ENHANCING NAHWU MASTERY: IMPLEMENTATION OF THE CARD SORT METHOD IN MADRASAH ALIYAH

Wachida Muhlis
Universitas Islam Negeri Maulana Malik Ibrahim Malang
220104210008@student.uin-malang.ac.id

Muassomah
Universitas Islam Negeri Maulana Malik Ibrahim Malang
muassomah@bsa.uin-malang.ac.id

Ibnu Hajar
Universitas Islam Negeri Maulana Malik Ibrahim Malang
220104210001@student.uin-malang.ac.id

Hasmiati
Universitas Islam Negeri Maulana Malik Ibrahim Malang
hasmiatidahlan01@gmail.com

Rusdiana
Universitas Muhammadiyah Sinjai
rusdyanha14@gmail.com

Andi Muammar Kareba
Monash University
akar0093@student.monash.edu

Nurfadillah
Universitas Muhammadiyah Sinjai
nurfadillah232020@gmail.com

Abstract
The Card Sort method is one of the learning methods that encourages students to actively participate in learning. This study aims to describe the implementation of the card sort method in Nahwu learning, map the supporting and inhibiting factors of the application of the card sort method in Nahwu learning and explore student perceptions of the card sort method in Nahwu learning at Madrasah Aliyah Al-Hidayah Karangploso Malang. This research applies qualitative descriptive research method. Data collection using observation, and documentation. The data analysis used is in the form of Interactive models Miles, Huberman, and Saldana, which include the stages of data condensation, data presentation, and conclusions. The implementation of the card sort method in Nahwu learning at Madrasah Aliyah Al-Hidayah Karangploso Malang shows positive potential. In the implementation of this learning, of course, there are supporting factors and inhibiting factors. Students respond positively to the use of this

method. Students find learning Nahwu with the card sort method fun, helps understand the material faster, and increases their active involvement in the learning process.

Keywords: Card Sort, Arabic, Nahwu.

Abstrak
Metode Card Sort merupakan salah satu metode pembelajaran yang mendorong siswa untuk ikut aktif dalam belajar. Penelitian ini bertujuan untuk mendeskripsikan implementasi metode card sort dalam pembelajaran Nahwu, memetakan faktor pendukung dan penghambat penerapan metode card sort dalam pembelajaran Nahwu dan mengalisis persepsi siswa terhadap metode card sort dalam pembelajaran Nahwu di Madrasah Aliyah Al-Hidayah Karangploso Malang. Penelitian ini menerapkan metode penelitian deskriptif kualitatif. Pengumpulan data menggunakan observasi, dan dokumentasi. Analisis data yang digunakan berupa Interactive model Miles, Huberman, dan Saldana, yang mencakup tahap kondensasi data, penyajian data, dan penarikan kesimpulan. Implementasi metode card sort dalam pembelajaran Nahwu di Madrasah Aliyah Al-Hidayah Karangploso Malang menunjukkan potensi positif. Dalam pelaksanaan pembelajaran ini tentunya terdapat faktor pendukung maupun faktor penghmbat. Siswa merespon positif terhadap penggunaan metode ini. Siswa merasa pembelajaran Nahwu dengan metode card sort menyenangkan, membantu memahami materi dengan lebih cepat, dan meningkatkan keterlibatan aktif mereka dalam proses pembelajaran.

Kata Kunci: *Card Sort, Bahasa Arab, Nahwu.*

INTRODUCTION

In learning Arabic, there are four aspects that concern a person's ability to learn Arabic, namely the ability to hear, speak, read, and write [1]. To support the success of the four maharahs, it is necessary how many tools must be learned, one of which is nahwu. The science of nahwu is a science of subjects by which Arabic words can be known both in terms of I'rab and bina'nya. It is also known in what happens from the final letter of a word.

Nahwu learning is a process, a way to make students learn nahwu knowledge through lessons, experiences, or teaching, where the result of learning is that students can know and understand the position of a word in Arabic[2]. In addition, by learning nahwu students are expected to be able to form an Arabic sentence correctly, both orally and in writing, so as to avoid language errors [3].

Learning nahwu (Arabic grammar) is a key component in learning Arabic, especially in Islamic educational institutions such as Madrasah Aliyah (MA) Al-Hidayah Karangploso Malang. Nahwu is essential for understanding religious texts, classical literature, and everyday language in

---

[1] Lundeto, "Analisis Metode Pengajaran Fonetik Dan Morfologi Bahasa Arab," *Jurnal Ilmiah Iqra'* 3, no. 1 (2018). 11-20.

[2] Muassomah and Munjiah, "Learning Qawaid Through Language Game Adlif Kalimatan for Students of Arabic Language and Literature at UIN Maulana Malik Ibrahim Malang," *Alsinatuna* 5, no. 1 (2020): 58–71.

[3] Mabrurrosi, "Analisis Buku Ajar Bahasa Arab Karya Dr. D. Hidayat," *Al-Irfan : Journal of Arabic Literature and Islamic Studies* 3, no. 2 (2020): 237–57.

the correct context. However, many students have difficulty understanding and mastering nahwu material because of its complex nature and is often considered boring.

For this reason, teachers are expected to create a pleasant classroom atmosphere so that students can be active in learning Nahwu and can increase student motivation in learning. The lack of a pleasant classroom atmosphere, there is a need for an innovative and creative learning method that can foster the spirit of Nahwu learning and strengthen students' memory of the material learned so that it can support the creation of conducive teaching and learning activities.

Efforts to improve students' Nahwu achievement are by applying learning methods that interest students in learning [4]. For this reason, researchers apply the Card Sort learning method, which is a learning method that can create learning conditions that are cooperative, mutual help and responsibility in completing tasks given through card games According to Hisham Zaini, in his book Active Learning Strategies, the card sort method is a collaborative activity that can be used to work on concepts, characteristics, classifications, facts, about objects or review information [5]. This method also emphasizes physical movement, which can help to energize a saturated classroom atmosphere.

This method also emphasizes physical movement, which can help to energize a saturated classroom atmosphere. Because learning activities are very dense. The Card Sort method is one of the learning methods that encourages students to actively participate in learning. With the Card Sort learning method, it is expected to train cooperation in solving problems with group formation, the learning is interesting, and encourages students to plunge into it, not monotonous, so that the atmosphere is not tense and students are more enthusiastic about learning because the learning atmosphere is fun so that it can help students achieve high scores.

Some studies show that the card sort method can be used in various learning, such as the application of the Card Sort method can increase student learning activities. Improvement in learning Integrated Science (science) class VII B at SMP N 31 Batam in the Academic Year 2013/2014 [6]. Improving the reading of Nun Mati/Tanwin using the Card Sort method [7]. Card sort implementation is also in Islamic Religious Education Learning [8]. Furthermore, the application of

---

[4] Nurul Fitria dan Moh Khasairi, "Penerapan Metode Induktif Terhadap Peningkatan Motivasi Dan Hasil Belajar Nahwu di Pesantren," *JoLLA: Journal of Language, Literature, and Arts* 3, no. 10 (2023): 1409–1419.

[5] Asep et al., *Strategi Pembelajaran* (Banten:PT Sada Kurnia Pustaka, 2023), 54.

[6] Darlianty, Lani Puspita, and Destaria Sudirman, "Implementasi Metode Card Sort Untuk Meningkatkan Aktivitas Belajar Pada Mata Pelajaran Ipa Siswa Kelas Vii Smpn 31 Batam," *Jurnal Simbiosa* 4, no. 1 (2015): 1-10.

[7] (Kismatun, "Peningkatkan Bacaan Nun Mati/Tanwin Menggunakan Metode Card Sort," *STRATEGY : Jurnal Inovasi Strategi Dan Model Pembelajaran* 2, no. 1 (2022): 53–60.

[8] Mursidin and Suriadi., "Implementasi Model Card Short Dalam Pembelajaran Pendidikan Agama Islam," *Al-Afkar for Islamic Studies Journal for Islamic Studies* 5, no. 1 (2022): 366–76.

Card Sort to Poetry Writing Skills [9]. Card sort is also used against Kitabah and Qira'ah maharatul [10]. In addition, card sort can also affect student memorization in line with research that has been conducted by [11]. Namely, the ability to memorize Qur'anic verses using the Card Sort method in learning Qu'ran Hadith. Some of the research above tends to be applied to the learning of language skills as well as general lessons. Namely, the ability to memorize Qur'anic verses using the Card Sort method in learning Qu'ran Hadith. Some of the research above tends to be applied to the learning of language skills as well as general lessons. Therefore, further research is needed specifically to explore the implementation and impact of the Card Sort method in the context of Nahwu learning.

This research is based on the argument that the use of card sort method in Nahwu learning can provide an interactive and participatory approach for learners to understand the principles of Arabic grammar. At the beginning of the lesson, the teacher can prepare cards containing various Nahwu concepts, such as types of sentences, word forms, or conjugation rules. Each card includes one distinctive grammatical concept or rule.

The application of the card sort method not only strengthens students' understanding of Nahwu's rules, but also increases their involvement in the learning process. By actively participating in grouping and discussing grammatical concepts, learners can build a deeper and more applicable understanding of the structure of the Arabic language, creating a dynamic and collaborative learning environment.

Although the Card Sort method has been used in various educational contexts, specific empirical research on the implementation of this method in nahwu learning in MA is still limited. The use of conventional learning methods at MA Al-Hidayah Karangploso Malang is often less effective in making students interested in and understanding nahwu material. MA Al-Hidayah Karangploso Malang has unique and specific characteristics that allow researchers to see how the Card Sort method can be implemented and adapted to local conditions. So the researcher chose the Card Sort Method in order to provide a more interactive and fun approach, as well as increase student participation in the learning process. Learning using the Card Sort method is also expected to affect students' understanding and interest in nahwu in a longer period of time at MA Al-Hidayah Karangploso Malang.

---

[9] Abdoel Gafar and Devila Ulfa, "Pengaruh penerapan model pembelajaran card sort terhadap keterampilan menulis syair siswa kelas Vii c smp negeri 5 kota Jambi tahun ajaran 2017/2018," *Aksara: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia* 3, no. 1 (2019): 1-7.

[10] Deni Hariansah Hasibuan and Harun Al-Rasyid, "Pengajaran Bahasa Arab Melalui Metode Card Sort untuk Meningkatkan Maharatul Kitabah dan Qira'ah Siswa Kelas VIII MTs Al-Mukhtariyah Padang Lawas," *Reslaj: Religion Education Social Laa Roiba Journal* 3, no. 1 (2021):1-19.

[11] Lukman Pardede, *Bahan Ajar Perencanaan Pembelajaran* (Malang: Literasi Nusantara, 2021), 65.

Based on this, there are several formulations of problems in this study, namely *first* : How is the implementation of the card sort method in Nahwu learning at MA Al-Hidayah Karangploso Malang?; *Second*: What are the supporting and inhibiting factors for the application of the card sort method in Nahwu learning at MA Al-Hidayah Karangploso Malang?; *Third*; how students perceive the card sort method in Nahwu learning?

METHOD

This research applies qualitative descriptive research method. Qualitative research methods aim to explain a phenomenon as deeply as possible by collecting data as deeply as possible, which shows the importance of depth and detail of a data under study [12]. Meanwhile, defines a descriptive approach as an attempt to explain symptoms, events, or events that occur during research. The focus of this research is for the implementation of card sort method in Nahwu learning. In this effort, the study reflects Nahwu's learning practices in class XII which involve the use of card sort methods. Then, researchers collected data to evaluate students' responses to the use of this method in Nahwu learning.

The population of this study consisted of all class XII Aliyah students at MA Al-Hidayah Karangploso Malang. With a class XII sample of 13 people consisting of 6 men and 7 women. The focus of the research is aimed at learning nahwu material with the title "athof letters". The selection of this material is based on conformity with the syllabus set by the lodge, and was chosen because it is in accordance with the research implementation schedule. The reference source used involves the Book of Nahwu Imrithi. Primary data were obtained from students who attended Nahwu learning classes. Meanwhile, secondary data is obtained through documentation in the form of photographs during learning and documents related to the learning process.

Data collection using observation, and documentation. Observation is carried out by observing directly the learning process and documentation helps verify and test the validity of the data that has been collected and record traces of all activities related to the data collection process in MA Al-Hidayah Karangploso Malang. It includes notes on settings, strategies and includes card sort methods used in the learning process.

The data analysis method applies the Interactive model of Miles, Huberman, and Saldana, which includes the stages of data condensation, data presentation, and conclusion drawing [13]. The analysis process begins with collecting data through observation, and documentation After that,

---

[12] Helaluddin dan Hengki Wijaya, *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik* (Makassar: Sekolah Tinggi Theology Jaffray, 2019), 76.

[13] Rr Dyah Ayu Perwitasari, "Pengelolaan Pembelajaran di Sekolah Dasar Islam Terpadu (SDIT) Alam Nurul Islam Yogyakarta," *Hanata Widya* 7, no. 1 (2018): 38-47.

field notes are examined and data appropriate to the research objectives are selected, while less relevant data are filtered. The data from the documentation is then reorganized and grouped based on the research objectives for further analysis. The purpose of the data condensation process is to facilitate researchers in presenting data. Data relevant to the implementation of the card sort method in nahwu learning are then presented and interpreted according to theory relevant. The results of data condensation are presented through images, graphs, tables, and narratives, which are then identified, categorized, and explained systematically, objectively, and thoroughly according to the subject matter. The final stage involves drawing conclusions based on the category and meaning of the findings, involving a comparison between the student's response with the conceptual meaning contained in the research problem.

RESULT AND DISCUSSION

Implementation of Card Sort Method in Nahwu Learning

The Card Sort method is an interactive learning technique that involves grouping information using cards. In the context of learning nahwu (Arabic grammar), this method can be used to help students understand grammatical concepts better through grouping and arranging cards that contain nahwu rules [14].

The benefits of the Card Sort Method in Nahwu Learning include; Interactive and Collaborative: This method encourages students to work together and discuss, increasing their involvement in the learning process. Easier to Understand: By grouping information visually, students can more easily understand and remember the rules of nahwu. Critical Thinking Skills Development: Students learn to analyze and make decisions based on their understanding of the material. Fun Learning: This method makes nahwu learning more interesting and fun, reducing the boredom that often occurs in grammar learning [15].

The implementation of Nahwu learning using the card sort method in class XII MA AL-Hidayah karangploso Batu with a total of 13 students where all students were present and participated in learning together. This method involves the use of card pieces as a tool to increase students' interest and skills in learning the concepts of the Arabic nahwu and in particular on the material "Bab Athof" The purpose of studying athof letters is to understand the definition of athof, the various athof letters, and the division of athof letters [16]. The reference book used is the Book of

---

[14] Munir et al., *Kapita Selekta Pembelajaran Bahasa Arab* (Palembang: Noer Fikri, 2014), 83.
[15] Ratna Sulyani, "Improving Students' Achievement On Reading Descriptive Text Through Card Sort Method At Class VB Of SDN 031 Tarakan," *Skripsi,* (Tarakan: Universitas Borneo Tarakan, 2015), 60.
[16] Munir, *Kapita Selekta Pembelajaran*, 65.

Nahwu Imrithi. The first step taken by the teacher is to provide an overview of the methods and materials used in the learning process.

Figure 1. Card Introduction   Figure 2. Material Giving

The implementation of nahwu learning "Bab Athof" uses the card sort method. As Card Sort is a learning method that can be applied in learning Arabic. So this application is carried out by going through several stages of implementation. Here are the stages of implementing the card sort method sort [17]:

Figure 3. Deployment Step

---
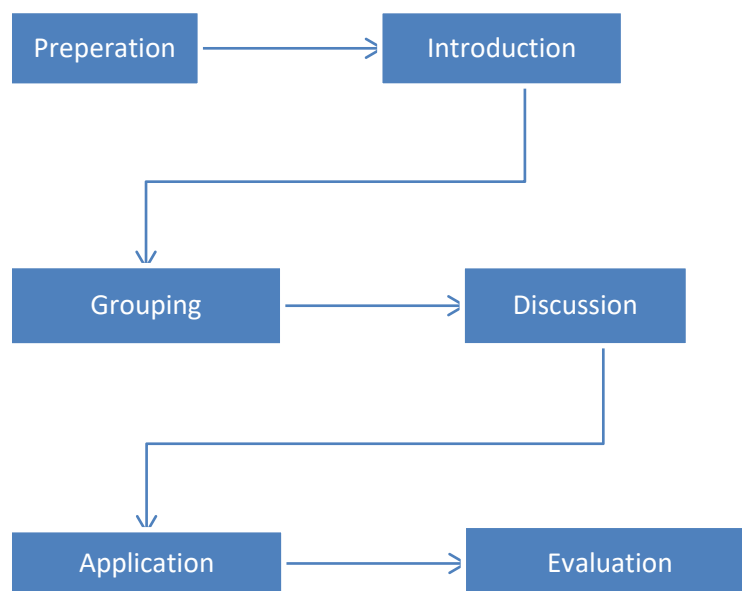
[17] Wenny Desvaliza, "Efektivitas Model Pembelajaran Aktif Tipe Card Sort Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Fiqih Di Kelas X MAS Muhammadiyah Medan," _Skripsi_, (Medan : Universitas Muhammadiyah Sumatra Utara, 2017), 75.

The first stage, preparation. The teacher makes athof material cards that contain explanations of the parts of athof, words related to athof, both in the form of nouns, verbs, and phrases. These material cards can help students understand athof material more easily and effectively.

In the second stage, the teacher explains to students about the concept of athof, which is a letter used to connect two words or sentences that have a meaning relationship. The teacher also explained the importance of understanding the letter athof in understanding the Arabic text, because the letter athof can change the meaning of the sentence.

The third stage asks students to group athof cards based on the category or function of each letter, for example grouping by athof letters used to combine sentences, combine phrases, or combine words.

The fourth stage divides the discussion group into two groups to spread students working in groups to arrange and group their cards according to specified categories. And encourage discussion among group members to explain each other's selections. Then have a discussion with students about the reasons behind grouping athof letters into certain categories.

The fifth stage. The teacher asks students to use athof letters in forming sentences or paragraphs. The teacher also asked the students to explain the reason for using the athof. It aims to train students in understanding and using athof letters appropriately.

The Stage Six, evaluate students' understanding through questions, exercises, and related tasks. Namely, asking students to implement the card sort method periodically or with different athof concepts.

The card sort method can help visualize athof concepts, increase students' understanding, and involve them actively in the learning process. With proper application, this method can be an effective tool in improving the ability of students to understand and use athof in Nahwu learning at MA Al-Hidayah karangploso Malang.

Supporting and Inhibiting Factors for the Application of the Card Sort Method in Nahwu Learning.

The use of the card sort method in Nahwu learning at MA Al-Hidayah Karangploso Malang certainly has factors that support and inhibit its implementation. These factors are seen directly after observation and are directly involved in the field. The supporting factors are as follows:

The first supporting factor, active involvement of students can be increased through the application of the card sort method in learning. This method provides an opportunity for students to be directly involved in the learning process by grouping and designing the cards provided. By doing this activity, students at MA Al-Hidayah Karangploso Malang not only become passive listeners,

but also active in understanding and organizing learning concepts. This creates a collaborative learning environment and increases the level of student participation in constructing their understanding of the learning material.

The second supporting factor, The active role and full support of the teacher in the preparation of card materials, providing guidance, and providing positive feedback to students can contribute significantly to the success of Nahwu learning using the card sort at MA Al-Hidayah Karangploso Malang method.Teacher involvement not only includes providing relevant material but also involves clear directions for students in carrying out card sort activities. By providing positive feedback, teachers can motivate students, increase confidence, and create a supportive learning environment. Thus, the role of teachers is key in ensuring the effectiveness of the card sort method in Nahwu learning in the educational environment.

The third supporting factor, interactive facilities. The success of the card sort method in learning can be increased by the existence of facilities that support interactivity, including adequate classrooms and the use of optimal learning aids. Interactive facilities provide a conducive environment for students to be actively involved in card sort activities. Adequate classrooms provide enough physical space for students at MA Al-Hidayah Karangploso Malang to work together and collaborate on grouping cards.

In addition, there are also several inhibiting factors in the use of the card sort method in nahwu learning. Among them: *The first* inhibiting factor, difficulty in assessment. Assessment of the results of card sort activities may be challenging and requires teachers to design evaluation methods that are appropriate to a qualitative approach to measure student understanding. In this context, teachers need to create assessment strategies that can provide deep insight into the extent to which students understand the Nahwu concepts learned through the method. Therefore, the development of assessment tools that cover qualitative aspects is important in order to portray students' understanding holistically, beyond just right or wrong answers. With the right qualitative assessment approach, teachers can provide more contextual and in-depth feedback regarding the progress of students' understanding of learning material [18].

The second inhibiting factor, limited learning time. The application of the card sort method in Nahwu learning may take more time than other methods, and this can be an obstacle if there is a time limit in the curriculum. The card sort process involves careful grouping and sorting steps, which can result in more intensive use of time. Limited time in the curriculum can be a factor that

---

[18] Susiawati et al., "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah (Tinjauan Pada Kompetensi Guru Dan Model Pembelajaran)," *El-Tsaqafah : Jurnal Jurusan PBA* 21, no. 1 (2022): 101–16"

limits teaching flexibility, so it needs to be considered well in Nahwu learning planning using the card sort method in MA Al-Hidayah Karangploso Malang.

It is important to involve teachers and students in planning and evaluating the application of the card sort method, as well as continuing to make adjustments to suit the context and learning needs in Madrasah Aliyah Karangploso Malang.

Student Perception of Card Sort Method in Nahwu Learning

Data related to students' perception on the application of the card sort method were obtained through interviews with 5 students. The results of the interview are shown in the following table:

Table 1. Student Interview Results

No.	Question	Student Interview Results				
		Student 1	**Student 2**	**Student 3**	**Student 4**	**Student 5**
1.	Feelings towards Nahwu learning using the card sort method	Feeling that learning Nahwu with the card sort method is very fun	The card sort method helps understand Nahwu faster	I feel more involved in the learning process because of the card sort method	Card sort helps me make learning more informative and memorable.	The card sort method provides variation in Nahwu learning.
2.	Obstacles and challenges in using the card sort method	The Card Sort method takes longer than other methods	Sometimes it is difficult to group the cards according to the correct category	Depending on the cards as the only source of information.	Sometimes it makes you confused whether the grouping is right or not	find it difficult to assess the extent of understanding of Nahwu's material through the card sort method
3.	Nahwu materials received in class	Understand the basic concepts of Nahwu and the types of athof	Apply the rules of athof in simple sentences	Card sort method to identify the type of athof used in each sentence	Introducing the relationship between athof and vocabulary, and the meaning of sentences.	conduct group discussions on special cases in the use of athof,
4.	Overcoming difficulties in learning Nahwu	learn Nahwu by not hesitating to ask the	Look for additional learning resources, such as	form study groups with classmates	actively practice by doing Nahwu practice questions	make concise notes summarizing the rules of Nahwu

		teacher when something is difficult to understand.	books or video tutorials and more			
5.	What needs to be improved in Nahwu learning	Nahwu learning can be improved by providing more interactive learning materials	Added more practical exercises with varying difficulty levels	More intensive discussion classes	Get feedback from teachers after doing exercises or exams	Leveraging learning technology

From various student opinions regarding Nahwu learning using the card sort method, it can be concluded that the use of this method provides a positive learning experience. The students felt happy and more involved in the Nahwu learning process, which was considered fun and informative. The card sort method is also considered to help understand Nahwu concepts more quickly, make learning more varied, and allow students to be actively involved in organizing information. These conclusions suggest that the card sort method can be an effective and enjoyable approach to Nahwu learning, facilitating student engagement and improving their understanding of Arabic grammar.

There are a number of obstacles and challenges faced by students in learning Nahwu using the card sort method. One of them is the time required to carry out card sort activities, which is sometimes longer than other methods. In addition, some students have difficulty in properly grouping the cards into appropriate categories. Reliance on cards as the sole source of information is also an obstacle, as this can limit the variety of learning sources. Other challenges include confusion regarding the suitability of the grouping carried out and difficulties in assessing the extent of understanding of Nahwu material through the card sort method. Therefore, while recognizing the benefits, there is a need for better adjustments and guidance to overcome these obstacles and increase the effectiveness of learning using the card sort method [19].

The Nahwu material presented in class includes understanding the basic concepts of Nahwu and the types of athof. In learning, we are invited to apply athof rules in composing simple sentences, so that these concepts can be applied practically. The card sort method is used as an effective learning tool, allowing us to identify the type of athof used in each sentence in an

---

[19] Ahmad Hamdan Guntur, Munir, dan Haniah, "Bentuk Demotivasi Dalam Pembelajaran Bahasa Arab Pada Pondok Pesantren DDI Mangkoso Kampus 2 Putra Tonrongnge," *Jurnal Diskursus Islam* 04, no. 3 (2016): 510–22.

interactive way. In addition, teaching involves recognizing the relationship between athof and vocabulary, which helps us relate grammatical rules to our vocabulary development. Through group discussions, we are given the opportunity to explore special cases in the use of athof, which takes our understanding to a deeper and contextual level. Thus, Nahwu's material in class not only focuses on theoretical understanding, but also invites us to apply the concept in practical situations and related to the wider context [20].

In overcoming difficulties in learning Nahwu, students can take concrete steps. First, students are advised not to hesitate to ask the teacher when there are concepts or rules of Nahwu that are difficult to understand. Furthermore, looking for additional learning resources such as books or video tutorials can provide a broader perspective and additional help. The formation of study groups with classmates is also an effective step, where collaboration and discussion can help solve difficulties together. In addition, actively practicing by doing Nahwu practice questions provides opportunities to apply concepts in different contexts. Finally, taking concise notes summarizing Nahwu's rules helps students to perceive the material and provide a quick reference. With a combination of these steps, students can face Nahwu's learning difficulties more confidently and effectively [21].

From the student's perspective, there are several aspects that can be improved in Nahwu learning. First, the provision of more interactive learning materials can make learning more interesting and facilitate students in understanding Arabic grammar concepts. Furthermore, the addition of practical exercises with varying levels of difficulty can strengthen students' understanding and provide challenges that match their abilities. Intensive discussion classes are considered an effective method of deepening the material, allowing students to actively participate and solve difficulties together. The feedback given by teachers after doing exercises or exams is desirable as it can help students understand their strengths and weaknesses. Lastly, the utilization of learning technology is considered an efficient means to increase the accessibility and flexibility of Nahwu learning. By aligning all these aspects, Nahwu learning can be more effective, interactive, and provide a satisfying experience for students [22].

At the implementation stage of the card sort method, this study identified that MA Al-Hidayah Karangploso Malang successfully applied the card sort method in Nahwu learning. It was found that this method contributed positively to students' understanding of Nahwu concepts.

---

[20] Talqis Nurdianto, *Kompetensi Dasar Pembelajaran Bahasa Arab* (Yogyakarta: Zahir Publishing, 2020), 70.

[21] Umi Hijriyah, *Analisis Pembelajaran Mufradat Dan Struktur Bahasa Arab Di Madrasah Ibtidaiyah* (Surabaya: CV Gemilang, 2018), 90.

[22] Baiq Wahyu Diniyati Hidayatillah, "INTEGRATED SYSTEM APPOARCH (ISA) DALAM PEMBELAJARAN BAHASA ARAB: Integrated System Approach (ISA) in Learning Arabic," *AL LUGHAH: JURNAL PENDIDIKAN DAN SASTRA ARAB* 1, no. 1 (2023): 11-24.

Through the use of categorized cards, students can be actively involved in the learning process, increase participation, and create a more dynamic learning atmosphere. Research also shows that the use of this method provides variety in the presentation of material, increases student interest, and facilitates understanding.

Student perception of card sort method, research shows that students respond positively to the use of this method. Students find learning Nahwu with the card sort method fun, helps understand the material faster, and increases their active involvement in the learning process. Variations in learning and the use of interactive methods such as card sort are also assessed by students as adding value to their learning.

CONCLUSION

The implementation of the Card Sort method in nahwu learning at MA Al-Hidayah Karangploso Malang shows that this approach has a significant positive impact on student understanding and engagement. Through grouping activities and group discussions, students can more easily understand complex grammatical concepts in nahwu. The success of this method is strongly supported by the availability of appropriate materials, the active involvement of students, and the support of competent teachers. In addition, adequate learning facilities and a flexible curriculum also play an important role in supporting the implementation of this method.

This research adds new insights into the effectiveness of the Card Sort method in the context of learning Arabic grammar, especially nahwu. These findings provide empirical evidence that interactive learning methods such as Card Sort can improve students' understanding and make the learning process more enjoyable. This opens up opportunities for further research in the field of Arabic language education, with a focus on other innovative learning methods that can be applied in a variety of educational contexts.

For future researchersit is recommended to further explore the long-term impact of applying the Card Sort method in nahwu learning. Further research can include an in-depth analysis of how these methods affect student learning outcomes over a longer period of time and how these methods can be adapted to different topics and levels of difficulty within nahwu. In addition, it is necessary to conduct research on the influence of this method on the development of students' social and collaborative skills, which is an important aspect of learning. Thus, the contribution of this research can be wider and have a greater positive impact in the world of education.

REFERENCES

Asep et al. *Strategi Pembelajaran.* Banten: PT Sada Kurnia Pustaka, 2023.

Darlianty, Darlianty, Lani Puspita, and Destaria Sudirman. "Implementasi Metode Card Sort Untuk Meningkatkan Aktivitas Belajar Pada Mata Pelajaran Ipa Siswa Kelas Vii Smpn 31 Batam." *Simbiosa* 4, no. 1 (2015): 1–10. https://doi.org/10.33373/sim-bio.v4i1.538.

Desvaliza, Wenny. "Efektivitas Model Pembelajaran Aktif Tipe Card Sort Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Fiqih Di Kelas X MAS Muhammadiyah Medan." *Skripsi*. Medan : Universitas Muhammadiyah Sumatra Utara, 2017.

Fitria, Nurul dan Moh Khasairi. "Penerapan Metode Induktif Terhadap Peningkatan Motivasi Dan Hasil Belajar Nahwu di Pesantren." *JoLLA: Journal of Language, Literature, and Arts* 3, no. 10 (2023): 1409–1419.

Gafar, Abdoel, and Devila Ulfa. "Pengaruh penerapan model pembelajaran card sort terhadap keterampilan menulis syair siswa kelas Vii c smp negeri 5 kota Jambi tahun ajaran 2017/2018." *Aksara: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia* 3, no. 1 (2019): 1-7. https://doi.org/10.33087/aksara.v3i1.92.

Guntur, Ahmad Hamdan, Munir, and Haniah, "Bentuk Demotivasi Dalam Pembelajaran Bahasa Arab Pada Pondok Pesantren DDI Mangkoso Kampus 2 Putra Tonrongnge." *Jurnal Diskursus Islam* 04, no. 3 (2016): 510–22.

Hasibuan, Deni Hariansah dan Harun Al-Rasyid. "Pengajaran Bahasa Arab Melalui Metode Card Sort untuk Meningkatkan Maharatul Kitabah dan Qira'ah Siswa Kelas VIII MTs Al-Mukhtariyah Padang Lawas." *Reslaj: Religion Education Social Laa Roiba Journal* 3, no. 1 (2021):1-19.

Helaluddin dan Hengki Wijaya. *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik.* Makassar: Sekolah Tinggi Theology Jaffray, 2019.

Hidayatillah, Baiq Wahyu Diniyati. "INTEGRATED SYSTEM APPOARCH (ISA) DALAM PEMBELAJARAN BAHASA ARAB: Integrated System Approach (ISA) in Learning Arabic." *AL LUGHAH: JURNAL PENDIDIKAN DAN SASTRA ARAB* 1, no. 1 (2023): 11-24.

Hijriyah, Umi. *Analisis Pembelajaran Mufradat Dan Struktur Bahasa Arab Di Madrasah Ibtidaiyah.* Surabaya: CV Gemilang, 2018.

Kismatun. "Peningkatkan Bacaan Nun Mati/Tanwin Menggunakan Metode Card Sort." *STRATEGY : Jurnal Inovasi Strategi Dan Model Pembelajaran* 2, no. 1 (2022): 53–60. https://doi.org/10.51878/strategi.v2i1.879.

Lundeto, Adri. "Analisis Metode Pengajaran Fonetik Dan Morfologi Bahasa Arab." *Jurnal Ilmiah Iqra'* 3, no. 1 (2018). https://doi.org/10.30984/jii.v3i1.546.

Mabrurrosi, Mabrurrosi. "Analisis Buku Ajar Bahasa Arab Karya Dr. D. Hidayat." *Al-Irfan : Journal of Arabic Literature and Islamic Studies* 3, no. 2 (2020): 237–57. https://doi.org/10.36835/al-irfan.v3i2.4016.

Muassomah, Muassomah, and Ma'rifatul Munjiah. "Learning Qawaid Through Language Game Adlif Kalimatan for Students of Arabic Language and Literature at UIN Maulana Malik Ibrahim Malang." *Alsinatuna* 5, no. 1 (2020): 58–71. https://doi.org/10.28918/alsinatuna.v5i1.2531.

Munir et al. *Kapita Selekta Pembelajaran Bahasa Arab.* Palembang: Noer Fikri, 2014.

Mursidin dan Suriadi. "Implementasi Model Card Short Dalam Pembelajaran Pendidikan Agama Islam." *Al-Afkar for Islamic Studies Journal for Islamic Studies* 5, no. 1 (2022): 366–76. https://al-afkar.com/.

Nurdianto, Talqis. *Kompetensi Dasar Pembelajaran Bahasa Arab*. Yogyakarta: Zahir Publishing, 2020.

Pardede, Lukman. *Bahan Ajar Perencanaan Pembelajaran*. Malang: Literasi Nusantara, 2021.

Perwitasari, Rr Dyah Ayu. "Pengelolaan Pembelajaran di Sekolah Dasar Islam Terpadu (SDIT) Alam Nurul Islam Yogyakarta." *Hanata Widya* 7, no. 1 (2018): 38-47.

Sulyani, Ratna. "Improving Students' Achievement On Reading Descriptive Text Through Card Sort Method At Class VB Of SDN 031 Tarakan." *Skripsi.* (Tarakan: Universitas Borneo Tarakan, 2015)

Susiawati, Iis, Zulkarnain Zulkarnain, Wiena Safitri, and Dadan Mardani. "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah (Tinjauan Pada Kompetensi Guru Dan Model Pembelajaran)." *El-Tsaqafah : Jurnal Jurusan PBA* 21, no. 1 (2022): 101–16. https://doi.org/10.20414/tsaqafah.v21i1.4757.