Index Card Match to Increase Student Activity in Elementary School

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Abstract

This study aimed to improve students' activeness by using Index Card Match for grade 5 in Social Studies lesson of SDN 4 Barenglor. The active learning strategy of Index Card Match type is a strategy of repetition (review) of the material, so the students can recall the material they have learned. This research was a classroom action research with a cycle model from Kemmis & Taggart. This research taken two cycles, that was cycle I and cycle II. The data obtained are presented in the table, and analyzed with descriptive qualitative method. The results showed that the application of Index Card Match in in Social Studies learning can improve students' activity for Grade 5 of SDN 4 Barenglor. Student activeness were increasing from cycle to cycle. Percentage of students' activity before the action is only 18.75% and it increased into 45.87% in cycle 1. In cycle 2 there was an increase of 76.39% of students participate actively in learning activities. In addition to student activeness, student learning outcomes were also increased. In the first cycle Social Studies learning with Index Card Match had the average value of student learning outcomes of pre-cycle amounted to 73.23% with the percentage of learning completeness only amounted to 47.94%. It increased to 78.17 with student completeness reaching 62.52%. In cycle 2, the average value of student learning increased into 81.63 and students' learning completeness reaches 91.69%.

Keywords: Index Card Match, Student Activeness, Elementary School Students

INTRODUCTION

Learning is a complicated process because it does not merely absorb information from teachers but involves various activities and actions that must be done to get better learning outcomes. Learning process is composed of a number of component or element that are interrelated and interact with each other. The interaction between teachers and students during the learning process plays an important role to achieve the desired goals. The possibility of failure of teachers in conveying a subject is caused when during the process of teaching and learning teachers pay less attention in generating activities of students in following the learning activities

Based on preliminary observations conducted by the author at SDN 4 Barenglor, the researcher finds that the activity of grade 5 students in Social Studies learning activities is low. Only a few students are seen actively answering teacher questions, the majority of students are less active in answering questions asked by teachers, and do not dare to ask questions to their teacher. There are still students who just sit back and many students are busy with their own activities during the learning process.

This is because the teaching methods applied by teachers tend to be dominated by lecturing methods and occasionally interspersed with question and answer that causes students less active in learning activities. During the learning activities the teacher stands in front of the classroom dominates all the learning activities and lectures at length about the material being discussed, while the students only as passive objects in the learning activities.

Therefore, to overcome these problems a method of learning that can improve the spirit and learning activities of students needs to be developed. One of them is by application of active learning strategy type by using Index Card Match. Activityofstudents in learning is very influential in achieving learning outcomes. Activeness (*keaktifan*) comes from the word "active" (*"aktif"*) and it is added with "*ke-an*" affixes which is defined in the *Kamus Besar Bahasa Indonesia* as vibrant / "*giat*" (in working and performing attempts / "*dalam bekerja dan berusaha*"). So it can be stated that activeness is a state in which students attempt to be active. Assessment of learning process is perceived from how far the activity of student can follow their learning. Students activeness can be seen when students play a role in learning such as actively asking questions to other students and teacher, willing to discuss in groups with other students, having the ability to find problems and can solve those problems, and can apply what has been obtained to solve the problems they face (Nana Sujana, 2009). The learning process can be said to run well if the activeness of students in learning can meet some of those criteria.

Interaction between students is also needed in the learning process. Teachers also play an important role in the activity of learning process, as a guide teacher has a task to guide students who have difficulty in learning, so the intensity of teachers in handling student problems shall also be observed in order to improve the quality of the learning process.

Learning in the classroom should foster an atmosphere in such a way that students can actively ask questions, inquire, and propose ideas (Agus Supriyono, 2012). Referring from the opinion then in the learning process student activeness is needed, because without the presence of the activeness, the lesson in the class will not run well. Learning shows the existence of a very active soul, i.e. such soul will process information it receives (Jamil Suprihatiningrum, 2013).Therefore, if there is no activeness in learning, then the student cannot make a conclusion on what he learned, because this theory requires students to actively seek, find and use the knowledge they gain.

From some expert opinions above it was stated that the activeness of students is an activity that students must do in order to try to be active in the learning process. Students must actively ask questions, inquire, put forward ideas, be able to interact with other students and able to solve problems they encounter in learning. Activeness in learning is something important, without any activeness then the learning process will not run properly.

Index Card Match is an active learning activity to review the learning materials by using the technique of looking for index card pair which becomes the answer or certain question in a pleasant atmosphere. Teachers in teaching and learning activities usually provide a lot of information to students so that the material or topic in the learning program can be completed on time, but teachers sometimes forget that the learning objectives are not only the materials that can be completed on time but the extent to which the material has been submitted can be understood by the students. Therefore, the learning activities need to be reviewed or observed in order to find out

whether the material presented can be understood by students.

This is consistent with the one Silberman (Mel Siberman, 2007)proposes that one sure way to keep learning in mind is to allocate time to review what has been learned. The material that has been discussed by the students tends to be five times more embedded in the mind than the matter that is not. Based on the above opinion, the Index Card Match learning strategy is a learning strategy that requires students to work together and can increase students' sense of responsibility for what they learn in a fun way. Students work together and help each other to solve questions and ask questions to other couples. This joint learning activity can help spur active learning and the ability to teach through small group collaborative activities that make it possible to gain understanding and mastery of the material. Therefore Index Card Match is one of the active learning alternatives that can be used in learning activities.

METHOD

This research is a Classroom Action Research conducted for the activity of grade 5 of SDN 4 Barenglor Klaten Utara in Social Studies learning. In line with the nature of classroom action research, this research is done collaboratively in the work team situation, from the planning, action, observation, and reflection stages.

Research steps taken are through identification of problems in the class, selecting and organizing data, processing data, doing action planning based on problems found in the class, then take corrective action and make observations and reflections of corrective actions that have been done. this study is in accordance with the nature of classroom action research that emphasizes the active participation aspect of teachers and students,

and emphasizes the existence of changes or improvements.

The research design used in this research is Kemmis& Taggart model which in each cycle consists of planning, action, observation, and reflection. The purpose of the model is if at the beginning of the implementation of the action the lack of it is found so it can be improved on the action or in the next cycle until the desired target is achieved. The criteria of success in this study is if students experience increased activity in the process

Techniques and instruments of data collection in this research include observation, test result learning interviews, and documentation. Observations made are direct observations. This observation activity is carried out during the learning process at school. The things observed in the observation is the activity of students in following the learning process of social studies. The instrument used to make observations in the implementation of the learning process is an observation guide sheet.

Interviews are used to obtain information that supports the results of observation. Interviews were conducted to classroom teachers who carried out the actions to obtain in-depth information about the activities and activeness of students in the learning process, as well as matters related to the use of index card match strategies in Social Studies learning. The instrument used for the interview is an interview guide previously prepared by the researcher.

The test of learning outcomes is used to find out information about student learning outcomes on Social Studies lesson material that is studied by using Index Card Match. The instruments used for the tests are the items of the questions prepared by the researchers along with the teachers in accordance with the Social Studies lesson materials that have been studied

using Index Card Match on the learning process. The test instrument is validated logically by the material expert.

The documentation is used to reveal the data that is documentary in nature in order to get a picture of the state of the student in learning at the time of action. The documentation is done by recording the pictures of activities that occur in the learning process during school actions and documents.

Data Analysis Techniques in this study uses descriptive qualitative analysis as proposed by Mills. Data analysis is done according to the characteristics of each data collected. The collected data is classified and categorized systematically and in accordance with their characteristics. The forms of presentation of research results are tables, graphs, maps or charts (Nana Syaodih Sukmadinata, 2007)

The data analysis in this research is done by reflecting the observation result during the implementation of the action done on every cycle. This process is run collaboratively between researchers, observers, and teachers to view, review, assess and consider the results of actions during the process as well as the achievement of the results of actions taken.

FINDINGS AND DISCUSSION

This research is conducted with 3 stages. The first stage is pre cycle conducted in order to know the activity of students before using Index Card Match, then the second phase is the implementation of Cycle 1, and the third stage is the implementation of Cycle 2. The results obtained in this study are as follows:

Pre cycle is the condition of the students before the learning is done by using Index Card Match. This pre-cycle stage aims to find out how far the activity and learning outcomes of students to follow Social Studies learning in the class before the implementation of Index Card Match, by looking or observing

directly learning in the classroom, then recorded what are occurring when the learning took place.

Based on the results of observations on the pre-cycle it is found that the process of teaching and learning is still dominated by teachers. The students just sit quietly listening to the teacher's lecture. Students who sit at the back and the middle there are still talking with their friends, doing tasks other than Social Studies lessons, students are never given the opportunity to express opinions, thus causing them to be less active in learning activities. There are many students who are not fully active in the learning process. During the learning process the aspect that shows the existence of active learning has not been maximally fulfilled. In addition there are students who seat at the back which are still doing activities in addition to learning as well as talking to their friends or whispering and doing tasks other than IPS subject.

Some of the things that can be identified for the implementation of the action in phase I, namely the implementation of learning is still on one-way communication; to measure students' ability in the learning process is still dependent on the Student Worksheet (LKS); the application of one method of lecturing, making students bored and doing other activities besides Social Studies lesson; and related to active learning, the arrangement of classrooms does not reflect active learning, namely the arrangement of benches is still a conventional model.

Based on the above reflection it is found some solutions to the problem of teaching and learning process in the classroom related to the learner's activity. The problem is then discussed with the teacher as a peer researcher or collaborator to find the solution or to discuss about the learning strategy that will be applied that is Index Card Match. The

solution or result is then applied into action for the next stage that is in cycle 1.

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Based on the implementation of learning cycle 1 it is known that the activity of students in learning activities after applied Index Card Match is improved from before the implementation. The results of the observation indicate that students begin to appear active in the learning process.

The implementation of corrective action in cycle 1 in teaching and learning activities is not yet familiar with the application of Index Card Match, so that the management of time and management of the class are still not well conditioned. Based on the results of the reflection, the research continues in cycle 2 by improving the deficiencies that exist in cycle 1 by improving the management of time and class management.

Based on the observation of the implementation of learning using Index Card Match in cycle 2 it is obtained during the observation that student activeness follows the learning by using Index Card Match in cycle 2. Note that student learning activity after applied Index Card Match is improved from the one performed during cycle 1.

Based on the results of observation at cycle 2, it shows that almost all students are actively involved in learning activities.

Students are actively involved in learning both individually and in groups.

Based on the results of student learning with Index Card Match in cycle 2 it can be concluded that the students' learning result completeness has reached the success criteria of the action that is students experience the increased activity in learning activities, and more than 90% of student learning outcomes have been reached the established learning criteria (KKM). Therefore this study ends in cycle 2.

Based on the observation of student activeness during Social Studies learning, the students also experience improvement. Before the action of learning by applying Index Card Match majority of students are less active in learning activities, only a few students are actively participate in learning activities. After doing learning activities by applying Index Card Match, students look enthusiastic and play an active role in learning activities.

Student activity in the learning activities with Index Card Match is very visible when looking for each partner and when delivering the search results. Students look enthusiastic and enjoy learning activities until the end. The result of student activity observation can be seen in the following figure.
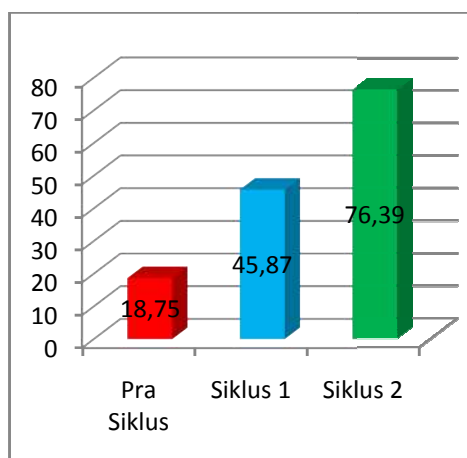

Figure 1

Graph of Student Activity Observation Result from Cycle to Cycle (2017)

The graph shows that students' activeness improves from cycle to cycle. The percentage of student activeness after doing learning action by applying Index Card Match on cycle 1 experienced an increase of 27.08% from before the action which was only 18.75% to 45.87% in cycle 1. Next in cycle 2 it experienced an increase of 30.56% from cycle 1, i.e. to 76.39% of students participating actively in learning activities.

In addition to student activeness, student learning outcomes are also increased. Student learning result of grade 5 of SDN 4 Bareng Lor before implementing Index Card Match was still not complete in accordance with expected learning score criteria (KKM) that is 75. This is caused by teaching and learning process is still dominated by teacher. The students just sit quietly listening to the teacher's lecture. thus causing the students tend to be saturated and lack of spirit in following the learning. The low spirit of student learning greatly affects student learning outcomes.

After doing the action improvement learning by applying Index Card Match student learning outcomes have increased from cycle to cycle. This happens because students participate actively in learning activities. Index Card Match is a strategy of repetition (review) of the material, so students can recall the material they have learned. This learning strategy contains elements of the game so that students are happy and not saturated in learning activities.

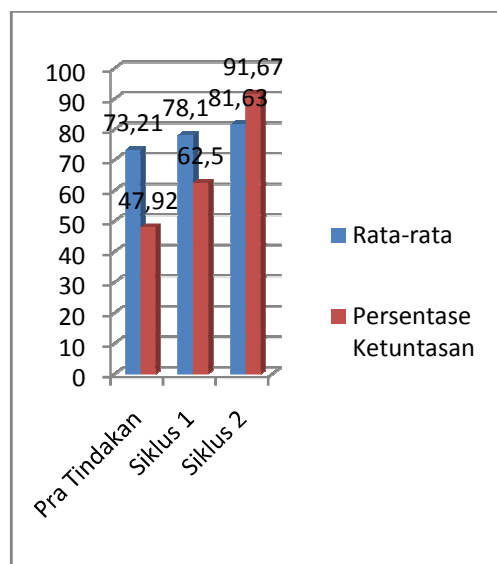Improved student learning outcomes can be seen in the following diagram.

Figure 2
Graph Displaying Students Learning Results
from Cycle to Cycle (2017)

The graph shows that student learning outcomes have improved from cycle to cycle. Average learning outcomes of students of grade 5 of SDN 4 Barenglor before the learning with Index Card Match was 73.23 with the percentage of learning mastery only amounted to 47.94%. After the improvement of learning by applying Index Card Match the average value of student learning outcomes increased to 78.1. The average of students' learning outcomes in cycle 1 increased by 4.89 from before the action. In addition, the percentage of mastery of student learning outcomes also increased by 14.58 on cycle 1, that was to be 62.52. Furthermore in cycle 2 the average value of student learning outcomes increased to 81.63. The average of students' learning outcomes in this 2nd cycle has increased by 3.51 from cycle 1. In addition, the percentage of students' learning passing grade (KKM) also increased by 29.17 in cycle 1, that is 91.69.

CONCLUSIONS
1. Conclusion

Based on the classroom action research that has been implemented, it can be concluded that Index Card Match can improve students' activity in Grade 5 of SDN 4 Barenglor in Social Studies Learning, proved by the increase of student activeness. After the action was implemented in Cycle I and Cycle II it is proven that learning by applying Index Card Match can make students activeness increased from one cycle to the next cycle.

The percentage of student activeness after the learning action by applying Index Card Match was increasing from before the action is implemented. First, it only equals to 18.75% then it becomes equal to 45.87% in cycle 1. Furthermore in cycle 2 it has experienced further increase that is 76.39% student participate actively in Learning Activities. This happens because students participate more actively in learning activities. Index Card Match is a strategy of repetition (review) of the material, so students can recall the material they have learned. Index Card Match contains elements of the game so that students are happy and not saturated in learning activities.

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2. Suggestion

Given the importance of Index Card Match which is one way to improve student learning outcomes and activeness, the Index Card Match is worthy of further study and

application in order that students' ability to solve the problem of Social Studies lesson can be further achieved and developed.

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