

Improving Learning Outcomes of Islamic Religious Education Through Card Sort Method for Class VI Students in Mundam Sakti Elementary School 12

Fatma Liza¹

*Correspondence :

Email :
fatmaliza@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

Article History :

Submission : 18-11-2024
Revised : 22-11-2024
Accepted : 24-12-2024
Published

Keyword : Learning
Outcomes, PAI, Card Sort

Kata Kunci : Hasil
Belajar, PAI, Card Sort

Abstract

This study aims to improve the learning outcomes of Islamic Religious Education (PAI) for grade VI students of SDN 12 Mundam Sakti through the implementation of the Card Sort method. This method is expected to enhance students' interest and involvement in the learning process, which was previously passive. This research utilizes a classroom action research approach with two cycles. In the first cycle, students' learning outcomes showed that 50% of students were successful, with an average score of 70. After the implementation of the Card Sort method in the second cycle, 100% of students reached the Minimum Mastery Criteria (KKM), with an average score of 80. Based on these results, it can be concluded that the Card Sort method effectively improves students' PAI learning outcomes and motivates them to be more active and engaged in learning.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar Pendidikan Agama Islam (PAI) siswa kelas VI SDN 12 Mundam Sakti melalui penerapan metode Card Sort. Metode ini diharapkan dapat meningkatkan minat dan keterlibatan siswa dalam proses pembelajaran yang sebelumnya cenderung pasif. Penelitian ini menggunakan pendekatan penelitian tindakan kelas dengan dua siklus. Pada siklus pertama, hasil belajar siswa menunjukkan 50% siswa tuntas, dengan rata-rata nilai 70. Setelah diterapkannya metode Card Sort pada siklus kedua, 100% siswa mencapai Kriteria Ketuntasan Minimal (KKM) dengan rata-rata nilai 80. Berdasarkan hasil ini, dapat disimpulkan bahwa metode Card Sort dapat meningkatkan hasil belajar PAI siswa, serta memotivasi siswa untuk lebih aktif dan berpartisipasi dalam pembelajaran.

INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of Muslims, especially for the younger generation. PAI aims to develop students' potential to become individuals who are faithful and devoted to God Almighty, have noble character, and possess the knowledge and skills needed to live in society. This goal is in accordance with the vision of National Education as stated in the National Education System Law No. 20 of 2003, which emphasises the development of individual potential to become democratic and responsible citizens. PAI in Indonesia is an integral part of the national curriculum, starting from the basic education level to higher education. This shows the importance of PAI as one of the compulsory subjects that must be received by every student, both in the family, school, and community.

Ramayulis in the book *Islamic Religious Education Methodology* explains that PAI is a planned effort aimed at preparing students to know, understand, appreciate, and practice the teachings of Islam based on its main sources, namely the Qur'an and Hadith. This religious education does not only focus on cognitive aspects, but also on strengthening affective and psychomotor aspects, such as noble attitudes, piety, and practicing religious teachings in everyday life. Religious education that starts early, both in the family and at school, has a major impact on the spiritual and moral development of children. As stated by Zakiyah

Daradjat, a person's religion is strongly influenced by the education and experience gained since childhood, which forms a strong foundation for further education.

In schools, PAI is taught with various methods and approaches that aim to create meaningful learning and can be applied in everyday life. However, in practice, there are many obstacles that hinder the effectiveness of PAI learning. One of them is the method used by teachers that tends to be monotonous and less interesting for students. The lecture and storytelling methods, although still widely used, often make students feel bored and less active in learning. When students are not actively involved in the learning process, their interest and motivation to learn will decrease, leading to a decrease in their learning outcomes. Therefore, there needs to be innovation in learning methods that can increase student engagement and help them achieve learning objectives better.

One alternative method that can be applied to improve PAI learning outcomes is the Card Sort method. This method allows students to be more active in the learning process by grouping and organising information provided by the teacher through cards containing learning materials. In this way, students do not only listen to lectures, but are also involved in activities that stimulate critical thinking and cooperation between students. The Card Sort method also provides opportunities for students to better understand the material in depth through discussions and interactions that occur during the activity. Therefore, this study aims to examine the effectiveness of the Card Sort method in improving learning outcomes of Islamic Religious Education in grade VI students at SDN 12 Mundam Sakti, with the hope that it can make a positive contribution to Islamic Religious Education learning in elementary schools.

This research is important to see the extent to which the Card Sort method can increase students' interest and motivation to learn, as well as help them understand Islamic concepts more meaningfully. With this research, it is hoped that a more effective and innovative method for learning PAI can be found that can be applied at various levels of education, as well as providing solutions to the challenges faced in learning Islamic religion in elementary schools.

METHODS

The type of research used in this study is classroom action research (PTK), which aims to improve and enhance learning practices in the classroom. This classroom action research is a form of descriptive research, because researchers aim to describe the application of a particular learning technique, in this case the Card Sort method, and explore the results achieved in the learning process. PTK is focused on improving the quality of learning through a cycle of planning, action, observation, and reflection, which is carried out in two cycles to identify changes and improvements that occur in students. In this study, the researcher plays a direct role as a teacher who takes action in the classroom, collaborating with students in the learning process. The teacher not only delivered the material, but was also actively involved in planning, implementing, observing, and analysing each step in the learning cycle.

The variables in this study are divided into two categories. The independent variable or variable that affects the results of the study is the learning method used, namely the Card Sort method. This method is applied to increase students' interest and participation in learning Islamic Religious Education. Meanwhile, the dependent variable in this study is students' learning outcomes, which are measured based on students' academic achievement in Islamic Religious Education subjects after the application of the Card Sort method in cycle I and cycle II.

The population in this study were all grade VI students at SDN 12 Mundam Sakti, which consisted of several students. The sample used in this study was total sampling, namely all grade VI students of SDN 12 Mundam Sakti who would become research subjects. This was

done to obtain a more comprehensive picture of the effects of the Card Sort method on student learning outcomes.

In terms of data collection, this research uses two types of data, namely quantitative data and qualitative data. Quantitative data was obtained from the results of tests held after cycle I and cycle II, which were used to measure the extent of improvement in student learning outcomes in Islamic Religious Education subjects. Qualitative data was collected through observation using observation sheets to record student interactions and activities during the learning process. In addition, documentation was also conducted to support the analysis of research results. By combining quantitative and qualitative data, this research aims to provide a comprehensive picture of the effect of the Card Sort method on improving student learning outcomes.

RESULT AND DISCUSSION

RESULT

The first cycle of this class action research was carried out on 26 December 2024 with the aim of improving student learning outcomes in Islamic Religious Education subjects, especially on the material of the Beautiful Decrees of Allah with the subject matter of the Meaning of Believing in Qada and Qadar. The learning process in the first cycle involved several stages consisting of planning, implementation, observation, and reflection.

In the planning stage, the teacher has prepared various tools needed, including teaching modules on the subject matter taught, observation sheets, and assessment instrument sheets. This preparation aims to facilitate a well-structured learning process.

The implementation of cycle 1 began with the teacher providing apperception to arouse students' interest in the material to be taught. The teacher then introduced the Card Sort method, which requires students to work in groups, discuss, and complete the assigned tasks. Each group presented the results of their discussion in front of the class, which provided an opportunity for students to hone their speaking skills and understanding of the material. After that, the teacher summarises the results of the discussion through observation sheets and assessment instruments used to measure students' understanding of the learning material.

Based on the results of the competency test carried out at the end of cycle 1, data were obtained which showed that most students had not yet reached the predetermined Minimum Completion Criteria (KKM) score of 75. Of the 12 students who took part in the learning, only 6 students managed to achieve scores above the KKM (50%), while the other 6 students were not complete. The highest score achieved was 80, while the lowest score was 60, with the class average reaching 70. The table below illustrates the distribution of student learning outcomes in cycle 1:

Table 1. Student Learning Outcomes

No	Name	Score	Description
1	Abdul Razaq Muzaki	80	Completed
2	Aurelia Cantika	60	Not complete
3	Fixsi Rahmadani	60	Not complete
4	Khairul Azzam	80	Completed
5	Kinanti Putri Yefsa	80	Completed
6	Latifah Hanum	80	Completed
7	Malika Putri Selda	80	Completed

8	Muhammad Rehan	60	Not complete
9	Permata Qurataium	80	Completed
10	Rabita Sondeng	60	Not complete
11	Rahmat Saputra	60	Not complete
12	Vania Aurelia	60	Not complete

The table of the percentage of student learning outcomes in cycle 1 shows that only 50% of students achieved mastery, while the rest did not, indicating an imbalance in the understanding of the material by students.

able 2. Student Completion

No	Description	Frequency	Percentage
1	Completed	6	50%
2	Not Completed	6	50%
	Total	12	100%

At the observation stage, the teacher observed students who began to be active in group discussions, but also noted that some students were still passive. Some students began to participate in learning, but there were also those who showed low interest, even some students seemed distracted. The teacher also provides motivation and encouragement for students to be more active in participating. In this case, the teacher found some obstacles that needed to be overcome in the next cycle, such as students' lack of motivation and difficulty in understanding the material.

Reflection at the end of cycle 1 showed an increase in student learning outcomes when compared to the conditions in the pre-cycle. However, there were still a number of students who did not reach the KKM. This shows that although the Card Sort method provides an opportunity to increase students' involvement in learning, improvements are still needed in the implementation of the method. Some factors that need to be considered include increasing student motivation to be more active, a deeper understanding of the material, and more effective utilisation of discussion time.

Cycle II was carried out as a follow-up to the results obtained in Cycle I, with the aim of improving and increasing student learning outcomes in Islamic Religious Education subjects. In this second cycle, the researcher (teacher) made several improvements based on the results of the reflection from the first cycle to ensure that learning runs more effectively and achieves the desired goals.

The implementation of cycle II was carried out by adapting several improvements from the first cycle, as follows:

The teacher provided a more interesting apperception by connecting the learning material with students' daily lives, to increase the relevance of the material. The teacher again used the Card Sort method, but this time with adjustments to the grouping of students to make it more balanced, and provided clearer instructions to clarify group discussion tasks. Each group is given cards with questions or concepts related to the Meaning of Believing in Qada and Qadar, then students are asked to discuss and rank the answers based on their understanding. After the group discussion, each group is asked to present the results of their discussion in front of the class. The teacher provides an opportunity for questions and answers between one group and another to deepen understanding. The teacher collects the discussion results in an assessment instrument sheet to evaluate students' understanding of the material. The

teacher also conducts observation to see the development of students' participation and interaction. After the implementation of learning, a competency test was conducted to assess the development of student learning outcomes. Based on the test given at the end of cycle II, the following results were obtained:

Table 3. Student Learning Outcomes

No	Name	Score	Description
1	Abdul Razaq Muzaki	85	Tuntas
2	Aurelia Cantika	75	Tuntas
3	Fixsi Rahmadani	80	Tuntas
4	Khairul Azzam	85	Tuntas
5	Kinanti Putri Yefsa	85	Tuntas
6	Latifah Hanum	85	Tuntas
7	Malika Putri Selda	85	Tuntas
8	Muhammad Rehan	75	Tuntas
9	Permata Qurataium	85	Tuntas
10	Rabita Sondeng	80	Tuntas
11	Rahmat Saputra	75	Tuntas
12	Vania Aurelia	75	Tuntas

The table above shows that all students achieved the predetermined KKM of 75. Thus, there was a significant increase in student learning outcomes compared to the first cycle. All students showed better achievement in cycle II, with the class average score reaching 80.

At the observation stage, the teacher noted that students became more active in group discussions. Almost all students were actively involved in learning and participated by giving opinions and asking questions. Some students who previously participated less in the first cycle, now showed positive developments and were more courageous to express their opinions in front of the class. The teacher also noticed that the interaction between students increased, and they were more open in discussing and sharing their opinions.

Reflection was conducted after the implementation of cycle II, involving researchers and observers to discuss the results obtained. Based on the test results and observations, it can be concluded that the Card Sort method successfully improved students' engagement and their learning outcomes. Increased student motivation, better discussion management, and a more structured instructional strategy were key factors in the success of cycle II.

From the reflection, the teacher decided to maintain the Card Sort method and will continue to develop ways to improve classroom management and enhance learning quality. The use of a variety of motivational techniques and improved group management in the future is also a major focus to further improve learning.

DISCUSSION

The results obtained in Cycle I and Cycle II showed a significant increase in student learning outcomes after the application of the Card Sort method. In Cycle I, the percentage of students' learning completeness reached 50%, with an average score of 70, while in Cycle II, the percentage of completeness reached 100%, with an average score of 80. This difference illustrates the effectiveness of applying the Card Sort method in increasing students' active

participation and understanding of Islamic Religious Education material, especially regarding the Meaning of Believing in Qada and Qadar.

According to Slavin (2014), learning methods that involve students actively in group discussions can improve understanding and retention of material. Card Sort is one form of technique that involves grouping information in a card format that can help students to understand concepts more deeply. In this study, the use of Card Sort was proven to increase student engagement, as reflected in the observation results where almost all students were more active in group discussions in Cycle II compared to Cycle I. This is in line with Vygid's theory. This is in line with Vygotsky's theory of social learning, which emphasises the importance of social interaction in the learning process. Interactions that occur in group discussions can encourage students to internalise knowledge more effectively (Vygotsky, 1978).

In addition, in learning motivation theory, Deci and Ryan (2000) explain that more active and participatory learning can increase students' intrinsic motivation. In Cycle II, the increase in students' motivation can be seen from their activeness in expressing opinions and asking questions in group discussions. This shows that Card Sort can provide a more interesting and meaningful learning experience for students, which in turn increases their motivation to learn better.

Nevertheless, in Cycle I, there were a small number of students who had not reached the KKM, which was 50% of the total number of students. This shows that despite the progress, learning in Cycle I still needs improvement, especially in terms of managing group discussions and strengthening understanding of the material for students who are having difficulty. Therefore, reflection on Cycle I, conducted by teachers and observers, was key to identifying barriers in the learning process, such as the lack of involvement of some of the more passive students. Improvements in Cycle II, such as more balanced grouping of students and more intense motivation, succeeded in overcoming these obstacles, as reflected in the rapidly improving learning outcomes in the second cycle.

CONCLUSION

This study aims to improve the learning outcomes of Islamic Religious Education of grade VI students of SDN 12 Mundam Sakti through the application of the Card Sort method. Based on the results of cycle I and cycle II, it can be concluded that the application of this method succeeded in significantly improving student learning outcomes. In cycle I, the percentage of student completeness only reached 50%, with an average score of 70, while in cycle II, all students (100%) reached the KKM, with an average score of 80.

This increase in learning outcomes can be attributed to the effectiveness of the Card Sort method which activates students' participation in group discussions, as well as providing opportunities for them to explore the material more collaboratively. The use of this technique also succeeded in increasing students' intrinsic motivation, as reflected in the classroom observation, where students showed higher engagement in the learning process.

References

- Aat Syafaat, T. B., & dkk. (2008). *Peranan Pendidikan Agama Islam dalam Mencegah Kenakalan Remaja (Juvenile Delinquency)*. Raja Grafindo Persada.
- Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268.
- Majid, A., & Andayani, D. (2006). *Pendidikan Agama Islam Berbasis Kompetensi Konsep dan Implementasi Kurikulum 2004*. Remaja Rosdakarya.
- Ramayulis. (2012). *Metodologi Pendidikan Agama Islam*. Kalam Mulia.

- Ramayulis. (2014). *Metodologi Pendidikan Agama Islam*. Kalam Mulia.
- Ramayulis, & Nizar, S. (2011). *Filsafat Pendidikan Islam*. Kalam Mulia.
- Rusman. (2014). *Seri Manajemen Sekolah Bermutu Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Raja Grafindo Persada.
- Slavin, R. E. (2014). *Educational psychology: Theory and practice* (10th ed.). Pearson Education.
- Sudijono, A. (2012). *Pengantar Statistik*. Grafindo Persada.
- Sudjana, N. (2016). *Penilaian Hasil Proses Belajar Mengajar*. Remaja Rosdakarya.
- Susanto, A. (2016). *Teori Belajar & Pembelajaran di Sekolah Dasar*. Prenadamedia Group.
- Thobroni, M. (2015). *Belajar dan Pembelajaran*. Ar-Ruzz Media.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.