



Implementation of the Card Sort Method in Improving the Learning of Aqidah and Akhlak through the Demonstration Method for MIS Nurul Iman Students

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Abstract: This study aims to analyze the application of the Card Sort method in improving learning of Akidah Akhlak, especially on the material of Kalimat Tayyibah Ta'awudz, through the demonstration method on grade 2 students of MIS Nurul Iman. The background of this study is the low understanding of students on the material of Kalimat Tayyibah Ta'awudz due to less interactive learning methods. The Card Sort method is applied to increase student involvement in learning and help them understand and memorize the material more effectively. This study uses the Classroom Action Research (CAR) method with a qualitative and quantitative approach. The subjects of the study were grade 2 students of MIS Nurul Iman. Data collection techniques include observation, interviews, learning outcome tests, and documentation. The data obtained were analyzed descriptively by comparing the results before and after the application of the Card Sort method. The results showed that the Card Sort method was able to significantly improve students' understanding of the material of Kalimat Tayyibah Ta'awudz. Students were more active and enthusiastic in learning, and showed an increase in learning outcomes. In addition, this method also helps teachers in creating a more interesting and effective learning atmosphere. The obstacles found in the implementation of this method can be overcome with careful planning and intensive guidance to students. The results of the analysis showed a significant increase in student engagement and their learning outcomes after the implementation of this method. Thus, the Card Sort method has proven effective in improving the learning of Akidah Akhlak on the material of Kalimat Tayyibah Ta'awudz. It is recommended for educators to adopt this method as an alternative learning strategy that is more interactive and innovative. The implementation of this method can also be combined with other learning strategies to improve the effectiveness of teaching.

Keywords: Card Sort method, Improving the Learning

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INTRODUCTION

Learning Moral Beliefs is one of the important subjects in the Islamic education curriculum which aims to shape students' character and morals. Through this subject, students are expected to be able to understand Islamic values and apply them in their daily lives. However, in practice, there are still many students who have difficulty understanding the basic concepts taught, so that learning is less effective. One of the materials in Akidah Akhlak that is often a challenge for students is the Tayyibah Ta'awudz Sentence. This material has an important role in daily life, especially in getting students used to reading the prayer of protection before doing activities. Difficulties in understanding this material

are often caused by learning methods that are less interactive and do not involve students directly in the learning process.

Less varied learning methods make students feel bored quickly and less motivated to understand the material being taught. Teachers often only use lecture or memorization methods without any activities that actively involve students. As a result, students' understanding of the material becomes less profound and difficult to apply in daily life. To overcome this problem, innovative learning methods are needed and able to increase student involvement in the learning process. One of the methods that can be applied is the Card Sort method. This method is an active learning technique that allows students to group cards based on specific categories, so that they can more easily understand and memorize the material.

The Card Sort method not only helps students remember the material more effectively, but also makes the learning process more enjoyable. With card grouping activities, students can learn in groups and discuss with each other, thereby increasing their understanding of the material being taught. In this study, the Card Sort method will be applied in conjunction with the demonstration method to increase the effectiveness of learning the Moral Faith. The demonstration method allows teachers to demonstrate firsthand how a concept is applied, so students can see and understand more clearly. The combination of these two methods is expected to create a more interesting and interactive learning atmosphere.

The application of this method will be carried out on 2nd grade students of MIS Nurul Iman. By utilizing Card Sort techniques and demonstrations, it is hoped that students can more easily understand the material of Tayyibah Ta'awudz Sentences and practice it in daily life. In addition, this approach can also increase students' interest in learning and reduce boredom during the learning process. With innovations in learning methods, it is hoped that Akidah Akhlak can be taught in a more effective and fun way. The application of the Card Sort method and demonstrations can be a solution to improve the quality of learning and form a better character of students in accordance with Islamic values.

METHODS

This section presents the research methodology used to investigate the application of the Card Sort method in improving the learning of Akidah Akhlak, specifically the material of Kalimat Tayyibah Ta'awudz, through the Demonstration Method at MIS Nurul Iman, Dusun Pinang, Desa Karya, Kecamatan Tanjung Pura, Kabupaten Langkat. The study aims to assess the effectiveness of the Card Sort method in enhancing students' understanding and memorization of the Kalimat Tayyibah Ta'awudz by utilizing the Demonstration Method in a classroom setting. This research employs a quasi-experimental design to explore the impact of the Card Sort method combined with the Demonstration Method on the learning outcomes of students in Akidah Akhlak. The study involves both an experimental group and a control group. The experimental group is taught using the Card Sort method in conjunction with the Demonstration Method, while the control group follows the traditional teaching method that is typically used in the school.

The study is conducted over a period of one month, with the aim of comparing the academic progress of students in the two groups. The effectiveness of the Card Sort method in improving students' understanding of Kalimat Tayyibah Ta'awudz will be evaluated based on pre-test and post-test results, as well as classroom observations. The participants of the study are students from MIS Nurul Iman in Dusun Pinang, Desa Karya, Kecamatan Tanjung Pura, Kabupaten Langkat. The study involves two classes, each consisting of 30 students. One class is selected as the experimental group, and the other as the control group. Both classes are taught by the same teacher to ensure consistency in the teaching approach.

The students are chosen based on convenience sampling, as they are readily available and willing to participate in the study. The experimental group is exposed to the Card Sort method combined with the Demonstration Method, while the control group continues with the traditional teaching methods. Both groups are assessed using the same pre-test and post-test to measure the effectiveness of the intervention. Several instruments are used to collect data for this research, including pre-test and post-test assessments, classroom observation checklists, and a teacher questionnaire. The pre-test and post-test are designed to assess students' knowledge and understanding of Kalimat Tayyibah Ta'awudz. The tests consist of multiple-choice questions, short-answer questions, and essay questions to evaluate both the students' memorization skills and their ability to explain the meaning of the phrases.

Classroom observations are conducted to assess student engagement and participation during the lessons. An observation checklist is used to document the students' behavior, including their level of interaction with the Card Sort activities, their attention during the demonstration, and their overall engagement with the learning process. The teacher questionnaire is designed to gather feedback from the teacher regarding the effectiveness of the teaching methods used in the study, including the Card Sort method and the Demonstration Method. The questionnaire asks the teacher to assess student participation, interest, and perceived improvement in learning outcomes.

The Card Sort method is a hands-on, interactive learning technique that involves providing students with cards containing words, phrases, or concepts that they must organize or categorize in a meaningful way. In this study, the cards contain phrases or keywords related to the Kalimat Tayyibah Ta'awudz, such as the phrases of Ta'awudz and their meanings. The Card Sort activity is designed to help students better understand the structure and meaning of the phrases, as well as to reinforce their memorization. Students work in pairs or small groups to sort the cards, discussing the relationships between the phrases and their meanings. This method encourages active learning, critical thinking, and collaboration among students.

The Demonstration Method involves the teacher showing the students how to perform a task or explain a concept, followed by a guided practice session. In this study, the teacher demonstrates the correct pronunciation and usage of Kalimat Tayyibah Ta'awudz, explaining the significance of each phrase and its relevance in Islamic practice.

The Demonstration Method is intended to provide students with a clear example of how to pronounce and understand the phrases. After the demonstration, students are encouraged to practice the phrases on their own, with the teacher offering feedback and corrections as needed. This method is particularly effective in reinforcing memorization and comprehension. The research is conducted in several stages. The first stage involves the administration of a pre-test to both the experimental and control groups. The pre-test assesses students' prior knowledge of Kalimat Tayyibah Ta'awudz, including their ability to memorize and understand the phrases.

In the second stage, the experimental group participates in lessons using the Card Sort method combined with the Demonstration Method. The teacher first demonstrates the correct pronunciation and meaning of the Kalimat Tayyibah Ta'awudz and then guides the students through the Card Sort activity. The students work in pairs or small groups to organize the cards and discuss the meaning of each phrase. The teacher circulates around the room, offering support and feedback as necessary. The control group, on the other hand, continues with the traditional teaching method, which involves the teacher explaining the Kalimat Tayyibah Ta'awudz through lectures and rote memorization. The teacher provides opportunities for students to recite the phrases and asks them to repeat the phrases until they have committed them to memory.

In the third stage, both groups are given a post-test to assess their knowledge and understanding of Kalimat Tayyibah Ta'awudz after the intervention. The post-test is identical in format to the pre-test, allowing for a direct comparison of the students' performance before and after the intervention.

The final stage involves the collection of data through classroom observations and teacher feedback. The teacher observes student participation and engagement during the lessons, documenting their level of involvement in the Card Sort activities and the Demonstration Method. The teacher also completes a questionnaire to provide insights into the perceived effectiveness of the teaching methods.

Data from the pre-test and post-test are analyzed using descriptive statistics to calculate the average scores for each group before and after the intervention. A paired sample t-test is conducted to determine whether there is a statistically significant difference in the learning outcomes between the experimental and control groups.

Classroom observation data are analyzed qualitatively, focusing on student engagement, participation, and interaction with the Card Sort activities and the Demonstration Method. The observations are coded for themes such as collaboration, attentiveness, and the effectiveness of the teaching methods. The teacher questionnaire responses are also analyzed qualitatively to identify patterns in the teacher's feedback regarding the effectiveness of the methods used in the study. The questionnaire results help provide a deeper understanding of the teacher's perspective on the impact of the Card Sort method and the Demonstration Method on student learning.

To ensure the validity of the research, the pre-test and post-test are designed to measure students' knowledge and understanding of *Kalimat Tayyibah Ta'awudz* in a comprehensive manner. The tests are reviewed by educational experts to ensure they align with the learning objectives and accurately assess the desired outcomes. Reliability is ensured through the use of consistent teaching methods across both groups. The same teacher conducts the lessons for both the experimental and control groups, ensuring that any differences in learning outcomes are attributable to the methods used, rather than to variations in teaching style or content delivery.

Classroom observations are conducted by a trained observer who is familiar with the study's objectives and the research protocol. The observer uses a standardized checklist to ensure that the observations are consistent and reliable across different sessions. Ethical considerations are taken into account throughout the study. The participants are informed about the purpose of the study and their role in the research. Parental consent is obtained for all student participants, and the students' identities are kept confidential to protect their privacy.

The study is conducted with the understanding that participation is voluntary, and students can withdraw from the study at any time without penalty. The research adheres to ethical guidelines set by the school and the research institution to ensure that the study is conducted responsibly and respectfully. This research methodology is designed to assess the impact of the Card Sort method and the Demonstration Method on students' learning outcomes in *Akidah Akhlak*, specifically regarding the *Kalimat Tayyibah Ta'awudz*. Through a combination of pre-test and post-test assessments, classroom observations, and teacher feedback, the study aims to provide valuable insights into the effectiveness of these teaching methods in enhancing students' memorization and understanding of Islamic concepts. The findings of this study may contribute to improving teaching strategies in religious education and provide practical recommendations for educators seeking to engage students more effectively in learning *Akidah Akhlak*.

RESULTS

This section presents the results of the study exploring the impact of the Card Sort method combined with the Demonstration Method on the learning outcomes of *Akidah Akhlak*, particularly in the material of *Kalimat Tayyibah Ta'awudz*, at MIS Nurul Iman, Dusun Pinang, Desa Karya, Kecamatan Tanjung Pura, Kabupaten Langkat. The findings are based on a combination of pre-test and post-test results, classroom observations, teacher feedback, and student engagement analysis.

Prior to the intervention, a pre-test was administered to both the experimental and control groups to assess the students' baseline understanding of Kalimat Tayyibah Ta'awudz. The results of the pre-test showed that both groups had a relatively similar level of knowledge. The average score for the experimental group was 47%, while the control group had an average of 46%. These results suggest that neither group had a strong grasp of the material at the outset of the study. Most students could recall a few phrases from the Kalimat Tayyibah Ta'awudz, but struggled to understand the deeper meanings of the words or apply them in real-life contexts. This indicated that both groups had memorized the phrases to some extent but had limited comprehension and understanding of the significance behind the phrases.

After the intervention, both groups took a post-test identical in format to the pre-test. The post-test results demonstrated significant improvements in the experimental group, which was exposed to the Card Sort method combined with the Demonstration Method. The average post-test score for the experimental group rose to 80%, a substantial increase from the pre-test average of 47%. On the other hand, the control group's average post-test score increased to 57%, representing a smaller improvement from the pre-test score of 46%.

The significant improvement in the experimental group suggests that the Card Sort method, when used in conjunction with the Demonstration Method, had a positive effect on students' learning outcomes. In comparison, the smaller improvement in the control group indicates that traditional methods were less effective in improving students' understanding of the material. A paired sample t-test was conducted to analyze the statistical significance of the results. For the experimental group, the t-test yielded a p-value of 0.003, which is below the 0.05 threshold, indicating that the difference in pre-test and post-test scores was statistically significant. This reinforces the conclusion that the intervention effectively improved students' understanding and memorization of Kalimat Tayyibah Ta'awudz.

In contrast, the t-test for the control group yielded a p-value of 0.08, which is above the threshold of 0.05, indicating that the improvement in the control group was not statistically significant. The results underscore the greater effectiveness of the Card Sort and Demonstration Methods compared to traditional rote memorization techniques. Classroom observations were conducted to assess students' engagement and participation during the lessons. In the experimental group, students were observed to be highly engaged in the Card Sort activity. Working in pairs or small groups, students discussed the phrases of Kalimat Tayyibah Ta'awudz, sorting the cards based on their meanings and significance. The activity encouraged active participation, collaboration, and critical thinking, allowing students to engage with the material in a more interactive way.

The students were also highly engaged during the demonstration part of the lesson, where the teacher modeled the correct pronunciation and application of the phrases. Students practiced individually and in groups, and the teacher provided immediate feedback to correct pronunciation and ensure understanding. These observations indicated that the experimental group benefited from the interactive and hands-on learning process.

In the control group, the classroom atmosphere was less dynamic. The teacher predominantly used a lecture-based method, where students were expected to memorize the Kalimat Tayyibah Ta'awudz through repetition. While some students were attentive, others were disengaged, and several appeared to struggle with the rote memorization approach. The lack of interactive elements in the lesson made it more difficult for students to stay engaged and actively participate. Teacher feedback provided valuable insight into the effectiveness of the methods used in the study. The teacher reported that the Card Sort method was especially effective in helping students understand the meanings behind the Kalimat Tayyibah Ta'awudz. The hands-on nature of the activity allowed students to work together, ask questions, and gain a deeper understanding of the material. The teacher

noted that students were more likely to retain the information and demonstrate a better grasp of the phrases' meanings compared to the control group.

The teacher also observed that the Demonstration Method was useful in ensuring students correctly pronounced the phrases. By demonstrating the correct pronunciation and guiding students in practice, the teacher was able to provide immediate correction and support, which helped improve student memorization and understanding. In contrast, the teacher expressed concerns about the control group's engagement. Although the teacher attempted to explain the *Kalimat Tayyibah Ta'awudz* through lectures and rote memorization, many students struggled to retain the information. The teacher indicated that the lack of active engagement and collaboration in the traditional method limited students' ability to fully understand and internalize the material.

One of the most noticeable findings was the higher level of motivation and interest demonstrated by students in the experimental group. The Card Sort method, which involved sorting cards and discussing the material in groups, appeared to captivate students' attention and make learning more enjoyable. Many students reported feeling more confident in their ability to memorize and understand the *Kalimat Tayyibah Ta'awudz* after participating in the Card Sort activity. In comparison, students in the control group expressed lower levels of motivation and enthusiasm for the lesson. Several students mentioned that they found the traditional memorization process repetitive and difficult to stay focused on. The passive nature of the lecture-based approach appeared to contribute to a lack of interest and motivation in learning.

The results of the post-test demonstrated that students in the experimental group not only memorized the *Kalimat Tayyibah Ta'awudz* more effectively but also showed a deeper understanding of the material. The students were able to explain the meaning and significance of the phrases more clearly in the post-test, particularly in the essay and short-answer sections. This indicates that the Card Sort method, combined with the Demonstration Method, contributed to better retention and understanding.

On the other hand, students in the control group performed less well on the essay and short-answer questions, often providing incomplete or vague explanations. While they could recall the phrases, their understanding of their meanings and relevance was limited. This suggests that traditional rote memorization did not facilitate a deep understanding of the material. Classroom engagement in the experimental group was significantly higher than in the control group. The interactive nature of the Card Sort method encouraged students to actively engage with the material and participate in discussions. Students were observed to be more focused, asking questions, and helping each other during the Card Sort activity. This collaborative environment fostered a deeper connection to the material and allowed students to reinforce their understanding through peer interaction.

In contrast, the control group exhibited lower levels of engagement. Students were more passive during the lesson and were less likely to interact with their peers or ask questions. The lecture-based approach, while informative, did not provide the same opportunities for collaborative learning and active engagement, which likely contributed to the lower post-test scores.

The teacher expressed strong support for the use of the Card Sort method and the Demonstration Method in future lessons. The teacher noted that the interactive nature of the Card Sort activity made the lesson more engaging for students, allowing them to actively participate in their learning. The teacher also highlighted that the method encouraged students to think critically about the material, rather than merely memorizing it. The teacher also emphasized the importance of the Demonstration Method in helping students learn the correct pronunciation and application of the *Kalimat Tayyibah Ta'awudz*. By modeling the phrases and providing immediate feedback, the teacher was able to ensure that students learned the material accurately and comprehensively.

The teacher noted that the traditional method, although effective for rote memorization, did not allow for the same level of student engagement or understanding.

The teacher expressed a preference for integrating more interactive and student-centered methods, such as Card Sort, in future lessons.

Feedback from students in both groups revealed that the majority of students in the experimental group found the Card Sort activity enjoyable and effective. Many students indicated that the activity helped them better understand the Kalimat Tayyibah Ta'awudz and made memorization easier. The students appreciated the opportunity to work together and discuss the material with their peers, which made learning more enjoyable and meaningful. In contrast, students in the control group reported feeling less motivated during the lesson. While some students were able to memorize the Kalimat Tayyibah Ta'awudz, many expressed frustration with the traditional memorization method. Some students mentioned that they found the lectures repetitive and difficult to stay focused on, which may have contributed to the lower level of engagement and understanding.

The implementation of the Card Sort method and the Demonstration Method had a positive impact on the overall classroom atmosphere. The experimental group exhibited a collaborative, supportive, and enthusiastic learning environment. Students were more engaged, and the classroom was filled with positive energy as students interacted with each other and actively participated in the lesson. In contrast, the classroom atmosphere in the control group was quieter and less interactive. While students were attentive, the lack of collaborative activities and the passive nature of the traditional method made the classroom environment feel less dynamic and more focused on individual memorization.

One of the key advantages of the Card Sort method was its impact on the long-term retention of the material. Because the activity encouraged students to engage with the material in a more interactive and meaningful way, students were more likely to retain the Kalimat Tayyibah Ta'awudz over time. The hands-on nature of the activity helped solidify their understanding, and the teacher's feedback during the demonstration session helped correct any misunderstandings.

In contrast, students in the control group struggled to retain the material over time. Despite having memorized the phrases, many students were unable to recall the meanings or provide detailed explanations when asked. This suggests that the traditional memorization method was less effective in fostering long-term retention and understanding.

Overall, the results of the study clearly indicate that the Card Sort method, when combined with the Demonstration Method, significantly improved student learning outcomes in Akidah Akhlak. The experimental group demonstrated considerable improvements in both memorization and understanding of the Kalimat Tayyibah Ta'awudz, as evidenced by their higher post-test scores, increased engagement, and better comprehension of the material. The study also highlighted the limitations of traditional teaching methods, particularly in fostering deep understanding and student engagement. The findings suggest that interactive, hands-on methods like Card Sort, coupled with demonstrations, are more effective in promoting active learning and helping students retain and understand religious concepts. The positive feedback from both the teacher and students further supports the use of these methods in future lessons.

DISCUSSION

The primary objective of this study was to investigate the effectiveness of the Card Sort method combined with the Demonstration Method in improving students' learning outcomes in Akidah Akhlak, particularly regarding Kalimat Tayyibah Ta'awudz, at MIS Nurul Iman, Dusun Pinang, Desa Karya, Kecamatan Tanjung Pura, Kabupaten Langkat. This section discusses the findings, their implications, and how the results contribute to the field of education. The results clearly show that the Card Sort method significantly enhanced the learning outcomes of the experimental group. The increased post-test scores indicate that students who participated in the Card Sort activity were better able to understand and memorize the Kalimat Tayyibah Ta'awudz compared to those who were

taught through traditional rote memorization techniques. This is consistent with research that suggests that active learning methods like Card Sort promote greater engagement and understanding (Brusilovsky, 2015).

The Card Sort method allowed students to interact with the material in a tangible way, which is essential for fostering deeper learning. By sorting the cards based on the meanings and significance of the phrases, students were encouraged to think critically about the material and make connections between different concepts. This process aligns with the principles of constructivist learning, which emphasizes the importance of learners actively constructing their own understanding (Vygotsky, 1978).

Additionally, the Card Sort method facilitated peer-to-peer learning, as students worked in groups to discuss the material. Collaborative learning is widely recognized as an effective strategy for improving student engagement and understanding. It allows students to share their ideas, clarify misunderstandings, and reinforce their knowledge through discussion (Johnson & Johnson, 1989). The Demonstration Method also played a crucial role in the success of the intervention. By demonstrating the correct pronunciation and application of the *Kalimat Tayyibah Ta'awudz*, the teacher provided students with a model to emulate. This method is particularly effective for teaching complex concepts that require precision, such as correct pronunciation and understanding of religious phrases. The teacher's demonstration provided students with the opportunity to observe, imitate, and practice the material in a structured manner.

The combination of demonstration and practice allowed students to receive immediate feedback on their pronunciation, which is crucial for mastering a subject that involves memorization and proper articulation. The teacher's guidance during the demonstration sessions ensured that students were able to grasp the material more effectively, which aligns with findings from studies on the importance of immediate feedback in the learning process (Hattie & Timperley, 2007). Furthermore, the teacher's active role in the learning process helped maintain student motivation. Research suggests that when teachers are involved in providing hands-on, personalized feedback, students are more likely to stay motivated and engaged in the learning process (Ryan & Deci, 2000). This is supported by the findings from the current study, where students reported feeling more confident and motivated as a result of the teacher's guidance.

When compared to the control group, which was taught using traditional rote memorization methods, the experimental group showed significant improvements in both memorization and understanding of the material. Traditional rote memorization, while effective for short-term recall, does not promote long-term retention or deep understanding (Roediger & Butler, 2011). The results of the control group highlight the limitations of such methods in fostering critical thinking and comprehension.

Rote memorization often leads to passive learning, where students focus on recalling information without fully understanding its meaning or significance. In contrast, the Card Sort method required students to actively engage with the material, discuss it with their peers, and apply it in a meaningful context. This active engagement likely contributed to the greater improvement in the experimental group's post-test scores. Moreover, traditional methods do not provide the same level of opportunities for feedback and correction. In the control group, students were expected to memorize the phrases independently, without much interaction or immediate feedback from the teacher. This lack of interaction and feedback may have contributed to the lower level of engagement and understanding observed in the control group.

One of the most significant findings of this study is the difference in student engagement and motivation between the experimental and control groups. Students in the experimental group were more engaged during the lesson, as evidenced by their active participation in the Card Sort activity and their enthusiastic involvement during the demonstration. This increased engagement is consistent with research that shows how active learning methods lead to higher levels of motivation and engagement (Prince, 2004).

The hands-on nature of the Card Sort method provided students with a sense of autonomy and control over their learning. They were not merely passive recipients of information; rather, they were actively involved in organizing and making sense of the material. This sense of ownership over their learning is associated with higher levels of intrinsic motivation, which is crucial for long-term academic success (Deci & Ryan, 2000).

In contrast, students in the control group reported lower levels of motivation. The traditional method of rote memorization, which lacks interactive elements, may have contributed to a more passive learning experience. Without opportunities for collaboration or active participation, students in the control group were less likely to stay motivated or engaged in the lesson.

The role of peer interaction in the experimental group cannot be overstated. Peer learning and collaboration are critical components of the Card Sort method, as students work together to discuss, analyze, and sort the cards. This collaborative process allows students to clarify their understanding, share insights, and deepen their knowledge through social interaction (Vygotsky, 1978). Research has shown that peer collaboration fosters critical thinking and problem-solving skills, as students are able to challenge each other's ideas and develop a deeper understanding of the material (Johnson & Johnson, 1994). In the context of this study, the peer discussions during the Card Sort activity allowed students to make connections between the Kalimat Tayyibah Ta'awudz and their personal experiences or knowledge, which enhanced their overall understanding of the material.

Furthermore, the social nature of the Card Sort method may have contributed to a positive classroom atmosphere, where students felt more comfortable asking questions and sharing their ideas. This type of collaborative environment is essential for creating a supportive and inclusive learning space, which is critical for student success (Gillies, 2007). The immediate and long-term learning benefits of the Card Sort method are evident from the post-test results and classroom observations. Students in the experimental group showed not only an improvement in memorization but also a deeper understanding of the Kalimat Tayyibah Ta'awudz. This suggests that the Card Sort method helped students internalize the material more effectively, allowing them to retain the information for a longer period.

Research on active learning supports the notion that students who engage in hands-on, interactive learning activities tend to retain information better than those who rely solely on passive learning methods (Freeman et al., 2014). The Card Sort method, by promoting active engagement and critical thinking, likely contributed to the students' ability to recall and apply the material in a meaningful way. In contrast, students in the control group showed more difficulty retaining the material over time. Despite being able to memorize the phrases, many students struggled to recall their meanings or explain their significance. This highlights the limitations of rote memorization in promoting long-term retention and understanding.

The teacher's role in facilitating learning was crucial to the success of the intervention. In the experimental group, the teacher provided clear demonstrations, offered feedback, and encouraged active participation throughout the lesson. This guidance helped students understand not only how to pronounce the Kalimat Tayyibah Ta'awudz but also why the phrases were important in Islamic teachings. The teacher's involvement in the learning process is essential for guiding students through complex tasks, such as memorization and understanding of religious phrases. Teachers who provide structured guidance and feedback enable students to make better connections between the material and their prior knowledge (Shute, 2008). The teacher's active role in the demonstration also ensured that students had a clear model to follow, which enhanced the learning experience.

In the control group, the teacher's role was more passive, as the lesson primarily involved lecturing and rote memorization. While the teacher provided explanations, there was limited interaction or feedback during the lesson. This lack of personalized guidance

may have contributed to the lower level of understanding and engagement observed in the control group.

Despite the promising results, this study has several limitations that should be acknowledged. First, the sample size was relatively small, consisting of students from only one school. A larger sample size across different schools would provide more generalizable results and strengthen the findings. Additionally, the study focused on a single topic, *Kalimat Tayyibah Ta'awudz*. While the results suggest that the Card Sort and Demonstration Methods are effective for teaching this material, it is unclear whether these methods would be equally effective for other subjects or topics within *Akidah Akhlak* or other areas of the curriculum.

Another limitation is the short duration of the intervention. Although the Card Sort and Demonstration Methods led to significant improvements in learning outcomes, it is unclear whether these benefits would be sustained over a longer period of time. Future studies should consider long-term follow-up assessments to evaluate the retention of knowledge and understanding after several weeks or months. The results of this study have several important implications for teaching and learning. The findings suggest that interactive, student-centered methods, such as the Card Sort method, can significantly improve student engagement, motivation, and understanding of complex material. Teachers should consider incorporating more active learning strategies into their lessons, particularly for subjects that require both memorization and understanding.

The combination of the Card Sort method and the Demonstration Method proved to be particularly effective in promoting both memorization and comprehension of religious phrases. Teachers can use these methods to create a more dynamic and engaging learning environment that encourages active participation and collaboration. Additionally, the study highlights the importance of providing immediate feedback to students during the learning process. The teacher's feedback during the demonstration sessions helped ensure that students were able to grasp the correct pronunciation and meaning of the *Kalimat Tayyibah Ta'awudz*, which contributed to their overall success in the post-test.

In conclusion, the study demonstrated that the use of the Card Sort method, combined with the Demonstration Method, was highly effective in improving students' learning outcomes in *Akidah Akhlak*, specifically regarding the *Kalimat Tayyibah Ta'awudz*. The results indicate that interactive and hands-on learning methods foster greater engagement, understanding, and retention compared to traditional rote memorization techniques. The study suggests that teachers should incorporate more active learning strategies into their lessons to enhance student success.

CONCLUSION

This study aimed to examine the effectiveness of the Card Sort method combined with the Demonstration Method in improving students' learning outcomes in *Akidah Akhlak*, particularly focusing on *Kalimat Tayyibah Ta'awudz*, at MIS Nurul Iman, Dusun Pinang, Desa Karya, Kecamatan Tanjung Pura, Kabupaten Langkat. Based on the results of the pre-test, post-test, classroom observations, and student feedback, it can be concluded that the intervention significantly improved the students' understanding, memorization, and overall engagement. The Card Sort method proved to be a powerful tool in promoting active learning. By allowing students to engage with the material in a hands-on manner, it not only improved their ability to recall the *Kalimat Tayyibah Ta'awudz* but also facilitated a deeper understanding of its meaning. The process of sorting and discussing the phrases with peers encouraged critical thinking and helped students connect the material to their prior knowledge and experiences, which is crucial for long-term retention. Furthermore, the Demonstration Method contributed greatly to the students' learning success. The teacher's direct demonstration of pronunciation and application allowed students to observe, imitate, and practice the material in a structured way. The immediate feedback provided during the demonstration sessions helped correct misunderstandings, ensuring

that students were learning the material accurately. The results from the experimental group, which received the Card Sort and Demonstration Methods, demonstrated a significant improvement in both their test scores and classroom engagement. This was in contrast to the control group, which used traditional rote memorization techniques, where students showed limited improvement in understanding and retention. The traditional method did not foster the same level of interaction, critical thinking, or long-term retention as the active learning methods. The findings of this study highlight the importance of engaging students actively in the learning process. Active learning methods, such as Card Sort, increase student motivation, involvement, and collaboration. This is crucial in subjects such as Akidah Akhlak, where understanding the deeper meanings and significance of the material is just as important as memorization. The Card Sort method's collaborative nature fostered peer learning, allowing students to discuss, clarify, and reinforce each other's understanding.

Additionally, the study showed that traditional methods like rote memorization may not be sufficient for promoting deep understanding. While they may be effective for short-term memorization, they do not provide students with the tools to apply the material in real-world contexts or encourage critical thinking. The experimental group's superior performance suggests that methods that incorporate active participation and immediate feedback are more effective in helping students understand and retain complex material. Another important finding from this study was the increase in student motivation and engagement. Students in the experimental group were more enthusiastic about the lesson, enjoyed the interactive nature of the Card Sort activity, and felt more confident in their ability to understand and memorize the material. In contrast, students in the control group expressed frustration and disengagement, indicating that passive learning methods can lead to lower levels of motivation. In conclusion, this study provides strong evidence that the combination of the Card Sort method and the Demonstration Method can significantly enhance students' learning outcomes in Akidah Akhlak. These active learning strategies promote not only better memorization but also a deeper understanding of the material. Teachers should consider incorporating these methods into their teaching practices to improve student engagement, motivation, and overall academic achievement. The positive results suggest that moving away from traditional rote memorization towards more interactive and student-centered approaches can greatly benefit students' learning experiences.

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