

The Effect of Index Card Match Method And Learning Motivation Toward Student's Learning Outcomes In Elementary School

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Abstract : *This study aimed to analyze (1) The result of student learning that is learned by Index Card Match method is higher than the result of student civic education learning which is taught by expository method (2) Students who have high learning motivation have higher civic education learning outcomes of students who have low learning motivation, (3) Interaction learning methods and motivation to learn in influencing student learning outcomes of student civic education. The population of this research is the students of grade V SD Negeri 104190 Paluh Kurau Learning Year 2017/2018, consists of 2 classes with the number of students 60 people. The sample of this research is determined class sample that is class V-A = 30 people to follow Index Card Match method and class V-B = 30 people to follow expository method. The sampling technique is done by total sampling. Research instruments to measure learning outcomes used test results and questionnaires for student learning motivation. Data analysis technique used two-way ANOVA at significance level $\alpha = 0,05$. The research findings show: (1) There are differences in learning outcomes student civic education using Index Card Match method with expository method. The learning outcomes student civic education using Index Card Match method with an average value of 89,33, while the learning outcomes student of civic education using expository method obtained an average score of 84,00, (2) There is a difference in learning outcomes student civic education has a belief High learning motivation with low learning motivation. Students who have learning motivation with the average value of civic education learning outcomes of 89.59, while students who have low learning motivation to get the average value is 83.94, (3) There is interaction learning method and learning motivation in affecting learning outcomes student civic education.*

Keywords : *Index Card Match Method, Learning Motivation, and Learning Outcomes*

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I. Introduction

The development of science and technology (IPTEK) is now bringing changes in human lifestyle in the fields of social, technology, culture, information and education. This is a challenge and an opportunity to improve the quality of Indonesian human resources in order to compete in the international world. One way to improve the quality of human resources is to improve the quality of education. To improve the quality of education is done through the learning process, including among others is in providing civic education lessons. To achieve the goal of civic education, it is necessary for teachers' ability in conducting learning, especially in conveying civic education materials. In teaching civic education, teachers should pay attention to various aspects of cognitive, affective and psychomotor aspects. So the teacher must have the main competencies of pedagogic competence, personality competence, social competence, and professional competence. [1] suggests that pedagogic competence is the ability to manage learning related to the understanding of students in depth and the organization that educates. Personality competence is a personal ability that reflects a stable, mature, wise life, becomes an example for students. Social competence is the ability to relate to others to work together, politeness behave, be able to communicate, and have empathy towards others, and professional competence is the ability to relate to the adjustment of teacher tasks. The existence of teacher competence in the implementation of learning, will certainly be able to increase motivation and student learning outcomes optimally. [2] argues that learning outcomes will be optimal if there is the right motivation. Motivation can serve as a driver of business and achievement of learning achievement. Someone does business because of motivation. The existence of a good motivation in learning will show good results. This means that motivation will create a good learning interaction among students in order to support the achievement of good learning outcomes. To improve students' motivation and learning outcomes, teachers need to make improvements to the learning process in the classroom, especially teachers need to make improvements through appropriate learning

methods that can help students in improving learning motivation, improve understanding of concepts on subjects so as to achieve satisfactory learning success. Based on preliminary study conducted at SD Negeri 104190 Paluh Kurau, especially in teaching and learning process found problems such as lack of teacher initiative in choosing and using varied learning method. During this time in delivering the lesson material the teacher more often use the lecture method so that the student is not active in learning. The results of interviews with one of the teachers stated that the delivery of civic education materials in the classroom more often using lecture methods tailored to the subject matter. The lecture method used causes the students to sit more, still and listen to the subject matter, so that the students do not have the motivation to learn, feel bored with the learning situation, play more and even disturb the friend when the learning process is implemented. This proves that the teaching and learning process that is conducted centered on teachers and students only as participants receive the material only. Teacher-centered learning process leads to low motivation and success of student learning, this is evidenced by the acquisition of learning outcomes of citizenship education of elementary school students 104190 Paluh K problematic, especially not yet reached the minimum mastery criteria 70. Improvements both in terms of learning methods and facilities and infrastructure are needed to support the successful implementation of teaching and learning in the classroom. Teachers need to make changes in particular to help enable students in the learning process by guiding and directing students to be able to improve learning outcomes. For that reason, it is necessary to apply learning method that can improve student's motivation and learning result. One such method is the index card match method. This learning method further enables students to examine the material covered in a lesson and check their understanding of the content of the lesson in which students are more active than their teachers. According to [3] that the index card match method is a pretty fun learning used to repeat the material that has been given before. Nevertheless, the new material can still be taught with this strategy with the notes, the participants are given the task of studying the topics to be taught in advance, so that when entering the class students already have stock of knowledge. According to [4] that the index card match method is a fun learning method again active to review the subject matter. Teachers allow learners to pair up and play quizzes with classmates. Based on the expert's opinion above, the researcher concludes that index card match method is a learning method that requires students to work together and can improve student's sense of responsibility for what is learned in a fun way. This joint learning activity can help spur active learning, increase learning motivation and ability for small group collaboration that helps to gain understanding and mastery of the material. The method of index card match learning is one of the fun learning methods that invites students actively in the learning process. the method of active learning of this type of index card match is related to ways to recall what they have learned and test their current knowledge and abilities with the technique of finding the card pairs which is the answer or question while learning about a concept or topic in a pleasant atmosphere so as to improve motivation and student learning outcomes. Result of research [5] entitled Implementation of index card match learning method To improve the mastery of the concept of geometry shape In Class A Children Ra Masyithoh Segoroyoso Academic Year 2013/2014 (Thesis). The results of the study conclude that the use of index card match method can help the learning activity and support to the understanding of student materials that are given to the students. The results of the study [6] entitled The Impact Of Motivation On Learning Of Secondary School Students In Karachi: An Analytical Study (International Journal of Academic Social Science). The results of the study suggest that teachers need to understand the psychology of students. Teachers use teaching methods according to their interests, age and content. Because teaching methods can foster students' motivation to learn. With the motivation of the students certainly trying to achieve the learning objectives. The results of the study [7], entitled Using Active Learning Instructional Strategies to Reject Excitement and Enhance Learning (International Journal of the Department of Adult, Career & Higher Education University of South Florida). The results suggest that active learning methods including index card match can be used to involve students thinking critically or creatively, talking to couples, in small groups, or with the whole class, expressing ideas through writing, exploring attitudes and personal values, giving and receiving feedback, and reflect the learning process so as to improve student learning outcomes. Related to the importance of motivation in the implementation of learning, research results [8] entitled The Reasons of Lack of Motivation From The Students 'And Teachers' Voices (International Journal Academic Social Science). The results suggest the conclusion that motivation is one of the keys to success. Given the age, level, interests and needs of students, making some changes in how to teach and helping students have fun in the lessons contributes to effective motivation and learning. The results of the study [9], entitled The Impact of Motivation on the International Language School (Journal of Higher Education). The results of the research conclude that motivation is one of the most important aspects that determine success in student learning including in language learning. Conversely, certain attitudes can also be beneficial or unfavorable. Results of research [10] on the Use of Index Card Match Learning Model (ICM) to Increase Student Learning Activity in Civic Education Element of Grade IV SD Negeri 101774 Sampali (Thesis). The result of the research concludes that the use of index card match learning model can motivate the students to follow the learning activities so that the students are more active in carrying out the learning activities in the classroom.

Based on some explanations and research results mentioned above can be understood that to improve the learning outcomes of students' class citizenship education, teachers make improvements to the implementation of learning in the classroom, especially teachers need to use appropriate learning methods, in accordance with the subject matter that will be conveyed so as to helping to improve students' motivation and learning outcomes. For that reason, it is necessary to do research of Influence of Index Card Match Method and learning motivation toward student citizenship learning outcomes Class V Students of State Elementary School 104190 Paluh Kurau.

1.1 The Nature of Learning Outcomes

Learning is not a memorizing activity of a concept, Learning is a complex process that happens to everyone and lasts a lifetime, from infancy (even in the womb) to a grave. One sign that a person has learned is a change of behavior in him. Some scholars have expressed an opinion about learning among others that [11] suggests that learning is a change in the disposition or ability one reaches through activity. The change of disposition is not obtained directly from a person's natural growth process. [12] suggests that learning is a process to gain motivation in knowledge, skills, habits and behavior. Learning relates to a business process that a person undertakes to gain a whole new behavioral change, as a result of his own experience in interaction with his environment. Furthermore, according to [13] learning is a process of change in the human personality, and the change is expressed in the form of improvement of the quality and quantity of behavior, such as the improvement of skills, knowledge, attitudes, habits, comprehension, skills, thinking power and others. This means improving the quality and quantity of a person's behavior is shown in the form of increasing one's ability in various fields. If it does not get an increase in the quality and quantity of ability, the person has not experienced the learning process or in other words, he experienced a failure in the learning process. Furthermore [12] suggests that in learning teachers need to pay attention to several things as follows:

1. Ensure that students participate actively, interest needs to be improved, then need to be guided to achieve certain goals
2. Analyze the structure of the taught material as well
3. need to be presented in a simple so easy to understand students Teaching teachers means guiding students through the sequence of questions of a problem so that students gain understanding and can transfer what is being studied.
4. Provide feedback in the form of optimal reinforcement that occurs when the student knows that He finds the answer.

From the opinion of the expert *pari* above it can be concluded that learning is a process of behavior change and ability achieved by a person through lifelong activities in interaction with the environment that produces changes that are relatively fixed. Learning has a purpose to gain learning outcomes. Learning outcomes can be an indicator to measure students' success in the learning process. Learning outcomes are certainly related to the ability that students get after learning activities. From the student side, the learning result is the peak of the learning process which is the proof of the effort done. This means that the results of learning is the result achieved after a person held a learning activity that is formed in the form of a value of learning results provided by teachers. [14] argues that the learning outcome is that student learning outcomes are essentially behavioral changes that include the cognitive, affective, and psychomotor fields. This means that every teaching and learning process always produces learning outcomes. The problem faced is up to where the level of achievement (result) learning has been achieved. In this connection, the success of teaching and learning process is divided into several levels or levels. [15] suggests that learning outcomes are the occurrence of behavioral changes in students, which can be observed in the form of changes in knowledge, attitudes, and skills. The change is interpreted as an improvement and better development than ever before. Changes that arise to the individual must lead to positive changes in the form of attitude skills, habits and understanding. Learning outcomes are students' evidence for students or as a result of the learning process undertaken by students. With the results of learning can prove the existence of a measure of the ability of individuals in a particular field. According to [16] argued that there are three abilities that students expected as a result of learning are:

1. Cognitive Domains, ie behaviors related to knowledge, memory, understanding, explaining, describing, planning, appraising and applying.
2. Affective Domains, ie behaviors related to attitudes of receiving, responding, judging, organization, and characteristics.
3. Psycomotor Domains, ie behavior related to skills or skills related to the physical.

From the opinion of the experts above can be concluded that the results of learning is the ability obtained by students after the learning process is implemented, both in the form of values, attitudes, appreciation, and student skills that can be observed in the learning process. Learning outcomes can be used as a benchmark to determine the level of success of students in knowing and understanding a lesson.

1.1 The Nature of Learning Motivation

Motivation is also a process that produces an intensity of direction and individual perseverance in an attempt to achieve a goal. Therefore, motivation is a complex problem, so that raises many theories and concepts developed. [16] said that the motivation to learn is a non-intellectual psychological factor. His distinctive role is in terms of growing passion, feeling happy and eager to learn. Students who have strong motivation, will have a lot of energy to do learning activities. Motivation and learning are two things that influence, according to [17] that motivation is usually defined as a process that stimulates our behavior or raises us to take action whereas learning is a relatively permanent and potentially material change of behavior as a result of the practice of reinforcement (motivation) which is based on a certain purpose. This correlation strengthens the urgency of motivation to learn [18] suggests that learning motivation is an internal and external impulse to learners who are learning to make behavioral changes. Motivation to learn is a process that encourages learning, direction, and persistence of behavior. That is, motivated behavior is a behavior that is full of energy, directed and long lasting. Based on the above opinion can be raised the conclusion that the motivation as a psychological process in a person who cultivate a stimulus that generate, direct and implement behavior to achieve certain goals. Motivation includes the psychological process that culminates in the desire and ability to act or behave in a certain way, whereas behavior reflects something that can be seen and heard.

1.2 Method Index Card Match

[19] suggests that the method of learning is the means used to implement the plan that has been prepared in the real activity for the objectives that have been compiled achieved optimally. Successful implementation of learning strategies depends largely on the way teachers use learning methods. Can be interpreted as planning that contains about a series of activities designed to achieve certain educational goals. Of the various methods of learning that attracted many people's attention lately one of them is the index card match is also known as the search for the card pair. This method has the potential to make students happy. The game elements contained in this method certainly make learning not boring. [19] argues that the index card match method is a way that teachers use with the intention of inviting learners to find answers that match the questions that have been prepared. [18] argues that the index card match method is looking for a pair of cards used to repeat the previously given instructional material. Next [4] says that index card match is a fun way to actively review the course material, allowing learners to pair up and play quizzes with classmates. [3] suggests that index card matching or looking for pairs of cards is a pretty fun method used to repeat material that has been previously provided. However, new materials can still be taught with this strategy with notes, learners are given the task of studying the topics to be taught first, so that when they enter the class they already have knowledge. This type of index card match is related to ways to recall what they have learned and test their current knowledge and abilities by searching for a pair of cards that is the answer or question while learning about a concept or topic in a fun atmosphere. From the opinion of experts above can be concluded that the method of index card match (Looking for Pair Cards) is a method of learning that invites students to learn actively and aims for students have a soul of independence in learning and foster creativity. The game elements contained in this method certainly make learning not boring. Of course the elaboration of the game rules needs to be given to the students to make this method more effective. [19] presents the syntax or learning steps of the index card match method as follows:

1. Prepare learning materials that have been learned at home
2. Make a piece of paper a number of learners in the class, which contains questions and answers
3. Cut out the questionnaires distributed to half the number of learners, and containing answers as well as a half of the learners present
4. Learners are asked to find a pair of questions and answers, after meet them to sit close together, then order one by one to read or match the questions and answers, while the other students listen maybe there is a mistake pair.
5. The teacher corrects by listening and simultaneously explains that this method as a final exam or test preparation exercise. The learning steps of index card match method according to Nurgayah is not yet complete.

Furthermore [18] also proposes the learning steps of the index card match method as follows:

1. Make pieces of paper as much as the number of students in the class
2. Divide the papers into two equal parts
3. In half of the section, write questions about the material to be learned. Each paper contains one question
4. On the other half of the paper, write answers to the questions that have been made
5. Shuffle all the paper so that it will be mixed between the questions and answers
6. Each student is given one paper. Explain that this is a paired activity. Half of the students will get the problem and the other half will get the answer
7. Ask students to find their partner. If anyone has found a partner, ask them to sit close together. Explain also that they do not tell the material they get to another friend

8. After all the students find a partner and sit close together, ask each pair in turns to read the hard-earned questions to other friends. Furthermore the question is answered by his partner
9. End this process by making clarifications and conclusions.

Based on the steps of learning method index card match above, the authors make the following conclusions:

1. Prepare lesson materials that have been learned at home or materials that have been taught in school.
2. The teacher prepares pieces of paper as much as half the students in the class to be taught.
3. The pieces of paper are subdivided into two equal parts to form a card.
4. On the part half written questions about the material being taught. Each paper contains one question and in the other half, written answers to the questions that have been made.
5. Then the cards are mixed randomly, so mixed between the questions with the answers.
6. The cards are then divided into each student, one student one paper. Explained the rules of the game that students who got the problem must find a friend who memndapat answer of the problem obtained, and vice versa.
7. After the students find their partner, the students are asked to sit in accordance with the partner they get. Between pairs one with the other asked not to notify the material obtained.
8. After all the students find their partner and sit close together, each pair is asked to read aloud the questions obtained in a loud voice in order to be heard by other friends, then the partner read out the answers also with a loud voice.
9. After all the couples have read the questions and answers then the teacher makes clarification. Together with the students the teacher makes a conclusion of the learning outcomes that have been done.

II. Method

2.1 Population And Sample

The research was conducted on the students of grade V of SD Negeri 104190 Paluh Kurau Learning Year 2017/2018, consisting of two classes V-1, V-2 with 60 students. Each class consists of V-1 class of 30 people and V-2 class of 30 people. The sample is a portion of the population that is considered to represent the population to serve as a source of information or data sources in a study. The sampling technique is done by total sampling technique that is from two existing classes overall set as sample. Thus the sample is defined as class V-1 and class V-2 totaling 60 people

2.2 Data Collection Techniques

This type of research is a quasi experimental research is research that aims to determine the effect of something imposed on the subject of the student. The study involved two different sample classes treated. The experimental class is treated in the form of learning using Index Card Match method. The control class is treated using an expository method. The variables of this study consist of three types of independent variables, moderator variables and dependent variables. This research will use experimental method with 2x2 factor design. Through this design will be compared the influence of learning strategy type Index Card Match method and expository method in terms of learning motivation as a moderator variable and the acquisition of learning outcomes Civic education as a dependent variable. The study involved two different treatment classes. To know the result of student learning done by giving test at both class before and after given treatment. The experimental design of quasi experiments was design: two group pretest -posttest design. The variables will be included in the design of this research are:

Table 1 Research Design

Motivation (B)	(A ₁) Index Card Match method	(A ₂) Ekspositori method
B ₁ (MT)	A ₁ B ₁	A ₂ B ₁
B ₂ (MR)	A ₁ B ₂	A ₂ B ₂

To collect data from the field of research in accordance with the need for research analysis using data collection tools in the form of questionnaires and test results test instruments. The questionnaire technique used to find out the categories of student learning motivation, as well as test instruments used to determine the success of students after attending a series of learning activities. Both of these instruments are validated by the lecturers of Graduate State University of Medan, as panel of experts in determining the suitability of the test

indicators. After the process of revision and improvement of the suggestions provided by the expert, it is concluded that the test has been used to determine student learning outcomes and student confidence. Data collection is done in two stages, first step is collecting data about student's motivation level and second stage collecting data about student learning result. The data obtained in the study were analyzed descriptively and inferentially. Inferential statistical analysis, to test the hypothesis. Prior to hypothesis testing is done the test requirement that is normality test of research data with technique of Liliefors, then continued with homogeneity test by using Bartlett test. To test the hypothesis of this study used ANOVA 2x2 with F test with significant level $\alpha = 0,05$

II. Results

Based on the results of processing and analysis toward research data can be presented in Table 2. below.

No	Groups	p	Asymp. Sig (P)	Description
1	Student learning outcomes using the Macth Index Card Method	0,05	0,097	1) Normal
2	The students' learning outcomes use the Expository Learning Method	0,05	0,200	2) Normal
3	Student learning outcomes have high learning motivation	0,05	0,097	3) Normal
4	Student learning outcomes have low learning motivation	0,05	0,067	4) Normal
5	Student learning outcomes using the Macth Index Card Method with high learning motivation	0,05	0,097	5) Normal
6	Student learning outcomes using the method of learning Macth Index Card with low learning motivation	0,05	0,060	6) Normal
7	The result of student's civics learning using Expository method with high learning motivation	0,05	0,200	7) Normal
8	Students' learning outcomes use the Expository method with low learning motivation	0,05	0,200	8) Normal

In Table 2 above shows the results of the normality test data calculation of student's learning outcomes based on learning methods and learning motivation overall test results obtained that the price $p > \text{sig.} \alpha = 0.05$ so that the overall data is normally distributed. Table 3. Summary of Test Result Homogeneity of variance between Sample Group and Barlet Test

No	Groups	dk	Si ²	Log Si ²	dk (LogSi ²)	dk.Si ²
1.	Macth Index Card Method has a high learning motivation	16	0,06	16,71	1,22	19,57
2.	Index Card Macth method has low motivation	14	0,07	42,33	1,63	22,77
3.	Expository methods have high learning motivation	13	0,08	44,40	1,65	21,42
4.	Expository methods have high degree of motivation	17	0,06	81,81	1,91	32,52
Jumlah		60			96,27	2529,16

Table 4. Anova Test Results 2 x 2.

Tests of Between-Subjects Effects					
Dependent Variable: Learning Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1156.704 ^a	3	385.568	8.156	.000
Intercept	448363.273	1	448363.273	9.48443	.000

Metode	335.189	1	335.189	7.090	.010
Motivasi	414.562	1	414.562	8.769	.004
Metode * Motivasi	304.081	1	304.081	6.432	.014
Error	2647.479	56	47.276		
Total	453951.000	60			
Corrected Total	3804.183	59			
a. R Squared = ,304 (Adjusted R Squared = ,267)					

IV. Discussion And Conclusions

4.1 Discussion

4.1.1 Learning Outcomes of Student Civic Education Using Macth Index Card Learning Methods Higher Than Using Expository Learning Methods

The results of the analysis of research data through two-lane anova test was decided to reject Ho and accept Ha. This shows that the learning result of civic education of students who are taught using the method of learning of Index Card Macth is higher than the result of student's civic education learning which is taught using Expository learning method. Each process of learning and teaching is characterized by several elements including objectives, materials, tools, and methods, and evaluation. Elements of methods and tools are elements that can not be separated from other elements that serve as a way or technique to deliver the lesson material to arrive at the goal. In the achievement of the goal, the method of learning is very important because with the learning method, the material can be easily understood by the students. The use of methods in learning is preferred to stimulate learning, motivation to learn, stimulate students to play an active role in the learning process. Through the learning method used is expected to further facilitate the understanding of the subject matter provided and later can enhance the quality of the learning process which can further improve student learning outcomes. In the use of methods sometimes teachers must adapt to classroom conditions and atmosphere. The number of learners influences the use of the method. Finally, it can be understood that the use of appropriate and varied methods will be used as an extrinsic motivational tool in teaching and learning activities in schools. Teachers must understand the correct position of the method as a tool of motivation in teaching and learning activities. Motivation relates to the motives that are active and functioning, because of the stimulus from the outside. Therefore, the method serves as an external stimulant that can generate a person's learning.

Differences in absorptive power of students as mentioned above, requires appropriate teaching strategies, method one of the answers. For a group of students it may be that they change to absorb the lesson material when the teacher uses the question and answer method, but for a group of other students they more easily absorb the lesson material when the teacher uses the method or method of group work. Therefore, in teaching and learning activities, teachers must have a strategy so that students can learn effectively and efficiently and on the target. The strategy is to master teaching techniques or usually called teaching methods. Thus, the teaching method is the teaching strategy as a way to achieve the expected goal. Thus the purpose of teaching and learning activities will never be achieved as long as the other components are not addressed. One is the method component. Method is one of the tools to achieve the goal. By utilizing methods accurately, teachers will be able to achieve teaching objectives. Methods are the path of instruction to the destination. When objectives are formulated so that students have certain skills, then the methods used should be tailored to the objectives. Between methods with the aim not to contradict. That is, the method should support the achievement of teaching objectives. If not, it will be futile formulation of the goal.

Teaching methods that teachers choose should not be contested with more formulated goals, but the chosen teaching method should support where the teaching interaction activities proceed in order to achieve its objectives. The lack of clarity in the formulation of objectives will be an obstacle in the selection of teaching methods. Thus, clarity and certainty in goal formulation make it easier for teachers to choose teaching methods. Each subject has its own properties. At least the nature of these subjects is easy, moderate and difficult. These three traits can not be ignored in considering the selection of teaching methods. For certain methods may be appropriate for a particular subject, but not necessarily fit for other subjects. It is important to recognize the nature of the subject before the selection method is implemented.

When teachers try to divide the students into groups, the teacher will create a class situation to another situation. Here illustrated which teaching method should be chosen according to the class situation and the objectives to be achieved. Thus, the class situation influences the selection of teaching methods. Similarly, the classroom situation is another side that should be considered and considered by the teacher when it comes to choosing the teaching method. Experienced teachers know very well that the classes from day to day from time to time always change according to the psychological condition of the students. The

class dynamics of this kind should be taken into account from any angle. The use of methods needs facility support. The facilities chosen must be in accordance with the characteristics of the teaching method to be used. There are certain teaching methods that can not be achieved, due to the lack of facilities in a school. The advanced schools usually have complete learning facilities that are very helpful for teachers in implementing the teaching in the classroom. Schools in remote areas are generally weak in learning facilities so that educational interaction works simply and simply. Each method has its own advantages and disadvantages. These two sides need to be paid attention to the teacher. The number of students in the classroom and the completeness of the facilities has a share of whether or not a method is used to assist the teaching process. The proper method of teaching depends on the teacher's carefulness in choosing it. The merging of the methodology does not escape from consideration based on the advantages and disadvantages of any method. The best choice is to look for the weaknesses of a method to then look for methods that can mask the weaknesses of the method.

4.1.2 Learning Outcomes of Civic Education Students Have Higher Learning Motivation Higher Than Students Have Low Motivation Learning

Based on the analysis of research data using anava two lines decided to reject H_0 and accept H_a . This means that students' civic education learning outcomes have higher learning motivation higher than students having low learning motivation. From the results of data analysis found that the average learning outcomes of civic education students who have high learning motivation is better than students who have low learning motivation. This indicates that students who have high learning motivation on average have better civic education outcomes than students with low learning motivation. Thus students who have high motivation to learn more understanding of civic education lessons than students who have low learning motivation.

Humans are social beings who have needs, feelings, thoughts and motivations. Every human in carrying out an activity is basically driven by motivation. People want to work hard in the hope to meet the needs and desires of the work. There have been many theoretical psychologists who have raised his theories about basic human needs. Motivation and purpose is something to be achieved by an action and if it has been achieved it will satisfy individual needs. The existence of a clear and conscious goal will affect the needs, which will encourage the emergence of motivation in a person. The role of motivation according to [20] is to: (1) encourage the emergence of behavior or an act, (2) motivation serves as a guide, directing the action on the achievement of desired goals, (3) motivation serves as a driver. Motivation is very functional in the learning process. With high motivation learners will arise in him the desire to be more active learning. In this case the motivation serves to move or change a person to arise desire to do something so as to obtain results or achieve certain goals. During the learning process, teachers and students are both engaged in the motivation of successful learning in accordance with the expected goals. Motivation is not only important for the teacher as a motivator but the students as the subject as well as the object of education are also important. Teacher's job is to motivate students to learn to achieve the expected goals, as well as obtain the desired behavior. The importance of motivation is closely linked to the rise of interest in learning and its expansion is the main basis of the learning act. The learner must be motivated in such a way that his interest will have a direct relationship with a particular purpose which will lead him far beyond the useful experiences as a motivator to learn further. It is the teacher's responsibility to build the quality experience. Considering the importance of motivation for students in supporting their learning success, [21] emphasizes a number of ways to increase student motivation without having to reorganize the class on a large scale:

1. Use verbal compliments
2. Use the test in value wisely.
3. Awaken the students' curiosity and desire to explore.
4. To keep getting attention.
5. Stimulate student desire
6. Using materials already known as examples to make it easier for students to understand teaching materials.
7. Apply the concepts or principles in a unique and extraordinary context so that the students become more involved.
8. Ask students to use the things they have learned before.
9. Use simulation and games.
10. Decrease the attractiveness of the opposing motivational system.
11. Minimize the unpleasant consequences of student involvement.
12. Teachers need to understand and supervise the social environment within the school environment.

The ability of students in following the learning activities is very related to the circumstances in him, among them is the motivation owned by the students themselves who can become a supporter in its success to follow the learning activities in school. The higher the student's motivation, the greater the effort he / she will

make to achieve the learning success. So it can be understood that motivation is one important factor determines in achieving student learning success. For students who have low motivation to learn will result in learning activities that do. The fact that can be put forward is that students with low learning motivation will be lazy in learning, likes to play in the classroom at school hours, skipping, not doing the tasks assigned by teachers at school. As a result students are not successful in learning and student learning outcomes are low. Students who have high learning motivation will also have an impact on learning activities that do. Students will be more enthusiastic in learning, diligent and diligent in learning, and able to do the tasks assigned to teachers in school. With the passion and diligence of students in learning will certainly give good results in learning. Student learning motivation is related to learning. For that in students need to have a motivation so that the learning process will run smoothly and obtain learning outcomes in accordance with the expected. Motivation to learn is a psychological factor that is non-intlektual. His distinctive role is in terms of growing passion, feeling happy and eager to learn. Students with strong motivation will have a lot of energy for learning activities. Given the importance of motivation in learning, it is necessary efforts to foster motivation to learn in students, need attention, guidance and direction, especially from teachers through learning methods used in learning in the classroom. Implementation of learning with the use of appropriate methods certainly can make a meaningful contribution to teaching, for example the process of teaching and learning will be able to run effectively if students are free from problems that interfere with the learning process, so that students are able to learn optimally

4.1.3 There is Interaction Between Learning Methods and Learning Motivation Affects Student Learning Outcomes Student Civic Education

Based on the analysis of research data through anova test it was decided to reject H_0 and accept H_a . That is, there is an interaction between learning methods and learning motivation in influencing student learning outcomes of student civic education. The result of research known that there is interaction of learning method and student's learning motivation in influencing student's student's learning outcomes. Groups of students who have high learning motivation and are taught using Index Card Match learning method have better civic education outcomes than using the Expository learning method. Teachers are one component in the learning process. In addition to several other components, teachers play a major role in the successful implementation of teaching and learning process in order to achieve goals. As an important component in learning, teachers are required to perform various activities to support the success of student learning in each subject taught. Student learning outcomes certainly can not be separated from teachers who carry out the duties and functions in teaching, one of which is using a variety of methods. Because the tasks are so heavy, not everyone can be a teacher, this is in addition to the heavy duties as well as for educators must have conditions that can support the success of the teacher's duties. The amount of influence of teachers on the success of student learning causes teachers must have some ability to choose and apply methods in teaching and learning activities. If a teacher is able to choose and apply the teaching method well, then the student will be interested and can focus his attention to follow the teaching and learning activities undertaken. This certainly affects the mastery of students to the subject matter taught. The importance of teachers in achieving student learning success, among others, appears in the explanation. In addition to understanding the nature of the method, the use of learning methods needs to be adjusted to the needs of learning, for example, should be tailored to the situation and conditions, materials taught the state of the student, the objectives to be achieved, support facilities and the ability of teachers using the method.

V. Conclusions

Based on the results of research and discussion it can be concluded as follows:

1. There are differences in learning outcomes Student civic education using Index Card Match method with ekspository method. Learning outcomes Student civic education using Index Card Match method with an average value of 89,33, while the learning outcomes student civic education using ekspository method obtained an average value of 84,00.
2. Differences in learning outcomes civic education students have high learning motivation with low learning motivation. Students who have high learning motivation with the average value of learning outcomes civic education that is equal to 89,59, while students who have low learning motivation to get the average value is 83.94.
3. There is an interaction of index card match method and learning motivation in influencing student learning outcomes student civic education. With result of Anova AxB test known that sig. $\alpha=0,014 < \text{sig. } \alpha=0,05$

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