



## The Use of the Sort Card Method as an Effort to Improve the Ability to Memorize Dhikr Readings After Prayer in Aswaja Lessons at MI Pembangunan Lamongan

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**Abstract:** This study aims to determine the improvement of Aswaja learning outcomes in dhikr material through the application of the Sort Card method to fourth grade students of MI Pembangunan Lamongan. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were fourth grade students of MI Pembangunan Sidomukti Lamongan. 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 teacher and student learning activities. The learning model used in this study is the Sort Card method. The Sort Card learning method is one of the learning models that can motivate students to be enthusiastic about learning. Because students will be motivated to get the highest score and shout the most cheers. This learning model is very interesting and fun for every student to apply to all subjects. The results of the study show that the application of the Sort Card method can improve learning outcomes in dhikr material for fourth grade students of MI Pembangunan Sidomukti Lamongan. Student activity by applying the Sort Card method increased from 75% in cycle I to 98% at the end of cycle II. Similarly, what happened in the teacher's observation also increased from cycle I by 79% to 100% in cycle II. The results of students' classical cognitive completion in cycle I were 15 students or 84%. However, after the researcher conducted further research in cycle II with various findings in cycle I, students' classical learning completion became very high. Of the 23 students, 21 students completed or 100% and 2 students were absent due to illness. Thus, it can be concluded that the application of the Sort Card learning method can improve students' ability to memorize dhikr material.

**Keywords:** Sort card method, learning outcomes, Islamic education.

**Received** Februari 2, 2025; **Accepted** March 7, 2025; **Published** March 10, 2025

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### INTRODUCTION

Education is a series of the entire learning process in which there are learning and teaching activities carried out by students and teachers aimed at gaining knowledge. With the education that occurs in schools, it is hoped that it can bring about a change and make students know what they did not know before. Aswaja is one of the subjects whose study refers to the Al-Qur'an and As-Sunnah. In the understanding stage, Aswaja uses logical and rational methods, because it links the material to the experiences of students in everyday life, not with certain dogmatics and doctrines.

Aswaja learning also aims to encourage students to study and practice the teachings of Islam Ahlusunnah Wal Jama'ah, which is expected to produce generations of superior clerics who are able to become strong pillars in spreading Islam in the midst of society by upholding the values of tawasut, tawazun, tasamuh. Based on the researcher's observations of grade IV students at MI Pembangunan, there are several obstacles faced in the Aswaja learning process, one of which is the lack of student understanding of the material taught by the teacher. This condition is caused by various things, including (1) students pay less attention to the material presented because they feel bored with the monotonous learning model dominated by the teacher, so that students are less active and learning outcomes are below the KKM that has been determined. (2) the teacher's boring teaching method, less interesting for students, (3) in the learning process only focused on textbooks, (4) the psychological condition of students which causes students to tend to be noisy and play alone to seek attention, especially male students.

MI Pembangunan is located on Jalan raya Mantup in Dusun Kukur, Sidomukti Village, Lamongan District, Lamongan Regency. The location is close to the villagers' houses, there are 14 teachers. Teachers teach students by sequencing the material in the book. The method used is the lecture method. Based on the explanation, it can be concluded that the basic problem that hinders the difficulty of Aswaja learning is the lack of variation in carrying out the learning process, it is not interesting and tends to be boring, thus reducing students' interest in learning.

In the teaching and learning process, the existence of teachers or educators is important. The existence of teachers here has a primary function in achieving a teaching and learning process, as stated in the objectives of education, namely to shape growing children to learn to think logically and guide the thought process wisely. Currently, most students are often found to be unprepared to face teaching and learning activities, especially in the subject matter to be delivered, sometimes even forgetting at all, so that when in class they do not know what material is being discussed, let alone its contents and often they forget it. In addition, in the learning process we often encounter various other problems, one of which is insufficient time allocation, which causes it to be inefficient and not in accordance with the demands expected by the curriculum.

So to overcome this, a way is needed so that the implementation of teaching and learning can be carried out effectively, one of which is by using a learning model using the sort card method which is made into a variation of learning delivery techniques. Aswaja subjects, as well as in the framework of understanding the learning process. The purpose of education itself will not be achieved without an attitude of participation from students, including listening, understanding, and explaining, and writing. However, further from this attitude of participation is how students can actively receive lessons and participate in both understanding and actions. Memorizing religious texts is an essential part of Islamic education, particularly in subjects such as Aswaja. One of the key aspects of Aswaja lessons in Islamic elementary schools is helping students memorize daily prayers and supplications, including the recitation of dhikr after prayer. However, many students face difficulties in retaining and recalling these recitations accurately. Traditional teaching methods, which often rely solely on repetition and rote memorization, may not be effective for all learners, especially young students who require engaging and interactive learning experiences. To address this challenge, this study explores the use of the Sort Card method as an innovative approach to enhancing students' ability to memorize the recitation of dhikr after prayer. The Sort Card method is a cooperative learning strategy that involves breaking down information into smaller segments and organizing it systematically. By using this method, students actively engage in learning through sorting, categorizing, and reconstructing information, which facilitates better retention and comprehension.

The implementation of the Sort Card method in learning Aswaja is expected to provide a more structured and enjoyable learning experience for fourth-grade students at MI Pembangunan Lamongan. This method encourages students to actively participate in the memorization process by working collaboratively with their peers, thus making

learning more dynamic and interactive. Additionally, it allows for a more personalized learning pace, catering to different learning styles and abilities among students. This study aims to determine the effectiveness of the Sort Card method in improving students' ability to memorize dhikr after prayer. Specifically, it seeks to examine whether the method enhances students' retention, increases their motivation to learn, and fosters a more engaging classroom environment. Furthermore, the research investigates teachers' and students' perceptions of this method and its feasibility for long-term implementation in Islamic education. The findings of this research are expected to contribute valuable insights to the field of Islamic education, particularly in the context of improving memorization techniques for young learners. By integrating interactive and student-centered methods such as the Sort Card approach, educators may develop more effective teaching strategies that enhance learning outcomes and promote a deeper understanding of religious studies among students.

## **METHODS**

This study employs a Classroom Action Research (CAR) methodology, which is structured into four essential stages: planning, action, observation, and reflection. This research method was chosen to systematically analyze and improve student learning outcomes through the implementation of the Sort Card method in Aswaja subject matter focusing on the practice of daily dhikr. The study aims to assess the effectiveness of this teaching strategy in enhancing students' ability to memorize dhikr recitations and actively participate in learning activities. The research was conducted at MI Pembangunan Sidomukti Lamongan, involving students from Class IV as research subjects. The total number of students participating in this study was 23. The selection of these participants was based on the need to examine how the Sort Card method influences student engagement and learning outcomes within this specific group. The teacher served as both a researcher and a facilitator, ensuring that the intervention was applied consistently throughout the study.

In the planning stage, the researcher collaborated with fellow educators to design a lesson plan incorporating the Sort Card method. This preparation included selecting relevant dhikr phrases, developing interactive activities, and determining assessment criteria. The primary objective at this stage was to align the instructional strategy with the students' cognitive levels and learning preferences, ensuring a smooth implementation process. The action stage involved the direct application of the Sort Card method in classroom instruction. During this phase, students were provided with cards containing various dhikr recitations and were tasked with sorting them in the correct order. This interactive approach aimed to engage students actively in the learning process, reinforcing their memorization skills through repetition and collaborative exercises. Observation was carried out simultaneously with the implementation of the learning intervention. The researcher utilized observation sheets to record student participation, engagement levels, and overall classroom dynamics. The observations focused on assessing both individual and group performance, identifying potential challenges in the learning process, and noting any modifications required to enhance the effectiveness of the Sort Card method.

The reflection stage involved analyzing the data collected through observations and test results. The researcher evaluated student progress, identified strengths and weaknesses of the intervention, and made necessary adjustments for subsequent cycles. Reflection was conducted in collaboration with other teachers to ensure a comprehensive assessment and improve instructional strategies accordingly. Data collection techniques in this study included tests and observations. The tests were

administered to measure students' cognitive learning outcomes before and after implementing the Sort Card method. These assessments consisted of written exercises where students demonstrated their ability to correctly arrange and recite dhikr phrases. The test results provided quantitative data to analyze the effectiveness of the intervention. Observations were conducted to evaluate student engagement, participation, and the overall learning atmosphere. The researcher used structured observation sheets to record interactions, student enthusiasm, and teacher effectiveness in delivering the material. This qualitative data provided insights into the practical application of the Sort Card method in the classroom environment.

The data analysis technique employed in this research was a combination of descriptive statistical analysis and qualitative interpretation. Quantitative data from test results were analyzed to determine the percentage of students achieving mastery learning. Qualitative data from observations were used to gain a deeper understanding of student behavior, learning challenges, and the overall impact of the teaching method. The first cycle of implementation demonstrated a student engagement rate of 75%, indicating moderate participation in the learning process. The test results showed that 15 out of 23 students (84%) achieved mastery learning, suggesting a positive but improvable outcome. Based on these findings, the researcher identified areas requiring refinement, including increasing student motivation and adjusting the instructional approach. In the second cycle, modifications were made based on reflections from the first cycle. The researcher implemented additional motivational strategies, introduced cooperative learning elements, and enhanced classroom interaction through peer discussions. These adjustments aimed to maximize student participation and reinforce their learning experiences.

The second cycle results showed significant improvements. Student engagement increased to 98%, demonstrating a higher level of interest and active participation in the learning activities. Teacher observations also reflected an enhanced teaching effectiveness, with recorded improvements from 79% in the first cycle to 100% in the second cycle. Moreover, the cognitive learning outcomes of students improved substantially. From the 23 students in the class, 21 successfully achieved mastery learning, while two students were absent due to illness. The final test results indicated a 100% mastery level among present students, confirming the effectiveness of the Sort Card method in enhancing memorization skills. The findings from this research underscore the value of interactive and student-centered teaching strategies. The Sort Card method proved to be an effective tool in fostering engagement, increasing student participation, and improving learning retention. The method's ability to stimulate competition and motivation among students contributed significantly to their overall performance. Based on the results of this study, it can be concluded that the implementation of the Sort Card method positively impacts students' ability to memorize dhikr recitations. The structured nature of this approach, combined with engaging and interactive elements, creates a conducive learning environment that enhances both cognitive and affective learning outcomes.

Future studies may explore the application of the Sort Card method across different subjects and educational levels to further validate its effectiveness. Additional research can also investigate the long-term impact of this strategy on student retention and overall academic performance. Overall, this study provides valuable insights into the practical benefits of incorporating interactive learning techniques in religious education. The findings serve as a reference for educators seeking to enhance student engagement and learning outcomes through innovative pedagogical approaches.



## RESULTS

The results of this study indicate that the application of the Sort Card method in Aswaja learning, specifically in memorizing dhikr after prayer, has significantly improved students' learning outcomes. In the first cycle, students showed moderate engagement with the learning process, and their enthusiasm for using the Sort Card method was evident. However, not all students were able to achieve mastery in memorizing dhikr. The average student participation rate in Cycle I was 75%, with some students struggling to adapt to the new learning strategy. The teacher's observation score also reflected this initial adaptation phase, reaching 79% effectiveness in delivering the method. In Cycle II, significant improvements were observed in both student engagement and learning outcomes. The use of the Sort Card method helped students memorize dhikr more effectively, as they became more motivated by the interactive and competitive aspects of the technique. Student participation increased to 98%, showing a nearly complete involvement of the class in the learning activities. Similarly, teacher effectiveness improved, reaching a 100% success rate in delivering the method according to the structured lesson plan. These results indicate that the refinements made after Cycle I, including better classroom management and optimized use of the Sort Card method, contributed to a more engaging and productive learning experience.

The cognitive mastery of students also showed remarkable progress. In the first cycle, 15 out of 23 students (approximately 84%) achieved the minimum competency criteria (KKM), while others needed additional reinforcement. However, after implementing the improvements in Cycle II, 21 students (100% of those present) successfully mastered the material. The two remaining students were absent due to illness, which indicates that if they had been present, the class might have achieved full mastery. This demonstrates that the Sort Card method was highly effective in helping students retain and recall dhikr texts in a structured manner. The increase in students' enthusiasm and engagement was also visible through direct classroom observations. During Cycle I, some students found the activity challenging, particularly in matching the correct dhikr sequences. However, in Cycle II, after they became more familiar with the method, they actively participated and demonstrated improved memorization skills. Many students expressed enjoyment in the learning process, which led to a positive classroom atmosphere where they felt encouraged to practice and reinforce their knowledge.

Teacher reflections from both cycles highlighted the benefits of the Sort Card method in fostering student-centered learning. The method allowed students to actively construct their understanding of dhikr rather than passively receiving information. This aligns with modern pedagogical approaches that emphasize student engagement, interactive learning, and memory retention through practical exercises. Teachers noted that the Sort Card method not only helped students memorize but also instilled a sense of teamwork, as students worked collaboratively to complete the learning tasks. These findings reinforce that the Sort Card method is a practical and efficient instructional strategy in Aswaja education. The structured and gamified nature of the method appeals to students' learning preferences, particularly for memorization-based subjects. Additionally, this approach reduces monotony in the learning process, making it easier for students to stay focused and committed to achieving the learning goals. Given these outcomes, it can be concluded that the Sort Card method is an effective pedagogical tool in enhancing students' memorization abilities in religious education.

Furthermore, the Sort Card method not only improved students' ability to memorize dhikr but also enhanced their confidence in reciting it. Before the implementation of this method, many students hesitated or stumbled while recalling the dhikr sequences. However, by the second cycle, they exhibited greater fluency and accuracy, which indicated a stronger retention of the material. This improvement was observed during classroom activities, where students were able to complete the Sort Card exercises more quickly and with fewer errors compared to the first cycle. Another notable

finding from this study is the positive impact of the Sort Card method on student collaboration. Initially, some students preferred to work independently, but as the method required interaction and teamwork, they gradually developed better communication and cooperation skills. By the second cycle, students were more willing to help each other and discuss the correct sequence of dhikr, which further reinforced their learning. This collaborative element also contributed to a more engaging and dynamic classroom environment.

Additionally, the increase in student participation and enthusiasm suggests that the Sort Card method is particularly effective in maintaining student interest. Traditional memorization techniques can sometimes feel repetitive and disengaging, leading to a decline in motivation. However, the interactive and competitive nature of the Sort Card method kept students actively involved in the learning process. Many students expressed excitement when participating in the activities and looked forward to the next session, indicating that the method successfully transformed a potentially monotonous task into an enjoyable experience. The observations from this study also highlight the importance of structured reinforcement in the learning process. The repetition and hands-on engagement involved in the Sort Card method allowed students to reinforce their memory through practice. This aligns with cognitive learning theories, which emphasize the role of active engagement in knowledge retention. By repeatedly matching and arranging the dhikr texts, students were able to internalize the content more effectively than they would through passive listening or rote memorization alone.

From a pedagogical perspective, the Sort Card method proved to be an efficient tool for differentiated instruction. In the first cycle, some students who struggled with memorization were identified and given additional support in Cycle II. The structured nature of the method allowed teachers to provide targeted interventions, ensuring that weaker students received the reinforcement they needed. By the end of the study, even those who initially had difficulty showed noticeable improvement, demonstrating that the method could cater to students with varying learning abilities. Teacher feedback further supports the effectiveness of this approach. Educators noted that the Sort Card method required minimal additional preparation yet yielded significant improvements in student performance. The visual and kinesthetic elements of the activity provided a balanced approach that accommodated different learning styles, making it accessible to a diverse group of students. Teachers also found that using this method helped them assess students' progress more easily, as the interactive nature of the activity made it clear which students needed further support.

Beyond academic performance, the use of the Sort Card method also fostered a more positive attitude toward learning religious subjects. In the past, some students perceived memorization tasks as burdensome. However, after experiencing this method, they became more receptive to learning dhikr and other memorization-based topics. This shift in attitude is crucial, as it contributes to long-term engagement with religious education, helping students develop a deeper appreciation for their faith. Another important aspect of this study is its potential application to other subjects. While the research focused on memorizing dhikr in Aswaja learning, the Sort Card method can be adapted for various subjects that require memorization, such as Quranic verses, historical dates, or vocabulary words. The success observed in this study suggests that teachers across different disciplines could benefit from implementing this technique to enhance student engagement and retention.

Moreover, the results indicate that the Sort Card method is highly adaptable to different classroom settings. Whether used in small groups or whole-class activities, the method proved effective in engaging students and improving their learning outcomes. This flexibility makes it a valuable tool for educators seeking innovative ways to reinforce material in an interactive manner. In conclusion, the findings of this study highlight the significant impact of the Sort Card method on student learning and engagement. By incorporating interactive and collaborative elements, this approach has successfully

enhanced students' memorization skills, boosted their confidence, and increased their enthusiasm for learning. Given the positive results observed, it is recommended that educators continue to explore and refine the use of this method in various educational contexts. Further research could also investigate its long-term effects and its applicability to different student populations.

The results of the research on the use of the Sort Card method to enhance students' ability to memorize the Dhikr recitations after prayer in the Aswaja subject at MI Pembangunan Lamongan reveal promising improvements in students' memorization skills and engagement. The study involved fourth-grade students, who were taught the proper recitations of Dhikr using the Sort Card method as a strategy to aid memorization. The method entailed sorting cards with the Arabic texts of the Dhikr and their meanings, allowing students to interact with the content actively. This hands-on learning approach aimed to enhance students' retention and understanding of the Dhikr recitations. Before implementing the Sort Card method, students were given a pre-test to assess their initial knowledge and ability to memorize the Dhikr after prayer. The results showed that many students struggled with recalling the correct Dhikr sequences and meanings, often forgetting parts or mixing them up. These findings indicated a need for a more engaging and effective approach to memorization in the Aswaja subject. After the Sort Card method was introduced, students were able to engage more deeply with the material, as the cards provided both a visual and tactile way to interact with the content.

The Sort Card method allowed students to organize the Dhikr recitations by sorting them according to their correct order and corresponding meanings. This method promoted active involvement, which proved to be much more effective than passive learning techniques, such as rote memorization alone. Students were given a set of cards, each containing a part of the Dhikr recitation on one side and its meaning on the other. The task was to match the Arabic text of the Dhikr with its appropriate meaning and arrange them in the correct order. This process helped students connect the physical act of sorting with their understanding of the recitations. After several weeks of using the Sort Card method, the post-test results showed significant improvement in the students' ability to memorize the Dhikr correctly. The students demonstrated a higher level of accuracy in both recalling the Arabic text and understanding the meanings of the recitations. Many students, who previously had difficulty remembering the recitations, were now able to recall them fluently and with better understanding. This progress was evident not only in the post-test but also in their daily class activities, where students were more confident in their ability to perform the Dhikr after prayer.

One of the key factors contributing to the success of the Sort Card method was its interactive nature. The students were not only passively receiving information but were actively involved in sorting and organizing the content. This hands-on approach helped improve their memory retention. In addition, by engaging in discussions with peers about the meanings of the Dhikr, students were able to deepen their understanding and recall the content more effectively. This collaborative aspect of the method also created a supportive learning environment where students could learn from each other. Furthermore, the Sort Card method helped students develop a deeper connection to the Dhikr recitations. By associating the recitations with their meanings and arranging them in the correct sequence, students began to recognize the significance of each recitation and its role in Islamic prayer. This increased understanding motivated students to memorize the Dhikr with more dedication and effort, as they could see the purpose and value behind each phrase.

Teachers also observed that the Sort Card method fostered greater student engagement during lessons. Students were excited to use the cards, as the activity was both enjoyable and educational. The process of physically manipulating the cards made the learning process more dynamic and less monotonous. The students appeared more focused and eager to participate in the lesson, which, in turn, contributed to a more



positive classroom atmosphere. The increased enthusiasm for learning was a clear indicator of the effectiveness of the method in making the lesson more appealing.

In terms of classroom behavior, there was a noticeable improvement in students' attentiveness and discipline during lessons involving the Sort Card method. Because students were actively engaged in sorting and organizing the cards, they were less likely to become distracted or disengaged. The method kept students focused on the task at hand, promoting a more orderly and productive learning environment. As a result, the teacher was able to manage the class more effectively, and the students were able to make the most of their learning time. The results also highlighted the method's ability to cater to different learning styles. Some students were more visual learners, while others were more auditory or kinesthetic learners. The Sort Card method addressed these various learning preferences by providing a visual representation of the recitations and meanings, as well as an interactive and hands-on approach. This diversity in learning approaches helped ensure that all students could benefit from the activity, regardless of their preferred learning style. This inclusivity was a key factor in the success of the method.

Teachers noted that the Sort Card method also provided an opportunity for formative assessment. While students were engaged in sorting and discussing the cards, the teacher was able to observe their understanding and progress in real-time. This immediate feedback allowed the teacher to address any misconceptions or difficulties that students encountered while working with the cards. Teachers could guide students who struggled with particular recitations or meanings and offer targeted support to help them improve. Despite the success of the method, there were some challenges that needed to be addressed. One of the main challenges was ensuring that each student received an equal amount of practice with the Sort Cards. In some cases, students worked more quickly than others, which meant that some students had more time to engage with the material than others. To overcome this, teachers ensured that students worked in pairs or small groups, which allowed for peer support and ensured that every student had the opportunity to participate fully in the activity.

Another challenge was ensuring that the cards remained organized and legible for the students. The physical nature of the cards meant that they needed to be well-maintained, as worn-out or damaged cards could affect the effectiveness of the activity. Teachers took extra care to ensure that the cards were regularly checked and replaced when necessary. This ensured that the Sort Card method remained a viable and effective tool for helping students memorize the Dhikr recitations. In conclusion, the implementation of the Sort Card method in the Aswaja subject at MI Pembangunan Lamongan significantly enhanced students' ability to memorize and understand the Dhikr recitations after prayer. The method's interactive and hands-on approach helped students engage with the material more deeply and retain the recitations more effectively. Students demonstrated improved memorization skills, better understanding of the meanings of the recitations, and increased enthusiasm for the lesson. Teachers also benefited from the method, as it allowed for real-time assessment and greater classroom engagement. Overall, the Sort Card method proved to be a valuable and effective tool for improving students' memorization and understanding of the Dhikr, contributing to a more engaging and productive learning experience.

## **DISCUSSION**

The discussion of research findings is crucial in understanding the effectiveness of the Sort Card method in improving students' memorization of dhikr recitations after prayer in Aswaja lessons for fourth-grade students at MI Pembangunan Lamongan. This section analyzes the results obtained from classroom action research and compares them with existing theories on active learning and memorization strategies. The findings indicate a significant improvement in students' learning outcomes. The application of the Sort Card method has effectively enhanced students' engagement and enthusiasm in the learning



process. Compared to traditional memorization techniques, this method encourages active participation and fosters a more interactive classroom environment.

The first cycle of the research showed an initial increase in student engagement, with 75% of students actively participating in the learning process. However, some students still struggled with retention, indicating that further modifications to the instructional approach were necessary. By the second cycle, the participation rate had risen to 98%, demonstrating a significant improvement in student involvement and comprehension. Teacher observation data also revealed a positive trend. Initially, teachers observed a 79% effectiveness rate in delivering lessons using the Sort Card method. After refining instructional strategies in the second cycle, the effectiveness score increased to 100%. This suggests that the method not only benefits students but also provides teachers with a structured and engaging approach to teaching.

In terms of cognitive mastery, the percentage of students achieving completeness in the first cycle was 84%, with 15 students meeting the learning objectives. In the second cycle, the percentage increased to 100%, with 21 students achieving the expected learning outcomes. This improvement underscores the method's potential to enhance students' ability to memorize and retain information more effectively. The increase in student motivation was another significant finding. The Sort Card method provided a gamified learning experience, where students actively participated in matching and sorting exercises related to dhikr recitations. The competitive element of the method encouraged students to strive for better performance, making learning more engaging and enjoyable. The results of this study align with existing literature on active learning methodologies. Research suggests that student-centered approaches that incorporate interactive and hands-on activities can significantly improve retention and comprehension. The Sort Card method aligns with these principles by promoting student interaction, immediate feedback, and repeated exposure to learning materials.

Furthermore, the findings suggest that the Sort Card method is particularly effective for subjects that require memorization. The method facilitates spaced repetition and active recall, two well-known techniques for improving memory retention. By repeatedly engaging with the learning material in an interactive manner, students were able to strengthen their recall ability and apply their knowledge more effectively. The teacher's role in facilitating this method is also noteworthy. Effective implementation of the Sort Card method requires clear instructions, well-prepared materials, and active monitoring. The success of this approach in the second cycle demonstrates the importance of continuous improvement and adaptation in teaching strategies. From a pedagogical perspective, the study highlights the importance of student-centered learning environments. Traditional rote memorization methods often lead to passive learning, where students struggle to retain information in the long term. In contrast, interactive methods like Sort Card transform learning into an engaging process that encourages deeper cognitive processing.

Additionally, student feedback indicated a positive reception of the method. Many students reported that learning through the Sort Card method was more enjoyable compared to conventional techniques. This increased enjoyment likely contributed to higher motivation and better learning outcomes. In conclusion, the research findings strongly support the effectiveness of the Sort Card method in improving students' memorization skills in Aswaja lessons. The significant improvements in engagement, teacher effectiveness, cognitive mastery, and motivation underscore the method's potential as a valuable instructional strategy. These findings suggest that incorporating active learning methods can enhance both teaching and learning experiences in subjects requiring memorization.

The study also found that students' cognitive learning outcomes improved markedly. In the first cycle, 15 out of 23 students, or 84%, achieved mastery learning. However, after refining the instructional approach in the second cycle, all 21 students who attended the session successfully met the learning targets, resulting in a 100% mastery

rate. This indicates that the Sort Card method effectively facilitates knowledge retention and understanding. Additionally, the study highlights that cooperative learning strategies embedded in the Sort Card method foster a positive learning environment. Students exhibited teamwork, collaboration, and peer support, which played a crucial role in their ability to memorize and recite dzikir correctly. This also contributed to developing social and communication skills among students.

Another crucial conclusion is that students found the Sort Card method enjoyable and less stressful compared to traditional memorization techniques. This learning model helped reduce students' anxiety and resistance toward memorization tasks, making learning a more positive and fulfilling experience. Moreover, the research underscores the importance of active learning strategies in Islamic education. The Sort Card method proved to be an effective pedagogical tool in teaching Aswaja subjects, as it aligns with student-centered learning principles and accommodates different learning styles. Based on these findings, the study recommends incorporating interactive and engaging methods like Sort Card into the curriculum, especially for subjects requiring memorization. Teachers should consider implementing similar techniques to enhance student engagement and improve learning outcomes.

In conclusion, the Sort Card method has proven to be an effective strategy in improving students' ability to memorize dzikir recitations in the Aswaja subject. The increased participation, improved teacher performance, and higher learning achievements observed in this study demonstrate the method's effectiveness. Therefore, integrating this approach into daily classroom practices can provide significant benefits in Islamic education and beyond.

## **CONCLUSION**

The findings of this study provide a comprehensive understanding of the impact of using the Sort Card method to improve students' ability to memorize the recitation of dzikir after prayer in the Aswaja subject for fourth-grade students at MI Pembangunan Lamongan. The conclusions drawn from this study are based on careful observation, analysis, and reflection on the teaching and learning process conducted throughout the study. The study reveals that the application of the Sort Card method significantly enhances students' learning outcomes. The method's interactive nature keeps students engaged, encourages participation, and provides an enjoyable learning experience. Students showed increased enthusiasm and motivation in memorizing dzikir recitations, which directly influenced their performance and retention of the material. A key finding of the study is the improvement in student participation and engagement during the learning process. The observation data showed that student activity increased from 75% in the first cycle to 98% in the second cycle. This increase indicates that students became more involved and active in the learning process, which facilitated better understanding and retention of the material. Furthermore, teacher performance also showed a significant improvement throughout the study. The teacher's effectiveness in delivering lessons improved from 79% in the first cycle to 100% in the second cycle. This demonstrates that the Sort Card method not only benefited the students but also enhanced the teacher's instructional strategies and classroom management.

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