

IMPROVING SOCIAL STUDIES LEARNING OUTCOMES THROUGH THE INDEX CARD MATCH MODEL FOR FIFTH GRADE STUDENTS OF SD NEGERI 67 LUBUKLINGGAU

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Abstract

This study aims to improve fifth-grade students' social studies learning outcomes through the Index Card Match learning model at SD Negeri 67 Lubuklinggau. Quantitative research using an experimental approach was used, with 21 fifth-grade students as subjects. Data collection techniques used were observation, interviews, documentation, and tests. Data analysis techniques were also used. This study consisted of two pre-experiments, each consisting of four stages: planning, implementation, observation, and reflection. In the first pre-experiment, the pre-test stage had a percentage of 14.28% in the very low category, and in the post-test stage, a percentage of 33.33% in the low category. Meanwhile, in the second pre-experiment, the pre-test stage showed a percentage of 71.42% in the moderate category. Then, in the post-test, student learning outcomes increased, with 80.95% in the very high category. The results of this study indicate an increase in student learning outcomes using the Index Card Match learning model for fifth-grade students at SD Negeri 67 Lubuklinggau.

Keywords: Index Card Match, Learning Outcomes, Elementary School

INTRODUCTION

Education is fundamentally a process of communication and interaction between teachers and students aimed at developing knowledge, skills, and attitudes through meaningful learning experiences. An effective learning process requires teachers to create a conducive classroom atmosphere that is active, creative, enjoyable, and student-centered, enabling learners to understand and apply the concepts taught in daily life. The use of appropriate learning models plays a crucial role in improving student engagement and learning outcomes, particularly at the elementary school level. Social studies is one of the core subjects in elementary education that

aims to develop students' social awareness, critical thinking, and understanding of social phenomena. According to Kamil and Pramudiya (2022), social studies education must continuously adapt to societal developments, especially in responding to the challenges of Society 5.0, which demands active, collaborative, and problem-solving-oriented learners.

Based on preliminary observations conducted on April 24, 2025, at SD Negeri 67 Lubuklinggau, social studies learning in fifth grade was still dominated by conventional lecture-based methods using printed textbooks. Students tended to be passive listeners rather than active participants in the learning process. The classroom atmosphere was less conducive, with students frequently engaging in off-task behaviors such as chatting, playing, leaving the classroom, and showing low attention to learning activities. Interviews with the fifth-grade teacher revealed that only 5 out of 21 students achieved the Minimum Learning Objective Achievement Criteria (KKTP) of 75, while the remaining 16 students did not meet the expected standard.

Several previous studies have reported that the use of active learning models can improve students' learning outcomes and participation in social studies classrooms. For instance, studies on cooperative and interactive learning strategies indicate that student-centered approaches are more effective than traditional methods in enhancing understanding and motivation. However, most of these studies focus on secondary education or apply different cooperative models, leaving limited empirical evidence on the implementation of the Index Card Match model in elementary social studies learning contexts.

This condition reveals a research gap, namely the lack of studies that specifically examine the effectiveness of the Index Card Match model in improving social studies learning outcomes among fifth-grade elementary students, particularly in public elementary schools in Lubuklinggau.

Addressing this gap is significant because improving social studies learning outcomes at the elementary level is essential for building students' foundational social knowledge, critical thinking skills, and active learning habits. Effective instructional models can contribute to better classroom engagement and long-term academic success.

To overcome the identified problems, the Index Card Match learning model is proposed as a solution. This model emphasizes active participation, collaboration, and enjoyable learning through matching question-and-answer cards. By involving students directly in the learning process, the Index Card Match model is expected to create a more interactive classroom

atmosphere and improve social studies learning outcomes. Therefore, this study aims to improve the social studies learning outcomes of fifth-grade students at SD Negeri 67 Lubuklinggau through the implementation of the Index Card Match learning model.

METODOLOGI

Research Design

This research is quantitative research. The method used in this research is the quasi-experiment method. Arikunto (2017:23) explains that quasi-experimental research is a type of quantitative research. This type of research is experimental research (Pre-Experimental iDesigns) with the experimental design used in the form of one igroup idesign ipre-test and post-test. iThe design of this research can be seen in the following picture.

Research Subject

The research was conducted in the fifth grade of SD Negeri 67 Lubuklinggau, located in Rahma Village, South Lubuklinggau District 1, Lubuk Linggau City, South Sumatra Province. The research will be conducted in the fifth grade during the even semester of 2025.

Data Collecting

Observations were conducted to gather information about teacher and student teaching activities during the learning process. This was done to assess student responses as a form of learning motivation, which ultimately leads to improved learning outcomes using the Index Card Match (ICM) learning model.

An interview is a conversation between two or more people that takes place between a source from a teacher and an interviewer by a researcher to collect data in the form of information.

Documentation is a method of collecting research data through a number of written and recorded documents. This is done by taking photographs of students during observations and interviews, as well as during the learning process, during pretests and posttests, and collecting the test results.

The test technique used in this research activity is the test technique for collecting data. Using 10 multiple-choice questions on the material in chapter 7, "What is the culture like in my area?" Using pre-test and post-test tests.

Data Analysis

Data analysis is a method used to manage data that correlates with the stated problem formulation so that it can be used to draw conclusions. This research technique utilizes quantitative analysis, namely analysis that utilizes quantitative analysis tools, which utilize mathematical, statistical, and ecomotor models. Sarah S.N (2021), Learning completion formula:

RESEARCH RESULT

Finding

This study was conducted with fifth-grade students at SD Negeri 67 Lubuklinggau and aimed to examine the effectiveness of the Index Card Match (ICM) learning model in improving students' social studies learning outcomes. The research employed a quantitative approach using an experimental design and was implemented in two stages of pre-experimentation to observe changes in students' learning outcomes before and after the application of the learning model. Each pre-experiment consisted of pre-test and post-test activities designed to measure students' understanding of the instructional material.

The learning intervention focused on Chapter 7 of the social studies curriculum, entitled "*What Is the Culture in My Area?*", which emphasizes students' understanding of local cultural diversity. Prior to the implementation of the ICM learning model, students were taught using conventional teaching methods that relied heavily on teacher explanations and textbook-based instruction. This approach resulted in low student participation and limited interaction during the learning process, which was reflected in students' initial learning outcomes.

The results of the first pre-experiment indicated that students' social studies learning outcomes were relatively low before the intervention. The average pre-test score was 53.33, and only 3 out of 21 students (14.28%) achieved the minimum mastery criterion. This finding suggests

that most students had difficulty understanding the material when taught using traditional methods. However, after the ICM learning model was implemented, there was a noticeable improvement in students' learning outcomes. The average post-test score increased to 60, with 7 students (33.33%) successfully achieving mastery. Although the level of mastery had not yet reached the expected standard, the increase demonstrated that the ICM model positively influenced students' engagement and understanding of the learning material.

In the second pre-experiment, the effectiveness of the ICM learning model became more evident. Students showed greater familiarity with the learning process and were more actively involved in classroom activities. The average pre-test score in this stage increased significantly to 70, with 15 students (71.42%) achieving mastery, indicating an improvement in students' prior knowledge and readiness for learning. Following the continued application of the ICM model, students' learning outcomes further improved. The average post-test score rose to 73.33, and 17 students (80.95%) successfully met the mastery criteria. This increase suggests that repeated exposure to the ICM learning model helped students better understand the concepts related to local culture and strengthened their learning retention.

Overall, the findings of this study demonstrate that the Index Card Match learning model can effectively improve social studies learning outcomes among fifth-grade students. The model encourages active participation, collaboration, and interaction among students, which contributes to a more engaging and meaningful learning experience. Through the use of interactive matching activities, students are better able to comprehend learning materials, express their ideas, and develop a deeper understanding of social studies concepts. Therefore, the ICM learning model can be considered an effective alternative teaching strategy for improving social studies learning outcomes in elementary schools, particularly in topics that require active student involvement and conceptual understanding.

Discussion

The findings of this study indicate that the implementation of the Index Card Match (ICM) learning model positively influenced the social studies learning outcomes of fifth-grade students at SD Negeri 67 Lubuklinggau. The gradual improvement observed from the first to the second pre-experiment demonstrates that student-centered and interactive learning models

can enhance students' understanding and mastery of learning materials, particularly in social studies subjects that require conceptual comprehension and active engagement.

In the first pre-experiment, students' learning outcomes were relatively low, as reflected in the pre-test results, where only a small percentage of students achieved mastery. This condition is consistent with previous research suggesting that teacher-centered instructional approaches tend to limit student participation and reduce learning effectiveness (Widodo & Wuryastuti, 2021). After the ICM model was introduced, an increase in post-test scores was observed, indicating that the learning model helped students better understand the material. The ICM model encourages students to actively search for matching information, engage in peer interaction, and recall concepts through enjoyable activities. According to Mulyani and Suryadi (2021), active learning strategies that involve collaboration and direct student participation can significantly improve learning achievement in elementary classrooms.

The second pre-experiment showed a more substantial improvement in both pre-test and post-test results. This improvement suggests that students became more familiar with the learning model and were more confident in participating in classroom activities. The increase in mastery percentage in the post-test of the second pre-experiment confirms that repeated implementation of the ICM model strengthens students' conceptual understanding and learning retention. This finding aligns with Selpianti et al. (2025), who emphasize that consistent use of active learning models contributes to higher mastery achievement and sustained student engagement.

Furthermore, the ICM model proved effective in creating a more conducive learning atmosphere. Students were more enthusiastic, actively involved in discussions, and motivated to complete learning tasks. This supports the findings of Manihuruk et al. (2024), who argue that interactive learning models can reduce passive learning behaviors and improve classroom participation, especially in elementary education. Social studies learning, which often involves abstract concepts and factual information, becomes more meaningful when students actively process information rather than merely listening to explanations.

Overall, the results of this study reinforce the view that the Index Card Match learning model is an effective instructional strategy for improving social studies learning outcomes at the elementary school level. By shifting the learning focus from teacher-centered to student-centered activities, the ICM model helps students develop better understanding, collaboration skills, and learning motivation. Therefore, this learning model can be recommended as an

alternative approach for teachers to improve the quality of social studies instruction and enhance students' learning outcomes.

CONCLUSION

Based on the results of quantitative research using an experimental approach that has been carried out during two pre-experiments, it shows that the Index Card Match (ICM) model applied to fifth-grade students of SD Negeri 67 Lubuklinggau can improve students' social studies learning outcomes. This is proven by the recapitulation of student learning outcome data during the pre-experiment, it is seen that students' social studies learning outcomes have increased in the two pre-experiments. This can be seen from the percentage of students' social studies learning outcomes completion during the two pre-experiments, with the percentage obtained in pre-experiment I of 14.28% (initial test) or 3 students who completed with an average of 53.33, to 33.33% (final test) or 7 students who completed with an average score of 60. Furthermore, in pre-experiment II, the percentage of students' social studies learning outcomes completion was 71.42% (initial test) or 15 students who completed with an average of 70, to 80.95% (final test) or 17 students who completed with an average score of 73.33.

Based on the data of social studies learning outcomes, the performance indicator of the number of students who achieved mastery above the Minimum Mastery Score (KKM) of 75 was 80.95%, or 17 students from two fifth grade students. This increase in social studies learning outcomes was due to the effective implementation of the Index Card Matching model by teachers and students during learning, resulting in optimal learning outcomes and successful achievement of learning objectives. Therefore, it can be concluded that the Index Card Matching model can improve students' social studies learning outcomes.

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