

**THE IMPLEMENTATION OF INDEX CARD MATCH METHOD TO
INCREASE STUDENT MOTIVATION IN AL QURAN HADIS SUBJECT
AT VII GRADE J MTSN MODEL BABAT**

THESIS

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**PROGRAM STUDY OF ISLAMIC EDUCATION
DEPARTEMENT OF ISLAMIC EDUCATION
FACULTY OF TARBIAH KNOWLEDGE AND TEACHERSHIP
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

SEPTEMBER, 2013

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*Submitted to Faculty of Tarbiyah Knowledge and Teachership
The State Islamic University of Maulana Malik Ibrahim Malang
to Fulfill Requirement for Bachelor Degree of Education (S.Pd)*

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APPROVAL SHEET

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THESIS

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DEDICATION

Thanks to Allah SWT who give me mercy and blessing to finish my thesis without any obstacles. Shalawat and salam also always be given to prophet Muhammad SAW who deliver us from darkness to lightness.

I would like to dedicate this thesis into my parents, H.Achmad Wahid Hasjim and Hj. Nur Aini who give me praying, love, support either financial and spirituals until i can get many inspirations. The greatest thanks to them. It also dedicated to my brother, Achmad Zakki Ridwan, Achmad Nur Alifulloh, and Achmad Ali Nur Huda.

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MOTTO

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ ﴿٨٢﴾

Verily, his Command, when He intends a thing, is Only that He says to it, "Be!" and it is.(QS. Yasin 82)

Dr. H.M. Mujab, MA
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NOTA DINAS PEMBIMBING

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Assalamu'alaikum Wr.Wb.

Sesudah melakukan beberapa kali bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

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Judul Skripsi : *The Implementation of Index Card Match Method to Increase Student Motivation in Al Quran Hadis Subject at VII Grade J MTsN Model Babat*

Maka selaku pembimbing, kami berpendapat bahwa skripsi tersebut layak diajukan untuk diujikan. Demikian, mohon maklum adanya.

Wassalamu'alaikum Wr.Wb.

Pembimbing,

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STATEMENT

I hereby declare that in this thesis there is no work from the other people that has proposed to acquire a degree at a university, and the best of my knowledge there is no work ever written or opinion of others except that is in writing referred in this manuscript and mentioned in the bibliography.

Malang, September 17th , 2013

Achmad Fikri Abqori

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Malang, September 17th, 2013

Author,

Achmad Fikri Abqori

NIM. 09110268

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الملخص

المدارس الدينية ل تنفيذ بطاقة المباراة مؤشر لزيادة الحافز الطالب على قناة القرآن حديس الموضوع لل السابع الصف . ، أحمد ' فكري قسم التربية الإسلامية ، كلية طربيه ، الجامعة الإسلامية مولانا مالك إبراهيم مالانج الدولة ، والدكتور حاجي محمد مجيب . تينغا نموذج

. كلمات البحث: مؤشر بطاقة المباراة ، والدافع الطلاب و تعلم القرآن الكريم آل حديس

ويمكن جعل هذا الوضع على كل من التعليم . في عصر التعليم كما هو الحال الآن ، يمكن أن يكون الوصول إلى المعلومات بسهولة مع نوعية جيدة من التعليم ، كما انها تجعل جودة الإخراج من . للوصول إلى الغرض من التعليم . عنصر ، مثل التعلم عملية تكون فعالة رؤية هذا الشرط ، يجب على المدارس أن تكون قادرة على خلق الانتاج التي لديها . المدرسة أفضل ، و عن مسارها ستحدد التقدم للأمة . قدرة جيدة ، ويمكن أن تعطي فائدة لل أمة

بسبب . ولكن أيضا عن الدافع أقل من الطلاب . في الواقع ، المشكلة من الارتقاء بنوعية التعليم لا يقتصر فقط على وصول المعلومات . ذلك ، الحاجة إليه لل معلم ل زيادة الدافع طالب

الإسلامية مدرسة اعدادية) هي المدارس العامة التي لديها أيضا روح ل زيادة نوعية في عملية نموذج) المدارس الدينية تينغا نموذج ويظهر هذا في . لديه الدافع للتعلم منخفضة بسبب المشبعة ولكن ، في ظروف معينة ، طلبة المدرسة الإسلامية تينغا نموذج . التعليم تفضل للعب مع الأصدقاء أو زملائه الطلاب تتحدث . عملية التعلم ، والطلاب كثيرا ما تولي اهتماما أقل ل ماذا يتم نقل من قبل المعلم . ذلك من خلال تطبيق هذا الأسلوب في التعلم، ومن المتوقع أن يزداد الدافع ونوعية التعلم . عن نفسها عندما تقدم المعلمين الدروس . المدارس الدينية تينغا نموذج ل والغرض من هذه الدراسة لوصف تحسين الدافع للتعلم مع مؤشر بطاقة أسلوب المباراة في السابع الصف سلسلة من الأنشطة البحثية ما يلي: (1) التخطيط ، (2) . هذا البحث هو البحث الإجرائي الفصول الدراسية باستخدام منهج البحث النوعي . تقنيات جمع البيانات باستخدام الملاحظة والمقابلات و الوثائق . () التنفيذ ، (3) مراقبة و (4) تأمل

. استنادا إلى البحوث التي أجريت من قبل الباحثين ، ومن المعروف أنه خلال عملية الدراسة وكان هناك زيادة في الحافز الطلاب للدراسة زيادة الدافعية . التي أظهرت تتوق إلى معطى المهمة والمسؤولية لتحقيق المهمة ، اتبع التعلم مع المتعة، وكان دائما غريبة عن شيء للتعلم هي أيضا تأثير على تحسين التحصيل العلمي للطلاب ، حيث أجريت هذه الدراسة من قبل الطالب المتوسط في موضوع القرآن . حديس هو 56.4 ثم بعد هذا البحث ارتفع متوسط قيمة الطالب إلى 82.6

Abstraksi

Fikri ' abqori , Achmad . Penerapan Kartu Indeks Match untuk Meningkatkan Motivasi Belajar Siswa pada Al Quran Hadis Subjek untuk kelas VII J MTsNModel Babat . Departemen Pendidikan Islam , Fakultas Tarbiyah Of The Universitas Islam Negeri Maulana Malik Ibrahim Malang , Dr Haji Muhammad Mujib

Kata kunci : Indeks Pertandingan Card , motivasi dan belajar Al Quran Hadis siswa .

Dalam era pendidikan seperti sekarang , informasi dapat diakses dengan mudah . Situasi ini dapat membuat semua komponen pendidikan , seperti belajar proses menjadi efektif . Untuk mencapai tujuan pendidikan . Dengan kualitas pendidikan yang baik , itu juga membuat kualitas dari output sekolah yang lebih baik , dan tentunya akan menentukan kemajuan bangsa . Melihat kondisi itu , sekolah harus mampu menciptakan output yang memiliki kemampuan yang baik , dan dapat memberikan manfaat bagi bangsa ini .

Bahkan , masalah peningkatan mutu pendidikan bukan hanya tentang akses informasi . Tetapi juga tentang kurang motivasi siswa. Karena itu, yang dibutuhkan bagi guru untuk meningkatkan motivasi siswa .

MTsNModel Babat adalah sekolah umum yang juga memiliki semangat untuk meningkatkan kualitas dalam proses pendidikan. Namun, dalam keadaan tertentu, siswa MTsNModel Babat memiliki motivasi belajar rendah karena jenuh.

Hal ini ditunjukkan dalam proses pembelajaran, siswa sering kurang memperhatikan apa yang disampaikan oleh guru. Lebih memilih untuk bermain dengan teman-teman atau sesama siswa berbicara sendiri ketika guru menyampaikan pelajaran . Jadi dengan menerapkan metode pembelajaran ini, diharapkan dapat meningkatkan motivasi dan kualitas pembelajaran.

Tujuan dari penelitian ini untuk menggambarkan meningkatkan motivasi belajar dengan metode pertandingan kartu indeks VII kelas J MTsN Model Babat.

Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan pendekatan penelitian kualitatif. Urutan kegiatan penelitian meliputi: (1) perencanaan, (2) pelaksanaan, (3) observasi dan (4) refleksi. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi.

Berdasarkan penelitian yang telah dilakukan oleh para peneliti, diketahui bahwa selama proses penelitian ada peningkatan motivasi siswa untuk belajar. Yang ditampilkan bersemangat untuk tugas yang diberikan, tanggung jawab untuk memenuhi tugas, mengikuti pembelajaran dengan kesenangan, selalu ingin tahu tentang sesuatu. Peningkatan motivasi belajar juga berdampak pada peningkatan prestasi siswa, di mana penelitian ini dilakukan sebelum rata-rata siswa dalam materi pelajaran Quran Hadis adalah 56,4 dan kemudian setelah penelitian ini nilai rata-rata siswa meningkat menjadi 82,6.

ABSTRACT

Fikri Abqori, Achmad. *The Implementation of Index Card Match to Increase Student's Motivation on Al Quran Hadis Subject for the VII grade J MTsN Model Babat*. Department of Islamic Education, Faculty Of Tarbiyah, The State Islamic University of Maulana Malik Ibrahim Malang, Dr. H.M. Mujab, MA

Keywords: Index Card Match, students' motivation and learning Al Quran Hadis.

In the era of education as now, information can be access easily. This situation can made the all of component education, such as learning process be effective. To reach the purpose of education. With good quality of education, it's also make quality of the output of school better, and off course will determine the progress of the nation. Seeing that condition, schools should be able to create output that have good capability, and can give benefit for the nation.

In fact, the problem of increasing quality of education is not just about the access of information. But also about less motivation of student. Because of that, it's needed for teacher to increasing student motivation.

MTsN Model Babat (Model Babat Islamic Junior High School) is public school which also have spirit to increasing quality in process of education. But, in certain circumstances, students MTsN Model Babat has a low learning motivation because saturated. This is shown in the learning process, students often pay less attention to what is conveyed by the teacher. Prefer to play with friends or fellow

students speak for themselves when teachers deliver lessons. So by applying this learning method, is expected to increase motivation and the quality of learning.

The purpose of this study to describe improving learning motivation with index card match method in VII grade J MTsN Model Babat.

This research is a classroom action research using qualitative research approach. Sequence of research activities include: (1) planning, (2) implementation, (3) observation and (4) reflection. Techniques of data collection using observation, interviews, and documentation.

Based on the research that has been conducted by researchers, it is known that during the process of study there was an increase in students' motivation to study. Which shown eager for a given task, responsibility to fulfill task, follow the learning with pleasure, always was curious about something. Increased motivation to learn is also an impact on improving student achievement, where this research was conducted before the average student in the subject matter Quran Hadis is 56.4 and then after this research the average student value increased to 82.6.

CHAPTER I

INTRODUCTION

A. Background

Education is a requirement that must be fulfilled in society, nation and state. Both progress or regression of a nation is determined by the creativity of the nation's education itself. The complexity of life issues claims to be reliable and competent human resources. Moreover education is a container that can be seen as qualified human resource.

Success or failure of an educational process is strongly influenced by the learning that takes place. Learning is a complex process because it does not just absorb information from teachers, but involves a variety of activities and actions that must be performed to obtain better learning results.

The learning process is composed of a number of components or elements that are interrelated and interact each other. Interaction between teachers and learners during the learning process takes important role to achieve goal.

Quality and quantity of education nowadays still remains being a crucial problem in any effort to reform national education because it is a basic purposed effort.

The main point of Education is an effort how to empower human, and the learning process occurs when there is an interaction between learners and educators or fellow learners. In such interaction the educator role function as a teacher or facilitator of learning, while learners themselves as students or individuals who learn.¹

The accelerated change happens in the era of globalization, at least able to awake human seeing the phenomenon of stagnation of education in general and education in particular within the framework of Islam and form the whole person delivering the faith and obedience to Allah SWT. As a reflection of media Muslims, it must be admitted that the Islamic education is still shrouded in overcast and various problems that have not been described from time to time. Among the indicators of problems and stagnation that had hung over Islamic education is in terms of applying the method of learning process.²

So far, the learning methodology of Islam still maintains the traditional such as speech, memorization and demonstration of religious practices. That way which make students so bored, lazy, and less enthusiasm in religious study

If the students are not interested in the psychological methods that is used the teacher, the students themselves will provide feedback (feedback) less psychological support in the learning process .

¹ Nana Sudjana, Cara Belajar Siswa Aktif, pg 3

² Ismail SM, Strategi Pembelajaran Agama Islam Berbasis PAIKEM (Pembelajaran Aktif, Inovatif, Kreatif, Efektif, Dan Menyenangkan), pg 1

The indication is there is no sympathy of student to religion teacher, not interested in religious materials, and over time raised indifference towards their own religion. If the condition is like that, it is very difficult to expect students aware and willing to practice the teachings of religious teachings .

Therefore, if the general education in Indonesia requires different innovation and creativity in order to keep it functioning optimally in an era of change, the religious education also requires innovation efforts in order to remain meaningful existence for the life of the student as an individual, community members , and in the context of national life and state.

To achieve these expectations, inclusive attitude of the thinkers religious educators, and practitioners of education is necessary. Openness to accept all that is considered good and best for a future is a necessity .

Surely openness is not blind without selectivity . Inclusive mentality , innovative , and creative in selecting and sorting method of learning is in line with the spirit of education reform rolling. The spirit of reform requires a fundamental change in the change education system. Among them are how learning is beneficial to all side, school, teacher, and especially student.

In the process of Islamic education, the method has a very important position in achieving the objectives. Since he became instrumental in the transformation of the subject matter that made up the curriculum so that it can be understood or absorbed by the students and a functional understanding of the behavior.³

In adults have formed a good attitude learning. Internal motivation is very important and the prestige of knowledge make them always look for education like a necessity.

Not so with children, to be able to apply the learning attitude is good and true, the children should be supervised because in general they are still dependent on external drives.

The element method of educating children who really stimulate interest, provision of proper motivation, communication skills parents are flexible, dynamic and full of nuances will be very influential to the success of our children's education.

As noted in some the discussions above, in this study the researcher wants more research emphasis on improving children's motivation in learning Al- Quran Hadis at VII J class MTsN Model Babat.⁴

³ Hamdani Ikhsan, A. Fuadu Ihsan, Filsafat Pendidikan Islam, pg 163

⁴ T. Handayu, Memaknai Ceruta Mengasah Jiwa, pg 17

Al Quran Hadis lessons into lessons that most in many schools use the lecture method in its delivery. We all know that the main source of reference is a Muslim Quran Hadis. Caused in touch with God's says, the learning material is in absolute and inviolable about the truth.

Al Quran Hadis learning in the classroom more on character building of students to position themselves to respect, because we know all things associated with the word god is a sacred thing. Method deemed most fitting in a lot of learning in schools, particularly MTsN model itself is a lecture.

But in practice, when we see, a lot of students who experience burnout during the learning process. And consequently it is feared as described above will occur, which arise on the ignorance of their own religion.

If we look at the phenomenon in Indonesian Islamic boarding school where a lot of success with their lecture method. Surely it would be different from that occurred in connection with the public school because awareness for religious study and also its own distinct religious guidance. Students in public school are not all interested in religion, and also the handling of religious in public school are not as many as in islamic boarding school. Therefore, the application of the method that can attract students to learn is necessary.

To increase motivation and student activity in the classroom, researchers applied learning model Index Card Match. Index Card Match learning model or find a partner one alternative that applied to students. The application of this model starts from the engineering students told to find pairs of cards that is the

answer or the problem given to the teacher before class, the student should be able to find pairs of cards before the deadline, students are able to match the faster the card will be given points.

With the use of this new learning model, it is expected to create an exciting atmosphere and pleasurable for students. Without eliminating the formation of a certain character that needs to be owned by students regarding their attitudes for learning Quran Hadis took place.

Based on the research described above foundation motivated researchers to conduct research on : **Implementation of Index Card Match Method To Increase Student Motivation in Al Qur'an Hadis Subject at VII J Class MtsN Model Babat**

B. Problem Formulation

1. How is the implement of Index Card Match method to motivate student motivation in Al Quran Hadis Subject at VII grade J *MTsN Model Babat* ?
2. Can Index Card Match method increase student motivation in Al Quran Hadis subject at VII grade J *MTsN Model Babat* ?

C. Research Objectives

1. To determine the implementation of learning models Index Card Match on students' motivation VII grade J *MTsN Model Babat*
2. To determine whether learning model Index Card Match can increase students' motivation VII grade J *MTsN Model Babat*

D. Hypothesis

Moh. Nadzir stated that the hypothesis is a temporary explanation of phenomenon complex , while Prof . Drs . National argues that the hypothesis is a statement that is alleged or guesses about what we observe in the attempt to understand it .

From the above two opinions to the writer suggested that the hypothesis is a conjecture as to the statement of work still needs to be proven facts and the truth with statistics proof .

The new way of learning will give new enjoyable variation for students and thus indirectly student's study will increase or not.

E. Benefit of Research

From the results of this study would like to expected benefits are:

1. For Institutions

Application of the method to determine the students' motivation to learn the material delivered with reprehensible moral learning model Index Card Match

2. For Teachers

Application of the method to provide input to teachers the importance of using Index Card Match learning model to improve learning motivation .

3 . For Students

With the application of the method the students are expected to be easier to understand and master the material of Al Quran Hadis using model Index Card Match . And also of course got the variation in teaching and learning in the classroom .

4 . For Researchers

- a. New experiences in order to make teaching practice, not just a theory that in college so far.
- b. Index Card Match application of this method to add new experiences, which can be used in the teaching and learning process.
- c. As a vehicle for the theory and application of lessons learned in the lecture and is used as a requirement to fulfill the duties of field practice integrative (PKL I).

F. The Limitation of Study

Because of the large problem related to the usage of index card match method to increase the student's motivation in learning Al Quran Hadis at the class of 7th grade of MTsN Model Babat, so if we avoid the out of it's so we need to decide the scoupe and limitation, they are:

1. The research scoupe has two variables, they are: free variable, it is the methode index card match and it's variable that is the motivation of student's learning.

2. This research only discusses about the usage learning media applied on the subject of Al Quran Hadis
3. The effort to increase the student's motivation on Al Quran Hadis by using the Index Card Match Method.
4. In this research, the used media is the paper pieces with the Al Quran verses and it's meaning.

G. The Terms of Study

To ease and to avoid the mistaken or misunderstanding in giving the meaning of the research title, the researcher states as follows:

1. Implementation is applying an implement (tool). In this case, the implement (tool) which is used in this learning is learning with *Index Card Match Method* and *quiz team*. Learning activity is an interaction process between students and their teachers by using the learning sources at the learning atmosphere.
2. *Index Card Match* is the usage method by the teacher to take his/her students to find the match answer and it's questions which already prepared before.
3. Motivation is a condition to support or to be the cause for somebody to do a specific thing or activity purposely.
4. Learning is a process, an activity not a result or goal. Learning is not only reminding but also experiencing.

H. The Previous of Study

Nurhayati (2007) in her research about the influence of usage of active learning method on index card match type for students interest in accounting subject of 10th grade of Ak SMK Negeri 3 Jepara in 2006/2007. After doing the learning process on the experiment group with the usage of of active learning method on index card match type and the controlling group with the conventional usage that is communicative way and doing exercise, it seems that the result learning or post test from those two groups are different. It can be shown from the result test t that is result numbers of 2,835 is on the refusal H_0 for Alfa = 5% with $dk = 77$. So, it means that the active learning method on index card match can influence the main result learning on index trade, and it shows that the experiment group got the result learning (89,60) better than controlling one (83,18).

Pesta (2010) in her resarch about the influence of strategy of index card match learning on the accounting result for students of 10th grade of accounting department of SMK Negeri 1 Medan, concluded that there was the influence of strategy on index card match learning of student's accounting. It can be seen from the data analysis result which got on the average test score of experiment students was 69,75 with the deviation standard 9,054 and the average test score of controlling students was 59,25 with the deviation standard 8,66.

While the research which is going to be done right now is on the title of: *Applying Strategy Index Card Match* to improve the result learning on science for students of 5th grade at the odd semester period 2011/2012 at the State of Primary School 2 Ped Nusa Penida's district.

I. Systematic of The Study

The writing of this research will be divided into six chapters.

Chapter I is an introduction which consists of background of the study, problems of the study, objectives of the study, the significances of the study, limitation of the study, and systematic of discussion.

Chapter II will explain the literature review. This chapter mainly discusses key terms such as Index Card Match method, motivation, definition of Al Quran Hadis subject, purpose of Al Quran Hadis subject.

Chapter III discusses the method of research, approach and type of research, the attendance of researcher, research sites, data source, technique of data collection, analysis of data, checking validity, and stages of research

Chapter IV will provide the finding of this research. This research also includes profile of research sites includes the history of MTsN Model Babat, vision and mission of school, the goal of school, structure of organization, and facilities. Presentation of data is also presented in this chapter that describes the results of research which

includes presentation of the data obtained in the field, the first cycle, second cycle and the third cycle.

Chapter V will analysis and discuss the result of the research data on the implementation of management based on spiritual quotient and the obstacles of its implementation.

Chapter VI is the conclusion and provides recommendations for future research in a similar objectives

CHAPTER II

STUDY OF LITERATURE

A. *Index Card Match Method*

1. Definition of *Index Card Match Method*

According Hamruni, index cards match (find pairs of cards) is a fun way to review the more active learning materials. This strategy provides an opportunity for the students to pair up and play a quiz to classmates.¹

In the same context, Hisham Zaini defines index card match or find a partner is a pretty fun strategy used to repeat the material that has been given previously. However, the new material can still be taught with this strategy with notes, learners are given the task of studying the topics that will be taught in advance, so that when they enter the classroom already has a stock of knowledge.²

So an index card match the active learning strategy, where students are asked to actively seek a cards that have been acquired. After all participants have found their partner and sit close together, then each pair of alternately reading matter obtained aloud to other friends. The next question was answered by her partner and so on.

¹ Hamruni, Strategi dan Model-model Pembelajaran Aktif menyenangkan, pg 290

² Hisyam Zaini, dkk., Strategi Pembelajaran Aktif, pg 67

2. The Objective of Index Card Match Method

According to Ismail SM, objective application of index cards match strategy is to train students to be more accurate and more robust understanding of the subject matter.³ Medium according Bermawi Munthe, the purpose of this strategy is that the results of the study are not easily forgotten.⁴ Thus, through the index cards instructional strategies match students' learning outcomes expected value has increased.

Strategies match an index card active participatory learning strategies as innovative instructional design. Research shows that the more students are engaged in learning, the more they understand and remember learning in a longer time, because the key is engagement.

Howard Hendricks was quoted as saying by Umi Machmudah in his book "Teaching to Changes Lives" saying, "maximum learning is the result of maximum involvement".⁵ By directly and actively involved in learning, students will be more meticulous and more powerful understanding, and strengthen his memory, so it can automatically improve student learning outcomes.

³ Ismail SM, op.cit., pg 82

⁴ Bermawi Munthe, Desain Pembelajaran, pg .82.

⁵ Umi Machmudah, op.cit., pg 71.

3. Implementation Steps of Index Card Match Method

The steps of the implementation of instructional strategies match the index card is as follows:

- a. Make the pieces of paper a number of participants in the class and the paper is divided into two groups.
- b. Write a question about the material that has been given previously on pieces of paper that had been prepared. Each of the question papers.
- c. On another piece of paper, write down answers to the question-the question that has been made.
- d. Shake all the papers that will be mixed between questions and answers.
- e. Share every participant of the paper. Explain that this activity is done in pairs. Some participants will get the questions and some others will get the answer.

In the Index Card Match applying the method , of course, there is the approach which should be taken to make the method is effective and efficient . One way for a way to have a strategy that is a must to master the techniques of presenting or teaching method is usually called .

Teaching methods and techniques are part of the teaching strategy . Selected on the basis of teaching methods or teaching strategies with consideration of the type that has been defined previously . Similarly , because the method is integral to the teaching system manifestations can not be removed with the other components of the teaching system .

Understanding more clearly the method can be presented through a variety of opinions following :

a. Irmansyah Ali Pandie : method is a systematic way that is used to achieve the goal .

b . Rustana Ardiwinata : method is a method that works to achieve the goal .

It can be concluded that the method is used to achieve goals , as well as a science in the formulation of the rules of procedure .

In general, the strategy also has as an outline of the course of action to achieve specific targets linked with teaching and learning , a strategy can be defined as common patterns of teacher -pupil activity in the embodiment of teaching and learning activities to achieve the objectives outlined .

There are four basic strategies in teaching and learning include the following:

a. Identify and define the specifications and qualification changes in behavior and personality of the students , as expected.

b. Choosing a system of teaching and learning approach based on the aspirations and views of community life .

c. Select and establish procedures , methods , and techniques of teaching and learning that is considered the most appropriate and effective so that it can be used as a handle by teachers in the discharge of his teaching activities.

- d. Establish norms and minimum standards of success or the success criteria and guidelines that can be used by teachers to evaluate learning outcomes which would then be used as feedback for instructional improvement system as a whole is concerned.⁶

There are a variety of issues related to teaching and learning strategies as a whole is classified as follows :

- a. The basic concept of teaching and learning strategies and learning basic concepts of this strategy include:

- 1) Establish specifications and qualification changes in behavior ,
- 2) Determine options with regard to the approach to teaching and learning issues , and choose procedures , methods and techniques of teaching and learning.
- 3) Norms and criteria for the success of teaching and learning activities

- b. Targeted teaching and learning activities

Each teaching and learning activities have objectives and goals . The goal gradually and gradually from a very operational and concrete , the specific instructional objectives and general instructional objectives , curricular goals , national goals , until both goals are universal . Teachers' perceptions and perceptions of the students regarding the ultimate goal of teaching and learning will affect the objectives to be achieved .

⁶ Djamarah, Bahri, Syaiful. 1996. Strategi Belajar Mengajar

Indonesia targets educational purposes in line with the basic state and our way of life, understand, has deep understanding, and practice the precepts :

- 1) Belief in God Almighty
- 2) Just and civilized humanity
- 3) Association of Indonesia
- 4) Democracy guided by the inner wisdom of deliberations or representative
- 5) Social justice for all Indonesian people

View of life both teachers and students will also influence the picture of the ideal characteristics of human goals . The consequence will affect wisdom also about planning, organization , implementation , and assessment of teaching and learning activities .

c. Teaching and learning as a system

Teaching and learning as an instructional system refers to the notion as a set of interdependent components from each other to achieve goals . As a system , the learning includes a number of components such as : objectives , materials , students , teachers , methods , and evaluation of the situation , in order to achieve all the goals that existing components must be organized so that it occurs between each component of cooperation .

Specifically in the teaching and learning process , teachers act as a teacher , counselor , intermediate school with the community , administrators and others. For it is natural that all teachers understand the students' personal aspects such as :

- 1) Intelligence and special talents
- 2) Achievement since the beginning of the school
- 3) The development of physical and health
- 4) The tendency of emotion and character
- 5) The attitude and interest in learning
- 6) Ideals
- 7) Habit learning and work
- 8) Hobbies and leisure time usage
- 9) Social relationships at school and at home
- 10) Family background
- 11) Environmental residence
- 12) Specific properties and the difficulty students⁷

B. Motivation

1. Definition of Motivation

Motivation is internal and external impetus to student who are learning to make changes in behavior, in general, with some indicators or elements that support. It has a large role in a person's success in learning.⁸

⁷ Thoha, Chabib dkk. 2004. Metodologi Pengajaran Agama.

Sardiman argued that the motive may be regarded as the driving force of the subjects themselves to perform certain activities in order to achieve goals. Even motif can be interpreted as an internal condition (preparedness). Starting from the word motive, the motivation can be defined as the driving force that has been active. Motives become active at certain times, especially when the need is felt to achieve or urgent needs.⁹

Motivation is the energy change in a (personal) are marked with an onset of feelings and reactions to achieve the goal.¹⁰ Psychologically, the motivation is giving a boost to stimuli from within and outside to achieve the goal. While in education, motivation is considered as an art to stimulate student interest and attention has not reached yet to feel the stimulation or attention to existing improvements into the desired action.

Motivation also comes from the word motive, which literally means a further boost of motivation in general can be interpreted as an effort to encourage someone to do something. Besides motivation can also be interpreted as the driving force of the subjects to perform certain activities in achieving certain goals.

⁸ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis Di Bidang Pendidikan*, pg 23

⁹ Sardiman A.M, *Interaksi dan Motivasi Belajar Mengajar*, pg71

¹⁰ Oemar Hamalik, *loc.cit.*, pg 158

Mc. Donald defines motivation as an inner revamping marked by the emergence of a "feeling" and preceded by responses toward the destination.¹¹

Ardhan Wayan explained, that motivation can be the wilderness as a general term that indicates the setting in which the behavior of individual needs or impulses from within and incentives of environment encourages individuals to satisfy their own needs or to strive towards achieving the expected goals.¹²

From the above it can be concluded that the change was essentially become new knowledge and skills in this change occurred because of the business, as the word of Allah SWT. In Surat ar-Ro'du verse 11 which reads:

إِنَّ اللَّهَ لَا يَغَيِّرُ مَا بَقِيَهُ حَتَّىٰ يَغَيِّرُوا مَا بِأَنْفُسِهِمْ. (الرعد:)

Mean : *Verily Allah does not change the state of a people so that they change his own self.*¹³

According Tadjab, motivation to learn is the overall driving force in students that lead to learning activities, ensure the continuity of the learning activities in order to achieve a goal.¹⁴

¹¹ Sardiman A., *Interaksi dan Motivasi Belajar Mengajar*, pg 73

¹² Wayan Ardhana, *Pokok-pokok Jiwa Umum*, pg 165

¹³ Depag, *Al-Qur'an dan Terjemahan*, pg 563

¹⁴ Tadjab MA *Ilmu Pendidikan*, pg 102

Motivation to learn is a practical factor in non intellectual, is a distinctive role in the growth of the passion, feel good and be eager to learn. Students who have a strong motivation to have banyak energy for learning activities.

Besides, it also matters that affect the motivation to learn the maturity, business aims, knowledge mengenai results in motivation, participation, rewards and punishments. Motivation also serves as a driver of business and achieving better performance than before.

2. Types of Motivation

Various kinds of motivation can be viewed from various perspectives, namely:

a. Innate motives

Innate motive is an attitude, nature, power boost brought since Lahur and without going through the learning process. Are included in this motif is the urge to eat, the urge to drink, drive to work, rest and encouragement for others.

b. Motives are studied

These motifs arise because of the desire to advance and achieve something, for example: the urge to learn, to teach impulse, the urge to discuss, research and urge to do so.

Motivation according to the division and Woodworth and Margus

- a. Motive or organic needs, including the need to drink, eat, breathe, sexual intercourse and others.
- b. Motives emergency escape, the urge to reply to something that other people do to him, to hunt something, and so forth.
- c. Objective motives. This motif is more specifically regarding the need to conduct exploitation, manipulation, and put talent.

Motivation is a physical reflection, instinct, and passion. While the definition of spiritual motivation is the willingness to do something that comes from the individuals themselves.

Motivation according to Maslow

- a. Intrinsic motivation, that motivation comes from within the individual without any prompting from outsiders. The theory of modern education mostly took it as a motivating factor motivation for learning and learning activities.
- b. Extrinsic motivation, the motivation ask the external factors that could be assigned the task given to individuals or students by another person or teacher. Extrinsic motivation can be a reward, praise, punishment or even censure from others.

3. The Function of Motivation in Learning

Learning is a process of memorizing, understanding, thinking and then ingest something into orbit studying or *dibelajari*. Therefore, to optimize the process, the learning is indispensable driving factor capable of providing power *semangat*. salah one motivating factor that can be given in the process of learning is motivation, motivation is an essential factor to determine the success of a learning activity undertaken (motivation is an essential condition of learning). Therefore believed to be capable of providing motivation *memancu* spirit in the learning process and learn something. The more precise motivation will be given a maximum *semangkin* also the results obtained in the study.

Function according Paranto motivation can be grouped into three things that are strung as follows:

- a. Encourage people to do or act. This serves as the driving motivation or as a motor that provides energy (power, strength) to the students in performing duties or obligations, of course, without a strong motivation, a powerful energy that will not work.
- b. Determine the direction of action. The act is certainly a direction towards the goal or goals of a specified activity.

- c. Selecting actions. Students who want to enter the coveted level of education will definitely study hard in order to pass the exam. Objectives that will spur them to study hard.¹⁵

4. Affecting Elements of Motivation

- a. Aspiration of student

Motivation to learn appears to desire a child from his childhood as the desire to learn to walk , fighting over a toy , can read , can sing and others. Success in achieving these goals vigorously growing willingness in the future lead to even dream accompanied by the development of reason , morality , willingness , language and niali - life values . Onset of ambition is also accompanied by the development of personality .

- b . The ability of students

Desire a child needs to be coupled with the ability or skill to achieve . Reading needs to be coupled with a desire to know and the ability to pronounce the sounds of the letters . In summary it can be said that the ability to strengthen the child's motivation to carry out development tasks.

¹⁵ Sugeng Paranto, *Metode penelitian administrasi* pg 25

c . Conditions for students

Conditions for students which includes physical and spiritual conditions affecting the motivation to learn . A student who is sick , hungry , or angry will distract the attention of learning and vice versa if a student is healthy , satisfied and happy young will focus . From here the point is both physical and spiritual condition of the students are very influential in the motivation to learn.

d . Students of environmental conditions

Environment students can be a state of nature , environment , peer relationships , and community life . As a member of society, students may be affected by the surrounding environment . Therefore a healthy school environment , harmony , social order needs to be enhanced quality. With the environment that is safe, peaceful , orderly and beautiful then the spirit of motivation to learn easily amplified .

e . Dynamic elements in the teaching and learning

Students have feelings , concerns, wishes , remember and mind are experiencing changes due to life experiences . Experiences with peers influence on motivation to learn . Environment in the form of the natural environment , housing and relationships are also changing .

f. Efforts of teachers in students' learning

Teacher is a professional educator and educators are developing. Professional duties require that he learned along the livelihood efforts membelajarkan student teachers at school and outside of school . Learning efforts of students at the school. Motivation include the following :

- 1) Providing orderly learning in schools
- 2) Fostering learning discipline in every opportunity , such as time management and maintenance of school facilities
- 3) Maintaining an orderly learning socially
- 4) Fostering learning orderly school environment

Each individual learning efforts by teachers to face their students are:

- 1) An understanding of students' self- discipline in order to duty to learn
- 2) Utilization of reinforcement in the form of gifts , criticism , appropriate legal
- 3) Educate the interest in learning

C. Al Quran Hadis Subject

1. Defenition of Al Quran Hadis Subject

Al Qur'an Hadis subject is an element of Islamic religious education subjects at junior secondary school which is for learners to understand the Qur'an and Hadis as source of Islamic teachings and practice the content of his views as a guide and basis in everyday.¹⁶

Al-Qur'an Hadis education in junior secondary school as an integral part of religious education, is not the only determining factor in the formation of character and personality of the learner, but substantially subjects of the Qur'an and Hadis have respected contribution in providing motivation for learners to practice religious values as contained in the Qur'an and Hadis in everyday life.

2. Objectives and Functions of Al-Qur'an Hadis Subject

Subjects of the Qur'an and the Hadis has the objective function, and the goal itself so that learners excited to read Al-Quran and Al-Hadis is good and right, as well as learn, understand, believe in truth, and practice the teachings of and the values contained in it as the instructions and guidance in all aspects of life. While the function of the subjects of the Qur'an and the Hadis have the following functions:

¹⁶ Departemen Agama, Standar Kompetensi, pg 4

- a. Development, ie improving students' faith and devotion in believing the truth of the teachings of Islam which has been commenced in the family environment and previous education.
- b. Repair, namely repair errors in confidence, understanding, and experience of the learners in the teaching of Islam everyday life.
- c. Prevention, ie to counteract negative things from the environment or other cultures that can harm self-learners and hinder progress towards complete Indonesian man who is faithful and devoted to God.
- d. Habituation, which makes the values of the Qur'an and Hadis as instructions and guidelines for students in their everyday.¹⁷

¹⁷ *Ibid*, pg 5

CHAPTER III

THE METHOD OF RESEARCH

A. Approach and Type of Research

This research used a qualitative approach. This approach aims to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc. And by way of description in the form of words and language, in a specific context and with the natural utilize a variety of natural methods. In a scientific study we identified two approaches, namely quantitative and qualitative approaches. The research study required a method that suits the subject matter and purpose of the study so as to obtain data relevant to the research problem .

Qualitative research has characteristics which other research. According to Bogdan and Biklen suggests five characteristics, while Lincoln and Gube proposed ten characteristics of qualitative research. Opinions were combined into one so that it becomes eleven traits, among others as follows : 1. scientific background, 2. humans as tools (instruments) 3. qualitative methods, 4. inductive data analysis, 5. theory of basic, 6. descriptive, 7. more concerned with process than results, 8. the limit is determined by the focus, 9. the specific criteria for the validity of the data, 10. designs are temporary, and 11. research negotiated and agreed.¹

¹ Hasan, Iqbal M. *Pokok Materi Metodologi Penelitian Dan Aplikasinya*

Method serves as a research instrument to determine the direction of the research activities. As the purpose of research that has been presented in chapter I, the right kind of approach used in this study is a qualitative approach. With qualitative research approach is intended to understand the interaction between the use of index cards to match the learning process students' motivation . In addition , this study also use this type of field research or direct observation to the object under study .

According to Bogdan and Taylor function as a method of qualitative research is a research procedure that produces descriptive data in the form of words spoken and written of the people and observed behavior. While the definition of descriptive research here aims to describe, summarize and assess a variety of conditions, situations and a variety of variables that arise in the community that the object of research.²

B. Design of Research

In this study, the research design used was Classroom action research (Classroom action research). The research was carried out independently by the researcher, so that researchers can analyze reflectively, mensistensis to what was done in class. In this case the means to do Classroom action research, researchers can improve instructional practices so that more effective. Classroom action researchis research that aims to improve learning on an ongoing basis, which is essentially inherent in the implementation of professional education carried mission teacher.

² Moleong, Lexy J. Metodologi Penelitian Kualitatif

This type of research is a Classroom action research, the research aims to make a real contribution to improving the professionalism of teachers, setting up of knowledge, understanding, and insight into the behavior of teachers teaching and students learning. Class Action Research is done collaboratively-that is participatory collaboration between researchers with practitioners on the ground that the teacher, in this case the researchers directly involved in the action planning, action, observation, reflection and others.

As for the definition of a Class Action Research can be described as follows:

1. According to Joni and Tisno class action resesarch is a reflective study of the actions taken by the actors to enhance the ability of rational actions he did it, as well as to improve conditions in the man-prakte practice of learning is done.
2. Sudarsono stated Research class action is a process in which through this process teachers and students want the repair, improvement, and change in order to better learning objectives can be achieved optimally.
3. Suyanto stated Class Action Research is intended as a practical research to improve classroom learning.³

³ Arikunto, Suharsimi, dkk. 2007. *Penelitian Tindakan Kelas*.

Simply put recycling in the Classroom action research begins with action planning, appliance of action, obsevation and evaluation, and conduct reflecting, and so on until repairs or improvements are expected to be achieved (success criteria). Broadly speaking , the Class Action Research there are four stages that must be gone through , namely :

1. Planning . In this stage the researchers explain the what, why, when, where, by whom , and how it was done .

The steps to be taken by the researcher before implementing Class Action Research , namely :

- a. Classroom observations and subjects
- b. Consultation with subject teachers Quran Hadith
- c. Identification issues contained in these subjects
- d. Seeking a method or strategy that suits the material
- e. Arrange learning implementation plan in accordance with the subject in a systematic
- f. Arrange subject matter
- g. Implement Class Action Research

This meeting was held 2 meetings with 2 cycle each cycle consisted of one session in one class is class VII - J MTsN Model Babat. Conducted during the last Hadith Quran lessons .

2. Acting, second phase of the research is the implementation of the action which is the implementation or application of the contents of the draft, which is put on a class act. At this stage of the lesson plan that had been

developed by researchers will be carried out by the researchers, therefore, intensive observations made by researchers and are the responsibility of the researcher. Actions to be implemented in class outline is as follows :

- a. Delivery of learning objectives
 - b. Delivery of content outline
 - c. Application of index cards matc in the learning process in the classroom
 - d. The evaluation of the level of student understanding
3. Observing this third stage, the activities of the observations made by the observer. Actually a little less precise when the observer is separated by the implementation of the action as supposed observations were made at the time the action is being carried out. So both took place in the same time.

In this study the things that will diamti by researchers are:

- a. Teacher activity
 - b. Student activity
 - c. Interaction of students with teachers
 - d. Students' interaction with students
 - e. Student interaction with learning materials
 - f. Interaction of students with other learning resources.
4. *Reflecting* The fourth stage is an activity to bring back what has been done. This reflection is appropriate when implementing teacher has to act, then face the rancanagan researchers to discuss the implementation of the action, if this collaborative research.

Data obtained from the class action will be analyzed for suitability and success rate mengetahui when using Index Card Match on r”Toleransi Umat Beragama material. As for the things that need to be discussed at the time of analysis, namely: the correspondence between the implementation of the lesson plans are created, existing deficiencies during the learning process, students' progress and plan future learning actions.⁴

C. Procedure of Research

Referensi : model of elliott, Classroom Action Research procedure done by identifying the problem, check the field, planning, action, observation, reflection, and revision planning.

1. Identify the Problem

At this stage, the researcher came to the site to review the location of the study, and subsequent interviews with the principal investigators interviews with teachers of Quran Hadith class VII - A MTsN Model Babatabout learning strategies applied so far.

2. Checking Field

Researchers conducted a field inspection to carry out conventional learning, with the aim to determine the condition of the students in the learning time. And researchers held a pre-test to determine the results of the conventional learning

⁴ Arikunto, Suharsimi, dkk.. *Penelitian Tindakan Kelas*.

3. Plan

After obtaining the data from field inspection, the researchers conducted the planning improvements in the next meeting. The stages in the plan are as follows:

- a. Preparations for their learning by using Index Card Match
- b. Preparing learning devices such as: creating a syllabus, lesson plan implementation.

4. Implementation of the Action

Implementation of actions carried out in accordance with the planning that has been made before, namely the implementation of Index Card Match.⁵

D. Attendance of Researcher

In this study the researcher is an instrument other than the instrument of collecting data supporting this research as interview guides, observation, and documents. Regarding the status of researchers is complete observer and know the subject or informant. Therefore, the presence of the researcher is essential, especially in a classroom action research independent researchers, as well as an actor (meaning also the data source) researcher also served as observers students in learning activities of students. In this case the researchers present in the field to implement and observe the ongoing implementation of the Index Card Match in increasing students' motivation in subjects Hadith Quran class VII-J Model MTsN Tripe.

⁵ Margono S. *Metodologi Penelitian Pendidikan*.

E. Instrument of Research

Instrumen Research instrument is an invaluable tool for researchers in collecting research data. Instrument in this study is categorized into two, namely:

1. The main instrument

The main instrument on classroom action research is the researchers themselves. Because research that can deal with the situation changing and uncertain, as does much going on in the classroom.

Because the researcher is the main instrument in the study, then a researcher in conducting the class action must:

- a. Responsive to instructions both individuals and that is the environment. So researchers must always respond to everything that happens.
- b. Adaptive by being able to collect a variety of information on a lot of factors at different stages simultaneously.
- c. Emphasize the holistic aspect, because it is people who are able to quickly locate and concluded that confusing events into position overall.
- d. Knowledge-based development, only researchers who can think express, organize, and understand what the study so that the researcher actually contribute depth and richness to the study.
- e. Process immediately, researchers are able to process the data in place, making generalizations, in the situation deliberately created.

- f. Clarification and conclusions, researchers can also make inferences on the spot, and immediately asked for clarification, correction, or elaboration of the studied subject.
- g. Exploration opportunities, which test the validity of, and understand the research with a high understanding of the usual research.

2. Supporting Instruments

The instrument is in the form of guidelines for data collection, the interview guides and observation. And tests used to explore the quantitative data in the form of group assignment scores and scores individual tasks.

Field observation was made as a reference to answer the problem formulation to measure success in improving student motivation.

F. Collecting of Data

In collecting the data would be obtained if the data is valid when the data collection process carefully prepared . In action research will be used several ways to collect data during the research process , namely :

1 . Observation of classroom activities .

Observation is defined as the systematic observation and recording of the symptoms seen in the research object . Observations are divided into two, namely : direct observation and indirect observation.

At this stage the researcher direct observation in the data collection because, according to researcher observation is seen as the most appropriate technique for data collection of Hadith Quran learning process during the

course of classroom action research. When the observation lasted Researchers collected data during the learning process includes teacher activity, student activity, student interaction with the teacher, student interaction with fellow students , student interaction with learning materials, or all of the facts during the learning process , the data obtained by researchers at generally about the process of change which are qualitative learning performance. Data were collected as soon as possible because the interpretation of delayed interpretation often produces unfavorable information.

In implementing the Classroom Action Research , researchers used three phases in observing classes , namely :

a. Phase Planning Meeting

In planning meetings , researchers present and discuss lesson plans with participators (teachers of Quran Hadith) of how the presentation of the lesson to be taken in an effort to improve pembelajaran has been done before

b . Classroom observation

Classroom observations conducted to see to what extent the implementation of index cards match in increasing students' motivation . This technique is done in an objective of learning activities by researchers and participators .

c . Feedback discussion

From classroom observations researchers held discussions with the participants' feedback. This discussion is based on observations or classroom observation. Where researchers and participators find advantages and disadvantages to be used as field notes and discussed the next steps .⁶

Intended use of this observation another anrtara are as follows:

- a. Knowing the educational activities in MTsN Model Babat
- b . Knowing the conditions MTsN Model Babat in everyday life

While the observation that the model used in this study is the observation participant , ie an observation (observation) and the observer (observer) take part in the lives of those who observed.

2. Interview techniques / interview

Interview (interview) is a data collection techniques by asking the direct question by the interviewer to the respondent, and the respondent's answers are recorded or recorded .

In this study using interviews to obtain data on :

- a. Implementation Index Card Match in learning Quran Hadith in MTsN Model Babat
- b . Student responses to the implementation of the Index Card Match in learning Quran Hadith in MTsN Model Babat class VII-J

⁶ Wiriaatmadja, Rochiati. *Metode Penelitian Tindakan Kelas Untuk Meningkatkan Kinerja Guru Dan Dosen.*

- c. Other matters relating to the implementation of the Index Card Match in learning Quran Hadith in MTsN Model Babat class VII-J

3. Document Engineering

The document is a data collection techniques that are not directly addressed in the study subjects, but through documents. Documents can be either a piece of paper containing the writing of this fact, evidence, or information, may also be images, cassette tape or tape recordings, slides, microfilm, and film. Therefore, in this document may include archives. The data obtained through this technique is a class VII student data and teacher MTsN Model Babat.

G. Data Analysis

According to Miles and Huberman idealized model of the data collection and analysis which in turn is going on since the beginning. Thus, the data analysis conducted in classroom action research conducted since the beginning of the orientation field. There are several steps to analyze the data, among others:

1. Codes and coding

Code stands for a word or symbol that is used to classify a set of words, a sentence or a paragraph from field notes so easily read by anyone.

So the code and coding is an activity to label and search data very efficiently, and accelerate and empower data analysis.

2. Marginal notes

Marginal notes made on the left hand margin as explanatory. Marginal note serves to clarify the data obtained in the field.

3. Reflective notes

Reflective notes made at the time in the field to provide brackets or underline or put in a separate column to be revised or recommended. Reflective note stressing that there is a point that must often be reflected back.

Qualitative data that has been collected as a data observation, documentation and interviews were analyzed with qualitative descriptive analysis.⁷

While quantitative data such as data observations motivate students analyzed using descriptive analysis and visual presentation. The dish illustrates that the actions taken can lead to an improvement, improvement, alteration, to a better direction when compared to the previous state.

To determine the results of actions taken can lead to repairs, improvements and changes from the previous state, then the type of quantitative data obtained from the evaluation results were analyzed by using the formula:

$$P = \frac{\text{Post rate} - \text{base rate}}{\text{base rate}} \times 100$$

Description:

P = Percentage increase in

Post rate = average value after the action

Base rate = average value before improvements

⁷ Margono S. . *Metodologi Penelitian Pendidikan*

H. Checking Validity of Data

To check the validity of the data in this classroom action research credibility it needs to be investigated by using the techniques of extending the presence of the researcher in the field, which deepened observation, triangulation. Triangulation is a way of checking the validity of the data by using something beyond the data for comparison.

Triangulation technique most widely used is the examination through other sources. As for checking the validity of this research is to use triangulation, which compare and check back a degree of confidence that the information gained through time and different tools in qualitative research. This can be achieved by: comparing the observed data with interview data and compare the results of interviews with the contents of the documents related

I. Indicator the Successful of Research Action

The performance indicators are used to determine the success of the implementation of the action using a learning strategy is Index Card Match two criteria, namely:

1. Qualitative indicators of sight of people exiting students participating in learning and their attitude towards learning strategies are developed, including:
 - a. Feel aroused perform a given task
 - b. Eager for a given task
 - c. Moved to always learn
 - d. Moved to always do the job according to their interests

- e. Aroused to fulfill his desire
 - f. Doing something because there is a stimulus
 - g. The desire to always eliminate laziness
 - h. Have a strong desire for something
 - i. Following learning with fun
 - j. Do not feel bored with the lesson
 - k. Always tireless lazy in learning
 - l. Asked to find out
 - m. Always curious about something
2. Quantitative indicators such as the amount of student test scores obtained from the value of the individual who initially or prior learning strategy index card receipts match the average value of 56.4 sebasar class, then after learning by using index cards match the average value increased to 82.6 . it suggests that increased student motivation.

CHAPTER IV

RESEARCH FINDING

A. Description of Research Object

MTsN Model Babatis located in District 11 Tripe Plaosan road, approximately 30 km from the town of Lamongan Bojonegoro direction. Being in the countryside blood, tripe district is located at the intersection of the road to the south Jombang \pm 50 km, 30 km towards Tripe Bojonegoro District, 30 km to the north of Tuban. Pupils from different regions with heterogeneous characteristics of MI and SD in each district each district has thousands of students is an important asset madrasah development.

State Islamic Junior High School Tripe berasal of private 4-year PGA. In the school year 1969/1970 established a private 4-year PGA founded by community leaders and teachers agama.pada dated 01 August 1970 the private 4-year PGA gain status PGAN dinegerikan be 4 years old by ministerial decree No. religions. 164/1970.

On 16 March 1978 PGAN 4 years tripe changed its status to the State Islamic Junior High School (MTsN) Tripe, change of status has a positive impact on the development of the institution, the beangsur MTsN Tripe slowly trying to improve themselves both physical and non-physical development.

Then in 1999, by decree of the Director General of Religious Affairs bin bagais No.: E242 A.99, MTsN increased status to MTsN Tripe Tripe Model Kab. Lamongan through BEP project is equipped with various facilities including injured PSBB.

In an effort to develop the ability of learners, educators MTsN Tripe adhering to the principle of balance between creativity and discipline, as well as between competition and cooperation between the demands and initiatives.

1. Identity MTsN Model Babat

- a. Name of School : MTs Negeri Model Babat
- b. Number of Statistic(Nomor Statistik Sek.)(NSS/NSM) : 210390
NIS/NIM 211352403012
- c. Address : Jl. Raya Plaosan No.11 Babat
Phone : (0322) 451182
- d. Year of Establish School : 1978
- e. Status of School : State School
- f. The Permit of Establishment : Depag
 - 1) Number : 16.TH.1978
 - 2) Date : 16 March 1978

2. Vision and Mision MTsN Model Babat

a. Vision :

“Unggul dalam prestasi, beriman dan berilmu, berakhlakul karimah serta berwawasan lingkungan”

(Superior in performance, faithful and knowledgeable, akhlakul karimah and environmentally sound)

b. Mision :

- 1) fulfilling learning and habituation in the teachings of Islam as a whole
- 2) Implement active learning and coaching, creative, effective, and fun in the achievement of academic and non-academic perstasi approach to CTL (Contextual Teaching Learning)
- 3) Holding the madrasah governance that is effective, efficient, transparent and accountable.
- 4) Improve the knowledge and professionalism of education personnel in accordance with the development of education.
- 5) Making madrasah madrasah as a model in the development of integrating learning science, technology and religion
- 6) Develop a spirit of excellence intensively to selruh citizens madrasah.
- 7) Develop awareness of parents, community tntang importance of education and improve the quality of and participation in education.

3. Characteristic of Class

Class is used as the place where the action is on the classroom VII Model Tripe J MTsN Lamongan. This class is equipped with facilities that can be said to be complete. Existing spatial class there are about 40 tables chairs, 1 table and 1 chair for the teacher in front of a blackboard next class, cleanliness and completeness qualified class VII to class J. Class VII A Model MTsN Tripe Lamongan accommodate approximately 39 students.

4. Characteristic of Student

The research was conducted on a class VII Tripe J MTsN Model J is for class VII students numbered 35. A class VII student's average in the knowledge of cognitive, affective and psychomotor students have weaknesses and strengths possessed by each student.

5. Facility of MTsN Model Babat

MTsN 18821M2 Tripe has a land area with facilities that support the academic activities in it. To support the learning activities (academic) in MTsN Babat available building learning lab (includes lab. Natural Sciences, Language lab, computer lab, conference hall, library, sports facilities, Student Health Unit building, and parking.

B. Data Exposure

Before the research is conducted, the researcher did the pretest as the act to know the situation of the field which is the learning method is conducted with giving the speech and asking and answer question. It will be used as the comparison from the result of the research which uses the method of index card match of Qur'an Hadith.

1. Pretest

a. Pretest planning

The main purpose of this pretest is planned by the researcher is to understanding how the knowledge level's student toward the material of Qur'an Hadith. In addition the researcher in this pretest also will know the characteristic and the respond of the student in the process of Qur'an Hadith study. In the conventional learning it is divided in to three, (1) opening, firstly the researcher introduce to the student and explain the aim of the researcher coming, (2) the main activity I, the teacher written the learning material in the with board, explain, then asking and answering the question, (3) closing, is conducted by giving the quiz to the student.

b. Conducting the pretest

Pretest is conducted on Wednesday, January 19th 2013 by the conventional method. The material of the pretest is the “Toleransi Umat Beragama”. This learning without using the strategy, which the teacher only explain and give the example.

On the learning process the teacher only explained and the student only listened. When the teacher only explained, the student is bored and less enthusiast in the learning. There are some student diverted their attention with playing and talking with their friends. Then the teacher gave the opportunity to the student to ask the question by up their finger, but there is no respond.

Then the teacher give the follow up to the student by giving the question to the student, but only a few student that can answer without the spirit. So that the class is looked quiet. Then the student gave the homework and finished the learning by giving greeting of salam.

The pretest result showed that the student learning is still lack so effect to the student achievement which is less than KKM, which on the pretest grade, the average of student on 5,4.

c. Observation and pretest finding

From the conducting of the pretest, the student is looked less enthusiast and less the intention to the learning in the Qur'an Hadith studies, because the learning which still used the monotone method so the student more quiet, some of them listening the teacher explanation, playing and even sleeping. The pretest finding showed that the student motivation learning on the Qur'an Hadith is still low.

d. Pretest reflection

The learning using conventional method which is still be implemented is not appropriate because less connected to the student's needs in the daily life. For the result, the student is less the spirit to study Qur'an Hadith. According the pretest finding, it is need to make the other strategy or a method that can make the student becomes active and creative, that is by the implementation of index card match to maintain the motivation of student learning, by using the learning media as the helped tools. And conducting the reflection in every meeting to know how far the achievement of the learning.

2. Cycle 1

On the cycle 1 it is conduction on 1 meeting. Before begin the cycle 1, the researcher conducting pretest as the activity to check the field by speech and asking answer question. It is used as the comparison thermometer before the class action and after class action. While on the meeting 1 cycle 1 the researcher apply the strategy of index card match to improve the motivation of student learning.

a. Planning

Some planning form which is planned by the researcher before conducting in this cycle 1 are:

- 1) The researcher made the RPP
- 2) Making learning module of Qur'an Hadith study
- 3) The researcher prepare the learning media which will be used, especially by using the method of index card matched

This learning media use question and answer card form which will be used in the index card matched media.

b. Implementation

The implementation of this cycle is conducted on a meeting by the material of Tolerasi Umat Beragama. The detail from two meetings are:

MEETING 1

1) First activity

- a) Teacher explain the competence and indicator on the material that will convey in order the student understand the purpose of the study, so that it hope possible to be master deeply after finishing the learning.
- b) Teacher conducted the asking answering about the material of Toleransi Umat Beragama which aimed to maintain the stimulus the student on the materi that will be discussed

2) Main activity

On the main activity, the implementation is conducted on two steps, those are:

First main activity

- a) Explaining the material about Toleransi Umat Beragama
- b) Becoming the facilitator to do the asking and answering the question with the student about the principles of on the daily life.

Second main activity

- a) The teacher spread the card that contain the question and the others is contained the answer.

- b) The student is asked to search the couple and they are asked to sit closer.
 - c) After all of the student found the couple and sit closer, they are asked every couple alternately to read the question that is gotten and read loudly.
 - d) After that the student are divided on to three four group, A, B, C and D.
- 3) Last activity
- a) Asking and answering about the material that have been convey as the review process.
 - b) The teacher covey the summery of the learning
 - c) The teacher give the homework

On the last of this cycle the teacher also have to explained again to the student, if there is misunderstanding on the asking and answering question or if there is the question that cannot be answered by the student.

The last of that teacher explanation is conducted in order the student really capable to understand the substantial of material that is conveyed over all.

After that explanation the teacher give the homework to the student as the evaluation of the learning in this cycle.

On this cycle shows the improvement of student motivation, but it is still not maximal of the result of this cycle one shows the result of pretest on 66,9.

c. Observation

Observation is conducted to know the implementation of index card matched on this first cycle on the influence of the motivation of student learning. The observation finding of this first cycle is used as the evaluation material for learning implementation on the next learning cycle.

From the observation, it is known that on the learning activity on this first meeting the student looked not understand yet about the explained material. It can be shown from the student expression that passive tended which shows the blank face stares when the teacher convey the learning material, especially when the first main activity is conducted.

After that on this first meeting the student is tended less enthusiast on the learning process. When the firstly the student using the method of index card matched, they shows rowdy and less the intention the regulation that is given by the teacher about using this method. Because some student have not understand the learning from using index card matched.

The observation finding shows that the class less alive, it is shown by the situation of 80 the student, which some of them are happy and the other is not enthusiast on this learning because they have not been understand to get the match and there are some student who are lazy to search their couple. That condition can be described as follow:

When the game education session is began all of the student commended to stand up and show the chant slogan in order the class is alive and vibrant. Then the teacher spread the card and the student is sprouted to find the card couple, but there are some student who dis want to search their couple, the others student agilely found their couple and directly search the sit.

On the next session, that is the checking together, from that check result, they found four couples mistaken, they are Beni Yazidul Umam and Arief Fakhridin, A'immatus Shofifah and Andis Suha Fadhilah, Eka Nanda Mamlu'at and Dipta Setia Renaningtyas). It showed that 80% student have been got the material.

The next session the student sit directly and make a group. From the observation of the researcher, the members are happy after that game session but some of them are not understand and less enthusiast.

The whole observation this session shows that the student have been got some indicator that have to be reach, it can be shown that the motivation of Qur'an Hadits is improved. The indicator of student motivation can be observed by looking at the spirit that showed by the student toward the task that is given, inflamed to realize their will, have the strong will about something in following the learning activities.

d. Reflection

On the first main activities step on the first meeting on this cycle, the teacher explained the general description about the material of Toleransi Umat Beragama by speech method. From the observation finding of that step, the student tend passively and rather lazy. It can be resulted because the explanation of the teacher by speech is bored and not interesting the student. Then the material of Toleransi Umat Beragama by the teacher have not been understood by majority of student.

On the using method of index card matched session, the student tend to be noisy and did not attention the regulation explanation. It is caused the student which first time know this method. In the other word the method of index card matched in the learning in this school is the new method, because some student was not respond this method because they are not understood yet about this method implementation. Then the student understand that way, and enthusiast to follow the learning happily.

Globally, it can be understood that on this first cycle in is not reached the effective learning completely because the student tend to be worry to give the idea or this opinion about the learning material. To make the effective learning, it is need to be used to be active, effective, creative, and pleasure learning.

Those is correlated with Ibu Romlah, other Qur'an Hadiths teacher in MTsN Model Babat on the interview with the researcher on Wednesday, January 26th 2013 on 09.50. The quotes of tat interview are:

Suasana pembelajaran dengan menggunakan index card match berbeda dengan pembelajaran dengan menggunakan metode ceramah dan Tanya jawab, siswa senang dengan pembelajaran tersebut.

And to get the qualitative description deeply, the researcher conducted the interview to the student. The quotes of the interview with some student are:

Selama ini pembelajaran di kelas biasa-biasa tapi belajar kartu-kartu (index card match) seperti belajar sambil bermain dan menyenangkan.

3. Cycle II

a. Planning

Addressing reflection from cycle 1, so on the planning step of this cycle it is need the reflection, so that the mistake on the that cycle before is not replied. The reflection form such as:

- 1) Giving the explanation about the Index Card Matched method to the student.
- 2) Giving the motivation to the student in order to be aware to give their opinion in front of the class.
- 3) Be used to exchange the idea or working group in order to be compact in every group, in order the student can study the interaction with their friends, to be aware to argue so they are not rely the active student only.
- 4) Prepare everything correlated with the cycle II, in order the mistake of cycle I will not be replayed.

In this cycle, the researcher will use the method of index card match again. The preparation of this step is almost same with the preparation on cycle 1 because it uses the same learning method.

Some planning form that is prepared by the researcher are:

- 1) The researcher make lesson plan.
- 2) Explanation some lesson material point appropriate with learning indicator about Toleransi Umat Beragama.
- 3) The researcher prepare the learning media that will be used in the method of index card match. This learning media forms the question card and the answer that will be used in the method of index card match. This question and the answer is correlated with the material that is Toleransi Umat Beragama.

b. The implementation

In the implementation of this cycle II, the material is about Toleransi Umat Beragama. This second cycle is the last cycle in the class action research which is conducted in MTsN Model Babat that will be divided on to one meeting that is meeting II

MEETING III

1) First activity

- a) Giving the motivation to the student by giving the assessment of the student's homework

- b) Checking together that homework, while giving the opportunities to the student whose answer is correct to give the answer. This also becomes the motivation because by those the student feel appreciated about their task
 - c) The asking and answer between the teacher and the student about the material which is described in the last meeting. This is also become one form of review of the learning material.
 - d) They teacher explain to the student about the competence and indicator of learning result on the material that will be presented.
- 2) Main activity

On the main activity the implementation is conducted on the steps, those are:

- a) First main activity

The teacher explain general description about Toleransi Umat Beragama, that is conducted by giving the meaning, purpose and example about understanding Toleransi Umat Beragama

b) Second main activity

It is the implementation of Index Card Match method the material explanation about Toleransi Umat Beragama

The steps are:

- 1) The teacher spread the card that contained the question and the others is contained the answer.
- 2) The student is asked to search the couple and they are asked to sit closely
- 3) After all of the student find their couple and sit closely, every couple is asked randomly to read the question that they got and read loudly
- 4) After that the student is divided on two four groups, those are group A, B, C and D
- 5) Every group present the material, then group A asks to the other group, and etc.

3) Last activity

- a) The explanation of the last information by the teacher from the result implementation the method of Index Card Match. That explanation is focused on the points that is in the teacher view the student have not been understood.

- b) The student is given the opportunity to ask to the teacher if there is the material that they have not understand yet.
- c) The teacher give the opportunity to the student to give the question about the material that have not been understood by student on the material of Toleransi Umat Beragama.

In this cycle II shows the improvement of learning motivation and it gets the maximal. This pretest shows the class average on 82,6.

c. Observation

The observation on this cycle II is the follow up from the reflection of cycle I. on this cycle II as the last cycle of the research implementation conducted by the researcher globally, it is focuses on the realizing the aim of the implementation of Index Card Match to improve learning motivation of the student.

When the teacher review the learning before the student situation is quite because the student give the attention on the regulation from the teacher or researcher, all of student view point to the front because they are inflamed to ask about the material that are not been understood.

From the observation the research implementation on this meeting is known that the student is capable to understand maximally about the last material about Toleransi Umat Beragama.

It is proved from the task that are only a few question that cannot be answered correctly by the student. And it just a few student.

In the implementation of Index Card Match method, the student shows their bigger enthusiast than the implementation on the cycle I. on this cycle II enthusiast of the student is shown when they search the couple quickly to find their couple. In the other hand, only a few student that get difficulty on finding their match. Even though in the last they can find the match.

The observation finding in this step shows that the class is more alive, it is showed by the happiness and the laughter and the seriousness on their face when searching their match in the divined time duration.

When the first step is began, after the first question is read, almost 85% of the student up their finger to scramble in reading the question. And who are suitable with that question directly up their finger. It shows that all of the student give the attention completely and enjoy the game that displayed by the teacher or the researcher. This situation is continued until the question of first round is finished. The student applause and laugh, so the student is not feel impressed on the learning process. It shows that the student learning motivation on the Qur'an Hadiths studies is improved, the student is more passion to the giving task, want to study and do the

activity appropriate with their interest, inflamed to realize their will and attend the learning happily, not feel the curious and ask to know what they are not understood.

From the substantial side of the learning material it is known that the student have been more understand that material optimally. It can be known from the process of asking and answer that is conducted between the teacher and the student fluently, where the student is capable to answer teacher's question correctly. The global observation finding of this research that the student have reached the indicator that have to be reached. It can be shown that the motivation of the student on the Qur'an Hadits studies process is improved, the student is more passion toward the given task, tend to study and do the activity that correlated with their interest, inflamed to realize their will, have strong willing of something, attend the learning process happily and not bores, always curious and want to know something.

This cycle II as follows up from the shortage finding on the cycle I. in this step, the researcher also give the evaluation as the thermometer of the student achievement on the learning process.

d. Reflection

The task which can be done maximally by the majority of the student shows that the explanation of last material about Toleransi Umat Beragama have been understood completely by the student. Then by the delivery of one material by using two different method in two cycle shows the improvement of student motivation to follow the learning process

This motivation improvement is caused by the student is not bored with that learning concept. Learning before looks monotone, because it is only used speech method, but when it is used the method of Index Card Method, the enthusiast student on the learning process is rise. The observation find that the enthusiast that improved than before is caused they are more understand the implementation of that method than before on cycle I. on that cycle I this method is early known, so that they are not capable to feel the interesting of it maximally. It is different with the implementation of this third cycle which have been conducted for many times so that the student is more comfortable.

And to get the deeply qualitative description the researcher conducts the interview to the student. The quotation of the interview a student is:

Saya sangat senang dan lebih semangat dengan pembelajaran menggunakan strategi Index Card Match Qur'an Hadits karena saya lebih bisa mendalami materi toleransi umat beragama dalam pembelajaran ini sangat menyenangkan karena dengan permainan kartu kemudian mencari pasangan dan itu seru.

CHAPTER V

DISCUSSION

A. The Implementation of Index Card Match Method

The implantation of Index Card Match on the learning process of Qur'an Hadiths material the Class of MTsN Model Babat is conducted to improve student motivation on that learning material. In this research, the implementation of that method is done on the material about Toleransi Umat Beragama

Before conducting the research from the research finding of the researcher, the student of MTsN Model Babat when attend the leaning process, usually they attend deny what teacher explain and attend to play or talking with the others even the student is lazy by leaping in the class when the teacher is explaining the lesson. By that condition, indirectly, it will influence to the capability of the student to catch the material. The material that cannot be reach completely will decries the student achievement. Therefore the using that two learning method is conducted by the researcher in order to improve motivate the student this madrasah.

There are some case that is found from this research. That research as the observation during the implementation of the research from the first cycle to the second cycle. Those finding are:

1. Cycle I

Meeting I

- a. The student tend not to really understand about the material and attend to be passive when the teacher explain the learning.
- b. The student is not really enthusiast tin following the learning.
- c. The method of Index Card Match is the really new method for the student, therefore in the first implementation it is not really run well.

2. Cycle II

Meeting II

- a. The student have been understand maximally about the last material of Toleransi Umat Beragama
- b. On the implementation of Index Card Match method, the student shows their enthusiast then its implementation on the cycle I. On this meeting the student enthusiast shows when they search their match, they do that quickly with the other student to search their match.

- c. Only one or two student who get the difficulties to find their match, but in the end they can find.

B. The Impact of Index Card Match Method

From that result, it can find that on the Qur'an Hadiths learning process from the cycle I to the cycle II on this research shows the improvement of student learning motivation after using the method of Index Card Match. Before the research the student attend to be passive and less the enthusiast to follow the learning process. Then on the cycle I it is still shown because the method of Index Card Match which is conducted is really new method for the student.

Then on the implementation of cycle II meeting II the enthusiast student is improved drastically, especially when the Index Card Match is conducted. It is be caused they are more understand the implementation of that method then the meeting of cycle I. the number of the student that active to ask and answer on that method is improved then cycle I. in the other hand, the improvement of student motivation after using the method of Index Card Match also can be proved from the average grade student of VII G of MTsN Model Babat that become the object of this research, which from the grade on cycle I on 66,9 and on the cycle II on 82,6. The student feel that by using the method of Index Card Match can make them

more passion on the learning process or in the other world, their learning motivation is improved.

Looked from the researcher observation during the observation it is found that compared with the implementation of learning before the research is conducted, the method of Index Card Match has some beneficial, such as:

a. The strategy of Index Card Match

- 1) Can make the learning process situation is more interest, so it is not bored for the student.
- 2) Can improve the logical rigor and the accuracy of the student when they search the answer of a question.
- 3) Can improve the friendly value among student, because on this method, the student is charged to communicate with classmate to search the answer.

This index Card Match is appropriate to implement in the Qur'an Hadiths studies. In the Qur'an Hadiths studies, the material that will be delivered commonly is correlated with the abstract thing, therefore it is need to choose the correct learning strategy. This two strategies can be one method alternative of that Qur'an Hadiths studies. The method of Index Card Match is differ from the speech method that usually used

in the common madrasah, therefor that can minimalize the laziness of the student to follow the arrangement of learning process. If it can be achieved, the enthusiast student in the learning process will be improved indirectly, so that their motivation can be improved too.

CHAPTER VI

CLOSING

The results of the Implementation Index Card Match in Improving Student Motivation on Quran Hadith Subject VII grade J MTsN Model Babat , the conclusion and suggestions as follows :

A. Conclusion

Based on the results of research on the implementation of the class action that has been conducted by researchers, can be summed up as follows :

- 1 . In the process of planning methods Index Card Match , the first step taken is to understand guide book Quran Hadith class VII - J, made subject implementation plan (RPP), Learning Media preparation in the form of question and answer cards. In addition, this method also planning implementation is done in the form of preparing the questions and answers to suit the subject matter.
- 2 . In the implementation phase of the Index Card Match is known that the first cycle of study, students tend to be passive and lack of enthusiasm in participating in the learning process. In terms of students' understanding of the substance of the subject matter presented, are still likely to be less. Then in the implementation of the second cycle, the enthusiasm of students increases dramatically when the following subjects, as they are implemented method of Index Card Match . Number of students who participate actively involved in questioning the methods of an increase than at the commencement of the second cycle.

3. From the results of the assessment can be demonstrated an increase in students' motivation in learning when using the method of Index Card Match. Prior to this research, students tend to be passive and lack of enthusiasm when the following subject matter. Thus, it can be said that the Index Card Match method is very appropriate to be applied in the process of learning Quran Hadith.

B. Suggestion

Based on the above conclusions , the researchers put forward the following suggestions :

1. Index Card Match method can be applied in circumstance condition, an material because of characteristic of this method. Especially in subject with has characteristic theory model or subject with needed to memory. In subject with has characteristic about student opinion or their perspective, this method can not be use.
2. In the second application of this method takes the level of activity and creativity of students, so the teacher's role to provide guidance and motivation to the students to be very important for the purpose of learning is achieved optimally.
3. In learning process there lot of method can be use, which has special characteristic. Teacher need to know each character of method. And can use method with special condition or moment.

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Appendix 1

SHEET OF MOTIVATION OBSERVATION

No	Variable	Indicator	Descriptors
1.	Motivation	Booster	Feel stimulated to carry out a given task
			Passionate about the task at hand
		Mover	Moved to always learn
			Moved to always do the job according to their interests
		Stimulus	Aroused to fulfill his desire
			Doing something because there is a stimulus
		Desire	The desire to always eliminate laziness
			Have a strong desire for something
		Spirit	Following learning with fun
			Do not feel bored with the lesson
			Always tireless lazy in learning
		Curiosity	Asked to find out
			Always feel curious about something

*Appendix 2***REKAPITULASI NILAI KELAS VII J MTSN MODEL BABAT**

No	Name	Score		
		Pre Test	Cycle I	Cycle II
1.	Abid Aulia Rahman	60	75	80
2.	Agnesia Eka Rinjani S.	75	75	80
3.	Aimmatius Shofifah	50	65	85
4.	Alvin Yunan Khilmi	45	60	75
5.	Andis Suha Fadhilah	65	90	95
6.	Anggrek Sinar Puspita	85	90	100
7.	Arba Khusnul Alif	75	90	95
8.	Benny Yazidul Umam	50	70	80
9.	Dhea Irdiana Faresha	20	25	60
10.	Dipta Septia R	50	60	75
11.	Eka Lusita A	70	70	75
12.	Eka Nanda Mamluatul H.	60	75	85
13.	Ellya Anggraeni	65	75	80
14.	Fitria Adinda R.	90	90	100
15.	Hafida Putri W	70	100	100
16.	Hilmi Mulazaman	90	100	100
17.	Isro Lailatul H	50	70	80
18.	Jabela Rizqo T	20	25	70
19.	Kapindo S.K	45	50	75
20.	Katon Mahardika	60	70	85
21.	M Prasetyo Nugroho	50	70	90
22.	M. Rezaludin H	70	75	90
23.	Mamluatin K	65	75	85
24.	Moch. Arif F	20	25	65
25.	Moh. Ilham M	70	65	90
26.	Moh. Arif Z.R	50	65	80
27.	Moh. Fajrul F	40	50	80
28.	Moh. Nur Syafi'i	20	25	60
29.	Novelia A.R	45	60	70
30.	Nur Eka Febriani	43	55	75

31.	Rizka Milinia Sari	35	55	65
32.	Safira Widiana P	60	65	75
33.	Sissy Anggelina A.A.M	60	70	80
34.	Siti Nurhani	65	75	80
35.	Tia Ambarwati	58	65	78
36.	Vawas Valasif M.W	55	68	82
37.	Vivi Dwi Dayanti	64	65	76
38.	Wahyu Retno I.W	60	70	78
39.	Zuhair Achmad A	65	68	80
Jumlah		2188	2486	3154
Rata-rata		56,4	63.7	82.6

Appendix 3

Observation Sheet

No	Name of Student	Aspects be Considered											
		Liveliness				Cooperation				Compactness			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Abid Aulia Rahman			√			√					√	
2.	Agnesia Eka Rinjani S.			√				√				√	
3.	Aimmatus Shofifah				√		√					√	
4.	Alvin Yunan Khilmi		√			√				√			
5.	Andis Suha Fadhilah			√									√
6.	Anggrek Sinar Puspita			√									√
7.	Arba Khusnul Alif			√				√					√
8.	Benny Yazidul Umam				√							√	
9.	Dhea Irdiana Faresha			√					√				
10.	Dipta Septia R			√				√		√			
11.	Eka Lusita A			√				√		√			
12.	Eka Nanda Mamluatul H		√				√					√	
13.	Ellya Anggraeni			√				√				√	

14.	Fitria Adinda R.		√				√					√
15.	Hafida Putri W			√			√					√
16.	Hilmi Mulazaman				√		√					√
17.	Isro Lailatul H			√			√				√	
18.	Jabela Rizqo T				√		√			√		
19.	Kapindo S.K			√				√		√		
20.	Katon Mahardika			√			√				√	
21.	M Prasetyo Nugroho				√			√				√
22.	M. Rezaludin H		√				√					√
23.	Mamluatin K			√				√			√	
24.	Moch. Arif F		√				√			√		
25.	Moh. Ilham M				√							√
26.	Moh. Arif Z.R			√							√	
27.	Moh. Fajrul F			√			√				√	
28.	Moh. Nur Syafi'i		√				√			√		
29.	Novelia A.R			√			√			√		
30.	Nur Eka Febriani				√			√		√		
31.	Rizka Milinia Sari			√			√			√		
32.	Safira Widiana P				√		√			√		
33.	Sissy Anggelina A.A.M				√			√			√	
34.	Siti Nurhani			√			√				√	
35.	Tia Ambarwati			√				√		√		
36.	Vawas Valasif M.W				√		√				√	
37.	Vivi Dwi Dayanti		√				√			√		
38.	Wahyu Retno I.W			√			√			√		
39.	Zuhair Achmad A			√				√			√	

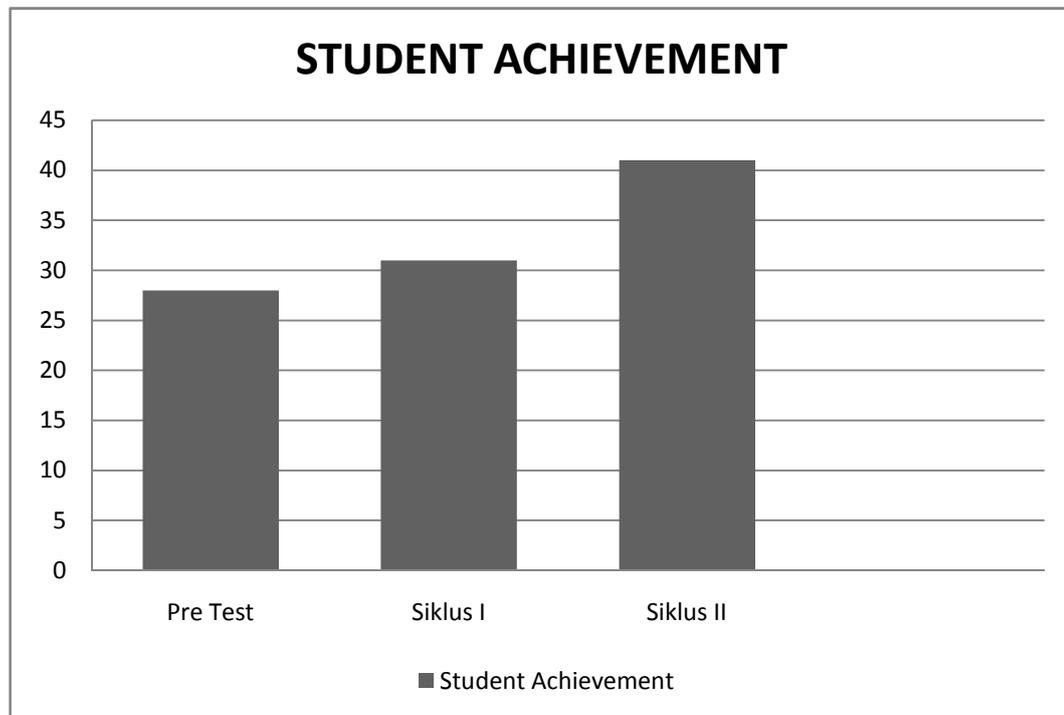
Annotation :

1 = Less 3 = Good

2 = Enough 4 = Very Good

Appendix 4

GRAPHIC OF IMPROVEMENT OF STUDENT ACVHIEVEMENT



Appendix 5**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Madrasah	: Mts Negeri Model Babat
Mata Pelajaran	: Al-Qur'an-Hadist
Kelas	: VII / 2
Standar Kompetensi	: 6.Menerapkan Al-Quran surat –surat pendek pilihan dalam kehidupan tentang toleransi
Kompetensi Dasar	: 6.1 Memahami isi kandungan QS. Al Bayyinah dan Al Kafirun tentang toleransi
Alokasi Waktu	: 4 x 40 menit

A. TUJUAN PEMBELAJARAN

- Siswa mampu memahami isi kandungan Surat Al Bayyinah dan Al Kafirun tentang toleransi dan Al Kafirun

B. MATERI PEMBELAJARAN

- Isi kandungan QS Al Bayyinah dan Al Kafirun tentang toleransi

C. METODE PEMBELAJARAN

- Index Card Match
- Tanya jawab

D. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1) Kegiatan Awal

- a) Guru menyampaikan kompetensi dan indikator dalam materi yang akan disampaikan agar para siswa memahami tujuan pembelajaran, sehingga dimungkinkan mereka dapat menguasai lebih mendalam setelah pembelajaran selesai dilakukan.
- b) Guru melakukan proses tanya jawab awal tentang materi toleransi umat beragama dengan tujuan untuk menumbuhkan rangsangan pada siswa terhadap materi yang akan disampaikan.

2) Kegiatan Inti

Pada kegiatan inti, pelaksanaannya dilakukan dalam dua tahapan, yakni :

Kegiatan inti pertama

- a) Menjelaskan materi tentang Toleransi umat beragama.
- b) Sebagai fasilitator guru melakukan Tanya jawab dengan siswa mengenai prinsip-prinsip aqidah kehidupan sehari-hari.

Kegiatan inti kedua

- a) Guru Membagikan kartu yang berisikan pertanyaan dan sebagainya lagi berisikan jawaban.
- b) Siswa diminta mencari pasangannya dan mereka diminta untuk duduk berdekatan.
- c) Setelah semua siswa menemukan pasangan dan duduk berdekatan, siswa diminta setiap pasangan secara bergantian untuk membacakan soal yang diperoleh dan dibacakan dengan keras.
- d) Setelah itu siswa dibagi menjadi tiga kelompok yaitu kelompok A, B, C dan D.
- e) Setiap kelompok berpresentasi materi yang akan disampaikan, setelah itu kelompok A bertanya kepada kelompok lainnya dan seterusnya.

3) Kegiatan Akhir

- a) Tanya jawab tentang materi yang telah disampaikan sebagai bentuk proses review.
- b) Guru menyampaikan kesimpulan pembelajaran.
- c) Pemberian tugas rumah (PR).

E. MEDIA/ SUMBER BELAJAR

- Buku paket Al-Qur'an-Hadist kelas 7
- Juz 'Amma
- Potongan kertas

F. PENILAIAN 1

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Contoh Instrumen
a. Pemaknaan QS Al Bayyinah dan Al Kafirun	Testulis	Tugas	
b. Memahami kandungan QS Al Bayyinah dan Al Kafirun	Testulis	Tugas	

G. PENILAIAN 2

Aspek Yang Dinilai	Skor		
	1	2	3
Ketepatan penguraian pemahaman QS Al Bayyinah dan Al Kafirun			
Ketepatan penjabaran tentang kandungan QS Al Bayyinah dan AlKafirun			

KeteranganSkor :

1 :Kurang

2 :Cukup

3 :Baik

H. PENILAIAN 3

NamaKelompok	Pretest			Siklus 1			Siklus 2			Skor	Nilai
	1	2	3	1	2	3	1	2	3		

$$\text{Nilai} = \frac{\text{skor yang dicapai} \times 100}{\text{skor maksimal (9)}}$$

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Picture 1

Student Activity during class research





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Thesis Title : The Implemaentation of Index Card Match Method to Increase Student Motivation in Al Quran Hadis Subject at VII Grade J MTsN Model Babat
Advisor : Dr. H.M. Mujab, MA

EVIDENCE OF CONSULTATION

No.	Date	Consultation	Signature
1.	4 September 2013	Problem of The Study	1.
2.	5 September 2013	Consultation chapter I and chapter II	2.
3.	6 September 2013	Revision chapter I and II	3.
4.	9 September 2013	Consultation chapter III and chapter IV	4.
5.	10 September 2013	Revision chapter III and chapter IV	5.
6.	13 September 2013	Consultation chapter V and chapter VI	6.
7.	14 September 2013	Revision chapter V and chapter VI	7.
8.	16 September 2013	ACC the whole thesis	8.

**Malang, September 17th 2013
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