

The use of card sort media to overcome boredom in learning islamic cultural history

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ABSTRACT

SKI learning in Madrasah tends to be rote and merely informative. Thus, students often experience boredom when learning SKI. Saturation can be interpreted as boredom. This boredom causes students to have difficulty in understanding SKI learning material. To overcome this boredom, one way is to use innovative learning media such as card sort. Card sort media is proposed as a solution to overcome problems in SKI learning. This research uses literature study method as the main approach in data collection and analysis. The results show that card sort media can make learning more interactive and interesting, so it can increase students' enthusiasm and motivation to learn. However, the drawback is that it can take a lot of time to prepare. Then it will be easy for noise to occur if the teacher cannot condition the class properly. In addition, card sort media can only be used for group learning and there is a possibility of deviating students' attention, especially if there is an answer that attracts their attention. As for its use, card sort media can only be used on certain materials. So, not all learning materials can be used in card sort media.

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Introduction

Teachers are one of the most essential components in the learning process. A teacher not only delivers subject material to students but also plays a vital role in guiding the overall teaching and learning process. Various issues are often encountered in this process, particularly in the subject of Islamic Cultural History (Sejarah Kebudayaan Islam or SKI). One of the main problems is the stereotype that Islamic Cultural History is merely a recounting of past stories, which makes it less appealing to students. The subject content tends to focus more on cognitive knowledge enrichment, with minimal emphasis on the development of affective aspects. SKI learning in madrasahs tends to rely on memorization and is mostly informative. The content scope is extensive, while the available teaching time is limited. The presentation of the material is often monotonous, causing some students to struggle to absorb and understand the subject matter. The learning process lacks

excitement, and teachers' creativity is limited. This condition reflects what Ulwan (1992) emphasized, that education should develop not only intellectual abilities but also moral and emotional sensitivity in students. When education is reduced to mere memorization without engagement, it hinders the holistic development of learners.

SKI is a subject that demands a high level of memorization and strong memory skills from students because it contains many names, dates, years, and specific events that need to be remembered accurately. For students who enjoy reading, memorize quickly, and have a good memory, SKI tests might not be a problem. However, for those who do not like reading or have difficulty memorizing and limited memory capacity, SKI can become a difficult subject, which may lead to a dislike of the subject. One consequence of students not enjoying SKI is the lack of engagement in the learning process, resulting in SKI learning outcomes falling below the Minimum Mastery Criteria (KKM). This lack of motivation and emotional connection to learning can potentially affect students' psychological development, particularly if learning becomes a source of stress or frustration (Aisyah, 2017, p. 47).

Islamic education plays a vital role in shaping students' character and morals, including those with special needs such as children with intellectual disabilities. Since the era of the Khulafā' al-Rāshidīn, Islamic education has shown attention to the diverse needs of the community. During the caliphate of 'Umar ibn al-Khaṭṭāb RA, the Islamic educational system was not only expanded geographically but also methodologically to reach all segments of society (Aliwan, 2022). This indicates that inclusivity in education has been a part of Islamic tradition since its early days. Moreover, in understanding Islamic teachings such as *fiqh al-mu'āmalah* (jurisprudence of transactions), it is important for educators to base the learning materials on sound *ḥadīth* texts. This is in line with the analysis of *ḥadīth* authenticity based on *matn* (content), which plays a significant role in the study of the Qur'an and *ḥadīth* (Aliwan, 2023). The selection of authentic and relevant material is especially crucial in the context of teaching children with intellectual disabilities, who require simple and targeted approaches. In the era of Society 5.0, where technological and social developments are increasingly complex, Islamic education faces the challenge of remaining relevant while being inclusive. Religious moderation becomes key to delivering Islamic teachings wisely and accessibly to all, including students with intellectual limitations (Aliwan, 2024). Therefore, the implementation of *fiqh al-mu'āmalah* education for children with intellectual disabilities aims not only to introduce Islamic legal principles but also to internalize values of tolerance, independence, and social responsibility suited to their abilities.

Globalization in this modern era has not only impacted the industrial and economic sectors but has also gradually influenced the educational landscape (Nashihin et al., 2020). The digital era, often seen as a consequence of globalization, connects individuals and nations across boundaries of time and geography (Aliwan, 2024). Empowerment in education involves mobilizing, organizing, and directing human potential to optimize existing resources in achieving defined objectives (Aliwan et al., 2025). Improving the quality of education in Indonesia can be achieved by reforming both learning and teaching systems (Maskur & Anwar, 2021; Aliwan, 2025). Today, most of Indonesian society – and even globally – relies heavily on information technology, as it enables faster and more efficient access to information (Hidayati et al., 2020). These findings reinforce the relevance of deep learning as a learning model that is not only responsive to changing times but also firmly rooted in strong spiritual values. The theocentric humanistic educational approach

emphasizes that the learning process should not only focus on cognitive skills but also foster spiritual character that places God at the center of all values (Panuntun, 2024).

School observations confirm that students frequently experience boredom during SKI lessons. Signs of learning fatigue include a loss of enthusiasm for studying, passivity in asking and answering questions, reluctance to complete assignments, and a lack of progress in learning, leading to students failing to absorb the material effectively. Boredom can affect anyone, including students in a learning setting, and it can occur at any time. When students show signs of boredom, teachers must respond promptly rather than ignoring it. By understanding the causes of boredom, teachers can take appropriate action to address it. One such action is using interactive and engaging teaching media.

Media plays an important role in education. In fact, the use of learning media is an inseparable component of the education system. As emphasized in Islamic educational principles, teachers are encouraged to apply methods that stimulate both the intellectual and emotional engagement of learners to avoid passive and monotonous learning (Ulwan, 1992). According to educational psychology, one of the external factors that contribute to learning motivation is the use of appropriate instructional tools that are both relevant and engaging (Aisyah, 2017, p. 50). Instructional media greatly assist educators in the teaching and learning process. Beyond supporting teaching, media use significantly boosts student motivation. Instructional media can help teachers deliver content interactively and make better use of learning time. Moreover, using media can enhance students' learning motivation by stimulating their minds and preventing boredom during lessons.

One type of media that is both engaging and interactive in addressing students' boredom is the *card sort* instructional media. *Card sort* media is introduced as a solution to overcome boredom during learning. With this media, students become more active in the learning process. They are not merely listening; they also sort, categorize, and organize information. This process helps them build a deeper understanding of Islamic Cultural History. Furthermore, the *card sort* method makes learning more interactive and engaging, which can boost student enthusiasm and motivation. This media involves almost all students in the lesson, requiring them to classify and review the learning material using index cards provided by the teacher during the session (Zazali et al., 2025, p. 27).

Previous research has also shown the effectiveness of this method. A study by Dea Aprilika et al. (2022) on Natural Science learning for fifth-grade students at SD Negeri 2 Lubukngin showed that the implementation of the card sort strategy resulted in an average score of 76.07 and a student mastery percentage of 80%, with $Z_{calc} (3.6444) > Z_{tab} (1.64)$. This indicates that the students' learning outcomes after the card sort strategy were significantly successful. Similarly, Mariya Ulfah et al. (2021) conducted research on the Fiqh subject in second-grade students at MI Miftahul Huda Mojosari, which showed an improvement from 56.5% in cycle I to 86.9% in cycle II. These results confirm that the card sort method can enhance students' understanding.

Based on the problems described above, the researcher will further examine the issue under the title: "The Use of Card Sort Media to Overcome Boredom in Learning Islamic Cultural History." The purpose of this study is to apply the card sort media in SKI lessons and to explore its potential as a solution to overcome the boredom frequently experienced by students during SKI classes, thereby ensuring that learning is absorbed optimally.

Method

This research uses the literature study method as the primary approach in data collection and analysis. The literature study method is a research approach that utilizes literary sources such as books, journals, articles, and related documents as data sources.

This method allows the researcher to gain a deeper understanding of a research topic through analysis and synthesis of various relevant and high-quality literary sources (Zazali et al., 2025, p. 26). This approach aligns with the perspective that knowledge acquisition in Islamic education must be grounded in critical engagement with textual and contextual sources, encouraging researchers to explore educational challenges holistically (Aliwan, 2022).

In this study, the first step is to identify the research topic, which is Media Card Sort in Overcoming Boredom in Islamic Cultural History Learning. Then, relevant and high-quality literary sources are selected through a strict selection process, considering criteria such as topic relevance, accuracy and credibility of the information, and the quality of the content of the sources. Afterward, data collection is carried out by searching and reviewing the selected sources using techniques such as scanning, skimming, and close reading. This process is consistent with qualitative literature methods that emphasize depth over breadth, as outlined by Syaiful Anam (2023), who emphasized that literature-based research must be carried out systematically to ensure analytical rigor and scholarly contribution (Anam, 2023, p. 12).

The data is then analyzed through synthesis and interpretation of the information found in the literary sources. The results of the analysis are used to compile the research report, which will present the research findings in a systematic and structured written form. Thus, the literature study method in this research is expected to provide a deeper understanding of Media Card Sort in Overcoming Boredom in Islamic Cultural History Learning.

Result and Discussion

1. Islamic Cultural History Learning (SKI)

a. Definition of SKI Learning

Learning is the process of interaction between students and educators, and learning resources in a learning environment. Islamic Cultural History can be understood in two meanings, namely as historical events and as the science of history. According to Dudung Abdurrahman, history as a discipline is not just a simple narrative, but contains critical explanations and in-depth knowledge about "how" and "why" past events occurred. Substantially, the subject of Islamic Cultural History contributes to motivating students to recognize, understand, and appreciate Islamic cultural history, which contains wisdom values that can be used to train intelligence, shape attitudes, character, and personality. Therefore, SKI learning is the interaction between teachers and students in studying Islamic cultural history. From the explanations above, the researcher concludes that Islamic Cultural History learning is a conscious effort made by teachers to provide knowledge to students about important events in Islamic civilization and its figures. Islamic Cultural History (SKI) is a subject taught in Islamic schools (Madrasah), from the elementary level (Madrasah Ibtidaiyah), to junior high (Madrasah Tsanawiyah), and senior high (Madrasah Aliyah). SKI studies the history and development of Islamic culture through the ages. This subject is part of the Islamic Religious Education (PAI) curriculum, which includes the origin, development, and role of Islamic culture or civilization, which can be used to shape the attitudes and personalities of students.

b. Objectives of SKI Learning

The goal of Islamic Cultural History is to motivate students to understand, appreciate, and internalize the history of Islamic culture, which contains wisdom values that can be used to enhance intelligence, form character, and develop the personality of students. The subject of Islamic Cultural History (SKI) in Madrasahs emphasizes the ability to derive lessons (ibrah/hikmah) from Islamic history, to emulate exemplary figures, and to connect them to contemporary social, cultural, political, economic, scientific, and artistic phenomena to develop Islamic culture and civilization in the present and future. According to the Ministry of Religious Affairs of Indonesia No. 2 of 2008, the objectives of SKI learning include:

1. Students should reflect on Islamic history in their lives, developing contextual understanding of Islamic history that is beneficial for them personally.
2. Students' understanding of Islamic cultural history should be applied in their thoughts, hearts, and actions, shaping their character to become people of good morals and aware of life on Earth.
3. To foster students' abilities to understand historical events and Islamic civilization products, to appreciate historical figures and creators of civilization who brought progress and glory to Islam, thus instilling values of heroism, pioneering spirit, and creativity.
4. To provide students with knowledge about the history of Islam and Islamic culture during the time of the Prophet Muhammad SAW and the Rashidun Caliphate, enabling them to have an objective, systematic, and historical perspective.
5. To take lessons (ibrah/hikmah) and meanings from history, instilling an understanding and strong desire to practice good morals and avoid bad ones based on the historical facts.
6. To equip students with the ability to build their character based on exemplary figures, thereby forming noble character and building awareness of the importance of studying the foundation of Islamic teachings, values, and norms developed by the Prophet Muhammad SAW in order to develop Islamic culture and civilization.
7. To build awareness in students about the importance of time and place as a process from the past, present, and future.
8. To train students' critical thinking to understand historical facts correctly based on scientific approaches.
9. To foster students' appreciation and respect for Islamic historical relics as evidence of Islamic civilization in the past.
10. To develop students' ability to derive lessons from historical events, emulate successful figures, and connect them to contemporary social, cultural, political, economic, scientific, and artistic activities, as well as develop Islamic culture and civilization.
11. To train students to think chronologically and possess knowledge of the past that can be used to understand and explain the development and changes in society and the social and cultural diversity of Islam in the future.
12. To become a perfect human being (insan kamil) or someone with noble character as taught by the Prophet Muhammad SAW.

From the above explanation, the researcher concludes that the goal of SKI learning is to equip students with knowledge and understanding of the history and culture of Islam, enabling them to become faithful, pious, and morally upright Muslims, to build awareness in students of the importance of learning the foundation of

Islamic teachings, values, and norms established by the Prophet Muhammad SAW in order to develop Islamic culture and civilization, and to become critical, creative, and innovative individuals in facing challenges in the era of globalization. Additionally, it aims to instill awareness in students about the importance of learning the values and norms of Islam contained in SKI learning.

c. **Scope of SKI Learning**

The scope of Islamic Cultural History in Madrasah Ibtidaiyah, as stipulated in the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 165, includes:

1. The history of pre-Islamic Arab society, the birth and prophethood of Prophet Muhammad SAW.
2. The mission of Prophet Muhammad SAW and his companions, including their perseverance in preaching, the personality of Prophet Muhammad SAW, the migration to Ta'if, and the event of Isra' Mi'raj.
3. The migration of Prophet Muhammad SAW to Yatsrib, the heroism of Prophet Muhammad SAW, the event of the conquest of Mecca (Fathu Makkah), and the final moments of the Prophet's life.
4. Events during the era of the Rashidun Caliphs.
5. The struggle of the Walisongo (Nine Saints of Islam in Java).

The scope of Islamic Cultural History in Madrasah Tsanawiyah includes:

1. Understanding the history of Prophet Muhammad SAW during the Makkah period.
2. Understanding the history of Prophet Muhammad SAW during the Madinah period.
3. Understanding the civilization of Islam during the era of the Rashidun Caliphs.
4. The development of Islamic society during the Umayyad dynasty.
5. The development of Islamic society during the Abbasid dynasty.
6. The development of Islamic society during the Ayyubid dynasty.
7. Understanding the development of Islam in Indonesia.

The scope of Islamic Cultural History in Madrasah Aliyah includes:

1. The mission of Prophet Muhammad SAW during the Makkah and Madinah periods.
2. Leadership of the Muslim community after the death of the Prophet Muhammad SAW.
3. The development of Islam during the classical/Golden Age period (650 CE-1250 CE).
4. The development of Islam during the medieval period/decline (1250 CE-1800 CE).
5. The development of Islam during the modern period/renaissance (1800 CE-present).
6. The development of Islam in Indonesia and worldwide.

From the explanation above, the researcher concludes that the scope of SKI for Madrasah Ibtidaiyah includes the origins and development of pre-Islamic Arab society, the birth and mission of Prophet Muhammad SAW, his mission until the era of the Rashidun Caliphs and the Walisongo. For Madrasah Tsanawiyah, it includes the history of Prophet Muhammad SAW during the Makkah and

Madinah periods, the Rashidun Caliphs, the Umayyad, Abbasid, and Ayyubid dynasties, as well as the development of Islam in Indonesia. For Madrasah Aliyah, it includes the mission of Prophet Muhammad SAW during the Makkah and Madinah periods, leadership after the Prophet's death, the classical Golden Age of Islam, the medieval decline, the modern renaissance of Islam, and the development of Islam in Indonesia and worldwide

2. Learning Fatigue

a. Definition of Learning Fatigue

Literally, fatigue means being full or overwhelmed to the point that one cannot take in or process any more. In the context of learning, fatigue can be understood as boredom that arises due to monotonous routines or continuous pressure that makes students feel unmotivated to continue learning activities. According to Muhibbin Syah, fatigue or boredom occurs when the mental system of students can no longer function optimally to process new information. Hakim adds that learning fatigue is a form of difficulty that is not easy to overcome and often causes students to feel unproductive in their learning. Learning fatigue often leads to feelings of sluggishness, lack of enthusiasm, and unwillingness to continue learning. This results in decreased concentration and, if not addressed, can affect students' academic performance. Fatigue is a common phenomenon in learning activities, but if not addressed promptly, it can cause a decline in motivation and academic achievement. This is consistent with the view of Aisyah (2017), who noted that psychological burdens in education—such as stress, boredom, and verbal pressure—can negatively impact a student's emotional stability and learning spirit (Aisyah, 2017, p. 48). Furthermore, Rouzi & Afifah (2023) emphasize that addressing emotional fatigue through positive educational environments is essential in supporting learners' mental readiness and performance (Rouzi & Afifah, 2023, p. 9).

b. Factors Causing Learning Fatigue

The factors causing learning fatigue can be divided into two main categories:

internal factors and **external factors**. **Internal Factors:**

- 1) **Physical Factors:** Physical fatigue can arise due to monotonous or repetitive learning activities. For example, fatigue from excessive tasks such as writing too much or being involved in a packed schedule. This physical exhaustion can lead to muscle tension, particularly in areas of the body that are frequently used, such as the hands and fingers. Massages or light physical exercise can help reduce this tension.
- 2) **Psychological Factors (Mental):** Mental or emotional issues often trigger fatigue. When students feel bored with an overwhelming amount of tasks or perceive that their learning is not progressing, their mental state can be disturbed, leading to difficulties in focusing. This discomfort can prevent them from concentrating on their learning goals. This factor can also be influenced by a lack of attention from teachers or parents, causing students to feel undervalued or less motivated.

External Factors:

- 1) **Environment:** The social and cultural environment of students plays an important role in shaping their perceptions and motivations towards learning. An unsupportive or disruptive environment can exacerbate learning fatigue.

- 2) **Facilities and Resources:** Lack of adequate facilities at school, such as cramped classrooms or incomplete learning tools, can affect students' learning comfort. If students feel uncomfortable or lack sufficient resources, fatigue can occur more rapidly.
- 3) **Teachers:** The role of the teacher is crucial in maintaining students' enthusiasm for learning. The presence of competent teachers who can communicate well and provide sufficient motivation can reduce the risk of fatigue. On the other hand, if teachers fail to give adequate attention or use appropriate approaches, students may feel disconnected from the learning process, which in turn increases fatigue.

3. Card Sort Learning Media

a. Definition of Learning Media

Media, the plural form of medium, refers to communication tools. According to Gagne, media are various components in the learning environment that can motivate students to learn. Teni defines learning media as tools that help the teaching and learning process, making the meaning of the message clearer and ensuring educational or learning objectives are achieved effectively and efficiently. In line with this, Miftah believes that learning media are anything (such as tools, materials, or conditions) used as intermediaries for communication in the learning process. Meanwhile, Steffi Adam et al. state that learning media encompass all things, both physical and technical, in the learning process that can assist teachers in delivering lesson material to students, thereby facilitating the achievement of predetermined learning objectives. From these expert definitions, the researcher concludes that learning media are aids in the teaching and learning process, or any form of tools or materials used in the learning process to help students understand and master the subject matter. These media can be physical objects, technology, or a combination of both, designed to communicate information more effectively and facilitate the understanding and retention of learning concepts. The goal of using learning media is to create a more engaging, meaningful, and interactive learning experience, thus helping students better understand the subject matter. This is in line with Islamic educational psychology, which emphasizes the importance of utilizing various strategies and tools that stimulate learners' attention and participation to prevent learning fatigue and maximize comprehension (Aisyah, 2017, p. 50; Rouzi & Afifah, 2023, p. 9).

b. Definition of Card Sort Media

Nuhyal Ulia describes card sort media as simple media consisting of cards containing learning materials. The technique of using card sort follows the strategy and technique chosen by the teacher in the learning process. Similarly, Arlina et al. state that card sort is an active learning model used by teachers to help deliver learning materials to students using cards containing the learning content, where students actively participate by matching cards according to the learning topic being discussed. Ugik Puji Rahayu explains that card sort is a collaborative activity used to teach concepts, classification of traits, facts about objects, or to review previously given information. The physical movement involved helps to energize the class, especially when students are fatigued. From these expert explanations, the researcher concludes that card sort is a learning media in the form of cards containing learning material, serving as a

method of presenting lesson content through a sorting game of paper pieces shaped like cards containing information or subject matter. Card sort is a collaborative activity used to teach concepts, classify traits, or review previously learned material. This learning media creates a cooperative, supportive, and responsible environment in completing tasks through card games.

c. **Advantages of Card Sort Media in Learning**

According to Melvin L. Silberman, the card sort learning model has several advantages, including:

1. Ease for teachers in managing the class
2. Simplicity in execution
3. Ease in organizing the class
4. Suitability for large groups of students
5. Ease for teachers in explaining material, facilitating students' understanding
6. Increased enthusiasm in students during the learning process
7. Building stronger social connections among students, fostering closer relationships.

Therefore, the card sort learning model has advantages that can be utilized in optimal class conditions, as it can organize students effectively. According to Nadira Fajri et al., the advantages of using card sort in learning include:

8. Teachers find it easier to control the class during learning.
9. This strategy is easy to implement and can be followed by a large number of students. Students become more enthusiastic, and cooperation between students improves.
10. It minimizes the lecture model that causes student boredom.
11. Teachers find it easier to deliver material.
12. The classroom atmosphere becomes more active.
13. It enhances students' memory retention of the lesson material.
14. The implementation is simpler.

From these various expert views, the researcher concludes that the advantage of card sort media in learning is that it turns a passive classroom into an active one. Additionally, card sort can be used with a large number of students, making them more enthusiastic and encouraging good cooperation among them. In understanding the material, students will find it easier to remember and facilitate the teacher in explaining the lesson. Moreover, its implementation is simpler and minimizes the lecture model, which often causes boredom in learning Islamic History and Culture (SKI).

d. **Disadvantages of Card Sort Media in Learning**

While card sort media has several advantages, it also has some drawbacks. Sayuti mentions that the disadvantages of using card sort in learning are that it requires preparation and media in the form of cards before the activity begins, and if the teacher cannot control the class well, the classroom atmosphere may become noisy. Similarly, Wahyuni states that one disadvantage is that it takes a lot of time. Additionally, it requires more preparation and creativity from the teacher. Furthermore, learning with card sort only allows for group learning and could lead to student distractions, especially if an answer catches their attention. Melvin L. Silberman adds that the disadvantage of card sort is that students who are slow learners may struggle to understand the lesson.

Additionally, the class may become chaotic and uncontrolled for a while. Also, this media is only suitable for certain subjects, and students need more individual attention, so not all students can be effectively attended to. From these varying expert opinions, the researcher concludes that the disadvantages of card sort media include time consumption because teachers need to prepare the learning media at home beforehand. Additionally, it requires more preparation and creativity to teach. The class may become noisy if the teacher cannot manage it properly. Also, card sort is only useful for group learning and could cause attention lapses among students, especially if an answer interests them. Moreover, card sort is only applicable to certain lesson material, so not all content can be adapted to this method.

e. **Steps for Using Card Sort Media in Learning**

According to Rusman, the application of the card sort method can involve using cards created by the teacher, which contain points related to a subject or pictures and information. The steps for implementing the card sort method in learning are as follows:

1. The teacher divides the students into 5 groups.
2. The teacher distributes cards to each group with random information, pictures, or material.
3. Each group then works together to organize and sort the cards based on categories that match the images and materials correctly.
4. Ask each group to present the results of their collaboration.
5. Attach the sorted image cards to a poster board.
6. Finally, the students, with the help of the teacher, summarize the lesson learned.

According to Dedi Wahyudi, the steps for applying card sort learning media are as follows:

7. First, the teacher gives each student a card with material written on it.
8. Second, students are asked to find a classmate with the corresponding card to form a group.
9. Third, the students group together based on their corresponding material/topic.
10. Fourth, the students are asked to attach their cards to the blackboard in the order of their content.
11. Fifth, a student from each group explains their material and checks the correctness of the order.
12. Sixth, students who make mistakes in finding the correct group are given a task to find the correct topic based on the card they hold.
13. Seventh, the teacher provides feedback or comments on the game.

From the differing opinions above, the researcher concludes that the implementation steps for card sort media essentially aim to increase student engagement in learning. The variety in these steps offers alternative methods that can be chosen and applied by the teacher, depending on the appropriateness of the material, goals, and student development levels.

Based on the explanation above, the researcher concludes that learning Islamic History and Culture (SKI) in madrasahs is often considered boring by students. This may be due to factors such as monotonous teaching methods, dense material, and unengaging learning media. Boredom in learning can result in a decline in motivation, concentration, and academic performance. One way to overcome this boredom in SKI lessons is by using card sort media. Card sort consists of small cards containing brief information on a topic. Through card sort, teachers can introduce variation into classroom activities, tailored to the class's needs at the time, allowing students to remain active and alleviating boredom in learning SKI.

Moreover, the use of card sort media not only addresses student boredom but also fosters critical thinking, collaboration, and deeper understanding of the material. By actively sorting, grouping, and discussing the information on the cards, students are encouraged to engage in meaningful interactions with both the content and their peers. This interactive approach can help students retain information more effectively compared to passive learning methods. Furthermore, the flexibility of card sort activities enables teachers to adapt them for various topics within Islamic History and Culture, making lessons more dynamic, student-centered, and enjoyable.

Conclusion

Islamic Culture History (SKI) learning is often considered boring by students, mainly due to monotonous and uninteresting teaching methods. To address this boredom, one effective solution is by using innovative learning media, such as card sort media.

Card sort media provides an engaging solution to overcome the boredom in SKI learning. This media has several advantages, such as presenting information in a concise and clear manner, making it easy for students to understand. This helps students stay focused and prevents them from getting bored. Overall, card sort media involves almost all students in the learning process. Students are required to classify and review learning material using index cards provided by the teacher. However, despite its many advantages, there are some drawbacks to using card sort media. The preparation for this media can take up a lot of time, which may pose a challenge for teachers. Additionally, if the teacher cannot manage the class effectively, disruptions may occur, as the learning process involves students moving and collaborating. Card sort is also more suited for group learning, which can sometimes lead to distractions, especially if there are answers that catch the students' attention. Lastly, although effective for certain topics, card sort media is not suitable for all types of learning material, so its use must be aligned with the learning objectives. Overall, despite some challenges in its implementation, card sort media offers a refreshing approach to overcoming boredom in SKI learning.

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