Index Card Match Learning Method to Improve Learning Concentration

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ABSTRACT

This study was motivated by the results of observations of researchers in class XI MA Daarul Ma'arif Pasawahan students in the PAI learning process in class. From the observation, it is known that there are still many students who do not pay attention to the teacher's explanation when delivering material in class. The concentration of students' learning is low, namely 62.5% of 29 people with a minimum completeness criteria of 75. Classical completeness is declared incomplete. This study aims to determine that the application of the index card match learning method can increase the concentration of PAI learning in class XI MA Daarul Ma'arif Pasawahan. This research was conducted in class XI MA Daarul Ma'arif Pasawahan. This research was conducted from February 2023 to May 2023. The subjects of this study were grade XI students with a total of 29 students consisting of 19 female students 10 male students. The form of this assessment is a class action assessment (PTK). The results showed that the application of the index card match method can increase the concentration of PAI learning in class XI students of MA Daarul Ma'arif Pasawahan in 2022/2023. The concentration of student learning before PTK was 66.7 with a category of less and classical completeness was 62.5% with an incomplete category. Learning concentration of cycle I meeting 1 was 75.8 with sufficient category and classical completeness was 87.5% with complete category. Learning concentration of cycle I meeting 2 was 79.2 with sufficient category and classical completeness was 91.7% with complete category. Cycle II learning concentration with meeting 3 was 82.1 with good category and classical completeness was 95.8% with complete category. Learning concentration of cycle II with meeting 4 was 87.9 with good category and classical completeness was 100% with complete category.

Keywords: *Index Card Match, PAI Learning Concentration*

INTRODUCTION

According to Hamalik (2010) that education is a process in order to influence students so that they can adapt themselves as well as possible to their environment and thus will cause changes in themselves that allow them to function educationally in society (Adelantado-Renau, 2019; Adhia, 2019; Afifi, 2019). In the implementation of education, there is certainly a learning process.

The concentration of students' learning in learning at the education level that has occurred so far is still low (Al-Khowarizmi, 2021; Allsop, 2019; Bellis, 2019). Especially in Islamic Religious Education subjects. Therefore, as educators and teachers, teachers must be able to realize what is expected by education, schools and parents.

Islamic Religious Education is an effort to foster and nurture students so that they can always understand the teachings of Islam as a whole (Amir, 2018; Benzing, 2018; Blankenship, 2019). At this time there are many students who have not mastered the material from Islamic Religious Education learning, due to the lack of learning methods used by educators so that students' learning concentration decreases.

By paying attention to these problems, in order to solve the problem, so that the process of teaching and learning activities is successful and in accordance with the objectives of education (Al-Khowarizmi, 2021; Bialystok, 2018; Blankenship, 2019).. The teaching ability of an educator plays a very important role for the success of teaching and learning activities (Ainscow, 2020; Akbari dkk., 2022; Al Ayub Ahmed dkk., 2022). A teacher must know the ability of students to the material being taught. And mastering learning methods in order to achieve a good learning process.

Based on the results of observations of researchers in class XI MA Daarul Ma'arif Pasawahan students in the PAI learning process in class. From the observation, it is known that there are still many students who pay less attention to the teacher's explanation when delivering material in class (- Lie dkk., 2020; Adeleke, 2019; Adhia, 2019). The concentration of students' learning is low, namely 52.5% of 29 people with a minimum completeness criterion of 75. Classical completeness is declared incomplete.

To increase students' PAI learning concentration, an innovative learning method is needed and can create an active and fun learning atmosphere, one of which is the application of the index card match learning method (Akbari dkk., 2022; Akbay & Delibalta, 2020). The index card match learning method or also known as index card matching learning is a quite fun learning method that is used to repeat the material that has been given before.

The index card match learning method or also called index card matching learning is a learning method by means of which students get a piece of card that contains a question and the student looks for another card that contains an answer that matches the question they get (Abidi dkk., 2020; Afandi, 2021; Akyeampong dkk., 2021). This method starts with students looking for pairs of cards that are answers/questions before

the time limit set by the teacher. One of the advantages of this method is that students look for pairs while learning about a concept or topic in a fun atmosphere.

With the learning process using the index card match learning method. So it is expected that MA class XI students at Daarul Ma'arif Pasawahan can increase learning concentration in Islamic Religious Education learning subjects.

LITERATURE REVIEW

Cooperative learning is learning that consciously and deliberately develops fostering interactions between students to avoid irritation and misunderstanding that can lead to hostility.

The index card match learning method or also known as index card matching learning is a learning method by which students get a piece of card that contains a question and the student looks for another card that contains an answer that matches the question they get.

The steps of index card match learning according to Djamarah and Zain (2010) are as follows:

1. The teacher prepares several cards containing several questions, one part of the question card and the other part of the answer card.
2. The teacher shuffles the cards so that they are mixed between questions and answers.
3. The teacher tells each student to take a card that has a question/answer written on it.
4. The teacher tells the students to find a pair of cards that match their cards.
5. The teacher tells the students who have found their pairs to get close to each other and asks them not to mention the material they got to other friends.
6. The teacher asks each pair in turn to read the questions aloud to other friends. Then the questions are answered by the other pairs.
7. The teacher together with the students make a conclusion on the subject matter.

According to the Big Indonesian Dictionary (2016), Concentration is the concentration of attention or mind on something. Meanwhile, the word learning is the verb form of the word "teach". In the Big Indonesian Dictionary (2016), learning has the meaning of trying to gain intelligence or knowledge. Learning concentration is a measurement of memory or seriousness of learning activities or learning processes that measure student understanding.

RESEARCH METHODOLOGY

This research was conducted in class XI MA Daarul Ma'arif Pasawahan (Abdelaliem dkk., 2022; Ahmadipour, 2022; Ainscow, 2020). This research was conducted from February 2023 to May 2023. The subjects of this study were grade XI students with a total of 29 students consisting of 19 female students 10 male students.

This research is a class action research (PTK). Classroom action research is a research that can improve the learning process, which is an observation of learning

activities in the form of an action, which is deliberately raised and occurs in a class simultaneously (Arikunto, 2010).

The research procedure on the implementation of learning by applying the index card match learning method through several stages, namely:

Preparation stage.

In the preparation stage of learning with the application of the index card match method, the researcher prepares several steps, namely:
  a) Determine the research schedule and class hours
  b) Prepare learning tools in the form of syllabus, lesson plans and textbooks.
  c) Prepare teacher and student observation sheets.

Stages of implementation

Table 1. Learning Implementation of Index Card Match Learning Method

No.	Teacher Activities	Learner Activities
1.	Initial activities a. Saying greetings and taking attendance. b. Writing down the learning objectives	a. Prepare yourself to follow the KBM process b. Understand and note the learning objectives
2.	Core activities a. The teacher prepares some cards containing questions and answers. b. The teacher shuffles the cards so that the questions and answers are mixed. c. The teacher tells the students to take a card that has a question or answer on it. d. The teacher tells the students to find a pair of cards that match their cards. e. The teacher tells each student who has found their partner to get close to each other and asks them not to mention the material obtained to other friends. f. The teacher asks each pair in turn to read the problem aloud to other friends. The other pairs then answer the question.	a. Each student takes a card with a question and an answer. b. Each student looks for a pair of cards that match their cards. c. Each student who has found a partner to get close and ask them not to mention the material they get to others. d. Each pair takes turns to read the questions obtained aloud to other friends. Furthermore, the question is answered by another pair
3.	Final activities a. Provide conclusions and discussion results b. Provide evaluation	a. Recording conclusions b. Answering questions given by the teacher during the evaluation.

Observation stage

Observations were made on teacher activities and student learning activities.

Reflection stage

The reflection stage is carried out by examining what has been achieved and has not been achieved, what has been successful and has not been successfully completed with the improvements that have been implemented.

RESULT AND DISCUSSION

In this class action research, researchers implemented the application of the index card match learning method in class XI students. At the beginning of the activity, the teacher greeted and took attendance. The teacher writes the learning objectives. In the core activities the teacher prepares several cards containing questions and answers. The teacher shuffles the cards so that they are mixed between questions and answers. The teacher tells students to take a card that says question or answer. The teacher tells students to look for pairs of cards that match their cards. The teacher tells each student who has found their partner to get close and asks them not to mention the material obtained to other friends. In the closing activity, the teacher provides conclusions and discussion results. Furthermore, the teacher gives an evaluation.

Student learning concentration before PTK can be seen in table 2.

No.	Value Interval	Category	Total
1.	90-100	Very Good	4
2.	80-89	Good	3
3.	70-79	Fair	11
4.	60-69	Less	5
5.	≤59	Very Poor	6
Total			29
Class Average			66.7
Category			Less
Individual Completeness			18 people
Classical Completeness			62.5%
Category			Not complete

Based on table 2, it can be explained that students who obtained scores with a score interval of 90-100 were 4 students. The value interval 80-89 was 3 students. The value interval of 70-79 was 11 students. The value interval 60-69 was 5 people. The value interval ≤59 was 6 people. The class average obtained is 66.7 with the category less. Individual completeness was 15 students out of 29 students. Classical completeness was 62.5% with the category of incomplete. It is said to be complete because it has reached> 85% of students who reach the KKM.

Student learning outcomes in cycle I can be seen in table 3 below:

No.	Value Interval	Category	Meeting I Total	Meeting II Total
1	90-100	Very Good	7	9a
2	80-89	Good	6	9
3	70-79	Fair	11	7

4	60-69	Less	5	4
5	≤59	Very Poor	-	-
Class Average Category Individual Completeness Classical Completeness Category			29 75.8 Enough 24 people 87.5% Completed	29 79.2 Enough 25 people 91.7% Completed

Based on table 3 above, it can be explained that at meeting I students who scored in the 90-100 interval were 7 students. The 80-89 interval was 6 students. The 70-79 interval was 11 students. Interval 60-69 as many as 5 students. At meeting 1 the class average obtained was 75.8 with a sufficient category. Individual completeness was 24 students out of 29 students. Classical completeness was 87.5% with a complete category. It is said to be complete because it has reached> 80% of students who reach the KKM.

In the second meeting, there were 9 students who got scores with 90-100 intervals. 80-89 intervals were 9 students. Interval 70-79 as many as 7 students. The value interval 60-69 was 4 students. At the second meeting the average obtained was 79.2 with a sufficient category. Individual completeness was 25 out of 29 students. Classical completeness was 91.7% with the category of complete.

Reflection on cycle I found several problems, namely:

1. The researcher was still a little difficult in time management because a lot of time was consumed in disciplining students.
2. The learning atmosphere became less orderly because there were still students who were less serious in following this index card match learning.

The plans made by researchers to improve action are:

1. Researchers will be better at giving directions to students so that they can carry out the learning process well and time runs efficiently.
2. Researchers will firmly give warnings to students who are less serious in following the learning process.

The action was continued in cycle II because in cycle I there were still several problems so that learning had not taken place effectively. Student learning concentration in cycle II can be seen in the table below.

Table 4. Observation Results of Student Learning Concentration Cycle II

No.	Value Interval	Category	Meeting I Total	Meeting II Total
1	90-100	Very Good	13	15
2	80-89	Good	7	9
3	70-79	Fair	6	5
4	60-69	Less	3	-
5	≤59	Very Poor	-	-
Class Average Category Individual Completeness			29 82.1 Good	29 87.9 Good

Classical Completeness Category	26 people 95.8% Completed	29 people 100% Completed

Based on table 4 above, it can be explained that in meeting 3 students who obtained scores in the 90-100 interval were 13 students. The value interval 80-89 was 7 students. The value interval of 70-79 was 6 students. The value interval 60-69 was 3 people. At meeting 3 the class average obtained was 82.1 with a good category. Individual completeness was 26 students out of 29 students. Classical completeness was 95.8% with a complete category.

At meeting 4 students who obtained scores in the 90-100 interval were 15 students. The value interval of 80-89 was 9 students. The value interval of 70-79 was 5 students. At meeting 4 the class average obtained was 87.9 with a good category. Individual completeness was 29 students out of 29 students. Classical completeness is 100% with a complete category.

Reflection on this cycle II, the implementation of the learning process with the use of the index card match learning method was in accordance with what had been planned and obtained good results. Researchers had no difficulty in conditioning students and utilizing time efficiently. Learning outcomes or student absorption increased after the implementation of index card match learning. In cycle I, the average student absorption was 77.5 and increased again to 85.0 in cycle II. Researchers did not continue in the next cycle because the problems that occurred in the previous cycle had been resolved. Likewise, the concentration of student learning has increased.

Student learning concentration before PTK obtained a class average of only 66.7 with a poor category. Individual completeness was only 18 students out of 29 students. Classical completeness was 62.5%. In cycle I meeting 1, students' learning concentration increased by obtaining a class average of 75.8 with a sufficient category. Individual completeness was 24 students out of 29 students. The classical completeness was 87.5% with the complete category. In cycle I meeting 2, students' learning concentration increased by obtaining a class average of 79.2 with a sufficient category. Individual completeness was 25 students out of 29 students. The classical completeness was 91.7% with the category complete.

In cycle II meeting 3, students' learning concentration increased by obtaining a class average of 82.1 in the good category. Individual completeness was 26 students out of 29 students. The classical completeness was 95.8% with the category complete. In cycle II meeting 4, students' learning concentration increased by obtaining a class average of 87.9 in the good category. Individual completeness was 29 students out of 29 students. Classical completeness is 100% with the category complete.

The class average in cycle I was 77.5 and in cycle II was 85.0. This shows that the application of the index card match learning method can increase the concentration of PAI learning of class XI MA Daarul Ma'arif students.

The application of this index card match learning method begins with students looking for pairs of cards that are answers/questions before the time limit set by the teacher. Students look for pairs while learning about a concept or topic in a fun atmosphere. This pleasant learning condition can make it easier for students to understand the subject matter so that it has an impact on increasing student learning concentration.

CONCLUSION

Based on the research that has been carried out in cycles I and II, it can be concluded that:

The application of the index card match learning method can increase the concentration of PAI learning in class XI MA Daarul Ma'arif Pasawahan students in the 2022/2023 academic year.

The learning concentration before PTK was 66.7 with individual completeness of 15 people and classical completeness was 62.5%. The learning concentration of cycle I meeting 1 was 75.8 with individual completeness of 21 people and classical completeness was 87.5%. The learning outcome of cycle I meeting 2 was 79.2 with 22 individual completions and the classical completeness was 91.7%. The learning outcome of cycle II meeting 3 was 82.1 with 23 individual completions and the classical completeness was 95.8%. The learning concentration of cycle II meeting 4 was 87.9 with individual completeness of 24 people and classical completeness was 100%.

Based on the research conducted, the author suggested:

1. For teachers, especially PAI teachers, so that the index card match learning method can be used as an alternative learning method to increase students' PAI learning concentration.
2. For further researchers to be able to combine the learning method of index card match by using learning media so that the learning process is more enjoyable and can increase students' learning concentration.

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