

Improving PAI Learning Outcomes By Using The Card Sort Method at SDN 04 Muaro Sungai Lolo Kec. Mapat Tunggul Selatan

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Abstract

This Classroom Action Research (CAR) aims to improve the Islamic Religious Education (IRE) learning outcomes of students at SDN 04 Muaro Sungai Lolo, Mapat Tunggul Selatan, through the implementation of the Card Sort method. The problem faced is the low learning outcomes caused by the lack of variation in teaching methods. The research was conducted in two cycles consisting of planning, implementation, observation, and reflection. The results show a significant improvement in student learning outcomes, with an increase in the average score and active student participation. In cycle I, the student learning mastery reached 41.66%, and increased to 83.33% in cycle II. Therefore, the application of the Card Sort method is proven effective in improving IRE learning outcomes and can be an alternative for IRE teaching in elementary schools.

Abstrak

Penelitian Tindakan Kelas (PTK) ini bertujuan untuk meningkatkan hasil belajar Pendidikan Agama Islam (PAI) siswa di SDN 04 Muaro Sungai Lolo, Kec. Mapat Tunggul Selatan, melalui penerapan metode Card Sort. Masalah yang dihadapi adalah rendahnya hasil belajar siswa yang disebabkan oleh kurangnya variasi metode pembelajaran. Penelitian dilakukan dalam dua siklus yang terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan peningkatan yang signifikan pada hasil belajar siswa, dengan nilai rata-rata meningkat dan partisipasi siswa semakin aktif. Pada siklus I, ketuntasan belajar siswa sebesar 41,66%, dan meningkat menjadi 83,33% pada siklus II. Dengan demikian, penerapan metode Card Sort terbukti efektif dalam meningkatkan hasil belajar PAI siswa dan dapat dijadikan alternatif dalam pembelajaran PAI di sekolah dasar.

INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students, especially at the elementary school level. Through this education, students are not only given religious knowledge, but also invited to develop a religious attitude and good character. However, the results of PAI learning at SDN 04 Muaro Sungai Lolo, South Mapat Tunggul sub-district, still show unsatisfactory figures, with many students having difficulty in understanding Islamic teaching materials. This is reflected in the low test scores and their inactivity in the learning process. One of the main causes of this low learning outcome is the teaching methods that are less varied and less interesting for students.

The dominant lecture method used by teachers in PAI learning tends to make students feel bored and less involved. In this case, students are more likely to talk to their classmates or even get sleepy rather than listening to the teacher's explanation. Winkel (2004) explains that learning is a mental process that leads to the mastery of knowledge, skills, and attitudes acquired through interaction with the environment. Therefore, learning that only relies on lectures is not enough to arouse students' interest and ensure they gain a deep understanding of the material being taught.

To improve the quality of learning and student learning outcomes, a more innovative and interactive learning approach is needed. One method that can be applied is the "Card Sort" method, which allows students to actively participate in the learning process. This method involves students in matching cards containing information related to learning materials, which encourages them to work together, think critically, and improve their understanding of PAI materials. As a fun learning method that actively involves students, "Card Sort" can help create a more lively and interesting learning atmosphere for students.

According to Surya (2002), effective learning should prioritize the principles of interactivity and fun so that students can be actively involved in the learning process. This is also in line with Mulyasa's (2011) view, which emphasizes the importance of creating a learning environment that supports student engagement. In this context, the "Card Sort" method can be an effective solution, as it allows students to collaborate with peers and actively search and match information. Thus, learning will become more enjoyable and can improve students' understanding of Islamic teaching materials, especially in the context of more complex materials such as the attributes of Allah's messengers.

The application of the "Card Sort" method is also expected to create a more positive and productive learning atmosphere. This is in line with the goals of national education which prioritizes education that not only prioritizes academic results, but also the process of developing student character. By integrating this method into PAI learning, it is expected that students can more easily understand and remember the material taught. Furthermore, this study aims to explore the application of the "Card Sort" method in PAI learning at SDN 04 Muaro Sungai Lolo Kec. Mapat Tunggul Selatan, and analyze its impact on improving student learning outcomes. Hopefully, the results of this study can make a positive contribution to the development of more effective and interesting PAI learning methods in elementary schools.

METHODS

Research design is a structure or plan that describes the steps to be taken in research. According to John W. Creswell, research design includes ways to collect, analyze, and present data to obtain valid and relevant answers to research problems. Creswell divides research design into several approaches, namely qualitative, quantitative, and mixed methods. In this case, this research uses a qualitative approach, with the Classroom Action Research (PTK) method, which focuses on improving learning through continuous cycles.

Latifah (2017) in her book states that PTK emphasizes continuous improvement in each cycle. In each cycle, teachers evaluate and improve the learning process that has been carried out, so that the goal of improving the quality of learning can be achieved progressively. This research is designed with four main components in PTK, namely planning, implementation, observation, and reflection. Each stage aims to improve the quality of learning gradually and deeply. In planning, the researcher prepared questionnaire questions, observation formats, and learning videos in accordance with the material to be taught.

The research implementation was conducted in three cycles, with each cycle consisting of one learning meeting. In the observation stage, the collaborator will make observations during the learning process using an observation sheet to record students' involvement, their attention, as well as the learning outcomes achieved. Afterwards, a reflection is conducted on the data collected, both from the questionnaire and observation, to evaluate whether the applied learning method can increase students' interest in learning. The results of this reflection become the basis for concluding the effectiveness of the learning methods used.

Research variables consist of several types, namely action variables (independent), dependent variables, and control variables. The action variable in this research is the Card Sort cooperative learning method, which involves students in card matching activities and

discussions with their group mates. The dependent variables include student learning outcomes, practical skills, attitudes and behaviors, and learning completeness. Meanwhile, the controlling variable is the students' initial knowledge level, which will be measured through a pre-test to see the extent of their knowledge before the application of this method. Data will be collected through in-depth interviews, observation, and documentation relevant to the phenomenon under study.

The population in this study are all students at SDN 04 Muaro Sungai Lolo Kec. Mapat Tunggal Selatan, especially grade IV students who are enrolled in Islamic Religious Education learning in the 2024/2025 academic year, with a total of 24 students. The sample used in this study was class IV which consisted of 12 students. Sampling was conducted using purposive sampling technique, which selected students based on certain criteria, such as students with PAI scores below the Criteria for Completion of Learning Objectives (KKTP) or students who showed low interest in learning PAI. Thus, this study aims to examine the effect of Card Sort method on PAI learning outcomes in class IV SDN 04 Muaro Sungai Lolo.

RESULT AND DISCUSSION

RESULT

This study aims to improve the learning outcomes of fourth grade students of SDN 04 Muaro Sungai Lolo by using the Card Sort learning method on the material of reading Q.S At-Tin with tartil. In the pre-action stage, the initial test results showed that 75% of students had not achieved learning completeness with a KKTP score of 70, with an average score of 67.41. In cycle I, although there was an increase, there were still 41.66% of students who were not yet complete with an average score of 70.83. The observation results show that student activities during learning are still classified as sufficient, but need improvement in student involvement and enthusiasm. Based on reflection, although there was progress, there were still many students who had difficulty in understanding the material and lacked the courage to ask questions. The researcher decided to continue to cycle II to improve the inadequate results.

In Cycle II, some of the problems found in Cycle I, such as students' lack of understanding of the reading of Q.S. At-Tin and its reading laws, as well as difficulties in understanding the test questions, became the focus of improvement. In action planning, improvement steps were taken by identifying problems, developing lesson plans, preparing learning media, such as videos about Q.S. At-Tin, as well as preparing worksheets, observations, and tests. The Card Sort method was used to overcome the existing difficulties.

The implementation of Cycle II began with the teacher explaining the learning objectives and introducing the Card Sort method to students. Then, students were divided into groups and given the task to analyze the video shown. The group discussion was followed by a presentation of the discussion results in front of the class, which ended with a conclusion and closing by the teacher.

Observations showed that the teacher's skills in teaching and student activities had improved. The test results showed an increase in learning completeness, with 83.33% of students achieving classical completeness, much better than Cycle I. In terms of student activity, 87.5% of students achieved classical completeness. In terms of student activity, 87.5% of students showed good activeness during learning.

Data on student learning outcomes also showed improvement, with the average student score increasing from 70.83 in Cycle I to 87.08 in Cycle II. The percentage of classical completeness also increased from 41.66% in Cycle I to 83.33% in Cycle II. Based on these

results, learning with the Card Sort method proved effective in improving student learning outcomes.

Reflection from Cycle II showed that the use of Card Sort method was able to make students more active and improve learning outcomes significantly. This success was achieved through the application of a creative method and in accordance with the characteristics of students, which was able to improve their understanding of the material Q.S. At-Tin. With the achievement of classical learning completeness in Cycle II, learning was considered complete and there was no need to continue to the next cycle.

DISCUSSION

The Cycle II in this study successfully improved students' learning outcomes through the application of the Card Sort method. The results obtained showed that this method not only helped students better understand the material, but also increased their active participation in learning. Based on observation data, teachers' teaching skills and students' activities have significantly improved. This shows that the method used in learning can affect students' learning process and outcomes.

The Card Sort method applied in learning Q.S. At-Tin aims to activate students in analyzing, classifying, and managing information related to the recitation of the Qur'an and its reading laws. Card Sort is one of the techniques in cooperative learning that focuses on grouping information according to predetermined categories. This technique supports students to be more active in discussing, collaborating, and improving their understanding in depth (Brown, 2011).

The significant increase in test results obtained by students in Cycle II shows that this method is effective in improving students' understanding of the material. With more intensive group discussions, students can share knowledge and strengthen their understanding of the material taught. According to Slavin (2005), cooperative learning techniques such as Card Sort can increase interaction between students and help in better understanding of concepts. Students' high involvement in learning is directly proportional to the increase in learning outcomes they achieve, which is in line with constructivism learning theory that emphasizes the importance of direct experience in the learning process (Piaget, 1972).

In addition, the application of this method also succeeded in overcoming the problems found in Cycle I, such as the lack of understanding of the reading and reading laws of Q.S. At-Tin. Students' learning outcomes which increased from an average of 70.83 in Cycle I to 87.08 in Cycle II, as well as the increasing percentage of classical completeness, indicated that this learning was successful in improving students' academic achievement. The relevant learning theory is active learning theory which states that students who are directly involved in the learning process will have better and deeper understanding (Bonwell & Eison, 1991).

In the final reflection, the success of Cycle II shows that the Card Sort method can be implemented well in improving students' understanding in Islamic religion materials, especially in learning the Qur'an and its reading laws. The application of this method not only improved learning outcomes, but also created a more active and collaborative learning atmosphere in the classroom.

Conclusion

The application of the Card Sort method in Cycle II succeeded in improving student learning outcomes, especially in understanding the material of Q.S. At-Tin and its reading laws. The results obtained showed a significant increase in material understanding, student engagement, and teacher teaching skills. By using the Card Sort method, students can

categorize information in a more active and collaborative way, which supports better understanding of concepts.

The improvement that occurred in Cycle II also showed that cooperative learning techniques such as Card Sort were effective in increasing interaction between students, which contributed to a deeper understanding of the material. More intensive group discussions helped students share knowledge with each other, which strengthened their understanding of the material taught. Based on the results of the study, it can be concluded that the Card Sort method played an important role in overcoming the problems found in Cycle I, such as students' lack of understanding of the reading passage and its reading laws.

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