

THE IMPLEMENTATION OF THE INDEX CARD MATCH (ICM) LEARNING MODEL TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' SOCIAL STUDIES LEARNING OUTCOMES

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ABSTRACT

This study is a classroom action research aiming to (1) determine the improvement in Social Studies learning interest among Grade VIII-G students at SMPN 12 Madiun City by implementing the Index Card Match (ICM) learning model, and (2) determine the improvement in Social Studies learning outcomes among Grade VIII-G students at SMPN 12 Madiun City through the implementation of the Index Card Match (ICM) learning model. The subjects of this research were 30 students from Grade VIII-G. The implementation was divided into two cycles, with data collected through tests. The data were analyzed quantitatively. The students' learning interest and Social Studies learning outcomes increased after the implementation of the Index Card Match (ICM) learning model over two cycles, with the following results: Pre-cycle / Initial Condition: The students' learning interest was in the low category, with an average score of 39.53 out of an ideal score of 100. The students' Social Studies learning outcomes were in the poor category, with an average score of 69.83. The highest score achieved was 90, the lowest score was 40, the median was 70, and the mode was 70. The number of students who achieved the Learning Objective Mastery Criteria (KKTP) was 11 students (36.67%). Classically, Grade VIII-G students had not yet met the KKTP in Social Studies learning, Cycle I. The students' learning interest fell within the moderate category, with an average score of 54.4 out of a possible 100. The Social Studies learning outcomes were in the moderate category, with an average score of 76. The highest score was 95, the lowest score was 55, the median was 75, and the modes were 75 and 85. The number of students who successfully achieved the KKTP increased to 19 students (63.33%). Classically, in Cycle I, Grade VIII-G students had not yet met the KKTP in Social Studies learning. In Cycle II, students' learning interest fell into the high category, with an average score of 75.47 out of a possible 100. The students' learning outcomes were in the good category, with an average score of 83.5. The highest score was 100, the lowest score was 65, the median was 85, and the mode was 85. The number of students achieving the KKTP increased to 24 students (80%). Classically, the students achieved the KKTP in Social Studies learning.

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INTRODUCTION

Social Studies is an integrated subject comprising various branches of the social sciences, including sociology, history, geography, economics, culture, law, and politics (Ainin dan Tabrin 2024; Mufidah dan Sholekah 2022). It studies, examines, and analyzes social phenomena and issues by considering various aspects of life, or combinations thereof. Social Studies learning will be meaningful for students if it is aligned with their prior knowledge. Based on this prior knowledge, teachers provide learning materials and resources aligned with the desired learning objectives and guide students to construct their own knowledge actively. Learning becomes meaningful when teachers connect new knowledge to students' existing experiences.

Based on the observations, it was found that social studies instruction remains teacher-centered. Teachers still rely on the lecture method, making lessons feel boring and meaningless to students. The lecture method minimizes student involvement in the learning process, resulting in teachers appearing more active while students tend to be passive. Student activities are still limited to listening, taking notes, and answering questions. This habit of passivity makes students feel shy and afraid to ask questions about lessons they do not understand. As a result, social studies lessons lack meaning for students (Mufidah dkk. 2024; Nadifa, Wahyudi, dan Sumariyani 2025a). Furthermore, teachers have not implemented any specific models or strategies in their teaching, resulting in uninteresting, boring, and unpleasant classroom instruction.

These conditions affect students' learning outcomes. During tests, many students are only able to answer questions on material they have memorized, while questions on material they have not memorized are not easily answered. This is a common occurrence among students. Students will find it difficult to understand scientific concepts when taught abstract material through lectures. This leads to boredom and burnout, decreased engagement, and lower motivation to learn—all of which result in a decline in students' academic performance.

Based on initial reflections and observations during the social studies proficiency test in Class VIII-G, the data showed that the average student learning score remained low at 69.83. The lowest score achieved was 40, and the highest was 90. Nineteen students (63.33%) out of 30 scored below the school's learning objective achievement criterion (KKTP), which is 75. This means that 19 students have not yet met the KKTP, while 11 (36.67%) have. Overall, Class VIII-G has not yet met the KKTP in Social Studies.

When delivering instructional material, a teacher must take students' needs into account. Teachers must be able to create a comfortable classroom environment so that students feel happy, thereby improving their learning outcomes. This can be achieved by presenting social studies lessons that stimulate students' in-depth understanding of the material being taught. Social studies instruction must be delivered in an innovative, student-tailored way to improve the quality of social studies learning. Furthermore, the learning process must provide students with opportunities to maximize their abilities, thereby increasing their interest in learning. An increase in students' interest in learning will lead to improved social studies learning outcomes.

One of the steps that can be taken in teaching social studies to make it more meaningful for students is for teachers to develop the skills necessary to select and implement effective learning models, approaches, or methods (Anggarwati, Anggraini, dan Chotimah 2024;

Mufidah 2020; Nadifa, Wahyudi, dan Sumariyani 2025b). This will stimulate students to develop their critical thinking skills and intellectual abilities to the fullest. Consequently, students' competencies will naturally reach their full potential, equipping them to solve a range of problems. One solution for social studies instruction to improve student learning outcomes is for teachers to refine the learning process by implementing the Index Card Match (ICM) learning model. Yuniantika (2018) explains that the Index Card Match learning model is an active learning method for reviewing lesson material by matching index cards—one containing the answer and the other the question—while learning a concept or topic in a fun and engaging environment. This learning model helps transform very boring material into something more interesting and enjoyable.

Annisa and Marlina (2019) explain that the Index Card Match learning model involves matching cards consisting of two parts—a question and an answer—that students pair together. This model makes learning quite enjoyable for students. By searching for and matching cards based on the learning material, students gain a better understanding of the material and become more active during the learning process. Learning through the Index Card Match model allows students to learn with their peers, fostering cooperation. Communication among students is strengthened, training them to respect others' opinions. The Index Card Match is also defined as a method for matching pairs of cards. It is used to review previously taught material (Supriyono in Andhika and Setiawan, 2022). However, new material can still be taught using this model, provided that students are assigned to study the topic in advance. Hence, they already have a foundation of knowledge when they enter the classroom.

The learning process using ICM involves the following steps: 1) Prepare as many index cards as there are students in the class; 2) Divide the cards into two equal piles; 3) Write questions about the material previously covered on one half of the prepared cards. Each card contains one question. 4) Write the answers to the questions on the other half of the cards. 5) Shuffle all the cards so that the question and answer cards are mixed. 6) Give each student one card. This is a partner activity. Half the students receive question cards, and the other half receive answer cards; 7) Ask students to find their card pairs. If any students have already found their card pairs, ask them to sit next to each other and instruct them not to share the information they have with other classmates; 8) Once all students have found their pairs and are sitting next to each other, ask each pair, in turn, to read the question they received to their partner, who will then answer it; 9) This process concludes with classification and concluding.

The advantages of applying the ICM model in the learning process include: 1) Fostering an active and enjoyable learning environment; 2) Fostering a sense of joy in learning; 3) Making the material presented more engaging for students; 4) Increasing students' interest and motivation to learn; 5) Assessment can be conducted through observation while students are playing. The primary objective of the learning activity is learning outcomes. In this study, learning outcomes were used to assess students' understanding of the social studies curriculum. Specifically, this was measured by an increase in students' social studies test scores, as indicated by a rise in the number of students meeting the school's learning objective achievement criteria (KKTP).

According to Dimiyati and Mudjiono (as cited in Riyanto, 2025: 39), learning outcomes are the result of the interaction between teaching and learning activities. From the teacher's

perspective, the teaching process culminates in the evaluation of learning outcomes, and from the student's perspective, learning outcomes represent the culmination of the learning process. Learning outcomes are behavioral changes in a broader sense, encompassing the cognitive, affective, and psychomotor domains (Mansur in Muflihah, 2021). More practically, learning outcomes are also intended to reflect students' abilities in numerical form, as stated by Achdiyat & Utomo (in Muflihah, 2021), who define learning outcomes as the results of assessments of students' abilities, determined numerically following the learning process. In other words, learning outcomes serve as evidence of students' success. According to Furqon (2024: 10), learning outcomes are influenced by internal and external factors. Internal factors include intrinsic motivation, readiness to learn, and personal interest. Meanwhile, external factors include the learning environment, teacher influence, and social support.

The implementation of the Index Card Match (ICM) learning model to improve social studies learning outcomes is an appropriate and effective choice because it makes learning more engaging, interactive, and enjoyable, and prevents students from becoming disengaged or bored during social studies lessons in the classroom. The Index Card Match (ICM) learning model is considered effective for increasing student engagement in the learning process. This learning model can stimulate students' interest, active participation, and understanding of social studies lessons, making them more enthusiastic and engaged in class. Consequently, students' learning outcomes in social studies will improve.

A study conducted by Annisa and Marlina (2019) concluded that the learning activities and outcomes of elementary school students using the Index Card Match learning model were better than those of students learning mathematics through conventional methods. When learning with the Index Card Match model, students collaborated and respected one another, and they were more enthusiastic about participating in class. The results of a study conducted by Nurfa'izah and Mendrofa (2025) confirm that the active Index Card Match learning model has a significant effect on increasing students' interest. In addition to student interest, the findings show that this model significantly improves nursing students' learning outcomes.

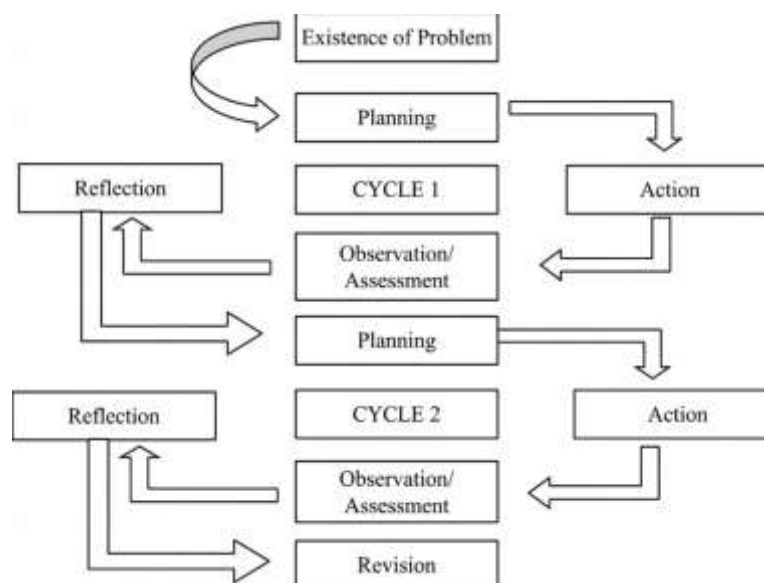
Based on the research background outlined above, the research question for this study is: Can implementing the Index Card Match (ICM) learning model improve the social studies learning outcomes of eighth-grade students in Class VIII-G at SMPN 12 in Madiun City? In line with the research question above, the general objective of this study is to determine the improvement in social studies learning outcomes of eighth-grade students in Class VIII-G at SMPN 12 in Madiun City through the implementation of the Index Card Match (ICM) learning model. The implementation of the ICM learning model to improve social studies learning outcomes is expected to be an appropriate and effective choice, making learning more engaging, interactive, and enjoyable, and preventing students from becoming bored or disengaged during social studies lessons.

RESEARCH METHOD

This study is a Classroom Action Research (CAR) project. Classroom Action Research (CAR) is research conducted by educators or prospective educators in their own classrooms in a collaborative and participatory manner to improve educator performance regarding the quality of the learning process and to enhance student learning outcomes—both academic and

non-academic—through reflective actions carried out in cycles (Tampubolon in Riyanto, 2025: 74). This study was conducted in two cycles, with each cycle consisting of three sessions. The first and second sessions focused on the learning process, and the third session was dedicated to assessing student learning outcomes. Each session lasted 2 instructional hours, equivalent to 2×40 minutes. The stages of this study in each cycle were planning, implementation, observation, and reflection. This action research was conducted to examine the planning, implementation, and outcomes of applying the Index Card Match (ICM) learning model to improve the social studies learning outcomes of eighth-grade students in Class VIII-G at SMPN 12 in Madiun City. The teacher designed learning strategies that were more engaging and interactive, presenting material that was relevant, meaningful, and tailored to the students' needs. Consequently, students were actively involved in the learning process and demonstrated greater interest, leading to improved learning outcomes. The subjects of this study were the students in Class VIII-G at SMPN 12 in Madiun City during the 2025/2026 academic year.

To address the research problem outlined above, the action research steps were followed in a cyclical process: planning, implementing actions, observing, and reflecting. The cycle will repeat or continue if the research problem has not yet been resolved. This research procedure is illustrated in Figure 1.



Gambar 1. The Classroom Action Research Activity Cycle
(Adapted from Riyanto, 2025: 81)

A performance indicator is a characteristic used to measure the extent to which a specific goal has been achieved. Research performance indicators are developed to determine the success of a research plan that has been formulated. The performance indicators in this study aim to improve students' social studies learning outcomes by using the Index Card Match (ICM) learning model. Students' learning outcomes are considered successful if, during the learning process, their test scores in each cycle show maximum improvement. These results can be expressed as a percentage, with the expectation that students will achieve a passing score (KKTP) of 75 and that more than 75% of students will meet the passing standard on the Social

Studies learning outcome test.

This means that, individually, a student is considered to have achieved the learning objectives in Social Studies if they score at least 75 on the Social Studies learning outcome test. Collectively, the class is considered to have achieved the learning objectives in Social Studies if more than 75% of students meet the passing standard on the Social Studies learning outcome test. The detailed performance indicators for this study are presented in Table 1.

Table 1. Research Performance Indicators

Research Question (1)	Objective (2)	Performance Indicator (3)
Does the application of the Index Card Match (ICM) learning model improve Social Studies learning outcomes among grade VIII-G students at SMPN 12 Madiun City?	To determine the improvement in Social Studies learning outcomes of grade VIII-G students at SMPN 12 Madiun City through the implementation of the Index Card Match (ICM) learning model.	1. Improvement in Social Studies learning outcomes of grade VIII-G students at SMPN 12 Madiun City through the implementation of the Index Card Match (ICM) learning model in each cycle. 2. Social Studies learning outcomes of grade VIII-G students at SMPN 12 Madiun City reach the minimum mastery criterion (KKTP) of 75, and more than 75% of the students achieve the KKTP (more than 23 students).

The data analysis conducted in this study consisted of qualitative and descriptive quantitative analysis. Qualitative data analysis was performed to obtain an overview of the planning and implementation processes. The qualitative analysis technique was based on a model for analyzing observational data collected during the learning process using the ICM learning model. Quantitative descriptive data analysis involves collecting data by calculating the average scores on multiple-choice questions aligned with the social studies learning outcome indicators. This technique uses the mean, median, mode, and the highest and lowest scores. The categories of test results and the mapping of student learning outcomes are based on the following criteria. Formula for calculating the average: $\bar{x} = \frac{\sum x}{\sum n}$

Keterangan:

$\bar{x}$ = average value

$\sum x$ = the sum of all values

$\sum n$ = number of students

The test results for each classroom intervention are categorized as shown in

Table 2. Kategori Tingkat Ketercapaian Tes Hasil Belajar IPS Siswa

No	Score	Category	Qualification
1	$92 \leq x \leq 100$	Very Good	Achieved
2	$83 \leq x \leq 91$	Good	Achieved
3	$75 \leq x \leq 82$	Fair / Sufficient	Achieved
4	< 75	Poor / Less	Not Achieved

Each student's achievement score is based on the KKTP for the Grade 8-G Social Studies subject at SMPN 12 in Madiun City. To calculate the classical learning achievement score, the following formula is used.

Percentage (%) of students meeting the standard = $\frac{\text{number of students who passed}}{\text{number of students}} \cdot 100\%$

RESULTS AND DISCUSSION

Based on the results of initial observations, it appears that the social studies teacher for Class VIII-G still employs conventional teaching methods. The teacher continues to rely on lectures, making the lessons feel boring and meaningless to students. The teacher appears more active, while students tend to be passive. Student activities are still limited to listening, taking notes, and completing exercises. This habit of passivity makes students feel shy and afraid to ask questions about lessons they do not understand. As a result, Social Studies lessons lack meaning for the students. Furthermore, the teacher has not implemented any specific strategies or models in the classroom, making lessons uninteresting, boring, and unpleasant. This has led to low student achievement. Based on the intervention results, the students' initial achievement test scores are presented in Table 3.

Table 3. Description of Initial Proficiency Scores for Social Studies Learning Outcomes in Grade 8- G at SMPN 12, Madiun City

Statistic	Statistical Value
Subjects	30
Highest Score	90
Lowest Score	40
Range	50
Mean (Average)	69.83
Median	70
Mode	70

Based on Table 3, when the initial achievement scores in social studies for students in Class VIII-G were grouped according to achievement criteria, the resulting frequency distribution of scores is presented in Table 4.

Table 4. Frequency Distribution of Scores and Percentages of Initial Proficiency in Social Studies Learning Outcomes for Eighth-Grade Class G Students at SMPN 12, Madiun City

No.	Score	Category	Frequency	Percentage (%)
1	$92 \leq 100$	Very Good	0	0
2	$83 \leq 91$	Good	4	13,34
3	$75 \leq 82$	Fair	7	23,33
4	$0 < 75$	Poor	19	63,33
Total			30	100

Based on Tables 3 and 4, it is evident that the social studies learning outcomes of the eighth-grade Class G students at SMPN 12 in Madiun City, prior to the implementation of the ICM learning model in social studies instruction, fell into the "insufficient" category. Regarding learning achievement, the initial social studies learning outcomes for eighth-grade

Class G students at SMPN 12 in Madiun City are presented in Table 5.

Table 5. Summary of Learning Achievement Based on Initial Proficiency in Social Studies Learning Outcomes Eighth-Grade Students in Class VIII-G at SMPN 12, Madiun City

No	Description / Status	Starting Abilities	
		Students	Percentage (%)
1	Achieved	11	36.67
2	Not Achieved	19	63,33
Total		30	100

Based on Table 5, 11 students (36.67%) met the learning standards, while 19 students (63.33%) did not. These data indicate that the social studies learning outcomes for eighth-grade Class G students have not yet met the established minimum competency standard of 75%. Collectively, Class G has not met the social studies learning standards. Therefore, measures are needed to improve the students' social studies learning outcomes.

Cycle I

Based on the observations conducted, it was found that the social studies teacher employed a communicative teaching style, implemented the ICM learning model in the classroom, and that students were actively engaged. The teacher assessed students' knowledge, attitudes, and skills. Assessments were based on formative tests, midterm summative tests, and end-of-semester summative tests. Grades for assignments and class participation were also taken into account. Based on the results of the interventions in Cycle I, the social studies learning outcomes for students in Class VIII-G were determined. A description of the social studies learning outcomes for students in Class VIII-G during Cycle I is presented in Table 6.

Table 6. Description of Social Studies Learning Outcomes for Grade 8-G at SMPN 12, Madiun City, in Cycle I

Statistic	Statistical Value
Subjects	30
Highest Score	95
Lowest Score	55
Range	40
Mean (Average)	76
Median	75
Mode	75 dan 85

Based on Table 6, when the social studies test scores of the students in Class VIII-G in Cycle I were grouped according to achievement criteria, the resulting frequency distribution of scores is presented in Table 7.

Table 7. Frequency Distribution of Scores and Percentage of Social Studies Learning Outcomes for Students in Class VIII-G at Madiun City Public Junior High School No. 12 in Cycle I

No.	Score	Category	Frequency	Percentage (%)
1	$92 \leq 100$	Very Good	1	3,33
2	$83 \leq 91$	Good	9	30

3	$75 \leq 82$	Fair	9	30
4	$0 < 75$	Poor	11	36,67
Total			30	100

Based on Tables 6 and 7, it is evident that the social studies learning outcomes of the eighth-grade Class G students at SMPN 12 in Madiun City, following the implementation of the ICM learning model in social studies instruction during Cycle I, fell into the “adequate” category. Regarding learning achievement, the social studies learning outcomes for eighth-grade Class G students at SMPN 12 in Madiun City during Cycle I are presented in Table 8.

Table 8. Summary of Social Studies Learning Outcomes for Grade 8-G Students at SMPN 12, Madiun City in Cycle I

No	Description / Status	Cycle I	
		Students	Percentage (%)
1	Achieved	19	63,33
2	Not Achieved	11	36,67
Jumlah		30	100

Based on Table 8, 19 students (63.33%) met the learning standards, while 11 students (36.67%) did not. These data indicate that the social studies learning outcomes for Class VIII-G have not yet reached the established minimum competency standard (KKTP) of 75%. Overall, in Cycle I, Class VIII-G did not meet the social studies learning standards. Therefore, corrective actions are needed to improve students' social studies learning outcomes.

The average social studies score in Cycle I was 76, which is above the school's minimum passing score of 75. Compared to the average score in the pre-cycle, which was 69.83, this represents an increase of 6.17. This comparison and the increase in the average score are shown in Figure 2.

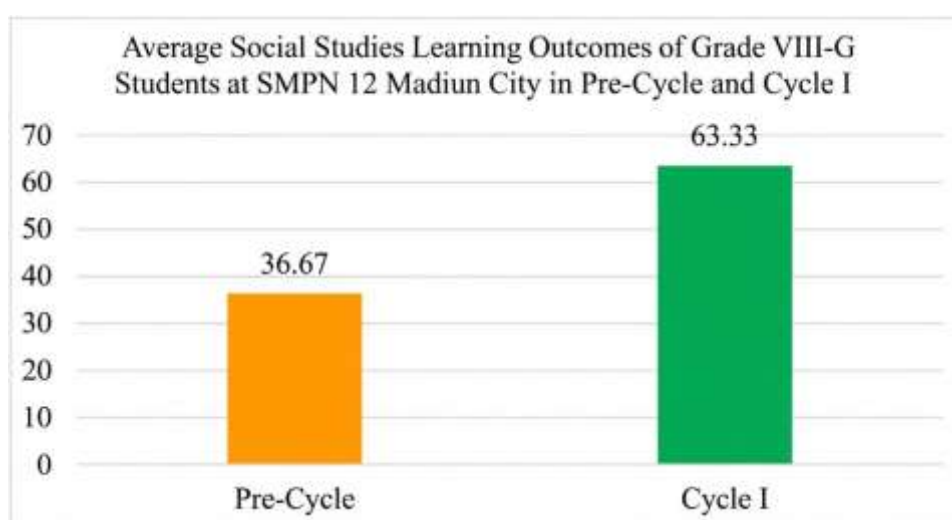


Figure 2. Average Scores for the Pre-Cycle and Cycle I

The number of students who met the KKTP in Cycle I increased compared to the pre-cycle, while the number of students who did not meet the KKTP decreased. In the pre-cycle,

11 students (36.67%) met the KKTP, and 19 students (63.33%) did not. Meanwhile, in Cycle I, 19 students (63.33%) met the KKTP, while 11 students (36.67%) did not. We can see a comparison of KKTP achievement in Figure 3.

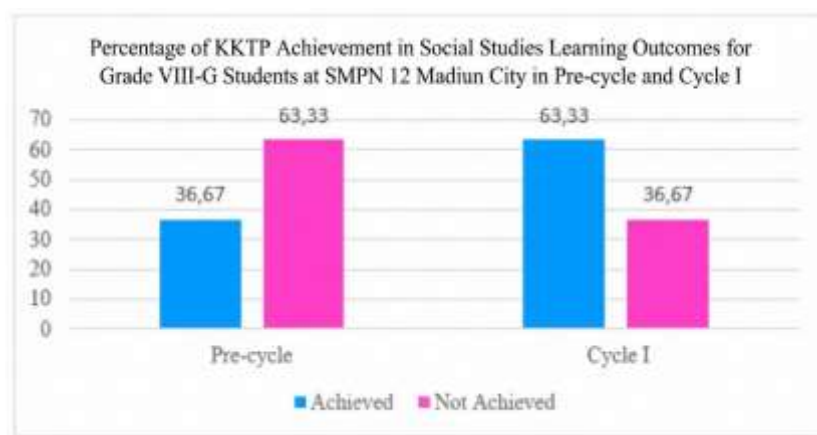


Figure 3. Percentage of KKTP Achievement in the Pre-cycle and Cycle I

Cycle II

Based on the results of the evaluation of Cycle I interventions, Cycle II interventions are prioritized to address shortcomings and weaknesses and optimize the performance of teachers and students. Teachers' instructional practices need to be refined, particularly in motivating students to participate actively, delivering lessons more creatively, improving questioning skills, applying the ICM learning model, using visual media, and managing time effectively. A description of the social studies learning outcomes for eighth-grade students in Class VIII-G at SMPN 12 in Madiun City during Cycle II is presented in Table 9.

Table 9. Description of Social Studies Learning Outcomes for Grade 8-G at SMPN 12, Madiun City, in Cycle II

Statistic	Statistical Value
Subjects	30
Highest Score	100
Lowest Score	65
Range	35
Mean (Average)	83,5
Median	85
Mode	85

Based on Table 9, when the social studies test scores of the students in Class VIII-G in Cycle II were grouped according to achievement criteria, the resulting frequency distribution of scores is presented in Table 10.

Table 10. Frequency Distribution of Scores and Percentage of Social Studies Learning Outcomes for Students in Class VIII-G at SMPN 12, Madiun City, in Cycle II

No	Score	Category	Frequency	Percentage (%)
1	$92 \leq 100$	Very Good	5	16,67

2	$83 \leq 91$	Good	14	46,66
3	$75 \leq 82$	Fair	5	16,67
4	$0 < 75$	Poor	6	20
Total			30	100

Based on Tables 9 and 10, it is evident that the social studies learning outcomes of the students in Class VIII-G at SMPN 12 in Madiun City, following the implementation of the ICM learning model in social studies instruction during Cycle II, fell into the “good” category. Regarding learning achievement, the social studies learning outcomes for students in Class VIII-G at SMPN 12 in Madiun City during Cycle II are presented in Table 11.

Table 11. Summary of Social Studies Learning Outcomes for Grade 8-G Students at SMPN 12, Madiun City in Cycle II

No	Description / Status	Cycle II	
		Students	Percentage (%)
1	Achieved	24	80
2	Not Achieved	6	20
Total		30	100

Based on Table 11, 24 students (80%) met the learning standards, and 6 students (20%) did not. These data indicate that the social studies learning outcomes for Class VIII-G have met the established minimum competency threshold (KKTP) of 75%. Overall, in Cycle II, Class VIII-G met the social studies learning standards. The average learning achievement score in Cycle II was 83.5, exceeding the established KKTP threshold of 75. Compared to the average score in Cycle I, which was 76, there was an increase of 7.5. We can see this comparison and the increase in the average score in Figure 4.

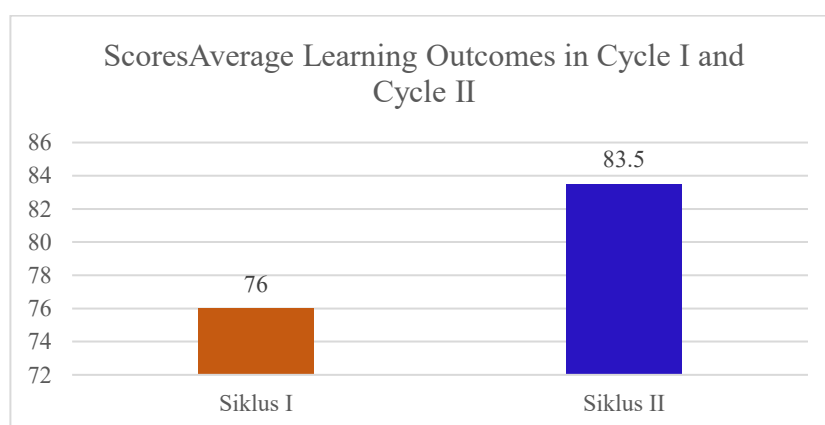


Figure 4. Average Values for Cycle I and Cycle II

The number of students who met the KKTP in Cycle II increased compared to Cycle I, while the number of students who did not meet the KKTP decreased. In Cycle I, 19 students (63.33%) met the KKTP, while 11 students (36.67%) did not. Meanwhile, in Cycle II, 24 students (80%) met the KKTP, while 6 students (20%) did not. A comparison of KKTP achievement is shown in Figure 5.

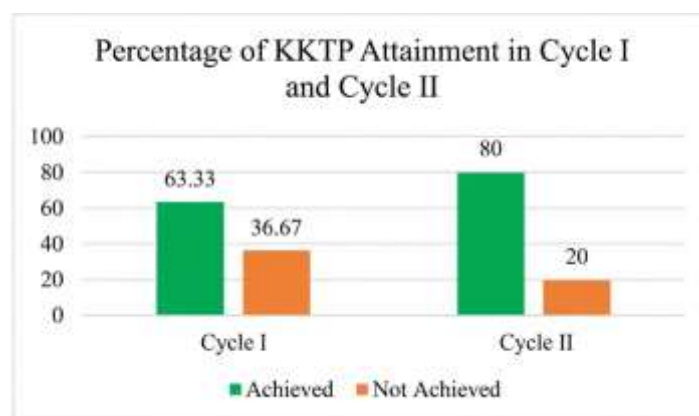


Figure 5. Percentage of KKTP Achievement in Cycle I and Cycle II

The 80% achievement rate is in line with expectations and exceeds the school's established success indicator of ≥ 75 . Therefore, no follow-up cycle was conducted. Based on the results of the above study, we can see that implementing the ICM learning model in social studies instruction improved the social studies learning outcomes of students in Class VIII-G in both Cycle I and Cycle II. This is evident in the class averages shown in Figure 6.

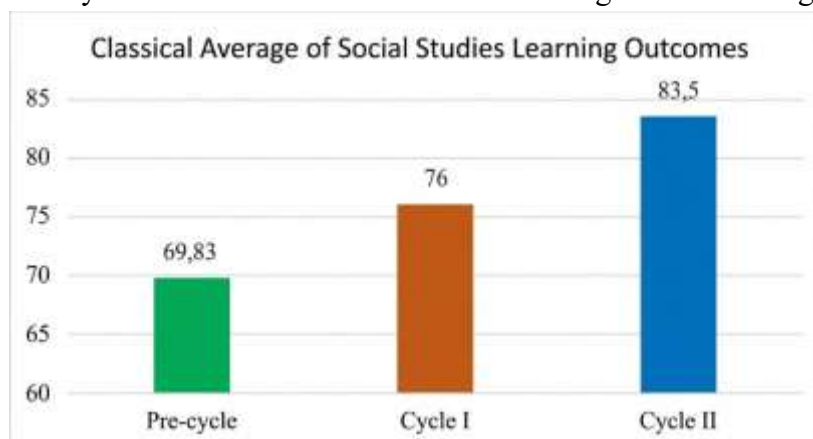


Figure 6. Increase in the Classical Mean

Meanwhile, the number of students who achieved scores at or above the Learning Objective Achievement Criteria (KKTP) increased before and after the intervention (Cycles I and II). In contrast, the number of students who did not meet the KKTP decreased. This is shown in Table 12.

Table 12. Student Achievement Scores by KKTP

KKTP Achievement Criteria	KKTP	Pre-cycle		Cycle I		Cycle II	
		Number of Students	%	Number of Students	%	Number of Students	%
Achieved	75	11	36,67	19	63,33	24	80
Not achieved	75	18	63,33	11	36,37	6	20
Total		30	100	30	100	29	100

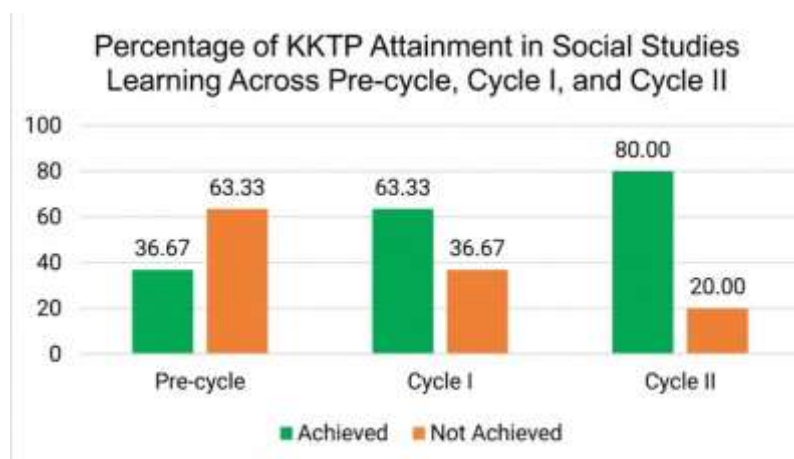


Figure 7. Percentage of KKTP Achievement in the Pre-cycle, Cycle I, and Cycle II

The action hypothesis—which states that implementing the Index Card Match (ICM) learning model can improve the social studies learning outcomes of eighth-grade students in Class VIII-G at SMPN 12 in Madiun—has thus been proven. The validation of this action hypothesis reinforces various views that teachers are a crucial element in supporting the teaching and learning process at school and play a vital role in optimizing students' existing abilities. The implementation of the ICM learning model in social studies lessons makes the teaching and learning process more engaging, enjoyable, and innovative, thereby encouraging students to actively participate in learning and making the learning experience more meaningful. The implementation of the ICM learning model can improve student learning outcomes by enabling teachers to design learning experiences tailored to each student's needs.

This aligns with research by Andhika and Setiawan (2022), which demonstrated that implementing the Index Card Match model can improve Social Studies learning outcomes for fourth-grade students at MIN 8 Aceh Barat. When students begin designing their Index Card Matches, they recall the teacher's explanations and review their textbooks to determine what information to include on the cards. The activity of finding pairs or answers greatly helps students recall the material when answering questions. Furthermore, learning in groups can make students more active and creative and foster good cooperation among them.

CONCLUSION

Based on the research findings and discussion outlined in the previous chapter, it can be concluded that the learning outcomes in Social Studies for eighth-grade students in Class VIII-G at SMPN 12 in Madiun City for the 2025/2026 school year can be improved by implementing the Index Card Match (ICM) learning model. This improvement in Social Studies learning outcomes is evident in the increase in the class average score. In the pre-cycle, the class average score was 69.83; in Cycle I, it reached 76; and in Cycle II, it increased to 83.5. The improvement in students' Social Studies learning outcomes is also evidenced by the number of students who achieved the Minimum Competency Threshold (KKTP). In the pre-cycle, 11 students (36.67%) met the KKTP; in Cycle I, this number increased to 19 students (63.33%); and in Cycle II, it rose to 24 students (80%). These learning outcomes have exceeded the predetermined target and surpassed the school's success indicator of $\geq 75\%$. Teachers should

consider that the ICM learning model, as one of several instructional approaches, can be applied not only to social studies but also to other subjects to improve student learning outcomes. This approach makes learning more enjoyable and innovative and encourages students to be more active.

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