

INNOVATION IN LEARNING THEORY AND APPRECIATION OF LITERATURE WITH THE INDEX CARD MATCH MODEL FOR PGSD UNPARI STUDENTS

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Abstrak

This study aims to analyze the effectiveness of innovations in learning theory and literary appreciation through the application of the Index Card Match learning model for students of the Elementary School Teacher Education Program (PGSD) at UNPARI. The method used was a quasi-experimental approach with a quantitative approach. The study population included all students taking the Theory and Literary Appreciation course for Elementary School in the 2025/2026 academic year. The research sample was determined through a purposive sampling technique, namely one class selected based on certain considerations as the research subject. Data collection techniques were carried out through essay tests used to measure theoretical understanding and the ability to appreciate children's literature. Data analysis was carried out using descriptive and inferential statistical techniques, including normality tests and hypothesis testing using t-tests. The results of the study showed that there was an increase in students' abilities in understanding theory and appreciating literature after the implementation of the Index Card Match learning model. In addition, the results of the hypothesis testing showed a significant influence of the application of the model on student learning outcomes. This was indicated by increased understanding, activeness, and ability to appreciate literary works. The conclusion of this study is that the Index Card Match learning model is effective as an innovation in learning theory and literary appreciation to improve the understanding and literary appreciation abilities of PGSD students at UNPARI

Kata kunci: *innovation, appreciation, literature, Index Card Match model.*

A. Introduction

Learning is a systematically designed process designed to create a learning environment that allows students to actively develop their abilities, including in literature learning. Literature learning in higher education requires not only mastery of theory but also the ability to appreciate literary works. However, literature learning often remains conventional, thus failing to foster active student engagement. In line with the demands for learning innovation, various recent studies demonstrate the importance of using interactive learning models in literature learning. Research by Muhsyanur (2024) shows that an

appropriate literary approach can significantly improve students' appreciation of literary works. Furthermore, Utami (2023) found that the use of interactive media and learning models in literature learning can increase student motivation, participation, and understanding of literary works. Furthermore, the implementation of active learning models such as Index Card Match has also proven effective in improving learning outcomes and student engagement in language learning, including reading and text comprehension skills.

This demonstrates the importance of innovative, active, collaborative, and enjoyable learning models in learning

literary theory and appreciation so that students not only understand concepts but also develop a deeper appreciation of literary works. In the context of higher education, particularly in the Elementary School Teacher Education Study Program, learning emphasizes not only conceptual mastery but also students' ability to apply and appreciate the material learned. One such crucial course is Literary Theory and Appreciation. This course aims to equip students with an understanding of literary concepts and the ability to appreciate literary works, particularly children's literature, as a preparation for future elementary school teachers. However, in practice, learning about literary theory and appreciation is often conventional, lecturer-centered, and lacks student involvement, resulting in low literary appreciation skills.

Several recent studies have shown that literature learning in higher education requires innovative, more interactive and participatory learning models. Research by Sari and Lestari (2023) demonstrated that collaborative activity-based literature learning can increase student engagement and strengthen literary interpretation skills. Furthermore, research by Pratama (2024) found that the use of active learning models can significantly improve students' literary appreciation skills compared to conventional methods. Furthermore, research by Wulandari et al. (2022) revealed that low student interest in literature learning is caused by a lack of variety in the learning strategies used by lecturers. These findings indicate the need for innovation in teaching literary theory and appreciation, particularly through the implementation of learning models that can optimally encourage student activity, interaction, and engagement.

One alternative that can be used to address this problem is to implement

active and enjoyable learning models, such as the Index Card Match model. This model is a form of cooperative learning that involves matching question and answer cards, thus encouraging students to be active, think critically, and interact during the learning process. The implementation of this model also creates a more engaging and less monotonous learning environment. Several recent studies support the effectiveness of this learning model in improving learning quality. Research by Hidayat and Nuraini (2022) showed that the implementation of Index Card Match can significantly increase student activity and learning outcomes because it involves direct participation in the learning process. Furthermore, research by Saputra (2023) revealed that cooperative learning models such as Index Card Match are effective in improving critical thinking skills and conceptual understanding in students. Furthermore, research by Lestari et al. (2024) showed that the use of interactive learning models in literature learning, including Index Card Match, can improve students' literary appreciation skills because it provides a more contextual and collaborative learning experience. Thus, the implementation of the Index Card Match model is considered relevant as a learning innovation in improving students' activeness, understanding, and literary appreciation skills.

B. Method

This research employed a quantitative approach with a quasi-experimental approach. According to Sugiyono (2022), a quantitative approach is a research method based on the philosophy of positivism and used to test hypotheses through numerical data. The method used was a Pre-Experimental Design with a One-Group Pretest-Posttest. According to Jakni (2016), this design allows researchers to compare

conditions before and after a treatment, thereby more accurately determining the effect of a treatment. This design was chosen to determine the effect of the Index Card Match learning model on students' ability to understand theory and appreciate literary works.

The research was conducted on students of the Elementary School Teacher Education Program (PGSD) at UNPARI taking the Literary Theory and Appreciation course in the 2025/2026 academic year. The study population included all students enrolled in the course. A population is a generalized area consisting of objects or subjects with specific characteristics to be studied. The sample used was one class of 20 students, selected based on the research needs to ensure more relevant and representative data.

Data collection techniques in this study included tests, observation, and documentation. According to Suharsimi Arikunto (2013), a test is a tool to measure an individual's abilities or learning outcomes. The test uses essay questions in the form of pre- and post-tests to measure students' theoretical understanding and literary appreciation skills. Observations are conducted to observe student engagement during the learning process, which, according to Sugiyono (2023), is a data collection technique through direct observation of ongoing activities. Meanwhile, documentation is used to supplement the data in the form of notes and evidence of learning activities.

Data analysis is conducted quantitatively by calculating the mean and standard deviation as a general overview of student learning outcomes. Quantitative data analysis is conducted to process numerical data so that conclusions can be drawn. Furthermore, a normality test is performed as a prerequisite for parametric statistical

analysis. Hypothesis testing is conducted using a t-test at a significance level of 0.05. The t-test is used to determine whether there are significant differences between two conditions, before and after treatment. Therefore, this analysis aims to determine the effect of implementing the Index Card Match learning model on the theoretical and literary appreciation skills of PGSD UNPARI students.

C. Result and Discussion

1. Research Results

Research Data Description

This research was conducted in the Elementary School Teacher Education Program (PGSD) at UNPARI in the 2025/2026 academic year, involving one class consisting of 20 students as the sample. The learning process used the Index Card Match learning model in the Literary Theory and Appreciation course. The material used in this study covered basic concepts of literary theory and children's literature appreciation. The research was conducted directly according to the established lecture schedule. This study was conducted over several meetings: one meeting for instrument testing, one meeting for the pre-test, several meetings for the learning process using the Index Card Match model, and one meeting for the final test (post-test).

Prior to the study, the test instrument was pre-tested to determine the quality of the questions. The pre-test used essay-style questions designed to measure students' theoretical understanding and literary appreciation skills. The results were then analyzed to determine validity, reliability, discriminatory power, and difficulty level. Based on the analysis, a number of questions met the criteria for validity and were suitable for use as research instruments, with a high level of reliability, making the instrument reliable as a measurement tool in the study.

The pre-test aimed to determine students' initial abilities in understanding theory and appreciating literary works before receiving the treatment. After the pre-test was conducted and the results were obtained, the learning process using the Index Card Match model was implemented. In this process, students were actively involved in matching question and answer cards, discussing them, and expressing their opinions regarding the literary material being studied.

At the end of the session, a final test (post-test) was administered to determine students' abilities after participating in the learning process. This post-test aimed to measure the improvement in students' theoretical understanding and literary appreciation skills as a result of the implementation of the Index Card Match learning model. Therefore, comparing the pre-test and post-test results can be used to determine the effectiveness of this learning model in improving the quality of theoretical learning and literary appreciation among PGSD UNPARI students.

Pre-test Data Description

A pre-test was conducted to determine students' initial abilities in understanding theory and appreciating literary works before receiving the treatment. The test was given in essay format with one question. The analysis showed that most students still had low initial abilities, with only 2 students (12%) scoring above 75, while 17 students (88%) scored below 75. The highest score was 78 and the lowest was 62, with an average of 51 and a standard deviation of 32.12. Descriptively, these results indicate that students' initial abilities in learning theory and literary appreciation are still relatively unmet.

Post-test Data Description

After receiving treatment through the implementation of the Index Card Match

learning model, a final test (post-test) was conducted to determine the students' final abilities. The analysis showed a significant improvement, with 17 students (88%) scoring above 75 and only 2 students (12%) scoring below 75. The average score increased to 85.15 with a standard deviation of 7.71, with a maximum score of 88 and a minimum score of 70. Descriptively, these results indicate that students' abilities in understanding theory and appreciating literature after implementing the Index Card Match model were considered achieved. Thus, there was a clear improvement between the pre-test and post-test results.

Data Normality Test

A normality test was conducted to determine whether the post-test data were normally distributed, as a prerequisite for statistical analysis. The test used the Chi-Square (χ^2) test at a significance level of 0.05. The calculation results showed that the calculated χ^2 value was smaller than the χ^2 table (χ^2 count < χ^2 table), thus concluding that the data were normally distributed. This indicates that the data met the requirements for hypothesis testing using parametric statistics.

Hypothesis Testing (t-Test)

A hypothesis test was conducted to determine the effect of implementing the Index Card Match learning model on students' theoretical and literary appreciation skills. The calculation results showed that the calculated t-value = 5.15 was greater than the t-table = 2.65 at a significance level of 0.05. Therefore, H_0 was rejected and H_a was accepted. This means that there is a significant effect of implementing the Index Card Match learning model on students' achievement in learning theoretical and literary appreciation in the PGSD UNPARI.

2. Discussion

This research was conducted over several sessions, consisting of an initial pre-test, a learning process using the Index Card Match model, and a final post-test. The study was conducted on students of the Elementary School Teacher Education Program (PGSD) at UNPARI (Indonesian National Primary School Teacher Education) in the Literary Theory and Appreciation course. Prior to the study, the test instrument was pre-tested to determine the suitability and quality of the questions, ensuring that only valid questions were used in data collection. The results of the initial study indicated that students' understanding of literary theory and appreciation was relatively low before the implementation of the learning model. This aligns with research by Fitriani (2022) and Pratama (2023), which stated that literature learning in higher education is still dominated by conventional methods, thus providing little opportunity for students to deeply understand and appreciate literary works.

The data testing results demonstrated that the research data met the assumption of normality and were therefore suitable for analysis using parametric statistics. Furthermore, the results of the hypothesis test showed a significant difference between abilities before and after the implementation of the Index Card Match learning model. This indicates that the model has a positive influence on improving students' abilities in understanding theory and appreciating literary works. These findings are supported by research by Sari and Lestari (2021) and Hidayat (2024), which explains that an active and interactive cooperative learning model can improve the quality of literature learning, particularly in terms of understanding and appreciating literary works.

In the initial stages of learning, students still experienced difficulties understanding the material and answering questions due to their unfamiliarity with the learning model. Subsequently, learning was conducted using the Index Card Match model, where students were actively involved in matching question and answer cards, engaging in discussions, and presenting the results of their discussions. Initially, student engagement was low, but participation and interaction in the learning process gradually increased. These results align with research by Wulandari (2020) and Nugroho (2022), which shows that an active learning model can increase student engagement in literature learning and create a more communicative and enjoyable learning environment.

After the learning process was completed, a final test was administered to determine students' abilities following the implementation of the Index Card Match model. The results indicated that students experienced improvements in their understanding of literary theory and were able to appreciate literary works better. Overall, the Index Card Match learning model has proven effective in improving student engagement and learning outcomes. This finding is supported by research by Lestari et al. (2023) and Ramadhan (2024), which concluded that game-based and collaborative learning models can increase learning motivation, active participation, and conceptual understanding in literature learning at universities. Therefore, this model can be used as a learning innovation in the Literary Theory and Appreciation course for PGSD UNPARI students.

D. Conclusion

Based on the research results and discussion, it can be concluded that the implementation of the Index Card Match

learning model is an effective innovation in teaching Literary Theory and Appreciation to students of the Elementary School Teacher Education Program (PGSD) at UNPARI. This is demonstrated by the improvement in students' abilities in understanding literary theory and appreciating literary works after the implementation of this learning model. Furthermore, the Index Card Match model also increases student activity, participation, and interaction during the learning process. Initially, students experienced difficulties and were less active, but after implementing this model, the learning atmosphere became more communicative and enjoyable, resulting in a gradual increase in student engagement. Thus, the Index Card Match learning model has been proven to have a positive impact on the quality of Literary Theory and Appreciation learning. Therefore, this model can be used as an alternative, effective learning innovation in improving the cognitive and appreciative abilities of Elementary School Teacher Education Program (PGSD) students at UNPARI.

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