

The Implementation of The Index Card Match Cooperative Learning Model to Improve Learning Motivation of Fifth-Grade Ipas Students at Uptd Sd Negeri 62 Parepare

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ABSTRACT

This study aimed to describe the implementation of the *Index Card Match* cooperative learning model and its contribution to improving learning motivation in fifth-grade IPAS learning at UPTD SD Negeri 62 Parepare. The study employed classroom action research with a qualitative approach involving one classroom teacher and 26 fifth-grade students. Data were collected through observation, questionnaires, tests, and documentation. The research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Teacher activity increased from 71.43% in Cycle I to 85.71% in Cycle II, while student activity increased from 70.80% to 89.40%. Learning motivation increased from 71.23% (high) to 81.69% (very high), exceeding the 76% success criterion. The findings show that improved implementation of *Index Card Match* was accompanied by higher student participation and learning motivation within the classroom action research setting.

INTRODUCTION

Education is expected to develop students' knowledge, skills, attitudes, and character. In elementary education, successful learning is not determined only by academic achievement but also by students' willingness to participate, sustain attention, and make efforts during learning activities. Learning motivation is therefore an important component of the classroom learning process because it encourages students to engage in activities and persist in achieving learning objectives.

The implementation of the Merdeka Curriculum emphasizes meaningful and student-centered learning. In IPAS, learning is connected with phenomena in students' surroundings and requires opportunities for students to communicate, collaborate, solve problems, and reflect. Such characteristics require classroom practices that do not rely only on teacher explanation but provide direct opportunities for students to interact with learning materials and peers.

The preliminary condition described in the thesis indicated that Grade V learning at UPTD SD Negeri 62 Parepare was still relatively teacher-centered. Students were not sufficiently involved in independent problem solving, small-group discussion, presentation, and varied learning activities. Some students showed limited enthusiasm, participation, confidence, and communication. These conditions indicated a need for a learning model that could provide more active and engaging classroom experiences.

Cooperative learning offers opportunities for students to learn through interaction and collaboration. One strategy used in this study was *Index Card Match*. The strategy uses question and answer cards that are distributed randomly. Students search for the corresponding card, sit with their partner, discuss the content, present the result, and receive clarification from the teacher. The sequence provides opportunities for movement, interaction, communication, and reinforcement.

Previous studies cited in the thesis have discussed Index Card Match in different learning contexts. Bima and Widodo (2017) examined its application in physics learning, Hakiki and Cinta (2021) applied it to mathematics learning in Grade V, Raipartiw (2022) discussed its use for increasing student activity and learning outcomes, and Rambe (2018) examined its use in Indonesian language learning. The present study differs in its emphasis on learning motivation in IPAS and its classroom-action-research setting at UPTD SD Negeri 62 Parepare.

The study focuses on the topic of economic conditions and activities in students' area. The learning content includes production, distribution, and consumption and their relationships with local conditions. The *Index Card Match* activity was selected so that students could interact with question-and-answer cards related to these concepts.

Based on these conditions, the objective of this study was to describe the implementation of the Index Card Match cooperative learning model and the changes in teacher activity, student activity, and learning motivation across two classroom action research cycles in Grade V IPAS learning at UPTD SD Negeri 62 Parepare.

LITERATURE REVIEW

Cooperative Learning

Cooperative learning places students in collaborative learning situations in which interaction among learners supports the achievement of learning objectives. Harefa et al. (2022) describe cooperative learning as a strategy involving active interaction among students. In the context of this study, cooperative learning is relevant because the classroom problem concerned limited student participation and opportunities to work with peers.

The cooperative setting also requires the teacher to organize learning activities, provide clear instructions, guide interactions, and ensure that students participate. Thus, the teacher's role is not removed but changes toward organizing and facilitating student activity.

Index Card Match

Index Card Match is a learning strategy in which students match question cards with the corresponding answer cards. Rambe (2018) describes the procedure as preparing cards, writing questions and answers, mixing the cards, distributing one card to each student, asking students to find their partners, and ending with presentation, clarification, and conclusion.

In the present study, the strategy was implemented by preparing cards related to economic conditions. Students received one card, searched for the matching question or answer, sat with their partner, discussed the content, and presented the pair to the class. The teacher then clarified the answers and guided students to draw conclusions.

The thesis identifies several advantages of *Index Card Match*, including creating a more enjoyable learning atmosphere, making learning materials more interesting, supporting active participation, and facilitating interaction among students (Raipartiwi, 2022; Susanti, 2022). The thesis also notes limitations such as the need for careful preparation, classroom-management skills, possible classroom noise, and the time required for students to find partners and present their results.

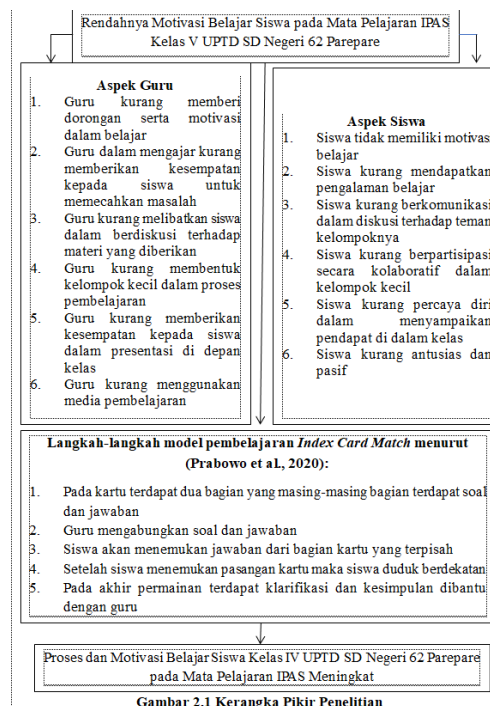
Learning Motivation

Learning motivation is described in the thesis as internal and external drives that encourage students to participate actively in learning. The motivation questionnaire in this study was adapted from the indicators associated with Uno. The six indicators were: (1) desire and willingness to succeed; (2) encouragement and need for learning; (3) hopes and aspirations for the future; (4) appreciation in learning; (5) interesting learning activities; and (6) a conducive learning environment.

These indicators reflect both students' internal dispositions and the learning environment. In classroom action research, changes in motivation can therefore be considered together with changes in classroom activities and the teacher's implementation of the learning model.

Research Framework

The research framework began with the identified problem of low learning motivation and limited classroom participation. Teacher-related conditions included limited opportunities for students to solve problems, discuss, present, and use varied learning media. Student-related conditions included passivity, limited communication, low confidence, and limited enthusiasm. The Index Card Match strategy was then implemented through matching questions and answers, discussing the matched content, presenting results, and receiving teacher clarification. Reflection after Cycle I was used to improve the implementation in Cycle II.



Gambar 2.1 Kerangka Pikir Penelitian

METHODOLOGY

This study employed classroom action research (CAR) with a qualitative approach. The research was conducted in Grade V at UPTD SD Negeri 62 Parepare. The participants were one classroom teacher and 26 fifth-grade students consisting of 15 boys and 11 girls. The research used two cycles, and each cycle consisted of planning, implementation, observation, and reflection. Each cycle included two meetings, with an allocation of 2×35 minutes per meeting.

The action was implemented in IPAS learning on economic conditions and activities in the students' area. The researcher prepared learning modules, learning materials, question-and-answer cards, observation sheets, a motivation questionnaire, evaluation materials, and documentation equipment. During implementation, the researcher acted as the teacher while the classroom teacher served as observer.

Data collection used observation, questionnaires, tests, and documentation. Teacher and student observation sheets were used to record the

implementation of the learning process. The motivation questionnaire contained 24 statements representing six indicators. Responses were scored from 1 to 4. Documentation consisted of photographs, videos, and relevant school data.

Data analysis followed the qualitative activities described in the thesis: data condensation, data presentation, and conclusion drawing. Percentages were used descriptively to summarize the observed classroom changes. The learning-process success criterion was at least 76%. Process performance of 76–100% was categorized as good, 61–75% as sufficient, and 0–60% as poor. Motivation was categorized as very low (0–20%), low (21–40%), sufficient (41–60%), high (61–80%), and very high (81–100%).

The research was stopped after Cycle II because the observed process indicators and learning motivation had exceeded the established success criterion.

RESEARCH RESULT

Cycle I consisted of two meetings. The learning began with opening activities and presentation of the IPAS material, followed by the Index Card Match activity. The teacher prepared and distributed cards, explained that the activity was conducted in pairs, and asked students to find the corresponding question or answer card. After finding a partner, students sat together, discussed the content, and presented the matched card pair. The teacher then provided clarification and guided the class in drawing conclusions.

The observation showed that the implementation had not yet reached the expected level. Some students were hesitant when searching for their partners and some were not confident when presenting the results. Classroom management and the clarity of instructions also required improvement. The teacher had not yet provided equal opportunities for students to ask questions and participate in concluding the lesson.

Teacher activity in Cycle I reached 71.43%, which was categorized as sufficient. Student activity reached 70.80%, also categorized as sufficient. Learning motivation reached 71.23%, which was categorized as high, but it did not reach the 76% success criterion established in the research.

Table 1. Teacher and student activity in Cycle I and Cycle II

Aspect	Cycle I	Cycle II
Teacher activity	71.43%	85.71%
Student activity	70.80%	89.40%

Table 2. Learning motivation by research cycle

Measure	Cycle I	Cycle II	Change
Learning motivation	71.23% (High)	81.69% (Very High)	+10.46 percentage points
Success criterion	Not achieved	Achieved	-

Reflection After Cycle I

The reflection identified several aspects that needed to be improved. First, the teacher needed to explain the Index Card Match procedure more clearly so that students understood what they should do after receiving a card. Second, classroom management needed to be strengthened because movement while searching for partners could make the class less orderly. Third, students needed more encouragement and equal opportunities to participate. Fourth, the teacher needed to involve students more actively in the final clarification and conclusion.

These reflection points became the basis for the implementation of Cycle II. The teacher provided clearer instructions, gave additional motivation and reinforcement, managed the time and classroom more carefully, guided students during the matching activity, and provided more opportunities for students to communicate their results.

Implementation of Cycle II

Cycle II again consisted of two meetings and followed the same four-stage action-research procedure. The Index Card Match activity was implemented with improvements based on Cycle I reflection. The teacher clarified the rules before distributing the cards, emphasized orderly movement, provided guidance to students who had difficulty finding their partners, and encouraged students to present and discuss their answers.

Students appeared more familiar with the procedure. They were more active in finding matching cards, working with their partners, discussing the answers, and presenting their results. The improved organization of the activity also supported classroom participation.

Teacher activity increased to 85.71%, categorized as good. Student activity increased to 89.40%, categorized as good. Both results exceeded the 76% process-success criterion. The learning motivation percentage also increased to 81.69%, categorized as very high, and therefore exceeded the research success criterion.

Table 3. Summary of improvement across the research cycles

Measure	Cycle I	Cycle II
Teacher activity	71.43%	85.71%
Student activity	70.80%	89.40%
Learning motivation	71,23 %	81.69%

Learning Motivation Results

The motivation questionnaire consisted of 24 statements representing six indicators. The Cycle I score was 71.23%. This result was categorized as high according to the motivation classification used in the thesis, but it was still below the 76% success criterion. After improvements were made in Cycle II, the motivation score reached 81.69% and entered the very high category.

The improvement can be considered together with the changes in classroom activity. The Index Card Match activity required students to move, search, communicate, discuss, and present. The classroom environment therefore provided more direct participation than a learning process dominated by teacher explanation. The six motivation indicators also included interesting learning activities and a conducive learning environment, both of which were directly related to the changes in classroom organization.

DISCUSSION

The results show that the implementation of Index Card Match was accompanied by improvements in teacher activity, student activity, and learning motivation across the two classroom action research cycles. The change should be interpreted within the context of this classroom rather than as a universal effect for all elementary-school students.

In Cycle I, the teacher activity score of 71.43% and student activity score of 70.80% indicated that the model had been implemented but several components were not yet optimal. The students were still becoming familiar with the matching procedure, and some students lacked confidence in presenting their results. This is consistent with the limitations of Index Card Match identified in the thesis, particularly the need for careful preparation, classroom-management skills, and sufficient time for students to find their partners and present their work.

The reflection process was central to the improvement. Classroom action research allows findings from one cycle to become the basis for revising the next cycle. In this study, the revisions included clearer explanations, more intensive guidance, stronger reinforcement, improved classroom management, and more balanced opportunities for participation. The increases in teacher activity from 71.43% to 85.71% and student activity from 70.80% to 89.40% occurred after these implementation changes.

The learning motivation result also increased from 71.23% to 81.69%. The change of 10.46 percentage points occurred alongside the more active learning process. Students were required to interact directly with peers and learning materials, rather than only listening to explanations. Finding a matching card also gave students a concrete task and an immediate social interaction. Discussion and presentation then extended the activity into communication and reinforcement.

The finding is consistent with the literature cited in the thesis. Raipartiwi (2022) describes Index Card Match as a strategy that can encourage active student interaction. Susanti (2022) reports advantages related to creating an enjoyable and active learning atmosphere. Bima and Widodo (2017), Hakiki and Cinta (2021), and Rambe (2018) also provide examples of Index Card Match applications in different learning contexts. These studies provide contextual support for the use of the strategy, while the present study focuses specifically on motivation in Grade V IPAS learning.

The six motivation indicators provide another way to interpret the change. The activity offers an interesting learning experience through the use of

cards and movement. It also creates opportunities for appreciation and social reinforcement when students successfully find their partners and present their answers. The teacher's improved classroom management contributes to a more conducive learning environment. These features correspond to the indicators used in the questionnaire.

However, the study has important contextual limitations. The research involved one Grade V class with 26 students in one school and was conducted over two cycles. The research design was classroom action research rather than a controlled experiment. Therefore, the observed increase should be understood as a change accompanying the improved implementation of the action in this classroom. Other classroom factors may also have contributed to the observed change, and the design does not permit a separate estimate of the effect of Index Card Match from all other factors.

The results nevertheless provide a practical description of how the strategy was implemented and revised. The most important implementation lesson was that the model was not treated as a fixed activity. The teacher used observation results to identify problems and adjusted instructions, guidance, reinforcement, and classroom management. This cycle of implementation and reflection is consistent with the purpose of classroom action research.

The study also indicates that the selection of learning content can be connected to students' surroundings. The topic of economic conditions and activities in the local area provides examples that can be represented through simple questions and answers. This contextualization helped make the card activity directly related to the IPAS material used in the research.

Implications for Classroom Practice

Teachers who intend to use Index Card Match should prepare question-and-answer cards that are balanced in difficulty and clearly related to the learning objectives. Instructions should be given before the cards are distributed. The teacher should also establish rules for movement and provide a clear time limit for finding partners.

During the matching process, the teacher can identify students who need additional guidance without immediately giving the answer. After pairs are formed, discussion and presentation should be used to strengthen understanding. The closing clarification is important because it allows the teacher to correct misconceptions and ensure that all students understand the relationship between the questions and answers.

School support is also relevant. Adequate classroom space, learning materials, and opportunities for teachers to prepare learning media can help make cooperative activities easier to manage. Future studies can examine the strategy with different subjects, grade levels, learning materials, or additional learning media.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the Index Card Match cooperative learning model in Grade V IPAS learning at UPTD SD Negeri 62 Parepare was carried

out through two classroom action research cycles. The activity involved matching question and answer cards, discussing the matched content, presenting the results, and receiving teacher clarification. Reflection from Cycle I was used to improve the implementation in Cycle II.

Teacher activity increased from 71.43% in Cycle I to 85.71% in Cycle II. Student activity increased from 70.80% to 89.40%. Learning motivation increased from 71.23% to 81.69%. The Cycle II results exceeded the 76% success criterion established in the research. Within the scope of this classroom action research, the implementation of Index Card Match was therefore accompanied by improved classroom participation and learning motivation.

For teachers, Index Card Match can be considered as an alternative learning strategy when the learning objective requires active participation and peer interaction. Successful implementation requires clear instructions, well-prepared cards, effective classroom management, and sufficient time for matching and presentation. Schools can support implementation by providing appropriate learning resources and facilities.

Future research may involve more than one class or school and may examine other outcomes, such as conceptual understanding, problem solving, collaboration, or long-term learning retention. Researchers can also examine the strategy with different IPAS topics or combine it with other learning media.

ADVANCED RESEARCH

This study was limited to one class of 26 students and two action-research cycles in one elementary school. The main outcomes were teacher activity, student activity, and learning motivation. Further research can extend the number of participants, involve different educational contexts, and compare different implementations of Index Card Match. Such studies can provide additional evidence about how the strategy works across different classroom conditions.

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