

## ABSTRAK

Widayati, Nurul. 2025 Penerapan Metode *Index Card Match (ICM)* Berbantuan *Edu-Fun Book* Untuk Meningkatkan Aktivitas dan Hasil Belajar IPS Siswa Kelas V SDN Broto Kecamatan Slahung Kabupaten Ponorogo. Tesis, Program Ilmu Pendidikan Sosial, Pascasarjana Universitas PGRI Madiun. Pembimbing (I). Dr. Ibadullah Malawi, M.Pd, (II) Dr. Nurhadji Nugraha,S.Pd, M. M.

**Kata Kunci:** *Index Card Match (ICM)*, Aktivitas, Hasil Belajar IPS

Studi tentang pembelajaran *Index Card Match (ICM)* sudah sering dilakukan. Namun, penerapan ICM berbantuan dengan *Edu-Fun Book* masih sangat. Berpijak pada kondisi di sekolah, penelitian ini bertujuan untuk: (1) mengetahui penerapan ICM berbantuan *Edu-Fun Book*, (2) mengetahui aktivitas dan ketuntasan hasil belajar IPS melalui penerapan ICM berbantuan *Edu-Fun Book* pada siswa kelas V.

Penelitian ini menggunakan pendekatan kualitatif dengan rancangan Penelitian Tindakan Kelas (PTK) model Kemmis dan Mc. Taggart dengan dua siklus yang setiap siklusnya terdiri dari 4 tahap: perencanaan, tindakan, observasi, dan refleksi. Kedudukan peneliti dalam penelitian ini sebagai perencana, pelaksana tindakan, pengumpul data, penganalisis, penafsir data, dan pelapor hasil penelitian. Kanchah dan subjek penelitian adalah siswa kelas V SDN Broto sebanyak 17 siswa, terdiri 10 siswa laki-laki dan 7 siswa perempuan. Penelitian dilakukan melalui dua siklus, masing-masing siklus terdiri dari 3 kali pertemuan tatap muka. Data dikumpulkan dengan teknik observasi, dokumentasi, tes, dan catatan lapangan.

Temuan penelitian menunjukkan bahwa: (1) penerapan ICM berbantuan *Edu-Fun Book* telah terlaksana dengan sangat baik, guru dan siswa melaksanakan proses pembelajaran sesuai RPP yang dibuktikan dengan lembar observasi keterlaksanaan pembelajaran oleh guru dan siswa, yang menunjukkan kategori sangat baik. (2) setelah penerapan ICM berbantuan *Edu-Fun Book*, aktivitas belajar siswa mengalami peningkatan sebesar 19,41%, yaitu dari 58,68% pada siklus I menjadi 78,09% pada siklus II dengan kategori sangat aktif. (3) penerapan ICM berbantuan *Edu-Fun Book* mampu meningkatkan hasil belajar siswa, terbukti pada siklus I rata-rata hasil belajar siswa 68,90 dengan ketuntasan klasikal 64,70% dan pada siklus II rata-rata hasil belajar siswa 76,24 dengan ketuntasan klasikal 88,24%.

Berdasarkan temuan penelitian, maka disarankan kepada guru untuk menggunakan pembelajaran ICM berbantuan *Edu-Fun Book* sebagai salah satu alternatif dalam meningkatkan kualitas pembelajaran. Bagi peneliti selanjutnya supaya melakukan inovasi dalam memadukan model/ metode pembelajaran dan dapat menerapkan pembelajaran yang relevan sesuai dengan kondisi, latar belakang, dan karakter siswa.

## ABSTRACT

Widayati, Nurul. 2025 Implementation of Index Card Match (ICM) Method Assisted by Edu-Fun Book to Improve Social Studies Learning Activities and Outcomes of Grade V Students of SDN Broto, Slahung District, Ponorogo Regency. Thesis, Social Education Program, Postgraduate Program, PGRI Madiun University. Supervisor (I). Dr. Ibadullah Malawi, M.Pd, (II) Dr. Nurhadji Nugraha, S.Pd, M.M.

**Keywords:** Index Card Match (ICM), Activities, Social Studies Learning Outcomes

Studies on Index Card Match (ICM) learning have often been conducted. However, the implementation of ICM assisted by Edu-Fun Book is still very. Based on the conditions in schools, this study aims to: (1) determine the implementation of ICM assisted by Edu-Fun Book, (2) determine the activities and completion of social studies learning outcomes through the implementation of ICM assisted by Edu-Fun Book in grade V students.

This study uses a qualitative approach with a Classroom Action Research (CAR) design model Kemmis and Mc. Taggart with two cycles, each cycle consisting of 4 stages: planning, action, observation, and reflection. The position of the researcher in this study as a planner, action implementer, data collector, analyzer, data interpreter, and reporter of research results. The research scene and subjects were 17 grade V students of SDN Broto, consisting of 10 male students and 7 female students. The study was conducted through two cycles, each cycle consisting of 3 face-to-face meetings. Data were collected using observation, documentation, testing, and field note techniques.

The research findings show that: (1) the implementation of ICM assisted by Edu-Fun Book has been implemented very well, teachers and students carry out the learning process according to the RPP as evidenced by the observation sheet of learning implementation by teachers and students, which shows a very good category. (2) after the implementation of ICM assisted by Edu-Fun Book, student learning activities increased by 19.41%, namely from 58,68% in cycle I to 78.09% in cycle II with a very active category. (3) the implementation of ICM assisted by Edu-Fun Book is able to improve student learning outcomes, as evidenced by the average student learning outcome in cycle I of 68.90 with classical completeness of 64.70% and in cycle II the average student learning outcome was 76.24 with classical completeness of 88.24%.

Based on the research findings, it is recommended for teachers to use ICM learning assisted by Edu-Fun Book as an alternative in improving the quality of learning. For further researchers, they should innovate in combining learning models/methods and be able to apply relevant learning according to the conditions, background, and character of students.