USE OF MEDIA INDEX CARD MATCH IN ARABIC LANGUAGE LEARNING TO IMPROVE STUDENT LEARNING OUTCOMES

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Abstrak
Penelitian ini bertujuan untuk mengevaluasi pengaruh penggunaan media pembelajaran Index Card Match dengan metode pembelajaran kooperatif terhadap hasil belajar siswa kelas VIII-G Mts Negeri 3 Purwakarta pada materi *mufradāt* bahasa Arab. Penelitian ini menggunakan metode penelitian tindakan kelas. Data hasil belajar diukur menggunakan tes pilihan ganda yang berjumlah 20 yang relevan dengan materi *mufradāt*. Hasil analisis dari penelitian ini menunjukan bahwa penggunaan media Index Card Match dengan metode kooperatif dapat meningkatkan hasil belajar siswa. Penelitian ini menyimpulkan bahwa hasil belajar siswa sebelum menggunakan media Index Card Match memperoleh nilai rata-rata pretest sebesar 54, sedangkan setelh menggunakan media Index Card Match nilai rata-rata pada posttest mengalami peningkatan menjadi 74,5. Studi lanjutan dapat melibatkan sampel yang lebih besar dan materi pembelajaran yang berbeda untuk lebih menggeneralisasi temuan ini.

Abstract
This study aims to evaluate the effect of using Index Card Match learning media with cooperative learning methods on the learning outcomes of grade VIII-G students of Mts Negeri 3 Purwakarta on Arabic *mufradāt* material. This study used classroom action research methods. Learning outcome data was measured using 20 multiple-choice tests relevant to *mufradāt* material. The results of the analysis of this study show that the use of Index Card Match media with cooperative methods can improve student learning outcomes. This study concluded that students' learning outcomes before using Index Card Match media obtained an average pretest score of 54, while after using Index Card Match media, the average score on the posttest increased to 74.5. Follow-up studies may involve larger samples and different learning materials to better generalize these findings.

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INTRODUCTION

Learning is an essential component in education and central to the educational process, so good learning leads to good learning outcomes and vice versa. Learning can be interpreted as a back-and-forth interaction between two parties who need each other, namely educators and students. Language is a system of phonetic symbols humans use to cooperate, communicate, and identify themselves. Language is the most crucial part of

interacting, especially for communicating. Teaching Arabic in Indonesia has an important role, but this learning has not gone well. One of the languages in the world that is widely used is Arabic. The learning process will not be well directed, and the desired learning objectives will not be achieved optimally if learning media is not used. Every lesson requires educators' efforts to attract students' attention to create activity, motivation, and good student learning outcomes. Therefore, an educator can find the correct method or media in the Arabic language learning process to achieve the learning objectives well, effectively, and efficiently.

Based on observations of Arabic language learning carried out at MTs Negeri 3 Purwakarta, researchers found that learning activities in the classroom were often not conducive due to irregular learning implementation. Then, the low learning motivation of students in learning Arabic and the lack of time in the teaching process means that the skills mastered by students are limited. This problem occurs because the learning process is monotonous because most of the Arabic language learning process uses the *"Teacher Center" model, which results in students not being required to look for and participate in learning,* resulting in students not developing widely. So, students think that Arabic is one of the subjects considered difficult, which causes students' learning outcomes not to be optimal.

The learning process should use methods that support learning accompanied by learning media appropriate to the learning objectives. Learning media is physical equipment to present learning to students. This understanding emphasizes that any physical equipment used to present learning, such as textbooks, visual equipment, audio, images, or other equipment, is classified as learning media. (Yaumi, 2017) Therefore, based on this background, the writer is interested in researching using *Index Card Match learning media* with the cooperative type discussion method on *mufradāt* material, which aims to improve student learning outcomes. *Index Card Match* media helps students learn Arabic *mufradāt* visually and improves cognitive skills. Using the Jigsaw type discussion method can help students to be more active in the learning process and create learning experiences that suit individual needs. It is hoped that this increase will positively impact the overall understanding of Arabic texts and understanding of them.

Several other researchers, including 1, have carried out Index Card Match learning media) Research conducted by students of the State Islamic Institute, namely Siti Muzkiyah, with the title "Application of the *Index Card Match Strategy* to Improve Student Activities and Learning Outcomes in Class VI Civics Subjects SDN 1 Balekencono Batanghari East Lampung Academic Year 2017/2018" academic year 2018. Based on the results of classroom action research that has been carried out by implementing an active learning strategy type Index Card Match, student activity, and learning outcomes, it can be concluded that implementing the Index Card Match strategy can increase the activity of student learning; this can be proven by an increase in student activity in learning activities in each cycle. In cycle I, the average percentage of student activity was 54.99%, while in cycle II, the average percentage of student activity was 73.93%. There was an increase from cycle I to cycle II of 18.94%. Additionally, implementing the *Index Card Match strategy* can improve student learning outcomes, as proven by the increase in student learning outcomes in each cycle. In cycle I, the average value of student learning outcomes was 61.78%. Then, in cycle II, the average value of student learning outcomes was 67.5%. There was an increase in the average value from cycle 1 to II of 5.72%. Based on the data described, information was obtained that the indicators for the success of the specified actions have been achieved, namely the level of success of classical student

activities and learning outcomes of at least 85%. 2) Research conducted by a student at the Muhammadiyah University of Makassar, namely Annisa Ayuningtyas, with the title "The Effect of Using the *Index Card Match Learning Method* on the Civics Learning Outcomes of Class V Students at SD Negeri Batangkaluku, Gowa Regency" for the 2018 academic year. Based on the pre-test results, the average value of Student learning results was 44.08 with categories namely deficient, namely 34.21%, low at 39.47%, medium at 0.00%, high at 26.32%, and very high at a percentage of 0.00%. Looking at the existing percentage results, it can be said that students' ability to understand and master Civics subject matter before the index card match method was applied was low. The average value of the post-test results is 75.53. Apart from that, the percentage of students' Civics learning outcomes category also increased, namely very high at 34.21%, high at 47.37%, medium at 2.63%, low at 13.167%, and very low at a percentage of 2.63%. It can be concluded that the results show that there is an effect of applying the *index card match method* on Civics learning outcomes. The increase in student learning outcomes can be seen based on the pre-test results; the average student learning outcome score is 44.08 in the shallow category, and the average post-test score is 75.53. So, Civics learning outcomes after applying the index card match method improve student learning outcomes compared to before applying the *index card match method*. It can be concluded that applying the index card match method influences Civics learning outcomes in VA class students at Batangkaluku State Elementary School, Gowa Regency. 3) Research was conducted by a student at the Sulthan Thaha Saifuddin State Islamic University, namely Ahmad Rifai, with the title "Application of the *Index Card Match Learning Method* to Improve Student Learning Outcomes in Fiqh Subjects in Class VII A MTs Al-Kinanah Jambi City" academic year 2021. After applying the *index card match* learning method, learning outcomes and student activities in the class have increased. The percentage of student learning outcomes in cycle I was 59% and in cycle II 83%; this shows that student learning outcomes have achieved the expected action intervention. The increase in student activity in the classroom when using the index card match learning model can be seen in each cycle. The presentation of increased student activity in cycle I was 68%; in cycle II, it reached 82% and was in the excellent category. Based on research and data analysis, the *Index Card Match learning method* can improve student activity and learning outcomes in Fiqh subjects in class VII-A MTs Al-Kinanah Jambi City.

Treatment or treatment carried out by the author, namely the use of *Index Card Match* learning media with the Jigsaw type discussion method in learning Arabic material *mufradāt*, this treatment is given to class VIII-G students of MTs Negeri 3 Purwakarta, in its application, it is carried out by one model teacher and assisted by observers. One cycle is carried out in the implementation of learning, which runs smoothly, and students follow the learning process enthusiastically.

METHOD

The method in this research is classroom action research. Suharsimi explained the combined definition of research, action, and class. The meaning of each of these words includes research, the activity of looking closely at an object using specific methods or methods to obtain valuable data or information in solving a problem being studied. Action is an activity carried out for a specific purpose; the actions carried out in this classroom action research are a series of activity cycles. A class is a group of students receiving the same lessons from the same teacher. (Salim, 2015) This research was carried out at MTs Negeri 3 Purwakarta on Saturday, May 27, 2023. In this classroom action research, the

subjects were students in class VIII-G MTs Negeri 3 Purwakarta, consisting of 7 participants. Male students and 13 female students.

The data collection technique was carried out in several stages: 1) observations carried out directly by the author to determine the learning process and implementation of learning in the classroom. 2) Interviews conducted with Arabic teachers to obtain information about the process and constraints of learning. 3) test method carried out before and after using index card match media to measure students' abilities in one learning cycle. 4) documentation method to obtain data and images during the teaching and learning. The analysis used is qualitative data analysis. Data from interviews, observations, tests, and documentation were collected during the class action.

Index Card Match learning media in learning Arabic, students were asked to fill out pre-test questions. As a result, many students still have not completed and succeeded. Then, after using the *Index Card Match learning media* in learning Arabic, students were asked to fill out post-test questions. The results of the poster show that many students complete the learning outcomes. So, it can be concluded that student learning outcomes have increased after using the *Index Card Match learning media.*

RESULTS AND DISCUSSION
Instructional Media

Sanaky said that learning media is a tool that can be used to convey messages from learning. Learning media can convey messages from sources in a structured manner to create a more conducive, effective, and efficient learning process. (Moto, 2019) According to Steffi Adam and Muhammad Taufik Syastra, learning media is everything, both physical and technical, that is used during the learning process to assist educators in conveying material to students so that the learning objectives that have been formulated can be achieved well. (Yusri, 2020) Department of Education and Culture states that using media in the learning process will increase students' interest and motivation, reduce or avoid verbalism, generate an orderly, systematic way of thinking, foster understanding, and develop values in students. (Ina Magdalena, 2021) Based on the understanding of these experts, it can be concluded that learning media is a way to help and make it easier for educators to convey learning material so that the learning objectives can be achieved well.

Types of Learning Media

Ramli classifies learning media into five parts, namely as follows:
a. Media without a two-dimensional projection (only has two sizes or sides), for example, images, charts, graphs, posters, base maps, etc.
b. Media without three-dimensional projection (which has dimensions of length, width, height/volume), for example, actual objects, models, statues, dolls, and others.
c. Audio media (listening media), for example, radio and tape recorders.
d. Media with projection (projected media), for example, film, slides, filmstrips, overhead, projectors and others.
e. Television (TV) and Video Tape Recorder (VTR).

Experts have suggested various types of learning media, but the division of media types has similarities, such as the following types of learning media:
a. Visual media can only be seen, such as pictures, posters, or others that can only be enjoyed by sight and cannot be heard or moved.

b. Audio media can be used by hearing, such as voice notes, radio, music, or others.
c. Audiovisual media, such as videos, short films, and slide shows, can be enjoyed by sight and hearing.

The media types above can help educators when carrying out the learning process in the classroom. So, with learning media, educators can convey learning more enjoyable, effectively and efficiently. So, from this research, the writer will apply fun learning media. (Ibrahim, 2022).

Index Card Match **Learning Media**

Index Card Match learning media is a learning media that looks for pairs of cards used in the learning process. This method is carried out by matching cards, which consist of two parts, namely questions and answers, that students match in pairs between questions and answers. Using this learning media will make learning fun for students, and the subject matter will be understood independently. (Prabowo, 2020) Using the cooperative method in the index card match media will make the class more interactive and not monotonous. It can make students communicate with their peers so that collaboration and communication are formed, which can make students respect the opinions of their peers. Therefore, the author uses index card match learning media with a cooperative method. The cooperative method is suitable for *index cards and match media,* which will help educators convey the material.

Stages of Application of Media *Index Card Match*

Silberman said that there are several steps in *index card match media*, namely as follows:

a. Write down questions related to the material to be presented on separate index cards.
b. Make question cards using the same amount.
c. Write the answer to each question on a separate card.
d. Mix the two card formations and shuffle several times to mix the cards thoroughly.
e. Then, the teacher gives a card to each student; each gets one card.
f. The teacher explains that this is a matching exercise because some students get cards with questions and some with answers.
g. The teacher instructs students to look for their pair cards.
h. Then, if all students have found a matching pair of cards, they sit together.
i. Then, the teacher instructs each pair to pass the quiz on the card to other friends by reading the questions aloud.
j. Finally, the teacher makes a classification, and the teacher, together with the students, concludes the learning outcomes that have been carried out.
    Index card match media in learning emphasizes cooperation in a group, which can be done cooperatively. Cooperative learning is carried out by giving assignments or problems to students to discuss with other students in a study group that the educator has determined. The goal of this cooperative learning is for students to complete assignments and find an answer to a material difficulty they face by exchanging ideas with other students so that students will jointly master the learning material. (Taufik, 2022)
    RESEARCH RESULT

This research uses data collection tools in the form of tests and tests given to students, namely pre-tests and post-tests. The test is in the form of 20 multiple-choice questions. The pre-test is carried out before treatment, and the post-test is carried out after treatment is given. Based on the results obtained from the pre-test, the average score in the pre-test was 54%, with the highest value being 100 and the lowest value being 30. Meanwhile, the average post-test value was 74.5%, with the highest value 100 and the lowest 55. It turns out that students' learning outcomes after using index card match media increased.

The number of students that the author made the research object was 20 students from class VIII-G. Based on the results of the author's interview with the resource person, namely the Arabic language teacher concerned, the method used by the teacher in carrying out Arabic language learning is the lecture method adapted to the material presented. The teacher rarely uses learning media in the teaching and learning process because the number is limited. There are obstacles in learning Arabic, such as students who feel afraid because not all students come from MI or SDIT, so not all students have the basics of learning Arabic. The next obstacle is that the time given is limited even though much material must be conveyed, such as in *mufradāt* material; because time is limited, the *mufradāt* that students memorize is also limited. The results of learning Arabic are varied and not very significant. Therefore, efforts need to be made to help improve students' abilities.

1. Cycle I
   a. Action Planning

      This classroom action research (CAR) is expected to determine the effectiveness of using *Index Card Match learning media* in improving student learning outcomes, especially for class VIII-G students at MTsN 3 Purwakarta. In the form of efforts that the authors make to achieve maximum results and by shared desires, it is necessary to formulate a plan of action to be carried out. The planning steps include a) Discussion with the teacher to ask about the class that will be researched. b) Observation of the condition of class VIII-G MTsN 3 Purwakarta. c) Identify problems in learning activities. d) Develop systematic learning process steps. e) stabilize the material to be taught. f) determine the appropriate type of learning approach and method. g) Using the designated learning media, the *Index Card matches the learning media*. i) Developing an evaluation tool with indicator criteria, which are markers to determine that the learning media used has succeeded in solving the problem being solved, carried out in quality and quantity.

   b. Action Implementation

      This action was implemented on Saturday, May 27, 2023, which lasted 2 x 45 minutes at MTsN 3 Purwakarta and was guided by the lesson plan. This activity begins with the teacher greeting and then praying together before learning. Afterward, the teacher asks how students are doing, followed by taking attendance or checking student attendance. Then, the teacher conveys the theme and objectives of the material that will be presented, and the teacher conveys the material that will be studied in outline and slightly repeats the material presented at the previous meeting.

      Afterward, the teacher distributes pre-test questions and gives students 10 minutes to work on the pre-test. After that, the teacher explains *mufradāt*

material about sports while writing it on the blackboard. Then, the teacher divides students into four groups and makes the index card match media provided before. After that, students were asked to match the pictures with the vocabulary listed on *the index card match* with their group members. Then, when each group has finished, the teacher orders representatives from each group to move forward sequentially to present the results of the discussion that has been carried out. After that, the teacher appreciates the groups who work quickly and precisely, followed by conveying conclusions from the learning that has been carried out. Then, the teacher closes the lesson by providing an evaluation of the learning activities that have taken place, followed by reading a prayer together and then closing with greetings.

Table 1: Student Learning Outcomes Data at MTs Negeri 3 Purwakarta

NO	Name	Pre-test		Post-test		KKM
		Score	Note	Score	Note	
1	Ahmad Rizaluddin	60	Q	70	Q	60
2	Azka Syafirahma Monefa	60	Q	75	Q	60
3	Goddess Nurasiah	65	Q	75	Q	60
4	Dinda Sophia Nurbaiti	100	Q	100	Q	60
5	Fira Nurfauziah	50	TT	65	Q	60
6	Hilmi Nawawi	40	TT	55	TT	60
7	Jalfa Julfiatul Hiptiah	60	Q	80	Q	60
8	Kesya Maulida	60	Q	75	Q	60
9	Lulu Julhijah	30	TT	60	Q	60
10	M Reihan Syamsudin	50	TT	75	Q	60
11	M. Anggit Andriansah	50	TT	75	Q	60
12	Maietsa Labibah Tu Jahro	60	Q	85	Q	60
13	Muhammad Abdul Zakky R	55	TT	80	Q	60
14	Nuraini	50	TT	65	Q	60
15	Reva Vaulina Soniawidi	50	TT	75	Q	60
16	Ririn Nisrina	50	TT	90	Q	60
17	Risky Herdiansyah	50	TT	75	Q	60
18	Sinta Meilani	60	Q	80	Q	60
19	Siti Gustiani Dalilah	30	TT	65	Q	60
20	Syahrul S	50	TT	70	Q	60

Information:

Pretest:
Completed Students: 8
Incomplete Students: 12

Posttest
Completed Students: 19
Incomplete Students: 1

Based on the table above, it can be concluded that there were eight students with complete information on the pre-test test and 12 students who did not complete it, so an average score of 54% was obtained. Meanwhile, for the post-test data, data were obtained with information that 19 students completed and one student did not, with the average score obtained on this post-test being 74.5%. So, there % increased student learning outcomes after using the *Index Card Match media* in learning Arabic by 20.5%.

Index Card Match learning media in learning Arabic, students were asked to fill out pre-test questions. As a result, many students still have not completed and succeeded. Then, after using the *Index Card Match learning media* in learning Arabic, students were asked to fill out post-test questions. The results of the poster show that many students complete the learning outcomes. So, it can be concluded that student learning outcomes have increased after using the Index Card Match learning media.

c. Evaluation Stage

The evaluation results in this cycle show that using *Index Card Match learning media* in learning Arabic with *mufradāt* material can improve students' Arabic learning outcomes and make students more active in the learning process. It can be seen from the scores obtained by students on the post-test that there is an increase from the pre-test results, where as many as 19 students were declared complete.

CONCLUSION

Based on the results of research on the use of *Index Card Match learning media* in learning Arabic with *mufradāt* material in class VIII-G MTs Negeri 3 Purwakarta, the results showed that the learning level of students in class VIII-G MTs Negeri 3 Purwakarta before using *Index Card Match learning media* in language learning Arabic is still shallow. Many students still have not completed it from the pre-test evaluation results, which only obtained an average score of 54. This low result is influenced by several factors, such as a teaching and learning process that is less interesting and monotonous, making students less interested in the ongoing learning process, and a lack of learning media, which makes students less active during the learning process and reduces students' interest in learning. After using the *Index Card Match learning media* in learning Arabic, the student's average score increased to 74.5, as seen in the students' pre-test and post-test results. In this cycle, there is an increase in student learning outcomes by 20.5%. This shows that using Index Card Match learning media in learning Arabic with mufradāt material can improve student learning outcomes and effectively increase students' learning motivation in class VIII-G MTs Negeri 3 Purwakarta.

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