Implementation Of Card Match Learning Media In Arabic Language Learning in Madrasah Tsanawiyah Mabdaul Ma'arif Jember

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Abstract

Index Card Match is a learning strategy where students match or look for pair cards containing questions and answers. The purpose of media index card match is to create an active and fun learning atmosphere. This media covers the cognitive aspects of students because the characteristics of Arabic subjects also include understanding the concept of the material and not just doing an application. This media has high flexibility because it is easy to apply to all subjects at the unit level of any institution. The focus of research discussed is the implementation of index card match learning strategies in Arabic subjects in class VII MTs Mabdaul Maarif for the 2023/2024 academic year. This research uses a qualitative descriptive approach with a type of case study research. A number of research data were collected using observation, interview and documentation techniques. The results of the data obtained were then analyzed using interactive model analysis techniques from Miles & Huberman and Saldana. The validity of the data is obtained through two triangulation techniques, namely triangulation techniques and source triangulation. This study resulted in the conclusion that the implementation of the index card match learning strategy was carried out with three activity steps, namely initial activities, core activities, and closing activities.

Keywords *: Media, index card match, Arabic language Learning*

Introduction

Education is a conscious and deliberate business activity, and full of responsibilities carried out by an educator to students so that it can cause a communication to both in order to mature a mindset that has been aspired to and sustainable.(Hidayat et al., n.d.)

With the existence of an education this is a fundamental phenomenon and has a constructive nature in human life. Educators are required to be able to hold a scientific reflection on the current development of education which is an accountability for the behavior carried out, namely educating and being educated. The educational process is the relationship between various elements of education in order to achieve educational goals. The point is that the educational process is a social activity or association between educators and students by examining an exclusive educational content or material, media, and educational tools that take place in an environment in order to achieve predetermined educational goals.(Rahman et al., 2022)

Education is a responsibility to the family, community and government in order to produce the next generation of the nation that is comparable to using something

necessary. Based on the National Education System (Sisdiknas) Law of the Republic of Indonesia No. 20 of 2003 Chapter II Article 3 instructs that: National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.(Tambun et al., 2003)

To achieve the function of national education contained in the Law, educators are required to be fully responsible for developing the abilities of students both spiritually and physically through the teaching and learning process. In addition, students must also become independent individuals in learning and responsible for the knowledge they have gained.

In line with the development of Arabic, which is related to the teaching and learning process is the core of education, where one of the main factors that determine the quality of education is the teacher, and it is the teacher who deals directly with the students in the classroom through the teaching and learning process.(Magdalena et al., 2021) Teaching and learning activities in the classroom are a separate world of communication where teachers and students exchange ideas to develop ideas and understanding.

The learning process in Madrasah Tsanawiyah students are still classified as being at the stage of pubertal development, because at this stage students need a learning process that can lead them to the process of developing critical thinking patterns and behavior.

Basically, classroom learning is the main activity carried out every day. Whether or not an educational goal succeeds depends on how the learning process has been carried out and designed in such a way. Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is a process carried out by individuals to obtain a new process of behavior change as a whole as a result of an individual's own experience in interaction with the environment.5 Meanwhile, according to Gagne and Bringgs in the book written by Hafsah, defines learning as a series of events (events, events, conditions and others) that are deliberately designed to influence students so that the learning process can takes place easily. Learning is not only an event in educators, but includes all events that involve the entire human learning process.(Pramuaji, 2017)

Arabic is one of the compulsory subjects in the madrasah environment which includes maharah istima' (listening), maharah kalam (speaking), maharah qiroah (reading), and maharah kitabah (writing).(Nurul Isnaini1, 2020)

The fact found in the field, Arabic subjects today are still very low quality because they have not reached the desired target optimally and adequately. This is generally caused by students' difficulties in learning something new and unfamiliar, besides that the methods used in the learning process are still glued to textbooks in a formal setting at school. To improve the quality of Arabic lessons, many factors must be considered, including in terms of the methods used in schools are still not felt to create a conducive and pleasant atmosphere for students to be able to learn something new and foreign. This causes students to mentally perceive Arabic as a difficult subject so that Shiva is less passionate and less motivated in learning, because learning is only focused on textbooks.

For this reason, it is necessary to apply a way or alternative to learn Arabic that is conducive to an atmosphere that tends to be recreative so as to encourage students to develop their creative potential.

In Arabic language learning, media that can be used as an effort to increase student motivation, interest, arouse enthusiasm, and liven up lessons allows active interaction and participation from students to learn Arabic effectively. In Arabic language learning, one of the media that can be used is audio-visual media. Nana Sudjana and Ahmad Rivai said that the use of audio media in teaching is mainly used in: first, teaching music literary (poetry reading) and documentation activities. Second, foreign language teaching, both audioly and audiovisually. Third, teaching through radio or educational radio. Fourth, learning packages for various types of material, which allow students to practice their interpretive power in a field of study.

An Arabic teacher must be able to choose the right active learning media and in accordance with the conditions faced in the classroom, because it will have an impact on mastering student understanding. But in fact, there are still many teachers who have difficulty in implementing learning media that already exist at this time, so that the implementation of learning media is still not running optimally.(Hani Zahrani, 2021) In fact, active learning media has a role in the world of education in order to activate students in the learning process. By solving a problem, there needs to be a change in the learning process that can motivate students and not make them bored in learning activities, especially Arabic language learning. Thus, teachers must be able to innovate learning in the classroom.(Ma'arif, 2019)

One of the media that can be applied is index card match learning media. This media has a function to develop the confidence and creativity of a student or student in the classroom. In fact, this is very suitable to be applied in language lessons which incidentally have various theories and aspects of complex discussions.

Index Card Match is also called finding pairs of cards. Media index card match is a media carried out by educators to involve students in finding suitable cards according to the questions and answers that have been made by the teacher.(Sularsih & Muammar, 2020) This media is quite active and fun in reviewing the material that has been submitted. The purpose of this media is to help students remember the material presented before so as not to forget easily. The characteristic possessed by index card match is to recall material by searching together for pairs of matching cards according to the content of related questions or answers, the cards are dealt in the form of statements practiced by two people in pairs and have a deductive line of view.

This media can be said to contain elements of play, work together and can build familiarity between students. This media can also be used to measure a student's cognitive level of the subject matter that has been given by looking for pair cards containing questions and answers. Media Index Card Match makes classroom learning more fun and does not seem monotonous, so students are expected to be more active and excited in the learning process.

Based on interviews that have been conducted with class VII Arabic subject teachers, Mr. Nizam Masyuri, learning lecture and discussion methods is still not effective and efficient. Because the lecture and discussion method has often been used and makes students feel bored and bored. This he made a change by changing the lecture method with index card match media with the aim of this media students being more active in the learning process in the classroom. Not only that, the application of media.

Index Card Match learning provides a positive value for students towards understanding the material studied, because this media is identical to reviewing the

material that has been discussed before. In addition, this media builds student enthusiasm and confidence in interacting or working with friends.

This research is the same conducted by Linda Kusumawati, 2019 entitled "Improving Jurisprudence Learning Outcomes of Adhan Material through Class II Index Card Match Learning Media MI Nur Rahman Sambulu Taman Sidoarjo". The purpose of this study is to determine the application of media index card match in improving the learning outcomes of grade II students of adhan material in Jurisprudence subjects. The similarity of this study with the researcher's research is the similarity in the use of index card match learning media. The application of index card match learning media in previous research uses two cycles which are all cycles supported by the use of learning resources, media, models, media, student involvement, reinforcement, assessment of learning processes and outcomes and language use. The difference is that this study aims to determine a student's learning outcomes on the adhan material of Jurisprudence subjects. This study resulted in findings that there was an increase in student learning outcomes so as to conclude the effectiveness in the use of index card match media.(Ifan Dwi Mahendra, Suhadi, 2023)

Research conducted by Rahmalia, 2020 entitled "Thematic Learning using Media Index Card Match for Class V Students of SDN 7 Bukit Tunggal". This research uses qualitative descriptive method with the subject of research, namely grade V students of SDN 7 Bukit Tunggal. The purpose of this study is to determine how student activities and evaluation of student activities in thematic learning using index card match learning. The results of the research obtained from this study are in the application of index card match learning using online and offline methods, in this online activity the teacher comes to the student's home to provide index cards and evaluation questions which then the application is continued offline using the Google Meet video call application which is only constrained in the network. Meanwhile, learning evaluation using index card match has a positive impact on student learning activities through aspects of readiness, although it is better to apply it face-to-face in class.(Aulia et al., 2023)

Based on the above background, the researcher is interested in conducting a further study on " Application Of Card Learning Media In Arabic Language Learning in MTs Mabdaul Maarif Jember ".

Method

The research used is descriptive qualitative. A qualitative descriptive approach is a study that describes phenomena about what is experienced by research subjects such as behavior, perception, action and others holistically, in a special natural context using natural methods.(Sugiyono, 2017) Because taken from the problems discussed in this study are not related to numbers, but researchers describe, review and describe the application of index card match learning media in grade VII Arabic subjects at MTS Mabdaul Maarif Jember for the 2023/2024 academic year. The type of research used is a case study. Qualitative case study research is a qualitative approach in which researchers explore a limited system (case) from time to time, through detailed data collection and involving various sources of information, documentation and reports on case descriptions. Thus, researchers use the type of case study research because in this study researchers investigate and review in detail the planning, implementation and evaluation of index card match learning media.

There are several data collection techniques used by researchers, among others Observation, interviews and documentation.(Moelong, 2013)

In this research analysis using interactive models from Miles, Hubermen, and Saldana. Where qualitative data is divided into 4 activity flows that take place simultaneously. Activities in data analysis include, data collection, data condensation, data display, conclusion drawing.

To test the validity of the data obtained, researchers use triangulation and validity. In this study, researchers need a test of the validity of the data, in order to be accountable.

Results

Before starting the learning process, not only the teacher always prepares something, but students must also prepare themselves to receive material from the teacher. The learning process activities used by teachers are index card match learning media. The application of index card match learning media in Arabic subjects at MTs Mabdaul Maarif for the 2022/2023 academic year is applied by Arabic subject teachers in grade VII. This has been conveyed by Mr. Nizam Masyuri as a teacher of Arabic subjects.

Based on the results of interviews conducted by researchers to teachers of Arabic subjects that the implementation of index card match learning media was carried out in class VII in Arabic subjects, where in class VII the transition period from children to adolescents. Therefore, this shows that the application of media index card match has the aim that students are more active in participating in learning, can collaborate with peers, reduce shyness in interacting with friends and train confidence by speaking in front of the class. Thus, based on the results of an interview with one of the students that overall students like the learning material taught using index card match learning media. Because using these media can make it easier for students to remember the material that has been taught by the teacher of Arabic subjects.

The implementation of the learning process is an implementation of the Learning Implementation Plan which includes several things, namely, initial activities, core activities and closing activities. This is similar to the application of index card match learning media which consists of three stages, including the initial activity, the core activity and the last closing activity.

a. Initial activities

Furthermore, researchers made observations in class VII by watching the implementation of initial learning activities. The initial activity in this learning was the Arabic subject teacher saying greetings, followed by the teacher appointing the class leader to

Leading a prayer together before starting the learning process, here the teacher does not forget to check student attendance to find out the condition of students if they are not present, followed by the teacher delivering the learning material to be taught and the teacher does not forget to associate the previous week's material with the material to be discussed, in the activity of linking the previous material the teacher is very good at provoking students to be active and enthusiastic in starting learning by providing random questions to students. In addition, teachers provide motivation related to the material to be taught so that students have high enthusiasm to study diligently. The results of observations made by researchers in the learning process using the application of index card match learning media have a match between the results of interviews conducted by Arabic subject teachers with grade VII students.

b. Core activities

When learning in class, researchers also observe by participating in learning activities, it is true that Arabic subject teachers do not just apply the steps using index card math learning media, he uses rules or steps that already exist in learning media books. Because the book is a reference for a teacher to make a Learning Implementation Plan or explain the subject matter. Furthermore, the steps for implementing index card match learning media activities applied by subject teachers are in accordance with active learning media books by

Hisham Zaini.(Hisyam Zaini, Bermawy Munthe, 2019) As follows:

1) First, the teacher prepares several pieces of paper according to the
the number of students in the classroom. The piece of paper
adjusted to the number of students present in class VII, namely 18
student.

2) Then the teacher divides the piece of paper into two parts
the same so that every student present in the class gets
The paper that has been divided by the teacher.

3) The teacher writes down some questions about the material that
Taught is Arabic material. Each paper contains one question.

4) Furthermore, the teacher also writes down the answers to the questions
that has been made such.

The results of interviews and documentation that have been carried out by researchers by observing the learning process, namely in the core activity of the first stage, namely the teacher preparing blank pieces of paper divided into two equal parts. Next, the teacher writes down questions and answers related to the material taught. Students orderly and calmly waited for the teacher to distribute papers containing questions and answers. Next, the teacher folds the paper and mixes the paper so that it is mixed between questions and answers.

5) The teacher shakes the paper until it is well mixed. The goal is for the paper containing questions and answers to be random.

6) After everything has been mixed, then the teacher distributes the paper containing the questions and answers to each student by calling the student's name according to class attendance. Each student held one paper that had been given by the teacher. This is evidenced by the documentation that the researcher has taken at the time of distributing the paper to one of the students

7) After each student holds one paper the next
The teacher gives directions to the rules of the game from the media index card match. That the teacher tells students to look for the same questions and answers according to the material. After that the teacher ordered the students to pair up and sit side by side on one bench.

Results of interviews and observations in class conducted by researchers that the teacher of Arabic subjects before distributing the pieces of paper, he mixed first and then shuffled so that the questions and answers that had been written were mixed evenly. The teacher writes down questions and answers according to the material taught. In making questions and answers, teachers see and sort out the material in the LKS teaching material book that all grade VII students have. After writing, the teacher distributes pieces of paper to all students by calling names according to attendance. The

rules of the game in the index card match media are also explained in advance by the teacher, that the rules of the game are in pairs. This aims to train students to interact with each other and can train the memory skills of the material learned by grade VII students. With this activity can ease the burden on teachers in terms of assessing student activeness when interacting with friends, behavior towards fellow friends and

assessment of how to understand the material that has been delivered.

8) After all students have found a suitable partner with

Questions and answers, the teacher asks students to sit next to each other. So that the class does not become rowdy when searching

Couple, then the teacher gives 2 minutes to find a match that matches the question and answer.

9) Next the teacher asks the student who has found a partner

To come to the front of the class to read the questions that have been obtained aloud, this is so that other students

understand the questions read. Then, the student who holds the answer also reads it aloud as well.

10) After all students have come forward and read out the questions and

answer, then the teacher clarifies the material that has been

written on the piece of paper. Not only that, teachers and

Students draw conclusions about the material taught.

Teachers also give opportunities to students who are still not

understand the material to ask.

c. Concluding

In this closing activity, teachers and students together conclude the material that has been learned. And the teacher reminded all students to study the material that will be presented at the upcoming meeting. Furthermore, the closing activity was ended by the teacher by reading prayers and greetings. The analysis that the researchers got on the implementation of the index card match media was in accordance with the theory that the researchers had described. That in learning activities there are components that must be carried out. There are 3 learning steps, namely the initial activity, core activity and closing activity. Of these three steps, of course, they have fulfilled the process of learning activities that have been made into the RPP

Discussion

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

In the results of research in the initial activity using index card match media, the first Arabic teacher opened the learning with greetings, then the teacher appointed the class leader to lead prayers, absentee student attendance, not forgetting the Arabic teacher always conveyed the learning goals to be achieved, motivated students to be enthusiastic about learning and the Arabic teacher gave random questions to students about the material that had been taught before. The Arabic teacher opened this initial activity only takes about 15 minutes.

In the next implementation, namely the core activities, in the step First, the Arabic teacher prepares several blank pieces of paper according to the number of students in

grade VIII. Next, the teacher divides the piece of paper into two parts and then writes several questions and answers related to the material taught. The second step is before the teacher shuffles or shuffles the paper that has been written by hand, not forgetting the paper is folded, after the paper that has contained questions and answers is mixed, the Arabic teacher asks students to come forward to take pieces of paper according to the attendance that has been read by the Arabic teacher. The third step is that after all students get their respective papers, the Arabic teacher explains the rules of the mediaindex card match game and asks all students to open the paper. Next, the Arabic teacher asked the students to find a match that matched the question and answer and ordered the students to sit side by side. The fourth step is for the teacher to ask the students to come forward to read the questions and answers aloud, so that other students understand the material taught. After all students have done the same, then the Arabic teacher provides clarification or provides conclusions related to the subject matter that has been implemented. This closing activity of Arabic teachers provides opportunities for students to conduct question and answer sessions on material that is still not understood. Then the Arabic teacher gave a conclusion regarding the material that had been written on pieces of paper and gave a little overview of the material that would be taught at the next meeting. After that it is closed by reading prayers and greetings.

Researchers relate the theory of Rahmatullah, et al. to the implementation of learning there are three components that must be met, while the three components include initial activities, core activities and closing activities. In addition, researchers also provide reinforcement regarding learning activities that must be present in the learning process taken from a book written by Mukni'ah entitled learning planning according to the curriculum at the education unit level (KTSP) and the 2013 Curriculum (K-13) that in the implementation of learning activities there are three components, namely initial or preliminary activities, core activities and final or closing activities.(Mukni'ah, 2008)

Conclusion

In the implementation of the index card match learning strategy for Arabic subjects, the teacher carries out three steps, namely the first step or initial activity, the second step or core activity, and the third step or closing activity. In the initial activity, the Arabic teacher opened the lesson with greetings, the class VII leader led to pray together, the teacher absent the students, then the teacher gave the learning objectives to be taught. In the core activity, the Arabic teacher prepares several pieces of paper divided into two equal parts to write a question and answer containing learning material. Then the Arabic teacher asked the students to find a partner according to the suitable material to take turns coming forward to read the paper that had been obtained. Furthermore, the teacher provides clarifications and conclusions on the learning that has been taught. Finally, in the closing activity, the Arabic teacher gave random questions to the students about the material taught and closed the learning by making conclusions related to the material.

Acknowledgment

the material learning so that students do not feel bored during the learning process taking place.

For future researchers, I hope the research that the researchers have written will be successful can be useful and add references to previous research. As well as provide motivation to future researchers for research by using the same topic as the researcher

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