

Cooperative learning *index card match* model to improve the result of Qur'an Hadith learning

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Abstract

Learning result of al-Qur'an Hadith was low, the percentage only reach 25%. The researcher choose the cooperative learning index card match model as one solution. The purpose of this research is to know learning result of al-Qur'an Hadith, especially to understand the contents of the womb QS. Al-Qari'ah and al-Zalzalah which contains the law of nature phenomenon at the students in class IX A of MTs Negeri Kedu. This research was done by two cycles, each cycle contains of three meeting. At the first cycle used cooperative learning index card match model but the students were not divided in groups, consequently the students felt interest but learning result was not maximally reached. After reflecting result at the first cycle, therefore cooperative learning index card match model was applied at the second cycle by dividing two groups and each group consist 14 students with the same subject. The source of data taken from result of observation teacher's and students', interview with students, and the test result (pretest and posttest). The results of this research indicates that learning result improvement was that the average of range reaches 11. 79 from 66.07 at the first cycle to 77. 86 at the second cycle. Otherwise, the increasing of the goal result is 33% from 46% at the first cycle to 79% in the second cycle.

Keywords: Learning result, cooperative learning, index card match model

Abstrak

Hasil belajar al-Qur'an Hadis rendah, yaitu persentase ketuntasannya hanya mencapai 25%. Peneliti memilih model pembelajaran kooperatif tipe index card match sebagai salah satu solusinya. Tujuan penelitian ini adalah untuk mengetahui peningkatan hasil belajar al-Qur'an Hadis materi memahami isi kandungan QS. Al-Qari'ah dan al-Zalzalalah tentang hukum fenomena alam pada siswa kelas IX a MTs Negeri Kedu. Penelitian ini dilaksanakan dalam dua siklus dan masing-masing siklus terdiri atas tiga pertemuan. Siklus 1 menggunakan model pembelajaran kooperatif tipe index card match dimana siswa belum dibagi dalam kelompok, ternyata siswa sudah merasa tertarik namun hasil belum maksimal. Setelah hasil refleksi di siklus 1, maka model pembelajaran index card match di siklus 2 dikemas dalam dua kelompok yang setiap kelompoknya terdiri dari 14 siswa dengan materi yang sama. Sumber data berasal dari hasil observasi guru dan siswa, wawancara dengan siswa, serta hasil tes (pre tes maupun pos tes). Hasil penelitian ini menunjukkan peningkatan hasil belajar siswa berupa rata-rata kelas siswa sebesar 11,79 dari 66,07 pada siklus 1 menjadi 77,86 pada siklus 2. Selain itu juga terjadi peningkatan hasil ketuntasan belajar siswa sebesar 33% dari 46% pada siklus 1 menjadi 79% pada siklus 2.

Kata kunci: *hasil belajar, pembelajaran kooperatif, model index card match*

Introduction

Al-Qur'an and Hadith teaching are the main elements on Islamic Education Teaching, now on is PAI at *Madrasah Tsanawiyah* (same level as Junior High School) as these two things are the main teachings and the most authentic parts of Islam. It is believed that Moslem should perform things on these two main law sources of Islam in their daily lives.

Qur'an and Hadith given in MTs are the continuation from the same subjects given at MI (Islamic Elementary School) and the next

stage at MA (in the level of Senior High School). The focus are in increasing ability to recite the Qur'an and Hadith, understanding short *surahs*, translating *mufrodat* (vocabularies) and entitled them all to everyday live. So the purpose of these subjects are to 1) increasing the students' fond of the al- Qur'an and Hadith; 2) equipping students with the postulates found in the al- Qur'an and Hadith as the basic law in dealing and facing lives; 3) elevating students in dignity in worships by applying the correct *tajwid* and understanding the content of every surah/verse read (Tim Penyusun Modul PLPG, 2011: 180).

There are seven stages in learning al- Qur'an and Hadith, namely writing, reading, defining vocabularies, translating, memorizing, understanding the content of every surah or hadith read and finally applying all the theories in daily lives. Those purposes are covered into the following scopes: 1) reading and writing are the implementation of *tajwid*; 2) translating (*tafseer*) is the representation of understanding, interpreting of ayah and hadith which enhance of intellectuality; and 3) applying the content of ayah and hadith are the part of daily life real experiences. (Tim Penyusun Modul PLPG, 2011: 180).

The result of pre observation on al- Qur'an and Hadith of IX a MTs Negeri Kedu shows that the achievement is still low. There were only 25% of the students passed the passing grade (KKM). This indicates the low mastery on al- Qur'an and Hadith.

There are several factors causing these: 1) external cultures penetrated in students souls caused by improper usage of information technologies which make the students reluctant to study; and 2) previous

student's background. Quick observation indicates that the students from public elementary school (SD) has lower ability on vocabularies than those from MI; 3) teaching methods. Classic lecturing method of teaching with inexistence of teaching media results on unmotivated students in learning in the class leading on the less attentions to the subject.

In the instruction with lecturing method, teachers are still at the huge control over students resulted in the few chance given for students to get involved in the class and to show their abilities. Students tend to be passive which means the subjects might be less understood. If this happens over and over again, it will cost the learning results. Teaching method which only focuses on single teacher in a class accompanied by a textbook will result on bored, less active and creative, less interested in and un-concentrated students who of course will not pay attention to the subject. By this, passing grade will be not achieved.

Therefore, in order to improve students mastery on al- Qur'an and Hadith neglecting external factors and students previous background, teachers need to develop exact, interesting, challenging and fun teaching method, so that students' concentration, activities and attentions will increase and finally impact on the teaching results. Here are some problems successfully identified in this research: 1) student attention is still low in class; 2) less information on the subject; 3) teacher dominates the class; 4) students achievement is still under passing grade.

Teaching on the content of surah al-Qari'ah dan al-Zalzalah will not be possible without the mastering of the *mufradat* building up the

surahs. Mastering the vocabularies or *mufradat* can be used as the starting point student's ability on translating verses, digging up the meaning of the surahs then applying them in the daily life. Index card match teaching method is expected to ease students understanding the vocabularies, translating the verse so that the students can understand the content of the surah. This method gives students chances to some activities and participate actively.

The only problem statement in this research is "Can the implementation of index card match improve the students achievements in understanding the content of Q.S. al-Qori'ah and al-Zalzalah about teh law of natural phenomena in Qur'an Hadith subject at IX A class of MTs Negeri Kedu 2015/2016 academic year?" Looking at the background before, the objective of this research is to improve the students' achievements on Qur'an Hadith subject in understanding the content of surah al-Qari'ah dan al-Zalzalah at IX A students of A MTs Negeri Kedu 2015/2016 academic year.

Theoretical Review and Action Hypothesis

Learning Outcome

Sudjana (1989) mentions that learning outcomes are students' abilities after learning experiences. Horward Kingsley in Sudjana (1989) divides five types of learning outcomes: verbal information, intellectual skills, cognitive strategies, attitudes and motoric skills. Basically speaking, there are three domains of learning outcomes (Benyamin Bloom in Sudjana, 1989), namely: 1) cognitive which is dealing with intellectual learning outcomes consisting of knowledge, memory, understanding,

application, analysis, synthesis and evaluation; 2) affective which is dealing with attitude covering Acceptance, answer or reaction, judgment, organization, and internalization; 3) psychomotor is the domain for skills and acting abilities. It covers reflex movement, basic movement skills, perceptual ability, harmony or precision of movement, complex skills, and expressive and interpretive movements.

Golu (2003) argues that learning outcomes in terms of cognitive, affective and psychomotor could not be separated one another. Those are simply interpenetrated one each other. We could not see someone is developing his intellectuality without attached attitude seeing facts as learning resources. To the contrary, it is impossible to have someone to follow one rule if he does not understand what is that rule for. Skills will not be developed well if it is not supported by attitudes, willingness, and knowledge. Human being is unique in which spiritual aspect, mental intellectual and physical are in one unity.

This means students' learning achievement is the results of learning process and experiences of the students measured by gained score also the reflection of mastery level and material understanding in the quantitative way. However, it is still only cognitive becoming the attention of the teacher in the teaching and learning process.

The term evaluation can be defined as a process of information gathering to know class achievements. Teachers can use this result to push their performance to teach better and to motivate students to perform better. (Harun Rasyid, 2008: 3). This means that evaluation can be used by students and teachers as a means to improve teaching and

learning process quality. According to Tesmer in Harun Rasyid and Mansyur (2008: 4) "*formative evaluation is a judgment of the strengths and weakness of instruction in its developing stages, for purpose of revising the instruction to improve its effectiveness and appeal*". Tesmer claims that formative evaluation tends to focus on how deep students understands the materials discuss in the class. In the other hands, summative test held in the end of every subject in the form of final semester test.

Index Card Match Learning Model

Index card match is learning model in which students are required to match some cards given by the teachers. Teacher usually provides some pieces of cards consisting of questions and the answers. Then students are asked to find partners. According to Melvin L. Silberman (2013: 250) *index card match* is an active way to reviewing materials such a way that students may have questions to his partners. Hisyam Zaini, et.al. (2008: 67) argues *index card match* is fun strategies to repeat the previous materials. New material is actually possible taught using this strategy with the note that students should study the topic first so they have things on their mind when entering the class.

Index card match aims at training students to be more careful in understanding the material (Ismail SM, 2011: 82). This strategy also make students more active in the teaching and learning process, train them to have fast and critical thinking in learning certain concept or topic

though answer cards or question cards. That is why, this strategy is capable of improving student activities and achievements.

There are some advantages teaching using this strategy: 1) it creates joy during the learning process; 2) the material becomes more interesting; 3) it makes active and fun learning process; 4) it improves students passing grade; 5) evaluation is done by teacher and collaborator as well as the students. However, this strategy also has some drawbacks: 1) it consumes more time in finishing the task and achievement; 2) teacher needs more time; 3) it requires more time in preparation; 4) it requires teachers to have democratic attitudes and sufficient skills in class management; 5) it demands specific students characteristics or willingness to work together in a group to solve the problems; 6) the class is noisy so it disturbs other classes (sekolahdasar.net/2013/10/metode-pembelajaran-index-card-match.html).

Here are the steps on setting up the teaching learning process using *index card match*: 1) make some pieces of papers with the same number of the students in the class. Divide the papers into two groups; 2) write questions on the material presented before on the paper. One piece of paper is for one question; 3) on the other pieces of paper, write down the answers; 4) mix the pieces so that the questions and the answers mixed thoroughly; 5) give one student one piece of the paper; 6) give time to every student to find partner. Once they find the partner, ask them to sit in close distant. Ask them not to share any information they have with their partner; 7) after finding the partner and sitting closely, ask them to read out the question to other friends. The question should be

answered by other pairs. The group with correct answer will be granted additional point; 8) end this process by making clarification and conclusion (Tim Penyusun Modul PLPG, 2011: 36).

There are several previous related studies regarding this research. One of them is action research by Naimah (2010) entitled: “*Peningkatan Prestasi Belajar al-Qur’an Hadis dengan Menerapkan Metode Index Card Match di Kelas V MI Al-Huda Ngendrokilo Kecamatan Kaliangkrik Kabupaten Magelang Tahun Pelajaran 2009/2010*”. The results is: “The usage of *Index Card Match Method* can increase students attentions, students activities in teaching and learning process and learning achievemets in al-Qur’an Hadith subject.” (Naimah, 2011: 74).

Research Framework

Problem dealing with teaching and learning in the class is obvious. It may come from teacher and/ or students. Sometimes, students are sleepy, bored, and less attentive in class because the teacher is using the monotonous teaching method resulting in not able to reach the passing grade (KKM). This research employs index card match teaching model. It is a specific model allowing the students to be more active active and motivated so they will have increased learning outcome.

After giving treatment using index card match, it is expected that the teaching learning process and outcomes on al-Qur’an Hadith in the content of QS. al-Qari’ah dan al-Zalzalah about natural phenomena of IZ A class MTs Negeri Kedu increase.

Research Methodology

This research is classroom action research. It will be done in two cycles with three meetings for each cycle. Every meeting is 2x40 minutes. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is students of IX A class MTs Negeri Kedu, odd semester, 2015/2016 academic year. IX A class consists of 28 students: 15 females and 13 males. This research was done in September until November 2015.

Test and non-test are the technique of collecting the data. Test was used to know the students improvement on teaching and learning process. Observation and interview as non-test techniques of collecting the data are done to complete the drawbacks found in the test that is the observations on teacher and students in the process of teaching and learning which is usually done by collaborator. The research instruments are test items, teacher's observation sheets, students' observation sheets and interview lists. Data showing the learning outputs are in the form of score (quantitative) will be validated using test, meanwhile data of activities and teaching learning process from the observation (qualitative) are validated through data triangulation. Data triangulation is data checking from various data sources in a variety of times (Sugiyono, 2007: 372). The data are analyzed using comparative descriptive qualitative, meaning the average score of students before and after the treatment. This research is called successful if there are 75% of the students reach the passing grade; that is 75.

Research Findings and Discussions

Previous description of the subject

Before the treatment, students score from daily test on *mad shilah* law when reciting QS. al-Qari'ah and al-Zalzalah indicates low achievement. They were taught by lecturing method. This can be seen from Table 1 and Table 2 below:

Table 1. Students' Score before Treatment

No	Description	Score
1	Lowest Score	10
2	Highest Score	90
3	Average Score	54.30
4	Range of Score	80

Table 2. Interval Score of the Daily Test before the Treatment

No	Description	Number of Students
1	10 – 50	11
2	51 – 75	14
3	76 – 100	3
	Total	28

Looking at the result of students daily test on Table 1 and 2 also Figure 1, it is necessary to find another method in teaching and learning activities at which students may get new atmosphere supporting the learning the content of al-Qur'an Hadith (al-Qari'ah and al-Zalzalah) about the law of natural phenomena.

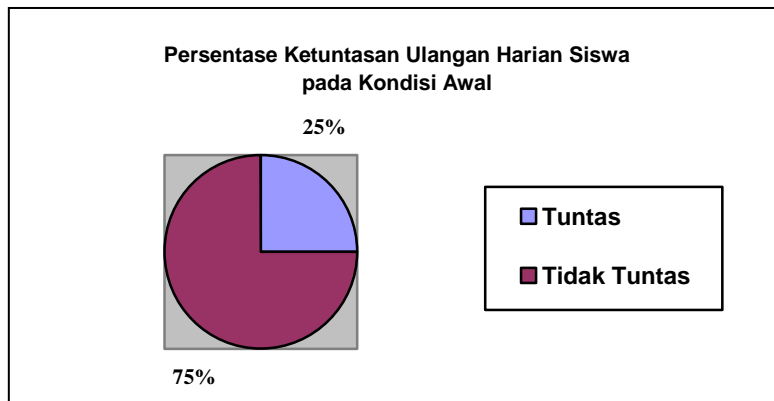


Figure 1. The percentage of Students Passing Grade before the Treatment

Cycle 1

On cycle 1, the planning is done through several steps: 1) making the lesson plan contain purpose and teaching learning scenario also the media will be used; 2) dividing the material into three meetings: *first meeting* is for al-Qariah verse 1 – 4, *second meeting* is for 5 – 7 Qs. Al-Qori'ah, and *third meeting* is for verse 8 – 11 Qs. Al-Qori'ah; 3) preparing two types of cards for games: green cards are for questions and yellow cards are for the answers; 4) making observation instruments for teacher and students; 5) creating test items and the evaluation criteria. The detail of the first cycle is as follow:

Introduction

It was started by teacher greet the students then checked the attendance list. The next was apperception by delivering question: "*Membahas tentang apakah surat al-Qari'ah itu?*" (*What is the content of al-Qari'ah?*). Teacher then motivated students by giving global explanation

on the surah. Teacher also mentioned the purpose of the material then gave a pretest.

Core Activities

This activities are exploration, elaboration and confirmation. In exploration were asked to read about the material then explained it to the teacher regarding the law and natural phenomena. It was followed by the recital or *murattal* QS. al-Qari'ah. Teacher then read aloud QS. al-Qari'ah and the students repeated after the teacher. Teacher asked some students to read the surah correctly and fluently. Lastly, the teacher explained every important *mufrodat* QS. al-Qari'ah.

Elaboration. This was done by giving a game using the index card match. The class is divided into groups. Teacher prepared two types of cards: green for questions and yellow for the answers. The questions and answers were about *mufrodat* of QS. al-Qari'ah. All the cards were shacked so that they were mixed properly. The teacher gave one student one card. He then explained that there were possible for one student to get the question card while yellow for the others. Teacher asked students to find the pair; they had to sit together. In every pair, students could share the cards but not with others. After all of the students were ready, teacher requested every pair alternately read the question out loud. The pair answered the question. This activity was for all pairs/ groups. The next activity is confirmation. Teacher repeated the material and together with students the class repeat the *mufrodat* in QS. al-Qari'ah. Teacher then helped the students to translate the surah.

Closing Activities

In this section, teacher together with the students concluded the material on natural phenomena law found in QS. al-Qari'ah. Teacher then set posttest, informed the next materials and asked students to study at home. He then closed the class by greeting the students.

Accompanied by collaborator, author observed and noted all happening during the teaching and learning process, including class situations and students achievements. Collaborator observed all of the activities of the class since the beginning until the end. The collaborator noted students and teacher activities to see whether the class run well as the plan set before. He also gave suggestions for better future cycle, if there was still drawbacks. Before correction lesson is given, teacher will give pretest in the first meeting in which the result will be used as the comparison of the students' achievement.

As facilitator, teacher provided guidelines in playing the game so that all of the students were involved actively in the activities. At the third meeting, he gave students a post test to see whether or not there was an improvement on the score. Reflection was together done by teacher and collaborator to analyze qualitative and quantitative data gathered, to see how far the change or improvement was performed by students, also to see the change in the class situation. They also tried to figure out whether the class run as the plan. The results of this process will be used to plan the next scenario for the next cycles until the indicator set is achieved. All the drawbacks found by the collaborator in cycle one was informed well to the researcher.

As mentioned before that all of the results of the discussion will be used to set the next cycle. Based on the observation in the cycle 1, students are already active in following the teaching and learning process. Yet, they are still shy when answering questions and there is no student delivering questions to teacher regarding the material. That is why teacher should be able to motivate students to be brave in answering questions. Observation claims that on the first meeting and second meeting, students tended to be inaccurate in playing the game so they missed to match the correct *mufradat* and the meaning. On the third meeting, the task of recitation the Qur'an was only for few number of students. In other hand, all of the positive things discover during the observation will be used for planning the next cycle.

Cycle 2

Planning and action in this cycle are designed in similar way as the first cycle. The difference are on 1) there were only 2 groups in the class consisting of 14 students each. Each group will have the same mufrodats. This aims at students greater understanding on the vocabularies gained from confirmation process; 2) the cards were blue for questions and orange for the answers; 3) in this cycle, QS. al-Zalzalah was divided into verse 1-3 for the first meeting, verse 4 – 6 for the second and verse 7 – 8 for the third meeting. Cycle two was started by pretest for the first meeting and ended by the post test to see whether there was improvement or not.

Again, collaborator would focus on observation from the very

beginning of the teaching learning process until the end. Anything happen possible for improvement was noted for evaluation. The observation focus was on the teacher, students and their activeness during the teaching learning process. To be underlined in this observation were the student's activeness and teacher's attitude changes in delivering the material. At the game, student's activeness was also counted. Data, again, were gathered by test to see the students' achievement. Reflection was also done together with the collaborator after analyzing the data from the test an observation. By this the improvement of the cycle could be drawn.

Discussion

The comparison of the pretest posttest in the cycles mentioned above reveals some improvement on the student's achievements. For more detail is the following table:

Table 3. Students Average Score from Cycle 1 and Cycle 2

Test Type	Average		Improvement
	Cycle 1	Cycle 2	
Pre Test	46.79	53.21	7.42
Post Test	66.07	77.86	11.79

Table 3 shows that there are significant improvements on the result of the pretest compared to post test. The average score of pretest is 46.79 while posttest is on 53.21. After cycle 1 is over, there was no single students pass the KKM. Yet, posttest states differently. At the pretest, the lowest score was 20 and the highest score was 70. Posttest, in fact, reflect that the lowest score was 40 and the highest score was 80. It was

improvement from 0% to 46% of passing grade completion. The figure is as the following:



Figure 2. The Percentage of Students Completion after Cycle 1

The figure above describes that there is significant improvement on the students score from 53.21 at the pretest into 77.86. Cycle 2 shows that it was only 5 students (18%) passed the KKM, meanwhile at the post test it was 22 students (79%). Pretest of the cycle 2 points at 30 as the lowest score while 80 is the highest. On the other hand, posttest has 40 as the lowest score and 100 as the highest score. Further, there are 4 students who earned 10 in the post test cycle 2. This findings are actually from the positive feedback gathered from the first cycle reflection. The percentage of students' completeness can be seen in the figure 3.

The improvement of students' achievement can be seen from the comparison of the average score from cycle 1 to cycle 2. First cycle pretest average is 46.79 and 53.21 for cycle 2. At the post test, it is from 66.07 into 77.86. There is also improvement on the number of students

completing KKM from 46% at the cycle 1 become 79% at the second cycle, see figure 4.

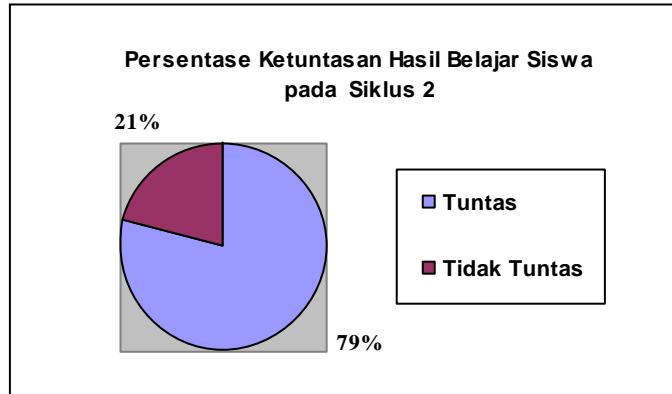


Figure 3. The Percentage of Students Completing the KKM in the Cycle 2

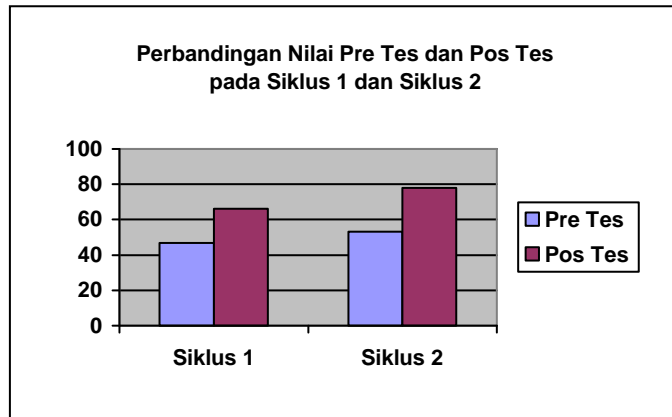


Figure 4. Pretest – Posttest comparison from Cycle 1 and Cycle 2

Based on the observation and data gathered by the researcher and observer, it can be concluded that the implementation of index card match method to teach al-Qur'an Hadith in the subject of Qs. al-Qari'ah dan Qs. al-Zalzalah about the law of natural phenomena of IX A MTs

Negeri Kedu “can improve students’ achievements”. it is because of the fact that index card match is active and fun way to review the material, to let students dig more on the subject matter understanding by finding partner, asking questions, giving answers so they feel various learning experiences.

Those learning experiences students feel shape their capabilities on certain ways: 1) cognitive, students are maximally understand the material taught through knowledge, memory, understanding, application, analytical, synthetic and evaluation; 2) affective, students could ask their friends and are ready to provide answers for the questions delivered; 3) psychomotor is seen from the students initiative to solve the problems and to cooperate with their friends. So, students’ achievement is the result of learning process and learning experiences measured by score that quantitatively reflect the students’ mastery and understanding of certain material.

Conclusion

The implementation of index card match here somehow train students to be more careful in understanding the subject matter in active and fun way because of some reasons: 1) it creates joyful learning atmosphere; 2) it draws more attentions from the students; 3) it creates active and fun learning; dan 4) it improves students achievements. It is then proved that the use of index card match to teach al-Qur’an Hadith on the subject of understanding the content of Qs. al-Qari’ah and Qs. al-Zalzalah about the law of natural phenomena improves students’ achievements of IX A class

MTs Negeri Kedu. However, there are still some weakness the researcher could find: 1) it takes long time to set; 2) time allotted; 3) many preparations; 4) teacher should be more democratic and possess sufficient skills; 5) there is the demand to cooperate to solve the problems; and 6) the class becomes so noisy.

The conclusion is that this method can be used as alternative method to teach al-Qur'an Hadith. However, in using index card match teacher should plan, socialize, and manage time well. Actually, there are still may other learning models that can be used to increase the students score in certain subject by giving fun and attractive methods. Students can be active in the class so the teacher will not be dominant in the class, so he only plays as a facilitator.

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