

Reading Card and Index Card Match as a Learning Media in Mathematics Subject Materials of Fractions

Nur'im Septi Lestari¹⁾, Nining Puji Lestari^{1),*}

¹⁾IAIN Fattahul Muluk Papua

*Corresponding Author: lestanining12988@gmail.com

Abstrak: The application of Reading Card and Index Card Matching strategies in Mathematics is done in a fun way. The implementation repeats the material that has been given before. emphasis on numeracy skills. The focus of this research is how to apply the Reading Card and Index Card Match strategies in Mathematics in class IV MI Islamiyah Jatirogo, Jatirogo District, Tuban Regency. This research sample uses 15 students. The method in this research is qualitative. Based on the research conducted, it can be concluded that the application of the Reading Card and Index Card Match strategies applied in learning Mathematics has been carried out well. The teacher has been able to make lesson plans well, namely by making lesson plans and preparing media in the form of well-matched cards. In the implementation of learning the teacher has been able to carry out learning steps with the Reading Card and Index Card Match strategies. In the evaluation activities, the teacher carried out the evaluation well so that it was seen that with the Reading Card Match and Index Card Match strategies the student learning outcomes were satisfactory so that this strategy was used again in subsequent learning.

Keywords: Reading Card and Index Card Match Strategy, Mathematics, Madrasah Ibtidaiyah

1. INTRODUCTION

Education has always been an interesting topic at this time. This is natural because everyone has an interest and is visible in the educational process. In Indonesia, efforts to improve the quality of the quality teaching and learning process to achieve quality output are continuously being improved (Amir 2021). Through education it is expected to be able to form individuals who are competent in their fields. According to Law number 20 of 2003 education is a basic and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence and noble character, as well as the skills needed by themselves, society, nation and state. The knowledge that all humans on earth must have is reading, writing and arithmetic. In this case basic knowledge of arithmetic has been developed in education through learning mathematics, but many students think that mathematics is a complex and difficult science. The most important characteristics of mathematics are mastery of concepts, algorithms and ability to solve problems.

The five reasons for the need to learn mathematics are: (1) Mathematics is a means of clear and logical thinking (2) Is a means of solving problems in everyday life (3) Mathematics is a means of recognizing patterns of creative relationships and (4) Mathematics is a means of to raise awareness of cultural developments. Mathematics that seems uninteresting, it is also possible to use inappropriate learning methods. As a teacher, you must be able to use a variety of appropriate learning methods in each material presented. In connection with the problems above, in the mathematics learning system where the researcher found a variety of problems as follows: 1) Students have difficulty accepting teaching materials provided by the teacher. Students are also embarrassed to ask teachers and friends. So that the students are unable to solve the questions given by the teacher. 2) Learning is still teacher centered, that is, it tends to be controlled by the teacher. Conventional methods which are dominated by lectures do not activate student learning. This situation makes students who study individually less involved in interaction, causing student boredom which results in low mathematics (Desi, Sowiyah, and Yulina 2019) learning outcomes. 58 schools have been assigned. Of the 42 grade IV students, only 14 students scored above the KKM. While 28 other students scored below the KKM. If it is presented, those who get a score above the KKM are only 44.29%.

The problems experienced by grade IV students at MI Islamiyah Jatirogo must be addressed immediately so that students are interested, aroused, and have a positive attitude towards learning mathematics and are able to actively participate in learning, so that learning outcomes increase and the graduates produced are of higher quality. If the application of the learning model for mathematics subjects only uses the lecture model as the main model, then the learning process will be boring for students because it feels monotonous (Prabowo, Purnomo, and Mushafanah 2020). This condition is expected to greatly affect learning outcomes, interest in learning and attractiveness of students in participating in learning. To anticipate these problems, it is necessary to choose the right learning strategy, so as to increase the active understanding and learning outcomes of students' mathematics. The teachers are constantly trying to devise and implement a variety of strategies so that students are interested and enthusiastic in learning mathematics. One of them is by applying the Reading Card and Index Card Match learning strategy (Hn, Arifin, and Supardi 2023). The Reading Card and Index Card Match learning strategy is a fun strategy that is used to repeat material that has been given before. However, new material can also be taught with this strategy, provided that students are given the task of studying the topics to be taught first, so that when they enter class they already have a stock of knowledge. In this learning strategy students are required to master and understand concepts through searching for index cards, where index cards consist of two parts, namely question cards and answer cards. Each student has the opportunity to get one card. In this case students are asked to find a partner from the card they get. The student who gets the question card looks for the student who gets the answer card, and vice versa. This learning strategy contains elements of games so that students are expected not to get bored in participating in learning mathematics (Harlina 2022).

Each learning strategy has advantages and disadvantages, as well as the Reading Card and Index Card Match learning strategies. The advantages of the Reading Card and Index Card Match learning strategy are 1) Fostering a sense of excitement in teaching and learning activities 2) The subject matter delivered is more attractive to students 3) Being able to create an active and fun learning atmosphere 4) being able to improve student learning outcomes to reach the level of learning mastery (Nasional et al., n.d.). The weaknesses of this strategy are 1) It takes a long time for students to complete assignments 2) It takes a long time to make preparations 3) The teacher must spend more time. The Reading Card and Index Card match learning strategy is one of the instructional techniques of learning which is included in various strategic reviewing (repetition strategies) (Rodliyah, Saraswati, and Sa'adah 2020). One surefire way to make learning stick in your mind is to allocate time to review what you've learned. Material that has been discussed by students tends to be five times more embedded in the mind than material that is not. The Reading Card and Index Card Match learning method can also be used as an alternative method that is felt to be more able to understand the learning characteristics of different students. For example, research conducted by "confirms that learning using the Reading Card and Index Card Match method can increase student activity in learning mathematics, especially on the subject of fractions" (Prestama, Nuryatin, and Wagiran 2022).

2. METHODS

This research uses a qualitative research approach where qualitative research as a scientific method is often used and carried out by a group of researchers in the field of social sciences, including education. A number of reasons were also put forward which in essence is that qualitative research enriches the results of quantitative research. Qualitative research is conducted to build knowledge through understanding and discovery. Qualitative research approach is a process of research and understanding based on methods that investigate a social phenomenon and human problems. In this study the researcher makes a complex picture, examines the words, reports detailed views of the respondents and conducts studies in natural situations (Pemahaman and Matematis 2020).

Qualitative research is carried out in natural conditions and is a discovery. In qualitative research, the researcher is the key instrument. Because of that researchers must have the provision of theory and broad insight so they can ask questions, analyze and construct the object being researched to be clearer (Pustika et al. 2021). This research emphasizes more on meaning and bound by value. The essence of qualitative research is observing people in their environment interacting with them, trying to understand their language and interpretation of the world around them, approaching or interacting with people related to the research focus with the aim of trying to understand, explore their views and experiences (Sariani and Suarjana 2022) to obtain information or data. required. Data collection uses 3 techniques, namely interview, documentation and observation techniques.

The researcher's observation activities were carried out for 2 months, while the interviews were for 3 months. Data analysis uses techniques: data reduction, data presentation. The validity of the data using triangulation. Triangulation combines 3 results of interviews, observation and documentation.

3. RESULTS AND DISCUSSION

Penerapan strategi Reading Card and Index Card Match yang dilaksanakan dalam pembelajaran Matematika kelas IV MI Islamiyah

The steps for the Reading Card and Index Card Match learning model are as follows: a. The teacher prepares as many pieces (Akhmad Aji Pradana and Jazilatul Ummah 2020) of paper as there are students in the class to be taught. b. The pieces of paper are divided into two equal parts. c. On one half of the pieces, questions are written about the material being taught and the prepared paper contains one question. Half of the pieces of paper are written on the other half, the answers to the questions written on the other pieces of paper, each one piece of paper has one answer. d. Then the pieces of paper are mixed randomly so that they mix between the papers that are given questions and answers. e. Then the teacher asks students to take pieces of paper that have been scrambled one student's paper. f. Then the teacher explains to students that every student who gets a question must look for the answer to his other friends and vice versa. g. After students find their partners for the questions and answers they get. Then the teacher asks students to sit close together according to their partners. h. After all students find their partners and sit close together, each pair is asked to read the questions obtained aloud in turn so that other friends can hear them. i. After all pairs have read out the questions and answers, each pair is asked to stick the card on the blackboard. j. Finally, the teacher makes clarifications, the teacher and students draw conclusions about the learning outcomes that have been carried out (Arisetyawan, Taher, and Fauzi 2021).

The index card match strategy is a type of Active Learning strategy. According to L. Dee Fink, what is meant by active learning is a learning process to empower students to learn using various ways or strategies or methods actively. In the context of active learning, teachers and students are equally empowered actively in the whole learning process. So that students experience their own learning activities and can interpret them. Thus, the teacher in carrying out the main role is required to be professional. Professional teachers are teachers who master teaching and learning problems and master various sciences related to teaching. One of them is by mastering various kinds of active learning strategies. One of the active learning that can be used is the index card match. Silberman, explained that index card match is a fun and active way to assess learning. Agus Suprijono also stated that the index card match type active learning model is a method of finding pairs of cards which is quite fun to use to repeat learning material that has been previously given.

The above is in line with what was stated by Hisham Zaini, that the active learning model of the index card match type (looking for a partner) is a fun method used to repeat material that has been previously given. However, even new material can still be taught with this method with a note, students are given the task of studying the topics to be taught first, so that when they enter class they already have stock of knowledge. In the index card match type active learning model, there are several student learning activities such as asking questions, answering questions, paying attention, listening to descriptions, moving to look for pairs of cards, solving problems, and getting excited about what students will do. The concept of playing while learning contained in this method certainly makes learning not boring. Because this learning is carried out in a pleasant atmosphere, it is hoped that it can increase the enthusiasm and learning activities of students in learning activities. Thus it can be concluded that the index card match strategy is a learning strategy by finding matching pairs of cards in the form of questions and answers regarding a concept or topic in a pleasant atmosphere, which can be used to repeat previously taught material.

Index card match or make a match, both are fun strategies. Because students are invited to play looking for partners while learning about concepts or topics. The steps for implementing the index card match strategy according to Silberman are: 1) On a separate index card, write questions about whatever is taught in class. And make questions on some cards. 2) On a separate card, write down the answers to each question. 3) Mix all the cards and shuffle them to mix. 4) Give cards to students, and explain the rules of the game. 5) Instruct students to find their partners. 6) If everyone is in pairs, instruct them to read aloud their questions and answers. 16 In explaining the steps for implementing the index card match, Silberman added that the teacher can make

variations by making questions in the form of questions completing sentences with the appropriate words. Saifuddin also explained the steps for learning the index card match strategy, namely 1) Students were given material. 2) Make as many pieces of paper as there are students in the class. 3) Divide the paper into two parts. 4) In half of the section, write questions about the material to be studied. Each paper contains one question. 5) On the other half of the paper, write the answers to the questions that have been made. 6) Shake all the paper, so that the question and answer cards are mixed. 7) Each student is given one card, and explain that this is a pair activity. Half of the participants will receive questions, and the other half will receive answers. 8) Ask students to find their partner. If someone has found a partner, ask to sit side by side. Explain so they don't tell the contents of the card to other friends. 9) After all are paired, ask each pair in turn to read the contents of the card.

The Reading Card and Index Card Match learning strategy as an alternative that can be used in delivering subject matter during the learning process also has several advantages and disadvantages. Hindayani stated that there were advantages and disadvantages in the Raeding Card and Index Card Match learning model. a. The advantages of the Reading Card and Index Card Match learning strategy 1) Fostering pleasant situations in learning activities. 2) The learning material presented is more attractive to students. 3) Able to create an active and fun learning atmosphere. 4) Able to improve student learning outcomes to reach the level of mastery learning. 5) Assessment is carried out with observers and appraisers. b. Weaknesses of the Reading Card and Index Card Match learning model 1) It takes a long time for students to complete assignments. 2) The teacher must spend more time preparing. 3) Teachers must have a democratic spirit and adequate skills in terms of basic teaching skills. 4) The class atmosphere becomes noisy so that it can disturb other classes (Arifani, Mulyana, and Sumardi 2020).

Mathematics is the study of magnitude, structure, space and change. Etymologically the word mathematics means "knowledge obtained by reasoning" which places more emphasis on ratio reasoning activities. Mathematics is formed as a result of human thought related to ideas, processes, and reasoning. Explanation of Material Fractions are repeated additions, this is what causes $A \times B$ to $B \times A$, because $A \times B = B + B + B + B$ (as many as $A \times 1$), while $B \times A = A + A + A + A$ (as many as $B \times 1$). For example, in the rules for using a drug, it is usually written 3x1 tablet a day (Fitriana, Hadi, and Izzah 2021).

Multiplication of Fractions How do you determine the product of the following two fractions? Follow and do the following steps 1. Create a Cartesian axis 2 (Sanusi et al. 2020). Create a unit scale on both axes 3. Divide the unit scale on the horizontal axis into 3 equal parts 4. Unit scale on the vertical axis divide into 4 equal parts 5. Create vertical line through the scale on the horizontal axis 6. Draw a horizontal line through the scale on the vertical axis Multiplication of Fractions Learning (Nuraeni and Rosyid 2019) The area bounded by the two lines and the two coordinate axes is the area of the product being sought, namely 6 parts of the 12 total areas So, Questions and assignments! Use the fraction multiplication steps above to determine the following multiplication results (Halik, Sultan, and Sari 2022). Media Concrete Objects Media Concrete objects used to explain the concept of multiplication of ordinary (Surya, Surya Abadi, and Gede Agung 2022) fractions: 1. Provide a blank sheet of HVS paper. 2. Provide 2 different colored markers or different colored pencils. 3. If the problem is then determine which one is the first number as the horizon axis and the second number as the vertical axis. 4. Because the horizon axis is the HVS paper is folded into 4 equal parts. Each fold is given a straight line, so there are 4 parts. 3 parts are shaded using the same marker. 5. Because the vertical axis is the shaded HVS paper we used to draw the part for the vertical axis. The vertical axis is divided into 3 parts. Each fold is marked with a straight line with a different marker, so there are 3 parts. 2 parts are shaded with the same marker. 6. Inside the HVS paper there are two colored boxes, namely black and red. So the result of the multiplication can be seen from the box shaded with two colors. There are 6 sections shaded with 2 colors and all shaded or absent squares are 12 (Wulandari et al. 2022).

In 1965 AD, a group of clerics domiciled in the Sadang Village area, Jatirogo District, Tuban Regency, held a meeting with the aim of coordinating the education of children, especially in the Sadang Village area which was spearheaded by KH. Sanuri from Sadang (Bayu Mahardika 2021). From the meeting, an agreement was obtained to establish an educational institution which coincided on April 25, 1965, which was named Islamiyah. With the aim that students who have graduated from school can broadcast Islam directly. At the beginning of its establishment, Madrasa Ibtidaiyah Islamiyah Jatirogo used the sorogan learning system and was given a special yellow book lesson. 19 In 1985 AD, Madrasah Islamiyah Jatirogo was registered with the Ministry of Religion of the Republic of Indonesia and had registered status with charter number: L.m/3/3430/A/1985.

In addition, the Madrasa charter from LP. Ma'arif East Java Region with number: B-20100125 Notary deed of Joenoes E. Maogimon, SH No. 103/1988. In 1999 Madrasah Ibtidaiyah Islamiyah Jatirogo was accredited B with charter number: MM.22/05.00/PP.03.2/1405/1985 by the Ministry of Religion of the Republic of Indonesia. Strategi Pembelajaran Reading Card And Index Card Match (Aisyah et al. 2022).

In Mathematics Subjects in Class IV MI Islamiyah Students. To find out the use of the Reading Card and Index Card Match method in learning mathematics on fractional material, the researcher made direct observations and interviewed fourth grade teachers, fourth grade students, and school principals. Based on the results of interviews with the class IV teacher at MI Islamiyah Jatirogo about learning mathematics in fractional material using the Reading Card and Index Card Match method, he said that: "In learning mathematics in fractional material using the Reading Card and Index Card Match method this is in accordance with what is in RPP Curriculum-13 which includes 3 activities, namely preliminary activities, core activities, and closing activities. One of them is in the preliminary activities starting with apperception then conveying the learning objectives, carrying out learning, in the core activities the teacher gives cards containing questions and answers to do the assignments given, in the final activity an evaluation of the subject matter has been carried out.

From the results of observations that researchers got directly in the field that the learning activities were initiated by the teacher saying hello, followed by students answering greetings in unison. The class leader is in charge of preparing and leading the prayer, after that the teacher asks how all the students are and then the teacher takes the roll call. At the first meeting, all students entered with a total of 15 students present. After the roll call, the teacher starts the lesson by reminding the previous material. After doing the apperception, the teacher explains the learning model that will be used in the learning process with the Reading Card and Index Card Match method. The learning steps are as follows: 1) the teacher prepares question cards and answer cards. 2) then the teacher shuffles the question cards and answer cards before distributing them to each student. 3) The teacher distributes question cards and answer cards to students 4) The teacher explains that the activity to be carried out is an exercise in matching question cards with answer cards. 5) The teacher directs students to find seats together for the pairs that have been formed. 6) The teacher calls students randomly to read the question cards and answer cards in front of the class (Akhmad Aji Pradana and Jazilatul Ummah 2020). 7) the teacher confirms the correctness of the pair. Based on the achievements of this research, some suggestions for implementing the Reading Card and Index Card Match learning method are as follows (Wahyuni 2023): 1) The Reading Card and Index Card Match learning method is expected to become an alternative learning method used by teachers in learning mathematics to increase interest and achievement learning for students. 2) the Reading Card and Index Card Match learning method requires time and good class management so that learning can run effectively and efficiently (Sariani and Suarjana 2022). 3) this research activity is very beneficial for teachers and students, so the researcher hopes that this activity can be carried out continuously in mathematics and other subjects (Harlina 2022).

Indicators of teacher activity when the learning process takes place in the classroom: 1. The teacher provides apperception and motivation 2. The teacher repeats the material first, by giving a little review of the material to be discussed. 3. The teacher makes pieces of paper containing questions related to the material being discussed (Amir 2021). 4. The teacher distributes the papers to some students. 5. The teacher writes questions about the material that has been given before on half of the paper that has been prepared. Each paper contains questions. 6. The teacher gives each student one piece of paper. Explain that this is an activity to do in pairs. Half of the students will get questions (Prestama, Nuryatin, and Wagiran 2022). The results of observations in class, it can be seen that student activity when participating in learning.

Grade 5 students' activities in participating in learning using the Reading Card and Index Card Match learning strategy in mathematics method. In the learning process there were 15 students who followed it. the learning goes well. Students follow with pleasure. This method is just used in the school. Each activity has points that are filled in by the teacher. Point one The teacher provides apperception and motivation as a result of noting that 15 students have good activities and can follow according to the teacher's instructions. Point two The teacher repeats the material first, by giving a little review of the material to be discussed the results of the activities of 5th grade students who can follow well as many as 10 children. The third point The teacher makes pieces of paper containing questions related to the material being discussed, there are 8 students who take part in the learning activities well. The fourth point of the indicator is The teacher distributes the papers to some students of fifth grade students participating in the activity well as evidenced by 15 students following the Reading Card and

Index Card Match learning strategy in mathematics method. Point five The teacher writes questions about the material that has been given before on half of the paper that has been prepared. Each paper contains questions. students participated in the activity as many as ten students. Sixth point The teacher gives each student one piece of paper. Explain that this is an activity to do in pairs. Half of the students will get questions that follow well as many as 15 students. it is proven that the Reading Card and Index Card Match learning strategy in mathematics method is very good for students. students can learn while playing.

Meanwhile, to find out the role of using the Reading Card and Index Card Match method. In mathematics lesson material for fractions, the researcher made direct observations of Class IV students at MI Islamiyah Jatirogo, which consisted of 2 students with high abilities, 2 students with moderate abilities, and 2 students with low abilities. There were 5 students who had Differences in Student Ability. silvia tall, ahmad Student Ability tall. Miftah Student Ability currently. Ridlo Student Ability currently and erico Student Ability Low. so there is 1 student who is low in the process of learning mathematics

Benchmarks of students' abilities are based on grades obtained in semester I of class IV. The results of Silvia Santika's interview are described as follows. Based on the results of an interview with a Class IV student at MI Islamiyah Jatirogo, he stated that: "In my opinion, it is more fun to learn mathematics about fractions using this method. where by using this method the learning process is also accompanied by games so that we all don't feel bored.

The above statement was reinforced by Ahmad Muqorrobin, a grade IV student who stated that: "Learning mathematics multiplication material using the Reading Card and Index Card Match method is very fun, because when the learning process is accompanied by a game so I don't feel bored and bored in understanding the subject matter. explained by the teacher".

The same thing was also expressed by Miftahuddin who expressed his opinion: "In my opinion, learning using the Reading Card and Index Card Match method is something new, because this method is very exciting and can even help me understand mathematics in fractional material." Based on another opinion from M. Ridho Wahyuda who stated that: "Learning mathematics fraction material in a fun way can help me find my own understanding, and I can remember better than just listening to the teacher's explanation". This statement was also reinforced by Kholil Fadli who also said that: "In studying mathematics, fractional material prefers to use the Reading Card and Index Card Match method, because with this method I can be calmer and less bored in understanding mathematics, especially material multiplication" ([Desi, Sowiyah, and Yulina 2019](#)).

Meanwhile, a different opinion was conveyed by Erico Setyo Saputro, he said that: "Learning mathematics by the way the teacher gives question and answer cards improves my learning outcomes, because for me learning is fun". I as the head of MI Islamiyah Jatirogo stated that: "The use of the Reading Card and Index Card Match method is one of the methods in teaching and learning activities to help students achieve the desired competencies. This method focuses on students where students are trained to further increase creativity and synergy in group collaboration, besides that it is also to train students' self-confidence.

Therefore, this method plays a very important role in improving student learning outcomes in the mathematics subject multiplication material in class IV MI Islamiyah Jatirogo, this is an indicator of achieving learning competence. From the results of the interviews, it shows that the use of the Reading Card and Index Card Match method in mathematics lessons on multiplication material in class IV MI Islamiyah Jatirogo can make it easier for students to learn mathematics in a pleasant atmosphere. So that in the learning process students can easily accept the material provided by the teacher. As for the teacher himself, the use of the Reading Card and Index Card Match method is a method that can be used to convey learning material through learning experiences and exploration of abilities. The success of this method is an indicator of achieving the desired competency which is the most important goal in learning ([Sumadi, Kusmayadi, and Fitriana 2022](#)).

The results of the application of the Reading Card and Index Card Match learning strategy in mathematics in class IV MI Islamiyah Tuban

In the research conducted, the author used a data analysis technique in the form of descriptive analysis, in which the presentation of the author will describe the use of the Reading Card and Index Card Match method in the mathematics subject for fractional material in class IV MI Islamiyah, Jatirogo District, Tuban Regency for the 2020/2021 academic year. Based on the results of observations made by researchers on the activities of

teachers and fourth-grade students at MI Islamiyah Jatirogo during the learning process using the Reading Card and Index Card Match method in mathematics for fractional material, the data on student scores is obtained in MI Islamiyah, Jatirogo.

Results of Using the Reading Card and Index Card Match Method. obtained the results of the data in this study. The KKM value used as a quality standard in schools is 70. The sample used is 15 students. The researcher wants to know how far the scores are after using the Results of Using the Reading Card and Index Card Match Method. Ridlo got a score of 75 and was declared complete. Kholil got a score of 85 declared complete. Eriko gets a score of 85 declared complete. Silvia got a score of 100 which was declared complete. Muhammad got a score of 80 which was declared complete. Miftah got a score of 100 which was declared complete. Zahra got a score of 75 which was declared complete. Fardan got a score of 80 declared complete. Ghoni got a score of 95 which was declared complete. Firdaus gets a score of 100 declared complete. Surya gets a score of 85 declared complete. The image gets a value of 75 which is declared complete. Husniyah got a score of 75 declared complete. Wahyu got a score of 80 which was declared complete. and finally Aji got a score of 80 which was declared complete. The results of the application of the Reading Card and Index Card Match learning strategy in mathematics in class IV MI Islamiyah Tuban. all students using the Reading Card and Index Card Match complete method. Get a score above the KKM.

The table above shows the results of student learning using the Reading Card and Index Card Match method, that the value of each student has increased. The increase obtained ranged from 75-100 from the KKM score of 70, from the range of 75-100 it was described that there were 4 students who received a score of 75, namely M. Ridho Wahyuda who previously received a score of 55, Fahra Nabila who previously received a value of 45, Citra Putri Fadhilah who previously got a score of 60, and I'anatul Husniyah who got a score of 50, there were 4 students who got a score of 80 namely M. Muqorrobin who previously got a score of 65, M. Fardan who previously got a score of 50, Veronica Wahyu N who previously got a score 65, Sekar Wahyu Aji who previously got a score of 67, there were 3 students who got a score of 85 namely, Kholil Fadli who previously got a score of 75, Erico Setyo Saputro who previously got a score of 77, Alfika Surya who previously got a score of 75 even though the three students previously already got a score above the KKM but experienced an increase from the previous grade, there was 1 student who got this ali 95 namely Abdul Ghonni who previously received a score of 80 and who received a value of 100 there were 3 students namely Silvia Santika, Miftahuddin, Firdaus shobah who previously these three students received the same score of 87.

From these results the researcher draws the conclusion that the use of the Reading Card and Index Card Match learning method is very good for use in the learning process in the classroom, because the application is easy and fun for teachers and students to follow. In connection with the increase in the scores obtained by the students above, there were responses from a number of students. First, Fahra Nabila as a Class IV student at MI Islamiyah Jatirogo stated that: "With the Reading Card and Index Card Match method it really helps me, especially in understanding mathematics subject matter of fractions, after learning using the Reading Card and Index Card Match method the value I am improving and I feel happy with learning methods like this, so I can be more confident." Second, the statement above was reinforced by Muhammad Fardan, a grade IV student at MI Islamiyah Jatirogo who stated that: "I feel happy with the grades I achieved, even though my previous grades exceeded the specified standards but after participating in learning using the Reading Card and Index Card method This match gave me a perfect score, and also my understanding of mathematics, especially in fractions, has increased." Third, the statement above was also reinforced by Abdul Ghonni who also said that: "What impresses me about learning using the Reading Card and Index Card Match method is that there is an opportunity for me to bring out all the abilities I have. This also helps me in improving my mathematics learning outcomes".

Meanwhile, according to Mrs. Siti Aminah, S.Pd as a class IV teacher at MI Islamiyah Jatirogo said that: "The grades obtained by students after learning using the Reading Card and Index Card Match method are quite encouraging. Children's enthusiasm for learning is the key to success in learning. The role of using the Reading Card and Index Card Match method in improving student learning outcomes in mathematics subject of fractional material is clear from the previous score of only 4 children who completed KKM which then increased significantly after this method was applied to 15 children who completed KKM ". The statement above was reinforced by Ms. Wiwik Handayani, S.Pd.I, who stated that: "The achievement of complete learning is an indicator of the success of a teacher in carrying out his duties and role in educating and teaching students. The

Reading Card and Index Card Match method is one of the learning methods that I can say is successful in improving the results of learning mathematics in fraction material in class IV MI Islamiyah Jatirogo. This can be seen from the achievement of competency scores achieved by students. Where there was a tremendous increase when previously there were only 4 students whose scores were above the KKM, after using the Reading Card and Index Card Match method it increased rapidly to 15 students. Based on the results of the researcher's interviews with fourth grade students, fourth grade teachers, and the head of MI Islamiyah Jatirogo and the value observation data obtained by students, it can be concluded that the use of the Reading Card and Index Card Match method was successful in improving learning outcomes in mathematics lesson fraction material in fourth grade students MI Islamiyah Jatirogo.

Supporting and Inhibiting Factors of Reading Card and Index Card Match Learning Strategies in mathematics for fourth grade students of MI Islamiyah Jatirogo

Supporting Factors Supporting factors are everything that can help education to progress and succeed well, so that what is the goal of education can be achieved. The factors that support the learning process of the Reading Card and Index Card Match strategy, such as the results of interviews with researchers for class IV teachers at MI Islamiyah Jatirogo: a. Material preparation and maturity. b. Student enthusiasm for lessons by maintaining attention c. There are learning resources, namely math books and LKS which are considered sufficient in mastering the material ([Wahyuni 2023](#)).

Inhibiting Factors As for the obstacles found in the application of the Reading Card and Index Card Match learning model in the mathematics subject of fractional material in grade IV according to Ms. Siti Aminah as a class IV teacher at MI Islamiyah Jatirogo that: a. The condition of students when receiving lessons, students who look difficult to calculate the answers and time. b. Related to time because the Reading Card and Index Card Match Strategy requires a long time in the learning process. c. There are students who seem to have difficulty calculating their answers and are busy themselves. d. Time is a very inhibiting factor in the application of the Reading Card and Index Card Match method, because it can be seen that there is a lot of material that students have to understand with little time.

4. CONCLUTION

From the results of the research conducted by the researchers, several conclusions can be drawn as follows: 1) The application of the Reading Card and Index Card Match strategy which was carried out in Mathematics learning for class IV MI Islamiyah Sadang has been carried out properly. The teacher has been able to make good lesson plans, in making lesson plans and preparing media in the form of paired cards properly. In carrying out learning activities the teacher has also been able to carry out the learning steps well. 2) Based on the results of observations made by researchers on the activities of teachers and fourth grade students at MI Islamiyah Jatirogo during the learning process using the Reading Card and Index Card Match method in mathematics lesson fraction material, there was an increase from the original 4 students who scored above the KKM after the implementation learning with the Reading Card and Index Card Match method there was a significant increase to 15 students who scored above the KKM. 3) Based on the research results, it can be seen that there are several supporting and inhibiting factors in the learning process. The high enthusiasm of the students and the enthusiasm of the class teacher are one of the factors that support each lesson. the constraints faced were time, because in applying this learning method it had to take a long time and seen from the amount of material that had to be understood.

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