

## APPLICATION OF ACTIVE LEARNING MODEL TYPE INDEX CARD MATCH TOWARDS THE ABILITY OF UNDERSTANDING CONCEPTS ON THE TOPIC OF THE PRESENCE OF ISLAM IN REALIZING THE EARTH OF THE ARCHIPELAGO

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*This study aims to determine the application of the active learning model of tip index card match to the ability to understand concepts on the subject of the presence of islam to reconcile the earth of the archipelago in grade IX of SMP Negeri 1 Rantau Prat. The population in this study is Grade IX students of SMP N 1 Rantauprapat. The determination of the number of samples used the arikunto formula with a total of 110 people and descriptive and inferential statistical analysis. The data collected in the form of pre-test scores and post-test scores were then compared. Compare the two scores by asking whether there is a difference between the scores obtained. between the pre-test score and the post-test score. The submission of the difference in scores is only done on the average of the two scores, and for that purpose a technique called t-test is used. The highest score was 67.5. and the lowest 50. If the test score of the Learning Outcomes of the Islamic Presence of Reconciling the Earth of the Archipelago with the Lighting material is grouped into four categories, then the frequency and percentage distribution is obtained, namely there are 20 students who have not completed and 9 students who have completed. The percentage of completeness of the student learning outcome test is still considered insufficient to achieve the performance indicators of this study, namely if a score of 70 (KKM) is obtained from the ideal score of 100. In cycle II, there was a significant increase. Judging from the average score of 29 students, which is 70.88 from the expected ideal score of 100. The highest score was 87.5 and the lowest was 50.5. The percentage is 1 student in the Low category, 2.1% in the Medium category 10.5%, in the High category 16, 8% in the Very High category 70.6%.*

**Key words:** ICM Learning Model, Concept Comprehension Ability, Subject Matter, Islamic Presence, Bumi Nusantara.

## **INTRODUCTION**

Education is an effort to draw something in humans as an effort to provide a programmed learning experience in the form of formal, non-formal, and informal education in schools, and outside of school, which lasts a lifetime which aims to optimize individual abilities so that in the future they can play a role in life appropriately. Learning is a process of interaction between students, between students and educators and learning resources in a learning environment. According to government regulation No. 19 of 2005 concerning National Education Standards, article 19 paragraph 1 states "The learning process in educational units is carried out interactively, inspiring, pleasantly, challengingly, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students". Therefore, everything involved in the learning process directly determines the final result of the learning itself. Active learning is a learning process where students get the opportunity to do more learning activities, in the form of interactive relationships with learning materials so that they are encouraged to conclude understanding rather than just receiving the lessons given. In this way, students actively use their thinking to find the main idea of the lesson material and solve

problems and even apply what they have just learned to a problem that exists in real life.

The principle of active learning is that students must be agile, fun, enthusiastic and passionate. They must function their thinking, examine ideas, find solutions to solve problems and apply what is learned. So, student activeness in learning is more dominant. In addition, the active learning process affects several things. First, the interaction that arises during the learning process creates a positive dependency where the consolidation of knowledge learned can only be obtained together through active exploration in learning. Second, each individual must be actively involved in the learning process and the teacher must get an assessment for each student so that there is individual accountability. Third, in order for this active learning process to run effectively, high cooperation is needed so that it fosters social skills among students, that after 10 minutes of passively listening to the material, students will tend to lose listening to the lessons given by the teacher. This will make learning even more ineffective if learning continues without efforts to improve it. By using active learning methods, this can be avoided. Transferring roles to students to actively learn can reduce boredom in learning mathematics, one of the results of learning mathematics is understanding, namely understanding concepts.

I. Student conceptual understanding is one aspect that students

must have in learning. Students must learn with understanding and actively build new knowledge from previous experiences and knowledge. The concept itself is a value that is inherent and exists in an object or material. In addition, the concept can also be interpreted as the most basic subject that can be learned. The existence of a concept will be useful for drawing conclusions, classifying objects, expanding knowledge, and communicating. In addition, the concept is also one of the direct objects of knowledge, besides facts, principles, and procedures or skills. A concept is a category used to group similar events, objects, things, ideas, and so on. A concept is an abstract idea, by grouping objects or events and determining whether an object or event is an example or not an example. The concept only helps to organize various information into similar parts. A concept is a symbol of thinking obtained from the results of making interpretations of facts or realities, and the relationships between various facts. Based on the results of observations conducted on September 17, 2023, students of class IX of SMP Negeri 1 Rantauprapat, obtained several problems experienced by students, one of which was the aspect of knowledge and understanding of concepts.

## **RESULT AND DISCUSSION**

### **1. *Index Card Match***

Index Card Match strategy is a fun, interesting, democratic, and challenging strategy because it is in accordance with the characteristics of students and can increase physical activity, mental activity, and emotional activity of students. The active learning strategy of the Index Card Match type is used to review the material that has been learned by students, and aims to keep learning attached to students' minds. The active learning strategy of index card match can be interpreted as a general pattern of a series of activities that must be carried out to achieve learning objectives so as to increase student activity and learning outcomes. The Index Card Match Learning Method is a surefire effort to keep learning attached to the mind, namely by allocating time to review the lessons that have been learned. Lessons that have been learned by students tend to stick five times more in the brain than lessons that are not reviewed. This is because repetition allows students to think again about the information and get ideas to store in their minds. The index card match learning model is a learning strategy that requires students to work together and can increase students' sense of responsibility for what is learned in a fun way. Students work together and help each other to solve questions and throw questions to other pairs. This collaborative learning activity can help spur active learning and the ability to teach through small group collaboration activities that allow for understanding and mastery of the material. Thus, the active

learning model of the index card match type is an active learning method to review lesson materials using the technique of finding pairs of index cards that are answers or questions while learning about a concept or topic in a fun atmosphere.

## **Active Learning**

Active learning process is very much needed by students. When students tend to be passive or only receive material from the teacher, students quickly forget what material has been delivered. Therefore, teachers are required to be able to apply active learning so that students are active in the learning process so that they can improve learning outcomes. Active learning is a learning approach that involves more student activities in accessing various information and knowledge to be discussed and studied in the learning process in the classroom, so that students gain various experiences that can improve their understanding and competence.

## **Kognitif Konsep**

- a. Student conceptual understanding is one aspect that students must have in learning. Students must learn with understanding and actively build new knowledge from previous experiences and

knowledge. The concept itself is a value that is inherent and exists in an object or material. In addition, the concept can also be interpreted as the most basic subject that can be learned. The existence of a concept will be useful for drawing conclusions, classifying objects, expanding knowledge, and communicating. The concept is also one of the direct objects of knowledge, besides facts, principles, and procedures or skills. A concept is a category used to group similar events, objects, things, ideas, and so on. A concept is an abstract idea, by grouping objects or events and determining whether an object or event is an example or not an example. The concept helps to organize various information into similar parts. In addition, the concept is a symbol of thinking obtained from the results of making interpretations of facts or realities, and the relationships between various facts.

### **Indicator**

The indicators of conceptual understanding are as follows: (1) Restating a concept, (2) classifying objects according to certain properties that are in accordance with the concept, (3) providing examples and non-examples of the concept, (4) providing the concept in various forms of mathematical representation, (5) developing necessary and sufficient conditions for a concept, (6) using, utilizing and selecting certain procedures or operations, (7) applying concepts or problem-solving algorithms.

Islamic Religious Education is a subject developed from the basic teachings contained in the Islamic Religion. These teachings are found in the Qur'an and hadith and through the process of ijtihad, scholars have developed Islamic Religious Education at a detailed level. So, Islamic Religious Education is an effort directed at forming a child's personality in accordance with the teachings of Islam. The definition of Islamic Religious Education is guidance directed at increasing the belief, understanding, appreciation, and experience of Islamic teachings from students, which in addition to forming piety or personal quality also forms social piety. In other words, the quality and personal piety are expected to be able to radiate out in daily relationships with other humans (in society), both those of the same religion (fellow Muslims) or those of different religions (relationships with non-Muslims), as well as in the nation and state, so that national unity can be realized. Definition of Islamic Religious Education. Islamic Religious Education is an effort to draw and nurture students so that they can always understand the teachings of Islam as a whole.

## **METHOD**

The type of research used in this study is experimental research. Experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions". The research design used in this study is



Experimental Designs One-Group Pre-test, Post-test Design. In this design there is a pretest, before treatment is given. Determination of sampling, sampling using Purposive, Clustered Sampling, or commonly called sampling with a specific purpose by forming several clusters from the results of selecting several students who are part of the population, The purpose of sampling in class IX, because the power problem is in class IX, So the purpose of this sample is for class IX, then Clustered is used because this school only consists of 1 class. Validity shows the degree of accuracy between the data that actually occurs in the object with the data collected by the researcher to find the validity of an item, we correlate the item score with the total of the items. If the coefficient between the item and the total item is the same or above 0.3 then the item is declared valid, but if the correlation value is below 0.3 then the item is declared invalid.

To find the coefficient value, the researcher uses the formula Pearson product moment as follows:

$$r = \frac{n(\sum x_i x_{i \text{ tot}}) - (\sum x_i)(\sum x_{i \text{ tot}})}{\sqrt{((n\sum x^2 - (\sum x_i)^2)(n\sum x_{i \text{ tot}}^2 - (\sum x_{i \text{ tot}})^2))}}$$

r = Korelasi product moment

$\sum x_i$  = Jumlah skor suatu item

$\sum X_{\text{tot}}$  = Jumlah total skor jawaban

$\sum x_i^2$  = Jumlah kuadrat skor jawaban suatu item

$\sum x_{tot}^2$  = Jumlah kuadrat total skor jawaban

$\sum x_i X_{tot}$  = The number of multiplications of the answer scores of an item with the total score

The minimum requirement to be considered a valid instrument item is a valid index value is a validity index value of  $\geq 0.361.44$  an item is said to be valid if  $\geq 0.361$ . However, if the number of valid items is still insufficient to meet the desired number, then the criteria can be slightly reduced from 0.361 to 0.2 or 0.1. The data collection techniques used in the study were observation and testing. Furthermore, analyzing the data obtained from the research results will use descriptive and inferential statistical analysis. The data collected in the form of pre-test and post-test values are then compared. Comparing the two values by asking questions about whether there is a difference between the values obtained. between the pre-test value and the post-test value. Submission of differences in value is only made to the average of the two values, and for this purpose a technique called the t-test is used.

## **RESULT**

Based on the results of the study on the process and results of the test or evaluation of student learning with the Lighting material through two cycles using the Team Games Tournament (TGT) Cooperative Learning Model has experienced a very good increase. The average score of the test results of the Application of the Team Games

Tournament (TGT) Cooperative Learning Model to Improve Learning Outcomes of the Presence of Islam Peaceful Earth. Nusantara In Class IX SMP Negeri 1 Rantauprapat, In cycle I was 34.38 from the ideal score that could be achieved, namely 100. The highest score was 67.5. and the lowest was 50. If the test scores for the Learning Outcomes of the Presence of Islam Peaceful Earth Nusantara with the Lighting material are grouped into four categories, then the frequency and percentage distributions are obtained, namely there are 20 students who have not completed and 9 students who have completed. The percentage of completion of the student learning outcome test is still considered insufficient to achieve the performance indicators of this study, namely if they get a score of 70 (KKM) from an ideal score of 100, then the class is considered complete in learning the Presence of Islam Peaceful Earth Nusantara. The process and results obtained in cycle I were considered unsuccessful. This is because there are still many students who have not completed it due to not being serious in following the learning process, as evidenced by the low observation sheet of the test results above students with an average score of 34.38 from an ideal score of 100. After cycle I ended, the researcher continued to cycle II. Pada siklus II terdapat peningkatan yang signifikan. Dilihat dari skor rata- rata dari 29 siswa, yaitu 70,88 dari skor ideal yang diharapkan adalah 100. Skor tertinggi yakni 87,5 dan terendah yakni 50,5. Jika skor tes Kehadiran Islam Mendamaikan

Bumi Nusantara, tersebut dikelompokkan ke dalam empat kategori, maka diperoleh distribusi frekuensi dan presentase yaitu sebesar 1 siswa berada pada kategori Rendah, 2,1% Berada pada kategori Sedang 10, 5% , Berada pada kategori Tinggi 16, 8% berada pada kategori Sangat Tinggi 70,6 %. Hasil pengamatan aktivitas siswa pada siklus II lebih meningkat dibandingkan siklus I di mana perolehan rata-rata skor aktivitas siswa adalah 70,88 yang berada pada kategori aktif. Dengan demikian, maka dapat dikatakan aktivitas siswa pada siklus II ini sudah efektif.

## CONCLUSSION

The conclusion of this study that can be drawn from the results of this study are as follows:

In cycle I it was 34.38 of the ideal score that could be achieved, which was 100.

1. The highest score was 67.5. and the lowest was 50. If the score of the Learning Outcome test of the Presence of Islam Reconciling the Indonesian Archipelago with the Lighting material is grouped into four categories, then the frequency and percentage distribution is obtained, namely there are 20 students who have not completed and 9 students who have completed. The percentage of completion of the student learning outcome test is still considered insufficient to achieve the performance indicators of this study, namely if it obtains a score

of 70 (KKM) from an ideal score of 100, then the class is considered complete in learning the Presence of Islam Reconciling the Indonesian Archipelago, The process and results obtained in cycle I are considered unsuccessful.

2. In cycle II there was a significant increase. Judging from the average score of 29 students, which is 70.88 of the expected ideal score of 100. The highest score is 87.5 and the lowest is 50.5. The percentage is 1 student in the Low category, 2.1% in the Medium category 10, 5%, in the High category 16, 8% in the Very High category 70.6%.

The results of observations of student activity in cycle II increased more than cycle I, Thus it can be concluded that the cooperative learning model of the team games type.

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