

IMPROVING LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION ON THE MATERIAL OF THE MESSENGER ULUL 'AZMI BY USING THE CARD SORT METHOD IN CLASS V STUDENTS OF SDN 101819 PANCUR BATU OF 2023/2024

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Abstract: The purpose of this writing is to improve the learning outcomes of Islamic religious education on the material of Rasul Ulul 'Azmi by using the card sort method in fifth grade students of SDN 101819 Pancur Batu 2023/2024 this research method uses 2 cycles, namely: 1. students are given a pre-test, taken from the daily test scores on the material of Rasul Ulul 'Azmi, the results are out of 26 students only 9 students (34.62%) who have reached the requirements of learning completeness and out of 26 students there are 17 people (65.38%) who get unfinished learning results, while the class average score is 62.29. 2. students were given a post-test obtained from 26 total students there were 15 students (57.69%) who had met the requirements of completeness and as many as 11 people (42.31%) who had not completed, with an average class score of 69.23 3. The results of cycle II were obtained from 26 total students; there were 23 students (88.46%) who had reached the requirements of completeness, and as many as 3 students (11.5%) who had not completed, with an average score of 76.92.

Keywords: learning outcome, sort card, islamic education.

Introduction

The implementation of education in Indonesia according to Law Number 20 of 2003 article 1 paragraph (2) states that a National Education is education based on Pancasila and the 1945 Constitution which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. It cannot be denied that Islamic education, both as a system and institution, is a cultural heritage of the nation, which is entrenched in Indonesian society. Thus it is clear that Islamic education will be an integral part of the National Education System. (Hasbullah, Basics of Education Science).

The National Education Goals of a nation describe a good human being according to the view of life adopted by that nation, and the educational goals of one nation may not be the same as other nations, because their view of life usually will not be the same. But in essence the education of every nation is certainly the same, namely all want the realization of a good human being, namely a healthy, strong and skilled human being, a smart and clever mind, and a perfectly developed heart. In its development, the term education means guidance or help given deliberately to students by adults so that students become adults, in further development, education means efforts carried out by a person or group of people to influence a person or group of people to become adults or achieve a higher level of life and livelihood in a mental sense. Thus education means all adult efforts in association with children to lead their physical and spiritual development towards maturity. In Q.S.An-Nisa Allah SWT says which means:

“And Allah took you out of your mother's belly knowing nothing, and He gave you hearing, sight and a heart, that you may be grateful.” (QS.An-Nahl/16:78).

Teaching is a dynamic process to achieve the goals that have been formulated. The criteria for determining whether teaching is successful or not can generally be seen from two aspects, namely the criteria in terms of the teaching process itself and the criteria in terms of the results or learning products achieved by students (Sudjana, 2000).

In the teaching and learning process, to determine the level of achievement of specific learning objectives, formative tests must be tried. From these formative tests we can find out the level of mastery of the given subject matter. The same thing is also expressed by Nurkancana (1986: 4). That the evaluation serves to determine how far the results have been achieved in the learning process that has been carried out. Whether the results achieved are as expected or not. If not, it is necessary to look for factors that hinder the achievement of these goals and then find a way out.

In learning Islamic Religious Education subjects in general, it is necessary to understand the material well, because it instills concepts, procedural, facts and even meta-cognitive to students to achieve the expected learning objectives. And the knowledge (cognitive) obtained by students must also be practiced (Psychomotor) and practiced in everyday life which has an impact on the character and behavior of students (Affective). However, in reality, the final results of the learning evaluation still show a low average score.

This condition was experienced in Class V of SDN 101819 Pancur Batu, Pancur Batu Subdistrict, Deli Serdang Regency in the 2023/2024 school year, when learning about the Apostles Ulul 'Azmi, out of 26 students, only 9 students whose learning results obtained scores and reached the Minimum Completeness Score (KKM: 70) and above, while 17 students obtained scores below (KKM: 70), so students who obtained completeness of the subject matter were still 34.62% while students who obtained completeness of the subject matter were only 34.62%. subject matter is still 34.62% while students who have not completed are 65.38%. To improve mastery of Ulul 'Azmi material, researchers try to maximize the use of card sort methods that are varied with appropriate learning methods and with the use of appropriate learning media.

The target to be achieved from this learning outcome is that students can get scores between 70-100, so that students can complete learning outcomes up to 80%-100%. Based on the above facts, the author, with the help of a peer, together with the collaborator, identified problems of weaknesses / shortcomings in the learning process.

The results of the reflection revealed several things including, namely in the learning process in class V SDN 101819 Pancur Batu shows that learning interactions in the classroom still take place in one direction. Learning is still teacher-centered, students just accept the information provided by the teacher. Students' responses to learning tend to be low. During the learning process, students only take notes and listen to the teacher's explanation. Very few students ask questions or answer questions posed by the teacher, and it is not uncommon for students to play around when the teacher is explaining the lesson.

The results show that students' understanding of the subject still needs to be improved. This is because the teacher has not found the right method. During this time the teacher more often uses lectures as a teaching method, the methods used by the teacher are less varied, the teacher does not give real examples to students, even often writing on the blackboard to visualize the material being taught. Teachers only provide information and expect students to memorize and remember it.

Learning by using the card sort method leads to a learning method that is relevant to everyday life. The “Card Sort” method is a collaborative activity commonly used to teach

concepts, characteristics, clarifications, facts about objects or review knowledge that has been given previously. The dominant physical movement in this method can help excite tired students where cards are the media in the implementation of learning. (Hisyam Zaini et al, 2005: 53), While the advantages of the Card Sort method are that it can help the students to learn more.

The implementation is very simple and students are easy to group the same words so that it is easy to understand the subject matter (Melvin L Silberman 2002: 91). Seeing the advantages of the Card Sort method, the learning process in elementary school students have different ways of learning. Among them there are students who prefer to read, some prefer to discuss and some are happy to practice directly. So to help students learn optimally, the pleasure of learning needs to be considered, one of which is by using a variety of diverse learning methods that involve many learning senses, one of which is by using the Card Sort method.

The Card Sort learning method was chosen because we realize that in classroom learning that is less productive in daily learning, the class is always filled with lectures while students are required to accept and memorize, so this method can create a classroom in which students become active, not just passive. This study focused in this direction by conducting the learning process with the Card sort learning method as an effort to optimize the student learning process on the subject of Ulul 'Azmi.

Based on the results of observations with the fifth grade student teacher SDN 101819 Pancur Batu obtained monotonous learning, namely still using the lecture method, assignments so that student learning achievement has been included in the low category, there are still some students who are still taking remediation because they still have difficulty memorizing or mastering concepts this is due to the large amount of material and almost all important material. And the reasons above students need a special method in learning the material means that students need an active and effective and uncomplicated way of learning so that it is easier to remember. One of the learning methods that can involve self ability is the Card sort learning method. Thus, the method of learning media using card sort is very appropriate to solve the teacher's problem in learning about Rasul Ulul 'Azmi, because students do not feel bored with the learning process.

Literature Review

1. Use of the Card Sort Method in Learning Islamic Religious Education (PAI)

The card sort method is an active learning technique that involves students in grouping and categorizing information presented on cards. This method encourages students to think critically, understand relationships between concepts, and build their own understanding of the learning material.

Material about Rasul Ulul 'Azmi in PAI contains a lot of important information such as the names of the apostles, their characteristics, and stories of their struggles. The card sort method can help students understand and remember this information better through interactive and fun activities.

2. Improving PAI Learning Outcomes through the Card Sort Method for Class V Students

Class V students generally have great curiosity and enjoy learning through interactive activities. The card sort method is very suitable for these characteristics because it gives students the opportunity to be active in the learning process.

The PAI Curriculum for class V includes material about Rasul Ulul 'Azmi. Using the card sort method can help students achieve the basic competencies expected in this curriculum, such as understanding and understanding the stories of Rasul Ulul 'Azmi's struggle.

Method

Methods are used to realize the strategies that have been set. Thus, it can happen that one learning strategy uses several methods. (Wina Sanjaya, 2008; 126) Methods are ways that can be used to implement strategies. Method literally means 'way'. In general usage, method is defined as a way or procedure used to achieve certain goals. The word “teaching” itself means giving lessons”. (Pupuh Faturrohman, 2007; 55)

Card sort is a learning strategy in the form of pieces of paper formed like cards that contain information or subject matter. The card sort learning method is a technique/strategy used to assist students in organizing and understanding information by grouping cards containing words, phrases, or pictures related to a particular topic. This method encourages students to actively participate in the learning process, increases engagement, and facilitates discussion.

In addition, in the card sort strategy there is visual-based media, namely the card itself. The use of visual-based card media can facilitate understanding, strengthen memory, foster interest and can provide a connection between the content of the material and the real world. This is in line with what is revealed by Melvin L. Silberman that the use of visual dimension cards in learning can increase memory from 14 to 38 percent.

It is also a collaborative activity that can be used to teach about characteristics, classifications, facts about an object, or gather information through interviews. The use of physical movement in this activity can create a dynamic and interactive classroom atmosphere. The Card Sort method is a learning approach used to teach concepts, characteristics, classifications, facts, or review information related to an object (Fraydika, 2021).

Characteristics of Card Sort Method:

- a. Card Grouping: Students are given cards containing information and asked to group them based on categories they create themselves.
- b. Discussion: After grouping, students discuss the reasons behind the categories they created, which can deepen their understanding.
- c. Active Learning: This method encourages students to be actively involved in learning, both individually and in groups.

Benefits of Card Sort Method

- a. Improves Comprehension: By organizing information, students can more easily understand the relationships between concepts.
- b. Encourages Collaboration: Students learn to work together and communicate with classmates.
- c. Facilitates Information Retention: The use of visually-based cards can help students remember information better.

1. Type, Location and Time of Research

This type of research is Classroom Action Research (PTK). In English PTK is called Classroom Action Research, abbreviated as CAR. This research is action research, because the research was conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. This research was conducted at SDN 101819 Pancur Batu Subdistrict, this research was conducted for 3 months (from January to March 2024) and planned for 2 cycles.

2. Subjects and Objects of Research

The subjects of this research were fifth grade students at SDN 101819 Pancur Batu Subdistrict Semester II of the 2023/2024 academic year, totaling 26 people. The object of

research is to improve students' understanding of the material about Rasul Ulul 'Azmi by using the Card Sort Method.

3. Operational Research Variables

The independent variable in this study is the use of Card Sort, a learning method that helps make it easier for students to understand Ulul 'Azmi material. While the dependent variable is the understanding of the material about Ulul 'Azmi or student learning outcomes after implementing learning. Learning outcomes are the abilities that students have after they receive their learning experience.

4. Research Design

This research is in the form of Classroom Action Research (PTK). Arikunto (2008: 96) explains that PTK is action research conducted with the aim of improving the quality of learning practices in the classroom which focuses on the teaching and learning process that occurs in the classroom, not on classroom inputs (syllabus, materials and others) or outputs (learning outcomes This research must be focused or on things happening in the classroom. Lewin in Aqib (2006: 21) states that in one cycle consists of four steps, namely planning (Planning), Implementation (Acting). Observing and reflecting.

Result and Discussion

A. Research Results

1. Description of Initial Conditions

The teaching and learning process aims to improve understanding or better learning outcomes. Many factors affect student learning outcomes, including the selection and use of appropriate and good learning methods, such as the application of the card sort method. With the selection and use of appropriate learning methods, it will motivate students to learn, learning is more active, fun and can improve student learning outcomes.

To find out the existence of an increase in understanding of the material of Rasul Ulul 'Azmi in this study, the authors included data before the research was carried out, namely data from students' daily tests, as follows:

Table 4.1. Daily Test Scores Initial Conditions

No	Students Name	Score	Criteria	
			completed	Not completed
1	Adelia Putri	80	completed	Not completed
2	Renata Sari Br Sinuraya	50		Not completed
3	Dea Putri	60		Not completed
4	Soraya Hanifa	60		Not completed
5	Aldo	60		Not completed
6	Fitriani	50		Not completed
7	Jaka Legino	60		Not completed
8	Evarianingsih	60		Not completed
9	Putra	70	completed	
10	Dimas	60		Not completed
11	Lia Anjani	60		Not completed
12	Meri Anjani	80	completed	

13	Tri Suci Lestari	70	completed	
14	Melinda	80	completed	
15	Regina Sari	70	completed	
16	Henda Yanti	60		Not completed
17	M. Fauzan	60		Not completed
18	Lindawati	50		Not completed
19	Raihan Aginta	60		Not completed
20	Muhammad Al- Faiz	60		Not completed
21	Ismail Wahyudi	70	completed	
22	Yanti Mandasari	50		Not completed
23	Mahmudah	70	completed	
24	Toni Syahputra	70	completed	
25	Asyifa Ginting	50		Not completed
26	Heni Ariani Batu Bara	60		Not completed
Total		1630	9 Orang	17 orang
average		62,29		
completeness			34,62	
Not completed				65,38

Table 4.2 Distribution of Student Learning Outcome Levels on Daily Tests

Score	F	Percentage	Description
50	5	19,23 %	Not completed
60	12	46,20 %	Not completed
70	6	23,10 %	Completed
80	3	11,54 %	Not completed
90			
100			
Total		1630	
Total Students		26	
Average Score		62,69	

Based on the table above about the results of the Daily test of Islamic Religious Education on rasul Ulul Azmi Class V SDN 10819 Pancur Batu District for the 2023/2024 academic year, it shows that students ' understanding of Ului Azmi's material is still low. Seen from the average value of the class which only reached 62 69, of the 25 students there are 17 people (65.38%) who received learning outcomes have not been completed, while the learning outcomes of students who reached the new completeness requirements as many as 9 students (34.62%).

2. Cycle I

In the implementation, the results of the discussion have received good participation for students, it can be seen the achievement of the value obtained by students individually.

Table 4. 3 Student Learning Outcomes In Cycle I

No	Students Name	Score	Criteria	
			Completed	
1	Adelia Putri	80	Completed	
2	Renata Sari Br Sinuraya	70	Completed	
3	Dea Putri	60		Not completed
4	Soraya Hanifa	60		Not completed
5	Aldo	70	Completed	
6	Fitriani	60		Not completed
7	Jaka Legino	70	Completed	
8	Evarianingsih	60		Not completed
9	Putra	80	Completed	
10	Dimas	70	Completed	
11	Lia Anjani	60		Not completed
12	Meri Anjani	80	Completed	
13	Tri Suci Lestari	70	Completed	
14	Melinda	90	Completed	
15	Regina Sari	80	Completed	
16	Henda Yanti	70	Completed	
17	M. Fauzan	60		Not completed
18	Lindawati	60		Not completed
19	Raihan Aginta	60		Not completed
20	Muhammad Al- Faiz	60		Not completed
21	Ismail Wahyudi	80	Completed	
22	Yanti Mandasari	60		Not completed
23	Mahmudah	80	Completed	
24	Toni Syahputra	80	Completed	
25	Asyifa Ginting	60		Not completed
26	Heni Ariani Batu Bara	70	Completed	
Total			15 Students	12 Students
average				
completeness			57,69	
Not completed				42,31

Table 4.4 Distribution Of Student Learning Outcomes In The First Cycle

Score	F	Percentage	Description
60	11	42,31 %	Not Completed
70	7	26,92 %	Completed
80	7	26,92 %	Completed
90	1	3,85%	Completed
100			
Total		1800	
Total Students		26	
Average Score		69,23	

Based on the table above, the mastery of students on the material zakat began to increase even though the average value of students is still below the completeness. Seen from the average value of the class only reached 69.23 out of 26 the number of students there are 11 people (42.31 %) who have not completed, while the learning outcomes of students who achieve the requirements of completeness as many as 15 students (57.69%).

3. Cycle II

Observations made in Cycle II are the same as those done in cycle I, which is done by collaborators to researchers during the teaching and learning process takes place, from the beginning of implementation to the end of implementation. This observation is done to determine whether the implementation of learning has been successful or not. During the action process, researchers and collaborators 'observe the reactions that arise when the teaching and learning process takes place, researchers and collaborators' teachers also give an assessment of the evaluation given.

Table 4.6. Student learning outcomes in the second cycle

No	Students Name	Score	Criteria	
			Completed	Not Completed
1	Adelia Putri	90	Completed	
2	Renata Sari Br Sinuraya	80	Completed	
3	Dea Putri	60		Not Completed
4	Soraya Hanifa	70	Completed	
5	Aldo	80	Completed	
6	Fitriani	70	Completed	
7	Jaka Legino	80	Completed	
8	Evarianingsih	70	Completed	

9	Putra	90	Completed	
10	Dimas	70	Completed	
11	Lia Anjani	70	Completed	
12	Meri Anjani	90	Completed	
13	Tri Suci Lestari	80	Completed	
14	Melinda	100	Completed	
15	Regina Sari	100	Completed	
16	Henda Yanti	70	Completed	
17	M. Fauzan	70	Completed	
18	Lindawati	60		Not Completed
19	Raihan Aginta	70	Completed	
20	Muhammad Al- Faiz	70	Completed	
21	Ismail Wahyudi	80	Completed	
22	Yanti Mandasari	70	Completed	
23	Mahmudah	80	Completed	
24	Toni Syahputra	80	Completed	
25	Asyifa Ginting	80	Completed	
26	Heni Ariani Batu Bara	80	Completed	
Total		1990	23 Students	3 Students
average		76,54		
completeness			88,46	
Not completed				11,54

Table 4.7 Distribution of student learning outcomes in the second cycle

Score	F	Percentage	Description
60	3	11,5 %	Not Completed
70	10	38,5 %	Completed
80	8	30,8 %	Completed
90	3	11,5 %	Completed
100	2	7,7 %	Completed
Total		1990	
Total Students		26	
Average Score		76,54	

Based on the table above, the mastery of students on the material about Rasul Azmi began to increase even though the average value of students is still under completeness. Seen from the average value of the class only reached 76.54 of 26 the number of students there are

only 3 people (11.5%) who have not completed, while the learning outcomes of students who reach the requirements of completeness as many as 23 students (88.46%).

B. Discussion Of Research Results.

In general, the involvement of students in the learning process of PAI on the material Rasul Ulul ' Azmi Class V SDN 106819 Salam Tani by using the card sort method went well, student learning outcomes have increased as seen in the table below:

Table 4.8 student learning outcomes before and after the cycle

No	Achievement Of Learning Outcomes	Test Result	Cycle	
			I	II
1	Score Average	62,29	69,23	76,92
2	Number of students who scored above KKM	9	15	23
3	Percentage of completeness	34,62%	57,69%	88,46%

From the table above it can be seen that students who get the value of completeness or above KKM on the Daily test of zakat material are 9 people (34.62 %), then in the first cycle that is complete as many as 15 students (57.69%), while the second cycle that is complete as many as 23 students (88.46%). Thus, by using the concept map method, students ' learning outcomes on zakat material have increased, because students are actively involved in compiling a concept map, observing and explaining it to other students in the learning process.

The following is presented data on the improvement of learning outcomes in the material of Rasul Ulul ' Azmi in the recapitulation table of learning outcomes as follows:

Table 4.9 Recapitulation of Learning Outcomes Test

No	Students Name	Test Score			Description
			Cycle I	CycleII	
1	Adelia Putri	80	80	90	Improve
2	Renata Sari Br Sinuraya	60	70	80	Improve
3	Dea Putri	50	60	60	Fixed
4	Soraya Hanifa	60	60	70	Improve
5	Aldo	60	70	80	Improve
6	Fitriani	50	60	70	Improve
7	Jaka Legino	60	70	80	Improve
8	Evarianingsih	60	60	70	Improve
9	Putra	70	80	90	Improve
10	Dimas	60	70	80	Improve
11	Lia Anjani	60	60	70	Improve
12	Meri Anjani	80	80	90	Improve
13	Tri Suci Lestari	70	70	80	Improve

14	Melinda	80	90	100	Improve
15	Regina Sari	70	80	100	Improve
16	Henda Yanti	60	70	70	Fixed
17	M. Fauzan	60	60	70	Improve
18	Lindawati	50	60	60	Fixed
19	Raihan Aginta	60	60	70	Improve
20	Muhammad Al- Faiz	60	60	70	Improve
21	Ismail Wahyudi	70	80	80	Fixed
22	Yanti Mandasari	50	60	70	Improve
23	Mahmudah	70	80	80	Improve
24	Toni Syahputra	70	80	80	Improve
25	Asyifa Ginting	50	60	60	Improve
26	Heni Ariani Batu Bara	60	70	80	Improve
Total		1630	1800	2000	
Average		62,69	69,23	76,92	
Percentage		34,62%	57,69%	88,46%	

While the results of observations of student activity tend to increase. This can be seen in the table below:

Table 4.10 Comparison Of Student Learning Activities Persiklus

No	Student Activities	Cycle I	Cycle II
1	Attention to the teacher's explanation	76,92 %	92,31%
2	Answer questions given by other students and teachers	53,85%	76,92%
3	Dare to give ideas or submit opinions to other students ' answers	38,46%	69,23%
4	Ask about the subject matter studied	57,69%	73,07%
5	Active in working on assigned tasks	61,54%	88,46%

Conclusion

Based on the results of Bodakan class research in an effort to improve the results of badge sowa pala the subject of Rasul Ulul 'Azmi with the card sort method at SDN 101819 Pancur Batu District School Year 2023/2024, the following conclusions can be drawn:

Before took action, students were given a pre-fest, in this case the pre-test value was taken from the daily test when studying the material of Rasul Ulul 'Azmi, the base of 20 students was only 9 students (34.62%) who had reached the requirements of learning completeness and of the 26 students there were 17 people (65.38%) who got unfinished learning results, while the class average score was 62.29.

After status L the teacher gives a post test obtained from 26 students. There are 15 students (57.69%) who have met the requirements of completeness and as many as 11 people (42.31%) who have not completed, with an average class score of 68.23. The results of cycle II were obtained from 26 students; there were 23 students (88.46%) who had reached the

requirements of completeness, and as many as 3 students (11.5%) who had not completed, with an average score of 76.92.

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