The Use of Card Sort Method to Improve Student Learning Activity in Islamic Education Learning at SMA Negeri 1 Simpang Kanan

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Abstract: This study aims to improve the learning activity of students on the material of emulating the role of Islamic scholars in Indonesia in class X of SMA Negeri 1 Simpang Kanan. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using a qualitative approach. The data analysis techniques used in this study were observation, interviews and documentation. The results of the study indicate that the use of the Card Sort method can improve the learning activity of students on the material of emulating the role of Islamic scholars in Indonesia in class X of SMA Negeri 1 Simpang Kanan. The results of observations in the field show that student learning activity has increased in each cycle. Overall, student learning activity from cycle I only reached 50% then increased in cycle II to 75% and then increased again in cycle III to 85%. Thus, the use of the card sort method to improve student learning activity on the material of emulating the role of Islamic scholars in Indonesia can be used as an alternative to improve student learning outcomes.

Keywords: Card sort method, student learning activity, Islamic education.

INTRODUCTION

In the current era of modernization, human life and civilization are constantly changing, thus demanding quality human resources. The quality of human resources can be obtained from the learning process, namely through education. Current education demands understanding from students. The understanding in question is not understanding in the narrow sense, namely memorizing lesson materials, but understanding in the broad sense, namely tending to emphasize learning process activities that include finding concepts, searching and so on, and students are required to be able to apply them in everyday life. Unfortunately, such learning practices have not been implemented as a whole, so that the goals and results of education are not in accordance with what is expected. The success of education is influenced by the approach and methods used in teaching. Increasing learning activity is one of the goals of education that will be achieved and if students are active, their learning outcomes will follow. Because with activeness, students can learn from their experiences. As educators, teachers are required to be able to manage the class well, one of which is by using various fun learning methods. Teaching methods are knowledge about teaching methods used by teachers so that lesson materials are easily understood by students well. Weaknesses in the teaching and learning process are thought to originate

from previous learning habits, namely teachers consider students to be passive individuals, teachers teach using the lecture method and expect students to sit, listen, take notes, and memorize. According to Azizy (2002), Islamic religious education states that: "The essence of education is the process of transferring values, knowledge, and skills from the older generation to the younger generation so that the younger generation is able to live. Therefore, when we mention Islamic education, it will cover two things, namely: (a) educating students to behave in accordance with Islamic values or morals; (b) educating students to study Islamic teachings in the form of knowledge about Islamic teachings". According to the above understanding, it can be interpreted that Islamic Religious Education is a conscious form carried out by educators in order to prepare students to believe in, understand, and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the stated goals. The material on the History of Islamic Culture is one of the important subjects in Islamic Religious Education subjects in schools. Meanwhile, Islamic Religious Education occupies an important position in the national education system. Islamic Religious Education as the nation's mental spiritual education because it is a strategic component in the national education curriculum which is responsible for developing the character of the Indonesian nation and is included in the mandatory content in the curriculum.

However, in the implementation in the field, when learning history, students rarely ask questions even though the teacher has provoked them with questions that students do not yet understand. In addition, student activity in taking notes, making summaries and working on questions is still very low. In the learning process other than this, in general the teacher always dominates the activities and all initiatives come from the teacher, while students are objects to receive what is considered important and memorize the materials presented by the teacher and do not dare to express ideas during the learning process. In relation to this, the same problem also occurs at SMA Negeri 1 Simpang Kanan where learning activities are only centered on the teacher so that most of the students become passive and not actively involved. Student activity in learning is an important and fundamental issue that must be understood, realized and developed by every teacher in the learning process. Learning activity is characterized by optimal involvement, both intellectually, emotionally and physically. Students are active learning humans and are always curious. The power of activity that children naturally have will be able to develop in a positive direction when their environment provides a good space for the development of that activity. Although the subject of Islamic Cultural History uses a lot of non-practical information, the learning process should be more directed at the process of student activity so that they understand what is being studied and can express it in verbal or practical forms in the form of exemplary values.

Facing this reality, as a teacher, it is mandatory to find the right solution to overcome these difficulties, which in principle the learning material can be presented in an interesting way as an effort to increase student learning activity. Based on the description above, the author tries to apply one of the learning methods, namely the Card Sort learning method to reveal whether the Card Sort method can increase student activity in learning SKI. The author chose this learning technique to condition students to get used to finding, searching, discussing something related to teaching. The Card Sort method is a learning method that emphasizes student activity, where in this learning each student is given an index card containing information about the material to be discussed, then students group it according to the index card they have. After that, students discuss and present the results of the discussion about the material from their group category. Here, the educator acts more as a facilitator and explains the material that students have not understood after the presentation. From the background above, the author is interested in conducting classroom action research (CAR) with the title "Using the Card Sort Method to Increase Student Learning Activity on the Material Emulating the Role of Ulama Spreading Islamic Teachings in Indonesia in Class X of SMA Negeri 1 Simpang Kanan".

METHODS

In this study, researchers used Classroom Action Research. According to Arikunto, et al. Classroom action research is an observation of learning activities in the form of a class together. PTK is action research carried out by teachers in the classroom, PTK is essentially a series of "research-action-riset-action ..." which is carried out in a cycle in order to solve problems, until the problem is solved. In general, PTK is divided into two types, namely: (1) individual PTK, in which the teacher is the researcher; and (2) collaborative PTK, in which the teacher works together with other people, other people as researchers and as observers. The research that researchers use here is in the form of collaborative PTK, where researchers invite friends as observers behind and when learning is carried out. In line with this definition, Mc Niff views PTK as a form of reflective research conducted by educators themselves on the curriculum, development of teaching skills and so on. PTK departs from the problems that arise in the classroom that occur during the learning process.

This research uses a qualitative descriptive approach. According to Bogdan and Biklen, the definition of descriptive qualitative in Emzir's book explains that the data collected takes the form of words or pictures rather than numbers. The written research results contain excerpts from the data to illustrate and provide evidence of the presentation. The data includes interview transcripts, field notes, photography, videotapes, personal documents, memos, and other official recordings. The research design used by researchers is classroom action research, with a participatory type, namely participation between researchers and classroom teachers. Researchers as implementers of learning, while class teachers help researchers observe the course of learning. In this PTK, the researcher is the implementer of teaching and learning activities. The emergence of the term "Classroom action research" or classroom action research actually begins with the term "Action research" used to find solutions to problems faced by someone in their daily duties. With the addition of "Classroom" to "Action research", activities are more directed at solving learning problems through direct application in the classroom. Kurt Lewin's model states "the main concept of classroom action research consists of four components", namely: 1) Action Planning; 2) Implementation of Action; 3) Observation; 4) Reflection.

This class action research was conducted at SMA Negeri 1 Simpang Kanan, Simpang Kanan District, Aceh Singkil Regency. This research was conducted in the school year 2022/2023 semester 2, which began in January to February 2023. Determination of the timing of this study refers to the academic education calendar at school. In this study, the research subjects were SMA Negeri 1 Simpang Kanan class X students in the 2022/2023 academic year consisting of 27 students, 14 boys and 13 girls. The research procedure is the steps that the researcher must go through. The first step is to determine the method used in this research, namely the class action research method. Followed by determining the number of actions taken in the cycle. With various considerations, this research used 3 cycles. The implementation of the research for the three cycles is: 1) Cycle I was held 1 meeting (4 x 45 minutes) with material on the entry of Islam into Indonesia; 2) Cycle II was held once a meeting (4 x 45 minutes) with material on the role of ulama in the spread of Islam; 3) Cycle III was held once a meeting (4 x 45 minutes) with material on the role of wali songo in the spread of Islam in Java. The next step is to determine the stages in the cycle, consisting of 4 stages, namely: Planning, Acting, Observing, Reflecting.

Cycle I design. 1) The planning stage, designing learning scenarios, namely by steps: a) Determining the learning theme; b) Reviewing PAI learning materials and reviewing indicators; c) Developing lesson plans according to predetermined indicators with Sort Card; d) Making Student Worksheets; e) Preparing learning media about the material to be delivered; f) Preparing evaluation tools in the form of tests and student worksheets; g) Preparing observation sheets to observe student and teacher activities; 2) Implementation stage, this stage includes the implementation of the learning process by

applying the learning model based on the lesson plan that has been made accompanied by previously prepared learning tools, namely master cards and index cards, and research instruments, student learning observation sheets. The implementation of actions in cycle one was carried out in 1 meeting, including the following: a) Implementing actions that refer to the scenario; b) Presenting learning materials using the Card Sort learning model; c) Students are given the opportunity to respond to the material taught; d) Making observations; 3) The observation stage, carried out by observing the learning process (teacher and student activities) observation is submitted to the points in the guidelines that have been prepared by the researcher. In addition, to obtain accurate data, researchers also conducted interviews with students regarding certain points that were deemed necessary to ask students to obtain accurate data; 4) The reflection stage, at this stage, is carried out to review the entire learning process that has been carried out. Researchers collect and analyze data obtained during observation, namely data obtained from observation sheets and regarding the results of observations made, both shortcomings and achievements in learning. The results of this first cycle analysis are used as a reference for the author to plan the second cycle.

Cycle II Design. In this cycle, the stages are carried out as in the first cycle, but preceded by re-planning based on the results obtained in cycle I (reflection) so that the weaknesses that occurred in the first cycle do not occur in the second cycle. Improvement of action in the second cycle still uses the process in the first cycle. The measurement of the results of the action in this second cycle was carried out with / associated with the first cycle. 1) Planning stage, making lesson plans based on the first cycle. This means improving and improving the quality of learning; 2) The implementation stage, the teacher implements learning with the Card Sort method based on the lesson plan and the results of cycle I; 3) Observation stage, basically the observation stage in cycle two is the same as the observation that has been carried out before. Researchers recorded all findings with changes that occurred in students and carried out an evaluation of student learning activeness at the end of cycle II action; 4) The Reflection Stage, at this stage is carried out to review the entire learning process that has been carried out. Researchers collect and analyze data obtained during observation, namely data obtained from observation sheets and regarding the results of observations made, both shortcomings and achievements in learning. The results of this second cycle analysis are used as a reference for the author to plan the third cycle if it is still not successful.

Cycle III Design. In this cycle, the stages are carried out as in cycles I and II, but preceded by re-planning based on the results obtained in cycle II (reflection) so that the weaknesses that occurred in the second cycle do not occur in the third cycle. Improvement of action in the third cycle continues to use the process in the second cycle. The measurement of the results of the action in this third cycle was carried out with / associated with the second cycle. 1) Planning stage, make a lesson plan based on the second cycle. This means improving and improving the quality of learning: 2) The implementation stage, the teacher implements learning with the Card Sort learning model based on the learning plan and the results of cycle II; 3) Observation stage, basically the observation stage in cycle III is the same as the observation that has been carried out before. Researchers recorded all findings with changes that occurred in students and carried out an evaluation of student learning activeness at the end of cycle III action; 4) Reflection Stage, reflecting on the implementation of cycle III and making conclusions about the Card Sort learning method used in increasing the learning activeness of students on the material by improving the actions of the cycle. The form of collaborative action research is outlined in the Classroom Action Research (PTK) model which is oriented towards the Kemmis and Mc Taggart model with an action pattern consisting of: planning, action, observing, and reflecting. Schematically the Classroom Action Research model in question is as follows: Flow of action implementation in PTK

As shown in the figure above, this research will be conducted in several cycles. Each cycle will start from planning, then implementation, followed by observation of the

actions that have been taken and at the final stage, reflection. If in the first cycle of research the results obtained are still not good, then the research is continued with the second cycle by making improvements to the first research plan. The cycle will stop if the research conducted has been deemed sufficient to do. The explanation of the data collection techniques is as follows: a) Observation, observation in this study includes participant observation, namely the observer participates in ongoing activities or activities followed by the individual being observed. In this observation, the researcher uses participant observation with direct observation of the conditions and situation at SMA Negeri 1 Simpang Kanan. Observation is also used to collect data by making direct observations and using observation sheets in the form of checklists of student activities in the process of implementing PAI subjects in class X SMA Negeri 1 Simpang Kanan before and after using the Card Sort type learning method; b) Interviews, interviews in this study were non-systematic interviews. The interview method is a conversation with a specific purpose. The conversation was conducted by two parties, namely (interview) who asked questions and the interviewee (interview) who gave answers to the questions. This interview method by researchers is used to interview class X students of SMA Negeri 1 Simpang kanan; c) Documentation, in this study the data obtained through documentation in the form of photos during the learning process, lesson plans and a list of names of students. The instrument that will be used in this research is an observation sheet that serves to collect information about the activities of teachers and students during the learning process from the actions that have been taken by teachers and students. Data analysis can be done with qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to determine improvements in the learning process, in this case more devoted to the actions taken by the teacher. Qualitative data analysis in this study is in the form of documentation such as photos and results of interviews with students obtained during the teaching and learning process.

Another data analysis is quantitative data analysis, this quantitative data analysis is used to determine the increase in student learning activeness, in this case it can be analyzed through the actions of each cycle carried out by the teacher. Quantitative data analysis in this study is the analysis of student activity observation results. The data analysis of the results of this observation aims to determine the increase in student learning activeness in PAI subject matter The role of Ulama and the spread of Islam in class X students through the Card Sort method. The student activeness observation sheet is used as a researcher's guide in observing student activeness in the PAI learning process using the Card Sort method. Data is taken from the student activity observation sheet in the form of scoring by providing categories of very good, good, less good and not good. With scoring for very good has a score of 4, good has a score of 3, less good has a score of 2, and not good has a score of 1. Data analysis for student activeness observation sheets by means of quantitative descriptive which means describing data in the form of numbers. The teacher observation sheet is useful for observing and checking the implementation and suitability of the lesson plan with the implementation in the learning process. The data analysis used for the teacher observation sheet is using qualitative data analysis in a descriptive way, namely interpreting the results of observations in the teacher observation sheet in the form of words that are processed into meaningful sentences.

Data validity is very necessary so that the data produced can be trusted and scientifically accounted for. Therefore, in the process of checking the validity of the data in this study is Triangulation, which is a data checking technique utilizing something else outside the data for the purpose of checking or partly comparing the data. To check data through comparing data from other sources. The indicator of success in this study is student activeness in participating in the learning process if the percentage of student activeness in participating in learning as a whole reaches at least 75% of the number of students in high criteria (≥75%).

RESULTS

Cycle I was held on Wednesday, January 17, 2023. In planning this action, the teacher as the executor of the action and the researcher while the observer as an observer and to help the researcher when experiencing difficulties. Before carrying out the action, the researcher first consulted and coordinated with the Principal and teacher observer then the teacher and researcher made a Learning Implementation Plan using the Card Sort method. The first cycle lesson plan contains competency standards, basic competencies, indicators, teaching materials, approaches, models, methods, tools and materials, learning resources, learning steps, assessments, and test questions. The complete cycle I lesson plan is attached in the appendix.

The next thing to prepare is to prepare learning media. In this cycle I, the media used is Card Sort game cards. The game cards consisted of master cards (containing the ways of spreading Islam) and index cards (containing statements corresponding to the scholars). The master card and index card are different in size and color. The master card is larger in size and red in color, while the index card is smaller in size and orange in color. This aims to make it easier for students to find their master cards. The media that must be prepared again are video and power point.

The next preparation needed before carrying out the research is to compile an observation sheet. The observation sheet was prepared as one of the instruments in this study. This observation sheet is used to determine the activities of teachers and students in the learning process using the Card Sort method. The last preparation made was to make and prepare LKPD and evaluation questions. LKPD is prepared for discussion activities whose activities consist of cutting and pasting, while the evaluation questions carried out in this cycle I are written tests in the form of multiple choice questions, matching, and descriptions. The evaluation was conducted at the end of each lesson.

After preparing the lesson plan, the learning process will be carried out in accordance with the predetermined learning plan. This research was conducted on Wednesday, January 17, 2023 in class X SMA Negeri 1 Simpang Kanan. In the first cycle, one meeting was held. The learning is carried out within 4 x 35 minutes each week. This activity was carried out at 07.00-09.20 WIB. At this meeting the material presented was about the entry of Islam into Indonesia and the role of ulama in the spread of Islam. This teaching and learning process includes several stages with scenarios that have been set in learning (RPP in the attachment). During the learning activities, the researcher acted directly as a teacher and the collaborator as an observer.

This initial activity consists of orientation, apperception, motivation and reference. Orientation is carried out by opening the class with greetings, asking for news and checking the attendance of students, the class is continued with prayer before learning, singing compulsory songs / national songs, checking the readiness, tidiness of students and class cleanliness, and inviting students to be invited to yel-yel. Apperception is carried out by linking the learning material to be carried out with the experience of students with previous material, recalling the prerequisite material by asking, and asking questions that are related to the lesson to be carried out. Furthermore, motivation is given to students about the benefits of learning the material seriously. The last activity of the initial activity is giving a reference which consists of activities to tell the subject matter to be discussed, conveying basic competencies, learning objectives, and games that will be carried out.

In the core activity, the teacher shows a video about the entry of Islam into Indonesia and its spread through the teacher's youtube channel. After that, the teacher asked questions with students about the material presented. Based on the results of the question and answer session, there were 3 students out of 27 students who dared to respond to questions from the teacher. Although there are only 3 students who respond to questions from the teacher, the enthusiasm and attention of other students to learning is quite good. After that, the teacher conveyed the procedure and how to play the Card Sort game that would be implemented. Next, the teacher looks for students who hold the

master card by reciting numbers and if the lift is a multiple of five, then it is replaced with "DOR" and so on until the teacher finds 2 students to hold the master card. Then the teacher distributes index cards randomly to students. The teacher directs students' observations to the master card and provides reinforcement. Then the teacher responds to questions from students. After that, students are asked to find and gather with their parent cards that match their index cards. The teacher gives students a time limit of 5 minutes to find their index cards.

After the teacher gave instructions to start looking for a partner, the students immediately looked for their respective parent cards. In this activity, students are still not used to it and many still ask questions because they are confused and even ask here and there. Even so, they still mingle together to get the answers they want. This did make the class crowded, but they remained focused on finding the answer. After the time was declared over, the teacher and students together corrected the matches of the master card and index card. Students read out their index cards and others responded to whether the cards matched or not. Then the teacher confirms the correctness and match. The game is carried out with 3 rounds.

Then the teacher formed students into 5 groups, and distributed LKPD to be done in discussion with their respective groups. They cut out statements related to the caliphs and paste them on the paper that has been provided which contains the names of the caliphs and empty boxes. After all groups have finished, the teacher appoints groups to present in turn and other groups are welcome to ask questions and respond. In between discussions and presentations, the teacher observes the students and makes observations. The teacher together with the students summarizes the material that has been implemented today. Then the teacher gives an evaluation to find out how far the students' understanding of the material presented. The teacher gives 5 multiple choice questions, 10 matching questions, and 1 description question. Students are given 10 minutes to work on the questions. After the time is over, students are asked to submit their work to the teacher, and inform students that the results will be presented at the next meeting. Before the lesson was closed, the teacher first gave a reflection related to the feelings of students learning today, and gave rewards to the most compact, correct work, and good presentation groups. Furthermore, the teacher conveys the material to be learned for the next meeting and the equipment that must be brought. Then the teacher closes the lesson with prayer and greetings. Based on the actions that have been given, the research data from cycle I is obtained in the form of data derived from the observation of teacher activities in using the Card Sort method and student activity observation sheets.

Based on the results of observations of teacher and student activities in participating in learning activities are at a good stage. So that the process of learning activities has been carried out well. From the data on the implementation of cycle I, it shows that the learning process using the Card Sort method for students on the basic competencies of understanding the story of the entry of Islam into Indonesia and its spread has not experienced a significant increase. From the results of the observation assessment of cycle I, it is known that overall student activeness still reaches 50%, which is still classified as moderate criteria at the minimum limit. Students with very low learning activeness category 0%, low learning activeness reached 10 students or 37%, moderate learning activeness category as many as 15 students or 56%, while high learning activeness there were only 2 students or 7%.

Based on the results of observations of the learning process and the results of observations of student learning activeness in cycle I, that the application of the Card Sort method in the basic competencies of understanding the story of the entry of Islam into Indonesia and its spread has not been optimal. Students are still confused with the steps of applying the Card Sort method and awareness of finding the parent card is still in the medium category and the low is still a lot. Student enthusiasm in asking and answering questions is still low. So it is necessary to continue to cycle II so that students do not argue and are not afraid of being wrong so that they can increase their learning activeness. Cycle

II was held on Wednesday, January 24, 2023. In planning the action in cycle II, it is carried out by identifying problems and preparing activities that will be carried out in cycle II based on the results of reflection on cycle I which still has many shortcomings and requires improvement. These shortcomings can be seen from the poor time management when confirming or checking student answers that match the parent card.

Furthermore, students are still less active in discussions and many still ask the teacher for answers because they still lack cooperation in discussions and do not want to jointly find answers with their groups. When presenting the results of their work, only a few dared to present because the distribution in the presentation in the group was not divided evenly and relied on one of their friends. In addition, when matching index cards with their parent cards, some were still less enthusiastic because they were lazy to read so that they did not find a suitable answer. Then at the time after the students find the parent card, the teacher should record the names of students who do not match the parent card with the index card. The teacher should focus more on the activeness of students looking for their parent cards.

After that at the end of teaching and learning activities, the teacher has not guided students to be able to make conclusions on each material properly. Then at the time of reflection the teacher only asked the students' feelings but did not ask the students' wishes. In order to overcome these problems, improvements are needed in cycle II which have been agreed upon by researchers and teachers. The completion of cycle II was carried out in 1 meeting (4 x 45 minutes). Preparations made were by preparing lesson plans using the Card Sort method that had been consulted with peers. The lesson plan is made based on the results of the evaluation that has been analyzed to be a reference in carrying out learning. The next thing to prepare is to prepare learning media. In this cycle II, the media used is the Card Sort game card. The game cards consist of master cards and index cards. The master card and index card are different in size and color. The master card is larger in size and red in color, while the index card is smaller in size and orange in color. This aims to make it easier for students to find their master cards. The media that must be prepared again are video and power point.

The next preparation needed before carrying out the research is to compile the observation sheet and print it. The observation sheet was prepared as one of the instruments in this study. This observation sheet is used to determine the activities of teachers and students in the learning process using the Card Sort method. The last preparation made was to make and prepare LKPD and evaluation questions. LKPD is prepared for discussion activities whose activities consist of cutting and pasting, while the evaluation questions carried out in cycle II are written tests in the form of multiple choice questions, matching, and descriptions. The evaluation was carried out at the end of each lesson. Cycle II was carried out on Wednesday, January 24, 2023 in class X SMA Negeri 1 Simpang Kanan. There were 27 students studied in this meeting. The teacher carried out learning in accordance with the lesson plan that had been made.

After the teacher gave instructions to start looking for a partner, the students immediately looked for their respective parent cards. After the teacher gave instructions to start looking for the parent card, the students immediately looked for it with enthusiasm. In this meeting, students began to get used to the Card Sort method. The students also did not hesitate to mingle with friends of the opposite sex. They worked together to get the right answer. After the time was declared over, the teacher and students together corrected the match between the parent card and the index card. Students read their index cards and the others responded whether the cards matched or not. Then the teacher confirmed the truth and match. The teacher gave punishment by crossing out flour on the faces of students who did not match the parent card and index. The game was carried out in 3 rounds. In the first round, there were still 5 students who were wrong. In the second round, there were still 3 students who were wrong. And in the last round, there was 1 student who was still wrong. This shows that students have begun to understand the Card Sort method procedure and they understand the material

presented. Then the teacher formed students into 5 groups, and distributed LKPD to be worked on in discussion with their respective groups. They cut out statements related to the Wali Songo and stick them on the paper provided containing the names of the caliphs and empty boxes. After all groups have finished, the teacher appoints groups to present in turn and other groups are invited to ask questions and respond. In between discussions and presentations, the teacher observes students and makes observations.

The teacher together with the students concludes the material that has been implemented today. Then the teacher provides an evaluation to find out how far the students understand the material presented. The teacher gives 5 multiple choice questions, 10 matching questions, and 1 essay question. Students are given 10 minutes to work on the questions. After the time is up, students are asked to collect their work to the teacher, and tell the students that the results will be presented at the next meeting. Before the lesson is closed, the teacher first provides a reflection on the students' feelings about learning today and asks for suggestions from students for the next lesson and gives rewards to the group that is most compact, has the right work, and has a good presentation. Next, the teacher delivers the material to be studied for the next meeting and the equipment that must be brought. Then the teacher closes the lesson with a prayer and greetings. Based on the actions that have been given, research data from cycle II is obtained in the form of data from the results of observations of teacher activities in using the Card Sort method and student activity observation sheets. From the data from the implementation of cycle II, it shows that the learning process using the Card Sort method on students in the basic competency of understanding the story of the entry of Islam into Indonesia and its spread has increased significantly compared to cycle I which was only 50%. From the results of the cycle II observation assessment, it is known that overall student activity reached 75%, which is considered high but still at the minimum limit.

CONCLUSION

The Card Sort method is an active learning technique that directly engages students in the learning process. This method allows students to work in small groups, classify cards containing information into specific categories, and discuss their answers with peers. In the context of Islamic history learning, particularly the topic of Emulating the Role of Islamic Scholars in Spreading Islam in Indonesia, this method is highly relevant as it helps students understand scholars' figures, their role in spreading Islam, and their contributions to Indonesia's social and cultural development. Student engagement can be enhanced through various aspects, including interaction among students, involvement in learning activities, and deeper understanding of the material. Students actively participate in small group discussions, exchanging information and opinions regarding the role of scholars. Instead of merely listening and taking notes, they are directly involved in structuring and categorizing information, which improves their focus and interest. The physical activity of arranging cards further reinforces their engagement and understanding. By organizing and discussing the cards, students find it easier to remember information about scholars and their contributions, making the material more comprehensible compared to traditional lecture methods.

Based on the implementation of the Card Sort method in Grade X at SMA Negeri 1 Simpang Kanan, several key findings were observed. Student engagement significantly increased after using this method, as they became more active in asking questions, discussing, and expressing opinions. Evaluation results showed that students gained a better understanding of the figures of scholars and their roles in Islamic history in Indonesia. Additionally, group discussions helped students retain information for a longer period. The method also enhanced students' learning motivation, making lessons more interactive and reducing monotony in Islamic history classes. Despite its effectiveness, the implementation of the Card Sort method comes with challenges. Classroom management difficulties may arise, as overly active students can disrupt discussions. To address this,

teachers should provide clear instructions and set discussion time limits. Uneven understanding among students is another issue, which can be mitigated by offering additional guidance to groups needing assistance. Moreover, since this method requires more time compared to lectures, teachers should design an efficient schedule, possibly dividing activities into multiple sessions if necessary. In conclusion, the use of the Card Sort method in teaching Emulating the Role of Islamic Scholars in Spreading Islam in Indonesia has proven effective in enhancing student engagement in Grade X at SMA Negeri 1 Simpang Kanan. The method fosters more intensive discussions and interactions, leading to improved understanding of the material compared to conventional approaches. Despite challenges in implementation, with the right strategies, the Card Sort method can serve as an effective alternative for improving the quality of Islamic history education in schools.

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