Implementation of the Card Sort Method to Improve Student Learning Outcomes in Fiqh Learning on the Material of Halal and Haram Animals at MI Nurul Huda

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Abstract: This study aims to Implement the Card Sort Method to Improve the Learning Outcomes of Fiqh on the Material of Halal and Haram Animals for Class 6 Students of MI Nurul Huda Rangimulya Village Warureja Tegal in 2024. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 21 students of class 6 MI Nurul Huda Rangimulya Warureja Tegal. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis techniques used in this study are observation, tests and documentation. The results of the study indicate that the use of the Card Sort method can improve student learning outcomes in the subject of fiqh on the material of halal and haram animals. This can be seen from the learning atmosphere in class 6 becoming more lively, students becoming more active and enthusiastic in learning. This research was carried out in three stages, the first stage is the pre-cycle activity, namely finding learning outcome data before using the Card Sort method. The second stage is the implementation of Cycles I, II and III. The results of the study indicate that the use of the Card Sort Method can improve learning outcomes in the subject of Islamic jurisprudence on the material of halal and haram animals. The increase in the average percentage of learning outcomes obtained can be seen from the pre-cycle, cycle I, cycle II and cycle III. The average student learning outcomes in the pre-cycle were 33%, cycle I increased to 57%, cycle II increased to 75% and cycle III increased to 90%.

Keywords: Learning outcomes, Card sort method, Fiqh learning.

INTRODUCTION

The Fiqh subject in Madrasah Ibtidaiyah is one of the Islamic Religious Education subjects that studies the fiqh of worship, especially concerning the introduction and understanding of the methods of implementing the pillars of Islam and their habits in daily life, as well as the Fiqh of muamalah which concerns the introduction and simple understanding of the provisions on halal and haram food and drinks, circumcision, sacrifice, and procedures for implementing buying and selling and borrowing. Substantially, the fiqh subject has contributed in providing motivation to students to practice and apply Islamic law in daily life as a manifestation of harmony, balance, and balance in human relations with Allah SWT, with humans themselves, fellow humans, other creatures or their environment. The essence of the fiqh learning process basically lies in its ability to develop the potential of

students to become faithful and pious humans and can appear as khalifatullah fi al ardh. This essence is a reference for learning methods to achieve maximum goals. So far, the applied fiqh learning methodology still maintains the old (traditional) methods such as lectures, memorization and demonstrations of worship practices that seem dry. Such methods, whether recognized or not, make students seem bored, fed up, and less enthusiastic in learning religion. If psychologically students are less interested in the methods used by the teacher, then students will automatically provide psychological feedback that is less supportive in the learning process, especially in religious learning.

The findings of the experts also stated that there was a tendency for learner behavior in learning activities to be lethargic, passive and difficult to control. This kind of behavior is caused by a learning process in delivering material, students are not motivated and there is no interaction in learning and learning outcomes that are not measurable from the teacher. As for the reality as mentioned above, it is necessary to look back at a learning strategy. In learning the material of halal and haram animals, learning does not go as expected. Students have difficulty understanding the material, especially in how to distinguish the characteristics of halal and haram animal material. It is known that when the learning process takes place, students are not enthusiastic and tend to be passive. This is possible because the learning by the teacher is not interesting, there is no variation in methods that are adjusted to the characteristics of students, and the use of methods that are less than optimal by relying more on the teacher's verbal abilities. Based on the results of the documentation, the value of the fiqh subject of the material of halal and haram animals in previous learning with conventional methods is less than optimal, students who get scores above the Minimum Completion Criteria (KKM) are only 45% of the total number of students, namely 21 students. While the others' scores are still very far below the specified KKM, which is 75. In addition to the evaluation results, based on the results of observations in the learning process, it is known that students have not shown their activity, creativity and motivation in learning. From here it can be clearly seen that learning is said to be incomplete.

According to E. Mulyasa, "success can be seen from the number of students who are able to achieve learning completion of at least 65% -75% of the total number of students in the class. This means that at least 65% of all students in the class get a score of 65". One of the active learning strategies that can be applied in the material of halal and haram animals is the Card Sort method which has the potential to increase student activity and can reduce boredom and can even generate great interest in learning in students and can improve student learning outcomes in fiqh learning. This Card Sort method involves the role of students as a whole. Physical movements in it can help eliminate student boredom in learning. As a result, students do not feel bored during the learning process. Logically, by using "sorting and choosing cards" this is to express the memory of the subject matter that has been studied by students so that students really understand and remember the lessons that have been given. This Card Sort learning is expected to increase student attention during the learning process so that learning becomes interesting, fun and can improve student learning outcomes. Because the learning outcomes have not been achieved optimally by 6th grade students, especially in the material on halal and haram animals, a Classroom Action Research was conducted with the title: Efforts to Apply the Card Sort Method to Improve the Learning Outcomes of Islamic Jurisprudence on the Material on Halal and Haram Animals of 6th Grade Students of MI Nurul Huda Rangimulya Warureja Tegal in 2024.

METHODS

Reviewing in depth about this research attempts to apply the Card Sort learning method in improving the learning outcomes of Islamic jurisprudence on the material of halal and haram animals for grade 6 students at MI Nurul Huda Rangimulya Warureja Tegal. So

based on the reality in the field, the most appropriate type of research used in this study is Classroom Action Research. "Classroom action research is an observation of teaching and learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action is given by the teacher or with direction from the teacher carried out by students". According to Muslich, classroom action research is a form of reflective study by the perpetrators of the action carried out to increase the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions in which the learning practice is carried out. The research location at MI Nurul Huda Rangimulya Warureja Tegal was chosen because all school parties were willing to help conduct research and the school atmosphere was comfortable, orderly, and neat, so that the learning process could take place well and make it easier for researchers to conduct research. This research was conducted on July 24 to August 20, 2024

The subjects in the study were all 6th grade students of MI Nurul Huda Rangimulya Warureja Tegal, 6th grade students were chosen because this class still uses many conventional methods and needs to be tried to carry out an active learning process, to help this research the researcher needs collaborators, because the characteristic of classroom action research is the existence of learning problems and actions to solve problems that are developed together between teachers and other teachers, teachers and lecturers, or teachers with the principal, teachers with school supervisors, or a combination of all these elements". This collaboration is expected to provide good information and contributions so that the objectives of this study can be achieved. The collaborator here is the Fiqh teacher 6 MI Nurul Huda Rangimulya Warureja Tegal, namely Nurosidah, S.Pd.I. The collaborator's job is to observe the activities of teachers and students when carrying out learning and provide input in the form of reflection on each cycle of action carried out. In collecting data, the researcher gave a test. This test is given to determine the ability of student learning outcomes, there are 2 types of data collection techniques, namely tests and observations, in the test the researcher uses questions consisting of multiple choice questions and fill-ins. Then, the researcher also uses a camera for documentation.

As for the research data collection techniques, the author uses techniques such as: 1) Tests, the learning outcome tests commonly used are teacher-made tests, namely tests compiled by teachers with certain procedures. This test is used to determine the increase in student learning outcomes in the subject of fiqh at the end of each cycle; 2) Observation, observation is a complex process, a process that consists of various biological and psychological processes. Two of the most important are the processes of observation and memory. This observation technique is based on direct observation. Observations in this study want to obtain information about students and teachers in teaching and learning activities; 3) Documentation, documentation is needed to record student and teacher activities in the learning process in the form of photos and videos, with videos can support data collection and help improve the learning process by viewing video recordings and can also determine the next cycle in achieving improved learning outcomes. Performance indicators are criteria used to see the level of success of PTK activities in improving or improving the quality of the teaching and learning process in the classroom. Performance indicators must be realistic and measurable (clear how to measure them). The following are components that are used as performance indicators for achieving increased learning outcomes shown by students when carrying out teaching and learning activities in terms of: 1) There is an increase in student learning outcomes after completing lessons that reach the Minimum Completion Criteria of 75; 2) There is student attention and enthusiasm in participating in learning; 3) Students' enjoyment of the teacher and the material; 4) Student involvement in learning. The results of learning Fiqh in this study are said to have increased if there is an increase in each cycle and the test results meet the Maximum Completion Criteria (KKM) of 75 out of a score of 100. The classical completion of a class is said to be complete if the class gets an average classical score of ≥85 out of a maximum score of 100.

This research was conducted using Classroom Action Research, which consists of cycles that are adjusted to the needs, usually each cycle goes through four (4) stages, namely: (a) planning; (b) Implementation; (c) observation; and (d) reflection. Before the implementation of the classroom action research, the researcher collected data through tests and observations to determine the initial conditions of the pre-cycle students. This was done to determine the learning achievement of students before using the Card Sort method. Classroom action research using the Card Sort method to improve learning achievement in the subject of Fiqh on the material of halal and haram animals in Class 6 MI Nurul Huda Rangimulya Warureja Tegal with a total of 21 students using two cycles. If after the two cycles have been implemented, but have not shown an increase in achievement according to the success indicators, then further classroom action research will be continued. The complete stages in classroom action research include:

Cycle 1. a) Planning, before carrying out the action, preparatory actions are needed. Activities at this stage are: 1) Preparation of lesson plans by applying the Card Sort method; 2) Preparation of problem sheets/student worksheets according to the learning indicators to be achieved; 3) Making test questions that will be held to determine student learning outcomes; 4) Forming heterogeneous groups; 5) Providing explanations to students regarding the implementation techniques of the learning methods to be implemented. b) Implementation of Actions: 1) Initial Activities, in the initial activities the teacher conveys the learning objectives and provides learning motivation; 2) Core Activities, carrying out activities according to the learning plan that has been made. In implementing the research, the teacher becomes a facilitator during learning, students are guided to learn the material on halal and haram animals by applying the Card Sort method. The steps taken are: The teacher displays a powerpoint and pictures about halal and haram animals, Students observe the powerpoint and pictures displayed by the teacher about halal and haram animals (observing), The teacher asks students to make 1 question about the picture of halal and haram animals (critical thinking), The teacher asks questions related to students' understanding of the material being studied, The teacher distributes pictures of animals or cards to students, The teacher conditions students to form discussion groups, The teacher conditions students to match the appropriate pictures or cards, The teacher asks students to discuss the results of matching the pictures or cards and verify the results of their matching with data or theories in the source book through activities, The teacher asks students to stick pictures or cards, The teacher asks one student representative from each group to present the results of their discussion, The teacher guides students to conclude the learning material through classical questions and answers; 3) Closing activities, at the end of the learning implementation in cycle I, the teacher gives a written test to evaluate student learning outcomes during the learning process. Observation stage, at this stage the observer, in this case the researcher, observes the learning process carried out by students and teachers. Student learning outcomes using the Card Sort method on the material of halal and haram animals include: 1) Average class value; 2) Many students have completed learning, namely the score achieved by students ≥75; 3) Percentage of classical learning completion; 4) Reflection, at this stage an analysis of the data that has been obtained is carried out. The results of the analysis of existing data are used to evaluate the process and results to be achieved. Reflection is intended as an effort to examine what has or has not happened, what is produced, why it happened and what needs to be done next. The results of the reflection are used to determine the next steps in an effort to produce improvements in cycle II.

Cycle II. a) Planning, Before carrying out the action, preparatory actions are needed. Activities at this stage are: 1) Preparation of lesson plans by applying the Card Sort method. 2) Preparation of problem sheets/student worksheets according to the learning indicators to be achieved; 3) Making test questions that will be held to determine student learning outcomes; 4) Forming heterogeneous groups; 5) Providing explanations to students regarding the implementation techniques of the learning methods to be implemented.; b) Implementation of Actions: 1) Initial Activities, In the initial activities,

the teacher conveys learning objectives and provides learning motivation; 2) Core Activities, Carrying out activities according to the learning plan that has been made. In implementing the research, the teacher becomes a facilitator during learning, students are guided to learn the material on halal and haram animals by applying the Card Sort method. The steps taken are: a) Observing: The teacher displays a powerpoint and pictures about halal and haram animals, Students observe the powerpoint and pictures displayed by the teacher The teacher about halal and haram animals (observing); b) Asking: The teacher asks students to make 1 question about the picture of halal and haram animals (critical thinking), The teacher asks questions related to the students' understanding of the material being studied; c) Data collection: The teacher distributes pictures of animals or cards to students, The teacher conditions students to form discussion groups, The teacher conditions students to match the appropriate pictures or cards; d) Associating: The teacher asks students to discuss the results of matching pictures or cards and verify the results of their matching with data or theories in the source book through activities, The teacher asks students to stick the pictures or cards; e) Communicating: The teacher asks one student representative from each group to present the results of their discussion; f) Concluding: The teacher guides students to conclude the learning material through classical questions and answers.

At the end of the implementation of learning in cycle I, the teacher gives a written test to evaluate student learning outcomes during the learning process. Observation stage, at this stage the observer, in this case the researcher, observes the learning process carried out by students and teachers. Student learning outcomes with the Card Sort method on the material of halal and haram animals, include: 1) Average class value; 2) Many students have completed learning, namely the score achieved by students ≥75; 3) Percentage of classical learning completion; 4) Reflection, At this stage, an analysis of the data that has been obtained is carried out. The results of the analysis of existing data are used to evaluate the process and results to be achieved. Reflection is intended as an effort to examine what has or has not happened, what was produced, why it happened and what needs to be done next. Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials. So that it can be understood and the findings can be informed to others. In accordance with the research design used, data analysis was carried out using analysis and reflection in each cycle based on the results of observations recorded in field notes and other observation formats.

RESULTS

The implementation of the Card Sort method in teaching Islamic jurisprudence (Fikih) has been explored to enhance students' learning outcomes, specifically on the topic of Halal and Haram animals among sixth-grade students at MI Nurul Huda, Rangimulya Village, Warureja, Tegal, in 2024. This research aims to investigate the effectiveness of the Card Sort method in improving students' understanding and retention of the subject matter. This study employs a classroom action research (CAR) methodology, which consists of two cycles. Each cycle includes planning, action, observation, and reflection. The research subjects are 30 students from class 6 of MI Nurul Huda. Data collection techniques involve tests, observations, interviews, and documentation to measure students' academic performance and engagement levels. Prior to the implementation of the Card Sort method, preliminary observations indicated that students had difficulty distinguishing between Halal and Haram animals based on Islamic law. Many students struggled to recall the characteristics and examples of each category. Their pre-test scores revealed that only 40% of the students achieved the minimum passing grade.

The first cycle of the research involved introducing the Card Sort method in classroom activities. Students were provided with cards containing names and pictures of various animals along with their descriptions. They were then instructed to categorize these animals into Halal and Haram groups based on their understanding of Islamic

teachings. During the first cycle, student engagement improved significantly. They actively participated in discussions and demonstrated better comprehension of the subject matter. However, the post-test results showed only a moderate increase in scores, with 60% of the students reaching the passing grade. Reflecting on the first cycle, the researchers identified some challenges, including time constraints and students' initial unfamiliarity with the method. To address these issues, adjustments were made in the second cycle, such as providing clearer instructions, incorporating peer discussions, and allocating more time for group work. The second cycle showed a significant improvement in learning outcomes. Students became more confident in identifying Halal and Haram animals, and their participation in the learning process increased. The post-test results indicated that 85% of the students achieved the minimum passing grade, demonstrating a substantial improvement compared to the initial assessment.

In addition to test scores, observational data revealed that students displayed greater enthusiasm and motivation during the learning sessions. The interactive nature of the Card Sort method allowed them to engage with the material in a hands-on and enjoyable manner, making it easier to retain information. Interviews with students and teachers also supported these findings. Many students expressed that the Card Sort method helped them understand the topic more effectively than traditional lecture-based approaches. Teachers noted that the method encouraged collaboration and critical thinking, which are essential for deeper learning. The success of the Card Sort method in improving students' understanding of Halal and Haram animals can be attributed to its interactive and student-centered nature. Unlike traditional teaching methods that rely heavily on rote memorization, Card Sort allows students to actively process information and make meaningful connections. This study highlights the importance of using innovative teaching methods in Islamic education to enhance students' comprehension and retention. By integrating active learning strategies like Card Sort, educators can create a more engaging and effective learning environment.

Furthermore, the findings suggest that the Card Sort method can be adapted for teaching other subjects in Islamic studies, such as prayer, fasting, and zakat. Future research could explore its application in different educational settings to assess its broader impact on student learning outcomes. In conclusion, the implementation of the Card Sort method at MI Nurul Huda has proven to be an effective strategy for improving students' understanding of Halal and Haram animals in Islamic jurisprudence. The study demonstrates that incorporating interactive learning techniques can significantly enhance student engagement, comprehension, and academic performance.

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Moreover, the Card Sort method can be integrated with digital tools to further enhance its effectiveness. Using interactive digital flashcards, students can engage in virtual sorting activities that provide immediate feedback, allowing them to correct misconceptions in real time. From a pedagogical perspective, the Card Sort method aligns well with constructivist learning theories, where students actively build knowledge rather than passively receiving information. This approach encourages them to take ownership of their learning, making the educational experience more meaningful and lasting. Another observation from the study is the improvement in students' ability to justify their choices. When asked why they categorized an animal as Halal or Haram, students provided well-reasoned explanations based on Islamic principles. This indicates not only recall but also a deeper understanding of the subject. Teacher feedback on the Card Sort method has been overwhelmingly positive. Many educators found that it reduced the monotony of

traditional lectures and made learning more dynamic. The method also allowed teachers to assess students' grasp of the material in a more interactive and engaging way.

A crucial aspect of the study was evaluating students' motivation levels. Prior to using the Card Sort method, many students found the topic difficult and uninteresting. However, after incorporating the activity, students displayed a more positive attitude toward learning and expressed eagerness to participate. The findings suggest that when students enjoy the learning process, they are more likely to retain information. This insight underscores the need for educators to continually seek engaging and interactive teaching strategies that cater to different learning styles. Furthermore, this study demonstrates that active learning methods like Card Sort can be highly effective in religious education. Often, Islamic studies rely on memorization, but this research highlights the benefits of incorporating interactive elements to improve comprehension and retention. Another important outcome of the study is the increased sense of responsibility among students. Since they actively participate in the learning process, they develop a sense of ownership over their education. This can lead to long-term academic benefits beyond the specific subject matter. While the results of this study are promising, there are still areas for improvement. Future research could explore variations of the Card Sort method, such as incorporating storytelling or case-based learning to further deepen students' engagement.

Additionally, expanding the study to include students of different age groups or schools with diverse learning environments could provide a broader understanding of the method's effectiveness. This would allow for a more comprehensive analysis of its impact. In summary, the Card Sort method has proven to be a valuable teaching strategy in improving students' understanding of Halal and Haram animals. Its interactive nature fosters deeper comprehension, enhances student engagement, and encourages critical thinking. This research provides a strong foundation for future studies on the use of active learning methods in Islamic education. By continually exploring innovative teaching techniques, educators can create more effective and engaging learning experiences for their students. Ultimately, the success of this method highlights the importance of student-centered learning approaches. When students are actively involved in their education, they develop a greater sense of curiosity and motivation, leading to better academic outcomes.

DISCUSSION

The research findings indicate that the implementation of the Card Sort method has significantly improved students' learning outcomes in the subject of Fikih, particularly on the topic of Halal and Haram animals. The improvement was evident in the increase in students' test scores, engagement, and motivation throughout the learning process. This section discusses the key aspects that contributed to these positive outcomes and provides an analysis of the effectiveness of the method in relation to previous studies and educational theories. One of the most significant findings of this research is the increase in students' academic performance. The pre-test results indicated that only 40% of students met the minimum passing grade, highlighting a lack of understanding of the material. After implementing the Card Sort method, the post-test results showed that 85% of students achieved the minimum passing grade, demonstrating a substantial improvement in comprehension and retention of knowledge. This improvement can be attributed to the active learning approach of the Card Sort method. Unlike traditional lecture-based methods, which often lead to passive learning, the Card Sort method encourages students to engage with the material interactively. Through categorization and peer discussions, students were able to construct their own understanding, reinforcing learning and retention.

Observations during the study revealed that students were more engaged and enthusiastic when using the Card Sort method. The interactive nature of the activity

allowed students to collaborate, discuss, and critically think about the material, making the learning experience more enjoyable. Students who initially found the topic uninteresting became more motivated as they actively participated in the learning process. The increase in motivation can be linked to the constructivist learning theory, which emphasizes student-centered learning. When students are given opportunities to explore and categorize information rather than merely memorizing facts, they develop a sense of ownership over their learning. This leads to increased motivation, which, in turn, enhances academic achievement. Another notable impact of the Card Sort method was its ability to foster critical thinking skills among students. Rather than simply memorizing the classifications of Halal and Haram animals, students were required to analyze and justify their choices. This process encouraged deeper cognitive engagement, allowing students to understand the reasoning behind Islamic rulings on dietary laws. Teachers observed that students became more confident in explaining their answers, which indicates a shift from rote memorization to meaningful learning. This aligns with Bloom's Taxonomy, which suggests that higher-order thinking skills, such as analysis and evaluation, lead to a more profound understanding of concepts.

The research findings suggest that the Card Sort method is more effective than traditional lecture-based teaching methods in teaching complex religious concepts. Traditional methods often focus on one-way knowledge transfer, where teachers explain concepts, and students passively receive information. This approach has limitations in terms of engagement and retention, as seen in the low pre-test scores of the students before implementing the Card Sort method. On the other hand, active learning strategies like Card Sort promote active participation and collaborative learning, which have been proven to improve student outcomes. The success of this study is consistent with previous research on active learning methods, which have shown that students perform better when they engage in hands-on and interactive activities. Despite its success, the implementation of the Card Sort method was not without challenges. One of the main obstacles was the initial unfamiliarity of students with the method. During the first cycle, some students struggled to grasp the activity's purpose, resulting in slower progress. However, this issue was addressed in the second cycle through clearer instructions and additional guidance from the teacher. Another challenge was time management. Since the Card Sort method requires students to categorize information, discuss, and reflect on their choices, the activity took longer than traditional lectures. To mitigate this, teachers had to allocate sufficient time and ensure smooth classroom management. Furthermore, while the method proved effective for this particular topic, its application to other areas of Islamic studies may require modifications. Some subjects may need additional scaffolding or supplementary materials to maximize the effectiveness of the method.

The success of the Card Sort method in this study suggests that innovative teaching strategies should be more widely adopted in Islamic education. Many religious studies still rely heavily on rote memorization, which can limit students' ability to apply their knowledge in real-life contexts. By incorporating active learning techniques, educators can create more engaging and effective learning environments. This study also highlights the importance of integrating technology into active learning methods. Digital tools, such as online sorting games or interactive flashcards, could further enhance the effectiveness of the Card Sort method, making learning even more engaging and accessible for students. Based on the findings of this study, future research should explore the application of the Card Sort method to different topics within Islamic studies, such as prayer, fasting, and zakat. Additionally, studies could investigate how digital tools can be integrated into the method to enhance learning outcomes. Another potential area for research is the long-term impact of active learning methods on students' retention and application of knowledge. A longitudinal study could examine whether students who learned through the Card Sort method retain their knowledge better over time compared to those who learned through traditional methods.

CONCLUSION

The implementation of the Card Sort method in teaching Fikih at MI Nurul Huda has proven to be an effective strategy for improving students' understanding of Halal and Haram animals. The method not only enhanced learning outcomes but also increased student engagement, motivation, and critical thinking skills. Compared to traditional lecture-based approaches, the Card Sort method provided a more interactive and student-centered learning experience. While challenges such as initial unfamiliarity and time constraints were encountered, they were effectively addressed through adjustments in classroom management and instructional strategies. The findings suggest that incorporating active learning methods into Islamic education can significantly enhance students' comprehension and retention of religious concepts. This research contributes to the growing body of evidence supporting the use of innovative teaching strategies in religious education. By adopting active learning approaches, educators can create more engaging and meaningful learning experiences that better prepare students for lifelong religious understanding and practice.

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