
Efforts to Improve Student Learning Outcomes through the True or False Strategy Using Index Card Media

Agustina Dwi Pristianti¹, Zainap Hartati², Muhammad Syabrina³

Universitas Islam Negeri Palangka Raya, Indonesia

E-mail: agustinamei2017@gmail.com¹, zainap.hartati@iain-palangkaraya.ac.id², syabrina@iain-palangkaraya.ac.id³

*Corresponding Author.

Abstract: This study uses the Classroom Action Research (CAR) method to improve student learning outcomes in Fiqh learning. The subjects of the study were 25 students of class V MI Al-Jihad, Palangka Raya City. The object of the study was the application of the True Or False strategy using index card media. This study was conducted from March 2025 to May 2025. The location of this research was at MI Al Jihad, Palangka Raya City. Based on the results of class V Fiqh learning, it was found that the problem of learning achievement in the Fiqh subject was still low, this was proven by the percentage of daily test results, namely 50% of 25 students had not reached the KKM. The true or false learning strategy using index cards has been proven to improve student learning outcomes because the final result of the strategy application in cycle 1 was that 52% of 25 students got scores above the KKM and the percentage of KKM achievement in cycle 2 was 88%. The result of the N-Gain calculation is 3, which means that the increase is categorized as high and significant .

Keywords: Strategy; True Or False; Index Cards; Learning Outcomes

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Introduction

Education is business aware transform knowledge and skills that are organized based on a well thought out, clear, solid, complete and comprehensive plan based on thinking rational-objective which aims to prepare participant educate for roles in the future come. Education begins from education family that includes part from system education in a way comprehensively, Ki Hajar Dewantoro revealed the term “tripusat education”, namely covering family, school and community (Muslim, 2020: 3) .

Based on Law No. 20 of 2003 concerning system education national mention about function and purpose education national. National education functioning develop ability and form character as well as civilization a dignified nation in frame enlighten life nation, aims to develop potential participant educate to become a man of faith and piety to God Almighty, have morals noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens as well as responsible answer (Law of the Republic of Indonesia No. 20 of 2003 Article 3: 8).

Apart from in the view of the Republic of Indonesia Law, the importance objective from education has been discussed in opinion in an Islamic and permanent manner associated with objective from the Republic of Indonesia Law, namely Islamic Religious Education is business aware to prepare student in believe, understand, appreciate and practice Islam through activity guidance, teaching, and practice with notice demands to respect other religions in connection harmony between people religious in society to realize unity national.

Humans and Science Knowledge its existence No can released. One of the between Islamic teachings are obligatory Muslims to carry out education. Because in Islamic teachings on education is need life absolute human must fulfilled in order to achieve prosperity and happiness in the afterlife.

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With this education is also human will get various type knowledge knowledge for his provisions and life.

Islam always push his people to use reason and demand knowledge knowledge, so that they can distinguish between what is right and what is wrong, can dive into essence nature, can analyze all experiences that have been experienced by past peoples with views expert philosophy that calls man as homo sapiens, namely creatures that have ability to learn knowledge and with the basis is human want to always know with what 's there around him. Departing from that also humans can educated and taught (Meyniar & Aziz, 2021: 739-730) .

About Importance this education, Islam as a religion of mercy lil'alam, obligatory every humans to search knowledge knowledge through education in both inside and outside formal education. Even God initiated the revelation of the Quran as guidelines man with The verse that ordered the Prophet Muhammad SAW to read "iqra" in surah Al- Alaq verses 1-5.

Create quality and high - achieving people tall must supported by factors originating from from internal and external. Internal factors are factors originating from from self individuals who influence results Study in the form of psychological like intelligence, attention, interest, talent, motivation. While factor external is factor from outside individuals who influence results learning, such as family, school, and community.

So far often We meet method lecture Still dominant and used by educators in convey material lessons, also the existence of absence activity student in follow eye lesson Fiqh. Students only just follow eye lesson Fiqh taught by teachers in class, with only hear lecture, work question, given questions by the teacher are asked if they are understood Certain child answer that you understand without realized by students whether he already understands What haven't answered yet. Students don't even give response, criticism and doing question to the teacher as feedback or bait come back (Sri, 2015: 4) .

Good learning process requires a process of interaction by all components involved in learning in class, between educator with participant educate. Learning is provider environment that results in the learning process occurs to participant educate with maximize growth and development participant educate (Lukmanul & Muhammad, 2016: 78-79) .

Succeed or whether or not something education, one of them is because of the teacher. So the teacher is determining components in system education in a way as a whole, which must be get attention central, first and foremost, therefore teachers must clever choose the right and appropriate strategy with need child educate so that child educate feel like in Study.

Strategy as one of the the main components must filled in the learning process and as effort repair results Study student can attempted in a way maximum with method choosing the right strategy for a material lesson especially lesson Fiqh . With know and master properties from something method, we capable combine a number of method One with others at the same time to achieve goals that have been formulated optimally . In surah An-Nahl verse 125, Allah SWT said:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

It means:

“ Call (humans) onto the road Your God with wisdom) and good teaching as well as debate they with a better way good . Indeed Your God He is the one who knows best who is lost from His way and He (also) knows best who gets it instruction.” An- Nahl [16]:125 (Translation of the Al-Qur'an , Ministry of Religion (2022)

Regarding the words of wisdom above, the author linking the word wisdom with method education Islam, namely as method Islamic education with wisdom. Namely teach with method explain materials Islamic doctrines and existing reality with argumentation logical and communicative language. In addition, the method bil -hikmah is ability and accuracy a educator in selecting, sorting and aligning technique teach with condition objective participant educate. In short method bil-hikmah as A capable system blend ability between theoretical and practical in carry out the learning process (Nurdin, 2019: 53).

True or false strategy is a strategy that can invite students to get involved into the material lesson directly. This strategy includes in learning active. Learning active is all form learning that allows participant educate play a role in a way active in the learning process, both in form interaction between participant educate or participant educate with teachers in the learning process. Participants educate later will remember what has been taught with using the true or false strategy because every student will get One statement Correct or One wrong statement will done in a way individual so that student will more easy understand and remember with statements that have been made by the teacher and will remembered by everyone students. Students can also put forward reason from statements the (Zaini, 2002: 24) .

Student can determine the statement on the card index Correct or wrong. Through activity the Student can understand draft with good . Activities it also sharpens ability in identify problems and so on can finish problem The True or False Learning Strategy is a learning strategy with use card containing statements right and wrong given to each student to answer (Lukmanul & Muhammad, 2016: 78).

The low performance in subjects This fiqh is because not enough the existence of an interesting model student or A methods that have never been used for teaching students and the methods provided by the teacher only method just lectures, lack of focus and readiness student in accept learning, and the teacher's voice is drowned out compared to with the crowd atmosphere class moment student not enough focus and only chatting with his friend. Based on results interview with guardian class related learning learning Fiqh class V at MI AL Jihad, Palangka Raya City, was found problem performance Study subjects Fiqh Still low, this is proven from results test daily totaling 25 students, 13 of whom are children Still low or 50% not yet succeed get value 75 as Criteria Minimum Completion (KKM) that has been set. With the existence of the True Or False strategy using card index will increase results Study students in the subject Fiqh can walk optimally.

The use of learning media is also not yet maximum by the teacher, so that student not enough motivation in Study According to Arsyad, the use of learning media in the learning process can cause new, aroused interest motivation / stimulation activity learn, and even bring influences psychological to participant (Arsyad, 2002: 20). The aim of this research is to find out the true or false strategy use card index can increase results Study students in the eye lesson Fiqh Class V of MIS Al-Jihad, Palangka Raya City or whether even on the contrary. From the background behind the above problem that writer interested in researching more continue, then writer lift title “Efforts to Improve Learning Outcomes Students in Learning Fiqh With True Or False Strategy Using Index Card Media Class V at MI Al Jihad, Palangka Raya City”.

Method

Type of research used is study action class (PTK) or classroom action research (CAR) is something scrutiny to activity Study in the form of a action, which is deliberate appeared and happened in A class in a way simultaneously (Arikunto, 2020). In this study, the one that becomes subject study is student class V MI Al-Jihad Palangka Raya City, which consists of 25 people. As for those who became object study is implementation of the True Or False strategy with use card index.

This research was conducted from March 2025 to with May 2025. Place This research was conducted at MI Al Jihad, Palangka Raya City.

Based on the introduction above, then can formulated that is :

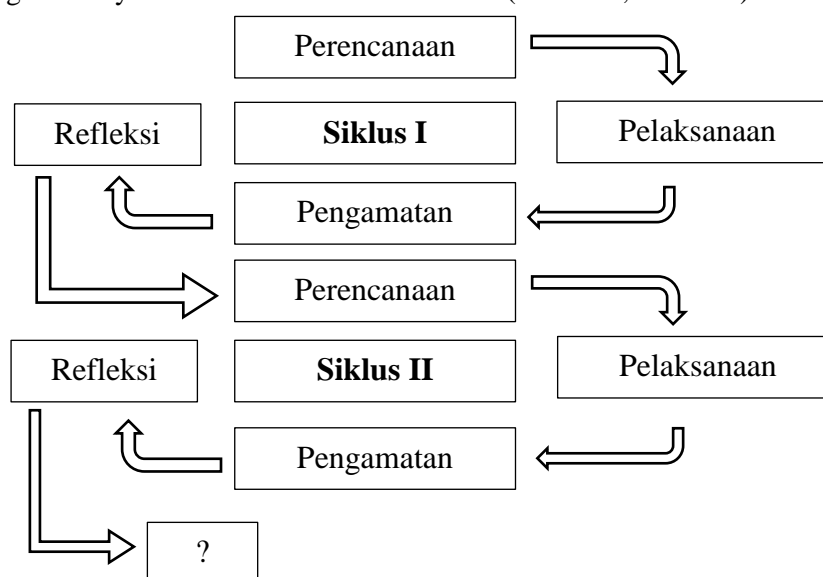
- a. How application of learning strategies true or false use card index in increase results learning in the eyes lesson Fiqh ?
- b. What is the learning strategy ? true or false use card index can increase results Study students in the eye lesson Fiqh ?

As for what becomes room scope this research is use of true or false strategy with card media index to improve results Study students in learning Fiqh Class V on Zakat Fitrah material. Limitations in this research is this research will discuss effort increase results Study students in learning Fiqh with true or false strategy use card index, with using the true or false strategy is it? Can increase results Study student in lesson Fiqh for class V of MIS Al-Jihad, Palangka Raya City. The material to be covered used is Zakat Fitrah.

The aim of PTK is to improve and enhance quality practice learning in a way sustainable, so that increase quality results instructions, develop teacher skills, improve relevance, increase efficiency management instructional as well as grow culture research on the teacher community.

The benefits of conducting PTK include creating innovation in learning, development curriculum at the level school and at the level class, and improvement teacher professionalism. As for implementation study action class with four stages activities carried out in cycle repeating. Four activity the main thing that exists in every cycle, namely (1) planning, (2) implementation, (3) observation, and (4) reflection which can depicted as as follows : (Arikunto, 2020: 16)

Figure 1. Cycle Classroom Action Research (Arikunto, 2020: 16)



Pre Cycle

Researchers prepare question pretest consisting of 25 questions choice double that will done student before the beginning learning to know results mark student before given Action.

Cycle I

- 1) Stages Action Planning
 - a. Compiling a fiqh teaching module zakat material.
 - b. Prepare necessary tools and materials like book Fiqh, marker, card index right and wrong.

- c. Preparing assessment instruments like evaluation student work on 25 options double.
- 2) Stage Implementation of Action
 - a. Initial activity
 - b. Core activities
 - c. Activity Closing
- 3) Stage Observation or Observation
Stage Observation or Observation done during the learning process with use sheet observations that have been prepared and recorded events that do not occur there is in sheet observation with make sheet notes field. Things observed during the learning process is activity learning and activities student during implementation learning.
- 4) Reflection
At this stage the researcher write from results observation or do evaluation from implementation actions in cycle 1 that are used as material consideration planning learning cycle next. If the expected results Not yet achieved so done improvements implemented in the cycle second and so on.

Cycle II

- 1) Stages Action Planning
 - a. Compiling a fiqh teaching module zakat material.
 - b. Prepare necessary tools and materials like book fiqh, marker, card index right and wrong.
 - c. Preparing assessment instruments like evaluation student work on 25 questions choice double.
- 2) Stage Implementation of Action
 - a. Initial activity
 - b. Core activities
 - c. Activity Closing
- 3) Stage Observation or Observation
Stage Observation or Observation done during the learning process with use sheet observations that have been prepared and recorded events that do not occur there is in sheet observation with make sheet notes field. Things observed during the learning process is activity learning and activities student during implementation learning.
- 4) Reflection
At this stage the researcher write from results observation or do evaluation from implementation actions in cycle 1 that are used as material consideration planning learning cycle II. If the expected results Not yet achieved so done improvements implemented in the cycle next.

Research Data Collected in This research is in the form of data that can be describe success and failure in do field research. Data that can be collected that is scores obtained from student in do questions in cycle 1 and cycle 2 given by the researcher. Data sources in this research is student Class V of MI Al-Jihad, Palangka Raya City consists of of 25 students. This is considerations to know how far has it been successful? student in learning provided with its implementation use of learning strategies True or False use card index in learning Fiqh.

collection techniques and research instruments in the this research is interviews, tests, documentation, and observation.

Interview techniques that are used by researchers use that is interview structure that is technique data collection where researchers or the person who collects the data has compiled the questions that have been compiled in a way systematic and researcher know with certain information what will searching for or done.

Data analysis techniques can done with mark test student after do questions given by the researcher in cycle I and cycle II. The formulation used is in count presentation completeness Study student is as following:

$$\text{Completeness in a way individual} : \frac{\text{Number of Students Who Completed}}{\text{Total Number of Students}} \times 100\%$$

Indicator success of Action in study this is results Study from study this is if 85% of student has reach value 75 and if exceed from minimum result value Study it is said complete. This is based on the class that is said successful (achieved completion) if at least 85% of amount student got 75.

Another data analysis technique that is needed is compare results mark test student between cycle I and cycle II, whether There is significant improvement or on the contrary. The formula used to calculate improvement results Study student is as following :

$$N\text{ Gain} = \frac{\text{Score cycle II} - \text{Score Cycle I}}{\text{Score Ideal} - \text{Score Cycle I}}$$

(Source : Meltzer in Syahfitri, 2008:33)

Table 1. Distribution of *N-Gain* Scores

N-Gain Value	Category
$G > 0.7$	Tall
$0.3 < g < 0.7$	Currently
$G < 0.3$	Low

(Source : Meltzer in Syahfitri, 2008:33)

Table 2. Learning Outcome Categories Students of MI Al Jihad, Palangka Raya City Cycle

Range	Frequency	Category
75-100	6	Pass the KKM
0-74	19	Failed KKM

Table 3. Learning Outcome Categories Students of MI Al Jihad, Palangka Raya City, Cycle 1

Range	Frequency	Category
75-100	13	Pass the KKM
0-74	12	Failed KKM

Table 4. Learning Outcome Categories Students of MI Al Jihad, Palangka Raya City, Cycle 2

Range	Frequency	Category
75-100	22	Pass the KKM
0-74	3	Failed KKM

Results and Discussion

Based on results interview with guardian class related learning learning Fiqh class V at MIS AL Jihad, Palangka Raya City, was found problem performance Study subjects Fiqh Still low, this is proven from results test daily totaling 25 students, 13 of whom are children Still low or 50% not yet succeed get value 75 as Criteria Minimum Completion (KKM) that has been determined. To prove valid or whether or not results from interview with guardian class, researcher decided to do testing repeat through stages the following.

Pre Cycle

In the pre- cycle stage, the researcher wants to test how much students understand the material on Zakat Fitrah before being given action. From this stage, it will be known whether the class being the target of the research is suitable or not for further research.

Figure 2. Students Class V Al Jihad Palangka Raya City Works on Pre-test Questions at the Stage Pre Cycle

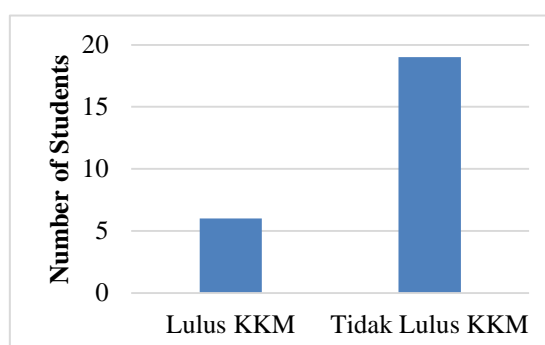


Result of workmanship question pre-test from overall student Class V of MI Al Jihad, Palangka Raya City, totaling 25 students were obtained results as following:

Table 5. Categories of Student Pre-Test Score Results Class V MI Al Jihad Palangka Raya City Pra Cycle

Range	Frequency	Category
75-100	6	Pass the KKM
0-74	19	Failed KKM

Figure 3. Bar Chart Categorization of Pre-Test Score Results in Pre-Test Cycle



Presentation completeness Study students in Pre Cycle:

$$\text{Completeness in a way individual} = \frac{6}{25} \times 100\% = 24\%$$

So, it can be seen in the table and diagram above that Class V of MI Al Jihad, Palangka Raya City needs given action that can increase results learn, because far away difference between Students who successfully passed the KKM and did not pass the KKM, namely only 24%.

Cycle 1

At the stage this researchers already do action that is teaching in learning Fiqh through true or false strategy using card media index. Of course in accordance with objective researchers, there are already improvement from results pre cycle previously. At this stage, after do teaching in learning Fiqh through true or false strategy using card media index, researcher give question choice double new but full question from question the the same with content question choice double in pre-test previously.

Figure 4. Learning Process Fiqh Through the True or False Strategy Using Index Cards in Class V of MI Al Jihad, Palangka Raya City at the Stage Cycle 1



Figure 5. Students Class V Al Jihad Palangka Raya City Works on Post Test Questions at the Next Stage Cycle 1

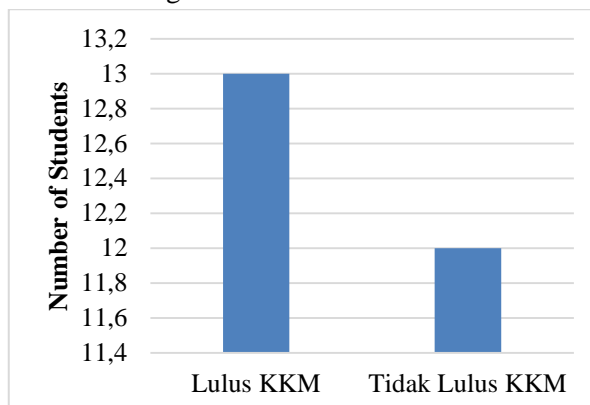


Result of workmanship question post test from overall student Class V of MI Al Jihad, Palangka Raya City, totaling 25 students were obtained results as following :

Table 6. Categories of Student Post-Test Score Results Class V MI Al Jihad Palangka Raya City at the Stage Cycle 1

Range	Frequency	Category
75-100	13	Pass the KKM
0-74	12	Failed KKM

Figure 6. Bar Chart Categorization of Post Test Results at Stages Cycle 1



Presentation completeness Study students in cycle 1:

$$\text{Completeness in a way individual} = \frac{13}{25} \times 100\% = 52\%$$

According to results mark post test and presentation completeness study students above that is by 52%, can it is said actions in cycle 1 have not yet successful. Because Indicator success of Action in study This is results Study from study This is if 85% of student has reach value 75 and if exceed from minimum result value Study it is said complete. This is based on the class that is said successful (achieved completion) if at least 85% of amount student got 75. So, the researcher continue do action teaching in cycle 2.

Cycle 2

At the stage this cycle 2 researchers do evaluation to results observation and results post test in cycle 1 which has not been Can it is said successful on different days. Researchers do teaching repeat about learning Fiqh through true or false strategy using card media index. Same as previously researchers also provide question post test new but content question The same like cycle 1.

Figure 7. Learning Process Fiqh Through the True or False Strategy Using Index Cards in Class V of MI Al Jihad, Palangka Raya City at the Stage Cycle 2



Figure 8. Students Class V Al Jihad Palangka Raya City Works on Post Test Questions at the Next Stage Cycle 2

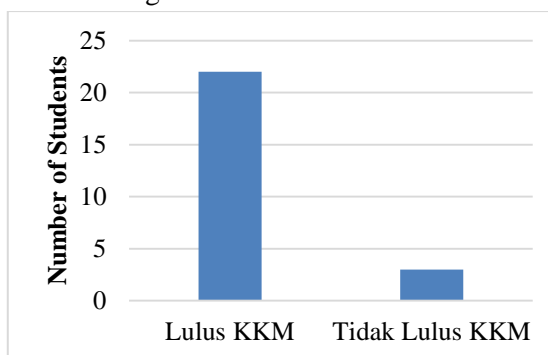


Result of workmanship question post test cycle 2 of overall student Class V of MI Al Jihad, Palangka Raya City, totaling 25 students were obtained results as following:

Table 7. Categories of Student Post-Test Score Results Class V MI Al Jihad Palangka Raya City at the Stage Cycle 2

Range	Frequency	Category
75-100	22	Pass the KKM
0-74	3	Failed KKM

Figure 9. Bar Chart Categorization of Post Test Results at Stages Cycle 2



Presentation completeness Study students in cycle 2:

$$\text{Completeness in a way individual} = \frac{22}{25} \times 100\% = 88\%$$

According to results mark post test and presentation completeness Study students above that is by 88%, can it is said the action in cycle 2 was successful. Because indicator success of action in study This is results study from study this is if 85% of student has reach value 75 and if exceed from minimum result value Study it is said complete. This is based on the class that is said successful (achieved completion) if at least 85% of amount student got 75. So, the researcher sufficient study up to cycle 2.

Figure 10. Results table acquisition value and N-gain of each student moment cycles 1 and 2

No.	Kelompok	Siklus 1	Siklus 2	Siklus 2-Siklus 1	Skor Ideal-Siklus 1	N Gain
1	Abdul	48.00	52.00	4.00	52.00	0,08
2	Achmad	76.00	84.00	8.00	24.00	0,3
3	Afif	84.00	92.00	8.00	16.00	0,5
4	Afifa	84.00	80.00	-4.00	16.00	-0,25
5	Akhitar	60.00	76.00	16.00	40.00	0,4
6	Alif	76.00	80.00	4.00	24.00	0,17
7	Alisha	92.00	96.00	4.00	8.00	0,5
8	Amira	92.00	88.00	-4.00	8.00	-0,5
9	Azka	64.00	76.00	12.00	36.00	0,3
10	Bilqis	76.00	84.00	8.00	24.00	0,3
11	Abidzar	40.00	76.00	36.00	60.00	0,6
12	Athallah	44.00	52.00	8.00	56.00	0,14
13	Azri	76.00	88.00	12.00	24.00	0,5
14	Faisal	64.00	76.00	12.00	36.00	0,3
15	Fazri	80.00	88.00	8.00	20.00	0,4
16	Latif	76.00	80.00	4.00	24.00	0,17
17	Nor Kamil	60.00	76.00	16.00	40.00	0,4
18	Zaidan	80.00	84.00	4.00	20.00	0,2
19	Natasya	76.00	76.00	.00	24.00	0
20	Naylana	64.00	76.00	12.00	36.00	0,3
21	Naysila	80.00	84.00	4.00	20.00	0,2
22	Raisya	64.00	80.00	16.00	36.00	0,4
23	Rizqa	56.00	68.00	12.00	44.00	0,27
24	Siti Ayu	72.00	80.00	8.00	28.00	0,29
25	Syafina	56.00	76.00	20.00	44.00	0,45
Rata-rata		70.00	79.00	9.00	30.00	0,3

What is the result of the N-gain calculation? There is significant improvement or on the contrary :

$$N\text{ Gain} = \frac{\text{score Cycles II} - \text{Score Cycles I}}{\text{Score Ideal} - \text{Score Cycles I}} = \frac{79-70}{100-70} = 0.3$$

So, the Gain value = 0.3. So, the increase is Can it is said currently.

Researchers implemented true learning strategies or false using index cards to improve learning outcomes in the Fiqh subject for class V at MI Al Jihad, Palangka Raya City, namely there are several stages taken, namely the Pre-Cycle, Cycle 1, and Cycle 2 stages.

In the pre-cycle stage, the researcher obtained a student completion percentage of only 24%. Based on these results, the researcher decided to take action to improve student learning outcomes, namely by teaching Fiqh. Through true or false strategy using card media index.

Teaching carried out in stages cycle 1 and stages cycle 2, as for steps that researchers take do in teaching at this stage is:

Table 8. Steps Teaching in Fiqh Learning Through True Or False Strategy Using Index Card Media

No	Stages Activity Teaching
1.	The teacher opens learning with say regards
	The teacher asked news student
	The teacher invites students to pray
	The teacher checks presence student
	The teacher invites students for ice breaking
	The teacher does apperception , reminding material that has been taught previously
	The teacher does association , connecting material to be taught with life daily
	(Syntax 1 Cooperative Learning)
	The teacher delivers material to be studied and objectives his learning
	The teacher starts learning with give question <i>pre-test</i> about Zakat Fitrah in the form of choice double .
2.	Core

No	Stages Activity Teaching
	<p>(Syntax 2 Cooperative Learning) The teacher explains in a way short Zakat Fitrah material and its provisions .</p>
	<p>(Syntax 3 Cooperative Learning) Teacher Asks Students to form groups, as many as 5 groups</p>
	<p>(Syntax 4 Cooperative Learning) The teacher took out card index <i>true or false</i> in it there is statement true and false statements then shared to the groups, each group gets amount card in accordance with amount students in the group . Each group is asked to find whether cards obtained is Correct or wrong. Each group must Work The same with Friend One his group , no may with other groups.</p>
	<p>(Syntax 4 Cooperative Learning) The teacher appoints groups one by one to read. his statement and with the answers obtained Correct or wrong and ask the opinions of other groups.</p>
	<p>The teacher asked each group demonstrates the procedure tithe</p>
	<p>After all student finished read his statement , the teacher asked students to work on question <i>post test</i> .</p>
	<p>The teacher asked to student related material that has not been understood .</p>
	<p>Teachers and participants educate communicate material</p>
	<p>Teachers and participants educate make conclusion</p>
	<p>(Syntax 5 Cooperative Learning) The teacher gives question evaluation to participant educate</p>
	<p>Teachers and Participants educate do reflection</p>
3.	<p>(Syntax 6 Cooperative Learning) The teacher gives motivation to participant education and <i>ice breaking</i></p>
Closing	<p>Teachers and participants educate close learning with say hamdalah and then say regards closing</p>

Cycle 1 shows There is improvement presentation results Study student from pre cycle that is as much as 28% with presentation results Study students in cycle 1, namely by 52%. Because it has not been reach indicator success class that is by 85% of amount students who get value 75, so researchers decide For continue stages to cycle 2.

Learning strategies true or false use card index proven can increase results Study students in the eye lesson Fiqh because results end from workmanship question post test in cycle 2, namely as many as 22 students passed the KKM (Criteria Minimum Completion) is 75 and only 3 students did not pass the KKM (Criteria Minimum Completion). Percentage success improvement results Study student from Pre cycle until with cycle 2 is 64%, with presentation completeness results Study students in cycle 2, namely 88%. So referring to the indicator success of action in study is results study from this study if 85% of student has reach value 75 and if exceed from minimum result value study it is said complete. This is based on the class that is said successful achieved completion) if at least 85% of amount student got 75. Also supported by results calculation N-Gain is is at a value of 0.3, meaning an increase from cycle 1 to cycle 2 is categorized currently.

Conclusion

True learning strategies or false using index cards to improve learning outcomes in Fiqh subjects for class V at MI Al Jihad, Palangka Raya City, namely there are several stages taken, namely

the Pre-Cycle, Cycle 1, and Cycle 2 stages. Because in the cycle 1 stage the increase in the percentage of student learning outcomes has not met the indicators of success, so the researcher took similar actions in cycle 2 so that there is an increase in student learning outcomes.

True learning strategy or false using index cards has been proven to improve students' learning outcomes in the Fiqh subject because the final results of working on *post-test questions test* in cycle 2, namely 22 students passed the KKM (Minimum Completion Criteria) which is 75 and only 3 students did not pass the KKM (Minimum Completion Criteria). Percentage success improvement results Study student from Pre cycle until with cycle 2 is 64%, with presentation completeness results Study students in cycle 2 was 88%.

True strategy or false this of course has its advantages and disadvantages, among the advantages are that students are more active and easier to understand the learning material and teachers also have an easier time not having to lecture Long and wide which can make the class bored. The disadvantage is the amount of time needed because students need time to find answers to true or false statements not stopping there students also have to read one by one in turn the true or false cards, then another disadvantage is that the strategy is difficult to implement if the children are noisy and do not pay attention to their friends who are reading the statements .

Confession

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