

# APPLICATION OF CARD SORT METHOD ON LEARNING HISTORY AT MA AL-AMIN TABANAN BALI

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*Received 20 Juni 2024; Revised 24 Juni 2024; Accepted 28 Juni 2024*

## ***Abstract.***

*This research aims to explore and analyze the implementation of the Card Sort method in history learning at MA Al-Amin Tabanan Bali as an effort to enhance student motivation, interest, activity, and improve student learning outcomes. A descriptive qualitative approach was used to collect data through observation, interviews, and documentation. The results showed that the implementation of the Card Sort method successfully increased student engagement in history learning, accelerated understanding of the material, and created a more interactive and engaging learning atmosphere. Teachers acted as active facilitators who provided direct guidance and feedback to students, as well as facilitated group discussions. Additionally, this method also encouraged collaboration among students and developed their social skills. The findings of this research support the claim that the implementation of the Card Sort method has a significant positive impact on enhancing student learning motivation, learning outcomes, and overall learning quality. The practical implications of this research are that the Card Sort method can be an effective alternative in history learning, especially in the context of MA Al-Amin Tabanan Bali, and contribute to the development of innovative and student-oriented learning strategies. This research also provides a basis for further research in the field of education to better understand and evaluate the effectiveness of different learning methods.*

**Keywords:** *Method, Card Sort, History Learning.*

## **INTRODUCTION**

The success of an educational system, especially within the school environment, is greatly influenced by the effectiveness of teaching and learning activities. The implementation of learning depends on the teacher's skills in delivering the material. The success of learning can be achieved when a teacher is able to play the roles of educator, facilitator, motivator, and innovator to the best of their ability. In other words, the success of learning can be realized if a teacher can become a professional in carrying out their duties.

The success of a learning process fundamentally depends on the role of the learners. In the context of learning, learners are expected to have high motivation, active engagement, and full participation in every stage of the learning process. Currently, there is a trend towards the belief that children will experience better learning if the learning environment is made more natural. The importance of hands-on experience in learning becomes the focus, not just theoretical knowledge. Although target-focused learning has proven effective in addressing short-term competition, it falls short in equipping children with relevant problemsolving skills for long-term life situations, as reflected in the realities of our classrooms.

Furthermore, the teaching methods tend to be less challenging for learners, primarily due to the monotonous teaching styles that do not stimulate their creativity. One prominent issue, especially in history subjects, is the difficulty students face in understanding the concepts inherent in historical studies. This condition indicates that the teaching and learning components have not yet fully yielded satisfactory results aligned with the objectives of the learning itself. This situation demands that history teaching be conducted with a more intensive approach. However, society tends to perceive history subjects as dull, repeating the past, hard to comprehend, and intimidating for students. As a result, students' motivation to learn history tends to be low. Therefore, serious efforts are needed to improve the methods of history teaching.

Madrasah Aliyah (MA) Al-Amin Tabanan Bali is an educational institution that caters to students with diverse abilities. Therefore, an instructional approach is needed that allows each student to understand the course material well, so that the knowledge acquired can be retained for a long time. One solution implemented is through the

application of the Card Sort Method, which takes into account the diversity of individual students.

Based on the researcher's observations in October regarding the history learning process in class XI IPS at MA Al-Amin Tabanan Bali, it was noted that the class XI IPS is categorized as having low levels of learning motivation and tends to be passive in participating in lessons. This can be evidenced by students merely receiving information or instructional material provided by the teacher, and the lack of initiative among students to learn independently or seek out information on their own. On the other hand, students also appear to lack active engagement in questioning; they are not accustomed to expressing ideas or asking questions during the learning activities.

Quoting from the book 'Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan' by Hamzah. There are several causes of low student motivation that need to be understood, including teachers not providing motivation to students, students not liking the teacher's teaching methods, students not liking certain subjects, weak motivation within the students themselves, students facing personal problems, and lack of attention from parents at home. This means that there is no change in energy within the child, no appeal to their affections to do something, because they lack goals or learning needs. In other words, students need to be stimulated to grow motivation within themselves.

The Card Sort method has the advantage of involving full participation from all students in performing roles according to the subject matter. This way, they can express events, enhance enthusiasm and excitement in learning, making the learning process memorable and well-remembered. This enjoyable learning approach helps create quick understanding among students. However, it cannot be denied that a drawback of the Card Sort method is that it requires a considerable amount of time for teachers to organize it. Additionally, this strategy demands a level of creativity and creative ability from students to express their opinions after all the cards have been collected, and this has been identified in the research.

The research on the Card Sort method has been extensively studied by academics. This research differs from previous studies conducted by researchers, as it specifically focuses on understanding and implementing the Card Sort method in history education at

MA Al-Amin Tabanan Bali. It is hoped that this research contributes to all school stakeholders, especially teachers, in motivating students through the teaching and learning process using the Card Sort method. This article can serve as a source of information for the general public, teachers, and educational stakeholders.

## **RESEARCH METHODS**

This study is a descriptive qualitative research. Creswell's theory explains that qualitative research is a series of efforts to understand the meaning of individual or group behavior. In his other book, Creswell explains that qualitative research studies humans in natural settings and seeks to interpret the meaning they convey about a phenomenon. Therefore, this research is a qualitative study characterized by: 1) Descriptive nature, 2) Analyzing processes, 3) Paying more attention to processes, and 4) Research being a key instrument.

Qualitative research also views researchers as key instruments, and data collection techniques in this study are conducted in combination. The resulting data are descriptive in nature, and data analysis is done inductively, emphasizing meaning over generalization. The research data come from oral language, writing, and observable behavior obtained through interviews, observations, and documentation.

## **RESULTS AND DISCUSSION**

### **Card Sort Method**

Card Sort is a teaching strategy used by educators to guide learners in discovering concepts and facts through the grouping of materials discussed in the learning process. This is also a learning method involving the sorting of shuffled cards with the aim of activating the participation of each individual as well as groups in the learning process.

Card Sort is a teaching method that involves pieces of paper arranged like cards, containing information or subject matter. In the active learning model of Card Sort, the emphasis is on student engagement, where each student is given index cards containing information about the topic to be discussed. Students then group the cards according to their respective indexes. Afterward, they discuss and present the results of their discussion on the material from their group categories. In this context, the role of the educator is

more as a facilitator who explains the material that needs to be discussed or answers questions from students after the presentation.

Melvin L. Silberman presents the steps of the Card Sort method as follows:

1. Each student is given index cards containing subject matter. The index cards are paired based on definitions, categories, or groups, for example, cards containing empirical flow with cards about education determined by the environment, and so forth. The more students, the more pairs of cards there are.
2. The teacher selects one student holding a card, and other students are asked to pair up with that student if they feel the card being held has a similar definition or category.
3. To increase tension, punishment can be given to students who make mistakes, with the type of punishment determined through mutual agreement.
4. The teacher can note key points on the whiteboard during the process

The hallmark of the active learning model Card Sort is that students search for material themselves that fits the category of the group they obtained, and they group themselves according to the index cards they received. Thus, students become active and motivated in the teaching and learning process.

The purpose of using the teaching strategy and method with Card Sort is to test students' memory recall of the taught subject matter. The purpose of implementing the "Card Sort sorting and selecting" learning strategy and method is to assess students' ability to recall or retrieve information they have learned. This aims to ensure that students truly understand and can remember the lessons taught.

Here are the advantages and disadvantages of the Card Sort method. The advantages of the Card Sort method include: 1) Easier classroom management for teachers, 2) Simple implementation, 3) Classroom organization can be done easily, 4) It can be conducted for a large number of students, 5) Preparation is relatively easy, and 6) The teacher's ability to explain can be easily realized. Meanwhile, the disadvantages of the Card Sort method are the risk of students' attention being disrupted, especially if there are answers that catch their attention, even if they are not in line with the original goal, which means there is potential for deviation from the original core issue.

## **Application of Card Sort Method in History Learning**

MA Al-Amin is a private school under the auspices of the Al-Amin Foundation located in Tabanan regency, Bali province. The chairman of the Al-Amin Foundation is H. Nana Suryana, and the head of MA Al-Amin is named Ida LailatulQoyyumah, S.Pd. The Al-Amin Foundation is located at No., Gg. I Al-Amin No.1, DelodPeken, Tabanan District, Tabanan Regency, Bali.

The initial condition of students in the XI IPS class at MA Al-Amin in history learning faces challenges such as low learning motivation, passivity in question-and-answer sessions, learning outcomes not reaching the Minimum Mastery Criteria (KKM), lack of learning enthusiasm, and a tendency to not pay attention to lessons. The learning provided by teachers still adopts contextual learning strategies and lecture-based approaches. As a result, students are not actively engaged and are less challenged to solve problems or answer questions. This leads to learning outcomes that have not reached satisfactory levels.

Therefore, educators in this case implemented the card sort method in history learning for the XI IPS class with the topic of Hindu-Buddhist kingdoms. The steps of implementing the card sort method from start to finish are as follows:

1. In the early stages

In this stage, which was the week prior, the educator had already explained the material about the Hindu-Buddhist kingdoms to the XI IPS class students. The topics covered included the process of the spread of Hindu-Buddhist religions, the establishment of Hindu-Buddhist kingdoms, and the eventual decline of these kingdoms in the archipelago. After receiving the history lesson from the teacher, the students were divided into four groups and assigned one kingdom's material to each group. The formation of these groups helped the students get to know each other and foster cooperation and interdependence. The kingdoms assigned were the Srivijaya kingdom, the Majapahit kingdom, the ancient Mataram kingdom, and the Singosari kingdom.

After being assigned to groups and given the material about the selected kingdoms, the teacher asked the students to prepare and study the assigned kingdom's material for the next week's meeting. For the next meeting, students were asked to bring scissors, glue,

Manila paper, and markers for the history lesson on Hindu-Buddhist kingdoms using the card sort method.

2. In the implementation stage of the card sort method

All groups began to gather and prepare all the necessary equipment according to the assignment criteria. The criteria for the assignment in this meeting included the names of the kings, the golden age, the kingdom's legacies, the history of the kingdom's establishment, the history of the kingdom's demise, the reasons for the rapid growth of the kingdom, and the geographical location of the kingdom. The implementation stages of the card sort method during the execution phase in the classroom are as follows:

- a) The teacher has brought the cards that will be distributed to each group as assigned in the previous meeting. The cards to be distributed will be given randomly, and the other pairs of cards will be with the other groups. After the cards are distributed randomly, each group discusses and selects and sorts the cards according to the criteria of the group's theme. Once selected and sorted, the appropriate cards are arranged neatly, and the cards that do not fit are set aside so that they can be selected and taken by other groups later.
- b) To complete the missing cards, representatives from each group can search for and find the corresponding cards in other groups by visiting them in the hope of obtaining a set of cards that are incomplete. Once they have successfully found and collected the cards from other groups, the representatives must return to their respective groups. This process continues until eventually, the cards are neatly arranged according to the assignment criteria.



Figure 1. Group Representatives Visit Other Groups

- c) After the students return to their respective groups, they engage in discussions with their group members to begin arranging the cards in accordance with the criteria for completing the task. The activities involved include discussing, sorting the cards, pasting the cards, and preparing narratives to be presented later. At this stage, each group and individual is guided to actively participate in the card arrangement process. Student involvement directly contributes to generating initial interest in the subject matter. This is where the extent to which students can cooperate effectively, communicate, commit, and have a high level of ego or individualism can be observed. Because the success or failure of a group in completing their task depends on the group itself.



Figure 2. Students Discuss, Sort Cards, Stick Cards, and Prepare Narratives

After discussing, sorting the cards, pasting them, and preparing narratives, each group presents the results of the completed task. One by one, the groups step forward to present their work, while the teacher assesses the teaching and learning process. The assessment is used to understand the attitudes, knowledge, and experiences of the students in the class. This is where the extent to which students' understanding and the group's understanding of the history lesson on the Hindu-Buddhist kingdoms can be mastered and understood.





Figure 3. Students Discuss, Sort Cards, Stick Cards, and Prepare Narratives

- d) After all groups have completed their presentations, the educator concludes the learning process by reviewing the lesson that has been conducted, summarizing the main points of the material. Most importantly, the teacher gives the highest appreciation for their hard work and collaboration in completing the learning process that day. By showing appreciation, students feel that their efforts are valued, and their motivation to learn in the future will increase.

From the observations, it is evident that the use of the card sort method can make history learning more engaging, preventing students from feeling bored in the classroom. This method also enhances students' skills as learning is conducted through various approaches. The research also highlights the advantages of the card sort method, where students not only become more active but also quickly get to know each other better because the formation of teams or groups in this method encourages interaction among students.

It is important to note that in implementing the Card Sort method, teachers need to be more active, as seen in the field, with the preparation of media or learning tools. Teachers have a responsibility to encourage students to be more diligent and active in the learning process. Some recommended steps in implementing the Card Sort learning method include:

1. Formation of teams to facilitate interaction and collaboration among students.
2. Simultaneous assessment covering students' attitudes, knowledge, and experiences.
3. Direct involvement of students to arouse initial interest in the subject matter.

The researchers concluded that the implementation of the Card Sort method was successful, with students finding it easier to get to know each other, not getting bored quickly, and being more active. This method successfully created positive energy in the classroom by involving students physically, preventing saturation and boredom.

The findings of the above research are also supported by a study conducted by Zurmaneli Susanti, The Card Sort learning method can enhance students' learning outcomes in the subject of History with the sub-theme of the Proclamation of Indonesian Independence. Learning with the Card Sort model is a collaborative activity that can be used to teach concepts of classification, properties, facts about an object, or to review information. The physical movement performed by students can help energize a tired class. This learning model encourages students to actively engage in learning and aims to foster independence and creativity.

There is also research conducted by Anita MiqnaulLailiyah, Romelah, dan Dina Mardiana, The Card Sort method has a positive impact on the learning process. Students demonstrate higher levels of participation and understanding of the material through learning activities involving the arrangement of learning cards. This process not only fosters active student engagement but also encourages collaboration and creativity among them. The teacher acts as a facilitator, guiding students in the learning process and providing direct feedback, while students have the freedom to offer input and solutions to each other. Overall, the Card Sort method promotes the formation of creative, independent, and innovative student characters, in line with the goals of national education. The classroom atmosphere becomes more active, and students show positive enthusiasm for learning.

In another study conducted by Retno Widiyanto, In learning with the "Card Sort" method, students become more active and directly involved in the learning process. They are not just recipients of information but also active subjects in managing, organizing, and processing learning materials. Students will be more engaged in activities such as sorting and grouping cards with the given information, making the learning process more

interactive and enjoyable. Additionally, this method can also enhance students' abilities in critical, analytical, and creative thinking, as they need to consider various factors and concepts to group the cards according to the given criteria. On the other hand, the role of the teacher in this method is as a facilitator and guide. Teachers are responsible for providing relevant learning materials aligned with the curriculum and giving guidance to students in conducting "Card Sort" activities. Teachers also play a crucial role in facilitating discussions and reflections among students regarding the materials learned, ensuring deep understanding is achieved. Furthermore, teachers can utilize this method to motivate students, manage interactions among students, and assess students' understanding of the learning materials. Thus, the teacher's role in the "Card Sort" method is not only as an information provider but also as a facilitator and guide in an active and student-centered learning process.

From several studies conducted by researchers, it has been found that the Card Sort method has significant positive impacts for teachers in the learning process. Firstly, through the use of this method, teachers can enhance student engagement actively in learning. Students are asked to arrange cards based on certain categories or patterns, allowing them to be directly involved in the cognitive process. Moreover, this method fosters deep understanding as students have to consider the relationships between the concepts learned. It also results in collaboration among students as this method is often conducted in groups, reinforcing their social skills. Furthermore, teachers can provide direct feedback on students' work as they arrange the cards, helping identify areas of misunderstanding and providing assistance if needed. Finally, the card sorting process often sparks discussions between students and teachers, facilitating problem-solving and deeper concept understanding. Thus, the Card Sort method becomes an effective tool for teachers to promote interactive, collaborative, and student-centered learning.

Similarly, the use of the Card Sort method has significant positive impacts on students in the learning process. Firstly, this method helps enhance students' understanding of the learning material as they actively engage in arranging and grouping information in ways that are meaningful to them. This activity encourages them to consider the relationships between the concepts learned, which significantly enhances their comprehension. Additionally, the Card Sort method also facilitates collaboration

among students, as it is often conducted in groups. This not only strengthens their social skills but also allows them to learn from each other and build shared knowledge. The process of sorting cards also provides direct feedback to students about their understanding of the material, helping them identify difficulties and misconceptions. Moreover, this method encourages critical and analytical thinking as students must creatively consider ways to organize information. As a result, the card sort method not only makes learning more engaging and interactive for students but also helps them develop important cognitive skills for their academic success.

The implementation of the card sort method in the learning process has a positive impact on both teachers and students. The card sort method can enhance students' motivation, learning outcomes, academic achievements, participation, learning interest, encourage critical thinking, provide enjoyable learning experiences, facilitate direct feedback between teachers and students, promote cooperative learning among students, and increase various other student activities. Most importantly, it can enhance three aspects of student development: cognitive, affective, and psychomotor aspects.

## **CONCLUSIONS**

From the presented article, it can be concluded that the implementation of the Card Sort Method in history learning at MA Al-Amin Tabanan Bali has had a positive impact on the learning process. This method has successfully increased students' motivation, learning outcomes, participation, and learning interest. Moreover, the Card Sort Method also encourages students to think critically, collaborate, and develop their social skills. Through interactive learning activities that actively engage students, this method has created a fun classroom atmosphere and fostered closer relationships between students and teachers. In addition to providing direct feedback to students about their understanding, this method also supports the development of three important aspects in the student development process: cognitive, affective, and psychomotor aspects. Therefore, the implementation of the Card Sort Method can be considered an effective alternative in enhancing the quality of history learning and promoting holistic student achievement.

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