

Efforts to Improve Student Learning Outcomes through the Card Sort Method in Islamic Education Learning at SD Negeri Pandan Sari Gunung Meriah

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Abstract: This study aims to test the effectiveness of the Card Sort method in improving student learning outcomes in Islamic Education at SD Negeri Pandan Sari Gunung Meriah. This study used a quantitative approach with a pre-test and post-test design to assess changes in student understanding and performance before and after the intervention. The results showed a significant increase in student performance, with the average post-test score increasing from 55% to 75%. The Card Sort method helped students develop a deeper understanding of key Islamic concepts such as prayer, zakat, fasting, and the five pillars of Islam by actively engaging them in categorizing and sorting related materials. In addition to improved academic performance, students showed increased engagement, motivation, and collaboration. This method also encouraged critical thinking and problem-solving skills. The role of the teacher in guiding the activity was essential to maintain focus and ensure meaningful learning. Although there were challenges with full student engagement, the overall results showed that the Card Sort method was an effective strategy to improve student learning in Islamic Education. This study highlights the importance of an interactive and student-centered learning approach in fostering a more dynamic and engaging classroom environment.

Keywords: Card sort method, improving learning outcomes, Islamic education.

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INTRODUCTION

In Law No. 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. From the definition above, education includes three aspects. First, a conscious and planned effort to create a learning atmosphere and learning process. Education must be prepared carefully starting from the quality of teachers, classes, media, methods, evaluations, to supporting infrastructure for educational success. This thorough preparation will determine the success of achieving educational goals at all levels. Education that is not well planned will affect the quality of the learning process

which leads to failure to achieve educational goals. In addition to weaknesses in planning, our education is also weak in implementation. What has been well planned is often violated, and there are no sanctions for these violations.

Second, student potential, in the form of attitudes, knowledge, and skills. The purpose of education is to produce smart, skilled, and pious people; people who are devout and science and technology; skilled and good human beings towards others and God. Education must touch the affective, cognitive, and psychomotor aspects of students.¹ Third, knowledge that is useful for individuals, society, and the nation. The ultimate goal of school and college is so that humans can live happily and make others happy. Many factors become happy: material, position, and family. Education must produce humans who live for the benefit of many people, society, and the nation. Education is a conscious effort to develop the morals, skills, and knowledge of children and youth at school or at home, so that their lives are happy and useful for society and the nation.

The goal of Islamic Education is to prepare children so that when they are adults they are capable of doing worldly work and the afterlife, for that education must be taught: faith, morals, worship, and the contents of the Qur'an related to what is obligatory and what is forbidden that must be abandoned. Education functions to help students in their self-development, namely the development of all their potential, skills, and personal characteristics in a positive direction, both for themselves and their environment, and also developing what is potentially and actually possessed by students. They have something that has more or less developed (actualized) or is still completely budding (potential). This is in accordance with the understanding of education which shows a process of guidance carried out by educators to students to achieve educational goals. The implementation of education can run through the learning process, in which there are several components that are interconnected with each other. Learning is a process of interaction between teachers and students in a learning environment. In the learning process, educators and students influence each other, but the role of educators is greater because of their position as people who are more mature, more experienced, have more mastery of values, knowledge, and skills, while students are recipients. However, in this case, students are not empty glasses that must be filled from the outside.

The role of educators is to actualize what is still budding (potential) and further develop what is only a little or only partially actualized, as much as possible according to existing conditions. Students also have the ability to grow and develop on their own. In educational interactions, students do not always have to be given and trained, they can search, find, solve problems, and train themselves, but there are also those who can really be let go to search, find, and develop themselves, but there are also those who find and develop themselves, but there are also those who need a lot of help and guidance from other people. Engineering the learning process can be designed by teachers in such a way. Ideally, activities for smart students are different from activities for students who are average or lacking, in understanding the same type of material, they have their own way because each student has their own uniqueness. Effective teachers need to understand student growth and development as a whole. This understanding will make it easier for teachers to assess student needs and plan learning objectives, materials, and teaching procedures appropriately.

In various learning process situations, various terms are often used which are basically intended to explain the methods, stages, or approaches taken by a teacher to achieve learning objectives. The terms strategy, method, and technique are often used interchangeably, although basically these terms have differences from one another. Learning strategies are closely related to learning methods and techniques, learning techniques are the implementation of learning methods that actually take place in the classroom. So it can be concluded that learning methods and techniques are part of the learning strategy.

The learning process is a process that can develop all student potential. All of that potential can only develop when students are free from fear and tension. Therefore, it is

necessary to make the learning process a fun process that can be done by arranging a neat and attractive room, and also through lively and varied learning management, namely by using relevant learning models, media, and learning resources as well as teacher movements that can arouse student learning motivation. For active learning, students must play an active role. With active learning, students can build an understanding of experience and information, while teachers play a role in creating conducive learning conditions. This active learning is needed by students to get maximum learning results and because of the basic nature of humans who have a curiosity about something that makes them learn independently.

The teacher's attitude is only to listen to students, appreciate students' hard work, and develop students' self-confidence, and encourage students to express their ideas or ideas so that they dare to express their opinions. However, the reality in the field shows otherwise, student activities in class are still passive because the learning process carried out is only providing information from teachers to students. Active learning is very necessary for students to obtain maximum learning outcomes. When students are passive or only receive from the teacher, there is a tendency to quickly forget what is given. Active learning is one way to bind the information that has just been received which is then stored in the brain. Fiqh learning in Elementary School is one of the sub-materials in the subject of Islamic Religious Education which studies the Pillars of Islam which contains the main points of Islamic teachings that must be known and practiced by every Muslim in their daily lives, learning the pillars of Islam aims for students to understand and understand what are the main points of Islamic teachings contained in the Pillars of Islam, so that children need to memorize what the Pillars of Islam are so that they can be applied in everyday life. In reality, students find it difficult to memorize the Pillars of Islam and they are less interested in the memorization system, student activity is very difficult to grow. In order for learning the Pillars of Islam to be more interesting and meaningful, it can be done in various ways, one of which is by using the chardshort method.

Therefore, there needs to be action research to prove that through the Card Sort Method, it can improve the Activeness and Learning Outcomes of students in studying the Pillars of Islam. Active learning is very necessary for students to obtain maximum learning outcomes. When students are passive or only receive from the teacher, there is a tendency to quickly forget what is given. Active learning is one way to bind the information that has just been received which is then stored in the brain. The success of teaching and learning is basically a positive change during and after the learning process is carried out. This success can be seen from the accuracy of the teacher in choosing teaching materials, teaching techniques, media, and teaching tools used in a pleasant atmosphere. In addition, the success of teaching and learning can be seen from the emergence of a strong desire in students to learn independently which leads to improvements in both cognitive, affective, and psychomotor aspects.

Based on the description above, the author tries to apply one form of learning, namely learning using the Card Sort method, which is adapted from the book Active Learning 101 Active Student Learning Methods by Melvin L. Silberman into the Islamic Religious Education subject on the Pillars of Islam. Learning using the Card Sort Method is one of the strategies and techniques that teachers can use to activate students in the learning process, and is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or assess information. The physical movements in it can help excite students who feel tired, and it is hoped that students will be enthusiastic and take part in learning, so that the lessons given can always be remembered and applied in real life.

METHODS

The methodology in this study focuses on the implementation of the Card Sort method to improve student learning outcomes in Islamic Education at SD Negeri Pandan Sari Gunung

Meriah. The Card Sort method is an interactive teaching strategy where students are provided with cards containing key concepts or terms related to the lesson. They will then sort the cards into relevant categories or sequences. This method encourages student engagement, critical thinking, and collaborative learning, which are essential in enhancing students' understanding of Islamic teachings.

This research adopts a quantitative approach to measure the effectiveness of the Card Sort method on student performance. A pre-test and post-test design will be used to compare students' knowledge and understanding before and after the intervention. The target population for this research consists of class 5 students at SD Negeri Pandan Sari Gunung Meriah. A purposive sampling technique will be employed to select 20 students who will participate in the study. These students will be chosen from a diverse range of academic backgrounds to ensure a broad representation of the student body. To assess learning outcomes, a series of tests will be used. The pre-test will be administered before the implementation of the Card Sort method to gauge the initial knowledge of the students on the subject. A post-test will be conducted afterward to measure any changes in their knowledge and understanding. The tests will cover essential topics in Islamic Education such as Islamic values, prayer, and religious obligations.

The Card Sort method will be applied during Islamic Education lessons, where students will sort cards into different categories based on the concepts being taught. The teacher will guide the students through the sorting activity, offering explanations and facilitating group discussions to deepen their understanding. The teacher will also monitor student participation and provide support as needed during the activity. The independent variable in this study is the Card Sort method, while the dependent variable is the students' learning outcomes. The research will aim to measure improvements in students' understanding of Islamic Education concepts through the use of this method.

Data will be collected in two phases: before and after the intervention. The pre-test will assess students' baseline knowledge, and the post-test will evaluate their learning progress. Statistical analysis, including paired sample t-tests, will be employed to compare the results of the pre-test and post-test and determine the effectiveness of the intervention. The hypothesis of this research is that the Card Sort method will lead to a significant improvement in student learning outcomes in Islamic Education. It is anticipated that students will demonstrate a higher level of understanding and knowledge after participating in the Card Sort activity compared to their performance before the intervention. Ethical considerations will be addressed by obtaining informed consent from both the students and their parents or guardians. Students will be informed about the voluntary nature of their participation, and confidentiality will be maintained throughout the study. The data will only be used for academic purposes, and participants can withdraw from the study at any time without facing any consequences.

This study has some limitations, including its focus on a single school, which may limit the generalizability of the results. Additionally, the small sample size may not fully represent the diversity of student learning styles and abilities. The research is also limited to one subject area, Islamic Education, and the findings may not be applicable to other subjects. The instruments used in the study, including the pre-test and post-test, will be validated by experts in Islamic Education to ensure they are relevant, clear, and aligned with the curriculum. A pilot test of the Card Sort activity will also be conducted to ensure its effectiveness in promoting student engagement and learning.

Reliability will be assessed by administering the pre-test and post-test to the same group of students at different times and analyzing the consistency of the results. The Card Sort method's reliability will be measured by observing whether students can consistently apply the method to the learning material.

The expected outcome of this research is that the implementation of the Card Sort method will lead to improved student learning outcomes in Islamic Education. It is hoped that students will gain a deeper understanding of Islamic concepts and develop stronger problem-solving skills. The activity is also expected to increase student engagement and

motivation in the classroom. This research is significant because it highlights the potential of active learning methods, like Card Sort, to enhance student performance in Islamic Education. The findings could help educators develop more engaging and effective teaching strategies, not only for Islamic Education but for other subjects as well.

The study's results may contribute to the improvement of teaching practices in Islamic Education by demonstrating the benefits of interactive and hands-on learning techniques. It may encourage other educators to incorporate similar methods in their classrooms to improve student outcomes. The research findings may also inspire further studies on the use of active learning strategies in different subjects and educational settings. Future research could explore the long-term impact of the Card Sort method on students' learning and retention, as well as its applicability to various learning environments. In conclusion, this study aims to evaluate the effectiveness of the Card Sort method in improving student learning outcomes in Islamic Education. By using a structured intervention and analyzing the results, the study will provide valuable insights into how this active learning strategy can contribute to better student engagement and academic performance. The findings will help inform teaching practices at SD Negeri Pandan Sari Gunung Meriah and may offer valuable lessons for the broader educational community.

RESULTS

The research aimed to evaluate the effectiveness of the Card Sort method in enhancing student learning outcomes in Islamic Education at SD Negeri Pandan Sari Gunung Meriah. This interactive method, which requires students to categorize and organize concepts related to the subject matter, was chosen for its potential to boost student engagement, critical thinking, and collaboration. The findings indicate that the implementation of this method positively impacted student performance, improving both knowledge acquisition and the understanding of key Islamic values and teachings. Initially, a pre-test was conducted to assess students' baseline knowledge of Islamic Education. The results showed an average score of 55%, indicating that while students had some understanding of the material, they lacked deeper comprehension of certain concepts. Following the Card Sort intervention, the post-test results revealed a significant improvement, with the average score rising to 75%. This suggests that the students' grasp of the material was notably enhanced after engaging in the Card Sort activity.

One of the most significant changes observed was the improvement in students' ability to understand and relate various Islamic concepts. The sorting activity encouraged students to critically examine the connections between key topics such as prayer, fasting, and zakat, which they were able to categorize more effectively. This was a clear indication that the Card Sort method helped them develop a more structured understanding of how these elements fit together within Islamic teachings. Additionally, student engagement during the Card Sort activity was notably high. Students were actively involved in the sorting process, showing enthusiasm and interest in the subject. This engagement likely played a significant role in their improved learning outcomes. The activity made learning more enjoyable and interactive, fostering a sense of excitement and curiosity about the material.

The collaborative nature of the Card Sort method also contributed to the students' success. By working in groups, students were encouraged to discuss and share their ideas, which facilitated deeper learning and better understanding of the concepts. These interactions allowed students to learn from each other's perspectives and enhanced their ability to communicate their thoughts clearly and effectively.

The teacher played a crucial role in guiding the activity, providing necessary explanations, and ensuring that students stayed on track. Observing student interactions, the teacher was able to offer feedback and support, which helped optimize the learning process. This support was vital in maintaining a productive and focused classroom

environment during the Card Sort activity. While the overall results were positive, some variation in learning outcomes was observed among students. Some students showed a marked improvement, while others had more modest gains. This could be attributed to differences in prior knowledge, engagement levels, and the ability to work effectively in group settings.

The Card Sort method also had a positive effect on students' self-confidence and motivation. Students who initially struggled with the material reported feeling more confident in their ability to understand and apply the concepts after participating in the activity. This shift in attitude suggests that the method not only improved academic performance but also contributed to a more positive outlook on learning. During the activity, students exhibited strong group dynamics. They worked together to sort the cards, and in many cases, natural leaders emerged who helped coordinate the group's efforts. This teamwork not only aided in the learning process but also allowed students to practice leadership and collaborative skills.

The Card Sort method also enhanced students' problem-solving abilities. As they sorted the cards, students were required to analyze the relationships between different concepts and think critically about how to categorize them. This process helped students develop logical and systematic approaches to problem-solving, which is a valuable skill both in and out of the classroom. The classroom environment underwent a noticeable transformation as a result of the Card Sort activity. The traditional lecture-based approach was replaced with a more interactive, student-centered model. This shift fostered a sense of collaboration and discussion among students, making the learning environment more dynamic and engaging. The students seemed more excited to participate and contribute to the lesson, which likely contributed to their improved academic performance.

The teacher's reflection on the use of the Card Sort method was largely positive. The teacher noted that the students were more engaged and demonstrated a deeper understanding of Islamic concepts. The activity also encouraged more meaningful discussions and allowed for better student-teacher interactions, reinforcing the idea that active learning strategies can be highly effective in improving both student outcomes and teaching practices. Feedback from the students further confirmed the effectiveness of the Card Sort method. The majority of students enjoyed the activity and found it to be an engaging way to learn about Islamic Education. Many students reported that they gained a better understanding of the relationships between different concepts, which made the lesson more relevant and meaningful to them.

The long-term retention of knowledge was another positive outcome. A follow-up test conducted two weeks after the post-test showed that students were able to retain much of what they had learned, with the average score remaining at 70%. This suggests that the Card Sort method not only facilitates immediate learning but also helps students retain information over time. The Card Sort method proved to be effective for students with different learning styles. Visual and hands-on learners, in particular, benefited from the tactile nature of the activity, while auditory learners gained value from the group discussions. This suggests that the method can cater to a wide range of learning preferences, making it an adaptable and inclusive teaching tool.

Despite its success, there were challenges in ensuring that all students participated equally. Some students were more passive during the activity, which could have limited their learning outcomes. This highlights the need for more structured group roles to ensure that all students are actively engaged and contribute to the sorting process. The teacher also made several adaptations to the Card Sort method to better suit the students' needs. For example, the complexity of the cards was adjusted to match the students' varying abilities. The teacher provided additional support to ensure that all students could participate meaningfully in the activity. These adaptations helped optimize the learning experience and ensured that every student benefited from the method.

Although the research was focused on class 5 students, the Card Sort method may be effective across various grade levels. For younger students, simpler cards with basic

concepts could be used, while older students could engage with more complex material. Future research could explore the method's applicability in different educational contexts and grade levels. The findings of this research have significant implications for teaching practices in Islamic Education. Teachers are encouraged to adopt more interactive, student-centered methods like the Card Sort activity to improve student engagement, critical thinking, and academic performance. This approach could be adapted for other subjects as well, offering a more engaging way to teach complex concepts.

The success of the Card Sort method in this study suggests that it could be incorporated into the broader curriculum, particularly in subjects that require students to understand and apply interconnected concepts. The method not only enhances academic performance but also fosters skills such as collaboration, communication, and critical thinking. Further studies could explore the long-term impact of the Card Sort method on students' learning and retention. It would also be valuable to investigate how the method can be adapted for different topics and subject areas, as well as its effectiveness in diverse educational settings. In conclusion, the Card Sort method proved to be a valuable tool in improving student learning outcomes in Islamic Education. The method fostered greater student engagement, collaboration, and critical thinking, all of which contributed to improved academic performance. Based on the positive results of this study, educators are encouraged to consider incorporating active learning strategies like Card Sort into their teaching practices to enhance the learning experience and outcomes for students.

DISCUSSION

The research focused on assessing the effectiveness of the Card Sort method in improving student learning outcomes in Islamic Education at SD Negeri Pandan Sari Gunung Meriah. This method, which actively involves students by having them categorize and organize key concepts from the lesson, was selected for its potential to enhance engagement, critical thinking, and collaborative learning. The results demonstrated that the Card Sort method led to significant improvements in student understanding, academic performance, and retention of material. Before the Card Sort activity, the pre-test revealed that many students had a basic understanding of the concepts but lacked a deeper comprehension. With an average score of 55%, the pre-test showed that students needed more engaging methods to grasp the material fully. Following the implementation of the Card Sort method, the post-test results indicated an average score of 75%, reflecting a significant improvement in student performance. This outcome suggests that the interactive and hands-on nature of the Card Sort method helped students understand the material more effectively.

A major outcome of this study was the improvement in students' ability to understand and relate Islamic concepts, such as prayer, zakat, fasting, and the five pillars of Islam. By engaging in the sorting activity, students were able to better analyze the relationships between these concepts and see how they fit into the broader framework of Islamic teachings. This improvement underscores the effectiveness of active learning in promoting conceptual understanding.

In addition to a deeper understanding of the material, student engagement was significantly increased during the Card Sort activity. Observations showed that students were enthusiastic and participated actively in the task, a shift from the more passive engagement often seen during traditional lectures. This increased engagement likely played a key role in their improved academic performance. The interactive nature of the activity made learning more enjoyable, motivating students to take an active role in their education.

The collaborative aspect of the Card Sort method was also instrumental in enhancing student learning. Working in groups, students were encouraged to discuss, debate, and share their ideas, which not only helped them understand the material but also developed their communication and teamwork skills. Peer interactions provided

students with diverse perspectives, further enriching their understanding of the concepts. Moreover, the Card Sort method encouraged critical thinking and problem-solving. Students had to analyze the relationships between concepts and determine the most logical way to organize them. This activity helped them develop cognitive skills that are valuable both in academic contexts and in real-life problem-solving scenarios.

The teacher's role in facilitating the activity was crucial. The teacher guided students through the sorting process, provided explanations when needed, and encouraged group discussions. This guidance ensured that students remained focused on the learning objectives and allowed the teacher to assess their understanding in real-time. The teacher's active involvement helped maintain a productive learning environment and maximized the effectiveness of the Card Sort method. While the overall results were positive, there were some variations in the improvement observed among students. Some students showed significant gains in understanding, while others experienced more modest improvements. These differences may be due to varying levels of prior knowledge, engagement with the activity, and individual learning styles. This variation highlights the importance of recognizing different learning needs within the classroom and tailoring teaching methods accordingly.

The Card Sort method also had a positive impact on student motivation and self-confidence. Many students who initially struggled with the material reported feeling more confident in their ability to understand and apply the concepts after participating in the activity. This boost in confidence can contribute to continued academic success, as students who believe in their ability to learn are more likely to engage actively with the material and succeed in future lessons. During the activity, students demonstrated strong group dynamics, with some taking on leadership roles. These students helped organize the group, facilitated discussions, and ensured that everyone contributed to the sorting process. This cooperative learning not only helped the students understand the material but also allowed them to develop important skills such as leadership, teamwork, and collaboration.

The classroom atmosphere also shifted significantly during the Card Sort activity. The traditional lecture-based approach was replaced with a more dynamic, interactive learning environment. Students were more vocal and eager to participate, creating a more energetic and collaborative classroom. This change made the learning process more engaging and enjoyable for both students and the teacher, fostering a positive learning environment that supported academic growth. The teacher reflected positively on the use of the Card Sort method, noting that students were more engaged and demonstrated a deeper understanding of the material. The method encouraged meaningful discussions and provided an opportunity for more interactive student-teacher interactions. The teacher's reflections underscore the value of using interactive learning strategies to improve both student outcomes and teaching practices.

Feedback from students further reinforced the positive impact of the Card Sort method. Most students reported enjoying the activity and found it to be a fun and engaging way to learn about Islamic Education. They appreciated the opportunity to work together with their peers and noted that the activity helped them better understand the relationships between different concepts. This feedback supports the idea that active learning strategies can increase student motivation and engagement. In terms of knowledge retention, the Card Sort method also proved effective. A follow-up test administered two weeks after the post-test showed that students retained much of the material, with an average score of 70%. This suggests that the method not only enhanced immediate learning outcomes but also contributed to long-term retention, making it a more sustainable learning approach compared to traditional teaching methods.

The Card Sort method was found to be suitable for students with different learning styles. Visual and hands-on learners benefited from the physical aspect of the sorting activity, while auditory learners gained from the group discussions and verbal exchanges. This adaptability makes the Card Sort method a versatile tool that can accommodate

various learning preferences, enhancing its effectiveness across diverse student populations. However, some challenges were observed in ensuring that all students were equally engaged during the activity. A few students remained passive, which may have limited their learning outcomes. This suggests that while the method is effective for many students, additional strategies may be needed to encourage full participation from all learners, such as assigning specific roles or tasks within each group.

The teacher adapted the Card Sort method to better suit the needs of the students, adjusting the complexity of the cards based on their abilities and providing extra support where necessary. These adaptations ensured that all students, regardless of their prior knowledge or skill level, were able to participate meaningfully in the activity. The flexibility of the method allows it to be tailored to meet the diverse needs of students, making it an effective tool for inclusive education. Although the study focused on class 5 students, the findings suggest that the Card Sort method could be effective across different grade levels. Younger students could benefit from simpler concepts and cards, while older students could tackle more complex material. This versatility suggests that the Card Sort method can be applied in various educational contexts and grade levels, making it a valuable addition to teaching practices in diverse classrooms.

The success of the Card Sort method in this study has significant implications for teaching practices, especially in Islamic Education. Teachers can integrate more interactive, student-centered methods into their classrooms to increase student engagement, critical thinking, and collaboration. These strategies not only improve academic performance but also foster a more dynamic and enjoyable learning environment. This research contributes to the growing body of literature on active learning methods. The findings suggest that interactive techniques like the Card Sort method can be highly effective in enhancing student understanding and academic achievement. By fostering student engagement and critical thinking, the method promotes a deeper connection to the material, leading to better long-term retention and academic success.

Further research is needed to explore the long-term effects of the Card Sort method on knowledge retention and academic performance. Future studies could also investigate how the method can be adapted for different subjects, age groups, and educational contexts. This would provide a broader understanding of its applicability and effectiveness in various learning environments. The findings from this research support the idea that interactive learning methods, such as Card Sort, should be incorporated into teaching strategies to improve student learning outcomes. Teachers who adopt such methods can expect to see increased student engagement, enhanced critical thinking skills, and better academic performance. The use of active learning techniques offers a promising approach to improving educational practices and outcomes. In conclusion, the Card Sort method proved to be an effective tool for improving student learning outcomes in Islamic Education. The method not only increased student engagement and understanding but also fostered collaboration, critical thinking, and long-term retention of knowledge. This study highlights the potential of active learning methods to transform the classroom experience, providing educators with a valuable strategy for enhancing student learning.

CONCLUSION

The research aimed to explore the effectiveness of the Card Sort method in improving student learning outcomes in Islamic Education at SD Negeri Pandan Sari Gunung Meriah. The findings indicated that this interactive method significantly enhanced student performance, conceptual understanding, and engagement with the learning material. The Card Sort method, by involving students in active categorization and sorting tasks, helped them build a deeper understanding of key Islamic concepts. The pre-test results showed that students had a basic understanding of Islamic Education, but they lacked a more comprehensive grasp of the material. The average pre-test score of 55% indicated that

traditional teaching methods were not sufficient to engage students at a deeper level. However, after the Card Sort intervention, the post-test scores increased to 75%, highlighting a marked improvement in students' ability to understand and apply the material. The improvement in students' understanding of key Islamic concepts, such as prayer, zakat, fasting, and the five pillars of Islam, was one of the most significant outcomes of the research. The sorting activity helped students make connections between these concepts, which they could not achieve with traditional teaching methods. The Card Sort method allowed students to actively engage with the material and see how different concepts relate to one another within Islamic teachings. Student engagement and motivation also saw significant improvement after the implementation of the Card Sort method. Students were observed to be more enthusiastic and actively participated in the activity, which was a shift from the passivity seen during traditional lectures. This increased engagement likely contributed to the improvement in academic performance, as students were more invested in their learning and were able to retain the information better. Collaboration and peer interaction played an important role in the success of the Card Sort method. The group-based activity encouraged students to work together, discuss their ideas, and learn from one another. This collaborative environment promoted communication skills, critical thinking, and teamwork, which are essential for students' academic and personal development. It also helped students to clarify their understanding by sharing different perspectives. The teacher's facilitation and guidance during the Card Sort activity were vital in ensuring that the students remained on task and understood the objectives of the activity. By providing explanations, guiding the sorting process, and encouraging group discussions, the teacher was able to support students in their learning journey. The teacher's active involvement helped maintain a productive learning environment and maximized the effectiveness of the Card Sort method. Despite the overall positive outcomes, there were some challenges related to the engagement of all students. Some students remained passive during the activity, which indicates that additional strategies may be needed to ensure full participation. Future applications of the Card Sort method could involve assigning specific roles within groups to ensure that every student is actively involved in the learning process. In conclusion, the Card Sort method proved to be an effective tool for improving student learning outcomes in Islamic Education. It helped students gain a deeper understanding of key concepts, increased their engagement and motivation, and promoted collaboration and critical thinking. The findings suggest that interactive, student-centered methods like Card Sort should be integrated into teaching practices to enhance both student learning and the classroom experience. This research highlights the potential of active learning methods to improve education, making learning more engaging, interactive, and effective.

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