

## Improving Learning Outcomes in Al-Qur'an and Hadith Studies through the Card Sort Method

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### Abstract:

In the learning process, an active and enjoyable learning environment is a key point for students to be interested in the material presented. However, in reality, students often feel bored because learning is mostly conducted using the lecture method alone. The subject of Al-Qur'an Hadith is not only about understanding but also about knowing and memorizing verses related to the material taught. Therefore, a teacher must be able to choose enjoyable teaching methods that can enhance learning outcomes and students' memorization abilities. One effective method to help students memorize and understand the verses of the Qur'an is the card sort method, which involves using index cards containing Al-Qur'an Hadith material that is then discussed in their respective groups. This aims to assess students' memorization strengths and understanding of the verses of the Qur'an they have studied. The type of research used is descriptive qualitative. The results of this study indicate that by using the card sort learning method supported by various other methods such as lectures, discussions, and question-and-answer sessions, students will be more active and enthusiastic in learning. The evaluation of the learning process can be seen from students' activity in discussions, cooperation with their groups, and their attitude in answering questions from the teacher. Thus, the card sort method can enhance students' understanding and memorization of verses related to the material and meet the desired targets.

**Keywords:** *Card Sort, Learning Outcomes, Al-Qur'an Hadith.*

### Introduction

Education, in essence, is not merely about transferring scientific knowledge to students. Rather, education goes beyond that. True education also conveys values and demands that learners develop their potential and creativity to ensure survival throughout their lives<sup>1</sup>. The attainment of learning goals in the educational process is influenced by multiple components, including materials or textbooks, teaching strategies, methods, and educational resources<sup>2</sup>.

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<sup>1</sup> Hambali Alman Nasution and Suyadi, "Pembelajaran Pendidikan Agama Islam Humanistik Dengan Pendekatan Active Learning Di SDN Nugopuro Gowok," *Jurnal Pendidikan Agama Islam* 17, no. 1 (2020): 31–42, <https://doi.org/10.14421/jpai.2020.171-03>.

<sup>2</sup> Bambang Irawan, "Developing Arabic Teaching Materials Based on Local Culture to Enhance Reading Skills And Its Implications on Self-Regulated Learning," *IJIE* 2, no. 2 (2023), <https://doi.org/https://doi.org/10.35719/ijie.v2i2.1895>.



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School is the second educational institution after the family<sup>3</sup>. The contribution of teachers as a key element in the development and fortification of the country's education system cannot be disputed<sup>4</sup>. Therefore, as an educator, the ability to transform the classroom into an active and enjoyable environment is key to successful learning. Student engagement can be achieved through methods and approaches that cater to their needs. However, in today's era, many teachers rely solely on lecture methods, making it difficult for students to understand and grasp the material, especially in subjects like Al-Qur'an Hadith<sup>5</sup>.

The characteristics of Al-Qur'an learning focus on the ability to read and write the Qur'an accurately, comprehend both textual and contextual meanings, and apply this knowledge in daily life. It is also hoped that Al-Qur'an education will foster students who possess good character (akhlak karimah) and are faithful and pious individuals who worship Allah SWT with obedience and in the correct manner<sup>6</sup>.

In the subject of Al-Qur'an Hadith, students are not only expected to understand but also to know and memorize verses related to the material presented<sup>7</sup>. Therefore, the creativity of educators plays a significant role in enhancing student learning and comprehension. Aspiring teachers must be able to design effective learning models that facilitate students' understanding of the subject matter. Additionally, the selection and application of teaching methods by a teacher must be appropriate to achieve the desired outcomes.

From observations conducted in class VIII at MTs Al Amien Ambulu Jember, several challenges were identified during the teaching and learning process. One of these

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<sup>3</sup> Afidah Afidah, Miftahuddin Miftahuddin, and Taufiqur Rohman, "Development of Learning Module Reading Al-Qur'an Writing in Basic State School Rogomulyo 02 Semarang," *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)* 8, no. 2 (2020): 99–117, <https://doi.org/10.21093/sy.v8i2.2257>.

<sup>4</sup> Noornajihan Jaafar et al., "The Importance of Self-Efficacy: A Need for Islamic Teachers as Murabbi," *Procedia - Social and Behavioral Sciences* 69, no. Iceptsy (2012): 359–66, <https://doi.org/10.1016/j.sbspro.2012.11.421>.

<sup>5</sup> Sahda Nastiti Mufidah, Rindi Nur Antika, and Via Ayu Santoso, "Penerapan Metode Card Sort Dalam Pembelajaran Pendidikan Agama Islam Pada Siswa Kelas Vii Smp Negeri 2 Colomadu Tahun 2019/2020," *Buletin Pengembangan Perangkat Pembelajaran* 2, no. 1 (2020), <https://doi.org/10.23917/bppp.v2i1.11962>.

<sup>6</sup> Nurzannah Anita Carlina, *Penilaian Autentik Pada Pembelajaran Al-Qur'an* (Umsu Press, 2021), [https://books.google.co.id/books?hl=en&lr=&id=Rig9EAAAQBAJ&oi=fnd&pg=PT3&dq=Penilaian+Autentik+Pada+Pembelajaran+Al-Quran"&ots=kfo1DbuauX&sig=jQDwh5aX9frX7Z1e0yvA5\\_waS28&redir\\_esc=y#v=onepage&q=Penilaian+Autentik+Pada+Pembelajaran+Al-Quran"&f=false](https://books.google.co.id/books?hl=en&lr=&id=Rig9EAAAQBAJ&oi=fnd&pg=PT3&dq=Penilaian+Autentik+Pada+Pembelajaran+Al-Quran).

<sup>7</sup> Saiful Akhyar Lubis et al., "Living Alquran Dan Hadis Di Pesantren Darul Arafah Raya," *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 02 (2021): 599, <https://doi.org/10.30868/ei.v9i02.947>.

challenges is the reliance on lecture methods, question-and-answer sessions, and assignments. There is a lack of interaction between teachers and students, as well as among students themselves, leading to reduced student engagement and subsequently impacting learning outcomes.

This lack of interaction is caused by several factors, including less active teaching methods in the learning process. To enhance student engagement during lessons, it is essential to select and implement appropriate teaching methods that align with the objectives and characteristics of the subject matter as well as the conditions of the students. One teaching method that can be utilized is the card sort method.

The card sort method involves an educator preparing index cards that correspond to the material being taught. These index cards contain fragments of verses that students will arrange into complete verses in groups. This aims to review the material and increase student engagement. By applying this method, it is hoped that the learning process can be successful, enjoyable, and active, allowing students to comprehend the material taught effectively. Since this method encourages active participation from students, it fosters a more dynamic learning environment.

Based on the background of this issue, I am interested in researching the implementation of the Card Sort Method in improving student learning outcomes in Al-Qur'an Hadith for class VIII at MTs Al Amien Ambulu Jember.

## Methods

This type of research is qualitative research, which does not utilize statistics or numerical data<sup>8</sup>. Qualitative research is descriptive, tends to rely on analysis, and emphasizes the process of meaning. In line with the title of this mini-research<sup>9</sup>, the subjects of this study are the students of class VIII at MTs Al Amien Ambulu Jember. The data collection techniques used in this research are observation and documentation. Observation is conducted to obtain the necessary information that aligns with existing realities. By performing observations, we can gain a clearer picture, as we engage in direct observation; the researcher is also directly involved in the field study process. Documentation is used to

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<sup>8</sup> Johan Setiawan Anggito, Albi, *Metodologi Penelitian Kualitatif* (Sukabumi: Ella Defi Lestari, 2018).

<sup>9</sup> Sugiyono, *Metode Penelitian (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)* (Bandung: Alfabeta, 2019).

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gather data directly from the research site, including relevant books, regulations, activity reports, photographs, and other pertinent data related to the study. This study uniquely explores the effectiveness of the Card Sort Method in enhancing students' learning outcomes specifically in Al-Qur'an and Hadith studies.

### Results and Discussion

#### Card Sort Learning Method

The method is a way to achieve something. This means that a method is used to realize the strategies that have been established so that learning objectives can be optimally achieved<sup>10</sup>. The learning method is also a technique for presenting instructional materials that will be used by teachers when delivering lessons, either individually or in groups<sup>11</sup>. Thus, the method plays a very important role in the educational system, as the success of a teaching method largely depends on how the teacher employs it.

Card Sort comes from two words, and it serves as a part of educational media, where media acts as an intermediary or connector between two parties (people, groups, etc.)<sup>12</sup>. Hartono states that card sorting is a collaborative activity that can be used to teach concepts, categorize characteristics, present facts about an object, or reinforce information<sup>13</sup>. The term “Card Sort” consists of two words: “card”, which means “a card”, and “sort”, which means “to sort, choose, or separate”<sup>14</sup>.

From the definition above, it can be concluded that the card sort strategy is an interaction between the teacher and students aimed at creating a teaching and learning activity that serves as a frame of reference for achieving a better understanding. In this case, it pertains to understanding the subject of Al-Qur'an Hadith, specifically the material on charity and donations, by using aids in the form of sorted card fragments.

#### Al-Qur'an Hadith

Substantially, the subject of Al-Qur'an Hadith contributes to motivating students to practice the values of religious belief (*tauhid*) and good character (*akhlakul karimah*) in their daily lives. The Al-Qur'an Hadith subject is one of the Islamic Education subjects that

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<sup>10</sup> Abdul Majid, *Strategi Pembelajaran* (Bandung: PT. Remaja Rosdakarya, 2016).

<sup>11</sup> Sabri dan Mashudi, *Strategi Pembelajaran Di Perguruan Tinggi* (Lumajang: LP3DI Press, 2022).

<sup>12</sup> Pusat Bahasa Departemen Nasional, *Kamus Bahasa Indonesia* (Jakarta, 2018).

<sup>13</sup> Hartono Paikem, *Pembelajaran Aktif Inovatif Kreatif Dan Menyenangkan* (Jakarta: Zafana, 2018).

<sup>14</sup> Peter Salim, *The Cotemporary English-Indonesia Dictionary* (Jakarta: Media Eka Pustaka, 2022).

emphasizes the ability to read and write the Qur'an and Hadith correctly, as well as memorizing the verses of the Qur'an related to the material. It also involves introducing simple meanings of those verses and Hadiths concerning exemplary morals to be practiced in everyday life through modeling and habituation<sup>15</sup>.

The aim of Al-Qur'an Hadith education is to provide students with fundamental skills in reading, writing, and developing a love for reading the Qur'an and Hadith, while instilling an understanding, comprehension, and appreciation of the contents of the verses. This education seeks to encourage, nurture, and guide students' morals and behavior based on the teachings found in the verses of the Qur'an and Hadith. Furthermore, learning about the Qur'an along with its rules of tajwid should not be limited to the MTs level; rather, it should be instilled from an early age regarding the laws of tajwid in reading the Qur'an. This is essential because reading the Qur'an must be done correctly and in accordance with established rules, which must conform to tajwid regulations<sup>16</sup>.

This research was conducted in class VIII at MTs Al Amien Ambulu Jember, specifically in the west building, which consists of 30 students, using the card sort learning method in the subject of Al-Qur'an Hadith. When posing questions to the entire class, the researcher employed a five-stage structure as the syntax for cooperative learning with the card sort method: material presentation, group formation, card distribution (card sort), problem-solving, presentation, and joint conclusion.

In the initial step, the researcher, who also serves as the teacher, explained the material by first asking students questions related to the topic of charity (*infak*) and donations (*sedekah*), specifically referencing QS. Al-Baqarah (2) verse 261. The researcher then explained the material and provided examples through a lecture on charity and donations by QS. Al-Baqarah (2) verse 261. Subsequently, one of the students was asked to read the verse along with its translation, followed by an explanation of its content.

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<sup>15</sup> Minister of Religious Affairs of the Republic of Indonesia Decree No. 165 of 2014 Concerning the 2013 Curriculum for Islamic Religious Education and Arabic Language Subjects in Madrasah.

<sup>16</sup> F Y Janah et al., "Pengaruh Model Pembelajaran Kooperatif Tipe Card Sort Terhadap Hasil Belajar PAI Materi Hukum Tajwid Kelas XI IPS Di SMA N 1 Timpeh," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 14294–302, [http://download.garuda.kemdikbud.go.id/article.php?article=2843052&val=13365&title=Pengaruh Model Pembelajaran Kooperatif Tipe Card Sort terhadap Hasil Belajar PAI Materi Hukum Tajwid Kelas XI IPS di SMA N 1 Timpeh](http://download.garuda.kemdikbud.go.id/article.php?article=2843052&val=13365&title=Pengaruh%20Model%20Pembelajaran%20Kooperatif%20Tipe%20Card%20Sort%20terhadap%20Hasil%20Belajar%20PAI%20Materi%20Hukum%20Tajwid%20Kelas%20XI%20IPS%20di%20SMA%20N%201%20Timpeh).

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While explaining the material, the researcher also presented a video using a projector related to charity and donations, encouraging students to analyze the lessons that could be drawn from it. The researcher engaged in a question-and-answer session with the students to discuss the video about charity and donations.

After the question-and-answer session was completed, the researcher continued the lesson using the highly anticipated card sorting method. The students were divided into four groups according to their seating arrangement. Each student was given colored buffalo paper, glue, and randomly selected fragments of verses related to the material. These fragments were then arranged by each group to form the correct verse, specifically QS. Al-Baqarah (2) verse 261. The aspects that could be evaluated from this method included teamwork, collaboration, accuracy of the verses, neatness, and speed of completion. The group that finished first and correctly would receive a reward from the teacher as an encouragement for them to study even harder. This learning activity aimed to assess how well the students understood the material on charity (*infak*) and donations (*sedekah*). The researcher also provided an opportunity for students to ask questions if they still had any uncertainties regarding the material and the method being applied.

From the learning conducted, the researcher observed several advantages and disadvantages encountered when implementing the card sort learning method in the subject of Al-Qur'an Hadith. The advantages of the card-sort learning method include:

- a. Easier comprehension of the material.
- b. Increased student enthusiasm during lessons.
- c. Enhanced social interaction among students.
- d. Reduced workload for teachers in the classroom<sup>17</sup>.
- e. Helped to engage students who felt bored or fatigued with the material presented.
- f. Fostered and nurtured collaboration among students.
- g. Developed an attitude of mutual respect for differing opinions<sup>18</sup>.
- h. Increased student interest in learning, resulting in satisfactory learning outcomes<sup>19</sup>.
- i. Easier mastery of the subject matter.

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<sup>17</sup> Ahmad Saifullah, "Penerapan Model Pembelajaran Aktif Tipe Pemilahan Kartu (Card Sort) Untuk Meningkatkan Keaktifan Dan Prestasi Belajar Siswa Kelas VII Dalam Pembelajaran Fiqih Di MTs Tarbiyatul Islamiyah Pati" (yogyakarta, 2018).

<sup>18</sup> Melvin L Silberman, *Active Learning: 101 Cara Belajar Siswa Aktif* (Bandung: Nuansa Cendikia, 2016).

<sup>19</sup> Warsono & Hariyanto, *Pembelajaran Aktif: Teori Dan Asesmen* (Bandung: Remaja Rosdakarya, 2015).

- j. Made learning more enjoyable.
- k. Equipped students with problem-solving skills related to the core material.
- l. Encouraged students to be more active participants in the learning process.
- m. Enabled students to be independent and take responsibility for the cards they held<sup>20</sup>.

On the other hand, the disadvantages of the card sort learning method include:

- a. The possibility of distractions among students, especially if there are responses that capture their attention but are not aligned with the intended objectives, leading to deviations from the original topic.
- b. Students require more attention, making it difficult for teachers to adequately monitor all students.
- c. Preparation and materials, such as cards, are needed before the activity takes place.
- d. If the teacher is unable to manage the classroom effectively, it may become chaotic<sup>21</sup>.
- e. Requires more preparation and creativity for teaching.
- f. The active learning strategy of card sorting may limit students to group learning only.
- g. There is a possibility of distractions among students, particularly if responses attract their attention but deviate from the intended objectives<sup>22</sup>.

The daily teaching and learning activities in the classroom have a significant impact on changes and can lead to satisfactory learning outcomes regarding students' development and understanding. Therefore, this research involves three components or elements: cognitive, affective, and psychomotor aspects. The learning process proceeded as expected. Almost all students in class VIII memorized the verses they had arranged into the correct form using the card sort learning method. This is evidenced by the student's responses and the improvement in their learning outcomes. Thus, the use of the Card Sort learning method has proven effective in helping students enhance their learning results in class VIII at MTs Al Amien Ambulu Jember.

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<sup>20</sup> Purma Sandra, "Penguasaan Materi Tajwid Dalam Pelajaran Baca Tulis AlQur'an (BTQ) Melalui Metode Card Sort Pada Siswa Kelas IV SDN Wonorejo 02 Kecamatan Pringapus Kabupaten Semarang Tahun Pelajaran 2011/2012" (salatiga, 2023), <http://eprints.stainsalatiga.ac.id/567>.

<sup>21</sup> Hosnan, *Pendekatan Sainifik Dan Kontekstual Dalam Pembelajaran Abad 21* (Bogor: Ghalia Indonesia, 2014).

<sup>22</sup> Wahyuni, *Strategi Pembelajaran* (Jakarta: Bumi Aksara, 2014).

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### Conclusion

From the data gathered through direct observations and documentation, several conclusions can be drawn. The planning phase of the Card Sort method for teaching Al-Qur'an and Hadith in Grade VIII involves careful preparation of teaching modules, relevant media, and methods tailored to the material. The teacher also prepares index cards to be distributed during the lesson, which serve as a tool to motivate students and foster engagement in the learning process.

The implementation of the Card Sort method is carried out systematically. Students are divided into groups, and index cards are distributed among them. The teacher announces the categories to be identified, and students holding corresponding cards present them to the class. Each student explains the information on their card while others respond, followed by the teacher emphasizing key points of the lesson. This approach, combined with complementary methods like lectures, Q&A sessions, and discussions, has significantly increased students' enthusiasm for learning. It has also improved their learning outcomes and memorization of verses related to the studied material in Al-Qur'an and Hadith.

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