



Efforts of Islamic Education Teachers Through the Card Sort Method in Improving Learning Outcomes of Islamic Education in Junior High School

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Receive: 11/01/2024

Accepted: 11/02/2024

Published: 01/03/2024

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana efektivitas penggunaan metode *card sort* dalam meningkatkan prestasi belajar peserta didik dalam mata pelajaran pendidikan agama Islam. Metode ini digunakan oleh guru sebagai strategi pembelajaran untuk memudahkan pemahaman konsep-konsep agama Islam yang kompleks. Pendekatan penelitian ini bersifat kualitatif dengan jenis penelitian lapangan, yang dilakukan di lokasi penelitian dengan tujuan mendeskripsikan. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Setelah dilakukan observasi dan penelitian di lapangan, hasil menunjukkan bahwa penggunaan metode *card sort* secara signifikan meningkatkan pemahaman siswa terhadap materi agama Islam terutama pada topik Mawas Diri dan Introspeksi dalam Kehidupan. Hal ini dibuktikan dengan peningkatan yang signifikan dalam hasil tes pengetahuan melalui latihan soal. Implikasi praktis dari penelitian ini menyoroti pentingnya implementasi metode pembelajaran yang inovatif dan interaktif dalam konteks pendidikan agama Islam untuk meningkatkan prestasi belajar siswa.

Kata Kunci: *Card Sort*, Guru, Pendidikan Agama Islam, Hasil Belajar

Abstract

This research investigates the effectiveness of using the card sort method in improving students' learning achievement in Islamic education. Teachers employ this method as a learning strategy to facilitate understanding of complex concepts in Islamic religion. The research approach is qualitative, with a field study design conducted at the research site with the goal of description. Data collection techniques include interviews, observations, and documentation. After conducting observations and research in the field, the results indicate that using the card sort method significantly enhances students' understanding of Islamic religious material, especially in self-awareness and introspection. This is evidenced by a significant improvement in test scores through practice exercises. The practical implications of this research highlight the importance of implementing innovative and interactive learning methods in Islamic education to enhance student learning achievement.

Keywords: Carad Sort, Islamic Education, Learning Outcomes, Teacher

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have spiritual strength, religious awareness, self-control, noble character, and skills needed for themselves, society, nation, and country. According to Ki Hajar Dewantara, the meaning of education is the demand in the life of growing children, meaning that education guides all the inherent strengths in children so that they, as human beings and members of society, can achieve the highest level of safety and happiness (Desi Pristiwati, 2022 : 1).

Primary education provides knowledge and instills attitudes and skills as part of personal and social development to continue education to the next level. In this era of globalization, humans efficiently utilize available technology, not only adults but also children. This technology is also used in education because it greatly assists the learning process and knowledge acquisition (Miftah Nurut Anisa, Dan dkk, 2020:2).

Islamic education in Indonesia has gradually adapted to the current era. This is evidenced by teachers who have begun implementing interesting teaching methods and media in classroom learning processes. However, it cannot be denied that teachers still implement rather dull teaching methods. This is influenced by Islamic education teachers who still use monotonous teaching methods such as lectures, causing students to lack interest in learning.

Methods and strategies in teaching are essential for teachers. With effective teaching methods and strategies, teachers will greatly assist in classroom learning processes. The methods and strategies teachers use can also determine students' success. Students will find it easier to understand the learning materials, and the learning process will be enjoyable if teachers use engaging teaching methods and strategies, leading to increased student participation. To become an effective teacher, one must also be able to lead and inspire students to achieve academic excellence and

perform their duties well. A good teacher is characterized by progress in teaching.

The concept of education is defined in the Republic of Indonesia Law No. 20 of 2003 concerning the national education system, which states: National education functions to develop the abilities and shape the dignified character of individuals to enrich the nation's life by aiming to develop students to become knowledgeable, faithful, and pious individuals, with noble character, creativity, competence, independence, and responsible citizens. Education, regardless of its form, aims to guide individuals to live independently and to continue and preserve the traditions that exist in society. In relation to the goals of national education, Islamic education shares similar objectives. The objectives of Islamic education include shaping individuals who are devoted to Allah SWT and guiding individuals towards the path of Allah SWT, as education encompasses aspects of human life in this world and the Hereafter (Badrus Zaman, 2018: 130).

There are strong indications of the erosion of noble values inherent in our nation, such as honesty, politeness, and solidarity, which are cause for concern for all of us. Efforts must be made to restore these values as part of the character we proudly present to other nations. One step towards this is to improve our education system by focusing on character education based on the Indonesian national philosophy of Pancasila. Building the character of the nation requires time and must be done continuously.

Our government, represented by the Ministry of Education and Culture, tirelessly strives to improve the quality of education in Indonesia. Yet, not all efforts have been successful, especially in producing Indonesian individuals with strong character. As described above, one approach to realizing education is to equip students (both school and university students) with special education to foster noble character and morals.

Method

The research method employed is Qualitative with a descriptive approach (Field Research). The sample in this study consists of a class utilizing the Card Sort learning method.

Data collection techniques include interviews, observations, documentation, and tests.

Result and Discussion

Before my initial observations, I had the opportunity to interview all Islamic education teachers at SMP Negeri 2 Kota Pagar Alam. Among the various responses, I found myself particularly interested in the Card Sort Teaching Method used by Ms. Wita Ariani, M.Pd, as I was unfamiliar with what the Card Sort Teaching Method entailed. Therefore, I decided to investigate this teaching method further.

Based on field observations and interviews with various stakeholders regarding the efforts of Islamic Education Teachers in implementing the Card Sort Teaching Method to improve learning outcomes at SMP Negeri 2 Kota Pagar Alam, an interview was conducted with Ms. Wita Ariani, M.Pd.I, as an Islamic education teacher at SMP Negeri 2 Kota Pagar Alam who utilizes the Card Sort method in the teaching process regarding the angels of Allah SWT. The interview took place in the teacher's room on Tuesday, October 17, 2023, from 09:00 AM until completion. This interview aimed to identify which classes used the Card Sort method in the ongoing learning process. Additionally, students from class VII B were interviewed on Wednesday, January 10, 2024, in front of the classroom during the Islamic education lesson from 11:00 AM until completion. This interview aimed to directly observe whether or not the Card Sort method was implemented in class VII B.

Subsequently, an interview was conducted with students from class VII A on Saturday, January 13, 2024, inside the classroom during the vacant period from 12:00 PM until completion. This interview aimed to observe whether the Card Sort method was implemented in class VII A.

On Monday, January 15, 2024, an interview was conducted with students from class VII C inside the classroom during the vacant period from 11:00 AM until completion. This interview aimed to observe whether the Card Sort method was implemented in class VII C.

Then, on Wednesday, January 17, 2024, an interview was conducted with students from class VII E in front of the school classrooms during the ongoing learning process from 08:00 AM until completion. This interview aimed to directly observe whether or not the Card Sort method was implemented in class VII E.

On Friday, February 23, interviews were conducted with students from class VII D inside the classroom during the vacant period from 09:30 AM until completion. This interview aimed to observe whether the Card Sort method was implemented in class VII D.

On Monday, February 26, 2024, an interview was conducted with the Islamic education teacher who used the Card Sort method, Mrs. Wita Ariani M.Pd., in front of the teacher's office during the break from 10:10 AM until completion. This interview was conducted to identify the strengths and weaknesses of using the Card Sort method and to evaluate whether the Card Sort method was being maximized or not.

Then, inside the classroom, the curriculum vice principal, Mr. Rahmad S.Pd, was interviewed on Monday, February 28, 2024, while the learning process was ongoing from 08:00 AM until completion. This interview aimed to understand the curriculum used at SMP Negeri 2 Kota Pagar Alam.

On Wednesday, March 6, 2024, an interview was conducted with the vice principal of student affairs, Mr. Sulismanto, M.Pd, in the SMP Negeri 2 Kota Pagar Alam auditorium during the break from 10:10 AM until completion. This interview aimed to understand the condition of the students at SMP Negeri 2 Kota Pagar Alam.

I asked Mrs. Wita about the methods and strategies she used in the teaching process. She responded, "I often use the Card Sort method, also known as the card method, in teaching, especially for topics like the pillars of faith, Islam, and the Quran. As for the strategies, I have to be clever in teaching, meaning that learning should be easy to understand and enjoyable for the students. Additionally, I am required to implement differentiated learning tailored to the student's

abilities. I use this method in class VII, including classes VII A to VII E." (Mrs. Wita Ariani, M.Pd).

"Islamic education teacher Mrs. Wita Ariani, M.Pd, has never used the card method during the teaching and learning process." (Ahsaf, Azza, Azzahra VII B)

"Islamic education teacher Mrs. Wita Ariani, M.Pd, does not use the card method during the teaching and learning process." (Dwi Aprilia VII A)

"The Islamic education teacher provides us with memorization of the names of angels along with their duties, and only after that does the Islamic education teacher explain the material." (Diva Raya Anjani VII C)

"When the learning material was about Chapter VII, Self-awareness and Introspection in Life, regarding the names of angels and their duties, Islamic education teacher Mrs. Wita Ariani, M.Pd, used the card method. In this method, there were cards with the names of angels, and each individual was asked to take one. Later, they were solved with group members and presented to the class." (Ciara VII E)

"Islamic education teacher Mrs. Wita Ariani, M.Pd, did not use the card method during the teaching and learning process." (Naira VII D).

From the explanation above, it can be concluded that initially, the researcher obtained information from Mrs. Wita Ariani M.Pd., the Islamic education teacher at SMP Negeri 2 Kota Pagar Alam, stating that she used the Card Sort method in all classes from VIIA to VIIIE. However, after the researcher conducted further observation and research, including examining the classroom conditions and learning situations and interviewing several relevant parties, it was found that the Card Sort method was not applied in every class but only in class VIIIE. In this method, cards containing the names of angels were used, and each individual was asked to pick one. Then, they solved them together in groups and presented their findings to the class.

Summary

The researcher obtained information from Mrs. Wita Ariani, M.Pd., the Islamic education teacher at SMP Negeri 2 Kota Pagar Alam, stating that she used the Card Sort

method in all classes from VIIA to VIIIE. However, after conducting further observation and research, including classroom conditions, learning situations, and interviews with several relevant parties, the researcher found that the Card Sort method was only implemented in class VII E. It can be concluded that there were two students with stable grades, while 20 students showed improvement, and ten students experienced a decline in their grades. This indicates that the Card Sort method learning process is more enjoyable for students, making the learning process easier to understand.

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