



# Implementation of Card Sort Learning Media in Islamic Education Class in MIN

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## Abstract

The learning method is an effort to help and make it easier for teachers to transform learning material for students. The fact at MIN 3 Padang Pariaman is that students do not understand the material well even though the teacher has applied various methods, one of which is the card sort method. So, how is the application of the card sort method by teachers at MIN 3 Padang Pariaman. Thus, the research objective to be achieved is to describe the planning, implementation, and inhibiting factors for the application of the card sort method by MIN 3 Padang Pariaman teachers. In order to find these answers, this study uses a qualitative descriptive method. Data collection techniques are used by observation, interviews, and documentation of existing data sources. Thus, the results of this study indicate that there are still MIN 3 Padang Pariaman teachers who have not fully mastered the card sorting technique.

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## INTRODUCTION

Every teacher needs to increase their role and competence, because the teaching and learning process and student learning achievement are largely determined by the role and competence of the teacher (Sanjani, 2020). To support success in the learning process, every teacher must improve his abilities, either through participation in various training, seminars, workshops and so on so that teachers have competence, and will be able to manage learning well so that student learning achievement can also be maximized (Ristiyani & Wijayanti, 2014).

Professional teachers are required to have three abilities. First, cognitive abilities, namely teachers must master the material, and media, and be able to plan and develop learning activities. Second, affective abilities, namely teachers have noble morals, so they become role models for students. Third, psychomotor abilities, namely teachers are required to have the knowledge and ability to implement the knowledge they have in everyday life (Tanjung, 2016).

There are many learning methods that can be used by educators in the learning process (Zhang et al., 2022). Each learning method has advantages and disadvantages. Therefore, educators must be able to understand the appropriate methods to be used in learning (Muttawally, 2019). Active learning helps to learn

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something well, such as hearing, seeing, asking questions about certain lessons, and discussing them with others, students solve problems themselves, finding examples, trying, and doing tasks that depend on their own understanding. Therefore, the use of the card sort method is a way for students to be involved in learning and students are able to be active in every religious lesson because the teacher is a facilitator or directs and helps students in learning (Hasanah, 2013). The card sort method makes students accustomed to and motivated to be physically and non-physically active in participating in the learning process (Hanifah & Wulandari, 2018). The existence of various variations in using the card sort method can be an alternative choice to be applied in learning by considering the relevance of the material, objectives and also the level of development of students (Herwin et al., 2021).

There are still many teachers who use conventional methods monotonously in classroom learning activities so that the learning atmosphere seems stiff and dominated by one teacher (Hansen, 2017). This has an impact on low student learning achievement. This impact can be overcome by choosing the right method and in accordance with the material to be conveyed (Sari, 2018). Based on initial observations in the field, the author discovered that teachers needed to implement varied learning methods per existing steps. Teachers and principals work together to create more active and efficient learning situations and conditions, so the idea emerged to apply the card sort method. So teachers are advised to apply the card sort method in the learning process according to the procedures or steps (Stählkrantz, 2023).

The application of the card sort learning model provides opportunities for students and each group to play an active role in the form of cooperation, mutual help, and responsibility in completing tasks given through card games (Yusuf et al., 2022). One of the games that is applied in learning is card games (Wulandari et al., 2020). Learning methods that use card media include the card sort method. Departing from the problems above, the author is interested in seeing and researching how the card sort method is implemented by teachers at MIN 3 Padang Pariaman.

## **METHODS**

The method used in this research is a descriptive qualitative method (Waruwu, 2023). Qualitative research seeks to discover and describe narratively the activities carried out and the impact of the actions carried out on life (Adlini et al., 2022). Descriptive research is a research method that describes the characteristics of the population or phenomenon being studied. So the main focus of this research method is to explain the object of research, so as to answer what event or phenomenon occurred (Khurriyati et al., 2021). Qualitative methods are research procedures with descriptive data results in the form of written words, people's spoken words or human behavior that can be observed naturally (Surya & Rofiq, 2021). By using this descriptive qualitative research method, researchers can get to know and understand the research subject better both individually and in groups.

This research was conducted at MIN 3 Padang Pariaman at the address: Jalan Syaikh Burhanuddin Nagari Gadur Koto Tinggi, Enam Lingsung District, Padang Pariaman Regency. 25583. The author divides the data sources in this research into two parts, namely primary data sources and secondary data sources (Efrina & Warisno, 2021). The primary data sources in this research are the teachers and students of MIN3 Padang Pariaman. And as secondary data in this research, the author took it from books or documentation related to this research (Simpson et al., 2019).

The first data collection technique, Interview, is communication between two or more parties which can be done face to face where one party acts as an

interviewer and the other party acts as an interviewee with the aim of obtaining information or collecting data (Handayani et al., 2023). In this research, direct interviews will be conducted with data sources, namely teachers, students, school principals, and homeroom teachers. Second, observation is the systematic observation and recording of the phenomenon or event being investigated (Fadilah, 2017). If we summarize the methodological reasons for using the observation method, this is an observation that optimizes the writer's abilities in terms of motives, beliefs, unconscious behavior, habits, etc. Third, Documentation is a method used to investigate objects such as books, diaries, meeting minutes, decision letters, and so on in the form of notes or writing (Mutmainah & Kamaluddin, 2019). In this case, the data collection technique with documentation that the researcher carried out was collecting data obtained through documents, which related to the information the author needed (Li et al., 2019) .

Data processing techniques explain data processing procedures in accordance with the approach taken, because this research uses qualitative methods, data processing techniques are carried out by describing the data in the form of regular, sequential, logical, non-overlapping and effective sentences so as to facilitate understanding and interpretation of the data (Karini, 2021). These include stages: data examination, classification, verification, and drawing conclusions (Maulani et al., 2022).

This qualitative research uses inductive data analysis techniques, namely based on specific facts, then analyzed and finally finding solutions to general problems (Azungah, 2018). Induction is a way of thinking where a general conclusion is drawn from various individual cases (Sari, 2016). The data analysis technique used in this qualitative field research is in accordance with the opinion of Miles and Huberman quoted by Sugiyono, namely through data reduction, data display (data presentation), and conclusion drawing/verification (conclusion) (Rijali, 2019).

## RESULT AND DISCUSSION

The data analysis technique used in this qualitative field research is in accordance with the opinion of Miles and Huberman quoted by Sugiyono, namely through data reduction, data display (data presentation), and conclusion drawing/verification (conclusion) (Lilis Fitriani, 2020). According to Suhra, (2019), "This method (card sort) is a collaborative activity that is usually used to teach concepts, classify properties, facts about an object, or repeat information. The card sort method makes students accustomed to and motivated to be physically and non-physically active in participating in the learning process (Hanifah & Wulandari, 2018).

The card sort method is a collaborative activity that can be used to teach concepts, characteristics, classifications, facts about objects, or review information. (Noor & Asih, 2017). The dominant physical movements in this strategy can help dynamic a bored and bored class (Billy Nurdiyanto, Achmadi, 2018). Active learning using the card sort model provides students with the opportunity to be involved in the educational process. This involvement takes the form of learning activities that involve not only listening but also doing activities (Tresnawati et al., 2023).

Ach method definitely has its own advantages and disadvantages. The card sort method also has several advantages, the advantages of cards include: All students are actively involved in learning, so no one is passive, students are required to be able to think critically and analytically, create a creative and fun learning atmosphere, learning is not boring and monotonous so that students pay more attention to the teacher and the learning process can run effectively, increase students' learning motivation, make it easier for teachers to master and manage class situations, students more easily understand the material being taught by applying methods carried out together in class, compared to reading textbooks individually (Effendi,

2016).

The disadvantage of the card sort learning model is that it can take up a lot of time so it is very likely that students will make deviations from the material which will allow the answer to cause attention (Irham & Mania, 2016) The steps of the Card Shot learning method include, the teacher opening the lesson by informing the learning objectives or competencies, the teacher prepares as many cards as students according to category, the teacher asks students to study reading texts related to the KD encyclopedia, the teacher distributes cards to students and students look for groups with the same category. In the same way, students who have gathered with their groups are asked to discuss and stick cards on paper, students display and present their group's results and other groups provide comments, teachers and students conclude their learning, and students summarize their learning results (Lailatulmuasih, 2020) .

The things that must be considered when using the card sort method include: a) The cards should not be numbered sequentially b) The cards should be made in the same size c) Don't put any "code marks" on the cards d) These cards consist of "several topics" and are made in large quantities or according to the number of students, e) The material written on the cards has been taught and has been studied by students. This method can activate tired students. The method can be used to activate students in studying material that is conceptual and characteristic (Asminarseh, 2018).

The characteristics of the card sort method are that the teacher acts more as a facilitator and explains the material that needs to be discussed or material that students do not understand after the presentation is finished. In this way, the material studied is truly understood by students (Coventry et al., 2022). The characteristic of active learning with card sort is that students look for their own material or material that fits the group category they have obtained and students group themselves according to the index cards they have obtained (Ambarini et al., 2013). In this way, students become active and motivated during the learning process (Astuti & Syafril, 2022)

Related to the planning carried out by the MIN 3 Padang Pariaman teacher before implementing the card sort method. The planning steps taken are; 1) The teacher prepares cards containing the lesson material (the number of cards is the same as the number of students in the class. The contents of the cards consist of master cards/main topics and detail cards). 2) All cards are shuffled/shuffled to mix. 3) Distribute cards to students and make sure each gets one (can be two). 4) Instruct each student to move to find their master card by matching it with their classmates. 5) After the main card and all the detailed cards have been found, instruct each person to form a group and paste the results on the board in order. 7) Make corrections together after all groups have posted their results. 8) Ask one person in charge of the group to explain the results of the card sorting, then ask for comments from other groups. 9) Give appreciation to each student's work. 10) Carry out clarification, conclusions, and follow-up (Astuti, 2018).

The teacher applies several steps before implementing the card sort method, namely: 1) prepare several pieces of colorful paper, then cut the paper into several cards, 2) then teacher looks at the subject syllabus, which material is suitable for use in the card sort method, 3) fill in the cards with material that has been discussed a little, namely the cards in the form of main cards/main topics and detail cards, 4) prepare glue or something similar to stick the paper on the board, 5) arrange the chairs into several groups/teams, 6) shuffle the cards and distribute it to all students, 7) prepare and direct students to look for master cards and their details, 8) students are reminded to provide corrections after the cards are pasted, 9) then I give appreciation and conclusions (Fraydika, 2021).

In implementing the card sort method, the teacher is busy giving several cards to all students. Then, after being given the card, students were also seen going around looking for friends who had the same/matching material as them (Waterval et al., 2018). It can be seen that at that time the students really participated in the learning enthusiastically and actively (Fidalgo-Blanco et al., 2017). However, in implementing this card sort method there are still shortcomings or it is not in accordance with the existing steps. For example, teachers don't make as many cards as there are students, condition that students are not able to really focus on learning and understand the material and instead get a little carried away playing around, not being too strict with students who don't want to take responsibility for providing explanations for the cards they have (Denning et al., 2013). have been matched, and teachers are more active than students.

Before implementing the card sort method, the teacher has seen and paid attention to the steps that will be taken, such as: 1) the teacher has created a card sort method in his lesson plan, 2) the teacher first explains the procedures for using this method, 3) explains the learning objectives, 4) determine the time limit, 5) the cards are shuffled, 6) students then stick the cards on the board, 7) the teacher concludes the lesson. However, there are still shortcomings when students are asked to provide comments or explanations regarding the cards they have matched with the group. However, in its implementation, in my opinion, there are still shortcomings, such as teachers never making as many cards as there are students, conditioning students who are not optimal, such as not all students focusing on following the procedures or steps of this card sort method, so they don't really understand the material and tend to be more likes to just copy assignments that have been made by one of their smarter friends, and sometimes they play more, teachers are sometimes not too strict with students who don't want to take responsibility for providing explanations for the cards they have matched, and teachers who are more active than student (Irham & Mania, 2016).

Factors inhibiting the application of the card sort method that come from educators include understanding the concept of a teacher not understanding the card sort method, so sometimes they use variations that are not appropriate, physical condition (Alenezi, 2017; Brown & Militello, 2016; Holstein et al., 2017; McCulloch et al., 2018). One of the things that hinders teachers from using the card sort method is the teacher's physical condition. being sick (Amiroh, 2023). In connection with this, it was seen that the teacher did not use the card sort method correctly, sitting more in chairs and tables with a less clear tone of voice (Carlone et al., 2014). Physical conditions have a big impact on teachers.

Factors inhibiting the application of card sort that originate from students include understanding the concept. Students do not fully understand the card sort method so there are various negative effects produced by students such as lack of confidence, inactivity, and only copying assignments, and wrong student conditioning. One weakness in implementing the card sort method is that the teacher has not been able to condition the students, there are some students who are noisy, and there are others who are focused (Sularsih, 2020). Well, here it can be seen that the teacher is having a very difficult time conditioning the class to be conducive and remain calm (Haydn, 2014). Especially when dividing into groups, arranging the teacher's benches seems a bit difficult.

The inhibiting factor in implementing card sort also comes from application time, which is one thing that must be considered when using a method (Hasanah & Wahyuni, 2019). Especially regarding the application of this card sort method (Eccles & Aarsal, 2017). Spending what could be said to be quite a long time. The same thing is experienced by teachers. One teacher stated that the time allocation for implementing the card sort method was quite long both in terms of preparing the

tools and time for the implementation process. Often the lesson time has run out, but the core or results to be achieved from the learning objectives have not been achieved as fully as possible.

## CONCLUSION

Especially regarding the application of this card sort method. Spending what could be said to be quite a long time. The same thing is experienced by teachers. One teacher stated that the time allocation for implementing the card sort method was quite long both in terms of preparing the tools and time for the implementation process. Often the lesson time has run out, but the core or results to be achieved from the learning objectives have not been achieved as fully as possible.

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The inhibiting factors faced by teachers when implementing the card sort method at MIN 3 Padang Pariaman are obstacles from students such as not fully understanding the concept of the card sort method and obstacles from students, namely understanding the concept and student conditioning, and obstacles from inadequate time allocation for apply the card sort method.

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