APPLICATION OF INDEX CARD MATCH MODEL IN THE THEMATIC LEARNING OF CLASS IV STATE SD 06 SRIKATON STUDENTS

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Abstract

With the research samples taken the entire number of grade IV elementary School 06 Srikaton is grade IV which amounted to 18 students. The data collection is done by test techniques in the form of essays amounting to 10 items. The Data collected in the analysis uses one sample test-z. Based on data analysis, can be deduced the results of the thematic learning outcomes of grade IV Elementary School 06 Srikaton year lesson 2020/2021 after applying the index card match model significantly completed. The average thematic learning results of (78,28) percentage of students that reached a total of 83%. can be deduced the results of the thematic learning outcomes of grade IV Elementary School 06 Srikaton year lesson 2020/2021 after applying the index card match model significantly completed. The average thematic learning results of (78,28) percentage of students that reached a total of 83%. can be deduced the results of the thematic learning outcomes of grade IV Elementary School 06 Srikaton year lesson 2020/2021 after applying the index card match model significantly completed. The average thematic learning results of (78,28) percentage of students that reached a total of 83%.

Keywords: *Index Card Match, Thematic, learning outcomes*

1. Introduction

In 2013 curriculum learning is grouped into integrated thematic. In law No. 20 of 2013 learning is a process of teacher interaction with students as well as learning resources from the learning environment. One of the characteristics of the 2013 curriculum is thematic integrative nature at the basic teacher unit level. The 2013 curriculum is very oriented towards a balance between attitude competence, knowledge competence, and skills competency. This is in line with the mandate of Article 35 of Law Number 20 of 2003 which states that the standard of graduate competence is the qualification of a graduate ability that includes student attitudes, knowledge and skills.

According to Susanto's (2013: 19) opinion, learning is an aid provided by teachers to obtain knowledge and knowledge, mastery, proficiency and character building and good attitudes in students. Learning as a concept of knowledge systematically creates a potential learning environment and results in a well-developed learning process, in which students can think and learn well.

In connection with the thematic learning process, in the 2013 curriculum the selection of learning models applied by the teacher can affect the learning process. So that it causes the learning process applied by the teacher to be less active. In the thematic learning process students are asked to be more active and explore learning concepts on their own, and the teacher only becomes a facilitator in the learning process.

According to Rusman (2011: 254) states that thematic learning is one of the models in learning (integrated instruction) which is a learning system that allows students both individually and in groups to actively explore and find scientific concepts and principles in a holistic, meaningful, and authentic. This thematic learning is also asked students to be more active in the learning process and be able to dig up existing information.

Thematic learning at the Elementary School (SD) level examines matters relating to attitudes, knowledge and skills. Every student, especially grade IV elementary school students, is still classified as difficult to understand the material in thematic learning, because it is in the concrete operational stage. The existence

of the application of varied learning models from the teacher so that students can more easily understand the material to be studied.

The implementation of thematic learning activities in elementary schools requires more knowledge and understanding of the teacher in delivering material and using a model that is in accordance with the conditions, situations, class, and characteristics of each student. By using the right learning model can affect the success of the learning process. Activeness can be seen that students are active in the learning process, students' understanding of the material presented and optimal learning achievement.

The learning model according to Daryanto (2014: 41) is a framework or steps for the learning process to take place where the learning model is a conceptual that describes the procedure or design of the learning process in organizing learning experiences, to achieve maximum learning goals. The learning model also functions as a reference for teachers or a guide for teaching designers and teachers in carrying out the learning process so that the learning process can be carried out actively and efficiently.

The application of the Index Card Match learning model is expected to develop students' different cognitive abilities. Because in a learning process in order to be more active and to improve students' thinking abilities, a teacher can use one of the Index Card Match learning models so that it can improve student learning outcomes. The problems that exist in Srikaton 6 State Elementary School result in unsuccessful student learning in thematic learning, so it is necessary to increase learning outcomes. One learning model that is considered capable of making the learning process more interesting and active is by applying the Index Card Match learning model.

Teachers need to develop thematic learning and learning models properly so that learning objectives can be achieved. The ability and skills of teachers in using learning models are constantly being improved so that the abilities and skills of students become even better. In addition, with the ability of skilled teachers it can make students more active, excited, and active so that the learning process can run optimally.

Based on the results of observations with observations on the thematic learning process applied by teachers in SD Negeri 6. As well as the results of interviews with teachers that the student learning scores are still classified as very low or the number of students who do not reach the KKM. The teacher explained that the Minimum Completion Criteria (KKM) for PPKn and Indonesian Language Lessons was 70, except Mathematics, English and Religion. Based on the results of these observations, it is known that the sub-theme test scores in the subjects of PPKn and Indonesian Language Class IV SDN 6 Srikaton are as follows.

The scores in the PPKn lessons of students who get the lowest scores are as follows. The lowest score was 40, while the highest score was 82. Meanwhile, 17 students (94.44%) scored <65 and 1 student (5.56%) scored> 65.

Whereas in the Indonesian subject the learning scores of students are as follows. The lowest score was 38 while the highest score was 85. Meanwhile, 14 students (77.78%) scored <65 and 4 students (22.22%) scored> 65.

In connection with the problems contained in this paper, there are several factors that affect thematic learning and student learning success that are able to develop effective student learning methods, as well as the ability to explore student understanding, explore self-confidence and students are able to ensure the continuity of learning activities from learning activities providing direction so that the desired learning objectives can be achieved properly.

There is a problem in the background in this writing, so the authors are interested in writing at SD Negeri 06 Srikaton. "Application of Index Card Match Learning Model in Thematic Learning of Class IV SD Negeri 06 Srikaton". With the application of the Index Card Match Learning Model learning, it is expected that students will be able to achieve the completeness value of student learning outcomes.

2. Method

In this study, researchers used a quantitative approach with experimental design and analysis using the z test statistic. The method used for data collection

was pre-experiment, which was an experiment using only one class without a control class. The research design used was the pretest and posttest group.

This study has two variables, namely the independent variable and the dependent variable. The independent variable is the variable that affects. While the dependent variable is the variable that is affected. The independent variable in this study is the Index Card Match model and the dependent variable is the students' thematic learning outcomes. The population in this study were all fourth grade students while the sample in this study were all fourth grade students. at SD Negeri 06 Srikaton for the 2020/2021 school year. Data collection techniques in this study were carried out by using tests. The test was given before treatment and after treatment. The test used is in the form of an essay with a total of 8 questions. Data analysis techniques in this study are looking for the average, standard deviation, normality test, and hypothesis testing (z-test). The normality test is used to determine whether the sample is normally distributed or not. After the data was tested with the normality test, the next step was to conduct a hypothesis test to measure whether the Thematic learning outcomes of grade IV SD Negeri 06 Srikaton students after the application of the Index Card Match model were significantly complete.

3. Results and Discussion

A. Data analysis techniques

Data analysis is used to answer the problem formulation or test the hypothesis that has been formulated. The following is a description of the results of the data analysis:

1) Analysis of Pre-test Data

The pre-test data analysis was conducted to determine the students' initial abilities before being given learning using the Index Card Match model.

Table 1

Learning Outcomes of the Preliminary Test (Pret-Test)

Score	Information	*Pre-test*	
		Frequency	**Percentage**
≥70	Completed	0	0%
<70	Not finished yet	18	100%
Amount		18 students	100%
Average value		27.56	

Based on table 1, it can be concluded that students who scored ≥70 with complete criteria were 0 students (0%) and those who scored <70 with incomplete criteria were 18 students (100%) and an average score of 27.56.

2) Post-test data analysis

The final test or post-test was conducted to determine student learning outcomes after learning using the Index Card Match model.

Table 2.

Final Test Learning Outcomes (Post-Test)

Score	Information	*Post-test*	
		Frequency	**Percentage**
≥70	Completed	15	83%
<70	Not finished yet	3	17%
Amount		18 students	100%
Average value		78.28	

Based on table 2, it can be concluded that students who scored ≥70 with complete criteria 15 students (83%) and those who scored <70 with incomplete criteria were 3 people (17%) and an average score of 78.28.

B. Test Prerequisite Analysis

1. Mean Value and Standard Deviation of Pre-test and Post-test data

Based on the results of the pre-test and post-test, the mean and standard deviation values can be seen in table 3

Table 3.

Mean Value and Standard Deviation of Pre-test and Post-test

Class	Average	Standard Deviation
Initial Test (Pre-test)	27.56	6.84
Final Test (Post-test)	78.28	10.03

Based on table 3 above, it can be concluded that the average value of the pre-test data is 27.56 and the standard deviation is 6.84. While the average value of the final test (post-test) is 78.28 and the standard deviation is 10.03.

2. Normality Test of Pre-test and Post-test Data

The normality test in this study was to determine whether the student test result data were normally distributed or not. Based on the statistical calculation provisions regarding the data normality test with the level of trust = 0.05, if <then each data is normally distributed, it can be seen in table 4 as follows:

Table 4

Pre-test and Post-test Normality Test

Test	χ^2_{hitung}	Dk	χ^2_{tabel}	Conclusion
Initial Test (Pre-Test)	1.2631	4	9,488	Normal
Final Test (Post-Test)	2,2325	4	9,488	Normal

From table 4, it shows that the initial score (pre-test) is 1.2631, which is smaller than the X-table value, which is 9.49 and the post-test score is 2.2325, which is smaller than the X-table value, which is 9,488. Testing for normality using the suitability test (Chi Squad) can be

concluded that the pre-test and post-test data are normally distributed with a confidence level of a = 0.05.

C. Hypothesis Test

Based on the results of the normality test, it can be seen that the pre-test and final test data are normally distributed. Thus the hypothesis test to determine whether or not the application of the Index Card Match model is significant can use the statistical z-test. The results of data calculations can be seen in table 5.

Table 5

Hypothesis Test Results

zcount	**Dk**	***ztable***	**Conclusion**
3.49	17	1.64	*tcount*> *ttable*Ha accepted and Ho rejected

Based on table 5, which shows that the results of the z-test analysis (attachment D) show that zcount> ztable, with a confidence level of 5% (a = 0.05). Because zcount> ztable, namely zcount = 3.49 and zcount = 1.64, Ha is accepted and Ho is rejected. Thus the hypothesis proposed in this study can be accepted as true, so it can be concluded that "Thematic Learning Outcomes of Class IV SD Negeri 06 Srikaton after the application of the Index Card Match Model is significantly complete".

4. Conclusion

Based on the results of data analysis and discussion conducted on the application of the Index Card Match model in thematic learning for fourth grade students of SD Negeri 06 Srikaton in the 2020/2021 academic year. After the application of the Index Card Match lesson model is significantly complete. Based on the z-test statistical hypothesis in this paper, it can be zhitung 3.49 and ztabel 1.64, so Ho is rejected and Ha is accepted. After being applied using the Index Card Match model, the thematic learning of grade IV SD Negeri 6 Srikaton significantly completed with an average score of 78.28, the percentage of the number of students who completed was 83%.

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