

COMPARISON OF STUDENT LEARNING OUTCOMES IN THE APPLICATION OF METHODINDEX CARD MATCH BY METHOD STUDENT TEAMS ACHIEVEMENT DIVISION ON THE SUBJECT OF FIQH IN MTS AS'ADIYAH BRANCH NO.60 LATTIMU WAJO REGENCY

PERBANDINGAN HASIL BELAJAR SISWA PADA PENERAPAN METODE INDEX CARD MATCH DENGAN METODE STUDENT TEAMS ACHIEVEMENT DIVISION PADA MATA PELAJARAN FIKIH DI MTS AS'ADIYAH CABANG NO.60 LATTIMU KABUPATEN WAJO

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ABSTRACT

Improving the quality of Islamic Jurisprudence (Fiqh) learning in Islamic schools requires the implementation of learning methods that can encourage active student involvement. This study aims to compare student learning outcomes between the Index Card Match (ICM) and Student Teams Achievement Division (STAD) methods in Fiqh learning at MTs As'adiyah Cabang No. 60 Lattimu, Wajo Regency, Indonesia. Using a quantitative approach with a quasi-experimental design, this study involved two classes, each of which was given a different learning method. The results showed significant differences in student learning outcomes between the two methods. The ICM method increased individual active participation through question-and-answer card matching activities, while the STAD method encouraged collaborative learning through heterogeneous group discussions and individual quizzes. Both methods were effective in improving Fiqh learning outcomes, but the ICM method showed a higher increase in learning outcomes. These findings indicate that an interactive and student-centered learning approach is more effective in strengthening understanding of Fiqh material. This study emphasizes the importance for educators to adopt innovative and varied learning strategies to optimize student learning outcomes.

Keywords: : Methodindex card match, student teams achievement division, Fiqh learning

ABSTRAK

Peningkatan kualitas pembelajaran Fiqh di madrasah menuntut penerapan metode pembelajaran yang mampu mendorong keterlibatan aktif siswa. Penelitian ini bertujuan untuk membandingkan hasil belajar siswa antara metode Index Card Match (ICM) dan Student Teams Achievement Division (STAD) dalam pembelajaran Fiqh di MTs As'adiyah Cabang No.60 Lattimu, Kabupaten Wajo, Indonesia. Menggunakan pendekatan kuantitatif dengan desain quasi eksperimen, penelitian ini melibatkan dua kelas yang masing-masing diberikan metode pembelajaran yang berbeda. Hasil penelitian menunjukkan adanya perbedaan signifikan dalam hasil belajar siswa antara kedua metode. Metode ICM meningkatkan partisipasi aktif individu melalui aktivitas mencocokkan kartu tanya-jawab, sedangkan metode STAD mendorong pembelajaran kolaboratif melalui diskusi kelompok heterogen dan kuis individu. Keduanya efektif dalam meningkatkan hasil belajar Fiqh, namun metode ICM menunjukkan peningkatan capaian belajar yang lebih tinggi. Temuan ini menunjukkan bahwa pendekatan pembelajaran yang interaktif dan berpusat pada siswa lebih efektif dalam memperkuat pemahaman terhadap materi Fiqh. Studi ini menekankan pentingnya bagi para pendidik untuk mengadopsi strategi pembelajaran yang inovatif dan variatif guna mengoptimalkan hasil belajar siswa.

Kata Kunci: : Metode index card match, student teams achievement division, pembelajaran Fiqh

1. INTRODUCTION

Education is a necessity for every individual to develop themselves, and it is hoped that through education, a nation will be able to produce a generation of young people who are qualified, knowledgeable, and pious to God. This demonstrates that developing religious understanding, particularly in the context of education, holds a crucial position and aims to create an atmosphere where students actively develop their potential, namely their spiritual potential, cognitive (knowledge), affective (attitude) and psychomotor (skills). One of the subjects taught at MTs is Islamic jurisprudence (fiqh). Fiqh is a basic science related to the rules, mechanisms, and principles of life. According to Marliyah (2022), fiqh is a subject that can become an icon of education in Madrasahs, as it teaches basic knowledge about worship and its procedures.

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Fatniation Adawiyah (2021) in her research stated that the obstacles faced by junior high school teachers are creating a variety of teaching methods to overcome student boredom at school. Some of the obstacles faced by teachers include teachers' excessive use of conventional methods such as lectures and question-and-answer sessions. This also leads to a lack of student enthusiasm for learning activities. Teachers' lack of ability to develop and implement varied learning methods. Efforts that teachers can take include creating a variety of engaging teaching methods in presenting lesson material to students.

Field data obtained through initial observations indicate that the Fiqh learning activities at MTs As'adiyah branch No. 60 Lattimu, Wajo Regency, demonstrate good effectiveness. However, the Fiqh learning outcomes of grade VIII students are generally still at the standard level, with an average score ranging from the set Minimum Completion Criteria (KKM) of 78. This is due to the lack of variation in the delivery of material by teachers, where the learning process tends to be monotonous with the dominance of conventional methods such as lectures and questions and answers, without the use of game elements and collaboration that can increase student enthusiasm. Learning outcome data shows that most grade VIII A and VIII B students have scores that are just right or slightly above the Minimum Completion Criteria (KKM) of 78..

For an effective teaching and learning process, learning methods that can engage students in the classroom are needed, while also meeting the demands of achieving the competencies taught or the desired learning outcomes. Therefore, it is necessary to implement engaging learning methods that actively involve students through the use of interactive learning methods. Index card match and student teams achievement division.

Learning methods Index card match related to how to remember what they learned before or after by testing their knowledge and abilities using learning methods. Index card match namely looking for a partner based on a card game containing questions and answers, then students look for answers or questions based on the writing they get and then match the two cards. Student teams achievement division is a cooperative learning method that is carried out by dividing students into several small groups with different academic abilities so that they work together to complete learning objectives.

Method index card match and method student teams achievement division Both aim to improve students' understanding of the learning material, although with different approaches. Index card match more emphasis on interaction between students in finding card

pairs, while student teams achievement divisions focus on group work, studying together to prepare for individual quizzes

2. METHODS

This research is quantitative. The type of research used in this study is descriptive quantitative research with a comparative approach. This research aims to determine comparison of student learning outcomes in the application of the methodindex card match with the method student teams achievement division in the Fiqh subject at MTs As'adiyah branch No. 60 Lattimu, Wajo Regency. Quantitative research was used because the data collected consisted of questionnaires and tests, and was analyzed using statistical methods. Meanwhile, a comparative approach was chosen because this study aimed to compare learning outcomes using two methods with different classes.

The research design used is a descriptive design.like an experiment, namely an experimental research design in which researchers provide treatment to the independent variable. With this design, researchers can conclude that there is an influence between variables X and Y based on data collected through questionnaires and tests distributed to students in grades VIII A and VIII B as the research sample.

3. RESULTS AND DISCUSSIONS

This study aims to determine comparison of student learning outcomes in the application of the methodindex card match with the method student teams achievement division in the Fiqh subject at MTs As'adiyah branch No. 60 Lattimu, Wajo Regency. Data analysis was carried out in stages, starting from descriptive statistics, normality tests, homogeneity tests, to hypothesis testing.

1. Descriptive Statistics

Application of the methodindex card match and methodsstudent teams achievement divisionClass VIII A and VIII B in the subject of fiqh at MTs As'adiyah Branch No. 60 Lattimu, Wajo Regency The test given to students consisted of a series of questions given after the method was implemented. The total number of questions given to students was 25 regarding Fiqh learning material, specifically the provisions of the Hajj and Umrah. To determine the test category results of learning fiqh MTs As'adiyah Branch No. 60 Lattimu, Wajo Regency can be known by categorizing the respondents' scores. The test assessment interval Fiqh learning outcomes are classified into 5 categories, namely very good, good, sufficient, less and failed.

To determine the category of student learning outcomes, you can use Arikunto's guidelines.as in the following table:

Table 1
Categorization of learning outcome scores

No	Score	Category
1.	80 – 100	Very well
2.	66 – 79	Good
3.	56 – 65	Enough
4.	40 – 55	Not enough
5	30 – 39	failed

The image shows the categorization of the application of the method.index card match available as follows.

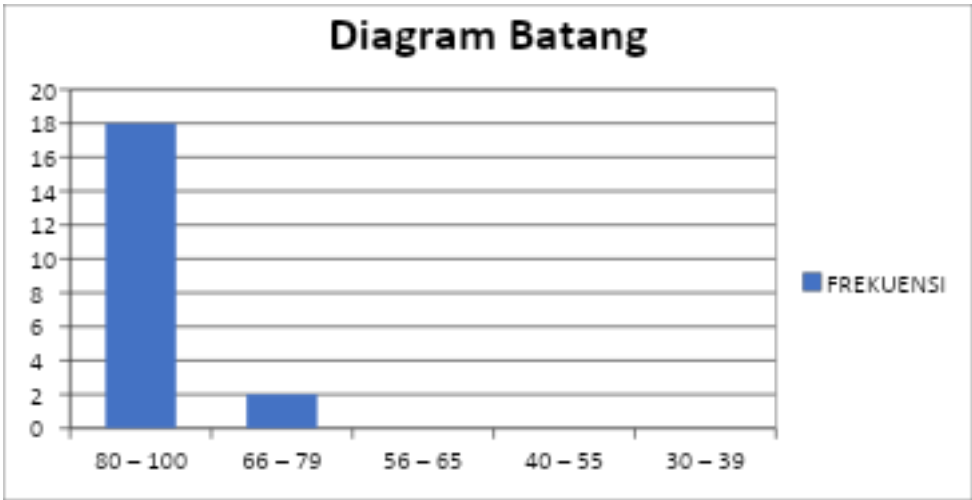


Figure 1.
Diagram chart

Based on the image, the results of the bar chart test categorizing students' fiqh learning outcomes in class VIII A are distributed into one category, namely the very high category, with a percentage of 100% in the high category. These results prove that students' learning outcomes are in the very high category, namely 100%.

Based on the description, it can be concluded that results Study jurisprudence using learning methods index card match is included in the very high category. This can be seen from the very high learning outcomes indicating that students have achieved or exceeded the competency standards set in the curriculum. These results not only reflect student success in the learning process but also demonstrate the effectiveness of teaching methods and active student involvement. Meanwhile, the image categorization of the application of the learning method student teams achievement division available as follows:

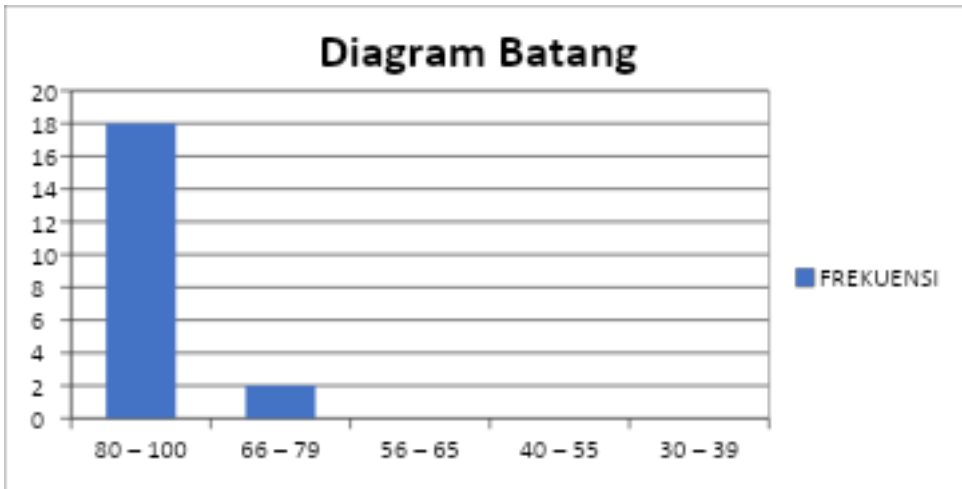


Figure 2
Diagram Chart

Based on the image, the results of the bar diagram test categorizing students' fiqh learning outcomes in class VIII B are distributed into two categories, namely the high category and the very high category, with a percentage of 10% in the high category and 80% in the very high category. These results prove that the majority of students' learning outcomes are in the very high category, namely 80%.

Based on the description, it can be concluded that the results of learning fiqh using the learning method student teams achievement division falls into the very high category. This can be seen from the very high learning outcomes, indicating that students have achieved or exceeded the competency standards set in the curriculum. These results not only reflect student success in the learning process but also demonstrate the effectiveness of teaching methods and active student engagement.

2. Normality Test

Results of normality testing using the test Shapiro-Wilk. If the significance is greater than 0.05 (significant level), it means that the data comes from a normally distributed population. Referring to the table above, after processing the data using the SPSS program, the sig value obtained was 0.122. It can be seen that the sig value obtained is greater than 0.05, which means the data is normally distributed. and the results of the normality test using the test Shapiro-Wilk. If the significance level is greater than 0.05 (the significance level), it means that the data comes from a normally distributed population. Referring to the table above, after processing the data using the SPSS program, the sig value obtained was 0.97. It can be seen that the sig value obtained is greater than 0.05, which means the data is normally distributed.

3. Homogeneity Test

Results of homogeneity test using this type of test variance. The analysis results listed in the table above show that the significance value of student learning outcomes in the subject of Islamic jurisprudence is 0.980, which is greater than the significance of 0.05 or 0.980. > 0.05 So the significance value of the data is declared homogeneous.

4. Hypothesis Testing

From the independent sample t test it can be seen that the sign value (2-tailed) is 0.000. So it can be concluded that $0.000 < 0.05$ means H_0 rejected and H_1 accepted, or it can be seen that the calculated t value is $4.299 >$ from the t table 2.024 which means H_0 rejected and H_1 accepted, thus the proposed hypothesis has been tested by the data. So it can be concluded that there is a difference in student learning outcomes in the application of the method index card match with the method student teams achievement division in jurisprudence at MTs As'adiyah Branch No. 60 Lattimu Wajo County.

5. CONCLUSION

This study shows that the learning method Index Card Match is more effective in improving student learning outcomes in Fiqh subjects compared to the method Student Teams Achievement Division. The results of the data analysis show that students who learn using the method Index Card Match obtain higher average grades than students who study using the method Student Teams Achievement Division. These findings provide empirical evidence that an activity-based interactive approach matches information in Index Card Match better able to encourage students' understanding of concepts and learning involvement individually and in pairs.

Theoretically, these findings reinforce the constructivist approach, which emphasizes students' active involvement in constructing their own knowledge. Practically, teachers are

expected to consider the use of learning methods. Index Card Match as an alternative learning strategy that is interesting, fun, and effective in learning Fiqh and other subjects.

This research contributes to enriching the discourse on the effectiveness of various active learning models in madrasa environments. The direction of further research is suggested to examine the method. Index Card Match and methods Student Teams Achievement Division on other aspects, such as learning motivation, long-term understanding, or integration of this method in project-based learning to obtain a more comprehensive picture of its usefulness in the world of education.

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