



Muhammadiyah University of West Sumatra, Padang, Indonesia
**Tanwir Arabiyyah: Arabic as Foreign Language
 Journal**

p-ISSN: 2776-6063, e-ISSN: 2776-6071 // Vol. 6 No. 1 June 2026, pp. 47-58

<https://doi.org/10.31869/aflj.v%ovi%oi.7813> <https://jurnal.umsb.ac.id/index.php/aflj> aflj@umsb.ac.id

The Implementation of the Index Card Match (ICM) Strategy to Improve Learning Achievement in Tarkibul Jumal among Year 8A Students at MTsN 1 Madiun

Fuad L Anshori^{a,1}, Alif Cahya Setiyadi^{a,2}, Zaki Abdul Muhaimin^{a,3}

^aUniversitas Darussalam Gontor, Indonesia

¹fuad.anshori15@gmail.com, ²alif.setiyadi@unida.gontor.ac.id, ³zakiabdulmuhaimin65@gmail.com

ARTICLE INFO

Article History:

Received: 2026-03-09

Revised: 2026-05-11

Accepted: 2026-05-23

Published: 2026-05-23

*Corresponding

Author:

Name: Fuad L Anshori

Email:

fuad.anshori15@gmail.com,

ABSTRACT

This study addresses students' difficulties in understanding Arabic sentence structures (tarkibul jumal), which are often perceived as abstract and difficult to learn through conventional teaching methods. These challenges result in low student engagement and limited mastery of Arabic grammar in classroom learning. Therefore, this study aims to improve students' understanding of tarkibul jumal and enhance the quality of Arabic language instruction through the implementation of the Index Card Match strategy. The study employed Classroom Action Research based on the Stephen Kemmis and Robin McTaggart model, conducted in two cycles with Year 8 students at MTsN 1 Madiun during the 2025–2026 academic year. The Index Card Match strategy encouraged students to actively participate through matching question-and-answer cards, discussion, collaboration, and interactive learning activities. The findings revealed a significant improvement in students' learning outcomes, with the mean score increasing from 6.03 in the first cycle to 8.79 in the second cycle, and all students achieving mastery learning by the end of the study. In conclusion, the Index Card Match strategy proved effective in improving students' comprehension of Arabic sentence structures and creating a more active and enjoyable Arabic learning environment.

Copyright © 2026, Fuad L Anshori et al

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



Keyword

Index Card Match, Classroom Action Research, Cooperative Learning, Students' Learning Motivation.

ملخص

تهدف هذه الدراسة إلى معالجة الصعوبات التي يواجهها الطلاب في فهم تراكيب الجمل العربية (تركيب الجمل)، والتي غالباً ما تعد مفاهيم مجردة وصعبة التعلم عند تدريسها بالطرق التقليدية، مما يؤدي إلى انخفاض مشاركة الطلاب وضعف إتقانهم لقواعد اللغة العربية داخل الفصل الدراسي. ولذلك، تهدف هذه الدراسة أيضاً إلى تحسين فهم الطلاب لتراكيب الجمل العربية والارتقاء بجودة تعليم اللغة العربية من خلال تطبيق استراتيجية إنديكس كارد ماتش (Index Card Match). واعتمدت الدراسة على منهج البحث الإجرائي الصفحي وفق نموذج Stephen Kemmis

Robin McTaggart، ونُفِذت في دورتين على طلاب الصف الثامن في MTsN 1 Madiun خلال العام الدراسي 2025–2026. وقد شجعت استراتيجية إندكس كارد ماتش الطلاب على المشاركة الفعالة من خلال مطابقة بطاقات الأسئلة والأجوبة، والمناقشة، والتعاون، والأنشطة التعليمية التفاعلية. وأظهرت نتائج الدراسة تحسناً ملحوظاً في نتائج تعلم الطلاب، حيث ارتفع متوسط الدرجات من 6.03 في الدورة الأولى إلى 8.79 في الدورة الثانية، كما حقق جميع الطلاب مستوى الإتقان في نهاية الدراسة. وتخلص الدراسة إلى أن استراتيجية إندكس كارد ماتش فعالة في تحسين فهم الطلاب لتراكيب الجمل العربية وخلق بيئة تعليمية أكثر نشاطاً وامتعة في تعلم اللغة العربية.

الكلمة الأولى : استراتيجية المطابقة بالبطاقات، البحث الاجرائي الصفي، التعلم التعاوني، دافعية تعلم الطلاب.

الكلمات الرئيسية

INTRODUCTION

Arabic language instruction in Madrasah Tsanawiyah is designed to develop students' linguistic competence in an integrated manner, one of which is through mastery of *tarkibul jumal* as the foundation for constructing correct sentences (Nailurrahmi & Syafei, 2025). Understanding sentence structure plays a vital role, as it forms the basis for reading, writing, and speaking skills in Arabic (Hidayanti et al., 2024)(Umar et al., 2025). However, *tarkib* is often perceived as difficult by students due to the numerous systematic and abstract rules of *nahwu*, which can be challenging to comprehend (Trismawati et al., 2025). When the learning process remains teacher-centred through lectures and conventional exercises, students tend to be less active, quickly become bored (P & Pius, 2023)(Ritonga, 2025), and encounter difficulties in achieving deeper conceptual understanding.

Based on preliminary observations of Year 8A students at MTsN 1 Madiun, students' motivation in learning *tarkibul jumal* was found to be relatively low (Fatimah et al., 2025). This was reflected in limited participation during lessons, minimal peer interaction, and a lack of confidence in expressing opinions or answering questions. As a result, students' academic achievement had not yet reached optimal mastery (Costantini et al., 2025)(Marni & Rahmi, 2025). This situation indicates the need for innovative instructional strategies capable of increasing active student engagement while creating a more engaging and meaningful learning environment.

One active learning strategy that can be implemented is the Index Card Match (ICM) strategy. This strategy is considered unique for students (Nurlaila et al., 2025), as it emphasises the activity of matching question and answer cards through cooperation and direct interaction among students (Mufarizuddin et al., 2025). Through this activity, students do not merely receive material passively; rather, they engage in thinking, discussing, and independently discovering learning concepts. The implementation of Index Card Match is believed to enhance learning motivation because it incorporates enjoyable educational game elements (Kisman et al., 2024), while also helping students understand *tarkibul jumal* material more concretely.

Conceptually, Index Card Match falls within the category of cooperative learning oriented towards active student participation (active learning) (Ridwan & Firmansyah, 2025). This strategy provides students with opportunities to learn through direct experience, social interaction, and physical activity integrated with cognitive processes

(Hikmah & Darmiyati, 2025). Thus, the learning process does not merely occur at the level of memorisation, but also at the stages of understanding and applying concepts.

Previous studies have widely discussed the Index Card Match strategy across various subjects, from general education to Islamic studies. Some have examined its theoretical foundations, such as the works of Silvia (Wati et al., 2025), Nilawati (* & Marliza, n.d.), and Pramesti (Pramesti & S, 2023). Others have focused on its implementation, including studies by Ibnu Rusydi (Rusydi et al., 2025), Rizzz and Titin (Zunta & Khermarinah, 2026), Dila (Fitri et al., 2024), Nur (Idrus et al., 2025), and Hasanah (Hasanah & Sugiyat, 2025, p. p683). The strategy has also proven suitable for Arabic language learning, as evidenced by studies conducted by Yeni (Wahidah et al., 2024), Ade (Ardiansyah et al., 202), and Iqbal (Fatullah et al., 2024). Overall, findings indicate that the Index Card Match strategy is effective for classroom implementation.

In addition, the Index Card Match (ICM) strategy offers several advantages in classroom implementation that align with the principles of active learning. According to Melvin L. Silberman, active learning positions students as the primary subjects who are physically and mentally engaged in the learning process, so that learning activities are not teacher-centred but focus on students' efforts to discover and construct knowledge (Fadillah et al., 2025). In this context, ICM enhances students' attention and concentration by creating a more dynamic and less monotonous learning atmosphere. Activities such as moving around, discussing, and matching cards encourage direct involvement in the learning process. This is consistent with constructivist theory, which emphasises that knowledge is built through active learning experiences. Furthermore, peer interaction reflects the principles of cooperative learning proposed by Robert E. Slavin, including cooperation, individual accountability, and positive interdependence in achieving learning objectives (Panjaitan et al., 2026). The direct process of matching cards also serves as effective reinforcement to strengthen students' memory and understanding.

In Arabic language learning, particularly in *tarkibul jumal*, interactive strategies are essential because sentence structure is often perceived as abstract and challenging. The ICM strategy supports a student-centred learning approach in which students act as the main participants in the learning process. Through the activity of finding matching cards, students engage not only in receiving information but also in analysing, discussing, and reflecting collaboratively with their peers. This approach aligns with Lev Vygotsky's social learning theory, which highlights the importance of social interaction in cognitive development through the zone of proximal development (Malik et al., 2025). Concepts of *tarkib* can be presented in the form of questions, sentence examples, or grammatical functions, enabling students to learn visually, kinaesthetically, and contextually. Therefore, the Index Card Match strategy not only facilitates gradual understanding of Arabic sentence patterns but also enhances emotional engagement, academic communication, and critical thinking skills throughout the learning process.

This study offers novelty in its application of the Index Card Match strategy in Arabic language learning, particularly in teaching *tarkibul jumal*, which has long been regarded as difficult due to its abstract nature and its tendency to be taught through

conventional, teacher-centred methods. Unlike previous studies that employed Index Card Match merely as a variation of classroom activity, this research integrates the strategy systematically within an active and cooperative learning framework to enhance both students' learning motivation and their understanding of Arabic sentence structures.

This approach is consistent with the concept of active learning proposed by Melvin L. Silberman, which emphasises students' physical and mental engagement, as well as Robert E. Slavin's cooperative learning theory, which highlights the importance of collaboration and individual accountability in the learning process. Implemented with Year 8A students at Madrasah Tsanawiyah Negeri 1 Madiun, this study aims to examine the effectiveness of the Index Card Match strategy in improving students' motivation and comprehension of *tarkibul jumal*. It is therefore expected to provide practical contributions to the development of active, innovative, and student-centred Arabic language instruction.

METHOD

This study employed a Classroom Action Research (CAR) approach aimed at improving students' motivation and learning achievement in *tarkibul jumal* through the implementation of the Index Card Match (ICM) strategy (Kunlasomboon et al., 2025; Yusron et al., 2023). The research was conducted in Year 8A at MTsN 1 Madiun, with all students in the class serving as the research participants during the 2025–2026 academic year.

The classroom action research model adopted in this study refers to the model developed by Stephen Kemmis and Robin McTaggart (Umami et al., 2025). The research was conducted in two cycles consisting of planning, acting, observing, and reflecting stages (Norlaila & Hermina, 2025; Machali, 2022). In the planning stage, the researcher prepared lesson plans, instructional materials, Index Card Match media, question-and-answer cards, observation sheets, motivation questionnaires, and achievement tests. The instruments were validated through expert judgment by Arabic language lecturers and classroom teachers to ensure content validity, while reliability was examined through consistency of students' responses during implementation.

In Cycle 1, the learning activities focused on *jumlah ismiyah*. Students were introduced to the ICM strategy by matching question and answer cards related to sentence patterns in groups. However, the reflection stage indicated several weaknesses, including limited student participation, lack of confidence among passive students, insufficient classroom time management, and students' confusion in understanding the matching procedures. Based on these findings, several improvements were implemented in Cycle 2. The teacher provided clearer instructions, organised students into more balanced groups, increased guidance during discussions, added motivational reinforcement, and managed classroom interaction more effectively. In Cycle 2, the material focused on *jumlah fi'liyah*, while maintaining the improved ICM procedures to maximise students' engagement and participation.

The data collection techniques employed in this study included classroom observation, learning motivation questionnaires, achievement tests, and documentation of

classroom activities. Observation sheets were used to measure students' participation, enthusiasm, cooperation, and activeness during the learning process. Meanwhile, the motivation questionnaire used a Likert scale to assess students' interest, attention, confidence, and enthusiasm toward learning *tarkibul jomal*. Achievement tests were administered at the end of each cycle to evaluate students' understanding of the materials taught.

The data obtained were analysed using qualitative and quantitative descriptive analysis. Quantitative data were analysed by calculating the percentage of students achieving the Minimum Mastery Criterion (KKM) and the improvement of students' motivation scores, while qualitative data from observations were interpreted descriptively to identify changes in classroom learning behaviour. (Wulandari et al., 2025, p. p7)

The research was considered successful if at least 75% of the students achieved scores above the Minimum Mastery Criterion (KKM) and if students' learning motivation showed significant improvement, indicated by increased participation, enthusiasm, cooperation, and positive responses toward the learning activities. Therefore, the implementation of the Index Card Match strategy was regarded as effective in improving students' motivation and achievement in learning *tarkibul jomal*.



Figure 1. The Classroom Action Research Cycle of Kemmis and McTaggart

RESULTS&DISCUSSION

This research was conducted at MTsN 1 Madiun with the aim of optimising the Arabic language learning process, particularly in students' understanding of sentence structure (*tarkibul jomal*). The focus of the study was the implementation of the Index Card Match strategy as a form of active learning that encourages students' direct involvement in

comprehending Arabic sentence patterns. A total of 31 Year 8 students actively participated in learning activities designed around matching cards containing concepts, sentence examples, and grammatical functions, enabling them to learn collaboratively, communicatively, and contextually.

The research was carried out over two learning cycles. In Cycle I, instruction focused on *Jumlah Ismiyah*, where students studied nominal sentence structures by matching cards containing elements of *mubtada'* and *khobar*. This activity supported their gradual understanding of basic sentence structure. In Cycle II, the focus shifted to *Jumlah Fi'liyah*, allowing students to understand verbal sentence patterns by matching *fi'l*, *fa'il*, and sentence complements. Through the implementation of the Index Card Match strategy in both cycles, students were expected to improve their understanding of *tarkibul jumal* in a more effective, active, and enjoyable manner, thereby making Arabic language learning more meaningful.

Cycle I

The implementation of the action in Cycle I focused on teaching *tarkibul jumal*, specifically the topic of *Jumlah Ismiyah*, through the application of the Index Card Match strategy. At this stage, students were introduced to the activity of matching cards containing the elements of *mubtada'* and *khobar*. The learning process was more active compared to previous lessons, although some students were still adapting to the group-work mechanism and the physical movement involved in the classroom activities.

Based on the evaluation results in Cycle I, the class achieved a mean score of 6.03. This result indicates an initial improvement in students' understanding of nominal sentence structures. However, the research success indicators had not yet been fully achieved, as several students still fell into the moderate and low score categories. The classification of scores in Cycle I is presented in the following table:

Table 1. Assessment Scores in Cycle I

| No | Score Range | Category | Number of Students | Percentage |
|-------|-------------|----------|--------------------|------------|
| 1 | 8.6-10 | ممتاز | 0 | 0% |
| 2 | 7.6-8.5 | جيد جدا | 6 | 19% |
| 3 | 6.6-7.5 | جيد | 4 | 13% |
| 4 | 5.6-6.5 | مقبول | 11 | 35% |
| 5 | 4.5-5.5 | ضعيف | 10 | 32% |
| Total | | | 31 | 100% |

The results indicate that the majority of students were still in the fair and good categories; therefore, improvements were required in the subsequent cycle through enhanced guidance, stronger conceptual reinforcement, and optimisation of the card-matching activities.

Cycle II

Cycle II was conducted based on the reflection results from Cycle I, with several improvements implemented. These included clarifying the game instructions, strengthening students' understanding of *fi'*, *fa'il*, and sentence complements, and increasing peer discussion and interaction. The learning material in Cycle II focused on *Jumlah Fi'iyah*, applying the Index Card Match strategy in a more structured manner.

The evaluation results demonstrated a significant improvement. The class mean score increased to 8.79, indicating that students' understanding of *tarkibul jumal* had developed considerably. Students appeared more confident, actively engaged in discussions, and were able to accurately identify sentence structures.

Table 2. Assessment Scores in Cycle II

| No | Score Range | Category | Number of Students | Percentage |
|-------|-------------|----------|--------------------|------------|
| 1 | 8.6-10 | ممتاز | 15 | 48% |
| 2 | 7.6-8.5 | جيد جدا | 14 | 46% |
| 3 | 6.6-7.5 | جيد | 2 | 6% |
| 4 | 5.6-6.5 | مقبول | 0 | 0% |
| 5 | 4.5-5.5 | ضعيف | 0 | 0% |
| Total | | | | 100% |

Following the implementation of learning activities in Cycle I and Cycle II, the researcher conducted a comparative analysis to determine the level of success of the Index Card Match strategy in teaching *tarkibul jumal*. This analysis aimed to examine the development of students' learning outcomes and to evaluate the effectiveness of the actions undertaken throughout the classroom action research process. The comparison of results from both cycles is presented in the following table.

Table 3. Comparison of the results from the two cycles

| No | Description | Students Achieving Mastery | Percentage | Mean Score |
|----|-------------|----------------------------|------------|-------------|
| 1 | Cycle I | 10 | 32% | 6.032258065 |
| 2 | Cycle II | 31 | 100% | 8.790322581 |

Based on the table, a significant improvement can be observed between Cycle I and Cycle II. In Cycle I, 18 students achieved the minimum mastery criterion, representing 58.06%. This result indicates that some students were still experiencing difficulties in understanding *jumlab ismiyah*, particularly in identifying the relationship between *mubtada'* and *khabar*. This condition occurred because students were still in the adaptation stage to the Index Card Match learning strategy, which requires active participation, collaboration, and quick thinking in matching conceptual cards.

Following reflection on the implementation of Cycle I, the researcher introduced improvements in Cycle II by clarifying activity instructions, strengthening conceptual reinforcement, and optimising peer interaction during the card-matching activities. These

improvements had a highly positive impact on learning outcomes. In Cycle II, all students achieved mastery, resulting in a 100% pass rate. This increase demonstrates that students were able to understand *jumlab fi'lyah* more effectively through active and collaborative learning experiences.

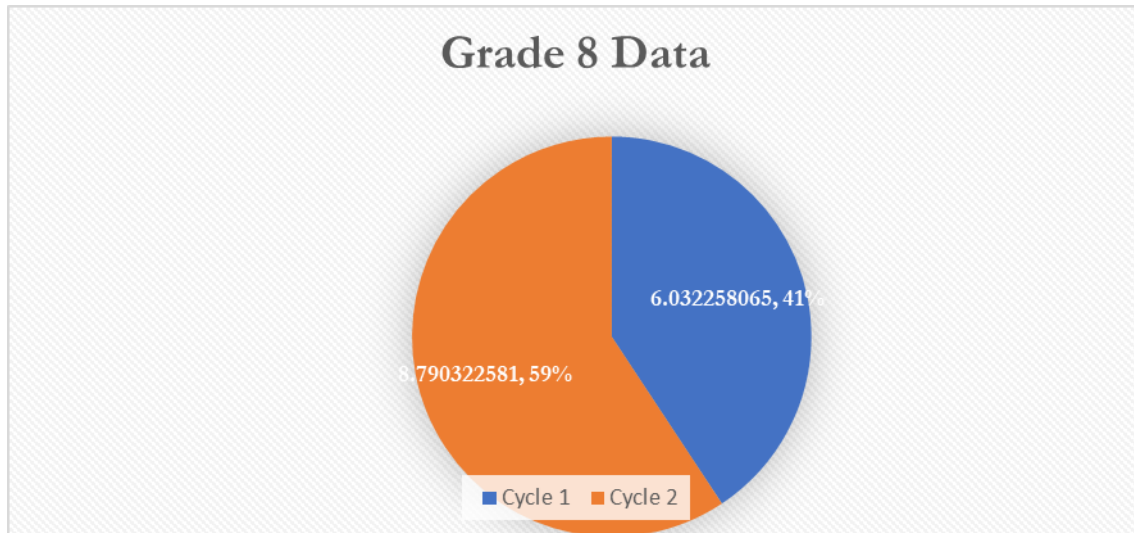


Figure 2. Score Distribution Diagram for Each Cycle

In addition to the increase in the number of students achieving mastery, there was also a rise in the mean score. The class average in Cycle I was 6.03, which increased to 8.79 in Cycle II. An improvement of 2.76 points indicates that learning in Cycle II was more effective than in the previous cycle. The learning activities implemented through the Index Card Match strategy created an interactive, enjoyable, and meaningful classroom atmosphere, enabling students to understand Arabic sentence structures more easily.

These findings are consistent with the concept of active learning proposed by Melvin L. Silberman, which asserts that students' active involvement in the learning process enhances comprehension and retention. Furthermore, the increased collaboration and peer discussion reflect the principles of cooperative learning as proposed by Robert E. Slavin, emphasising the importance of social interaction in achieving academic success.

Thus, the results demonstrate that the implementation of the Index Card Match strategy in teaching *tarkibul jumal* is effective in improving students' learning outcomes. The gradual improvements carried out through the Classroom Action Research cycles based on the Stephen Kemmis and Robin McTaggart model proved successful in optimising the Arabic language learning process for Year 8 students at MTsN 1 Madiun. These findings affirm that active and collaborative learning can significantly enhance both student participation and academic achievement.

CONCLUSIONS

This study aimed to enhance students' motivation and learning achievement in *tarkibul jumal* through the implementation of the Index Card Match strategy among Year 8 students at MTsN 1 Madiun. The findings indicate that the systematic application of this strategy within a Classroom Action Research framework significantly and consistently improved students' understanding of Arabic sentence structures. The class mean score increased from 6.03 in Cycle I (focusing on *Jumlah Ismiyah*) to 8.79 in Cycle II (focusing on *Jumlah Fi'liyah*), with all students successfully achieving the Minimum Mastery Criterion by the end of the study.

These findings confirm that the Index Card Match strategy is effective in creating an active, collaborative, and meaningful learning environment. Students were engaged physically, cognitively, and socially through card-matching activities, discussions, and group collaboration, enabling abstract grammatical concepts to become more concrete and easier to understand. The improvement in motivation, confidence, and active participation throughout the learning process demonstrates that the strategy positively influenced not only learning outcomes but also the overall quality of classroom instruction.

Based on these results, the Index Card Match strategy may be recommended as an innovative, student-centred approach to teaching Arabic, particularly in the instruction of grammatical materials. Future development may involve applying this strategy to other Arabic language skills, employing comparative research designs to strengthen empirical evidence, and integrating digital media to broaden its effectiveness and relevance within contemporary educational contexts.

BIBLIOGRAPHY

- Ardiansyah, A. A., Kosim, N., & Oktaviani, D. (2023). Use Of Media Index Card Match In Arabic Language Learning To Improve Student Learning Outcomes. *Al-Mu'arrif: Jurnal Pendidikan Bahasa Arab*, 3.2, 78–86. <https://doi.org/10.32923/al-muarrib.v3i2.3657>
- Costantini, A., Bakker, A. B., & Scharp, Y. S. (2025). Playful study design: A novel approach to enhancing student well-being and academic performance. *Educational Psychology Review*, 37.2, 1–42. <https://doi.org/https://doi.org/10.1007/s10648-025-10022-6>
- Fadillah, A., Kurnaengsih, & Suhendrik. (2025). Implementasi Metode Pembelajaran Aktif Terhadap Motivasi Belajar Pendidikan Agama Islam di Kelas X MAN 2 Indramayu. *Journal Islamic Pedagogia*, 5.2, 156–160. <https://doi.org/https://doi.org/10.31943/pedagogia.v5i2.150>
- Fatimah, A. N., Shohib, M. W., & Chehdimae, H. (2025). Pengaruh kesadaran diri, kestabilan emosi, dan lingkungan belajar terhadap motivasi belajar siswa di SMA Muhammadiyah. *Ideguru: Jurnal Karya Ilmiah Guru*, 10.2, 1395-1401. <https://doi.org/https://doi.org/10.51169/ideguru.v10i2.1830>

- Fatullah, I., Madi, F. N. Bin, & Irawan, B. (2024). Implementation Of Card Match Learning Media In Arabic Language Learning in Madrasah Tsanawiyah Mabdaul Ma'arif Jember. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, 10.2, 1712–1721. <https://doi.org/https://doi.org/10.30605/onoma.v10i2.3546>
- Fitri, D. M., Arihi, L. S., & Rusmin, L. (2024). Penerapan Model Pembelajaran Kooperatif Tipe Index Card Match Untuk Meningkatkan Hasil Belajar Siswa Kelas Iv Sd. *Jurnal Ilmiah Pembelajaran Sekolah Dasar*, 6.2, 142–154. <https://doi.org/https://doi.org/10.36709/jipsd.v6i2.82>
- Hasanah, M., & Sugiyat, P. (2025). The Effectiveness Of The Index Card Match Learning Model In Improving Mathematics Learning Outcomes On Plane Figures. *FONDATIA: Jurnal Pendidikan Dasar*, 9.2, 673–690. <https://doi.org/https://doi.org/10.36088/fondatia.v9i3.5893>
- Hidayanti, S. W., Hayati, S., & Safariah. (2024). The Effectiveness of the Talking Stick Game in Enhancing Students' Ability to Recall Linguistic Conjugations. *Tanwir Arabiyah: Arabic as Foreign Language Journal*, Vol. 4, No. <https://doi.org/https://doi.org/10.31869/afl.v4i2.5963>
- Hikmah, N., & Darmiyati. (2025). Pengaruh Model Pbl, Tai, Dan Icm Terhadap Hasil Belajar Dan Keterampilan Pemecahan Masalah Matematika. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 11.03, 290–307. <https://doi.org/https://doi.org/10.47233/jpdsk.v1i2.15>
- Idrus, N. A., Faizah, N., & Sahrul. (2025). Penerapan Strategi Index Card Match untuk Meningkatkan Keterampilan Berbicara Siswa Kelas IV UPT SDN 5 Tarawang Kabupaten Jenepono. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3.4, 4334–4340. <https://doi.org/https://doi.org/10.31004/jerkin.v3i4.1126>
- Kisman, Nur, R., Ammade, S., Latifa, A., & Larekeng, S. H. (2024). Cooperative Learning: Index Card Match Method in Increasing Students' English Learning Outcome. *JLE: Journal of Literate of English Education Study Program*, 5(1), 106-115. <https://doi.org/https://doi.org/10.47435/jle.v5i1.3058>
- Kunlasomboon, N., Wongwanich, S., & Suwanmonkha, S. (2025). Research and development of classroom action research process to enhance school learning. *Procedia - Social and Behavioral Sciences*, 1315 – 1324. <https://doi.org/10.1016/j.sbspro.2015.01.248>
- Machali, I. (2022). Bagaimana Melakukan Penelitian Tindakan Kelas Bagi Guru? *IJAR: Indonesian Journal of Action Research*, 1.2, 315–327.
- Malik, M. S., Maslahah, Maulida, A. Z., Nikmah, L., & Hashinuddin, A. (2025). Vygotsky's theory in the development of social and cognitive skills of the alpha generation. *FASHLUNA*, 6.1, 28–39. <https://doi.org/https://doi.org/10.47625/fashluna.v6i1.968>
- Marni, & Rahmi. (2025). Arabic Learning Strategy for Early Childhood in Raudhatul Athfal Harapan Bunda. *Tanwir Arabiyah: Arabic as Foreign Language Journal*, 5.1, 65–78.

<https://doi.org/https://doi.org/10.31869/afl.54i1.6671>

- Mufarizuddin, Rizal, M. S., & Daulay., M. I. (2025). Index Card Match Model in Primary School: Effects on Learning and Civic Attitudes. *G-Couns: Jurnal Bimbingan Dan Konseling*, 9.3, 2413-2428. <https://doi.org/https://doi.org/10.31316/g-couns.v9i3.8391>
- Nailurrahmi, F., & Syafei, I. (2025). Implementasi Evaluasi Autentik Dalam Pembelajaran Bahasa Arab Di Tingkat Madrasah Tsanawiyah. *Jurnal Inovasi Pembelajaran Progresif*, 6.4, 120–137. <https://doi.org/https://ejournals.com/ojs/index.php/jipp>
- Norlaila, & Hermina, D. (2025). Penelitian Tindakan Kelas. *Jurnal Riset Multidisiplin Edukasi*, 2.6, 727–743. <https://doi.org/https://doi.org/10.71282/jurmie.v2i6.539>
- Nurlaila, R., Anggara, R., & Nuruddin, A. M. (2025a). Istirāṭijyyāt Index Card Match Litarqiyati Natā'iji Ta'allum An-Naḥwi Ladā Ṭullābil-Ma'had. *Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 10.1, 1–23. <https://doi.org/10.15642/alfazuna.v10i1.4900>
- Nurliza., & Marliza. (n.d.). Utilization of Index Card Match Method in Islamic Learning to Improve Student Learning Outcomes at SD Negeri Anoe Puteh. *Journal of Indonesian Primary School*, 2.1(2025), 71–82. <https://doi.org/https://doi.org/10.62945/jips.v2i1.420>
- P, A. Y., & Pius, I. (2023). Upaya Meningkatkan Keaktifan dan hasil Belajar Siswa Kelas 4 SDK Wignya Mandala Melalui Pembelajaran Kooperatif: Indonesia. *Sapa: Jurnal Kateketik Dan Pastoral*, 8.1, 1–9. <https://doi.org/https://doi.org/10.53544/sapa.v8i1.327>
- Panjaitan, M. B., Siagian, A. F., Judijanto, L., MufarizuddinMufarizuddin, Herman, H., Saputra, N., & Mamadiyarov, Z. (2026). Comparison Of Students Science Literacy Abilities Usinginquiry And Cooperative Learning Models. *APTISI Transactions on Technopreneursbip (ATT)*, 8.1, 63–73. <https://doi.org/https://doi.org/10.34306/att.v8i1.640>
- Pramesti, A., & S, F. (2023). Implementation The Index Card Match Strategy In Arabic Language Learning: A Case Study Of Junior High School Students In Medan, North Sumatera Indonesia. *Ihya Al-Arabiyah; Jurnal Pendidikan Bahasa Dan Sastra Arab*, 9.1, 127–140. <https://doi.org/10.30821/ihya.v11i1.24254>
- Ridwan, M., & Firmansyah, M. B. (2025). Integrating Functional Conjunction Instruction within Bilingual Children's Story Texts: Effects of the Index Card Match Learning Model. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 11(2), 614–625.
- Ritonga, D. H. (2025). Efforts to Improve Mastery of Arabic Vocabulary Through the Application of Demonstration and Association Techniques for Class XI Students of SMA 3 Muhammadiyah Padang. *Tanwir Arabiyyah: Arabic as Foreign Languag*, 5.2, 223–236. <https://doi.org/https://doi.org/10.22219/aflj.xxx.xxxx>
- Rusydi, I., Fadilah, S. N., & Lutfiah3. (2025). Model Pembelajaran Index Card Match

Please cite this article as Fuad L Anshori et al. (2021). The Implementation of the Index Card Match (ICM) Strategy to Improve Learning Achievement in Tarkibul Jumal among Year 8A Students at MTsN 1 Madiun. *Tanwir Arabiyyah: Arabic as Foreign Language Journal*, Vol. 6, No. 1, 47-58. DOI: <https://doi.org/10.31869/aflj.v%avi%i.7813>

- Untuk Meningkatkan Minat Belajar Al-Qur'an Hadist di Kelas VIII MTs Al-Ghozali Jatibarang Indramayu. *Risalah: Jurnal Pendidikan Dan Studi Islam*, 11.1, 1–6. https://doi.org/https://doi.org/10.31943/jurnal_risalah.v11i1.2139
- Trismawati, I., Nurhamim, & Ubaidillah. (2025). Pengaruh Penerapan Metode Scramble dalam Pembelajaran Nahwu terhadap Pemahaman Siswa. *As-Sabiqun: Jurnal Pendidikan Islam Anak Usia Dini*, 7.1, 196-208. <https://doi.org/https://doi.org/10.36088/assabiqun.v7i1.5573>
- Umami, H., Azmil2, R., & Firmansah, D. (2025). Enhancing Learning Outcomes in Islamic Cultural History Using the Think-Talk-Write Model. *Nusantara Education*, 4.1, 1–12.
- Umar, Sugondo, Darmadhi, E., & Susiawati, I. (2025). Linguistik Terapan dan Keterampilan Bahasa Arab (Istima', Kalam, Qira'ah, dan Kitabah). *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10.4, 326–333. <https://doi.org/https://doi.org/10.23969/jp.v10i04.35438>
- Wahidah, Y. L., Zulhannan, & Noviyanti. (2024). Penerapan Strategi Index Card Match Berbantu Media Power Point untuk Meningkatkan Penguasaan Kosakata Bahasa Arab. *PTK: Jurnal Tindakan Kelas*, 4.2, 327–337.