

EFFORTS TO IMPROVE LEARNING OUTCOMES OF CLASS 2A STUDENTS IN ENGLISH LEARNING ON THE MATERIAL "IT IS MY FAMILY" THROUGH THE INDEX CARD MATCH METHOD ASSISTED BY VISUAL MEDIA (WAYANG GAMBAR) MI NAHDLATUL ULAMA KRAKSAAN

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Abstract: This study aims to improve the learning outcomes of class 2A students of MI Nahdlatul Ulama Kraksaan through the implementation of Index Card Match combined with visual media of wayang gambar. The research subjects were 27 students and was carried out in two cycles covering planning, implementation, observation and reflection. Data were collected through learning outcome tests, observations of student engagement, and documentation, then analyzed using quantitative and qualitative descriptive approaches. English learning in Madrasah Ibtidaiyah plays an important role in equipping students to face global challenges, but learning outcomes at the initial stage were still low. Based on the initial data, only a few students achieved the Minimum Completion Criteria (KKM) of 70, with an average score of only 44.4 and completeness of 7.4%. This occurred because learning was still focused on the teacher as the center of learning activities and minimal student involvement. After the implementation of the Index Card Match method assisted by wayang gambar media, there was a significant improvement. In Cycle I, the average student score rose to 75.9 with a completion rate of 74.1%, and in Cycle II, it increased again to 90.8 with a completion rate of 92.6%. In addition to the increase in scores, student activity also progressed from low to very active. Therefore, the implementation of the Indx Card Match method, supported by wayang gambar visual media, is effective as an innovative strategy to improve student learning outcomes and engagement in English learning in elementary schools or Islamic elementary schools.

Keywords: *Learning Outcomes, Index Card Match, Puppet Picture Media*

Introduction

English is one of the most important subjects in MI because it helps students face the changing world. However, reality shows that students' mastery of English material, especially simple vocabulary such as the theme It is My Family, is still low. The pre-cycle results showed an average score of only 44.4 with a learning completion rate of 7.4% of 27 students. This condition illustrates that the majority of students have not reached the established Minimum Completion Criteria (KKM), which is 70. The main contributing factor is the dominance of traditional methods such as lectures and questions and answers that make students passive, less enthusiastic, and have difficulty understanding the material (Suharsimi Arikunto, 2019).

This is in accordance with Allah's teachings as stated in the Qur'an:

: اُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

"Invite people to the path of your God with wisdom and good advice, and discuss with them in a polite manner (QS. An-Nahl [16]: 125).

This verse emphasizes that when conveying knowledge, including in the learning process, a teacher should use methods that are wise, enjoyable, and easy for students to understand. This is a crucial basis for the need for more interactive learning innovations.

Theoretically, active learning is crucial for improving student understanding because it directly engages them in thinking, discussion, and practice. This approach aligns with Vygotsky's social constructivism perspective, which argues that knowledge is formed through social interaction and scaffolding in knowledge construction. Research by Akmail and Kusaeri (2024) demonstrated that the application of scaffolding in cooperative learning can improve elementary school students' activeness and conceptual understanding (Iqbal Rizky, 2024). Therefore, students are able to understand the material easily when they learn through real interactions and experiences, not just passively receiving information.

Previous research has confirmed that a lack of engagement during the learning process contributes to poor learning outcomes. For example, Lestari's research showed that the use of conventional methods tends to lower student motivation because it doesn't allow for meaningful activities (Siti Lestari, 2020). Innovative activity-based learning can increase student activity and learning outcomes (Ahmad Hidayat, 2021). Thus, an interactive, fun learning strategy is needed that is appropriate to the characteristics of MI students.

The Index Card Match method is an active learning method based on a question-and-answer card game that directly engages students. This approach aligns with Piaget's theory, which emphasizes that understanding is formed through active learning experiences (Dwi Rahmadani, 2023). Research by Nurhayati proves that this method is able to increase students' activeness and understanding of the subject matter (Dewi Nurhayati, 2022). This innovation is even more effective when combined with wayang images, as visual media has been proven to strengthen memory and make learning more engaging. Anisa's research found that using images can improve students' absorption of foreign language material (Rina Anisa, 2019).

Besides the method, media selection is also crucial for successful learning. Learning media serves as a bridge between abstract material and students' concrete understanding. Arsyad stated that media can increase motivation, clarify information, and provide a more realistic learning experience (Azhar Arsyad, 2019). In learning English, especially vocabulary, visual media is very effective to use because it can help students connect words with images.

In this study, the visual medium chosen was wayang gambar (picture puppets). Wayang gambar is a traditional medium modified to depict family figures, such as father, mother, older brother, younger sister, and so on. This medium is appealing because it is in keeping with local culture and provides a fun visualization tool for students. By using wayang gambar, students can more easily remember English vocabulary about family members.

Based on these problems, this research aims to improve learning outcomes and student engagement in English learning using the Index Card Match method with the aid of wayang gambar media. This research is expected to provide practical benefits for educators in finding effective learning strategies, and for students in encouraging increased motivation and learning

outcomes. It can also theoretically enrich studies on the application of active learning methods at the elementary level.

Thus, the implementation of the Index Card Match method assisted by wayang gambar visual media is expected to be an innovative solution to increase student involvement and English learning outcomes of class IIA students at MI Nahdlatul Ulama Kraksaan, especially in the material It is My Family.

Method

This research is a type of classroom action research (CAR) that adapts the Kemmis and McTaggart spiral model, which includes planning, implementation, observation, and reflection stages in each cycle. The research activities were carried out in two cycles: Cycle I and II. Each cycle was carried out in two meetings with a duration of 2 x 35 minutes. The stages are described as follows:

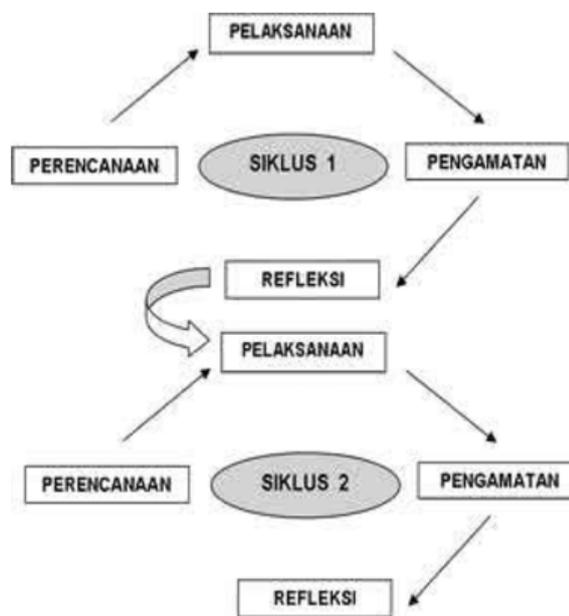


Figure 1. PTK Flow

The Index Card Match method was used in this study as an active learning strategy that requires students' direct involvement in the learning process. By matching cards containing questions and answers in pairs, students can actively participate, strengthening their understanding of concepts and increasing interaction and collaboration in the classroom (Rina Suryani, 2021). With the help of visual media in the form of puppets, students are expected to find it easier to understand the vocabulary of family members because this media is visually appealing and close to their lives (Rini Astuti, 2023).

In its implementation, the Index Card Match method in this study was applied in two forms:

Cycle I: The game is played individually, with each student drawing a question/answer card and then finding a partner.

Cycle II: The game is played in groups, improving vocabulary comprehension and fostering

student collaboration.

Research Subjects

Students of class II A were the subjects in this study with a total of 27 students (15 male and 12 female students) which was carried out on July 28-September 25 for approximately 2 months.

Research Procedures

The research was conducted in three stages, namely pre-cycle, cycle I, and cycle II using the Kemmis and McTaggart spiral model, namely planning, implementation, observation, and reflection (Andini, 2020).

Pre Cycle

Pre-cycle conducts observations to see the condition of the class before carrying out actions in the learning process and learning activities. It begins with observing the teaching and learning process regarding the results of initial data to find out active students, passive students, sleepy / bored students, and conducting a Pre-test (10 multiple choices and 5 Essays) to find out students' scores on how far students understand the material It is My Family. Based on the results of the initial plan of observation actions, namely Pre-cycle, Cycle 1, and Cycle 2.

Cycle I

In the first cycle of the researcher after conducting the Pre-cycle, namely having the following Action stages: Planning Stages: 1) Identifying the concept of English learning, namely the material It Is My Family. 2) Making a Learning Implementation Plan, namely the Kurmer Teaching Module with the Index Card Match method. 3) Preparing learning resources and visual media (Wayang Gambar). 4) Determining the sequence of the Index Card Match method so that students maximize their learning. 5) Preparing a Pre-test evaluation test of 15 questions (10 multiple choices and 5 Essays). 6) Preparing an Observation Sheet assessment (Observation) for students and teachers.

Implementation Stage

Implementation stage for class II A students using the Index Card Match method assisted by wayang picture media, the steps in cycle 1 include:

Introductory Activities (8 minutes)

First, the teacher greets and asks how the students are, then the teacher guides the students to pray together with the class leader leading, then the teacher takes attendance, the teacher does ice breaking with the students to lighten the atmosphere, then the teacher carries out apperception and informs the learning objectives to be achieved.

Core Activities (20 minutes)

First, the teacher introduces family vocabulary using puppet media (father, mother, sister, brother, grandfather, grandmother), then the students are invited to read the vocabulary together repeatedly, then the teacher plays or invites students to sing a song about my family, then the teacher invites students to play while learning through the Index Card Match method, namely finding the right partner, where the teacher asks students to take question and answer cards in the question and answer box alternately, then the teacher asks students to find the pair of cards between one student and another. If they have found a pair, the teacher will ask students to come forward with their partners and then ask them to read the card aloud. After playing, the teacher gives 10 multiple choice and 5 short answer pre-test questions.

Closing Activities (7 minutes)

The teacher and students conduct a brief reflection on the learning activity. Then, the teacher reinforces the vocabulary learned. Next, the teacher provides motivation and a message for students to study at home. The lesson concludes with a prayer and greetings.

Cycle II

After completing the research in the first cycle, the researcher continued the research process by following each of the same stages as in the first cycle, the only difference was that in Cycle II the researcher implemented Index Card Match by playing while learning in groups where students were divided into 4 groups then played by matching pictures and words attached to the answer sheet attached to the board and working on post-test questions in the form of matching questions with a total of 5 questions.

Field Data Tools

The observation aimed to directly monitor the English learning process for the "It Is My Family" topic in class 2A using the Index Card Match method with the aid of visual media (Wayang Gambar). This observation covered all classroom activities to determine improvements in English learning outcomes for the "It Is My Family" topic. The observations were conducted based on a previously developed observation plan.

Tests were used for pre-tests and post-tests to measure understanding and improvement in English learning outcomes for the "It Is My Family" topic. Final scores were obtained from the average and percentage. Brief interviews with the class teacher were also conducted to assess the students' baseline conditions (Rahman, 2023). Documentation was used to corroborate observations collected in the field. Researchers used qualitative data analysis to measure percentage and average values.

Data Analysis Techniques

Data analysis in this study uses a quantitative and qualitative descriptive approach.

Quantitative Data

Quantitative descriptive research is data processed from various collections of student test results. The formula for the percentage of completeness to find data on students is below:

$$\text{KB Completeness} : \frac{\text{Number of Students Completed}}{\text{Total Amount}} \times 100$$

The percentage value according to Permendikbud No. 23 of 2016 is categorized according to the following criteria values:

Presentase (100%)	Kriteria
<50 %	Kurang
55 -55 %	Cukup
70 – 84%	Baik
>85%	Sangat Baik

The average value uses the formula below:

$$\text{Average value} = \frac{\text{Total Amount}}{\text{Number of Students}}$$

The average value according to Permendikbud No. 23 of 2016 is categorized according to the criteria values below:

Presentase (100%)	Kriteria
54-20	Kurang
69-55	Cukup
84-70	Baik
100-85	Sangat Baik

Qualitative Data

Qualitative analysis was used to describe changes in student behavior, activity, and enthusiasm during learning activities. Data were obtained through observation, interviews, and field notes, then analyzed descriptively to determine increases in student activity, interest, and understanding during each learning cycle (Dwi Lestari, 2022).

In action research, PTK (Career-to-Know (CAR)), the benchmark for success is usually the Minimum Competency (KKM) set by the school. In this study, the KKM for English was 70, with a completion rate of 85%. Therefore, if students' completion exceeds the established minimum, the research is deemed successful.

Success Indicators

The research is considered successful if: The average class score reaches or exceeds the KKM, Students achieve a completion percentage of 85% and Student learning activities fall into the good or very good category.

Results and Discussion

Before entering the cycle stage, the researcher conducted a pre-cycle using a pre-test, and Cycle 1 Cycle 2. Cycles 1 and 2 have one meeting with a duration of 1 hour (35 minutes). In cycle 1 Thursday, September 4, 2025 in the English subject, learning was individual. In cycle 2 Thursday, September 11, 2025 in the English subject, learning was in groups of 4 groups, each group consisting of 6 students, some also had 7 students.

Pre Cycle

During the pre-cycle phase on Thursday, August 28, 2025, English learning for the topic "It is My Family" still employed traditional methods such as lectures and question-and-answer sessions. Most students displayed a passive attitude, with only a few actively responding to the teacher's questions. The pre-cycle test results showed an average student score of only 44.4, with a learning completion rate of 7.4% (2 out of 27 completed). The majority of students (74.1%) were still in the poor category, while none had reached the excellent category.



Figure 2. English Pre-Test (Pre-Cycle) on It Is My Family

The results of the initial pre-cycle pre-test produced an average score of 44.4. The students' pre-test was still in the poor category. In order to encourage increased student engagement in the English learning process, class 2A students of MI Nahdlatul Ulama Kraksaan used the following pre-test:

Table 1. Average Pre-Test (Pre-Cycle) Improvement in Learning Outcomes for the It Is My Family Material

No	Average category	Total	Average	Completion Percentage
1	Very Good (100-85)	0 Student	0	0%
2	Good (84-70)	2 Student	5,7	7,4%
3	Fair (69-55)	5 Student	11,4	18,5%

4	Poor (54-20)	20 Student	27	74,1%
	Total	27 Student	44,4	100%



Chart 1. Pre-Test Percentage of Improvement in Learning Outcomes for the Material It Is My Family

The Pre-Cycle pie chart shows that the majority of students are still in the poor category, at 74.1%. This indicates that the majority of students have not yet met the KKM standard. Meanwhile, 18.5% of students are in the sufficient category, meaning they are close to completing the standard but still need guidance. Only 7.4% of students are in the good category, while no students have reached the very good category (0%). Overall, this chart confirms that Pre-Cycle learning outcomes are still low and that learning strategies need to be improved.

Cycle I

Implementation of Cycle I on Thursday, September 4, 2025, the researcher observed the learning activities of class 2A students. Before the researcher carried out the English learning that had been designed, namely creating a learning design according to the results of the Pre-Cycle observation, applying the Index Card Match method assisted by visual media (Wayang Gambar).



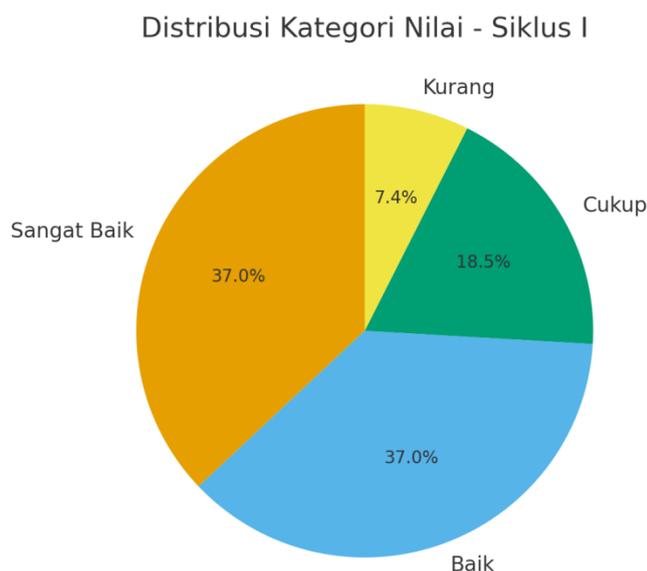
Figure 3. Researchers Improve Learning Outcomes Through the Index Card Match Method Assisted by Visual Media (Wayang Gambar)

Although this method has a weakness, namely, students are noisy when it is implemented, learning activities become more exciting and enjoyable, and students become more enthusiastic in learning. The evaluation results are in the form of a pre-test of students' learning outcomes in the English subject, the material "It Is My Family" by adapting the Ajar module. The table of average results in the form of tests (multiple choice and essay) is as follows:

Table 2. Average Cycle 1 Improvement in English Learning Outcomes for the It Is My Family Material

No	Average category	Total	Average	Completion Percentage
1	Very Good (100-85)	8 Siswa	27,4	29,6%
2	Good (84-70)	12 Siswa	34,2	44%
3	Fair (69-55)	5 Siswa	11.5	18,52%
4	Poor (54-20)	2 Siswa	2.7	7,4%
	Total	27 Siswa	75,9	100%

The table above explains the English learning outcomes for the It Is My Family material according to the Teaching Module. To easily understand the percentage value of the learning outcomes of class 2A students in Graph 2 below:



Graph 2. Cycle 2 Improvement of English Learning Outcomes for Index Card Match Material

In Cycle I, the average student score increased to 75.9, with a completion rate of 74.1% (20 out of 27 students completed the course). Compared to the pre-cycle, there was a significant increase in both the average score and the number of students completing the course.

This analysis demonstrates that the Index Card Match method, supported by visual media (Wayang Gambar), is beginning to have a positive impact. Students are more active, enthusiastic, and engaged. However, the classical completion rate only reached 74.1%, falling

short of the 85% standard as the research success criteria. Cycle I encountered weaknesses and obstacles in implementing the Index Card Match method, as it did not meet the target. The weakness was that the learning outcomes in Cycle I were below the percentage. Therefore, a follow-up plan was needed to implement Cycle II.

Cycle II

During Cycle II, on Thursday, September 7, 2025, researchers observed the learning activities of class 2A students before implementing the planned English lesson. They created a learning design based on the observations of Cycle 2 of the English learning process using the Index Card Match method for the "It Is My Family" topic.

In Cycle II, researchers implemented the Index Card Match method in groups, dividing students into four groups of six, with some groups consisting of seven. The Index Card Match method in Cycle II involved finding the correct match between the picture and the picture-word pair.

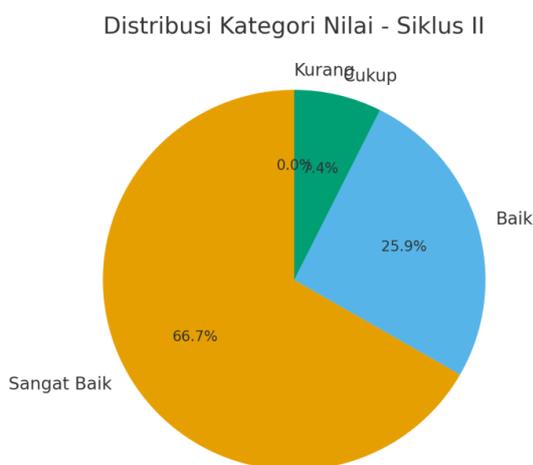


Figure 4. Researchers improve English learning outcomes through the Index Card Match method assisted by Wayang Gambar media in groups.

In Cycle II, learning was developed using a group work approach. The average student score increased again to 90.8 while the completion rate rose to 92.6% (25 students completed out of 27). The evaluation results in the form of a post-test/retest using the Index Card Match method of learning outcomes in English for the material It Is My Family according to the Teaching Module. The table of average results in the form of tests (multiple choice and essay) is as follows:

Tabel 3. Rata-rata Siklus 2 Peningkatan Hasil Belajar Bahasa Inggris Materi *It Is My Family*

No	Average category	Total	Average	Completion Percentage
1	Very Good (100-85)	25 Siswa	85,6	92,6%
2	Good (84-70)	1 Siswa	2,9	3,7%
3	Fair (69-55)	1 Siswa	2,3	3,7%
4	Poor (54-20)	0 Siswa	0	0.0%
	Total	27 Siswa	90,8	100%



Graph 3. Cycle 2 Improvement in English Learning Outcomes for the *It Is My Family* Material

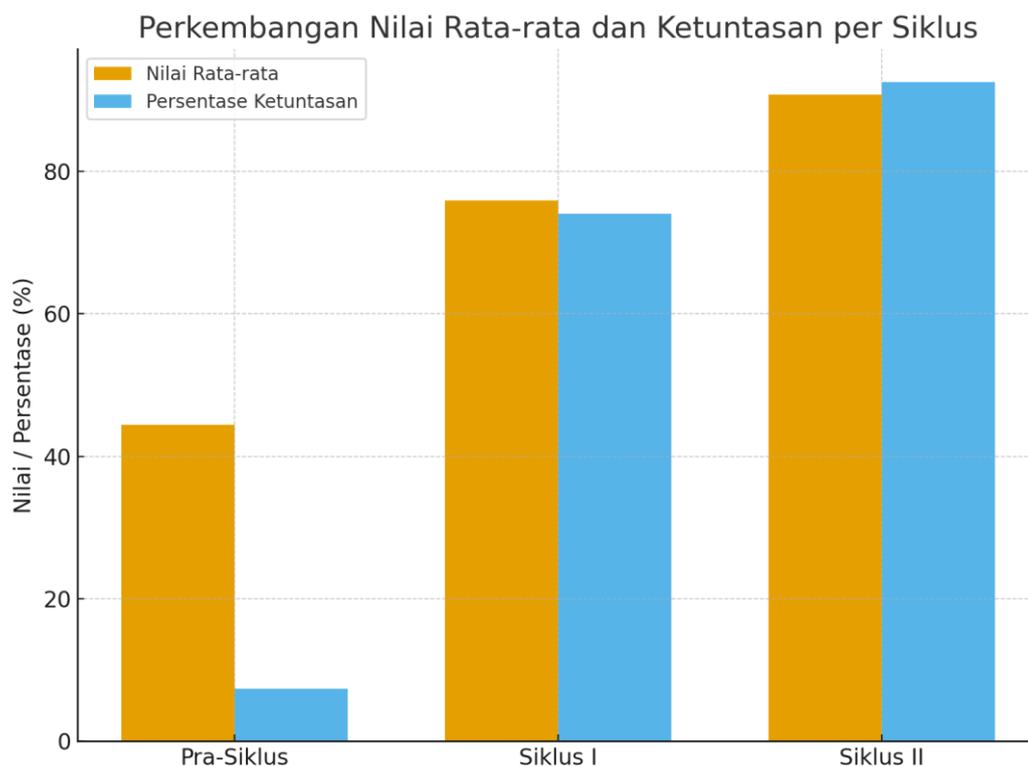
These results demonstrate that the learning process not only improved the average grade but also successfully reduced the number of students in the low category. With a classical completion rate of 92.6%, the target of 85% was achieved. This means that this research was declared successful, and the Index Card Match method, supported by visual media (Wayang Gambar), was successful in improving English learning outcomes in the *It Is My Family* material (Lestari, 2023).

Learning outcomes

Researchers saw from the percentage of students' learning outcomes that they had average scores for cycle 1 and cycle 2 below:

T Table 4. Average value of comparison of Pre-cycle, Cycle 1, and Cycle 2.

No	Action Stage	Very Good (100-85)	Good (84-70)	Fair (69-55)	Poor (54-20)	Ketuntasan
1	Pre-Cycle	0	7,4	18,5	74,1	7,4%
2	Cycle I	27,4	34,2	11,5	2,7	74,1%
3	Cycle II	85,6	2,9	2,3	0	92,6%



Graph 4. Average and Completion Per Cycle

Based on data from the Pre-Cycle, Cycle I, and Cycle II, it can be concluded that the implementation of Index Card Match with the aid of Wayang Gambar improved student learning outcomes. The average grade point average increased from 44.4 to 75.9 to 90.8, while the percentage of students completing the course increased from 7.4% to 74.1% to 92.6%.

This improvement aligns with Suharsimi Arikunto's view that learning is considered complete if at least 85% of students achieve the Minimum Competency (KKM). Furthermore, the use of visual learning media has been shown to strengthen student understanding, as explained by Azhar Arsyad, who explains that media can make learning more engaging and meaningful.

Although learning completion in Cycle II reached 92.6%, approximately 7.4% of students (2 students) still did not achieve the Minimum Competency (KKM). This condition is influenced by the following factors:

1. Different initial abilities
Not all students have the same knowledge base. Some still struggle to understand basic English vocabulary, requiring additional time and guidance to adapt to the learning methods used.
2. Easily distracted attention and concentration
Some students have difficulty focusing during learning activities. This lack of concentration impacts their understanding of the material, even when the learning method is active and interactive.
3. Linguistic difficulties
As a foreign language, English presents unique challenges for students. Difficulties with pronunciation, pronunciation, and vocabulary retention can lead some students to quickly forget things, even when learning is facilitated by visual aids such as puppet shows.

Thus, although the implementation of Index Card Match assisted by wayang gambar media has shown its effectiveness in improving the learning outcomes of most students, individual achievement is still caused by internal and external factors that differ for each student.

DISCUSSION

This research was conducted in class IIA of MI Nahdlatul Ulama Kraksaan with the aim of improving student learning outcomes in English, specifically the topic "It is My Family," through the use of Index Card Match combined with wayang gambar visual media. The research findings, which took place over two cycles, demonstrated a significant improvement in student learning outcomes. In the pre-cycle, only 7.4% of students completed the learning process, increasing to 74.1% in the first cycle, and reaching 92.6% in the second cycle. This demonstrates that the implementation of the Index Card Match method, supported by wayang gambar media, creates a more active, engaging, and relevant learning environment for elementary school-aged children, who are predominantly visual and kinesthetic.

This improvement in learning outcomes is closely linked to the characteristics of the Index Card Match method, which emphasizes student participation through matching cards containing questions and answers. This activity fosters a sense of responsibility, cooperation, and direct involvement in understanding the language concepts being studied. According to the Active Learning theory proposed by Bonwell and Eison, learning is more meaningful when students are directly involved in the thinking and acting process (Charles C, 2020). The card matching activity encourages students to interact, think critically, and work together, so that information absorption becomes more optimal.

Beyond methods, learning media plays a significant role in improving student learning outcomes. The use of wayang gambar supports Paivio's Dual Coding theory, which states that comprehension and retention are enhanced when information is presented verbally and visually simultaneously (Allan Paivio, 2021). Through wayang images, students not only hear the words "father" or "mother" but also see visual representations of family figures depicted in wayang puppets. This approach fosters imagination, strengthens visual memory, and clarifies the meaning of newly introduced foreign vocabulary. Visual-based media like wayang also provide relevant and engaging local cultural influences, making learning more contextual.

The results of this study align with previous research. Zahwa and Erwin (2022) found that implementing the Index Card Match method was proven to improve science learning outcomes in elementary school students through interactive activities that foster direct involvement in understanding the material (Nadira, 2022). Meanwhile, research by Martha and Sari reflects that the implementation of Index Card Match assisted by digital media can increase active student participation by up to 90%, as well as help them understand thematic lesson concepts more deeply. This finding is also supported by a study by Putri and Rahmawati, which revealed that the Index Card Match method is effective in English learning because it can improve students' ability to understand vocabulary and simple sentence structures through fun play activities (Putri and Rahmawati, 2021).

In terms of media use, Siregar's research proves that cartoon puppet media can improve students' ability to understand story content and strengthen visual memory (Siregar, 2023). These findings align with research showing that students more easily remember family vocabulary when they see wayang characters depicting fathers, mothers, or siblings. Therefore,

the combination of the Index Card Match method and wayang images has a positive impact on improving student learning outcomes in the "It is My Family" topic.

In the context of child developmental psychology, these research findings also align with Piaget's cognitive theory, which explains that elementary school-aged children are in the concrete operational stage. At this stage, students tend to understand concepts through real objects or concrete images (Jean Piaget, 2020). The use of wayang images helps bridge abstract concepts (foreign language words) with concrete experiences through visualization. Therefore, learning English with the support of local cultural visualizations not only strengthens language comprehension but also instills national cultural values.

However, research results indicate that some students (7.4%) still did not meet the completion criteria in cycle II. This is due to several factors, including differences in initial abilities, low learning motivation, and a lack of learning support from the home environment. Based on Vygotsky's Zone of Proximal Development (ZPD) theory, each student has a different developmental level, so teachers need to provide guidance and scaffolding so that all students can reach their maximum abilities (Lev Vygotsky, 2020). In such situations, teachers can provide enrichment activities and additional guidance for students who are still experiencing difficulties.

The implementation of the Index Card Match method, supported by wayang gambar (picture puppet) media, also has implications for students' affective and social development. Collaborative learning fosters a sense of responsibility, cooperation, and mutual respect among peers. These results align with research by Handayani, which states that implementing interactive methods can strengthen social values and increase student engagement in group learning activities (Dwi Handayani, 2021). Thus, in addition to improving cognitive aspects, this method also has a positive impact on students' social-emotional development.

Overall, the research results confirm that the combination of Index Card Match and wayang gambar visual media can create an active, engaging, and meaningful learning environment. Teachers can utilize this strategy to reduce student boredom in learning English and to enrich the variety of learning methods in Islamic elementary schools (madrasah ibtidaiyah). In addition to improving language skills, this approach also instills cultural values and national character through local media. Therefore, innovative learning based on local culture and active methods is a strategic step towards achieving 21st-century educational goals that emphasize creativity, collaboration, communication, and critical thinking.

Conclusion

This classroom action research shows that the application of the Index Card Match method assisted by visual media (Wayang Gambar) can improve the English learning outcomes of class 2A students of MI Nahdlatul Ulama Kraksaan on the material It Is My Family. The average student score increased from 44.4 with 7.4% completion in the Pre-Cycle, to 75.9 with 74.1% completion in Cycle I, and reached 90.8 with 92.6% completion in Cycle II. These results indicate that the classical completion target of 85% was successfully achieved.

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