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IMPLEMENTATION OF THE INDEX CARD MATCH LEARNING MODEL TO IMPROVE SOCIAL STUDENTS LEARNING OUTCOMESAT GRADE V STUDENTS OF STATE ELEMENTARY SCHOOL 5 B SRIKATON

Shintya [1], Tidi Maharani [2]
[1],[2]PGRI Silampari
sintiallg711@gmail.com,

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Abstract: This study aims to determine whether the Index Card Match learning model can improve the learning outcomes of fifth grade elementary school students in Integrated Science (IPS). The research was conducted at SD Negeri 5 B Srikaton, musirawas District. This research is a classroom action research (PTK), with the research subjects being 20 fifth-grade students, consisting of 11 boys and 9 gils. The model used is the Index Card Match learning model, and the data collection techniques are quantitative and qualitative. The research consists of your stages: planning, implementation, observation, and reflection. The results of this study indicate and improvement in IPAS learning outcomes for fifth-grade students at SD Negeri 5 B Srikaton using the Index Card Match learning model. In cycle 1, students achieveda mastery learning score was 85%. Based on the research findings, it is concluded that the Index Card Match learning model can improve (IPS) learning outcomes in elementary schools.

Keywords: Learning Outcomes, Natural & Social Sciences, ICM Model.

INTRODUCTION

Education is important in a person's life, where education requires knowledge to learn more deeply. According to Putri, et al, (2023: 51) education is a key aspect of the construction of a nation. Education is an act carried out by individuals with the intention of providing direction and guidance to candidates for the next generation. The main objectives of education to create graduates who have good quality and ability to deal with the demands of the community and advance the nation. Education and learning are

two terms that have different contexts in the same scope of work, education has a broader meaning than learning, but learning is an effective means of organizing education. So learning is part of education. Learning in the essence of a process that regulates, organizes the existing environment around students so that it can foster and encourage students to carry out the learning process. Pane (2017: 337) states that in learning, of course there are many differences such as the presence of students who are able to digest subject matter and there are also students who are slow in digesting subject matter. In addition, learning is a process to help students to learn well especially in social science learning (IPS). Kristin, (2016: 76) Declare Social Sciences (IPS) is a manifestation of an interdisciplinary approach from social science which is an integration of various social science branches formulated for instructional purposes with material and purpose in simplified to be easily studied and related to Various aspects of the life of a human role in the community and its environment. The purpose of learning social science (IPS) is that students can play an active role and can develop a taste His curiosity to study the phenomena that occur around it. But in practice, learning social science (IPS) in elementary school still faces several problems and makes learning outcomes decreasing. This is in line expressed by Hutapea (2019: 151) Learning outcomes is the ability obtained by students after receiving learning experience from the teacher or educator, which is stated using the value obtained through a test on a learning. The problem of learning of social science (IPS) in schools is less interested in social science (IPS) because teachers have difficulty designing projects or interesting learning media and less active students, less focused in learning social science (IPS). According to Azzahra, et al, (2023: 6231) the situation that is happening in the field today is social science (IPS) tends to be less favored by students because of the learning which is very boring this is caused by teachers still have constraints in the development of teaching modules, so It raises the possibility that only the active or vice versa teacher and the learning carried out becomes less attractive because the teacher does not prepare a teaching module properly accompanied by a lack of applying the learning model that is attractive for students. This was also revealed by Nasution & Lubis, (2018: 120) One of the problems of learning social science (IPS) in elementary school (SD) has not been so much role in reality as a problem solving in

Grasta School
KALIKESIK STREET, GREEN GARDEN 3, BLOCK S3, WATERVANG, LUBUKLINGGAU, INDONESIA
EMAIL : GRASTASCHOOL@GMAIL.COM
WA/TELP: +62 857-6692-3153

everyday life. This is in line with the results of interviews conducted by researchers in SRInikon Srikaton SPs along with class V teachers namely Mr. Sugimin S.Pd on May 22, 2025, obtained information that the curriculum used in class V is currently the independent curriculum with the criteria The achievement of learning objectives (KKTP) stated in Srrikaron SD Negeri 5 is 70 in learning of natural and social science. While the learning outcomes of students in class V are still very low. Results Results Researchers with Class V Teachers Mr. Sugimin S.Pd, in the teacher's learning process using the method Lectures and Questions and Answers using the method, there are still many students who do not understand the material, less focused and there are still many students who do not dare to ask so that the learning outcomes are still very low. Because the teacher still depends on the book. This is in line with the results of observations conducted at SRIK Public Elementary Srikaton on May 23, 2025 in the process of learning Natural Sciences Adan Social takes place, there are still many students who are less focused on learning, doing other assignments during the teaching and learning process, entering the class with reasons to the bathroom during the learning process. Students pay less attention and busy themselves. This is because the teacher does not use an interesting learning model so that students are bored and are not interested in the topic taught. So that it can make learn results from students under the standards or criteria for the achievement of learning objectives (KKTP) of natural and social sciences. To overcome the problem, the teacher needs to apply the learning model that can improve the learning outcomes of students who are specific to the learning of natural and social science. One of them is the model of the Index Card Match this model is a fun, active learning model and is able to improve understanding, as encouraging students in the teaching and learning process due to the learning model index card march. In the opinion of Suprijono (2020: 139) that the Learning Model of the Index Card Match is a learning model looking for a card. This learning model is quite fun used to repeat the learning material that has been given earlier. In line with Hidayat's opinion (2019: 86) states that the learning model of the Index Card Match is a learning model developed to make students actively be actively questioning both ideas from themselves and others, having creativity and mastering certain skills to achieve learning goals. Based on the background, the application of the learning model is needed at the

Grasta School
KALIKESIK STREET, GREEN GARDEN 3, BLOCK S3, WATERVANG, LUBUKLINGGAU, INDONESIA
EMAIL : GRASTASCHOOL@GMAIL.COM
WA/TELP: +62 857-6692-3153

time of the learning process. According to researchers, the application of the learning model of the Index Card Match is very suitable to help the learning process of students to better understand the material and improve the learning outcomes of class V students of SD Negeri 5 B Srikaton, so the authors are interested in conducting research with the title "**Application of the Learning Model of the Index Card Match to Increase Student Learning Outcome Students v SD Negeri 5 B Srikaton".**

METODOLOGI

Research Design

This study employed Classroom Action Research (CAR), which was carried out in two interconnected cycles—Cycle I and Cycle II. Each cycle consisted of a series of planned actions that were continually refined based on the outcomes of the previous cycle. The CAR model used in this research follows the framework developed by Stephen Kemmis and McTaggart, consisting of four systematic stages: **(1) planning, (2) acting, (3) observing, and (4) reflecting**. These stages were repeated to ensure improvements in student learning outcomes and to evaluate the effectiveness of monopoly media in supporting the Social Science process.

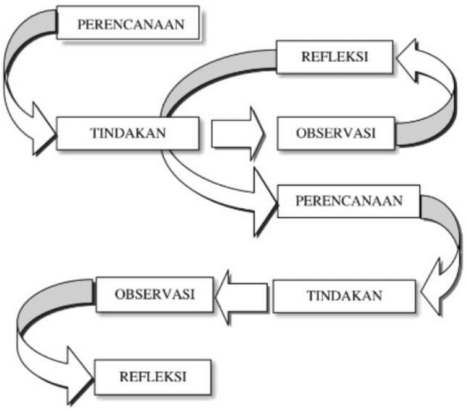

Figure 3.1 PTK Cycle Model by Stephen Kemmis and Mc.Taggart (Sunny dkk, 2023)

Research Subject

This research is implemented in the next semester of the year of Foundation 2025. The subject of this study is all the students of Class V SD State 5 B Srikaton. Where Class V Students as research objects, Class V teachers as Observer, a research friend as a documentation and author as a teacher.

Data Collecting

The data collection technique in this study uses observation, interview, test and documentation.

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KALIKESIK STREET, GREEN GARDEN 3, BLOCK S3, WATERVANG, LUBUKLINGGAU, INDONESIA
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Observation

According to Sugiyono (2023: 203) Observation is a complex process, a process composed of biological and psychological processes. This method is used to observe, keep it and record the condition of teachers and students during the learning process of social science (IPS). Observation is done to observe the independence of learning students and teacher activities during learning taking place.

Interview

According to Sugiyono (2022: 231) interviews are used as a data collection technique when researchers want to study the advance to find the problems that should be scrutinized, but also the researcher wants to know the things from deeper respondents. This interview is done semi-structure, which is the form of waulanica that has been completed first to give it a wider to explain. This interview was carried out on the guardian of V at SD 5 B Srikaton, this interview was arranged to know the opinion of the respondents about the Index Card Match learning model in learning social knowledge.

Test

According to Gumantan, DKK (2020: 198) TES is a systematic and objective tool or procedure for obtaining data or descriptions that are desirable in the right way. A test should be valid, which means mwall what should be measured and trusted. TES used in this research is a double-choice of multiple choice that are pretest (before) and post-tests (after) Pretest (before) and post-tests (after) Mix the learning model of Index Card Match on learning Social Science (IPS).

Documentation

According to Sugiyono (2022: 240) Documentation is a record of events that have passed. Documents can be in the form of writing, pictures or monumental works from someone. The data taken through this method is a photo of the classroom learning activities and a list of daily student tests.

Data Analysis

This research uses two data analysis techniques, where data is obtained in research on analysis with quantitative data analysis techniques and qualitative data.

Quantitative Data Analysis

Quantitative data can be through test results conducted by students, to find out how far the increase in student learning outcomes. Data analyzed with calculations using the Simple Statistics formula as follows.

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Mean (Average) Score

Student learning results can be said to increase when there is an averageincrease in previous. To find out the success of Student Learning. According to Supardi (2016: 58) the formula to find the average class of classes

$$X \qquad \frac{\Sigma x}{\Sigma N}$$

(Supardi, 2016:58)

Description:

X : Average Score

Σx : Sum of All Student Scores

ΣN : Number of Students

a. Individual Mastery

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The individual test results are compared with the Minimum Mastery Criteria for Learning Objectives (KKTP) class V elementary school subject, which has been set at 70. A student is considered to have achieved mastery if their individual score (KI) is equal to or greater than 70 (KI = 70 / KI ≥ 70), and is considered not yet mastered if the score is below 70 (KI < 70). According to Emelda et al. (2019:4), the formula for calculating individual mastery is as follows.

$$\text{Individual Completion} \frac{\text{number of correct scores}}{\text{total score}} 100$$

(Emelda, dkk 2019)

b. Classical Mastery

Learning is considered to be cluttered in a classically if the number of participants who reached the individual accord was 70% or more. On the other hand, learning is categorized unaccounted in classical when the amount The participants who are taller less than 70%. The formula used to calculate the clutical commitment refers to Hadijah (2020: 309)

$$KS \frac{ST}{N} X100\%$$

(Hadijah, 2020:309)

Description:

KS: Classical Completion

ST: Number of Students Who Completed N: Number of Students in the Class

2. Qualitative Data Analysis

Qualitative data were obtained through observation activities conducted during each learning cycle. The observation results were recorded using prepared observation sheets, then analyzed and presented in the form of percentages (%).

Table 3.1

Performance Interval of Students' Ability Levels

VALUE	CATEGORY
85%-100%	Very Good
75%-84%	Good
60%-74%	Enough
40%-59%	Incomplete
0%-39%	Failure

(Emelda, dkk 2019)

RESEARCH RESULT

This study was conducted at Class V SD State 5 B Srikaton District of Musi Rawas. The data obtained in this study are data in the form of study results made using multiple user-choice instruments of 10 questions to 20 participants, derived from analysis of answers based on the critical sculptor's critical persecution guide. To find out if there was a change in the results of the study of social understanding (IPS) material how the Indonesian shape of the participants to each cycle then the data can be seen on the percentage of percentage recapitulation of the study of the study of the study of the Social Studies (IPS) Cyclus I, cycle II

Table 4.1

Percentage of completion of IPS Learning Results cycles I and cysles II

No	Siklus	Perlakuan	Nilai Rata-rata	Tidak Tuntas		Tuntas		Jumlah	
				F	Persen (%)	F	Persen (%)	F	Persen (%)
1	Siklus 1	*Pre-test*	37	16	80	4	20	20	100
		Post-test	61	10	50	10	50	20	100
2	Siklus 2	*Post-test*	78,5	3	15	17	85	20	100

(Primary Data, 2025)

Based on table 4.1 it can be seen that there is an increase in the learning outcomes of social science students of class V, this can be proven in learning activities using the model index card match assisted by media cards, With the material how to form Indonesia is applied. In the first cycle of the average value (pre-test) of the students is 37 with students who complete 20% or as many as 4 students and the average value (post-test) of students is 61 with students who complete 50% or as many as 10 students. This means that of 20 students, as many as 10 students have been able to absorb the activities applied in the cycle I. While in cycle II, learning activities use the Match Match Index Model Assisted Media cards on the material of how to form Indonesia, almost all students achieve completeness in learning. The average value in the second cycle is 78.5 or as many as 17 with 85% of students who complete, meaning that 20 students as many as 17 students have been able to absorb activities applied in the second cycle.

Discussion

The results of this study indicate that the implementation of the Index Card Match learning model has a significant positive effect on improving the Social Studies (IPS) learning outcomes of fifth-grade students at SD Negeri 5 B Srikaton. The improvement can be seen from the increase in the percentage of student mastery from cycle I to cycle II. In cycle I, the mastery level reached only 50% with an average post-test score of 61, while in cycle II, the mastery level increased considerably to 78.5%, with an average score of 78.5%, meaning that 17 out of 20 students successfully met the achievement standard (KKTP) . This shows that the Index Card Match model is effective in enhancing students' comprehension and performance in IPS learning.

This improvement occurred because Index Card Match provides opportunities for students to learn actively, collaboratively, and enjoyably, thereby increasing their motivation and engagement during the learning process. The activity of matching question cards with answer cards allows students to review material interactively, which helps strengthen their conceptual understanding and memory retention. This finding is supported by Suprijono (2020), who states that Index Card Match is a fun learning model that increases students' activeness, creativity, and critical thinking skills

Grasta School
KALIKESIK STREET, GREEN GARDEN 3, BLOCK S3, WATERVANG, LUBUKLINGGAU, INDONESIA
EMAIL : GRASTASCHOOL@GMAIL.COM
WA/TELP: +62 857-6692-3153

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Further enhancement in students' outcomes was also influenced by reflection and improvements made between cycles. In cycle I, students were less active and required additional encouragement, leading the teacher to modify the instructional approach in cycle II. These improvements included optimizing the use of learning media and providing rewards to students with the highest scores. As a result, student participation and learning motivation increased, which positively affected learning outcomes . This aligns with the principles of classroom action research (PTK), in which iterative reflection leads to better learning quality.

The results of this study are consistent with previous research by Syarifah (2020), which found that the application of the Index Card Match model in fifth-grade students at SDN 70 Banda Aceh resulted in a learning mastery level of 90%* . The similarity of findings strengthens the claim that Index Card Match is an effective instructional model for improving learning outcomes in elementary social studies.

Overall, the implementation of the Index Card Match learning model successfully improved student performance, promoted active learning behavior, and increased learning motivation. Therefore, this model is recommended as an alternative instructional strategy that can be applied by teachers to enhance student achievement, particularly in Social Studies learning.

CONCLUSION

The results of this study indicate that there is an increase in social science learning outcomes (IPS) in class V students of SD Negeri 5 B Srikaton using the Learning Model of the Index Card Match in the subject of Social Sciences (IPS) in the second semester of 2025/2026 academic year. This indicated by the average value of students can be clearly visible for 2 learning cycles there is an increase in the learning outcomes of social education science (IPS) for class V SD Negeri 5 B Srikaton. In the cycle of 1 students get a pre-test score of 37 to 20% with a number of 4 students and students get the average value of 61 reaching 50% with the total 10 students. This is a reflection note for researchers to improve the learning process,

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KALIKESIK STREET, GREEN GARDEN 3, BLOCK S3, WATERVANG, LUBUKLINGGAU, INDONESIA
EMAIL : GRASTASCHOOL@GMAIL.COM
WA/TELP: +62 857-6692-3153

students need motivation encouragement to foster students' participation in each learning process. Whereas in the second cycle, students received the average (post-test) of 78.5 reached 85% of 17 students. This shows that the granting of the action model of the Learning Model Index Card Match in the subjects of social sciences (IPS) has excellent results, this action consistently provides an increase in the learning outcomes of social sciences (IPS) students. With this it can be concluded that this learning model can be used as an alternative learning model.

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KALIKESIK STREET, GREEN GARDEN 3, BLOCK S3, WATERVANG, LUBUKLINGGAU, INDONESIA
EMAIL : GRASTASCHOOL@GMAIL.COM
WA/TELP: +62 857-6692-3153