

# Implementation Of The Index Card Match Strategy In Learning Indonesian Poetry Material In An Effort To Improve Student Activity and Learning Outcomes

Alfi Hidayati

[Alfihidayatiwahab79@gmail.com](mailto:Alfihidayatiwahab79@gmail.com)

Universitas Islam Negeri Profesor Kyai Haji Saefuddin Zuhri Purwokerto

**Abstract.** The Implementation of the Index Card Match strategy in Indonesian subjects that the researchers used was basically the purpose of this study was to increase the activity and learning outcomes of students in social studies class V at MI YAPPI Planjan, Kesugihan District. The results were obtained when the teacher practiced or implemented the Index Card Match strategy, the method used was classroom action research which consisted of 2 cycles and 4 stages, including the planning, implementation, observation and reflection stages of the researcher. In the pre-cycle presentation of student activity in social studies learning, only 45% of students seemed active in participating in learning and obtained scores that were less than the KKM. Then , in the first cycle, the presentation increased to 68 % with an average score of student learning outcomes of 75 according to the KKM standard. In the second cycle to maximize learning outcomes in social studies learning, in this cycle there was a significant increase in student activity presentation to 90% and students were able to achieve an average score of 85 which this average already exceeded the KKM standard. Finally, it was concluded that the use or implementation of the index Card Match strategy can be used on an ongoing basis in order to increase activity and also improve student learning outcomes. in this cycle there was a significant increase in student activity presentation to 90% and students were able to achieve an average score of 85 which this average already exceeded the KKM standard. Finally, it was concluded that the use or implementation of the index Card Match strategy can be used on an ongoing basis in order to increase activity and also improve student learning outcomes. in this cycle there was a significant increase in student activity presentation to 90% and students were able to achieve an average score of 85 which this average already exceeded the KKM standard. Finally, it was concluded that the use or implementation of the index Card Match strategy can be used on an ongoing basis in order to increase activity and also improve student learning outcomes.

**Keywords:** Learning Strategies, Student Activeness, Student Learning Outcome.

## 1 Introduction

The implementation of education at MI YAPPI Planjan certainly leads to the process of achieving learning objectives, namely improving the quality of education so that it can produce students who excel, both academically and non-academically. In addition, the learning pattern at this school began to refer to the development of science and the situation of society, namely

combining science and technology and IMTAQ. The implications of this implementation lead to changes. The efforts made are to make changes from year to year towards a better direction. Efforts to improve the quality of education are arranged in the form of planning with the applicable curriculum and in accordance with government guidelines. This aims to make students gain more intelligence and skills related to the quality of education.

In the learning process, most of the students were able to participate in these activities quite well, but there were still some obstacles faced by both the students themselves and the limited supporting facilities from the school. Preliminary observations were made to find data about the state of the school, the condition of teachers and students, the learning process and the condition of the environment around the school, this was used as an initial description of the school to be studied. The educational problems faced by teachers are varied. Some educational problems such as the lack of appropriate strategies used by teachers. In every learning process. The learning process is the interaction between students and teachers and learning resources in a learning environment [1].

A teacher should have personal competence, professional competence, pedagogical competence and social competence. According to Sanjaya, the teacher plays a very important role in the success achieved in every learning process that occurs at school. The teacher also has the obligation and responsibility to organize, direct, create a comfortable and conducive atmosphere in the learning process [2]. Teachers must be able to master various kinds of teaching methods that are in accordance with the times, especially in the millennial era. The method can also be interpreted as an activity procedure that is selected as a tool or facility to help students achieve goals that are in accordance with the expected learning process [3].

The selection of material to be delivered to students is very influential in adjusting the strategy to be used in the learning process so that it can run well according to the desired learning objectives. So the teacher has a very important role in determining the success of choosing a strategy that is in accordance with the material to be taught and must also pay attention to the characteristics of students, so that students are comfortable and able to master the material easily and precisely. Initial observation results on subjects Indonesian in class V found the learning process to be passive or the students were less enthusiastic in learning Indonesian, because the teacher used a conventional learning model. This is evidenced by the student scores which are on average less than the minimum completeness criteria (KKM), where the KKM set is 75. Students are less motivated in learning Indonesian which can lead to less than optimal achievement of learning objectives.

There is a strategy that can be found in used by the teacher to form an efficient learning atmosphere, one of which is the Active Learning method (active learning) developed by Melvin Silberman. This Active Learning method is a unified source of comprehensive collections of learning strategies, there are about 101 active learning strategies. Active learning or active learning includes various ways to make students active from the start through activities that build group work in a short time to make them think about learning material. Active learning

strategies are certain methods that are used systematically in a learning activity, in order to improve the quality of the results used during the learning process [4]. The learning strategy used in this study is the Index Card Match learning strategy, because this strategy is one of the strategies of the Active Learning model, which can be used in all Indonesian material or other subject matter without exception. This is evidenced by previous research which has conducted research not only on social matters such as research entitled "Improving the Index Card Match Learning Model to Increase the Activeness and Learning Outcomes of Chemistry for Class X High School students" [5] and also my thesis which has used research on the Index Card Match strategy in the subject of Akhlak Akhlak in SMP YaBAKKI 5 Kesugihan.

Use of Strategy Index Card Match is very fun in terms of repetition of previously explained material, so that students can store and understand the material well [6]. Syaiful Bahri Djamarah and Aswan Zain argued that, : A method that is used to achieve learning objectives appropriately in accordance with legalized provisions is to use an appropriate method [7]. The use of various methods adapted to the material will make it easier to convey the expected material, this is in contrast to a teacher who does not use teaching methods, will not be able to carry out his duties properly according to what has been formulated and put forward by psychology and education experts [8].

Based on the researchers' observations during the observation on March 14 2023 at MI YAPPI Planjan, at that time the subjects being taught were social studies subjects. Onbasically the Indonesian language learning process at MI YAPPI Planjan is modern, because it already uses the internet, cellphones, and other electronic devices, which is done to support modern learning activities, but the learning atmosphere in class is still not attractive and boring for students, this is because students are motivated by the modern tools used, and are not yet wise in their use, this is possible because students are still new to the process of learning to use the internet or other electronic devices wisely. The lack of student focus on the material and the learning process causes the learning process to be disrupted. This is where the role of the teacher is needed, even though the media used in learning is sophisticated [9]. The active role of the teacher in stimulating students to participate in learning activities is needed to facilitate learning to run well and students are not easily bored and the focus of students' attention will be well controlled. According to Silberman, an active learning strategy is a comprehensive collection of learning strategies. The Inex Card Match strategy is fun learning that is used to repeat material that has been previously given [10]. This lesson divides the class into two large groups where one group will be given papers containing questions while the other group will be given answer papers. Then each student will look for pairs of questions and answers. Then students who find their partner will sit close together and then ask the pair to take turns reading the questions obtained on paper to other friends, then the questions are answered by their partners [11].

In research related to the Index Card Match strategy, it has been used by several researchers, which of them can support this research, namely "The effect of applying a learning strategy totif Index Card Match type on the cognitive learning outcomes of fifth grade students at SDN Pajambon "There is an effect of applying an active learning strategy of the Index Card Match

type on the cognitive learning outcomes of fifth grade students at Pajambon Elementary School [12]. then examined by Tias Ernawati and Dita Setyawati with the title "Effectiveness of Index Card Match Type Active Learning Learning Strategies in terms of Communication Skills on Science Learning Outcomes" which obtained the results that there was a very significant difference in Science learning outcomes wherein the Index Card Match type active learning learning strategy more effective [13] then "The Effect of Index Card Match Model on Students learning Outcomes and Activity in Ecosystem Topic for grade X SMA N 8 Medan, nanda Eska Anugerah, Nasution et al. Based on the study results, it can be concluded that there is an effect of index card match learning model on learning outcomes and activities of students in ecosystem topic [14] .

Based on several previous studies that have examined the similarities with this research, both of them use the Index Card Match strategy to improve student learning outcomes, but besides that the researcher also wants to know the extent to which students are active in following lessons using this strategy, this is one of the distinguishes this research from others because usually researchers only want to know one of these things. Another difference lies in the lessons and materials studied and research subjects. So in this case the researcher takes the formulation of the problem, namely will the results obtained be the same as previous researchers, meaning that there will be an increase in learning outcomes by using the Index Card Match strategy.

## **2 Method**

In this study the authors used classroom action research which was conducted to improve the quality or perfect classroom learning and assist teachers in solving a problem encountered or found during the process.learning. According to Darsono, classroom action research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by carrying out actions in learning. Which aims to overcome any problems found so that learning can be of higher quality in developing skills that support education. n this case to increase student activity and grades or learning outcomes in class V Indonesian at MI YAPPI Planjan obtained when the teacher implements the IndeX Card Match Strategy in conducting classroom action research not only trying to reveal the causes of various learning problems faced by teachers and students in class , but looking for solutions or ways to overcome these learning problems. The subjects of this classroom action research were fifth grade students at MI YAPPI Planjan for the 2022/2023 school year with a total of 22 students.

Then for the data collection techniques used in this classroom action research were collected by researchers and teachers through tests in the form of 10 essay questions to measure student absorption and student learning completeness, in which each question has a weighted score for each item. The scores obtained by students are said to be successful if the scores obtained are above the KKM. That is above 75. In addition to the test, observations were also made which could be seen from student activity in the form of enthusiasm, attention, participation, and presentation, and documentation. Enthusiasm in this case can be seen from the enthusiasm of students in following every teacher's orders. Attention is the focus of students during the

learning process. Participation is the participation of students in the learning process, and presentation is proof that students have followed the learning process, and presentation is proof that students have followed the learning process well so that they can verbally explain in public what material has been obtained. If all that is presented is satisfactory, it can be interpreted that students are active in the learning process. The strategy is said to be successful if the number of active students reaches 75%.

The next step is data analysis technique. In data analysis techniques, indicators of the success of this classroom action research are expected by applying the Index Card Match learning strategy to increase student activity at least 75% of students are actively involved in learning. The data analysis technique is through data obtained from questions and answers, field notes, and other materials, so that it can be easily understood, and the findings are informed to others. The analysis that can be used is quantitative and qualitative analysis [15].

### 3 Results And Discussion

In class action research it consists of two cycles with 4 stages namely planning, implementing, observing, and reflecting. According to pre-cycle student activity in class V in learning Indonesian, only 10 students are active and have learning outcomes that are in accordance with the KKM. 10 students enthusiastically read, understood the material and asked what they didn't understand, then recorded important things in their books. Then after carrying out cycle 1 there was an increase, there were 15 students who were active in class when learning Indonesian. They follow the teacher's orders from listening to explanations of learning objectives, reading their respective material books and working on individual questions which can then ask the teacher which things they do not understand. At the stage of cycle 1 the teacher conveys material about poetry, then the teacher conveys the procedures for implementing the Index Card Match Strategy by dividing randomly. Here not only are these activities carried out, but after the learning process students are also given questions to evaluate the material being taught by assessing students so that the grades obtained increase or not from the previous value. Aspects of student activity in pre-cycle and cycle 1 can be calculated through:

Percentage of student activity = number of students who are active

----- x 100%

Total number of students

Pre-cycle % student activity =  $10 / 22 \times 100 \% = 45 \%$

Cycle 1, % student activity =  $15/22 \times 100 \% = 68 \%$

Results prThe pre-cycle percentage was 45%, which means that students' active participation in the learning process was very low or below average. This is because learning uses conventional

models. In cycle 1 it can be seen that the results have increased even though it has not been maximized, however, it shows good progress, namely an increase of 23%.

The following is planning, implementing, observing and reflecting on cycle 1

| No | Evaluation / Description of Test Results | Pre Cycle | Cycle 1 |
|----|--|-----------|---------|
| 1  | Number of Active Class V Students        | 10        | 15      |
| 2  | The highest score                        | 75        | 83      |
| 3  | Lowest Value                             | 60        | 63      |
| 4  | Average value                            | 72        | 75      |
| 5  | Number of Completed Students             | 2         | 19      |

The table above shows that the value generated by students has not been maximized, but there has been an increase in student activity which is offset by an increase in results. This matter with research from this research conducted in accordance with the same previous research using the index card match strategy. In cycle 1 the researcher felt that he had not been maximized so that in order to increase student activity and learning outcomes through the index card match learning strategy in Indonesian language learning, cycle 2 was carried out. to return to the material for the proclamation of independence that was delivered at the previous meeting, however, in cycle 2, in the core activities, students may read references other than books, meaning that they may be from the internet or other references that support and facilitate understanding of each student, then the teacher applies the Index Card Match learning strategy by dividing the cards randomly. The results of student activity in the implementation of cycle 2 stages can be seen in the table below.

| No | Evaluation/Description of Test Results | Cycle 1 | Cycle 2 |
|----|--|---------|---------|
| 1  | Number of students in class V          | 15      | 21      |
| 2  | The highest score                      | 83      | 90      |
| 3  | Lowest Value                           | 63      | 75      |
| 4  | Average value                          | 75      | 75      |
| 5  | Number of Completed Students           | 19      | 22      |

From the table above, it can be explained that the data in cycle 2 began to increase significantly, active students began to increase, around 20 students actively asked and answered discussions during the learning process and student learning outcomes of them almost all increased. This is because students have begun to be able to adjust or get used to class conditions that are required to be active in learning activities so that the impact on the value or results obtained by students also increases. In cycle 2 the highest score is 90, this proves that it has fulfilled the requirements even though it has not reached the peak value or value perfection, in contrast to the highest score in cycle 1 the highest score is 83 this is a good category, the average value obtained in cycle 2 is also above the value the highest in cycle 1. This shows that the Index

Card Match Strategy can improve the activity and learning outcomes of class V students on the Proclamation of Independence in Indonesia learning social studies material.

This research is said to be successful because the results in the field show that the Index Card Match Strategy is effectively used in learning Indonesian for class V experienced a significant increase and was able to solve problems encountered before using Index Card Match. This is evidenced by the fact that there is always an increase in each cycle from pre-cycle to cycle 2. This research reached cycle 2 because it was felt that it met the requirements for achieving student activity which reached 90% and the grades obtained already met the KKM, namely 90.

Activities in the pre-cycle are carried out to determine the initial value obtained by students using learning as usual is done in class, this is the beginning of the researcher's belief in changing the strategy used usually because 45% of students are active. Activities in cycle I show an increase in activity and learning outcomes where the stages of activity (action planning) begin with preparing the syllabus and lesson plans, readiness in preparing the learning process greatly influences the success of learning. Then create a learning scenario with the concept of Strategy Index Card Match, after that make student worksheets and Index cards as well as prepare observation sheets, to observe every action or event that occurs during the learning process. Don't forget to also prepare a list of grades to find out the progress of each student's grades.

The implementation of the action in the preliminary activity begins with students answering greetings and praying. Students are conditioned to be able to follow the learning process well. This conditioning is important because the teacher is also a learning manager, in which the teacher's role is to create a learning atmosphere that allows students to learn comfortably [16]. Through good classroom management, the teacher can keep the class conducive to the learning process of all students. In the next activity, the students and the teacher repeat the previous material so that there is continuity of the material or apperception. In this condition all prerequisites must be conveyed and absorbed properly by students [17], so that students really understand coherently the material taught by the teacher. This good and coherent student understanding will increase students' self-confidence so that they are able to actively participate in the learning process.

Students are motivated to be enthusiastic about following the learning process. This motivation is very important because the existence of motivation can trigger students to be enthusiastic in carrying out learning activities [18]. If students are passionate about learning, it is certain that students will be more active in a learning activity. Motivation can also trigger students to compete to get better results than their friends, so that this motivation can stimulate students to be aware of the knowledge needs they must have. Then the teacher conveys today's learning objectives. Objectives are also one of the important things to convey, because conveying learning objectives students have an idea of what must be obtained when the learning process has been completed. In the core activity students read books on Poetry material. Reading is still an important activity in increasing knowledge, by reading students are able to master the material well so as to be able to encourage students to be active in learning activities [19].

Furthermore, students carry out individual assignments, to encourage students to become more independent, in this case the teacher continues to provide assistance, so that activities remain directed according to the expected goals. Then students are given reinforcement or the most important thing about the Poetry material. Reinforcement skills given to students will inspire enthusiasm in carrying out learning activities. This can also increase the active learning of students whose impact increases student learning outcomes.

In the next activity, students receive cards in the form of questions and answers (*Index Card Match*), all students have their respective duties and responsibilities. When the activity is underway students discuss quickly to find pairs of cards. Students scramble to find their partner with a faster time in order to get a high score. Students come forward to read the questions obtained and then the questions are answered by their partners. The teacher corrects the pair right or wrong. Students then mutually assess the results of the discussions that have been carried out with as many objects as possible. Then students work on individual questions given by the teacher. The teacher's goal is to give individual questions to find out the extent to which students' understanding of the material has been conveyed in the manner or strategy that has been implemented. Students do not just stop at the time of discussion, however, students have a responsibility in understanding and mastering the material. The teacher together with the students corrects the individual student test results, in this condition the students really know the value clearly.

Closing activities the teacher together with students makes conclusions on learning outcomes. Giving conclusions is important for the teacher so that the material presented at that time can be clearly absorbed by students, and students are able to implement it with confidence. Doing questions and answers about the material being studied is one thing the teacher can do in providing reinforcement of the material. The teacher gives the opportunity for students to express their opinions about the learning that has been followed. This is done to find out which students have a good understanding and are balanced with a good mentality as well. The teacher really makes sure that all of his students or 90% of his students master the material well. Then the teacher evaluates learning outcomes. Are the methods, strategies and approaches used by the teacher appropriate or not?

Observations were made during the learning process, when the class atmosphere changed to discussioncrowded, they are competing to find their partner with the fastest time, many students are still confused in finding a partner. Because this is still early for them, there are still students who have not completed the task of finding a partner according to the allotted time, so the researcher adds additional time. It can be seen that students are not used to it, this is a teacher's demand for more mastery of the class as a whole. Reflection on the results of observations from the implementation of actions, namely learning by applying the Index Card Match Strategy, will be used as reflection material used to develop improvement plans in the next cycle.

In the second cycle, student activity really met expectations and student learning outcomes also matched the KKM, this is because the learning process is the same as in cycle I, except that in



cycle 2 students are more free to explore knowledge from textbooks to searching for material via the internet. This is the researcher's reflection that when students are given the freedom to explore knowledge that is balanced with pleasure without any pressure, it will be easy to carry out the desired learning process, in this case using the Index Card Match Strategy. where student activity is influenced by students' insight into the material being taught at that time. So when students are active in the learning process (enthusiasm, attention, participation, and presentation) it is certain that the learning outcomes can reach far above the KKM. This study supports previous research with the title "Implementation of the Index Card Match Strategy to Improve Learning Outcomes of Class VII Students of SMPN Pekanbaru" which achieved success in learning using the Index Card Match Strategy.

#### 4 Conclusion

It was obtained from this research that learning Indonesian using the Index card Match Learning Strategy can increase student activity, students are more motivated to participate in a learning process that uses a different strategy than usual which students find more interesting. The strategy used is to motivate students to compete so that students can automatically think critically, and have high enthusiasm in participating in learning. If there are changes in students producing scores that are in accordance with the expected KKM, it can be concluded that the Index Card Match strategy continues to be used in social studies learning, so it can be ascertained that it not only increases student activity but also student learning outcomes, this is very supportive in achieving learning objectives.

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