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 Dina Mardiana

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Implementation of the Card Sort Method for Hajj Material in Fiqh Learning

*Anita Miqnaul Lailiyah¹, Romelah², Dina Mardiana³

^{1,2,3}Universitas Muhammadiyah Malang, Jl. Raya Ngelo Tlogomas

No.246, East Java, Indonesia

*anitamiqnaul@gmail.com

Abstract: *Today, there are still many educators who still need to improve in carrying out the learning process. In this case, there is a reset problem, which lies in the ineffectiveness of the learning process caused by passive students. So, this research provides a solution using the card sort method in fiqh learning. This study aimed to analyze the card sort understanding technique in Batu's tsanawiyah madrasah. This study uses the theory of Melvin L. Siberman that the card sort method has potential and advantages related to student active learning. This research uses a qualitative approach with a case study type of research. Data collection using observation, interview and documentation techniques. Next, the data was analyzed using descriptive data analysis. This study concluded that using the card-sort learning method of Hajj material positively impacts learning activities. Applying the card sort method can increase students' creative abilities and understanding of Hajj material.*

Keywords: Card Sort Method, Hajj Material, Fiqh Learning.

Introduction

Along with the development of the era from classical to contemporary times, the aspect of education is still a primary need for humans in forming the thinking process and creating the personality needed by society in dealing with problems that often occur in the community (Kaelani, 2020);(Priatmoko, 2018);(Syakhrani, 2018). Education is a process of self-improvement and character building and aims to create a generation of believers (Husaini, 2013);(Anwar, 2021). In forming a generation of believers who can think creatively, an educator must be able to provide innovation and a learning process. The learning process in an educational aspect is an essential element that must be included in its application (Wahyudin & Zohriah, 2023);(Ikhwan, 2022).

In Islam, learning is an obligation for all humankind. Even in Surah Al-Alaq verses 1-5, Allah has said and emphasized in his word that learning is not only about seeing and following but also about reading, writing, researching, examining, examining something that is not yet known, and this must always be preceded by including the name of God in the sentence *bismillahirrahmanirrahim*. In Surah Al-Alaq, the values of education in the learning process are also explained, namely The value of liking to read, namely the command to read anything that can be read and is useful both for yourself and others (Busthami, 2018). The value of liking to write, namely the command to write down knowledge so that it can be passed on to the next generation so that it can be forwarded and developed further than what was obtained by previous generations. Therefore, educators have an essential role in fostering students' learning processes (Ikhwan, 2021b).

In each learning process, the role of the educator is essential in the continuity of the learning and teaching process. Because educators are so crucial in the learning process, it is appropriate for them to be creative and innovative to create understanding liked by students (Istiningsih & Dharma, 2021);(Prihartini et al., 2019). On the other hand, educators must also have a firm attitude and personality, meaning that educators must have authority over students because, in the learning process, educators are role models who must be used as examples in the process of affective development of students (Ramadhani & Muhroji, 2022);(Ramli, 2015). Based on the description above, educators must have the attitude, authority and insight to develop the learning process to provide new nuances in the learning process, including in Islamic religious subjects.

Islamic religious education subjects are mandatory subjects that schools must give students from elementary to high school ('Inayah, 2021). In madrasa education, Islamic religious education is divided into several elements: moral beliefs, Islamic cultural history, Fiqih, and Al-Quran Hadith (Zukhrufin et al., 2021);(Andani & Fadriati, 2023). In the learning process in fiqh subjects, educators can reflect on the theories they have obtained by compiling several learning models and methods to suit the needs of each student. Thus, educators can provide learning assessments to students (Sum & Taran, 2020). The subject of Fiqih is a foundation for the general needs of Islamic religious education, so it can be concluded that the field of Fiqih materials cannot be separated from the Islamic religious knowledge section (Ikhwan, 2018).

In the fiqh learning process, several factors still need to be clarified between educators and students. The problem that often occurs is the less exciting way educators teach, which makes students feel bored and causes boredom in the teaching and learning process. The argument above is also supported by research written by (Soraya & Sukmawati, 2023). In this research, it is clear that educators still explain lesson material passively and only focus on one direction. Apart from that, problems that often occur are due to differences in the student's intelligence level. On the other hand, teachers find it difficult when their students are not quick enough to understand what is being studied and find it difficult to understand the material ultimately the teacher must be able to organize or choose a method that is appropriate and agreed upon by the students (Hayati & Harianto, 2017).

As for research that has similar relevance to this research, among others: first, from Nurmin, with the title application of card sort media in improving the results of class V Islamic Education at SDN 1 Lembuak Nermada. that the card sort method can increase student activity in the learning process which is marked by learning completeness reaching 90%. Next, according to Rokyal Aeni with the title Differences in learning outcomes for class VII students at Mts Nurul Islah in the subject of Fiqih, there was a significant increase in student learning outcomes or report cards in the matter of Fiqih after using the card sort method.

Apart from that, Marsiti, with the title Using the card sort method to improve the learning outcomes of fifth-grade Fiqih at MI Sudirman Kadipiro Jumopolo Karanganyar in the academic year 2021/2022 states that by using the card sort method, students' KKM is proven increases and students are also more active in conducting learning in class. There is also Odik Frayadika with the title Implementation of the maple fiqh card sort method at MAN 3 Pasaman Barat, saying that the use of the card sort method for the material presented has been fulfilled. Still, it is better if before using the card sort method the teacher gives quizzes first after students make presentations so that students are not lazy to study.

Based on the description above, the problem formulation is implementing Fiqih learning on Hajj material using the card sort method at MTsN Batu City. This study describes the stages of implementing the card sort method in Islamic Fiqih subjects at MTs Negeri Kota Batu. Therefore, this research was presented and carried out to have an impact on readers. This study was compiled and designed based on the argument that the fiqh learning method using card sort is

an alternative to the latest learning in fiqh subjects, especially on the pilgrimage material. Therefore, this research is here to make a positive contribution to academics and educators to provide a new idea in the learning process.

Method

Researchers used a qualitative approach (Sidiq et al., 2019). This research uses field research at MTsN Batu City (Sugiyono, 2015). The location of this research is located at Jl. Pronoyudo, Dadaprejo, Junrejo District, Batu City, East Java. MTsN also has good religious programs, for example, the ma'had program, tahfidz and religious bureau, where, of course, the delivery of fiqh material will receive significant attention. This information is undoubtedly enough to explain why this research was conducted at MTsN Batu City.

Regarding data sources, researchers used primary and secondary data sources. Researchers used primary data sources by conducting direct interviews at MTsN Batu City. The subjects in this research were fiqh subject teachers who served as material presenters using the card sort learning method. The discussion talked about the card sort method, such as implementing the card sort method. Meanwhile, secondary data sources are called second and additional data sources (Ikhwan, 2021a). Secondary data researchers use comes from written sources such as books, journals, scientific magazines, archival data sources, personal documents and other documents supporting research. The secondary data researchers use comes from written sources such as books, journals, scientific magazines, archival data sources, personal papers and other documents supporting research. Apart from that, there is also documentation and photos of students learning using the card sort method during examination.

In carrying out data collection, researchers used observation, interviews and documentation (Emzir, 2014). Observations were done by making direct observations during fiqh learning using the card sort method. Interviews were conducted with fiqh teachers who used the card sort method and several class VIII students. Documentation is used to collect documented data related to fiqh learning using the card sort method. This research aims at data validity criteria using triangulation of sources and techniques. Triangulation is carried out to check the validity of information, not only the communication itself, so comparisons are needed with information obtained from other sources and data analysis techniques.

Result and Discussion

Application of the Card Sort Learning Method in Fiqh Subjects

The implementation of the card sort method in Islamic Fiqih learning, especially in class VIII hajj material at MTs Negeri Batu, based on observational studies and in-depth interviews from the results of the research carried out by the researcher, explained that the application of the card sort method in the fiqh learning process is by the stages described. The card sort learning method applies the student-centred learning (SCL) learning model, and this learning model places students as the centre of education, where this learning model empowers students to be skilled and creative in the teaching-learning process. The impact of applying this learning model is to develop students' creative power and improve individual abilities to be more active and responsible in the learning process. So that the learning process becomes more active and not monotonous, only always centred on educators. Implementation of the card sort learning method in the teaching and learning process carried out by one of the educators of the fiqh subject on class VIII MTs hajj material Negeri Batu has several stages in the implementation process, including:

1. Planning

Before carrying out the learning process, educators first formulate a concept/plan that will be carried out during the learning process. Universally, the planning stage aims to produce a teaching and learning process per the learning objectives formulated at the beginning of the learning contract. However, the problem is that many educators still need to understand the basic rules regarding the learning planning process (Sumiati, 2022). The function of formulating a lesson plan is to oversee the operation of the course of learning so that it is by the initial goals that have been determined. In every learning activity by educators, it is necessary to know the objective aspects of carrying out these activities to make steps taken to achieve learning objectives easier. Therefore, in implementing all learning methods, there must be clear planning stages and in accordance with mutual agreement. There are at least six stages for preparing a lesson plan, namely: 1) analyzing learning outcomes (CP), 2) planning and implementing diagnostic assessments, 3) developing teaching modules, 4) adapting learning to the stages of achievement and student characteristics, 5) learning formative assessment, 6) evaluating the learning process.

Educators prepare learning tools first before using the card sort learning method in the form of paper as an instrument in the teaching and learning process. Therefore, every educator tries to develop a plan for the student's learning process so that its implementation runs well. According to one of the Fiqih subject educators at MTs Negeri Batu explained in an interview. He is of the view that the card sort learning method is suitable to be given to class VIII students. As presented by one of the Batu State MTs educators at the office, that. Based on the results of interviews conducted with Mrs. Siti Rochmah, she explained that before starting learning, educators must first determine the learning objectives. In the Hajj material chapter, he uses the card sort method in the learning process.

At this planning stage, educators first develop a lesson plan scheme using the card sort method to determine whether the process fits the needs of students. In the 21st century, educators must be able to analyze students' characters. This is because each student has different adaptation abilities. However, in essence, the learning process provides the same scientific insights to all students. Educators must also be cooperative with the development of cognitive aspects of students. Not all students have the same abilities. Therefore, besides being a teacher, the role of educators is also a motivator to provide motivation and enthusiasm for students to continue learning. Based on the analysis results and interviews conducted by researchers at the research location, educators have previously prepared learning instruments that will be carried out before starting the learning process in the classroom.

2. Implementation

Implementing learning in the classroom must be connected to the interaction of educators and students. Interaction between educators and students is needed in the learning process to build a learning frequency and agreement to determine learning goals jointly. Educators in carrying out the learning process of course, it cannot be separated from what is called learning methods. In this case, educators must determine a learning method appropriate to the student's development in the class. Of course, in the implementation process, educators need to design a concept together with students to achieve innovation in learning. One of the keys to success in learning process activities is to use various learning methods that do not depend solely on the individual. This means that learning in the current century is centered on one person and the collaboration of each individual who forms a constructive unity. The aim is to build students' character to become creative, independent and innovative by national education goals.

MTs Negeri Batu uses the card sort learning method in class VIII fiqh subject. According to one of the informants, this method is suitable for class VIII students and according to their abilities in education. Based on the results of an interview with Mrs Siti Rochmah, she explained that currently, the method suitable for Islamic Fiqih subjects on Hajj material is to use the card sort method. He added that students have an essential role in this learning process because from the start of learning, the students appear active, while the educators serve as facilitators.

In a further interview, he explained that he always gave direct appreciation and evaluation to the students for every material discussed. In the implementation process, students are free to provide input and suggestions to other students. Apart from that, he also emphasized that apart from giving tips and information, students must also provide solutions to each other. Therefore, the purpose of the planned learning process regarding collaboration has been successfully carried out.

Using the card sort learning method in class VIII Islamic Fiqih subjects at MTs Negeri Batu is by the learning objectives and outcomes. Educators assume that the application of this learning method is based on the level of needs of students, school facilities and infrastructure. Another goal that is no less important is to make students not bored in learning so that they provide positive energy when they enter the classroom. According to Ms Siti Rochmah's statement as an educator for the fiqh subject at MTs Negeri Batu, in the implementation of learning using the card sort method, the class atmosphere becomes more active and does not make students feel bored. One of the students also expressed this when the researcher interviewed.

Based on the results of an interview with one of the students at MTs Negeri Batu, Abid Bekam Habibullah explained that the application of the card sort learning method in fiqh subjects is easy to understand because it is done in groups, which makes it easier to memorize. According to him, this method is very suitable for Fiqih subjects, especially Hajj material.

In interviews with other students, Nahdah Nabilah revealed that the application of the card sort method given by Ms Siti Rochmah was enjoyable. It is easier to memorize with the card sort method, making it less dull and sleepy because, in this method, students are required to move actively and remember the material. Before learning using the card sort method, students are asked to make cards according to their creativity. This method makes him excited about learning Hajj materials.

Applying the card sort method in Islamic Fiqih subjects on Hajj has positively impacted students' learning conditions. Educators have adjusted the choice of learning method to the student's characteristics, the subject matter's suitability, the student's emotional state and the school infrastructure (Aisyah, 2022). On the other hand, educators also have an essential role in continuity during the learning process, which makes the atmosphere more varied and energises students. In this card-sort learning method, students must be more independent and creative in designing learning cards for the learning process.

According to Mrs Siti Rochmah, during the learning process, students are divided into small groups of 4-5 groups at the beginning of learning. After that, each makes a display board, which is then used to attach card sort cards to carry out the process. In addition, he explained that in the learning process, he did not want to burden students. He emphasized that even though the method was simple, the most important thing was that students liked and were active in the learning process.



Figure 2. Students pasting card sort cards

Educators who act as facilitators also have the right to continue supervising and providing knowledge to students. Even though in the learning process, students look more active. They also need guidance and supervision from students. On the other hand, Mrs Siti Rochmah also explained that when students comment on other students during a presentation, they must provide instructions on which one is correct.

The role of an educator also has a central position in accompanying the learning process. According to Solikhin Abu Izzudin, the role of an educator is not only as a companion but also as a motivator, innovator and creator. Educators also serve as *murabbi* who provide religious values to students.

Collaboration between educators and students is essential in supporting a successful learning process. If one component cannot help it, then the learning objectives cannot be achieved and cannot run optimally. The learning atmosphere must be designed so that students can enjoy learning and playing. Learning media and facilities must also support and be appropriate to the lesson material. In carrying out the learning process in the classroom, educators first make a learning contract with students to provide rules during the learning process. The aim is to create classroom conditions that are conducive, effective and efficient during learning.

During the learning process, the condition of class VIII MTs Negeri Batu students looked united and happy in learning because the educators used the card sort understanding method, and each student participated actively and creatively in making cards as a learning instrument in class (Sholichah, 2020). This learning method is centred on students as the main character, and educators supervise during the learning process. Therefore, educators as supervisors in learning must be able to be role models and parents so that they can be worthy of being emulated by students.

The following are the steps for implementing the card sort method at MTs Negeri Batu class VIII: 1) Students first prepare cards containing Hajj material previously made at home. In this case, the teacher frees students to make the sort card as creative as possible. After that, the cards are given to the teacher to be shuffled. 2) Then, the card is given to the teacher. 2) After that, the teacher randomizes all the cards which contain material on Hajj, such as procedures for Hajj, conditions for Hajj to be valid, pillars of Hajj, things that cancel Hajj, and sunnah Hajj. 4) The teacher distributes the cards. 5) Then, the teacher asks students to find friends (pairs) whose cards match the problems on the cards to form a group. 6) After that, students will create groups on one issue. 7) Then, the students stick the cards that correspond to their discussion on the long board provided. 8) If all students have finished pasting, the teacher asks students to correct the results of other groups. 9) If there is an error, students are asked to give the correct answer (for example, group B blames group A because it contains the wrong pillars of Hajj, then group B must provide the correct answer to group A) because apart from learning the Hajj material, they are also taught how to responsible for solving problems. 10) After all students have pasted and corrected the belongings of other groups, the teacher comes in to give an assessment. 11) The teacher provides evaluations, such as asking questions about the Hajj material that has been studied. 12) Lastly, the teacher offers a little explanation and allows students to ask if there is

any Hajj material they understand (in this case, it can be done at the next meeting because there is limited learning time (Sumiati, 2022).



Figure 3. Card sort method learning process

3. Analysis

During the interview with Mrs Siti Rochmah, the writer also asked how the class conditions were during the Hajj chapter of the Fiqih learning process using the card sort method. He said the class conditions were very conducive. All students played an active role. No students were sleepy or just sat quietly. Mrs Siti Rochmah also noted that the students were enthusiastic about participating in the fiqh learning process on Hajj material. In implementing the card sort method, students are asked to focus on finding the correct answer in the card pieces, which are then affixed to the manila paper prepared by the students.

Please note that all of the methods could be better. There will be advantages and disadvantages. In this case, the benefits of the card sort method are 1) It makes it easier for students to understand the material. 2) It is easy to implement and can be followed by many students. 3) Students will better remember the material presented to educators when forming groups. 4) Train students to be more confident (Aisyah, 2022). Apart from that, by using the card sort method, students are easy to direct, educators will find it easy to convey material and can build students' socialization so they are closer to other students (Sholichah, 2020). Apart from that, the card sort method also has weaknesses, including 1) Some students still do not master the card sort method. 2) Requires a large space; 3) The card sort method only focuses on cards, so there is only one learning media, so there is no development of learning media with other materials (Herdesty, 2022).

Meanwhile, according to Ms. Siti Rachmah, an MTs Negeri Kota Batu educator, the advantages of using the card sort method in learning Hajj material are 1) This method is easy to do, low cost. 2) Trains students to be responsible, creative, and working together between teams. 3) Make students enthusiastic about learning and can easily

remember the material. 4) All students play an active role. 5) It can improve student achievement. Mrs. Siti Rachmah also explained that the card sort method has weaknesses: 1) It takes a long time. 2) Classes are not conducive because there is a possibility that students are crowded, confused in finding answers, and experience chaos in style if not attended to satisfactorily.

According to Melvin L. Siberman, the card sort method can be considered an active learning-based learning method because this method requires students to have knowledge or learning experience and associate the cards with specific categories (Martinelli & Zaina, 2021). In addition, according to Melvin L. Siberman, the card sort method is included in the collaborative method, which is usually used to run a concept, classify properties and facts about an object or repeat information. This method also emphasizes physical activity as a priority to help liven up the classroom atmosphere, starting to saturate with intense learning activities (Kusnadi, 2018).

4. Reflection

After the educator has carried out the learning process activities regarding the deepening of the material, teaching and learning activities, and the application of learning methods given to students, the next step is for the educator to open a discussion space to lighten the atmosphere after the learning process, namely by reflection (Susanto et al., 2022). Reflection is a method for students to be able to explore the essence of the material that has been provided by students during the learning process. Implementing this reflection is very beneficial for students because they can understand the material that has been studied from knowledge with a new structure and can provide creativity to students (Fiteriani & Solekha, 2016). In another sense, this reflection is how to invite students to optimize human attitudes regarding the material they have studied.

Students are more likely to accept and understand meaning when carrying out teaching and learning process activities. Therefore, reflection needs to be done by educators to provide learning experiences that students get. In this case, educators must also have the wisdom to position themselves as someone with a high work ethic. Educators need to combine knowledge with reality so that students can understand the conditions they will experience when they are no longer at school (Saputro & Pakpahan, 2021). After the learning, the next step is to discuss the educator and the students. Then, the educator for the educator to convey impressions and messages in carrying out the learning using the card sort method carries out the next step. The

purpose of holding this reflection is that students can achieve the learning objectives conceptualized by educators.

Conclusion

Based on the study of the discussion results explained above, applying the card sort learning method in the fiqh subject of Hajj material for class VIII MTs Negeri Batu students positively impacts learning activities. Applying the card sort learning method, implemented in the learning process in class VIII, can increase students' creative abilities and understanding of Hajj material. There are several stages in applying the card sort learning method during the teaching and learning process, namely: 1) The planning stage is the initial stage that educators must use to determine students' characteristics. At this stage, educators must prepare several aspects, such as learning contracts, syllabus, and teaching materials. 2) The second stage is action. Namely, educators carry out the learning process by practising several plans designed to be followed up. 3) The third stage is analysis, namely, educators observe students while carrying out the learning process. 4) The fourth stage is reflection, namely, the educator conducts a discussion with all students when the learning process has been completed.

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