

## Improving Student Learning Outcomes Using the Index Card Match Method in Asmaul Husna Materials in Elementary School

Eti and Susana

<sup>1</sup> Wringinjajar State Elementary School 1, Mranggen, Demak, <sup>2</sup> Faculty of Tarbiyah and Teacher Training, Walisongo State Islamic University, Semarang, 5123, Indonesia

### ABSTRACT

This Classroom Action Research (PTK) aims to improve the learning outcomes of grade II students of SD Negeri Wringinjajar 1 in the subject of Islamic Religious Education in Asmaul Husna material through the application of the Problem Based Learning (PBL) model and the Index Card Match method. The research was carried out in two cycles with the research subject of grade II A students for the 2024/2025 academic year. Based on the results of the study, there was a significant increase in the aspects of readiness, attention, activeness, and completeness of students' learning. The average value of learning outcomes increased from pre-cycle by 53.33% to 66.67% in cycle I and 76.67% in cycle II. In addition, the use of Asmaul Husna card media also supports student understanding, where the average score increased from 63 (pre-cycle) to 72.5% in cycle I and 79.67% in cycle II, accompanied by an increase in learning completeness from 46.67% to 73.33%, then 93.33%. The conclusion of this study shows that the combination of the PBL model and the Index Card Match method is effective in improving student learning outcomes, both qualitatively and quantitatively, so that it is suitable for application in PAIBP learning, especially in Asmaul Husna material.

### KEYWORDS

asmaul husna, learning outcomes, index card match.

CONTACT: [y4nt.biyan@gmail.com](mailto:y4nt.biyan@gmail.com)

© 2023 THE AUTHOR: All rights reserved. The authors agree that this article remains permanently open access under the terms of the Research Journal on Teacher Professional Development.

### A. Introduction

Education is the main foundation in the development of quality human resources. In the context of education in Indonesia, Law Number 20 of 2003 concerning the National Education System states that education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ministry of Education and Culture, 2003). In addition, the Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 emphasizes the importance of learning strategies designed to provide a quality learning experience. This is the basis for the implementation of innovations in learning, one of which is the application of the Index Card Match method to Asmaul Husna's materials in elementary schools. The right learning method will be able to improve student learning outcomes, especially in understanding religious concepts in depth and meaning. Therefore, this research is important to be carried out as an effort to identify the effectiveness of these learning methods in improving students' understanding and memorization of Asmaul Husna, as well as providing alternative learning strategies that are more interactive and fun.

The learning process is a process of behavior change that is relatively permanent as a result of individual interaction with the environment (Hariwirawan, 2020). In the world of education, teachers have a central role in creating optimal learning conditions. However, there are many challenges encountered in learning Islamic Religious Education (PAI), one of which is the low learning outcomes of students, especially in the material of Asmaul Husna. This phenomenon is often caused by a lack of interest, motivation, and monotonous learning strategies. To overcome this, learning innovations that are able to attract students' attention are needed, one of which is through the application of the Index Card Match (ICM) method. According to Anisa and Marliana (2019), the ICM method is a learning method that uses index cards as a tool to match pairs of information, thereby helping students to repeat and understand the material more actively and funly. This method is very suitable for use in PAI learning because it can increase student participation and strengthen their memory of Asmaul Husna and its meaning. Thus, this research is important to be carried out as an effort to validate the effectiveness of the method in the context of learning in elementary schools.

This research aims to improve the learning outcomes of grade II students of SD Negeri Wringinjajar 1 Mranggen Demak in Asmaul Husna learning through the application of the Index Card Match method. Based on initial observations, it was found that student learning outcomes are still low, one of which is due to a lack of interest and motivation to learn due to unattractive learning strategies. As stated by Ayuningtyas Rimaddhaty and Sulaiman (2023), low learning outcomes are often influenced by internal factors such as motivation and interest in learning. Therefore, a more innovative and interactive learning approach is needed so that students can more easily understand and remember the material. The Index Card Match method was chosen because it is able to integrate elements of games and visualization, thus encouraging students to be more active in the learning process. The results of this research are expected to make a real contribution to the development of PAI learning practices in elementary schools, especially in mastering Asmaul Husna's material. In addition, this study also provides recommendations for teachers to use more varied and fun learning methods to improve the quality of religious education at the elementary level.

## **B. Theoretical Studies**

Learning outcomes are behavioral changes obtained by students after experiencing a systematic learning process (Sudjana, 2011). These changes include cognitive, affective, and psychomotor domains that can be measured through tests or observations. In the context of basic education, learning outcomes are one of the main indicators of the success of the learning process. In the subject of Islamic Religious Education and Ethics (PAIBP), especially Asmaul Husna's material, learning outcomes are very important because they are not only related to understanding concepts, but also internalizing religious values in students. Unfortunately, many elementary school students still have difficulty understanding and memorizing Asmaul Husna, so the learning outcomes are not optimal (Rimaddhaty & Sulaiman, 2023). This is often caused by less interactive and monotonous learning methods, so students' interest and motivation to learn are low. Therefore, innovative learning strategies are needed that are able to increase student involvement in the learning process. One of them is the Index Card Match (ICM) method which has been proven to be effective in improving student learning outcomes through a collaborative and fun approach (Anisa & Marliana, 2019).

The Index Card Match (ICM) method is an active learning strategy that uses index cards as a tool to match pairs of information that are related to each other (Marliana & Anisa, 2019). This method is suitable for use in various fields of study, including PAIBP learning. In its application, the teacher prepares an index card containing questions, terms, or definitions that students then have to match. In the Asmaul Husna material, ICM can be used to associate the names of Allah with their respective meanings. The main advantage of this method is the ability to actively involve all students, improve memory, and create a dynamic and fun classroom atmosphere (Setyowati & Widana, 2022). In addition, this method also provides opportunities for students to work together in groups, thus improving their social and

communication skills. Thus, ICM not only helps in cognitive aspects, but also supports the development of affective and psychomotor aspects in accordance with national education goals. The application of this method is very relevant to learning conditions in elementary schools, where students more easily absorb information through interactive and visual activities.

The application of the Index Card Match method to Asmaul Husna's materials in elementary schools has great potential to improve students' understanding and memorization. Based on previous research, this method is effective in improving learning outcomes because it encourages students to think quickly, remember information, and work together in groups (Setyowati & Widana, 2022). In practice, teachers can make index cards that contain the names of Asmaul Husna and other cards that contain their meanings. Each student or group of students is required to search for a suitable pair of cards. This activity not only helps students in memorizing, but also strengthens their understanding of the meaning and characteristics of each of God's names. In addition, this method provides teachers with the opportunity to conduct authentic assessments of students' understanding directly. The results of research by Ayuningtyas et al. (2023) show that the use of visual media such as index cards can increase students' interest in learning by up to 40%. Thus, the application of ICM to the learning of PAIBP material by Asmaul Husna can be an innovative solution to improve the quality of religious education at the elementary level.

### **C. Method**

This study uses the Classroom Action Research (PTK) approach as the main method to improve student learning outcomes in Asmaul Husna material through the application of the Index Card Match method. According to Arikunto (2014), PTK is a systematic approach that aims to solve learning problems in the classroom through a series of actions that are planned in stages in several cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. This allows teachers to identify problems directly in the field as well as evaluate the impact of the learning strategies applied. In addition, according to Suharjono (2008), PTK is very effective in improving the quality of the learning process because it is carried out by the learning actors themselves, namely the teacher, so that it is more relevant to the context of the classroom. The spiral model developed by Kurt Lewin (in Wiriadmadja, 2007) is also the basis for this approach, where if the results are not optimal in one cycle, then the researcher can move on to the next cycle for improvement. Thus, PTK provides flexibility and opportunities for periodic evaluation and improvement during the research process.

In this study, the research subjects were grade II students at SD Negeri Wringinjajar 1, Mranggen District, Demak. The research process is carried out in two cycles, where each cycle consists of four main stages: planning, implementation, observation, and reflection. The planning stage includes the preparation of a learning implementation plan (RPP) and learning media based on Index Card Match. At the implementation stage, teachers apply this method in the learning process of Asmaul Husna's memorization. Observations are made to observe students' activities and responses during learning, while reflection is used to evaluate the success of actions and design improvements in the next cycle. According to Kemmis and McTaggart (1988), PTK is participatory and collaborative, where teachers are not only the implementers of learning but also as researchers who are active in improving the quality of learning. Therefore, this model is particularly suitable for this study, as it allows for direct adjustments based on findings in the field. If the results in the first cycle have not reached the target, it will be continued in the second or even third cycle until the research objectives are maximally achieved.

This study uses a combination of qualitative and quantitative approaches (mixed methods) to obtain comprehensive and valid data. Qualitative data was collected through observation and interviews to get an idea of students' interests, enthusiasm, and responses during learning. Meanwhile, quantitative data was obtained from written tests conducted before and after the application of the Index Card Match method to measure the development of students' ability to memorize and understand the 4 Asmaul Husna and their meanings. This approach is in line

with the view of Creswell (2014), who states that the combination of the two types of data provides a more holistic understanding of the phenomenon being studied. Qualitative data analysis is carried out descriptively to explain students' behavior patterns and responses, while quantitative analysis uses simple statistics to calculate average grades and percentage of learning completion. With this approach, researchers can validate the findings of both types of data, so that the results obtained are more objective and accountable. This method also helps in evaluating the effectiveness of the application of the Index Card Match method in improving student learning outcomes in Islamic Religious Education subjects in elementary schools.

#### D. Research Results

The results of the study show that the use of the Index Card Match method has a significant influence on the ability of grade II students of SD Negeri ringinjajar 1 Mranggen Demak in memorizing 4 Asmaul Husna and their meanings. The results of the analysis of the pre-cycle formative test show that the results of the student test are relatively low. This is evidenced by the results of the written test and the results of observations made by the researcher, namely from 30 students who obtained the highest score of 80, the lowest 40 and the average of 63. And the results of pre-cycle observations are shown by the following data recapitulation:

Tble 1: Pre-Cycle Formative Test Results Recapitulation Table

Value Interval	Category	Frequency	Percentage (%)
91 – 100	Highly capable	-	-
81 – 90	Can	-	-
70 – 80	Quite Capable	14	46,67
< 70	Need Guidance	16	53,33
Sum		30	100
Value Average		63	
Completed students		14	
Incomplete students		16	53,33
Highest Score		80	
Lowest Score		40	

So it can be known that the results of the pre-cycle formative test that received a score of <70 were 16 students or 53.33%, the score of 70-80 was 14 students or 46%, and 7% of students did not get a score of 81-100. The results show that at a score of <70 shows a fairly high percentage, namely 16 students or 53.33% who are included in the category of needing guidance.

In the first cycle, the results of the formative test showed an increase in the results that had been achieved by students. To find out the comparison of the results of learning improvement before and after the learning improvement of the first cycle as follows:

Table 2: Recapitulation of Formative Test Results Cycle I

Value Interval	Category	Frequency	Presentase (%)
91 – 100	Highly Capable	1	3.33
81 – 90	Can	4	13,33

<b>70 – 80</b>	Quite capable	17	56,67
<b>&lt; this Article, the Parties shall ensure that</b>	Need guidance	8	26,67
<b>Sum</b>		30	100
<b>Accomplished students</b>		22	73,33
<b>Incomplete students</b>		8	26,67
<b>Highest score</b>		95	
<b>Lowest value</b>		40	

Based on the table above from the first cycle of the first cycle, 22 students completed and 8 students did not complete with 73% completeness. So from the data above after the improvement of learning in the first cycle, students got a score of >70 out of 8 students out of 30 students who were originally 53.33% to 26.67%, there was an increase of 26.66%.

In Cycle II, the results of the formative test analysis showed significant improvements. To find out the comparison of the results of learning improvement before and after the improvement of learning cycle II, it can be seen from the recapitulation of the results of the formative test cycle II as follows:

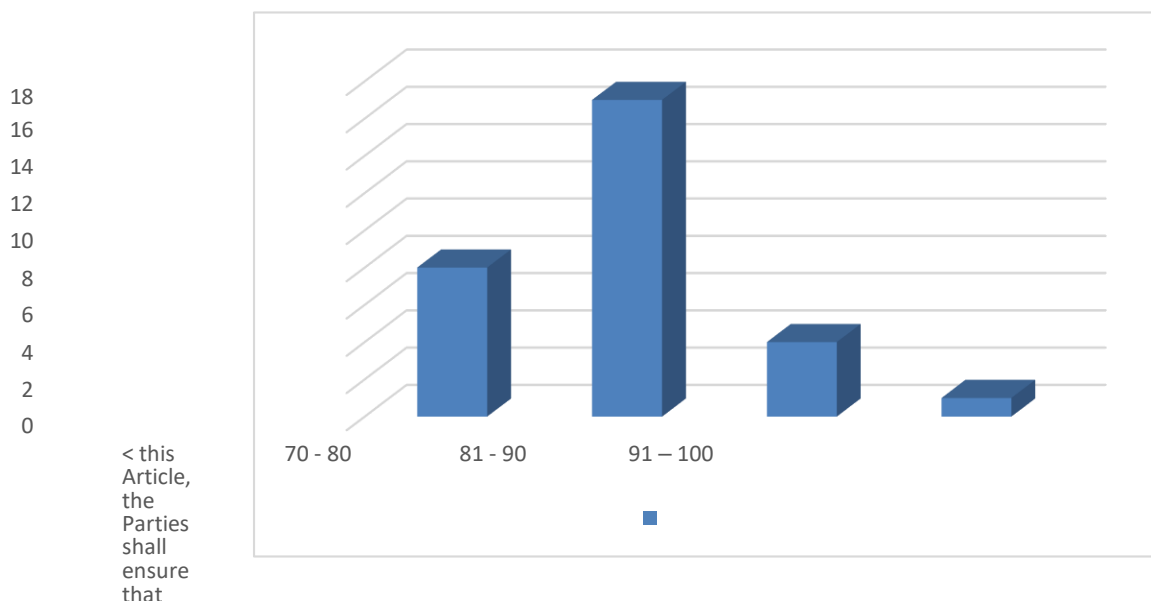
Table 3: Recapitulation of Formative Test Results of Cycle II

<b>Value Interval</b>	<b>Category</b>	<b>Frequen cy</b>	<b>Percentage (%)</b>
<b>91-100</b>	Highly Capable	2	6,6
<b>81-90</b>	Can	8	26,8
<b>70-80</b>	Quite Capable	18	60
<b>&lt;70</b>	Need guidance	2	6,6
	Sum	30	100
<b>Average score</b>		79,67	-
<b>Accomplished students</b>		28	93,3
<b>Incomplete students</b>		2	6,7
<b>Highest score</b>		95	
<b>Lowest value</b>		60	

Based on the table above, the results of improvement in the second cycle of students who are proficient or capable are 28 or 93.3%, from the data, it is known that students received a completeness of > 70 scores of 28 out of 30 students, which was originally 73.33% to 79.67%, there is an increase of 7.17%

Based on the bar diagram above, it can be seen that the results of the first cycle formative test that received a score of < 70 were 8 students or 26.67%, a score of 70-80 was 17 students or 56.67%, a score of 81-90 was 4 students or 13.33%, and a score of 91-100 was 1 student or 3.33%.

Picture 1: Results of Formative Test cycle 1



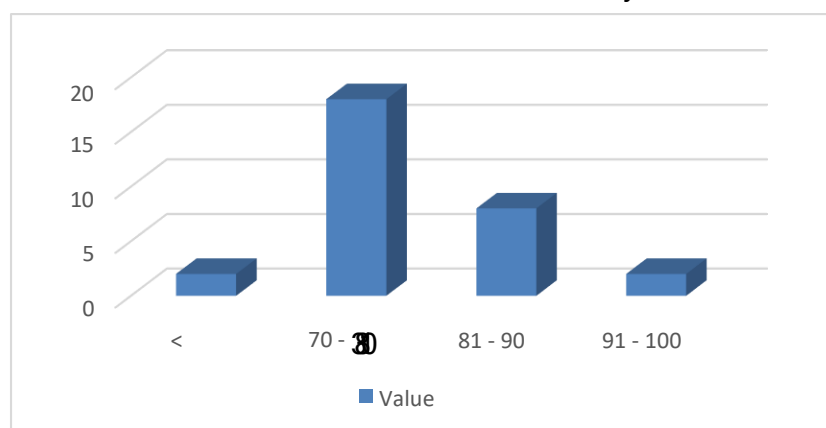
The results of the analysis of the Cycle II formative test show the results of a significant improvement to find out the comparison of the results of learning improvement before and after the improvement of learning cycle II can be seen from the recapitulation of the results of the formative test cycle II as follows:

Table 4: Recapitulation of Formative Test Results of Cycle II

Value Interval	Category	Frequency	Percentage (%)
91-100	Highly Capable	2	6,6
81-90	Can	8	26,8
70-80	Quite Capable	18	60
<70	Need guidance	2	6,6
Sum		30	100
Average score		79,67	-
Accomplished students		28	93,3
Incomplete students		2	6,7
Highest score		95	
Lowest value		60	

Based on the table above, after the researcher made improvements in the second cycle of students who were proficient or able 28 or 93.3%, from the data, it was known that students received a completeness of > 70 scores as many as 28 out of 30 students, which was originally 73.33% to 79.67%, there was an increase of 7.17%. Based on the table above, the bar chart can be presented as follows:

Picture 2: Results of Formative Test Cycle II



Based on the bar diagram above, it can be seen that the results of the second cycle formative test that received a score of < 70 were 2 students or 6.7%, a score of 70-80 was 18 students or 60%, a score of 81-90 was 8 students or 26.8% and a score of 91-100 was 2 students or 6.6%

Most students feel that this method makes learning more enjoyable and easy to understand. In addition, interviews with students show that this method provides an interesting challenge so that students are more motivated to complete the task.

## E. Discussion

The findings of this study show that the application of the Index Card Match method significantly improves the ability of grade II students of SD Negeri Wringinjajar 1 Mranggen Demak in memorizing and understanding the 4 Asmaul Husna and their meanings. In the pre-cycle stage, the average formative test score of students only reached 63 with a learning completion percentage of 46.67% (14 out of 30 students). As many as 53.33% of students are still in the "Need Guidance" category because they obtained a score below 70. After action was taken in the first cycle, there was an increase in completeness to 73.33% (22 students completed), with the average score increasing to 72.5%. The percentage of students who still need guidance dropped to 26.67%. A further increase occurred in cycle II, where learning completeness reached 93.33% (28 out of 30 students) with an average score of 79.67. Only 2 students (6.67%) still need additional assistance. The results of observations and interviews also showed an increase in students' interest and enthusiasm during learning. They feel that this method makes learning more fun, interactive, and easy to understand. Thus, the application of the Index Card Match method is effective in improving student learning outcomes both quantitatively and qualitatively in Asmaul Husna material in elementary schools.

This research which shows a significant increase in students' ability to memorize and understand the 4 Asmaul Husna after the application of the Index Card Match method can be explained through several learning theories. Based on the theory of constructivism, students build their own knowledge through active experience and interaction with the environment (Suparno, 2013). The Index Card Match method, which involves matching cards containing the name and meaning of Asmaul Husna, provides a hands-on learning experience so as to strengthen students' understanding. In addition, the social learning theory from Bandura (1977) explains that students learn through observation and interaction with others. In its implementation, this method encourages collaboration between students, increasing engagement and motivation to learn. This is in line with the results of observations and interviews which stated that students feel more motivated and enthusiastic during learning. Furthermore, the multimodality theory from Kress & van Leeuwen (2001) supports the use of visual media such as index cards in learning, as it helps students in processing information more effectively through various sensory channels. Therefore, the combination of active,

collaborative, and visual approaches in the Index Card Match method is the main factor in the success of improving student learning outcomes in Asmaul Husna's material.

This study shows results that are in line but have novelty compared to the findings of previous research related to the application of the Index Card Match method. As reported by Anisa and Marlina (2019), the Index Card Match method is effective in improving student learning outcomes in thematic learning through collaborative and interactive approaches. The findings of this study also support the results of a study by Setyowati and Widana (2022) who stated that the use of visual media in PAI learning is able to increase students' interest and understanding, especially in Asmaul Husna's material. The similarity lies in the effectiveness of the method in increasing student participation and learning motivation. However, the novelty of this study is the application of Index Card Match specifically to Asmaul Husna's memorization material in grade II of elementary school, which has not been widely researched before. In addition, this study combines quantitative and qualitative analysis more comprehensively to measure the development of students' abilities from pre-cycle to cycle II. The results showed an increase in learning completeness from 46.67% to 93.33%, accompanied by positive responses from students to the pleasure and ease of understanding the material. This shows that the adaptation of the Index Card Match method to Islamic religious content has a significant impact and has the potential to be further developed in the learning of other religious concepts.

The findings of this study have significant implications for the learning practice of Islamic Religious Education (PAI) in elementary schools, especially in the mastery of Asmaul Husna's material. The application of the Index Card Match method has been proven to not only increase learning outcomes quantitatively—with learning completeness increasing from 46.67% to 93.33%—but also increase students' interest, enthusiasm, and participation during the learning process. This shows that active and collaborative learning approaches are very effectively applied to PAI learning at the elementary level. This method helps students understand religious concepts more meaningfully through hands-on experience and social interaction in the classroom. According to Susanto (2015), learning that involves physical and mental activities at the same time will increase the absorption and retention of information. In addition, based on constructivist learning theory, students build their own understanding through active experiences, such as those provided by the Index Card Match method (Suparno, 2013). Thus, PAI teachers in elementary schools can adopt this method as an alternative to innovative and fun learning strategies. Furthermore, the results of this study are in line with the opinion of the Ministry of Education and Culture (2022) on the importance of a contextual and participatory approach in the independent learning curriculum to improve student engagement and learning outcomes. Therefore, this finding recommends the need for training for teachers in the use of active learning methods as an effort to improve the quality of religious education in elementary schools.

## **F. Conclusion**

The results of the study show that the application of the Index Card Match method is able to improve the ability of grade II students of SD Negeri Wringinjajar 1 Mranggen Demak in memorizing and understanding the 4 Asmaul Husna and their meanings. In the pre-cycle, the average formative test score was only 63 with a learning completeness of 46.67% (14 out of 30 students). As many as 53.33% of students are still in the "Need Guidance" category. After the implementation of the action in cycle I, completeness increased to 73.33% with an average score of 72.5%. In cycle II, the completeness reached 93.33% and the average score rose to 79.67, only 2 students still needed assistance. Observations and interviews also show an increase in students' interest and enthusiasm, as learning feels more fun, interactive, and easy to understand. Thus, the Index Card Match method is effective in improving student learning outcomes quantitatively and qualitatively in Asmaul Husna material.

This research has several limitations that need to be considered. First, the research subject was only limited to grade II students of SD Negeri Wringinjajar 1 Mranggen Demak, so the results could not be generalized to the elementary school level at large. Second, the



relatively short duration of the study allows for a short-term influence that is less representative to assess the resilience of students' memorization. In addition, the application of the Index Card Match method requires extra media preparation and classroom management from teachers. As a recommendation, further research is recommended to be conducted at various locations and grade levels to test the effectiveness of this method more broadly. In addition, training is needed for teachers in developing learning media that supports this method so that its implementation is more effective and efficient.

## **Bibliography**

- Anisa, S., & Marlina, N. (2019). Application of the Index Card Match Method in Thematic Learning. *Scientific Journal of Elementary Schools*, 3(2), 145-154. <https://doi.org/10.23887/jisd.v3i2.18123>
- Arikunto, S. (2014). *Classroom Action Research*. Jakarta: Rineka Cipta.
- Ayuningtyas, R., Rimaddhaty, A., & Sulaiman, A. (2023). The Use of Visual Media in Increasing Students' Interest and Learning Outcomes. *Journal of Educational Innovation*, 7(3), 201-212.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks: Sage Publications.
- Hariwirawan, I. (2020). *Learning Psychology: Theory and Its Application in Education*. Jakarta: Bumi Aksara.
- Ministry of Education and Culture; Ministry of Education, Culture, Research, and Technology. (2022). Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Primary Education, and Secondary Education.
- Ministry of Education and Culture. (2022). *Guidelines for the Implementation of the Independent Curriculum*. Jakarta: Ministry of Education and Culture.
- Ministry of National Education. (2003). Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Jakarta.
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner* (3rd ed.). Geelong: Deakin University Press.
- Marlina, N., & Anisa, S. (2019). The Effectiveness of the Index Card Match Method in Improving Student Learning Outcomes. *Journal of Educational Research*, 17(2), 123-132.
- Rimaddhaty, A., & Sulaiman, A. (2023). Factors Affecting Student Learning Outcomes in Mathematics Subjects. *Journal of Education and Socio-Culture*, 5(1), 45-56.
- Setyowati, R., & Widana, I. W. (2022). PAI Learning Innovation in Elementary Schools: A Case Study at SDN Wringinjajar 1 Mranggen. *Journal of Islamic Religious Education*, 10(1), 78-90.
- Sudjana, N. (2011). *Assessment of the Results of the Teaching and Learning Process*. Bandung: Remaja Rosdakarya.
- Suharjono. (2008). *Classroom Action Research: Theory and Practice*. Surabaya: Unesa University Press.
- Suparno, P. (2013). *Constructivist Theory in Physics Learning*. Yogyakarta: Sanata Dharma University Press.
- Susanto, A. (2015). *Theory of Learning and Learning in Teaching*. Jakarta: Prenadamedia Group.

Wiriadmadja, S. (2007). Classroom Action Research Method. Bandung: Alfabeta.