index cards relevant to the material, ensuring each card clearly pairs questions and answers.
2. Implementation of Group Activities: Students are grouped to find card pairs, discuss them, and present their results in front of the class.
3. Awarding: To motivate students, successful groups are given appreciation in the form of praise or small gifts.

Engagement and Interaction Analysis

This step emphasizes the importance of students' active involvement. Group activities not only help students understand the material but also build social skills such

¹⁸ Amran Amir et al., "Meningkatkan Motivasi Dan Hasil Belajar Siswa Melalui Model Pembelajaran Index Card Match Pada Pelajaran IPA TERP," *Jurnal Pendidikan Ilmu Pengetahuan Alam (JP-IPA)* 2, no. 01 (2021): 1–6.

¹⁹ Earl K Miller and Timothy J Buschman, "Working Memory Capacity: Limits on the Bandwidth of Cognition," *Daedalus* 144, no. 1 (2015): 112–22.

²⁰ Grant Wiggins, "Understanding by Design," *Association for Supervision and Curriculum Development*, 2005.

as cooperation and communication. Johnson's research shows that collaborative learning improves cognitive abilities while creating an inclusive learning environment.²¹ In addition, the provision of rewards helps motivate students, as expressed in the theory of intrinsic and extrinsic motivation.²² This implementation provides an accurate picture of how the ICM method can be adapted to improve the ability to read the Qur'an. The findings support the results of a previous study by Nema Ajimah Suja. However, the study broadened its scope by applying it to a religious education context.²³

Stage 3: Holistic Evaluation to Measure Success

1. Use of multiple evaluation instruments

The evaluation was conducted through three main instruments:

- a. Observation: The teacher observes students' activity in finding card pairs and their participation in the discussion.
- b. Written Test: Tests are given to measure students' understanding of the material that has been taught.
- c. Questionnaires: Questionnaires were used to collect student feedback on their learning experience.

2. Evaluation Results

The evaluation revealed three main findings:

- a. Increased Student Activity: Most students were actively involved during the learning process. Observations noted an increase in their activeness in finding card pairs and discussing.
- b. Improved Understanding of the Material: The test results showed an increase in students' average scores, reflecting a better understanding of the material. This finding is in line with Diah Putri Anggun and Heffi Alberida's research.²⁴

²¹ D W Johnson, "Cooperation in the Classroom," *Interaction Book Company*, 1998.

²² Ryan Rm, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25 (2000): 54–67.

²³ Nema Ajimah Suja, "Meningkatkan Hasil Belajar Siswa Kelas VII Melalui Metode Index Card Materi Nun Sukun Dan Tanwin Di SMPN 1 Seruyan Hilir Timur," *Madinah: Jurnal Studi Islam* 9, no. 1 (2022): 120–31.

²⁴ Diah Putri Anggun and Heffi Alberida, "Pengaruh Penggunaan Papan Buletin Dalam Model Pembelajaran Aktif Tipe Index Card Match (ICM) Terhadap Kompetensi Kognitif Siswa SMA," *JEMST (Jurnal of Education in Mathematics, Science, and Technology)* 1, no. 2 (2018): 34–39.

- c. Positive Response from Students: The questionnaire showed that the majority of students found the method enjoyable and helped them understand the material more easily.

The results of this evaluation support research by Lusi Anggraini, who found that ICM improved students' conceptual understanding. However, this study enriches the literature by proving that this method is also effective in Islamic faith-based learning.²⁵

In general, this study shows that the Index Card Match (ICM) method can be a practical approach to improving Qur'an reading skills in primary schools. With careful planning, structured implementation, and comprehensive evaluation, this study not only supports previous findings but also makes a new contribution to Islamic religious education literature. The practical implication of this study is the importance of innovation in learning strategies to create a learning environment that is active, collaborative, and relevant to students' needs.

Conclusion

This research shows that the Index Card Match (ICM) method is efficacious in improving students' ability to read the Quran at SD Negeri No. 107826 Pematang Sijonam. Through a game-based learning approach and collaboration, the ICM method is able to create a fun learning atmosphere, increase student motivation, and encourage active involvement in learning. The results also indicate that this approach not only improves the technical skills of reading the Quran according to the rules but also strengthens interaction and cooperation between students. Despite its effectiveness, this study found that the success of the ICM method is highly dependent on teacher preparedness, particularly in designing materials and managing time during learning. Teachers need additional training to optimize the application of this method so that implementation can take place in a more structured and efficient manner.

This research makes a significant contribution to the development of innovative learning strategies in Islamic religious education. It is recommended that the ICM method be integrated more widely in other subjects that require a collaborative and practical approach. In addition, schools are expected to provide support in the form of continuous

²⁵ Lusi Anggraini et al., "Analisis Kemampuan Pemahaman Konsep Matematis: Dampak Model Pembelajaran Icm, Crh Dan Curiosity," *JMPM: Jurnal Matematika Dan Pendidikan Matematika* 7, no. 2 (2022): 170–81.

training for teachers and the provision of adequate resources. Thus, this method can be implemented sustainably and have a positive impact on the quality of education at the primary level.

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