Pedagogical Reform in Arabic Grammar: Innovating Qawāʿid Instruction through the Card Sort Method

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Abstract

This study investigates the effectiveness of an active learning model using card sort media to improve students' understanding of Arabic grammar (qawāʿid) at MTs Darut Taqwa 02. Adopting a quasi-experimental design with a quantitative approach, the study involved 40 ninth-grade students. Data were collected through pretest and posttest instruments. Results showed a notable increase in the average score from 52.75 to 79.25. Observational data also revealed high student engagement across cognitive, affective, and behavioral domains. These findings suggest that the card sort method offers a practical and engaging alternative for grammar instruction, especially in making abstract concepts more concrete and participatory. The study concludes that this approach can foster more meaningful learning and student motivation in Arabic language education.

Keywords: *Active Learning, Card Sort, Qawāʿid, Arabic Language, Learning Outcomes*

Abstrak

Penelitian ini mengkaji efektivitas model pembelajaran aktif berbantuan media card sort dalam meningkatkan pemahaman siswa terhadap tata bahasa Arab (qawāʿid) di MTs Darut Taqwa 02. Dengan desain eksperimen semu dan pendekatan kuantitatif, sebanyak 40 siswa kelas IX terlibat dalam pretest dan posttest. Hasil menunjukkan peningkatan rata-rata nilai dari 52,75 menjadi 79,25. Observasi juga menunjukkan keterlibatan siswa yang tinggi secara kognitif, afektif, dan perilaku. Temuan ini menunjukkan bahwa card sort merupakan metode yang efektif dan menarik dalam menyampaikan konsep tata bahasa yang abstrak secara lebih konkret dan partisipatif. Pendekatan ini dinilai mampu mendorong pembelajaran yang bermakna serta meningkatkan motivasi siswa dalam pembelajaran bahasa Arab.

Kata Kunci: *Active Learning, Card Sort, Qawāʿid, Bahasa Arab, Hasil Belajar*

Introduction

The instruction of Arabic grammar (qawāʿid), which encompasses the branches of nahw (syntax) and ṣarf (morphology), serves as a fundamental cornerstone in the structural development of Arabic language competence.[1] At the Madrasah Tsanawiyah (MTs) level, equivalent to junior secondary school, mastery of qawāʿid not only supports the comprehension of both classical and contemporary Arabic texts but also functions as an early indicator of students' success across all language skills—listening, speaking, reading, and writing. However, the teaching of qawāʿid is often confronted with pedagogical realities that are less than conducive to effective learning.[2]

One of the most critical challenges is that students often struggle to grasp abstract grammatical concepts, such as iʿrāb (inflection), word form transformations, and sentence structures, particularly when the material is delivered unidirectionally through lecture-based methods. The lack of visualization, hands-on experiences, and contextual applications in grammar instruction causes many students to lose focus

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[1] Muchsinul Khuluq, *PEMBELAJARAN KETERAMPILAN BERBAHASA ARAB* (Pamekasan: Duta Media Publishing, 2019).

[2] Jumana Ghannam, "Enhancing Independent Learning Competence and Grammar Language Learning Strategies," in *Professional Competencies in Language Learning and Teaching* (Research-publishing.net, 2019), 31–40, https://doi.org/10.14705/rpnet.2019.34.912.

and motivation to learn.[3] This presents a significant challenge for teachers in delivering interactive content, whether through effective teaching methods or the use of instructional media. Frequently, educators place greater emphasis on theoretical aspects without employing contextual approaches, which ultimately leads to a reliance on rote memorization rather than deep understanding. This issue is further compounded by time constraints and limited learning resources, leaving students with insufficient opportunities to actively and independently explore Arabic grammar.

Student engagement becomes a decisive factor in the effectiveness of qawāʿid instruction, which inherently demands logical and analytical thinking. Patrick, in his study, highlights that students' cognitive, affective, and behavioral engagement significantly contributes to their academic success.[4] In the context of qawāʿid learning, such engagement may involve active participation in analyzing sentence structures,[5] discussing grammatical functions, and practicing sentence construction based on the rules studied.[6]

When students serve merely as passive recipients of information, they tend to encounter difficulties in internalizing the material. Conversely, when students are actively involved in the learning process through group discussions, manipulation of learning objects such as cards, or collaborative problem-solving in language use, their understanding of grammatical concepts becomes more structured and profound. The active learning model provides students with the opportunity to construct their own knowledge through direct interaction

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[3] Qi Zhang and Zhonggen Yu, "Meta-Analysis on Investigating and Comparing the Effects on Learning Achievement and Motivation for Gamification and Game-Based Learning," *Education Research International* 2022 (August 1, 2022): 1–19, https://doi.org/10.1155/2022/1519880.

[4] Kate Ferguson-Patrick, "Cooperative Learning in Swedish Classrooms: Engagement and Relationships as a Focus for Culturally Diverse Students," *Education Sciences* 10, no. 11 (October 31, 2020): 312, https://doi.org/10.3390/educsci10110312.

[5] Intan Dewi et al., "Curiosity-Driven Learning in Arabic: A Case Study on the 'Inquiring Minds Want to Know' Approach," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 22, 2025): 42–64, https://doi.org/10.19105/ajpba.v6i1.17881.

[6] Shofwatul Fu'adah, "Tathbîq Tiknûlûjiyâ (Istirâtîjiyah al-Kharîthah al-Dzihniyah) Li Hilli Musykilah Ta'lîm Mufradât al-Lughah al-'Arabiyah Lada Thullâb al-Fashl al-Sâbi' Fî al-Madrasah al-Tsânawiyah 'Nurul Jadid Banyuputih - Situbondo,'" *Alibbaa': Jurnal Pendidikan Bahasa Arab* 1, no. 2 (August 25, 2020): 197–209, https://doi.org/10.19105/ajpba.v1i2.3572.

with learning content and peers.[7] Within the scope of this study, the card sort medium serves as a pedagogical tool that bridges abstract grammatical concepts with concrete and engaging learning activities.

MTs Darut Taqwa 02 has implemented the use of the card sort medium in the teaching of Arabic grammar (qawāʿid) as a response to students' low participation and limited understanding of Arabic grammatical structures. Qawāʿid instruction, which should serve as the foundation for understanding and accurately constructing sentences, has instead become a daunting subject for students—primarily due to monotonous delivery, memorization-oriented strategies, and minimal active participation. This condition not only negatively impacts students' academic achievement but also contributes to boredom and a general decline in motivation to learn Arabic. Therefore, there is a pressing need for instructional methods that can simultaneously foster active student engagement and simplify complex grammatical content through visual and practical approaches.

The urgency of this study lies in addressing the gap between traditional teaching methods and the pedagogical needs of contemporary learners, who are more responsive to collaborative and activity-based approaches. The card sort method emerges as an innovative solution that transforms rote memorization into a participatory learning experience. Although this method has already been implemented at MTs Darut Taqwa 02, a systematic evaluation of its effectiveness within the context of qawāʿid instruction has not yet been conducted thoroughly. Thus, this study becomes both relevant and necessary to ensure that the use of the card sort medium is not merely a procedural innovation, but one that has a tangible impact on learning outcomes and student engagement.

Hady and Nasri (2023) reported that the use of card sort media was proven effective in enhancing Arabic vocabulary comprehension among students at NW Lenek Junior High School. Through an experimental study using a pre-test and post-test design with control and experimental groups, it was found that students taught using the card sort

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[7] Mohd. Elmagzoub Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education," *Education and Information Technologies* 26, no. 3 (May 6, 2021): 3251–78, https://doi.org/10.1007/s10639-020-10396-w.

method demonstrated significantly greater vocabulary gains compared to those who were not.[8] Similarly, a study by Rasmuin revealed that the card sort medium significantly improved students' learning outcomes, with increases ranging from 71% to 88%.[9] Research by Muhlis et al. at MA Al-Hidayah Karangploso Malang also indicated that card sort media enabled students to grasp the material more quickly and promoted active engagement during the learning process.[10] A study by Brent et al. showed that the card sort method was effective in fostering learner engagement and reflection among adult learners, especially in understanding learning motivations and barriers. Although not specific to Arabic language instruction, these findings reinforce the argument that card sort facilitates active, collaborative, and meaningful learning in language education.[11] Additionally, the study by Simon-Cereijido et al. demonstrated that card sort activities can reveal learners' cognitive structures and metalinguistic abilities, particularly in bilingual contexts.[12]

Based on this background, the primary focus of this study is to examine the effectiveness of an active learning model supported by card sort media in improving students' understanding of Arabic qawāʿid at MTs Darut Taqwa 02. Specifically, the study aims to determine the extent of students' learning improvement after the implementation of card sort media and to evaluate how student engagement contributes to

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[8] Rosli Hady and Ulyan Nasri, "Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (August 30, 2023): 1982–87, https://doi.org/10.29303/jipp.v8i3.2101.

[9] Rasmuin Rasmuin, "Implementation of Sort Card Method to Improve Motivation and Learning Outcomes of MAN Batu Students," *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman* 6, no. 2 (December 31, 2020): 161–72, https://doi.org/10.24952/fitrah.v6i2.2637.

[10] Wachida Muhlis et al., "Enhancing Nahwu Mastery: Implementation of the Card Sort Method in Madrasah Aliyah," *Alsinatuna* 9, no. 2 (August 25, 2024): 207–21, https://doi.org/10.28918/alsinatuna.v9i2.2268.

[11] Simon Broek et al., "Exploring Card-Sorting Potential to Uncover the Interplay between Adult Learners' Motivations and Barriers to (Start to) Learn," *International Journal of Lifelong Education* 44, no. 3 (May 4, 2025): 330–46, https://doi.org/10.1080/02601370.2025.2462163.

[12] Gabriela Simon-Cereijido et al., "Insights Into Category Sorting Flexibility in Bilingual Children: Results of a Cognitive Lab Study," *American Journal of Speech-Language Pathology* 29, no. 3 (August 4, 2020): 1152–61, https://doi.org/10.1044/2019_AJSLP-19-00008.

their comprehension of Arabic grammar structures. Employing a quantitative experimental approach, this study is expected to offer both theoretical and practical contributions to the development of more contextualized, participatory, and learner-oriented methods for teaching Arabic grammar in madrasah settings.

Method

This study employed a quantitative approach with a quasi-experimental design[13], aimed at evaluating the effectiveness of an active learning model supported by card sort media in the instruction of Arabic grammar (qawāʿid). The quantitative approach was chosen for its ability to present objective and measurable data in numerical form, thus facilitating the analysis of changes in students' learning outcomes before and after the intervention. The research was conducted in Class IX-H at MTs Darut Taqwa 02, involving a total of 40 student participants.

The sampling technique used was probability sampling, in which each member of the population had a known chance of being selected as part of the sample. However, not all individuals had an equal chance in absolute terms, as the sample selection also considered the characteristics and requirements of the experimental context. The primary data collection instrument was a written test, consisting of 20 items in the form of multiple-choice and short-answer questions designed to measure students' understanding of qawāʿid material. The test was administered twice: once as a pre-test prior to the implementation of the learning model, and again as a post-test following the intervention, to determine whether a significant difference in learning outcomes had occurred.[14]

The instructional material used during the learning sessions was based on the Grade IX Arabic Language textbook published by Modul Taqwa, with a specific focus on the theme "Fi'l al-Amr wa Taṣrīfuh" (Imperative Verbs and Their Conjugation). The study was conducted over a two-month period, from November to December 2024, in accordance with the school's academic calendar. The data collected were analyzed using parametric statistical tests, with the aim of identifying the significance of changes in students' learning outcomes and

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[13] J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed.)*, 2nd ed. (Pearson Education, 2012).

[14] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill Higher Education, 2012).

quantitatively measuring the impact of the card sort media on students' comprehension of Arabic grammar in an empirical and evidence-based manner.

Results and Discussion

This study aims to examine the effectiveness of the active learning model assisted by card sort media in improving students' learning outcomes in the Arabic qawāʿid (grammar) subject. This instructional model emphasizes students' active engagement through the activity of sorting cards containing grammatical materials, specifically the structure of fiʿl al-amr (imperative verbs) and their respective taṣrīf (conjugation) forms. The learning process, which had previously relied heavily on lectures and theoretical explanations, was transformed into a participatory, more practical, and enjoyable learning experience.

Following the data collection process through pretest and posttest administered to 40 students of class IX-H at MTs Darut Taqwa 02, a significant improvement in learning outcomes was observed. The students' average pretest score was 52.75, representing their initial understanding prior to the intervention. After receiving instruction using the card sort model, the average posttest score increased to 79.25. This 26.5-point improvement indicates a substantial enhancement in the students' comprehension of the material presented.

Table 1. Paired Sample t-Test Results on Pretest and Posttest Scores

Statistic	Value
Number of Students (N)	40
Pretest Mean (X1)	52,75
Posttest Mean (X2)	79,25
Mean Difference (D)	26,50
Standard Deviation (SD)	9,49
Significance Level (p)	0,001
Calculated t-value	17,667
Degrees of Freedom (df)	39
Critical t-value ($\alpha = 0,05$)	$\pm 2,021$
Decision	**H$_0$ rejected**
Interpretation	**Statistically significant effect**

This improvement is evidenced not only by the increase in average scores but also by statistically significant results. The table above presents the outcome of a paired sample t-test conducted using SPSS version 21.0. The analysis yielded a t-value of 17.667 with a significance level of p = 0.001. Since p < 0.05, the null hypothesis (H$_0$) is rejected and the alternative hypothesis (H$_1$) is accepted. This indicates that the implementation of the active learning model assisted by card sort media has a statistically significant effect on improving students' learning outcomes in Arabic grammar (qawāʿid).

The distribution of posttest scores provides a more detailed picture of student performance after the learning intervention. A majority of students (45%) scored 70, 20% scored 75, 25% achieved a score of 80, and 10% attained the highest score of 85. Notably, no student scored below 70 on the posttest, indicating that all students had reached or surpassed the minimum mastery criterion (Kriteria Ketuntasan Minimal/KKM) set by the school, which was 70. The determination of this KKM refers to the educational assessment standards outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2016, which authorizes educational institutions to establish KKM based on the characteristics of learners, the complexity of the subject matter, and available learning support.
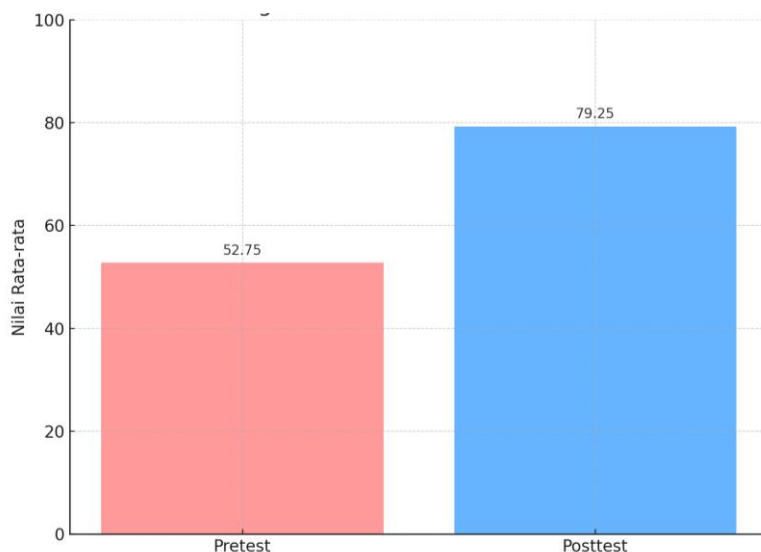

Figure 1. Comparison of Pretest and Posttest Mean Scores

The graph above clearly illustrates the substantial difference between students' pretest and posttest average scores following the implementation of the active learning model with card sort media in Arabic grammar lessons. The average pretest score of 52.75 indicates that, prior to the intervention, students' understanding of Arabic grammatical structures remained at a basic level and had not yet met the minimum standard of mastery. This reflects that the previously used instructional method was insufficient in addressing students' needs in understanding abstract grammatical concepts.

After the learning process was conducted using a participatory approach through card sort media, the posttest average rose significantly to 79.25. This 26.5-point increase demonstrates a highly significant change in students' academic achievement. The visual representation in the graph, where the posttest bar clearly surpasses the pretest bar, reinforces the performance surge that occurred as a result of students' active involvement in the learning process.

The graph visually supports the earlier statistical findings, confirming that this increase in achievement is not coincidental but rather a direct result of an effective teaching strategy tailored to both the material and the learners' characteristics.

Table 2. Distribution of Students' Posttest Scores

Posttest Score	Number of Students	Percentage (%)
70	18	45,0%
75	8	20,0%
80	10	25,0%
85	4	10,0%
Total	**40**	**100%**

This distribution shows that the majority of students were able to grasp the material effectively following the use of card sort media in instruction. The absence of scores below 70 demonstrates that the applied learning approach succeeded in raising the competency levels of all students uniformly. This also suggests that the card sort method is not only effective in conveying abstract grammatical concepts in a more concrete and visual manner but also plays a vital role in facilitating students' active participation during the learning process.

Moreover, the relatively small variance in scores indicates a uniformity in understanding among students, likely due to the

collaborative and participatory teaching strategy employed. Thus, the distribution data further supports the conclusion that the use of an active learning approach with card sort media significantly contributes to students' academic achievement in Arabic grammar learning.

Observational findings during the learning sessions revealed that the application of the active learning method assisted by card sort media had an impact not only on students' quantitative academic performance but also on their engagement in the learning process. This engagement encompassed cognitive, affective, and behavioral aspects, all of which are critical indicators of success in participatory learning—particularly for abstract subject matter such as Arabic grammar (qawāʿid)..

From the outset, students showed a high level of interest in the instructional media. When the cards were distributed, the typically quiet classroom transformed into a lively, collaborative environment. Students enthusiastically sorted the cards containing fiʿl muḍāriʿ (present tense verbs) and converted them into fiʿl al-amr (imperative forms), discussing their reasoning with their group members. This activity encouraged them to think critically and logically, as not all cards were straightforward. Some students even spontaneously explained grammatical concepts to their peers, demonstrating deep cognitive engagement.

Emotionally, students appeared more relaxed and confident in expressing their opinions. The learning atmosphere became more interactive and enjoyable, shedding the monotonous image typically associated with grammar instruction. Previously passive students began asking questions, responding to the teacher, and even volunteering to present their group work at the front of the class. Their enthusiastic expressions, often accompanied by smiles and lighthearted banter, were strong indicators that they not only understood the material but also enjoyed the learning experience.

From a behavioral standpoint, students' engagement was evident in their high levels of activity throughout the lessons. All students directly participated in organizing the cards, collaborating in groups, and posting their sorted results on the board. No student remained idle or disengaged. In fact, some students who typically struggled with comprehension appeared more confident, aided by the supportive group environment and the use of concrete instructional media.

To document this engagement systematically, the researcher employed an observation checklist that recorded students' active participation. Based on the observations, 18 students (45%) were categorized as highly active, 16 students (40%) as active, and the

remaining 6 students (15%) as moderately active. No students fell into the passive or inactive categories.

Highly Active | ████████████████████████ (18 students)
Active | ███████████████████ (16 students)
Moderate | █████ (6 students)
Less Active | (0 students)
Inactive | (0 students)

Discussion

The findings of this study confirm that the integration of the card sort method within an active learning model significantly enhances students' understanding of Arabic grammar (qawāʿid). The improvement in students' average scores, from 52.75 (pretest) to 79.25 (posttest), not only indicates statistical significance but also highlights the effectiveness of an instructional shift toward more participatory and contextualized grammar learning.

This improvement is largely attributed to the card sort media's capacity to transform abstract grammatical concepts into tangible, visual, and interactive experiences.[15] By physically sorting cards containing fiʿl al-amr and its conjugations, students actively engaged in classification, analysis, and peer discussion. These activities reflect key principles of active learning theory, which posits that learners construct knowledge through experience and social interaction.[16] A similar approach is echoed in Vygotsky's sociocultural theory, which emphasizes the importance of social context and collaborative learning in developing higher-order thinking.[17] In the international context, Brent et al. found that card sort activities promote reflective learning, cognitive restructuring, and self-

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[15] Rosli Hady and Ulyan Nasri, "Innovative Learning: Utilizing Card Sort Media to Amplify Arabic Vocabulary Understanding in NW Lenek Junior High School," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 3 (August 30, 2023): 1982–87, https://doi.org/10.29303/jipp.v8i3.2101.

[16] Khalil Boukthir et al., "Reduced Annotation Based on Deep Active Learning for Arabic Text Detection in Natural Scene Images," *Pattern Recognition Letters* 157 (May 2022): 42–48, https://doi.org/10.1016/j.patrec.2022.03.016.

[17] Iffat Maimunah et al., "SYNCHRONOUS ARABIC LEARNING BASED ON SOCIOCULTURAL THEORY: NEW TRENDS IN ARABIC LEARNING AT UNIVERSITY," *Arabi : Journal of Arabic Studies* 7, no. 2 (December 21, 2022): 162–72, https://doi.org/10.24865/ajas.v7i2.480.

regulation among adult learners—principles that are equally relevant and observable in adolescent learners when adapted properly. Thus, what is often regarded as a "simple" tool like card sort, becomes pedagogically powerful when rooted in social constructivist approaches.[18]

Observations during classroom sessions further substantiated the transformative nature of this method. Cognitive engagement was evident through students' logical reasoning and spontaneous explanation of grammar rules; affective engagement was reflected in their enthusiasm, relaxed demeanor, and active classroom participation; while behavioral engagement was marked by full participation in every stage of the activity. These findings align with Dada et al., who argue that student engagement across cognitive, emotional, and behavioral domains is a critical predictor of learning success.[19] Furthermore, in a meta-analysis by Zhang and Yu, it was shown that learning environments that combine collaboration, hands-on manipulation, and visual cues, like card sort, are especially effective in enhancing grammar acquisition in second language learning.[20] This is further supported by findings from Eltahir et al., who found that game-based and manipulative media significantly improved grammar performance and motivation in Arabic language courses at higher education levels. Although this study was conducted in a junior madrasah context, the consistency in outcomes underscores the robustness of active, media-assisted strategies in different educational settings.[21]

Based on these empirical findings, it can be argued that the success of this method lies not merely in the novelty of the media, but in the pedagogical structure that underpins its implementation. In the

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[18] Rebecca Brent et al., "Who Tells Your Story? A Card-Sort Activity for Eliciting Authentic Narratives," *International Journal of Qualitative Methods* 20 (January 23, 2021), https://doi.org/10.1177/16094069211053104.

[19] Emmanuel G. Dada, Abdulkadir H. Alkali, and David O. Oyewola, "An Investigation into the Effectiveness of Asynchronous and Synchronous E-Learning Mode on Students' Academic Performance in National Open University (NOUN), Maiduguri Centre," *International Journal of Modern Education and Computer Science* 11, no. 5 (May 8, 2019): 54–64, https://doi.org/10.5815/ijmecs.2019.05.06.

[20] Zhang and Yu, "Meta-Analysis on Investigating and Comparing the Effects on Learning Achievement and Motivation for Gamification and Game-Based Learning."

[21] Mohd. Elmagzoub Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education," *Education and Information Technologies* 26, no. 3 (May 6, 2021): 3251–78, https://doi.org/10.1007/s10639-020-10396-w.

observed classroom, students were not just manipulating cards—they were constructing meaning collaboratively, negotiating rules, explaining grammar to peers, and synthesizing their understanding in real time. These forms of engagement reflect higher-order thinking and demonstrate a shift from rote-based to meaning-based grammar instruction.[22] What is particularly striking is how even students previously categorized as "passive" became notably active when placed in a participatory setting. This behavioral transformation cannot be separated from the design of the learning activities, which provided a low-anxiety, collaborative environment conducive to risk-taking and exploration, two key factors in effective second language acquisition.[23]

The results of this study also highlight a noteworthy phenomenon: the flattening of performance gaps across student ability levels. The posttest results revealed that all students met or exceeded the minimum passing criteria, with a relatively narrow spread of scores. This suggests that the card sort model can serve as a pedagogical equalizer, enabling students of varying academic backgrounds to access the content equitably. From the perspective of differentiated instruction, this outcome is highly desirable. It implies that when learning is contextualized, and collaborative, students are better able to bridge cognitive gaps and meet shared learning goals.[24]

Nonetheless, it is important to acknowledge certain limitations. While the results are promising, they pertain to a single grammatical topic (fiʿl al-amr) and a specific school setting. Therefore, further research should explore whether similar gains can be replicated across other qawāʿid materials, particularly those involving more complex syntactic structures or abstract morphological forms. Additionally, integrating this method into a digital environment may enhance scalability and address potential constraints such as time, space, or material availability.

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[22] Hainora Hamzah, Mohd Isa Hamzah, and Hafizhah Zulkifli, "Systematic Literature Review on the Elements of Metacognition-Based Higher Order Thinking Skills (HOTS) Teaching and Learning Modules," *Sustainability* 14, no. 2 (January 12, 2022): 813, https://doi.org/10.3390/su14020813.

[23] Rahul R. Divekar* et al., "Foreign Language Acquisition via Artificial Intelligence and Extended Reality: Design and Evaluation," *Computer Assisted Language Learning* 35, no. 9 (December 8, 2022): 2332–60, https://doi.org/10.1080/09588221.2021.1879162.

[24] Muchsinul Khuluq et al., "The Development of Reading Skill Teaching Materials Based on Prezi Artificial Intelligence," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (June 31, 2025): 327–46.

In conclusion, this study demonstrates that active learning strategies, when supported by well-designed, manipulative media such as card sort, can transform Arabic grammar instruction from a passive, memorization-heavy task into a dynamic, participatory, and cognitively rich experience. These findings not only contribute to the growing body of literature on media-assisted instruction in Arabic language education, but also provide practical implications for teachers seeking to foster deeper understanding, higher motivation, and equitable achievement among learners.

Conclusion

This study confirms that implementing an active learning model supported by card sort media significantly enhances students' learning outcomes in Arabic grammar (qawāʿid). The notable increase in average scores from pretest to posttest, along with statistically significant results, reflects the effectiveness of this approach. The method promotes direct interaction, collaboration, and active engagement, addressing students' difficulties in understanding abstract grammatical concepts. Observations also revealed high student participation across cognitive, affective, and behavioral domains.

Future research should explore the application of card sort media to more complex grammar topics and broader educational levels. Integrating digital platforms could further expand its impact and accessibility. Overall, this study contributes to the advancement of contextual, media-assisted, and participatory instructional models in Arabic language education, offering a data-driven approach to improving student achievement.

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