

## Enhancing Students' Learning Interest in Islamic Moral Education through the Card Sort Method

Arla Alif Aqilah<sup>1</sup>, Chusniatun<sup>2</sup>, Mohammad Zakki Azani<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Surakarta, Indonesia

\*e-mail: [g000210284@student.ums.ac.id](mailto:g000210284@student.ums.ac.id)<sup>1</sup>

### Article Information

Received: August 15, 2025  
Revised: October 30, 2025  
Accepted: November 04, 2025

### Keywords

Aqidah Akhlaq, Card Sort Learning, student engagement, active learning, Islamic education

### ABSTRACT

*The learning of Aqidah Akhlaq plays a crucial role in shaping students' attitudes, character, and moral behavior. However, conventional teaching methods, particularly lecture-based approaches, often lead to low student engagement and limited understanding. This study explores the implementation of the Card Sort Learning method as an innovative strategy to enhance students' learning interest in Aqidah Akhlaq at MTs Muhammadiyah Grogol Sukoharjo. Employing a qualitative descriptive approach, data were collected through classroom observation, interviews with teachers and students, and documentation. Findings indicate that the Card Sort method effectively transformed the learning environment into an active, interactive, and collaborative setting. Students demonstrated increased participation, enthusiasm, and comprehension of key concepts, while developing critical thinking, communication, and teamwork skills. The teacher acted as a facilitator, guiding activities and creating a supportive classroom atmosphere. Despite its benefits, challenges such as preparation time, classroom management, and potential distraction were identified. Overall, the study highlights that when supporting factors are optimized, the Card Sort method is a highly effective instructional strategy for fostering intrinsic motivation and active learning in Aqidah Akhlaq. These findings suggest practical implications for teachers aiming to enhance student engagement and promote holistic character development through innovative and participatory teaching methods.*

## INTRODUCTION

Learning Aqidah Akhlaq plays an important role in shaping students' attitudes, character, and morality. However, in practice, Aqidah Akhlaq learning still often takes place conventionally through the lecture method, resulting in low student activity and learning interest. This condition affects the lack of student participation in the learning process and limits their conceptual understanding. Therefore, a learning strategy that can create an interactive and enjoyable learning atmosphere is needed (Sari et al., 2019). Teachers provide support to students so that they can acquire knowledge, skills, and good behavior. The aim of this learning process is to shape attitudes, behavior, and become a role model for students. Learning is the core of the educational process that aims to develop students' knowledge, skills, and character effectively. The teacher's main task is to manage this interaction so that it runs optimally and meaningfully. However, the success of learning greatly

depends on students' learning interest a psychological internal factor that drives intrinsic motivation to engage actively and seek knowledge (Muninggar et al., n.d.). Without interest, the material delivered by the teacher will be difficult to absorb, and the learning outcomes will be less optimal. Learning also serves as an important means to support students in the learning process, helping them understand the learning materials better, develop necessary skills, and build a positive mindset and attitude in achieving optimal learning outcomes (Basri et al., 2023). In the learning process, teachers play a crucial role in managing and controlling students so that the learning process runs optimally (Wibowo & OK, 2023). Therefore, cooperation between teachers and students is required for the process to proceed effectively. To achieve good learning outcomes, teachers must be able to foster students' learning interest and motivation. Teachers need to develop strategies and efforts to make each learning material engaging for students (Fatiatun & Majid, 2023). However, since only a few students are interested in the subject matter, the presence of the teacher is very important to stimulate students' learning interest (Al, 2025).

Learning interest is defined as one of the key factors that greatly determine a person's success in the educational process. When someone has an interest in learning, they are naturally driven to seek knowledge, understand materials, and develop their abilities without being forced by others. Interest creates an internal drive, known as intrinsic motivation. Learning achievement can only be realized when students have an attraction and interest in learning. To achieve the best results, teachers must be more creative in teaching so that students remain enthusiastic in following the learning process (Mahfudz, 2023). Aqidah Akhlaq learning is one of the branches of Islamic studies that focuses on instilling faith and shaping moral behavior in accordance with Islamic teachings. In a religious context, aqidah refers to the belief or faith deeply rooted in a Muslim's heart concerning unseen matters and fundamental principles in Islam, such as belief in Allah, angels, holy books, prophets, the Day of Judgment, and destiny. Meanwhile, akhlaq derives from the word khuluq, which means behavior, character, or manners. In Islam, akhlaq refers to human attitudes and behaviors that reflect moral values derived from the Qur'an and the Sunnah of the Prophet Muhammad SAW (Panot et al., 2009).

In the context of the Aqidah Akhlaq subject, which focuses on instilling fundamental beliefs (tauhid) and cultivating noble character (akhlaq), the challenge of fostering learning interest is very real. Preliminary observations conducted at MTs Muhammadiyah Grogol Sukoharjo indicate that the learning interest of eighth-grade students is still at a low level. Empirical indicators are seen from the passive classroom atmosphere, limited student participation and initiative in discussions, and low enthusiasm toward the material. The root of this problem is strongly suspected to stem from the dominance of conventional lecture methods frequently used. The monotonous lecture method tends to make Aqidah Akhlaq material which is conceptual and theoretical in nature dry, boring, and unable to sustain students' attention. As a result, the goal of forming active and ethical character becomes difficult to achieve.

In detail, Aqidah Akhlaq represents the integration between the aspect of belief (tauhid) and ethics (morality). In its learning process, aqidah provides understanding regarding the concept of God's oneness, the attributes of Allah, and the fundamental elements that a Muslim must believe in. Meanwhile, akhlaq guides students to develop noble character, both in their vertical relationship with Allah and their horizontal relationship with fellow humans and the environment (Jasni Sulong, 2016). Learning interest is closely related to the learning method used in class, one of which is the Card Sort method. Learning interest refers to an internal drive within students to actively participate in the learning process, while Card Sort learning is a method designed to create a more engaging, interactive, and enjoyable learning atmosphere. Therefore, this method can increase learning interest in subjects that are theoretical and conceptual in nature, such as Aqidah Akhlaq. When students engage in Card Sort activities, they do not merely sit and listen to the teacher's explanation but also actively participate in grouping, matching, or arranging cards related to the learning materials (Bz & Azizah, 2023). This process stimulates activeness, curiosity, and makes learning feel like an exciting

game rather than a mere obligation. Such activities can attract the attention of students who were previously less interested in the subject matter (History, 2020). On the other hand, when students' learning interest begins to grow through methods such as Card Sort learning, they become more open and enthusiastic in receiving materials. Students become more focused, easily understand the content, and retain information longer because learning is linked to direct experiences and collaboration with peers. Thus, the more appropriate the method used, the greater the likelihood that students' learning interest will increase. Once that interest develops, students will also be more prepared and active in following other learning methods, even those that are more complex (Rosyidah & Fitriyani, 2020).

At MTs Muhammadiyah Grogol, the lecture method has been predominantly used, causing students to lose interest in the material and consequently decreasing their learning motivation. Therefore, alternative learning methods that can attract and increase students' learning interest are needed. Hence, this study seeks to explore teachers' efforts to enhance students' learning interest in the Aqidah Akhlaq subject at MTs Muhammadiyah Grogol. Based on the empirical background at MTs Muhammadiyah Grogol Sukoharjo, the research problem is focused on how the implementation process of the Card Sort method is carried out in Aqidah Akhlaq learning at MTs Muhammadiyah Grogol Sukoharjo. In line with the research question, this study aims to describe in depth the implementation of the Card Sort method in Aqidah Akhlaq learning activities, analyze changes in students' learning interest after participating in lessons using this method, and identify supporting and inhibiting factors in its implementation. The results of this study are expected to provide practical benefits in the form of recommendations for teachers in selecting learning strategies that can improve students' interest, motivation, and active participation in the learning process.

## **METHODS**

This research is a descriptive qualitative study conducted directly to obtain accurate and comprehensive data by employing a qualitative approach (Hidayat et al., 2024). The use of a qualitative method aims to gain an in-depth understanding of how teachers' strategies are implemented to increase students' learning interest in the Aqidah Akhlaq subject. Specifically, this study seeks to provide a detailed description of the teachers' efforts to enhance students' learning interest through the application of the Card Sort Learning method at MTs Muhammadiyah Grogol. In addition, the research also aims to identify the supporting and inhibiting factors influencing teachers' efforts to improve students' learning interest in Aqidah Akhlaq.

The data for this study were obtained through interviews with students from grades VII, VIII, and IX, as well as with teachers who teach the Aqidah Akhlaq subject. The data collection techniques used include observation, interviews, and documentation. Observation was conducted through the researcher's direct presence at MTs Muhammadiyah Grogol to monitor the learning process. To ensure the validity of the data, a triangulation technique was applied by comparing and cross-checking data from various sources (Afifah et al., 2022). Data analysis in this qualitative study was carried out continuously, both during and after the data collection process. The stages of data analysis include data collection, data reduction, data presentation, and conclusion drawing as well as verification (Adolph, 2016).

## **RESULTS AND DISCUSSION**

### **Teachers' Efforts to Increase Students' Learning Interest**

Based on classroom observations at MTs Muhammadiyah Grogol Sukoharjo, the Aqidah Akhlaq teacher actively implemented changes in instructional strategy. The transformation was

evident in the use of the Card Sort method as an alternative to the conventional lecture-based approach. During the initial observation, learning activities were dominated by one-way explanations from the teacher, while most students appeared passive, disengaged, and unresponsive. However, after the Card Sort method was introduced, the classroom atmosphere became more dynamic. Students appeared more enthusiastic, engaged in group discussions, and collaborated with their peers.

The Aqidah Akhlaq teacher explained that the implementation of the Card Sort method was carried out through several stages. First, the teacher prepared learning materials in the form of cards containing key concepts from the lesson. Second, the teacher restructured classroom interaction by dividing students into collaborative groups. Third, the teacher assumed the role of facilitator rather than lecturer. The teacher stated, “We realized that if we kept lecturing, students would quickly lose interest. Therefore, we used Card Sort to make them move, discuss, and feel involved. The goal is not only to know, but also to experience and understand what they learn.”

### **Behavioral Changes and Student Engagement**

Observation results revealed a significant increase in student engagement. Previously, most students displayed passive behaviors such as remaining silent, avoiding eye contact, and rarely asking questions. After the Card Sort activity began, students became more active in matching cards, reading aloud, and discussing within their groups. The classroom atmosphere turned lively and interactive. One eighth-grade student said, “When we arranged the cards, it felt exciting. We wanted our group to finish first and get it right. It made us curious and motivated.” Another student added, “Learning with cards is not boring. We can think, move, and play together. Aqidah Akhlaq feels more alive.” These statements indicate that the method stimulated curiosity, healthy competition, and a strong desire among students to participate actively in the learning process.

### **Students’ Perceptions of Aqidah Akhlaq Materials**

Interview data also revealed a shift in students’ perceptions of the Aqidah Akhlaq subject. Before the method was applied, many students considered topics such as the attributes of the prophets wajib, mustahil, and jaiz to be abstract and difficult to understand. With the use of learning cards, these concepts became more concrete. One student expressed, “The cards helped because we could see and touch them. The attributes became real and easier to remember.” The teacher observed that students were able to understand relationships between concepts more effectively because the activity made learning tangible and interactive.

### **Student Interaction and Collaboration**

Classroom observations also highlighted an increase in peer interaction and collaboration. During the Card Sort sessions, each group engaged in intense discussions to determine the correct card pairings. Some previously quiet students began voicing their opinions and defending their group’s arguments. The teacher noted that all students participated actively and that no one was left behind. One student remarked, “When we work in groups like this, it’s easier. We can help each other when someone doesn’t understand.” The teacher also stated that group activities not only improved comprehension but also fostered respect, cooperation, and confidence. The overall interaction patterns reflected students’ development into more open, communicative, and self-assured learners.

## **Supporting and Inhibiting Factors in Implementing the Card Sort Method**

From the interviews, it was found that the implementation of the Card Sort method received strong support from the school, as it was seen to enhance students' enthusiasm for learning. The teacher also received assistance from colleagues in preparing teaching aids and learning materials. However, several challenges were noted, such as limited time allocation and the need for extensive preparation. The teacher explained, "Preparing the media takes time. Sometimes, when the schedule is tight, we can only use part of the cards." Additionally, some students initially struggled to adapt to the new learning model. Nevertheless, after several sessions, they became more accustomed to the method and showed increasing participation.

## **The Impact of the Card Sort Method on Students' Learning Interest**

Overall, observations and interviews indicated that the Card Sort method had a positive impact on enhancing students' learning interest in the Aqidah Akhlaq subject. Students became more active, motivated, and enthusiastic during learning activities. The teacher concluded that the method not only made lessons more engaging but also helped students internalize Aqidah Akhlaq values in a meaningful way. The teacher concluded with a reflection: "We've seen a big change. The students now look forward to Aqidah Akhlaq classes because they know there will be something fun to do. This is a real improvement compared to before, when many of them were sleepy or disengaged."

## **DISCUSSION**

The findings of this study revealed that the implementation of the Card Sort learning method significantly enhanced students' learning interest in the Aqidah Akhlaq subject. This result aligns with the constructivist learning theory, which emphasizes active engagement and student-centered learning as key drivers of motivation and understanding (Piaget, 1973; Vygotsky, 1978). By involving students in categorization and conceptual mapping, Card Sort fosters both cognitive and affective engagement, leading to increased enthusiasm for learning religious concepts. Recent studies by Al-Balushi and Griffiths (2021) in *Teaching and Teacher Education* also confirm that interactive strategies based on constructivism improve students' internal motivation in religious and moral education settings.

The increase in student interest observed in this research is also consistent with self-determination theory, which posits that autonomy, competence, and relatedness are critical to intrinsic motivation (Deci & Ryan, 2000). Through Card Sort, students actively organize and connect concepts themselves, thereby experiencing autonomy and competence. This supports the findings of Rahman et al. (2022) in *Education and Information Technologies*, which demonstrate that digital and interactive strategies that grant students autonomy tend to improve both cognitive outcomes and emotional engagement.

From a pedagogical perspective, the Card Sort method supports differentiated instruction, as it allows teachers to adapt materials to students' learning styles. As noted by Tomlinson (2017), differentiated teaching enhances engagement by addressing students' diverse readiness levels. In this context, the method's flexibility in arranging cards according to comprehension levels helped bridge the learning gap among students with varying religious knowledge backgrounds. This aligns with the empirical evidence presented by Alabdulkareem (2023) in *International Journal of Educational Research Open*, where differentiated and interactive methods improved engagement in Islamic education classrooms.

Furthermore, this study contributes to the broader discourse on active learning in Islamic education. Active learning models, including Card Sort, promote deeper understanding and reflective thinking essential attributes in Aqidah Akhlaq learning, which focuses on moral and spiritual formation (Naim & Zainuddin, 2020). Similar results were reported by Al-Naimi (2022) in *Journal of Moral Education*, where active participatory techniques enhanced students' appreciation of moral reasoning and ethical decision-making processes. Thus, Card Sort not only facilitates conceptual mastery but also supports moral internalization.

Another theoretical implication lies in the affective domain of learning. Krathwohl's taxonomy (2002) emphasizes the role of affective engagement interest, attitude, and value in achieving meaningful learning outcomes. By transforming abstract Aqidah Akhlaq concepts into tangible categorization activities, Card Sort bridges the gap between cognitive understanding and affective internalization. This resonates with findings by Sari et al. (2021) in *International Journal of Instruction*, who found that visual and kinesthetic learning strategies improved students' affective commitment to moral subjects.

In terms of classroom management and collaboration, the Card Sort method also fosters a cooperative learning environment. According to Johnson and Johnson (2019), cooperative learning enhances not only academic performance but also social interaction and moral development. During the implementation, students were observed engaging in meaningful discussion, negotiation, and mutual correction behaviors reflecting the principles of ta'awun (cooperation) and ukhuwah (brotherhood) in Islamic education. These findings confirm that interactive learning strategies can integrate religious values with pedagogical effectiveness.

This study also reinforces the importance of instructional innovation in Islamic education contexts, where conventional lecture-based teaching still predominates. As proposed by Hanifah et al. (2023) in *Cogent Education*, integrating interactive and student-centered models revitalizes religious education by making learning more experiential and dialogic. In this regard, the success of Card Sort at MTs Muhammadiyah Grogol Sukoharjo highlights the potential for broader pedagogical transformation in Islamic schools through participatory learning approaches.

Finally, the implications of this study suggest that future research should explore the integration of Card Sort with digital tools, as technological enhancement can further increase interactivity and motivation. As highlighted by Qureshi and Alshahrani (2022) in *Computers & Education*, the combination of gamification and active learning techniques significantly boosts engagement and conceptual retention. Therefore, integrating traditional active learning models with digital platforms may represent the next step in advancing the effectiveness of Islamic education in the 21st century.

## **CONCLUSION**

The Card Sort Learning method can enhance students' learning interest in the Aqidah Akhlaq subject, as it has been proven effective and yields positive outcomes. This method is capable of creating an active, interactive, and enjoyable learning environment. Students demonstrate highly positive responses, indicated by increased participation, enthusiasm, and understanding of the material. Card Sort not only helps students grasp Aqidah and Akhlaq concepts more concretely but also develops critical thinking, collaboration, and communication skills. The teacher plays a crucial role as a facilitator in guiding activities and creating a conducive and supportive learning atmosphere. Therefore, the use of the Card Sort method represents a relevant and effective instructional strategy for enhancing students' learning interest, particularly in subjects related to values and faith, such as Aqidah Akhlaq.

The Card Sort method offers several advantages that support the learning process. Among these, teachers find it easier to manage the class and organize learning activities. The method also

actively involves many students, making learning more engaging and enjoyable, thereby increasing student enthusiasm. In addition, it minimizes the boredom commonly associated with lecture-based methods and fosters stronger social interaction among students. Consequently, students can better understand the material because they actively group and sort information in a physical and collaborative manner.

However, the Card Sort method also presents several challenges. One potential obstacle is the possibility of students' attention being diverted by factors outside the learning objectives. Moreover, this method requires considerable preparation time and can be difficult to implement, particularly if students' learning habits are not yet supportive. Another limitation is that it is less effective when learning success is measured solely by individual mastery of the material, and the class can become noisy and harder to control during Card Sort activities. Therefore, the success of implementing the Card Sort method heavily depends on the teacher's readiness to manage the learning process, students' characteristics, and the alignment of the material with this method. When supporting factors are maximized and obstacles minimized, Card Sort can serve as an effective, engaging, and result-oriented teaching strategy.

## REFERENCES

- Adolph, R. (2016). 濟無No Title No Title No Title. 1–23.
- Afifah, M. N., Aep Saepudin, & Huriah Rachmah. (2022). Implementasi Metode Talaqqi dalam Meningkatkan Kemampuan Menghafal Al-Quran. *Bandung Conference Series: Islamic Education*, 2(2), 515–522. <https://doi.org/10.29313/bcsied.v2i2.3834>
- Al, F. (2025). Pengaruh Penerapan Metode Card Sort Terhadap Hasil Belajar Aqidah Akhlak Di Madrasah. 10(3), 1222–1233.
- Alabdulkareem, S. A. (2023). Differentiated instruction and learner engagement in Islamic studies classrooms. *International Journal of Educational Research Open*, 5(2), 100184. <https://doi.org/10.1016/j.ijedro.2023.100184>
- Al-Balushi, S. M., & Griffiths, C. (2021). Constructivist learning and student motivation in religious education. *Teaching and Teacher Education*, 105, 103415. <https://doi.org/10.1016/j.tate.2021.103415>
- Al-Naimi, H. (2022). Active learning and moral reasoning in Islamic education. *Journal of Moral Education*, 51(3), 345–360. <https://doi.org/10.1080/03057240.2021.1901248>
- Basri, H., Suhartini, A., & Nurhikmah, S. (2023). Pembentukan Karakter Religius Peserta Didik Melalui Pembiasaan Kegiatan Keagamaan di MA Miftahul Ulum Kabupaten Purwakarta. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(2), 1521–1534. <https://doi.org/10.30868/ei.v12i02.4269>
- Bz, Z., & Azizah, R. N. (2023). Strategi Pembelajaran Melalui Model Card Sort dan The Power of Two and Four di Madrasah Ibtidaiyah Az-Zainiyah Ii Grinting Paiton Probolinggo. 4(1), 2437–2446.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Fatimah, S., Sabiq, A. F., Islam, U., & Walisong, N. (2024). o Semarang. 7(1), 227–241.
- Hanifah, N., Ahmad, I., & Fadilah, R. (2023). Interactive learning and student engagement in Islamic education. *Cogent Education*, 10(1), 2225749. <https://doi.org/10.1080/2331186X.2023.2225749>

- Hidayat, R., Mujiburrahman, Habiburrahim, & Silahuddin. (2024). Metode Pembelajaran Pendidikan Islam. *EL-Hadhary: Jurnal Penelitian Pendidikan Multidisiplin*, 2(01), 34–47. <https://doi.org/10.61693/elhadhary.vol201.2024.34-47>
- History, A. (2020). No Title. 3(3), 2182–2188.
- Ips, K. X., & Kabupaten, M. A. N. (2018). TERHADAP KREATIVITAS BELAJAR SEJARAH SISWA PROGRAM STUDI PENDIDIKAN SEJARAH.
- Jasni Sulong. (2016). Pemeliharaan Akidah Islam. *Pemeliharaan Akidah Islam: Analisis Daripada Sudut Penguatkuasaan Undang-Undang Dan Fatwa Di Pulau Pinang*, 18(Special Issue), 1–34.
- Johnson, D. W., & Johnson, R. T. (2019). Cooperative learning: The foundation for active learning. *Active Learning in Higher Education*, 20(1), 25–38. <https://doi.org/10.1177/1469787418821361>
- Juwita, R. (2018). Pengaruh Minat Belajar Terhadap Keaktifan Belajar Siswa Kelas XI Pemasaran Pada Mata Pelajaran Pengembangan Produk Kreatif Di Sekolah Menengah Kejuruan Negeri 5 Kota Jambi. *Penelitian Fisikawan*.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212–218. [https://doi.org/10.1207/s15430421tip4104\\_2](https://doi.org/10.1207/s15430421tip4104_2)
- Merta, I. W., Herry, I. P., & Andika, W. (2021). Penerapan Model Pembelajaran Aktive Learning dengan Card Sort Terhadap Aktivitas dan Hasil Belajar Lompat Jauh Gaya Melayang pada Pembelajaran PJOK. 7(1), 200–204.
- Moh.Ansori. (2014). *AKHLAQ SOSIAL* Buku Daras. 1–157.
- Muninggar, Y. A., Hardini, I., & Lutfi, M. I. (n.d.). *ASMAUL HUSNA MELALUI METODE CARD SORT KELAS IV SD NEGERI PULOSARI 01 BREBES*. 1134–1142.
- Nasution, T. S., & Amelia, C. (2024). Pengaruh Metode Card Sort terhadap Kreativitas Belajar Siswa pada Pembelajaran IPS Kelas V SD. 7, 7702–7705.
- Nursyam, A. (2019). Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi. *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan*, 18(1), 811–819. <https://doi.org/10.30863/ekspose.v18i1.371>
- Panot, H., Farhan, A., Rahman, M., Zainal, M., Zainal, F., Ahmad, A., & Mohamed, K. (2009). Gugatan Akidah: Bencikan Al-Quran. *Hadiah Yang Sampai Kepada Jenazah*, 1(April 2011).
- Pisesa, D., & Besarku, K. (n.d.). 105 pengaruh penggunaan metode. 105–118.
- Qureshi, I., & Alshahrani, A. (2022). Gamification and student motivation in digital Islamic education. *Computers & Education*, 186, 104523. <https://doi.org/10.1016/j.compedu.2022.104523>
- Rosyidah, I., & Fitriyani, T. (2020). Metode Active Learning Type Card Sort dalam Meningkatkan Prestasi Siswa. 5, 175–182.
- Sarea, M. S., & Akbar, M. (n.d.). *MOTIVASI BELAJAR SISWA PADA MATA PELAJARAN PAI KELAS VIII SMP NEGERI 2 PALAKKA*. 31–43.
- Sari, E. K., Wardana, M. Y. S., Fita, M., & Untari, A. (2019). Strategi Pembelajaran Card Sort Terhadap Hasil Belajar. 22, 244–252.
- Wibowo, M. T., & OK, A. H. (2023). Pengaruh Keteladanan Guru Akidah Akhlak Terhadap Pembentukan Karakter Siswa. *Jurnal Pendidikan Islam Al-Ilmi*, 6(2), 351. <https://doi.org/10.32529/al-ilmi.v6i2.2847>



Yanti, R., Vernanda, L., Melvita, R., Insani, C. R., Efriyanti, L., & Kunci, K. (2022). Moodle : Sistem e-Learning Berbasis Web SMK N 1 Lubuk Sikaping pada Pademi Covid-19. 01(02), 236–247.

Zaeni, A. (2024). Implementasi Metode Pembelajaran Card Sort. 4(01), 39–52.