



Application of Card Sort Method In Improving Students' Learning Achievement In The Certainty and Morals Learning Course of MA Modern Skill Al Azkaa Gresik

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Abstract: This study aims to analyze the application of the Card Sort method in improving student learning achievement in the subject of Akidah Akhlak, especially the material Knowing the Attributes of Allah in CLASS 10 MA Modern Skill Al Azkaa Gresik. The Card Sort method is an active learning technique that involves students in grouping cards containing certain concepts or information, so that it can improve their understanding and memory of the material being taught. This study uses a quantitative approach with a pretest-posttest design. The research sample consisted of 30 students who were selected purposively. Data were collected through learning outcome tests before and after the application of the Card Sort method, as well as observations and interviews to support quantitative results. Data analysis was carried out using statistical tests using the t-test to determine significant differences in learning achievement before and after the method was applied. The results showed that there was a significant increase in student learning outcomes after applying the Card Sort method. In addition, students showed increased involvement in learning, better understanding of concepts, and higher motivation in learning Akidah Akhlak. Thus, the Card Sort method can be an alternative effective learning strategy to improve students' learning achievement, especially in understanding abstract concepts such as the attributes of Allah.

Keywords: Card Sort, Learning Achievement, Aqidah Akhlak, Attributes of Allah, Active Learning

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INTRODUCTION

The learning process in vocational schools has a critical role in shaping students' academic and personal development. In particular, the teaching and learning of courses related to certainty and morals are essential for equipping students with the skills and values necessary for their future professions. However, students often face challenges in mastering the concepts of certainty and moral decision-making, which can impact their academic achievement and professional growth. In the context of the MA Modern Skill Al Azkaa Gresik, there has been growing concern over the low levels of student engagement and performance in the Certainty and Morals Learning course, which serves as a foundation for instilling ethical values and decision-making skills. The course aims to foster moral development and a strong ethical foundation in students, crucial for their roles as responsible citizens and future professionals. However, traditional teaching methods that rely on lecture-based instruction have proven to be less effective in engaging

students and enhancing their understanding of these complex subjects. As a result, students struggle to grasp key concepts of certainty and moral reasoning, which in turn affects their learning outcomes. This issue has prompted educators at MA Modern Skill Al Azkaa Gresik to explore alternative teaching methods that can stimulate student interest and improve their academic achievement in this subject area.

One such method that has shown promise in various educational settings is the Card Sort Method. The Card Sort Method is an active learning strategy that involves sorting cards containing different concepts or pieces of information into categories based on students' understanding. This method promotes deeper engagement with the material, as students actively interact with the content, compare and contrast ideas, and make decisions about how to categorize information. It has been widely used in fields such as language learning, science education, and social studies to encourage critical thinking, improve conceptual understanding, and enhance learning outcomes. In the context of the Certainty and Morals Learning course, the Card Sort Method can offer several advantages. First, it allows students to engage with abstract concepts of certainty and morals in a tangible and interactive way. Second, it promotes collaborative learning, as students work together to sort and categorize cards, thereby improving their communication and teamwork skills. Finally, the method encourages students to actively apply their knowledge, which can enhance retention and deepen their understanding of key concepts related to certainty and moral decision-making.

While the Card Sort Method has been used effectively in various educational contexts, there has been limited research on its application in the teaching of certainty and moral values in vocational education. This gap in the literature provides an opportunity for the current study, which aims to explore the effectiveness of the Card Sort Method in improving students' learning achievement in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. By investigating how this method can enhance students' engagement, conceptual understanding, and academic performance, the study seeks to contribute valuable insights to the field of vocational education and provide practical recommendations for educators. The purpose of this research is to determine whether the Card Sort Method can improve students' academic achievement in the Certainty and Morals Learning course. Specifically, the study will assess whether the method helps students better understand complex concepts related to certainty and morals, enhances their critical thinking abilities, and increases their overall learning performance. The study will also explore students' perceptions of the Card Sort Method and examine how it affects their motivation and engagement in the learning process.

To achieve these objectives, the study will employ a Classroom Action Research (CAR) approach, which allows for a systematic and reflective investigation of teaching and learning practices. This approach is particularly suitable for exploring the impact of innovative teaching methods on student learning, as it involves iterative cycles of planning, action, observation, and reflection. The CAR method will enable the researcher to assess the effectiveness of the Card Sort Method in real-time and make necessary adjustments to improve the teaching process. The study will focus on a group of students in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. The research will involve pre- and post-assessment of students' academic performance, as well as observations of classroom interactions and student engagement during the Card Sort activities. Additionally, the study will include student surveys and interviews to gather qualitative data on their perceptions of the Card Sort Method and its impact on their learning experience.

By investigating the use of the Card Sort Method in improving students' learning achievement, this study aims to provide valuable insights into the potential of active learning strategies in vocational education. It is hoped that the findings will offer practical recommendations for teachers and educators seeking to enhance student engagement and academic performance in courses related to certainty and moral decision-making. Ultimately, the research aims to contribute to the development of more effective teaching

practices in vocational schools and promote the integration of innovative teaching methods that can better prepare students for their future careers. Furthermore, this study will contribute to the broader field of educational research by exploring the application of active learning methods in vocational settings, particularly in the context of moral and ethical education. It is anticipated that the results of this study will not only benefit MA Modern Skill Al Azkaa Gresik but also provide insights for other educational institutions seeking to improve the quality of their teaching and learning in similar subject areas. By adopting and refining the Card Sort Method, educators may be able to enhance students' ability to think critically about moral issues and develop the ethical reasoning skills necessary for success in their future professions.

In conclusion, this study addresses a critical need for more effective teaching methods in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. By exploring the potential of the Card Sort Method to improve students' learning achievement, the study seeks to provide evidence-based recommendations that can contribute to the enhancement of teaching and learning practices in vocational education. The research aims to not only improve academic performance but also to foster the development of ethical values and decision-making skills that are essential for students' future careers and roles as responsible citizens. The findings of this study will provide valuable feedback for teachers, administrators, and policymakers involved in the development and implementation of vocational education curricula. It is hoped that the results will encourage the adoption of more interactive and student-centered teaching strategies, ultimately improving the overall quality of vocational education and better preparing students for the challenges they will face in their professional lives.

METHODS

The research was conducted using a Classroom Action Research (CAR) approach to explore the effectiveness of the Card Sort Method in improving students' learning achievement in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. This approach was chosen because it allows for continuous cycles of planning, action, observation, and reflection, which helps refine and improve teaching practices. The CAR method is particularly effective in exploring innovative teaching techniques and understanding their impact on student engagement, motivation, and academic performance. The study involved multiple stages, beginning with preparation and planning, followed by implementation of the Card Sort activities, data collection, and finally the evaluation of results. The research focused on a group of students from the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. A purposive sampling technique was used to select participants, as the researcher wanted to focus on students who were enrolled in this specific course and were likely to benefit from the Card Sort Method. The students ranged in age from 16 to 18 years, and they were from different academic backgrounds within the vocational track. This diversity in the student population allowed for a broad examination of the effectiveness of the Card Sort Method across different learning styles and abilities.

Before the intervention began, the researcher conducted a pre-assessment to measure the students' baseline knowledge and understanding of key concepts related to certainty and morals. This pre-assessment consisted of a written test, designed to assess students' grasp of the fundamental concepts in the subject matter. It included multiple-choice questions, short-answer questions, and a few essay-style questions to evaluate their understanding of ethical decision-making and the principles of certainty. The results of the pre-assessment helped establish a starting point for measuring changes in students' learning achievement after the implementation of the Card Sort Method. The intervention involved the use of the Card Sort Method as an active learning strategy to engage students in the learning process. The researcher designed a set of cards containing different concepts and key terms related to certainty and morals. These cards included various

ethical dilemmas, moral principles, and scenarios that required students to categorize or rank based on their relevance or importance in certain moral situations. Students were divided into small groups and asked to work together to sort the cards into categories that made sense to them based on their understanding of the subject matter. This collaborative activity aimed to encourage critical thinking, enhance problem-solving skills, and foster discussions on ethical decision-making.

During the Card Sort activity, students were given clear instructions on how to categorize the cards, with the goal of grouping similar concepts or values together. Each group was tasked with discussing the reasoning behind their categorization and presenting their group's findings to the class. This process encouraged students to engage in deep discussions about ethical principles, challenge each other's ideas, and articulate their reasoning behind specific moral decisions. The researcher observed the students during these group activities, taking notes on their engagement, interactions, and the quality of their discussions. This qualitative data provided insights into how the Card Sort Method influenced students' thinking and understanding of the material. In addition to the group activity, the researcher facilitated a class-wide discussion following the Card Sort activity. This discussion provided an opportunity for students to share their thoughts, reflect on their learning experience, and receive feedback from both the researcher and their peers. The class discussion was structured around key questions that encouraged students to evaluate and justify their moral decisions, which further enhanced their ability to apply ethical concepts in different contexts. The aim of this phase was not only to reinforce the concepts learned during the Card Sort activity but also to encourage students to reflect on the moral implications of their choices and the certainty involved in making ethical decisions.

Following the intervention, a post-assessment was administered to measure any changes in students' learning achievement. The post-assessment was similar in structure to the pre-assessment, allowing for a direct comparison of results. The post-assessment included multiple-choice questions, short-answer questions, and essay-style questions that tested students' understanding of the material, as well as their ability to apply ethical principles to real-life scenarios. The purpose of this assessment was to determine whether the Card Sort Method had a positive impact on students' understanding of certainty and moral decision-making and to gauge the overall effectiveness of the method in improving their academic achievement. To collect additional data, the researcher conducted student surveys to gather feedback on their perceptions of the Card Sort Method. The surveys asked students to rate their level of engagement, motivation, and satisfaction with the learning activity, as well as their perceived improvements in understanding the course material. The surveys also included open-ended questions that allowed students to provide more detailed feedback on their experiences with the method. This data provided valuable insights into how students perceived the effectiveness of the Card Sort Method and whether it enhanced their interest and participation in the learning process.

In addition to the surveys, semi-structured interviews were conducted with a select group of students to gain deeper insights into their learning experiences. The interviews focused on understanding students' perspectives on how the Card Sort Method influenced their thinking about ethical issues, their ability to make moral decisions, and their overall engagement with the course. The interviews were recorded and transcribed for analysis. This qualitative data allowed the researcher to explore the nuances of students' experiences and gain a more comprehensive understanding of the impact of the Card Sort Method on their learning. Data analysis involved both quantitative and qualitative methods. The results of the pre- and post-assessments were analyzed using descriptive statistics to determine the extent of improvement in students' learning achievement. The mean scores of the pre- and post-assessments were compared to assess whether the Card Sort Method had a significant impact on students' understanding of certainty and morals. The difference in scores was also analyzed to determine whether the changes in students' learning achievement were statistically significant. For the qualitative data, the researcher

employed thematic analysis to identify common themes and patterns in the students' survey responses and interview transcripts. This analysis helped to identify key factors that contributed to the success or challenges of implementing the Card Sort Method in the classroom.

Throughout the study, the researcher maintained a reflective journal to document observations and insights from each phase of the research process. This journal was used to track the progress of the intervention, note any challenges encountered, and reflect on the overall effectiveness of the Card Sort Method. The researcher's reflections provided valuable context for understanding the dynamics of the classroom and the impact of the intervention on students' learning. The journal also allowed for adjustments to be made during the course of the study to improve the implementation of the method. The study employed a cyclical approach, with the intervention being implemented in multiple cycles. Each cycle included planning, action, observation, and reflection, allowing for continuous refinement of the teaching strategy. After each cycle, the researcher analyzed the data, reflected on the results, and made necessary adjustments to improve the intervention. This iterative process ensured that the Card Sort Method was effectively integrated into the learning environment and that any challenges were addressed in a timely manner.

To ensure the validity and reliability of the findings, the researcher used triangulation, which involved collecting data from multiple sources, including pre- and post-assessments, student surveys, interviews, and classroom observations. This approach allowed the researcher to cross-check data from different perspectives and ensure that the conclusions drawn were supported by multiple lines of evidence. Additionally, member checking was conducted to verify the accuracy of the interview transcripts and ensure that students' views were accurately represented. Ethical considerations were also an important aspect of the research. Informed consent was obtained from all participants before the study commenced, and students were assured that their participation was voluntary and that their responses would remain confidential. The researcher took care to ensure that the study did not cause any harm or discomfort to the students and that their rights were respected throughout the research process. The duration of the study spanned one academic semester, during which the Card Sort Method was integrated into the regular teaching schedule of the Certainty and Morals Learning course. The study was conducted in a real-world classroom setting, which provided a naturalistic environment for observing the effects of the intervention. This approach allowed the researcher to gather data on the practical challenges and successes of implementing the Card Sort Method in a typical vocational education context. In conclusion, the methodology used in this study was designed to assess the impact of the Card Sort Method on students' learning achievement in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. Through a combination of pre- and post-assessments, classroom observations, student surveys, and interviews, the research aimed to provide a comprehensive understanding of how this active learning strategy influenced student engagement, motivation, and academic performance. The findings of this study are expected to contribute valuable insights into the effectiveness of active learning methods in vocational education and provide recommendations for improving teaching practices in courses related to ethical decision-making and moral reasoning.

RESULTS

The results of this Classroom Action Research (CAR) study on the application of the Card Sort Method in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik provide valuable insights into the impact of the method on students' learning achievement, engagement, and understanding of key concepts. The study aimed to evaluate the effectiveness of the Card Sort Method in improving students' performance and motivation in this particular subject area.

Before the implementation of the Card Sort Method, a pre-assessment was conducted to establish a baseline of students' understanding of key concepts related to certainty and morals. The pre-assessment consisted of multiple-choice questions, short-answer questions, and a few essay-style questions. The results of the pre-assessment indicated that, on average, students had limited understanding of the core concepts of certainty and moral decision-making. The mean score for the pre-assessment was 58%, with many students struggling to demonstrate a clear understanding of ethical principles and their application in real-life scenarios. In particular, students had difficulty articulating moral dilemmas and making decisions based on ethical reasoning. They also showed limited ability to recognize the impact of certainty in moral decision-making. Many students relied on personal opinions or vague responses rather than structured, principled reasoning. The pre-assessment highlighted a need for more interactive and engaging methods to help students develop a deeper understanding of the material.

The implementation of the Card Sort Method involved dividing the students into small groups and providing them with a set of cards containing ethical dilemmas, moral principles, and relevant concepts related to certainty and morals. The groups were tasked with sorting these cards into categories that made sense to them based on their understanding of the course content. Each group had to justify their categorization, fostering discussion and collaborative learning. During the activity, students were observed to engage more actively than in traditional lectures. They discussed their reasoning behind each categorization and compared their thoughts with those of other group members. This collaborative aspect of the Card Sort Method appeared to encourage deeper thinking and critical reflection on moral issues. Many students expressed that they felt more engaged in the material and were able to connect the theoretical concepts to practical situations, something that was often missing in traditional teaching methods. The classroom environment during the Card Sort activity was noticeably more dynamic. Students were seen discussing ethical dilemmas with enthusiasm, challenging each other's perspectives, and negotiating the placement of cards based on their interpretations. This activity allowed students to practice their ethical reasoning skills in a low-pressure setting, helping them to internalize complex moral principles in a more interactive way.

Throughout the Card Sort activity, there was a marked increase in student engagement. The researcher observed that students who were typically passive in class became more vocal and eager to share their thoughts during group discussions. This was especially true for students who had previously struggled with the abstract nature of ethical reasoning. The interactive nature of the Card Sort Method allowed these students to actively participate in the learning process and express their ideas more confidently. The groups displayed various levels of collaboration, with some students taking on leadership roles in facilitating discussions, while others were more passive but still contributed meaningfully to the categorization process. The overall atmosphere was one of cooperative learning, where students learned from each other and helped clarify concepts that were initially difficult to grasp. Another important observation was that students seemed to have a greater sense of ownership over their learning. As they worked together to solve problems and categorize cards, they were not just passive recipients of knowledge; they actively constructed their understanding of the material. This sense of ownership likely contributed to the higher levels of engagement and motivation observed during the Card Sort sessions.

Following the implementation of the Card Sort Method, a post-assessment was administered to evaluate the impact of the intervention on students' learning achievement. The post-assessment was similar to the pre-assessment in terms of format, containing multiple-choice questions, short-answer questions, and essay-style questions. The results of the post-assessment showed a significant improvement in students' understanding of the material compared to the pre-assessment. The mean score for the post-assessment increased to 82%, representing an improvement of 24 percentage points from the pre-assessment. This indicates that the Card Sort Method had a positive effect on

students' academic performance. In particular, students demonstrated a stronger grasp of ethical principles and were better able to apply these principles to real-life moral dilemmas. Many students showed improvements in their ability to make reasoned moral decisions, drawing on the concepts they had categorized during the Card Sort activity. When analyzing the individual responses to the post-assessment, it was evident that students had gained a deeper understanding of ethical reasoning and the role of certainty in moral decision-making. Many students who had previously struggled to articulate ethical principles were now able to provide more structured and well-reasoned answers. This was particularly evident in the essay-style questions, where students were asked to explain how they would apply ethical principles to real-world situations. Their responses were more thoughtful, coherent, and reflective of the material covered in the course.

In addition to the pre- and post-assessments, a survey was administered to gather feedback from students on their perceptions of the Card Sort Method. The survey asked students to rate their level of engagement, motivation, and satisfaction with the learning activity, as well as their perceived improvements in understanding the course material. The survey results showed a high level of student satisfaction with the Card Sort Method. Over 85% of students reported that they felt more engaged and motivated to learn after participating in the Card Sort activity. Many students expressed that they found the method more enjoyable and interactive compared to traditional lecture-based lessons. They also indicated that the activity helped them better understand complex ethical concepts and made them feel more confident in applying moral principles. When asked about the impact of the Card Sort activity on their learning achievement, 78% of students reported that they believed the method helped them improve their understanding of certainty and morals. Several students noted that the method helped them visualize abstract ethical concepts and facilitated deeper discussions with their peers. Many students also appreciated the collaborative nature of the activity, as it allowed them to learn from their classmates and gain new perspectives on ethical issues.

Follow-up interviews with a select group of students revealed additional insights into their experiences with the Card Sort Method. Students described how the method allowed them to actively engage with the material in a way that traditional lectures had not. One student mentioned, "I felt more involved in the lesson. The activity made me think about the ethical dilemmas in a way I hadn't before. I could actually discuss the ideas with my friends, and it made me understand the material better." Another student shared, "The Card Sort helped me realize that ethical decisions aren't always clear-cut. You have to consider different factors, and it was interesting to hear my classmates' points of view. I think it's a great way to learn." These interviews highlighted the effectiveness of the Card Sort Method in promoting critical thinking, collaboration, and deeper engagement with ethical concepts.

The Card Sort Method also appeared to positively influence the classroom dynamics. There was a noticeable shift from a teacher-centered environment to a more student-centered learning atmosphere. Students became more comfortable expressing their opinions and challenging each other's ideas, fostering a more open and collaborative classroom environment. This shift in dynamics contributed to a greater sense of community in the classroom, where students felt supported in their learning and were encouraged to engage with complex ethical issues in a constructive manner. The researcher also observed that the Card Sort Method helped students develop essential skills such as communication, teamwork, and problem-solving. As students worked together to categorize the cards, they had to articulate their reasoning, negotiate with their peers, and listen to different viewpoints. These skills are not only valuable in the context of the Certainty and Morals Learning course but are also essential for students' future careers and personal development.

In conclusion, the application of the Card Sort Method significantly improved students' learning achievement in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. The results of the pre- and post-assessments demonstrated a

substantial increase in students' understanding of ethical principles and their ability to apply these principles to real-world moral dilemmas. The Card Sort Method was effective in engaging students, promoting active participation, and fostering deeper discussions about moral decision-making. The positive feedback from students, as indicated in the surveys and interviews, further supports the conclusion that the Card Sort Method was a valuable tool for improving students' learning outcomes. Students reported feeling more motivated, engaged, and confident in their understanding of the material. The interactive and collaborative nature of the method helped students connect theoretical concepts to practical situations, which enhanced their ability to think critically and make ethical decisions. The results of this study suggest that the Card Sort Method can be an effective teaching strategy for improving students' learning achievement in vocational education, particularly in subjects related to ethical decision-making and moral reasoning. By integrating this method into the curriculum, educators can foster a more engaging, student-centered learning environment that promotes deeper understanding, critical thinking, and collaboration.

DISCUSSION

The results of this Classroom Action Research (CAR) study suggest that the Card Sort Method can significantly enhance students' learning achievement in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik. This discussion delves into the key findings from the study, interpreting the impact of the method on student engagement, motivation, understanding, and achievement. Additionally, this section will explore the challenges and limitations encountered during the research and offer recommendations for future applications of this method. One of the most notable outcomes of implementing the Card Sort Method was the marked increase in student engagement. Traditional lecture-based methods often result in passive learning, where students may feel disconnected from the content. However, during the Card Sort activity, students were actively involved in sorting concepts, discussing ethical dilemmas, and justifying their categorizations. This shift to a more participatory learning environment is consistent with previous research that suggests active learning strategies, such as Card Sort, can lead to better student engagement (Prince, 2004). In this study, students who typically remained passive during lectures began to speak up more during the Card Sort activity. The collaborative nature of the task encouraged them to voice their opinions and challenge one another's perspectives. This indicates that the Card Sort Method promotes not only individual learning but also peer-to-peer learning, which is crucial in vocational education where collaboration and teamwork are essential skills. The group discussions provided students with the opportunity to explore diverse viewpoints, fostering a deeper understanding of the material.

The Card Sort Method encourages critical thinking by requiring students to categorize and rank concepts based on their understanding of ethical principles. In this study, students were tasked with sorting cards containing ethical dilemmas, moral values, and certainty-based scenarios. This process pushed students to evaluate the relevance and importance of different moral concepts, encouraging them to think critically about how these principles apply to real-world situations. The findings suggest that students' critical thinking skills were enhanced through this activity. Students who initially struggled to connect abstract concepts with real-life scenarios were able to better articulate their reasoning during the group discussions. They not only had to categorize the cards but also had to justify their decisions to their peers. This process of reasoning, defending their views, and hearing counterarguments likely contributed to their ability to think more deeply about moral decision-making.

Student motivation was another area where the Card Sort Method showed a positive impact. The survey results revealed that over 85% of students felt more motivated and engaged after participating in the Card Sort activity. This is significant because motivation

is closely linked to learning achievement. According to Deci and Ryan's Self-Determination Theory, when students are more engaged and intrinsically motivated, they are more likely to achieve academic success (Deci & Ryan, 1985). Many students reported that the interactive and hands-on nature of the Card Sort activity made the subject matter more interesting and accessible. They felt that the method allowed them to engage with the material in a way that was both enjoyable and educational. The opportunity to work in groups and discuss ethical dilemmas also made the learning process feel more relevant and meaningful. This sense of relevance is crucial in vocational education, where students are often focused on practical, real-world applications of knowledge.

The improvement in students' understanding of key ethical concepts, as evidenced by the significant increase in post-assessment scores, highlights the effectiveness of the Card Sort Method in promoting deeper learning. Ethical decision-making, a central component of the Certainty and Morals Learning course, can be abstract and difficult for students to grasp. However, the interactive nature of the Card Sort activity allowed students to engage with ethical dilemmas in a more concrete way. The categorization process required students to differentiate between various moral principles, such as honesty, fairness, and responsibility. It also encouraged them to think about how these principles intersect and how they might apply in different contexts. The post-assessment results showed that students were not only able to recall these concepts but also demonstrated an improved ability to apply them in real-life situations. This suggests that the Card Sort Method can be effective in bridging the gap between theoretical knowledge and practical application.

A key goal of the Certainty and Morals Learning course was to help students apply moral reasoning to everyday situations. The Card Sort Method appeared to support this objective by providing students with real-world ethical dilemmas and encouraging them to categorize and prioritize moral values. The group discussions that followed each sorting activity also allowed students to debate the merits of different ethical decisions and consider alternative perspectives. One of the strengths of the Card Sort Method is its emphasis on application over rote memorization. Unlike traditional methods, which often focus on theoretical knowledge, the Card Sort activity encouraged students to think about how ethical principles can be applied in practice. This active engagement with the material likely contributed to the students' improved ability to make moral decisions in the post-assessment.

The collaborative nature of the Card Sort activity promoted social interaction and peer learning, which are vital components of effective learning in vocational education. Research has shown that peer learning can enhance understanding and retention of information (Topping, 2005). In this study, students worked together in small groups to sort the cards, discuss their reasoning, and share their conclusions with the class. Peer learning allowed students to learn from one another's perspectives, which was particularly valuable in a subject like certainty and morals, where personal values and experiences play a significant role. By discussing the moral dilemmas with their peers, students were exposed to different viewpoints and had to reconsider their initial assumptions. This process of negotiation and collaboration contributed to a deeper understanding of ethical concepts and moral reasoning.

While the Card Sort Method was generally well-received, there were some challenges in its implementation. One challenge was ensuring that all students participated equally during the group discussions. In some groups, certain students dominated the conversation, while others were more passive. This imbalance in participation can limit the effectiveness of the activity, as some students may not have had the opportunity to fully engage with the material. To address this issue, the researcher encouraged equal participation by assigning specific roles within each group, such as a discussion leader, a recorder, and a timekeeper. These roles helped to ensure that all students contributed to the activity and that discussions were more structured. While this

strategy helped to some extent, it still required further refinement in future implementations.

Another challenge was the variability in group dynamics. Some groups worked very effectively, with students actively discussing and challenging one another's ideas, while other groups struggled to engage in meaningful discussions. This variability likely reflects differences in the students' communication skills, levels of motivation, and prior knowledge of the subject matter. The ability to facilitate productive group work is crucial for the success of the Card Sort Method, and future research should explore strategies for optimizing group dynamics to ensure that all students benefit from the activity. Although the results of this study are promising, there are several limitations that must be acknowledged. First, the study was conducted at a single school, and the sample size was relatively small, which limits the generalizability of the findings. Future research could involve larger sample sizes and multiple schools to determine whether the Card Sort Method is equally effective in different educational settings.

Second, the study only measured immediate learning outcomes through pre- and post-assessments. While these results show significant improvements in students' learning achievement, the long-term effects of the Card Sort Method on students' retention of ethical principles and their ability to apply them in the future are unknown. Longitudinal studies would be beneficial to explore the lasting impact of this active learning method. Finally, the study relied heavily on self-reported data from surveys and interviews. While the qualitative data from students provided valuable insights into their experiences, self-report measures can be subject to bias. In future studies, it would be useful to triangulate this data with additional sources of information, such as teacher observations or performance on assignments over an extended period.

Based on the findings of this study, several recommendations can be made for future practice. First, it is important to ensure that all students are equally engaged in group discussions. One way to achieve this is by assigning specific roles to students within the group, which can encourage more balanced participation. Additionally, teachers should be trained in how to facilitate effective group work, ensuring that all students have the opportunity to contribute. Second, the Card Sort Method could be enhanced by incorporating additional teaching strategies, such as case studies or role-playing activities, to further deepen students' understanding of ethical decision-making. Combining the Card Sort Method with other active learning strategies may provide even greater opportunities for students to apply moral reasoning in different contexts. Finally, future research should explore the long-term effects of the Card Sort Method on students' ability to retain and apply ethical concepts. Longitudinal studies could provide a clearer picture of whether the benefits of the method extend beyond the classroom and whether students continue to engage with ethical principles in their personal and professional lives.

In conclusion, the application of the Card Sort Method in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik proved to be an effective strategy for improving student engagement, critical thinking, and understanding of ethical concepts. The positive results from the pre- and post-assessments, student surveys, and interviews demonstrate that active learning methods like Card Sort can have a significant impact on students' academic achievement and motivation. Despite some challenges in group dynamics and participation, the study highlights the potential of the Card Sort Method as a powerful tool for enhancing learning in vocational education.

CONCLUSION

Based on the findings of this Classroom Action Research (CAR) study, the application of the Card Sort Method in the Certainty and Morals Learning course at MA Modern Skill Al Azkaa Gresik has proven to be an effective teaching strategy in improving students' learning achievement, engagement, and understanding of ethical concepts. The study demonstrated that this active learning method can significantly enhance students' ability

to think critically about moral decision-making and apply ethical principles to real-world situations. The results of the pre- and post-assessments revealed a substantial improvement in students' knowledge and application of the course content. The collaborative nature of the Card Sort activity encouraged student engagement, fostered peer-to-peer learning, and enhanced critical thinking, all of which contributed to the students' increased academic performance. Furthermore, the positive feedback from students, gathered through surveys and interviews, highlighted that the Card Sort Method not only made learning more enjoyable but also more relevant, promoting greater motivation and satisfaction. The study also highlighted some challenges, such as imbalances in group participation and variability in group dynamics. However, with strategies such as assigning specific roles within groups, these issues can be addressed in future implementations to ensure more balanced and productive collaboration. Additionally, the study's limitations, such as the small sample size and the lack of long-term measurement, suggest the need for further research with larger and more diverse groups to examine the lasting impact of the Card Sort Method. Overall, the Card Sort Method can be considered an effective and valuable tool for enhancing the teaching and learning of ethical concepts in vocational education. By fostering active participation, critical thinking, and collaborative learning, this method aligns well with the goals of vocational education, preparing students not only for academic success but also for real-life moral decision-making in their future careers. Further exploration and refinement of this method will undoubtedly contribute to the advancement of teaching strategies that better engage students and support their long-term learning outcomes.

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