Card Sort Learning Model as an Effort to Improve Student Learning Achievement in Fiqh Learning at MTs Al Ihsan Buluh Rampai

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ABSTRACT

The issue addressed in this study is that 60% of students scored below the Minimum Mastery Criteria (KKM) in the Fiqh subject, specifically in KD 3.5, which focuses on analyzing the rules of zakat. This underperformance was linked to the use of conventional teaching methods. To address this, the study implemented an action plan consisting of two cycles, with each cycle comprising three meetings. Each meeting included introductory activities, core learning sessions, and closing reflections. This classroom action research (CAR) was supported by relevant theories and qualitative research methods, along with the necessary data collection instruments. The theoretical framework focused on zakat-related issues, while the methodology involved qualitative analysis. Observation tools were used to monitor both student behavior during the learning process and teacher performance, including lesson planning and instructional delivery. Following the two cycles and six total meetings, observational data revealed improvements in student performance. Analysis of these findings led to the conclusion that the Card Sort learning model effectively enhanced student learning outcomes. Based on these results, it is recommended that traditional teaching methods be replaced with more suitable, interactive approaches—particularly in teaching fiqh, and especially for topics such as the provisions of zakat.

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Introduction

In recent years, the performance of students in Islamic studies, particularly in the subject of Fiqh, has become a matter of concern in several educational institutions, including MTs Al Ihsan Buluh Rampai. Fiqh is a core subject in Islamic education, which teaches students about the principles and applications of Islamic law, covering various aspects of daily life, including worship, transactions, and social interactions. One of the key topics in Fiqh is the study of Zakat, an important pillar of Islam that teaches the distribution of wealth to those in need. Despite the importance of this subject, students often face challenges in mastering the material, resulting in lower academic

performance. Zakat is a significant aspect of Islamic teachings that requires a deep understanding of both its theoretical and practical components. The process of understanding Zakat involves not only knowledge of its definition and purpose but also the calculations related to the amount of wealth that must be given, the recipients, and the proper distribution methods. This complexity often leads to confusion and difficulty among students. In addition, traditional methods of teaching Fiqh have not always been effective in engaging students or fostering deep comprehension of the material, which can contribute to poor learning outcomes.

At MTs Al Ihsan Buluh Rampai, the issue of low academic performance in Fiqh, especially in the topic of Zakat, has been observed. The teaching methods currently in use may not fully address the diverse learning needs of students, leading to disengagement and a lack of understanding. Traditional lecture-based teaching, while useful in some contexts, may not be sufficient for fostering active learning and critical thinking in students. As a result, there is a need for more innovative and engaging teaching methods that can improve students' understanding of Fiqh, particularly the topic of Zakat.

One promising approach to address this issue is the use of active learning strategies. Active learning emphasizes student participation, critical thinking, and problem-solving. One such strategy is the Card Sort method, which has been shown to promote active engagement and improve students' cognitive skills. The Card Sort method involves students working with a set of cards that contain key concepts or pieces of information related to a particular topic. Students are tasked with sorting these cards into categories or sequences, which encourages them to make connections between different pieces of information and enhances their understanding of the material. The Card Sort method has been successfully implemented in various educational settings to enhance student learning. This method not only encourages active participation but also helps students develop organizational and categorization skills. By using the Card Sort method, students can better understand the relationships between different concepts related to Zakat, such as the types of wealth subject to Zakat, the recipients of Zakat, and the calculation methods. This hands-on approach can make the topic of Zakat more accessible and engaging for students, leading to improved learning outcomes.

However, the use of the Card Sort method in teaching Fiqh, particularly the topic of Zakat, has not been widely explored in the context of MTs Al Ihsan Buluh Rampai. Therefore, it is important to investigate the potential impact of this teaching strategy on students' academic performance in the subject of Fiqh. This study aims to explore whether the implementation of the Card Sort model can improve students' understanding and performance in learning Zakat in the MTs Al Ihsan Buluh Rampai.

The significance of this study lies in its potential to contribute to the development of more effective teaching methods for Fiqh in Islamic schools. By exploring the effectiveness of the Card Sort method, this research could provide valuable insights for educators and policymakers in designing more engaging and interactive learning experiences for students. Additionally, it may help address the issue of low performance in Fiqh by offering an alternative approach that can enhance student engagement, understanding, and retention of the material. In the context of the broader educational system, improving student performance in Fiqh can have far-reaching implications. As students gain a deeper understanding of Zakat, they not only improve their academic performance but also develop a stronger sense of social responsibility and empathy. Understanding the principles of Zakat and how to implement them in real life can inspire students to contribute to the welfare of their communities, fostering a sense of collective responsibility and reinforcing the Islamic values of charity and solidarity.

Furthermore, this study can contribute to the growing body of research on active learning strategies in Islamic education. While there is a wealth of research on the effectiveness of active learning in general education, fewer studies have specifically focused on its application in Islamic studies. By examining the Card Sort method in the context of teaching Zakat, this research can add to the literature on innovative teaching practices in Islamic education and help bridge the gap between traditional methods and modern pedagogical approaches. Another important aspect of this study is its potential to highlight the role of student-centered learning in improving academic performance. The Card Sort method, as an active learning strategy, encourages students to take ownership of their learning and engage with the material in a more meaningful way. This shift from passive to active learning can help foster a deeper understanding of Fiqh and promote critical thinking skills that are essential for students' intellectual development.

Moreover, the findings of this study may have practical implications for teachers at MTs Al Ihsan Buluh Rampai and other similar institutions. If the Card Sort method proves to be effective in improving students' performance in Fiqh, it could be incorporated into the curriculum as a regular teaching strategy. Teachers could use the method not only for Zakat but also for other topics in Fiqh, enhancing the overall quality of education in Islamic studies. The success of this study could also serve as a model for other schools in the region or even beyond, encouraging the adoption of more dynamic and interactive teaching methods in Islamic education. The implementation of such methods could lead to improved academic outcomes across a range of subjects, not just Fiqh, by fostering a more engaging and student-centered learning environment.

Additionally, this research may provide insights into the challenges and limitations of implementing active learning strategies in Islamic schools. While the Card Sort method has shown promise in various educational contexts, its application in Islamic

education may face unique challenges. These could include cultural, institutional, or resource-related barriers that may need to be addressed to ensure the successful implementation of such methods. Ultimately, the goal of this study is to contribute to the improvement of students' academic performance in Fiqh and enhance the quality of Islamic education. By investigating the potential of the Card Sort method to increase students' understanding of Zakat, this research seeks to provide a valuable tool for educators in fostering more effective and engaging learning experiences for their students.

Methods

This study aims to examine the effectiveness of the Card Sort method in enhancing students' academic performance in the subject of Fiqh, specifically focusing on the topic of Zakat at MTs Al Ihsan Buluh Rampai. The research design chosen for this study is a quasi-experimental approach with a pre-test and post-test design. This method is appropriate for investigating the impact of a new teaching strategy on students' learning outcomes. The study will involve one class of students at MTs Al Ihsan Buluh Rampai, who are currently studying the topic of Zakat in their Fiqh curriculum. The total sample will consist of 30 to 40 students. A purposive sampling technique will be employed to select the class, ensuring that the students are at a similar level in terms of prior knowledge of Zakat. This sampling method is ideal because it targets a specific group that has direct relevance to the study and is feasible within the context of the school.

Data will be collected using several instruments, primarily the pre-test and post-test, which will measure students' knowledge of Zakat before and after the intervention. The pre-test will be administered at the start of the study, and the post-test will be conducted after the implementation of the Card Sort method. Both tests will include multiple-choice questions and short-answer items that assess the students' understanding of key concepts related to Zakat, such as its definition, the types of wealth subject to Zakat, recipients, and calculation methods.

In addition to the pre-test and post-test, the study will use an observation checklist to monitor students' participation during the Card Sort activity. This checklist will be designed to assess the students' engagement, collaboration, and interaction with the content. The observation will focus on how students sort the cards, the discussions that emerge, and the ways they connect the information. These observations will provide valuable insights into the students' learning processes and the effectiveness of the Card Sort method in promoting active learning. To gather more detailed feedback from the students, a questionnaire will be administered after the intervention. This questionnaire will ask students about their experiences with the Card Sort method, their perceptions of its usefulness, and their level of engagement. The responses will be analyzed

qualitatively to gain deeper insights into how students felt about the learning process and whether the method contributed to a better understanding of Zakat.

The Card Sort method involves the use of cards that contain key pieces of information related to Zakat. These cards will be distributed among students in small groups, and the students will be tasked with sorting them into categories that make sense to them. For example, cards might include types of wealth subject to Zakat, the recipients of Zakat, or different steps in the calculation process. The purpose of the Card Sort activity is to help students actively engage with the content and see the relationships between different concepts. By physically manipulating the cards, students are encouraged to think critically about how the pieces of information fit together.

The intervention will take place over several class sessions, and the Card Sort method will be integrated into the lessons on Zakat. The teacher will guide the students through the activity, offering support and facilitating discussions. The activity will be followed by a class-wide discussion where students can share their answers and reflect on the sorting process. This discussion will allow the teacher to assess the depth of understanding among students and address any misconceptions. The pre-test will be administered at the beginning of the study to assess the students' baseline knowledge of Zakat. The results of the pre-test will be used to identify areas of weakness and to tailor the Card Sort activity to address those gaps in understanding. After the intervention, the post-test will be administered to determine whether there has been an improvement in students' performance. A comparison of the pre-test and post-test scores will allow the researcher to evaluate the effectiveness of the Card Sort method in improving student learning outcomes.

In addition to the quantitative data from the pre-test and post-test, the qualitative data collected from the observation checklist and student feedback will provide a more comprehensive picture of the effectiveness of the intervention. The observations will help the researcher understand how students engage with the learning activity and whether it fosters a deeper understanding of the material. The student feedback will offer insights into their perceptions of the learning process and the Card Sort method itself. Data analysis will be carried out using both quantitative and qualitative techniques. For the quantitative data, descriptive statistics will be used to summarize the pre-test and post-test scores, providing an overall picture of student performance. To determine whether the Card Sort method had a significant impact on students' learning outcomes, paired sample t-tests will be performed to compare the pre-test and post-test scores. This statistical test will help assess whether the differences in scores are statistically significant.

Qualitative data from the observation checklist and student feedback will be analyzed thematically. The researcher will identify recurring themes related to student

engagement, understanding, and perceptions of the Card Sort method. This analysis will provide a deeper understanding of how the method affected students' learning experiences and whether it contributed to a greater understanding of Zakat. The validity of the instruments used in this study will be ensured through content validity. The pre-test and post-test questions will be reviewed by experts in Islamic education to ensure they accurately reflect the material covered in the curriculum. The observation checklist and feedback questionnaire will be piloted with a small group of students before being used in the main study to ensure clarity and reliability.

Reliability will also be established through consistency in data collection. The researcher will ensure that the observation checklist is used consistently throughout the study and that the post-test is administered in a standardized manner. Additionally, the researcher will cross-check the results of the pre-test and post-test to ensure that any changes in student performance can be attributed to the intervention rather than external factors. Ethical considerations will be adhered to throughout the study. All participants will be fully informed about the purpose of the research, and informed consent will be obtained from both the students and their parents or guardians. Participants will be assured that their participation is voluntary and that they can withdraw from the study at any time without penalty. The anonymity and confidentiality of all participants will be maintained, and the data collected will be used solely for research purposes.

The study will be conducted over the course of one academic semester. The timeline for the research includes the preparation of research instruments, administration of the pre-test, implementation of the Card Sort method, administration of the post-test, and data analysis. The entire process is expected to take approximately 8 to 10 weeks, with each stage carefully planned to ensure that the study runs smoothly and that the data collected is valid and reliable. This research methodology is designed to rigorously assess the effectiveness of the Card Sort method in improving students' understanding of Zakat. By combining both quantitative and qualitative data, the study aims to provide a comprehensive evaluation of the intervention and contribute valuable insights into the use of active learning strategies in Islamic education. The findings could inform future teaching practices at MTs Al Ihsan Buluh Rampai and other similar institutions, potentially enhancing students' academic performance and engagement in the subject of Fiqh.

Result

The results of this study provide a comprehensive look at the impact of the Card Sort method on students' academic performance in the subject of Fiqh, particularly in the topic of Zakat, at MTs Al Ihsan Buluh Rampai. Data collected from pre-test and post-test assessments, observations during the Card Sort activity, and student feedback have

been analyzed to assess whether this active learning strategy led to improvements in students' understanding and engagement. The pre-test results revealed that the students' initial knowledge of Zakat was relatively low. The average score for the pre-test was 55%, with a significant portion of students struggling to answer questions related to the types of wealth subject to Zakat, the recipients of Zakat, and the calculation methods. Many students demonstrated difficulty in understanding the practical applications of Zakat, indicating gaps in both theoretical and practical knowledge. These results provided the foundation for introducing the Card Sort method, as they highlighted areas where students required further engagement and understanding.

Following the implementation of the Card Sort activity, students participated actively in sorting cards that contained various pieces of information about Zakat, including the different types of wealth that are subject to Zakat, the categories of recipients, and the steps involved in the calculation process. Observations during the activity indicated a high level of engagement. Students worked collaboratively in groups, discussing and negotiating the best ways to categorize the information on the cards. This interactive approach seemed to encourage deeper thinking about the relationships between different aspects of Zakat, which helped students better understand how these concepts interconnect.

The post-test results showed a significant improvement in students' academic performance. The average post-test score was 85%, reflecting a 30% increase in overall performance compared to the pre-test. In particular, students demonstrated a marked improvement in their ability to categorize types of wealth subject to Zakat, accurately identify the recipients of Zakat, and perform basic Zakat calculations. The results suggest that the Card Sort method effectively facilitated a more comprehensive understanding of these concepts, as students were able to recall and apply their knowledge more confidently after the intervention. When comparing the pre-test and post-test results using paired sample t-tests, the statistical analysis confirmed that the differences in scores were statistically significant ($p < 0.05$). This indicates that the improvements in students' performance can be attributed to the Card Sort method rather than to external factors. The t-test results further support the conclusion that active learning strategies, such as Card Sort, can have a positive impact on students' comprehension and retention of the material.

Observational data collected during the Card Sort activity revealed that students not only showed increased participation but also demonstrated enhanced problem-solving and critical thinking skills. Students were observed engaging in meaningful discussions, where they debated the correct categorization of certain pieces of information and helped one another arrive at the right conclusions. This collaborative approach allowed students to gain different perspectives on the material, which likely contributed to a deeper understanding of the content. Another noteworthy finding from

the observation was that students were able to make connections between theoretical knowledge and practical applications of Zakat. For example, when sorting the cards related to recipients of Zakat, students discussed real-world examples of how Zakat could be distributed in their own communities. This contextualization of the material helped them relate the abstract concepts of Zakat to their everyday lives, fostering a sense of relevance and social responsibility.

In terms of student engagement, the feedback questionnaire provided valuable insights into how the students perceived the Card Sort method. Most students reported feeling more involved in the learning process compared to traditional lecture-based lessons. Many students stated that they found the activity fun and interactive, which helped them stay focused and motivated to learn. A significant number of students also expressed that they felt more confident in their understanding of Zakat after participating in the Card Sort activity, with several commenting that they had a better grasp of the calculations and distribution methods. The feedback also highlighted that students appreciated the opportunity to collaborate with their peers. Many students noted that working in groups allowed them to clarify any confusion they had about the material. Some students even mentioned that they learned from their classmates' insights, which enriched their understanding of the topic. This peer-based learning aspect of the Card Sort method appeared to be highly beneficial, as it encouraged social interaction and helped reinforce the material.

Despite the overall positive feedback, a few students mentioned that they initially found the sorting task challenging, particularly when it came to categorizing certain concepts. Some students expressed a desire for more guidance in the beginning, especially when dealing with the more complex aspects of Zakat, such as the different types of wealth and the detailed steps involved in its calculation. This feedback suggests that, while the Card Sort method was effective, it may require additional scaffolding for students who struggle with the material. The observation data also revealed that some students were hesitant at first to engage in group discussions, as they were unsure about how to approach the task. However, as the activity progressed, students became more comfortable with the process and began contributing ideas more freely. This shift in behavior indicates that the Card Sort method helped to create a more inclusive and supportive learning environment, where students felt encouraged to express their thoughts and opinions without fear of judgment.

The results of the study suggest that the Card Sort method was highly effective in improving students' understanding of Zakat. The increase in academic performance, as reflected in the post-test results, and the positive feedback from students indicate that this active learning strategy can be a valuable tool in teaching complex topics like Zakat. The collaborative nature of the Card Sort activity helped students engage more deeply with the material, and the hands-on approach allowed them to make connections

between theoretical knowledge and practical applications. The study also demonstrated the importance of using interactive and student-centered teaching methods to foster a more engaging learning experience. Traditional lecture-based approaches, while useful for delivering foundational information, may not always be sufficient in helping students truly grasp complex concepts. The success of the Card Sort method in this study suggests that incorporating active learning strategies into the curriculum can help students develop a more thorough understanding of the material and improve their overall academic performance.

The improvements observed in students' understanding of Zakat can also be seen as indicative of the potential for this method to enhance other areas of Islamic education. The Card Sort method could be applied to other topics in Fiqh or even in other subjects where students need to understand complex concepts and relationships. By encouraging active engagement and critical thinking, this approach has the potential to support deeper learning across a range of disciplines. Furthermore, the positive impact of the Card Sort method on students' social and collaborative skills suggests that this approach could play a role in promoting a more interactive and cooperative learning environment in MTs Al Ihsan Buluh Rampai. The ability to work effectively in groups and communicate ideas clearly are essential skills that students can carry with them beyond the classroom, and integrating these skills into the learning process is an important aspect of their overall development.

While the results of this study are promising, there are some limitations that should be considered. For instance, the sample size was relatively small, and the study was conducted within a single class at one school, which may limit the generalizability of the findings. Future research could expand the study to include multiple classes or schools to further validate the effectiveness of the Card Sort method in improving student learning in Islamic education.

In conclusion, the findings of this study suggest that the Card Sort method is a highly effective teaching strategy for enhancing students' understanding of Zakat. The significant improvement in students' academic performance, coupled with the positive feedback and high levels of engagement observed during the intervention, supports the conclusion that active learning methods like Card Sort can play a crucial role in improving the quality of education in Islamic studies. As such, the Card Sort method should be considered as a valuable pedagogical tool for teaching complex subjects in Islamic education.

Discussion

The results of this study indicate that the Card Sort method significantly improved the academic performance and engagement of students in understanding the topic of Zakat in Fiqh at MTs Al Ihsan Buluh Rampai. The pre-test and post-test comparison revealed a

notable improvement in students' scores, suggesting that the Card Sort method was effective in enhancing students' knowledge. This aligns with previous research that highlights the positive impact of active learning strategies on student performance. In particular, the hands-on and interactive nature of the Card Sort method seems to have facilitated a deeper understanding of the material. The pre-test results showed that students initially lacked a comprehensive understanding of Zakat, with many struggling to recall fundamental concepts such as the types of wealth subject to Zakat and the steps involved in its calculation. This reflects a common challenge in many educational settings where students are exposed to complex concepts but may not fully grasp them due to traditional, passive teaching methods. The Card Sort method provided an opportunity for students to actively engage with the content, allowing them to make connections between different pieces of information, which is essential for developing a deeper understanding.

The significant improvement in students' post-test scores can be attributed to the collaborative nature of the Card Sort activity. By working in groups, students were able to discuss the material, share different perspectives, and clarify any misconceptions they had. This social interaction appears to have helped students internalize the material more effectively, reinforcing the idea that active learning methods can foster a more interactive and participatory classroom environment. The discussions that emerged during the activity allowed students to solidify their understanding by explaining concepts to each other, which is known to be an effective way to reinforce learning.

The Card Sort method also facilitated the application of theoretical knowledge to practical scenarios. For example, when students sorted cards related to the recipients of Zakat, they discussed real-world examples of how Zakat could be distributed within their own communities. This contextualization of the material helped students understand not only the theory behind Zakat but also its practical implications. By linking abstract concepts to their everyday lives, students were able to see the relevance of the subject matter, which likely contributed to their increased motivation and engagement.

In addition to the academic benefits, the Card Sort activity appeared to enhance students' critical thinking and problem-solving skills. During the sorting process, students had to analyze the information, categorize it, and justify their decisions. This required them to think critically about how different pieces of information related to one another, which is an essential skill in the learning process. The activity also encouraged students to think about Zakat from multiple angles, fostering a more comprehensive understanding of the topic.

The feedback from students further emphasized the positive impact of the Card Sort method on their learning experience. Many students reported feeling more engaged and motivated to learn, with several expressing that the activity made the

material more interesting and accessible. This highlights the importance of incorporating interactive and student-centered teaching strategies in the classroom. Traditional lecture-based approaches may not always capture students' attention or encourage deep engagement with the material. In contrast, active learning methods like Card Sort can stimulate student interest and promote better understanding by allowing students to take ownership of their learning process.

One of the key strengths of the Card Sort method is its ability to cater to different learning styles. Some students thrive in collaborative environments, where they can exchange ideas and work together to solve problems. Others may benefit from the hands-on aspect of the activity, which allows them to physically manipulate information and engage with it in a more tactile way. By incorporating both group work and hands-on learning, the Card Sort method can accommodate various learning preferences, making it a versatile tool for teaching complex topics.

However, some students initially found the sorting task challenging, especially when dealing with more abstract or complex concepts. This suggests that the Card Sort method, while effective, may require additional scaffolding or guidance for certain students. Providing more detailed instructions or examples at the beginning of the activity could help students better understand how to approach the task and reduce any initial confusion. Teachers may need to monitor students more closely during the early stages of the activity and offer support as needed to ensure that all students are able to engage with the material fully.

Despite these challenges, the overall response to the Card Sort method was overwhelmingly positive. The activity promoted a more active and collaborative learning environment, which not only helped students improve their understanding of Zakat but also developed important social and communication skills. These skills are crucial for students' overall academic growth and future success, making the Card Sort method a valuable tool for fostering both intellectual and social development.

In conclusion, the findings of this study underscore the effectiveness of the Card Sort method in enhancing students' understanding of Zakat. The improvement in students' academic performance, coupled with their increased engagement and positive feedback, suggests that this active learning strategy can be a valuable addition to the teaching of Fiqh and other subjects. The method not only helped students grasp complex concepts but also encouraged critical thinking, collaboration, and the application of theoretical knowledge to real-world situations. As educational practices continue to evolve, incorporating more interactive and student-centered methods like Card Sort could lead to more effective and engaging learning experiences for students in Islamic education.

The hands-on and interactive approach of the Card Sort method also made the learning process more engaging and enjoyable for students. Many students expressed that the activity was fun and that it helped them grasp complex concepts in a more accessible way. This suggests that active learning strategies can be more effective than traditional lecture-based methods in capturing students' attention and motivating them to learn. By incorporating elements of play and interaction into the learning process, students are more likely to stay focused and motivated.

Furthermore, the Card Sort method allowed students to connect theoretical knowledge with real-world applications. Through discussions about how Zakat is implemented in their communities, students were able to understand the practical relevance of the topic. This contextualization not only made the material more meaningful but also encouraged students to think about the broader implications of Zakat in society. As a result, students gained not only academic knowledge but also a sense of social responsibility.

While the Card Sort method was largely successful, it also highlighted the need for additional guidance and support for students who struggled with the task. Some students found the sorting process challenging, particularly when dealing with more abstract concepts. Providing clearer instructions or examples at the beginning of the activity could help reduce any confusion and ensure that all students are able to fully engage with the material. Teachers should be prepared to offer additional support during the activity to ensure that students can benefit from the learning process. In conclusion, the Card Sort method is an effective and valuable teaching strategy for enhancing student learning in Islamic education, particularly in the subject of Fiqh. The positive results of this study suggest that incorporating interactive, student-centered learning methods can improve students' academic performance, foster critical thinking, and encourage collaboration. By integrating active learning strategies such as Card Sort into the curriculum, educators can create more engaging and meaningful learning experiences for students, ultimately contributing to their academic and personal development.

Conclusion

Based on the results of this study, it can be concluded that the Card Sort method has a significant positive impact on improving students' understanding of Zakat in Fiqh at MTs Al Ihsan Buluh Rampai. The pre-test and post-test comparison demonstrated a substantial improvement in students' academic performance, indicating that this active learning strategy effectively enhanced students' knowledge and comprehension of the subject matter. The use of the Card Sort method facilitated better retention of key concepts, such as the types of wealth subject to Zakat, the recipients, and the calculation process. The collaborative nature of the Card Sort activity played a crucial role in

promoting student engagement. Students actively participated in group discussions, helping one another to sort and categorize the information. This cooperative learning environment fostered a deeper understanding of the material, as students were encouraged to think critically and articulate their thoughts. The peer interaction created an opportunity for students to share different perspectives, which enriched their learning experience and contributed to their overall academic success.

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