

# Minimizing Students' Boredom in Learning Islamic Cultural History Using Card Short Method at Madrasah Aliyah Negeri (MAN) I Karawang

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**Abstract-** The saturation experienced by students is becoming the attention from teachers. One of the methods which can be a solution was using card short method. The research was conducted at MAN 1 Karawang. The researchers used classroom action research whose stages include planning, implementation, observation, reflection. This research occurred during two cycles, namely the first cycle and the second cycle. This research used quantitative and qualitative data analysis. The results were obtained through observation sheet, the questionnaire sheet was distributed by researchers to students by calculating the percentage results of all indicators to tackle students' boredom using the card short method. This shows an increase in the results of observations and research, namely in the pre-research stage shows a percentage of 51% then in cycle 1 becomes 78% then continues in second cycle to 88%, it means that according to the category of assessment carried out is in the very good category. Furthermore, the questionnaire results in first cycle showed 65% while in second cycle 80% in the assessment category was included in the good category. The weakness of this method is that it requires a lot of time and creativity for a teacher so that students don't feel bored.

**Keywords:** Card Short Method, Study Saturation, Islamic cultural study, Learning

## I. INTRODUCTION

National Education System Law Number 20 of 2003 Education is a consciously planned effort to create an atmosphere of learning and teaching process so that elementary students actively develop their own potential to have religious spiritual strength, independently. control, personality, intelligence, noble dhikr, and Islamic Cultural Study is needed by him, the people of a nation and a country. (Amirudin & Muzaki, 2019). Learning strategies and methods are important for the learning process, Sanjaya (2007) argues that learning strategies are a general pattern of teacher and student actions in realizing teaching and learning activities so that strategies point to abstract characteristics of the series of actions of teachers and students in teaching and learning events.

Education is a teaching and learning process that familiarizes community members as early as possible to explore, understand, and practice all the agreed values as praiseworthy and desirable values, as well as useful for personal life and development, society, nation and State. (Amirudin & Muzaki, 2019). Saturation of learning is a certain period of time that is used to study, but does not get results. Someone experiences this learning boredom, they seem to be bored with what the teacher explained, causing a boredom, but this saturation only lasts temporarily, usually students who are in a state of saturation with their minds are not running properly, therefore there must be a teaching method that new so that learning does not become in vain and can be understood by students. So here we need intelligence in carrying out activities as human beings in terms of learning. Intelligence is one of the most extraordinary gifts from God to humans. This gift is given free of charge or free so that humans can become His representatives or caliphs on earth. (Budianto et al., 2020).

The method that can be a solution in overcoming learning boredom is Card Short, where this method is used as a method of learning the history of Islamic culture which is quite effective in overcoming student learning boredom, because with the characteristics of learning Islamic Cultural History which tells a lot of histories from the time of the Prophet to when the Islamic era entered Indonesia and how it spread.

## II. RESEARCH METHOD

This type of research used in this research is Classroom Action Research. This research is usually used to improve the learning process. As stated by Rochiati Wiriaatmaja (2005), that teachers or researchers can try out an idea of improvement in their learning practices, and see the real effect of these efforts. This research was conducted at MAN 1 Karawang. With reference to the material adapted to the model to be applied, this research was conducted from January to March 2019. In the Kemmis & Mc Taggart model, Classroom Action Research (CAR) includes four steps, namely: planning, action, observation, and

Reflection. According to Kemmis & Mc Taggart in Rochiati Wiriaatmadja (2005), the pathways of the stages in classroom action research look like the following picture:

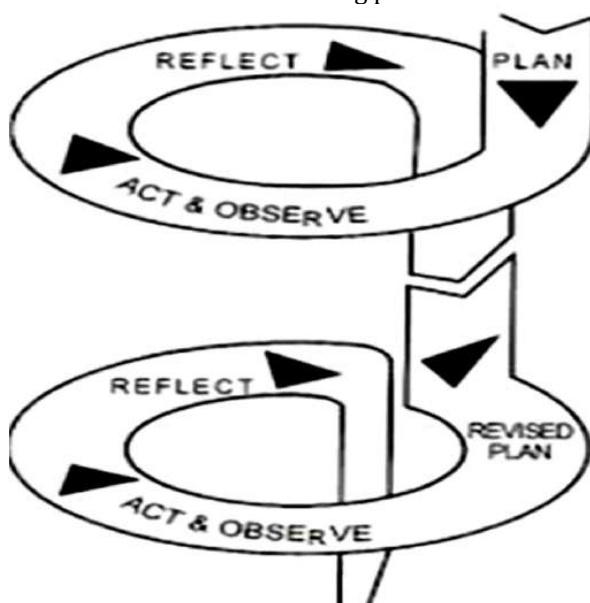


Figure 1. Kemmis and Taggart's Spiral Model.

Overall, this research consists of several components, namely; planning, implementing actions, observing or observing, and evaluating or reflecting.

Table 1 Design of Method Application Activities

No	Activities	Time
1.	Pre Activity: a) opening and Praying b) introducing and mentioning students' names c) aperception	10 minutes
2.	Main Activities (Cards Model): a) Objectivies and motivation b) Giving information c) Grouping d) Guiding groups (the students order the cards, add the information the resume grouply) e) Evaluation f) Rewarding	70 minutes
3.	Closing: a) Concluding and reflection b) Praying	10 minutes

### Observation

Observations/observations are made during the classroom learning process using the observation sheets that have been made. Observations were made to observe student learning burnout during the application of the card sort model with predetermined indicators.

### Reflection

This stage is the stage for processing data obtained when observations are made. All data that has been obtained were analyzed as material for reflection, whether the activities that have been carried out can overcome student learning boredom. The results of the reflection are then used as a reference in order to improve the action in the next cycle.

### Cycle

The results of reflection in the first cycle will determine the planning of the next cycle. If there has been an increase in accordance with the success indicator, the next cycle is in the context of stabilizing cycle I. However, if the increase is not in accordance with the success indicator, cycle II will be carried out, and so

on. Researchers can make improvements to the learning process by providing variations in the models that are applied so that there are slight differences in the learning process without changing the learning model. Variations that can be made are, for example, when forming groups, students are given individual cards and form groups according to the same card category and give a more attractive card form. If there has been an increase according to the indicators of success, this cycle is stopped.

### III. LITERATURE REVIEW

#### **Card Short Learning Method: Definition of Card Short**

The Card Short method is a learning strategy in the form of pieces of paper shaped like cards that contain information or subject matter. Or is a collaborative activity that can be used to teach concepts, characteristics, classifications, facts about objects or review the knowledge that has been previously given, for example, such as sorting cards that have been filled with material that has been studied into a question and an answer, then the student matches a The questions and answers have been sorted to classmates and when they have matched and the answer is correct, the students explain the contents of the questions and answers in their language and style.

Here, the educators act more as facilitators and explain the material that needs to be discussed, but after they have made the presentation, they are finished. Card Short is a collaborative activity that can be used to teach concepts, classifications of properties, facts about an object or to review previously given knowledge or to repeat information. In this method students do more dominant physical movements so this strategy can help when the class starts to feel bored.

#### **Application/Steps for the card short method**

The steps for implementing/applying the Card Sort Method are as follows: (1) distribute papers randomly listed with certain information or categories, (2) post the main categories on the board or paper on the classroom wall, (3) ask students to look for a theme that has a paper/card containing the same category writing to form groups and discuss it, and (4) ask them to present it. Meanwhile, according to Dedi Wahyudi, the application of card sort learning strategies (methods) with the steps or procedures carried out, as follows: (1) the first step, the teacher distributes a card to each student and a material has been written on the card. The card consists of letter cards, (2) the second step, students are asked to find friends (card holders) who match the problem on the card for one group, (3) the third step, students will group in one mufrodat or problem each, (4) yhe fourth step, students are asked to post on the board the discussion on the card based on the order of the discussion that the group is holding, (5) the fifth step, a student card holder from each group to explain and simultaneously check the correctness of the order by letter in one mufrodat, (6) the sixth step, for students who mistakenly search for groups according to the subject matter or subject matter, they are punished by finding the title of the discussion or material that matches the card being held, and (7) the seventh step, the teacher provides comments or explanations of the game.

#### **Things that must be considered in the Card Short Method**

Things that must be considered in the procedure for using the card sort method include: (1) the cards should not be numbered, (2) the cards are made in the same size, (3) do not put any "code marks" on the cards, (4) the cards consist of "several discussions" and are made in large numbers or according to the number of students, and (5) the material written on the cards has been taught and has been studied by students. This method can activate tired students. Methods can be used to activate students in learning material that is conceptual, classification characteristics, facts, and reviewing material.

### IV. RESEARCH RESULTS AND DISCUSSION

#### **Pre Action**

The first thing the researcher does is digging deeper information, especially for students by taking various approaches. The researcher observed, asked the children about how the mother's learning was to the children in the class. On average they answered lectures more often, read and read on the STUDENTS' WORKSHEET, summarized the textbooks/worksheets. After 10 minutes before the end, the researcher distributed a questionnaire about the level of student learning saturation.

This objective is intended to determine the level of overcoming student learning boredom before the action is carried out, the results of the data show are as follows.

Table 2. Observation Results

No	Result of Observation	Percentage
Students' Boredom	Getting bored in learning	30%
	Not having breakfast	48%
	Ill while learning	74%
	Less having rest	50%
	Not friendly	68%
	Less motivated	36%
	Rates	51%

The table shows that the student's average saturation is 51%. In this pre-research I tried to dig up information from some of the observations I had observed, be it interviews or seeing them directly in class, it turned out that the level of saturation with the lesson was very low, which was in the range of 30%, which was in the poor category.

## Description of Research Results

### Cycle 1: Planning

Planning is carried out by first consulting with the Islamic cultural study subject teacher, and the model to be used is the short card model and determining the material according to what has been compiled in the RPP. The things that are done at this planning stage are: preparing a Learning Implementation plan, preparing the topics that have been determined, prepare short card media by adjusting the content of the material, compile and prepare observation sheets, compile and prepare a student learning saturation questionnaire and prepare equipment for documentation, such as cameras.

### Action

In accordance with the plan that has been made, learning activities are carried out with a card sort learning model. The teacher collaborates with the researcher to carry out actions according to the learning plan that has been prepared. Researchers assist in the application of learning models and also make observations. Researchers assist teachers in coordinating the course of learning while observing students' learning outcomes by using observation sheets.

Observation: Overcoming Student Learning Boredom

The saturation of student learning in general has begun to be slightly resolved. This can be seen from the enthusiasm of students in learning. The results of the observations are as follows:

Table 3. Observation Results Overcoming Boredom Student Learning Cycle 1

No	Result of Observation	Percentage
Students' Boredom	Getting bored in learning	84%
	Not having breakfast	75%
	Ill while learning	71%
	Less having rest	75%
	Not friendly	85%
	Less motivated	78%
	Rates	76%

Table 4. Questionnaire to Overcome Boredom Student Learning Cycle I

No	Result of Observation	Percentage
Students' Boredom	Getting bored in learning	65%
	Not having breakfast	68%
	Ill while learning	63%
	Less having rest	70%
	Not friendly	55%
	Less motivated	70%
	Rates	65%

The table shows that the average level of overcoming student learning boredom can be overcome up to 76%. And for the questionnaire results data is at 65%, this shows that to overcome student learning boredom when learning using the short card method in cycle 1 is included in the good category. And all

indicators of student learning saturation have been resolved. Although there are still deficiencies, they will be fixed in the second cycle

### **Reflection**

Based on the reflection carried out in cycle I, learning with the short card model has been running according to the planned procedure. It's just that there was a slight change at the time of group division, namely by looking for questions and answers so that boredom experienced by students could be resolved properly. For student learning saturation, each indicator observed was 76%. This shows that the level of student learning saturation can be resolved with good criteria. These problems include: (1) group activities and presentations are still dominated by some students so that students who are in groups where children who are too prominent will choose to be passive, and (2) some students still did not have the courage to ask questions properly with friends or with teachers besides that there are still several groups that point to each other to represent their members in presentations in front of the class. From the problems that arose in cycle I, the researcher and the teacher planned remedial steps that would be applied in cycle II.

### **Cycle II: Planning**

Based on the results of reflection in cycle I, in cycle II pay attention to what are the deficiencies in cycle I, by paying attention to things like the following:

- a) Making variations while presenting, such as utilizing existing learning resources. Like mobile handphone
- b) Remind students that their every activity in class will be assessed by the teacher.
- c) Making variations so that learning is more active by speeding up the time to find a group which previously only had 2 minutes, now becomes 1 minute. So that students feel more motivated to find answers and questions that have been randomly distributed to other students.
- d) In cycle II planning also compiled a lesson plan, observation sheet, student response questionnaire and interview guidelines.
- e) Prepare documentation equipment

### **Action**

Delivery of Goals and Motivation: the beginning of teaching and learning activities, the teacher greets students. Then the teacher took attendance and asked the students to prepare the completeness of the study. The teacher also provides motivation so that later learning can be more active than yesterday's meeting.

Delivering information: At this stage students are no longer told how to learn using the short card method. However, there is information giving in the form of variations when conducting discussions, namely. May use a variety of teaching sources. The teacher tells that for this lesson what is being done is repeating the phases and processes of the birth of the Abbsiyah children.

Division of students and groups: In accordance with the initial plan, students were asked to find pairs of questions and answers that had been spread by the teacher and myself, then we gave these rules by reducing the time to look for answers, from 2 minutes to 1 minute 30 seconds. Then when the students are formed, they sit in groups according to the sub-materials

Guiding group work and study: Not much different from before. After students find their respective groups, students are immediately given the task of writing a resume of what they got earlier during the group division. But there are a few additions here, so students are allowed to use electronic media as their learning media, so that students can be provoked by their creativity so they don't feel bored when studying in clas

### **Evaluation**

The group that has done a resume, then makes a presentation to the class. And when the presentation was almost all the members were active because of the first one, they started to get used to the ISLAMIC CULTURAL STUDY subject, which started to apply presentations during learning, the second one. However, the teacher still has to accompany the students while they are presenting, for fear of getting out of line with the discussion.

### Give awards

Just like in the first cycle. The teacher gives an appreciation to the students who have been active in class. By providing added value so that your grades are good.

### Observation: Overcoming Student Learning Boredom

In the second cycle of learning boredom, it looks very good, because it can overcome up to 82%. For more details, the following is an overview of the results of observations of student learning saturation observations.

Table 5. Observation of Overcoming Boredom Student Learning Cycle II

No	Result of Observation	Percentage
Students' Boredom	Getting bored in learning	93%
	Not having breakfast	91%
	Ill while learning	85%
	Less having rest	85%
	Not friendly	87%
	Less motivated	85%
	Rates	88%

The results above show that the saturation of student learning is included in very good criteria with an average percentage of each indicator is 88%. This shows an increase compared to the first cycle, where the average indicator is 78%. And the highest indicator is at 93% which in cycle I only gets 86% which is classified as very good. From the results of the questionnaire below, student learning burnout shows a good response and can be seen in the table below.

Table 6. Questionnaire Results Overcoming Boredom Student Learning Cycle II

No	Result of Observation	Percentage
Students' Boredom	Getting bored in learning	79%
	Not having breakfast	81%
	Ill while learning	81%
	Less having rest	81%
	Not friendly	80%
	Less motivated	79%
	Rates	80%

It can be concluded that the results of the questionnaire in cycle II above showed that 80% was in the good category.

### Reflection

In the ISLAMIC CULTURAL STUDY learning with the short card model obtained from the 5 indicators of learning saturation in the first cycle of 78% while for the second cycle it became 88%, can overcome this learning boredom.

## V. DISCUSSION

From the results of pre-action observations, the researcher used 6 indicators of learning saturation that are often experienced by students in class XI MIA IV. From the indicators observed by researchers, the saturation experienced by students is 55%, which is included in the medium category and the level of saturation with a lesson is 31%, this category is considered lacking. Because it can be seen from the attitude of the students who always show the symptoms of boredom that are usually experienced by students in general. Then in the category of not having breakfast when going to school is in the 62% category but there is something unique when you want to learn, namely the teacher gives time to have breakfast before entering learning. Then in the category of being sick while learning activities, namely 72% because there is one student who does have a high enough enthusiasm for learning both in the ISLAMIC CULTURAL STUDY lesson and in other lessons. And this can be overcome by their own classmates who often remind them that don't always force yourself if you are sick, it's better to go to UKS. In the always sleepy category, even falling asleep is included in the 55% category. This is because there are several factors, the first factor is that students feel bored, especially when they are studying. Second,



because there are some students who like to play online games so they are too busy and forget their break time. In the category not familiar with the class environment, it is included in 74%, this is because each student at MAN 1 Karawang always has different classmates every year. This is because students can adapt to their new friends.

In the category of no motivation to learn, it falls into the 42% category, this is because students feel bored with conventional lessons such as summarizing what is in the STUDENTS' WORKSHEET, ineffective lectures and writing what is in textbooks so that students feel bored and bored with the learning. Therefore, researchers and teachers collaborate so that this saturation can be resolved by using the card short method from the observations of the teaching researchers carried out by previous teachers such as lectures, questions and answers, summarizing. Not able to overcome boredom even though sometimes the teacher always asks a question at the end of the lesson but only a few students can be active, the rest are just silent.

In cycle 1, students still need guidance by the teacher on how to implement the short card method of learning. There is still guidance from the teacher from the time the group divides to the explanation of the material. especially when describing what has been compiled, students still ask the teacher a lot because previously there were rarely presentations in ISLAMIC CULTURAL STUDY subjects and only a few people were active in cycle I so there will be reflections so that it can be corrected in the second cycle. In the second cycle the classroom conditions began to be conducive, students looked enthusiastic about the ISLAMIC CULTURAL STUDY lesson because when the first cycle after the learning process was finished the teacher would use the method again but there would be many surprises, so that students were curious about what the next meeting was going to be so that in the second cycle they were tired of learning can be overcome previously only 55% to 89%.

Based on an observation made from cycles I and II, student learning burnout can be overcome by using the card short method. The following are the results of the following observations: Student learning saturation. Through observations made in cycles I and II, there began to be an increase for each meeting to overcome student learning boredom.

Table 7. Overall Observation Results Overcoming Student Learning Saturation

Aspect	Indicators	Observation Result		
		Pre	Cycle 1	Cycle II
	Get bored while learning	30%	74%	93%
	Having no breakfast	48%	75%	91%
	Getting ill	74%	76%	85%
	Less rest	50%	78%	85%
	Not friendly	71%	85%	87%
	Less motivated	68%	78%	85%
	Total	51%	78%	88%

Table 8. Questionnaire for Overcoming Student Learning Boredom

Aspects	Indicators	Result of Questionnaire	
		Cycle I	Cycle II
Boredom	Not having breakfast	68%	81%
	Getting ill	63%	81%
	Less rest	70%	81%
	Not friendly	55%	80%
	Less motivated	70%	79%
	Total	65%	80%

Based on empirical data and analysis results, it can be concluded that the card short method is proven to be able to overcome student learning saturation in the subject of Islamic Cultural History in MAN 1 Karawang class XI MIA IV.

## VI. CONCLUSION

After the research has been carried out, in this last chapter the researcher will make conclusions and suggestions including:

- 1) Based on the results of research that has been done, it can be concluded that student learning boredom in Islamic Cultural History lessons at MAN 1 Karawang can be resolved after using the short card method.
- 2) From the results of data management that have been obtained from the application of the card short method in overcoming student learning burnout at MAN 1 Karawang, the aspects of student learning saturation that have been observed from 6 indicators in the pre-research stage are in the 55% category, while for the first cycle it is in the 78% category is in the good category and the second cycle is in the 88% category with very good results.

## VII. SUGGESTIONS

Based on a conclusion that has been written above, the suggestions from researchers are as follows:

- 1) The students of class XI MIA 4 showed good responses after doing the card short method. Therefore, the researcher suggests doing a learning method at the next meeting.
- 2) The application for the next short card method should be planned in advance so that learning can be maximized so that students do not feel bored because it is unclear with the learning being carried out

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