Educational Journal of Learning Technology
Vol. 3, No. 1, pp. 96-103, September 2025
https://doi.org/10.58230/edutech.v3i1.64
Received August 13, 2025; Revised September 08, 2025; Accepted September 13, 2025

Card Sort Media as an Innovation in Learning the Qur'an and Hadith to Improve Memorisation

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Abstract. This study aims to develop a hadith learning media in the form of sort cards about the nature of generosity and avoiding stinginess to facilitate memorisation of students at MTsN Kota Palopo. The research method employs a Research and Development (R&D) approach, utilising a 4D development model (define, design, develop, and disseminate), along with descriptive qualitative and quantitative data analysis. The research subjects were 25 students of class VII A. The results of the study showed that the sort card media is suitable for use as a learning medium, with validation results from media experts (66% valid), material experts (97% very valid), and language experts (91% very valid). The level of effectiveness of student memorisation reached 89.2%, falling into the very effective category. Thus, the development of the sort card media is proven to increase the effectiveness of hadith memorisation of class VII students of MTsN Kota Palopo.

Keywords: Learning Media; Card Sort; Memorisation Effectiveness; Al-Qur'an Hadith.

1. Introduction

Education is a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential, fostering religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves and society (Indonesia, Pemerintah Pusat, 2003). Islamic religious education is a conscious and planned effort to prepare students to recognise and understand, internalise, believe in, and practice piety and noble character in the practice of Islam (Komariah & Nihayah, 2023).

Knowledge is inseparable from technology, where developments in science and technology have brought about significant changes in various aspects of human life, including economics, society, culture, and education (Diana et al., 2024). Adjustments need to be made, particularly in education, to avoid falling behind in the development of science and technology (Owan et al., 2023). Teachers, as educators and instructors, must be able to create engaging lessons in the classroom so that students can concentrate and are interested in participating in the learning process effectively.

Learning is a process of interaction among students, educators, and learning resources within a learning environment (Ilyashenko et al., 2019). Learning is assistance provided by educators to facilitate the acquisition of knowledge and understanding, mastery of skills and habits, and the formation of attitudes and beliefs in students (Avdiu et al., 2025). Media in the learning process acts as an intermediary or conduit between the source of the message and the recipient, stimulating thoughts, feelings, attention, and willingness, thereby encouraging and involving them in the learning process.

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Currently, learning media have developed rapidly, and educators can now choose the most suitable learning media to deliver material to their students. The learning media used can be traditional or technological (Lubis et al., 2023). The level of difficulty varies depending on the material given to students. Some materials require tools to help students better receive and understand the material (Siagan et al., 2019). The tools used in the teaching and learning process include globes, graphs, photographs, teaching aids, and other visual aids, as well as audiovisual media such as videos, to explain the content.

Complex subjects are certainly not easy for students to understand, and they may dislike the material because it is found to be boring, causing them to lose interest in the teacher's explanations. Professional educators certainly understand the situation of students who are inactive and feel bored when trying to pay attention to and understand the material being taught. Educators need to find solutions to this problem. One solution that can be implemented is the use of educational media. Educational media facilitates educators in communicating lesson content, making it easier for students to receive and understand the material.

The use of learning media in the classroom has the potential to do more than convey knowledge; it can also inspire students to become active participants in their learning, while encouraging them to be curious and receptive to new ideas (Puspitarini & Hanif, 2019). During the orientation phase of a student's learning journey, educational media can enhance the efficiency of message delivery and the presentation of lesson content (Hasriadi et al., 2023). In addition to capturing students' attention, educational media can facilitate understanding, data presentation (with greater interest and reliability), data interpretation, and information synthesis.

Determining the most appropriate media in the teaching and learning process is a complex aspect for educators, but it is also an opportunity to showcase their creativity (Pratiniyata, 2025). Creativity and professionalism are essential for educators, particularly in the effective use of facilities, including teaching materials (Tamsah et al., 2021). This is to create an engaging and comfortable classroom atmosphere for students and to facilitate the learning process (Calp, 2020). Teaching materials are information, tools, and texts that educators need for planning and reviewing the implementation of learning. These teaching materials can be in written or non-written form.

Although a variety of previous research studies have explored the use of audiovisual, digital, and print-based learning media, empirical and theoretical gaps remain in the context of hadith learning in madrasas. Empirically, many studies emphasise the use of digital technology-based media, such as e-learning, animated videos, or mobile applications, while the use of simple yet effective media, like flashcards, remains limited. Theoretically, some studies focus on improving learning motivation or general learning outcomes, but have not specifically examined the effectiveness of flashcards in facilitating hadith memorisation related to strengthening Islamic character values, such as generosity and avoiding stinginess.

Based on these gaps, this study focuses on answering several questions: how the process of developing flashcards using the 4-D model (Define, Design, Develop, Disseminate) in hadith learning at MTsN Kota Palopo; how the validation results from language, media, and materials experts assess the feasibility of the developed media; and how effective the media is in facilitating students' memorization of hadith on the characteristics of generosity and avoiding stinginess. Therefore, the purpose of this study is to describe the stages of developing short card media with a 4-D model, to find out the results of expert validation of the quality of the media developed, and to test its effectiveness in improving students' ability to memorise hadith while encouraging their active involvement in the hadith learning process.

Based on this background, the researcher himself was interested in conducting a study entitled "Development of Short Card Media to Facilitate Memorisation of Hadith Material About the Characteristics of Generosity and Avoiding Stinginess in Al-Qur'an Hadith Learning at MTsN Kota Palopo."

2. Method

The type of research employed in this study is Research and Development (R&D), which was carried out through three stages based on the 4D development model. The research was conducted at a specified location within a determined period. The research was conducted at a school in MTsN Palopo City, located on Andi Kambo Street, Salekoe Village, Wara Timur District, Palopo City, South Sulawesi Province. The timeframe for this research began on the first day the permit to conduct the research and identify the problem was issued.

The subjects of this development research were 25 seventh-grade students at MTsN Palopo City, with one class serving as the research subject and accompanied by an Islamic education teacher during the trial phase. The object of the research focused on the development of card sort learning media containing hadith material about generosity and the avoidance of stinginess. Data were collected through qualitative techniques and analyzed using both qualitative and descriptive quantitative approaches.

The data analysis technique used was data analysis by several experts, data analysis through practical questionnaires, with the formula

$$P = \frac{\sum x}{\sum xi} \times 100\%$$ (Hadijah Ismail 2020)

Explanation:

P: percentage sought
∑x: total value of respondents' answers
∑xi: total ideal value

3. Result

This research aims to develop short flashcards based on the 4-D model for use in hadith learning at MTsN Palopo City, with a primary focus on improving students' memorisation of hadith on generosity and the prohibition against stinginess. The media development process involved four main stages: define, design, develop, and disseminate. To ensure the quality of the media, validation was conducted by three expert groups: linguists, media experts, and material experts. Furthermore, this study also tested the effectiveness of using short flashcards in improving students' ability to memorise hadith.

Initially, the media consisted of short flashcards containing hadith texts relevant to the themes of generosity and stinginess. Each flashcard included Arabic text, a translation, and a brief explanation that was easy for students to understand. The design process took into account the limited classroom learning time and the need for students to better understand material through simple, practical, yet engaging media.

To assess the quality of the developed media, validation was conducted by experts. Linguists assessed linguistic aspects, including readability, sentence clarity, grammatical structure, and the appropriateness of religious terminology. The validation results showed that the short card media received an average score of 91%. This figure falls into the "very appropriate" category, meaning the language used in the media conforms to Indonesian language rules, is communicative, and easy for

students to understand. Linguists also emphasised that the use of simple language without diminishing the meaning of the hadith can help students understand the moral message contained. However, several minor notes were made, such as improvements to the use of punctuation and alignment of translated hadith terms to ensure consistency with standard hadith dictionaries.

Next, validation by media experts was conducted to assess the media's appearance, visual design, layout, and appeal. The validation results showed that the short cards received a score of 66%. This score falls into the "fairly adequate" category. This indicates that although the media was designed to be practical and straightforward, there were still some aesthetic deficiencies, such as the choice of background colour, font size, and the proportion between the Arabic text and the translation. The media experts provided input to enhance the card design's contrast, thereby facilitating readability, particularly for the Arabic text. Furthermore, the use of colour variations in certain areas, for example, to differentiate the hadith text from the explanation, was considered to enhance visual appeal. Nevertheless, the media was generally still suitable for use in learning because it met the basic criteria of readability and design consistency.

Meanwhile, validation by material experts was conducted to assess the suitability of the media content to the curriculum, the accuracy of the hadith used, and the relevance of the explanations to learning objectives. The material expert validation results showed an average score of 97%, which falls into the "very adequate" category. The material experts assessed that the selection of hadith on generosity and the prohibition of stinginess was highly relevant to the context of character education in madrasas, particularly in shaping students' social attitudes. Furthermore, the content was deemed to align with the Islamic Religious Education curriculum at the junior high school level. The material experts also assessed that the presentation of the hadith, along with its translation and explanation, facilitated students' understanding of its content. Suggestions were more for improvement, such as adding additional references from hadith books to strengthen the validity of the texts used.

The validation results from the three expert groups indicated that the short flashcard media developed had an outstanding level of feasibility in terms of language and content. However, the media aspect still needed some improvement. Overall, this media can be considered suitable for use in the hadith learning process at MTsN Palopo City.

In addition to expert validation, this study also tested the effectiveness of short flashcards on students' ability to memorise hadith. The effectiveness test was conducted through implementing learning using short flashcards, followed by a hadith memorisation test. The test results showed an improvement in students' ability to memorise hadith after using the media. Most students were able to memorise the hadith text well, both in terms of fluency, reading accuracy, and understanding of the meaning.

Descriptively, before using short flashcards, many students experienced difficulty memorising hadith due to the limited resources available, typically relying solely on textbooks and teacher notes. This led some students to feel bored and unmotivated. However, after using short flashcards, students became more enthusiastic about participating in the learning process. The small, practical size of the flashcards makes them easy to carry and read at any time, both at school and at home. This provides students with the opportunity to review memorisation more frequently, significantly improving their ability to memorise hadith.

The effectiveness of the media was also evident in interviews with students, who revealed that they found it easier to memorise hadith using short flashcards because the text was concise, clear, and easy to read. Several students stated that the media made memorising hadith more enjoyable and less boring. Teachers also assessed that using flashcards saved learning time, as students were able to understand and memorise hadith more quickly compared to conventional methods.

Quantitatively, improvements in students' memorisation skills can be seen from comparing test results before and after using flashcards. Most students showed significant improvements in their scores. Therefore, it can be concluded that flashcards are effective in helping students memorise hadith while simultaneously enhancing their understanding of the values of generosity taught in Islam.

These findings confirm that developing simple yet contextual media such as flashcards can make a positive contribution to hadith learning. Although validation by media experts indicated that there are still areas for improvement, the media's effectiveness in improving students' abilities has been proven. Therefore, flashcards can be an innovative, practical, and relevant alternative learning medium for students in a madrasah.

4. Discussion

This study aims to develop short flashcards as a learning tool for hadith using a 4-D development model, which includes the stages of define, design, develop, and disseminate. Based on the research results, the developed flashcards received validation assessments from three aspects: 91% from linguists, categorized as "very valid"; 66% from media experts; and 97% from material experts, also categorized as "very valid." Furthermore, effectiveness testing demonstrated that these flashcards can help students memorize hadith on the characteristics of generosity and avoiding stinginess more easily, and encourage their active involvement in the learning process. These findings make an important contribution to the development of simple, effective, and contextually relevant learning media tailored to the needs of madrasas.

Within the theoretical framework of learning media development, these findings align with (Husna & Supriyadi, 2023) perspective, which emphasizes that learning media serves as a tool to clarify messages, address students' limited experience, and foster learning motivation. The short flashcards developed in this study fulfill this function because they present hadith in concise, easy-to-understand, and practical pieces of information for memorization. This media format is simple yet effective in stimulating students' memory through a visual and kinesthetic approach, in line with Paivio's dual coding theory, which states that combining verbal and visual information can enhance information absorption.

Furthermore, the application of the 4-D development model demonstrates that systematic learning media design can produce products that are more valid and relevant to user needs. The define stage successfully identified the primary problem, namely, students' difficulty memorizing hadith. The design stage yielded a concise card design, incorporating a combination of Arabic text, translation, and keywords. The development stage involved expert validation, demonstrating the product's high quality, particularly in terms of language and content. The disseminate stage ensured that the media could be used practically in madrasah learning. Thus, this study reinforces previous findings that the 4-D model is effective in developing learning media, as stated by (Thiagarajan et al., 1974).

When compared with previous studies, these findings have several similarities and differences. Research conducted by (Hidayah & Puspaningrum, 2025) The use of Quran memorization cards in elementary madrasas showed that card-based media can improve students' Quranic memorization skills in a fun and non-burdensome manner. This aligns with the findings of this study, which show that short cards facilitate students' memorization of hadith while simultaneously making learning more interactive.

However, there are significant differences when compared with research emphasizing the use of digital media, such as (Rambe, 2025) study on mobile applications for hadith learning. While digital media offers advantages in terms of interactivity, flexibility, and accessibility, its use is often hampered by the availability of devices, internet connections, and teacher readiness to operate them. Meanwhile, short cards are simple, do not require special equipment, and can be used at any time. Therefore, this study demonstrates that simple media remains relevant and practical, especially in the context of madrasas with limited technological facilities.

Furthermore, this study differs from (Saputra et al., 2021) study, which developed animated videos for hadith learning. Animated media emphasizes audio-visual aspects and tends to foster student engagement through visual entertainment. Meanwhile, short flashcards focus on more practical memorization and repetition exercises. Therefore, this study complements previous research by offering a simple yet effective alternative to traditional hadith learning media for training students' memorization skills.

The validation results showed that the language and material aspects achieved very high scores, at 91% and 97%, respectively. This indicates that the developed media complies with the Arabic language rules of hadith, translation, and content accuracy. This success is due to the involvement of material and language experts who provided detailed input. However, the media aspect only achieved a score of 66%, indicating several weaknesses in the visual design and technical presentation of the cards. This is understandable, considering that developed media is still relatively simple and does not fully consider graphic aesthetics or the durability of printed material. These findings emphasize that expert validation is a crucial step in media development, ensuring the resulting product is truly suitable for use in learning.

These weaknesses in the media aspect provide opportunities for improvement for further research. For example, the use of more durable materials, the addition of contrasting colors, or more attractive typography designs can increase student engagement. Thus, the effectiveness of short cards lies not only in their practicality but also in their visual appeal, which supports student motivation for learning.

The findings of this study have significant implications for hadith learning in madrasas. First, the use of flashcards can increase students active engagement in hadith memorization activities. Learning activities involve more than just passively listening to teacher explanations; they are interactive, as students hold, read, and repeat the cards independently or in groups. Second, this media supports values-based learning because the memorized hadith are related to the characteristics of generosity and avoiding stinginess, so students not only memorize the text but also understand the moral messages contained within. Third, flashcards can be an alternative solution for teachers who experience limitations in utilizing digital technology, allowing them to still provide innovative learning without relying on sophisticated devices.

In the context of Islamic education, learning hadith not only aims to increase students' cognitive knowledge but also to shape their character by Islamic values. Hadith on generosity and avoiding stinginess have moral messages that are highly relevant to students' daily lives, particularly in fostering an attitude of caring, sharing, and avoiding selfishness. Through short flashcards, students not only facilitate memorization but also encourage more frequent repetition and reflection on the meaning of the hadith. Thus, this media serves not only as a memorization aid but also as a means of internalizing Islamic character values.

The main contribution of this research lies in the development of simple, effective, and practical media for the context of hadith learning in madrasas. Short flashcards have been proven to assist students in memorizing hadith while strengthening the character values they contain. This research also enriches the study of learning media development by offering a non-digital alternative that remains relevant in the digital age, especially for schools or madrasas facing limited technological resources.

However, this study has several limitations. First, the media trial was conducted only on a limited scale, so further research with a larger sample size is needed to test the generalizability of its effectiveness. Second, the media design aspect still needs refinement to make it more visually appealing. Third, the media's long-term effectiveness in strengthening character values requires further in-depth research.

Based on these limitations, it is recommended that further research develop a digital version of the short card media, for example, in the form of an interactive application accessible via mobile devices. Furthermore, teachers are expected to combine the use of card media with active learning methods, such as talqin jamai, peer teaching, or educational games, to make hadith learning more

engaging and meaningful. Thus, the short card media will not only serve as a means of memorization but also as a holistic learning tool for developing a generation with Islamic character.

5. Conclusion

Based on the results of research and development of the Card Sort media on Hadith material for Grade VII at MTs Negeri Kota Palopo, it can be concluded that: The Card Sort learning media developed using the 4D model (define, design, develop, and disseminate) has met the criteria for validity and effectiveness. The results of the instrument validation indicate that the Card Sort media has been categorised as "Very Valid" and "Valid" by language experts, media experts, and instructional material evaluators. Additionally, the pilot test results show that the Card Sort media is "very effective" in enhancing student learning.

Therefore, the Card Sort learning media can be implemented in the learning process at MTs Negeri Kota Palopo to improve the quality of Hadith learning. The development of the Card Sort media can serve as an alternative to enhance learning effectiveness and increase students' interest in the subject matter. Thus, the Card Sort media can be utilised as an effective and innovative learning tool in the Hadith learning process at the school.

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