Improving Islamic Religious Education Learning through Sort and Paste Worksheets and Think-Pair-Share Strategy

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Abstract

The learning process of Islamic Religious Education (PAI) at the Madrasah Ibtidaiyah level is often faced with the challenge of low student engagement and the lack of learning media that is in accordance with the developmental characteristics of early grade students in Madrasah Ibtidaiyah. Many students have difficulty understanding abstract material because the learning approach is less interactive and monotonous. This study aims to explore the optimization of Islamic Religious Education (PAI) learning through the use of Sort and Paste Worksheet developed with the Dick and Carey learning design model and activated in a cooperative learning strategy of Think-Pair-Share type. This collaboration between media and methods is designed to improve the competence of grade 2 students at MI Sayyid Abdurrahman I. This study used a descriptive qualitative approach with a field research method to investigate the implementation of the media in the learning process. Data were collected through in-depth interviews with PAI teachers, direct observation of learning activities in the classroom, as well as analysis of documents and student work. The results showed that the use of Sort and Paste Worksheet significantly improved students' learning experience through increased active engagement, retention of material understanding, and development of fine motor skills. In addition, this method also aroused students' enthusiasm for PAI subjects, making them more interesting and contextualized. Thus, this study concludes that integrating Sort and Paste Worksheet into cooperative learning strategies greatly facilitates the implementation of the scientific approach through the stages of observing, questioning, trying, reasoning, and is effective for optimizing PAI learning, especially in building a strong religious foundation for early grade students in Madrasah Ibtidaiyah.

Keywords: *Sort and Paste Worksheet, Think-Pair-Share, Student competencies, Madrasah Ibtidaiyah, Learning media*

Abstrak

Proses pembelajaran Pendidikan Agama Islam (PAI) di tingkat Madrasah Ibtidaiyah sering kali dihadapi pada tantangan rendahnya keterlibatan siswa dan kurangnya media pembelajaran yang sesuai dengan karakteristik perkembangan siswa kelas awal di Madrasah Ibtidaiyah. Banyak siswa mengalami kesulitan memahami materi abstrak karena pendekatan pembelajaran yang kurang interaktif dan monoton. Penelitian ini bertujuan untuk mengeksplorasi optimalisasi pembelajaran Pendidikan Agama Islam (PAI) melalui penggunaan *Sort and Paste Worksheet* yang dikembangkan dengan model desain pembelajaran Dick and Carey serta diaktifkan dalam strategi pembelajaran kooperatif tipe *Think-Pair-Share*. Kolaborasi antara media dan metode ini dirancang untuk meningkatkan kompetensi siswa kelas 2 di MI Sayyid Abdurrahman I. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode penelitian lapangan untuk menginvestigasi implementasi media tersebut dalam proses pembelajaran. Data dikumpulkan melalui wawancara mendalam dengan guru PAI, observasi langsung aktivitas pembelajaran di kelas, serta analisis terhadap dokumen dan hasil kerja siswa. Hasil penelitian menunjukkan bahwa penggunaan *Sort and Paste Worksheet* secara signifikan mampu

meningkatkan pengalaman belajar siswa melalui peningkatan keterlibatan aktif, retensi pemahaman materi, serta pengembangan keterampilan motorik halus. Selain itu, metode ini juga membangkitkan antusiasme siswa terhadap mata pelajaran PAI, menjadikannya lebih menarik dan kontekstual. Dengan demikian, penelitian ini menyimpulkan bahwa pengintegrasian *Sort and Paste Worksheet* ke dalam strategi pembelajaran kooperatif sangat memudahkan pelaksanaan pendekatan saintifik melalui tahapan mengamati, menanya, mencoba, menalar, dan efektif untuk mengoptimalkan pembelajaran PAI, khususnya dalam membangun landasan keagamaan yang kuat bagi siswa kelas awal di Madrasah Ibtidaiyah.

Kata Kunci: *Sort and Paste Worksheet*, *Think-Pair-Share*, Kompetensi siswa, Madrasah Ibtidaiyah, Media pembelajaran

Introduction

Islamic Religious Education (PAI) learning at the Madrasah Ibtidaiyah level is often faced with various challenges that affect the effectiveness of the teaching and learning process (Setiawan 2024). One of the main problems is the low involvement of students in the learning process, which can hinder their understanding of religious concepts that tend to be abstract (Martin and Borup 2022). The lack of learning media that is in accordance with the developmental characteristics of early grade students in Madrasah Ibtidaiyah is a factor that weakens this situation (Baharun and Mukarramah 2023). Many learning approaches are conventional, which do not fully facilitate students' active involvement, especially for early grade students who use more interactive and fun methods (Fink, Davis, and Arend 2023).

These challenges require innovative pedagogical solutions that can enhance the PAI learning experience. A new approach with significant potential is the integration of hands-on interactive learning media such as Sort and Paste Worksheets combined with collaborative learning strategies such as Think-Pair-Share (Bean and Melzer 2021). This combined approach offers students a more engaging learning experience while facilitating a deeper understanding of abstract Islamic concepts (Lubis 2023). The Sort and Paste Worksheet provides tactile learning opportunities, allowing students to physically manipulate and organize concepts, while the Think-Pair-Share strategy enhances collaborative meaning-making through structured peer interaction (Lyman, Tredway, and Purser 2023).

Empirical evidence increasingly supports the efficacy of interactive and collaborative learning approaches in the context of religious education. Syafira (2024) showed that visual-based learning media significantly improved PAI learning outcomes among Madrasah Ibtidaiyah students (Syafira et al. 2024). Similarly, Shukri & Toran (2025) found that learning activities that incorporate physical manipulation and motor skills are particularly effective for students aged 8-9 years, who according to Piaget's developmental theory, are at the concrete operational stage where hands-on learning experiences are essential for conceptual understanding (Shukri and Toran 2025). Despite this promising evidence, research specifically examining the integration of Active and Collaborative Learning in PAI through Sort and Paste Worksheets and Think-Pair-Share Strategy in madrasah ibtidaiyah is still very limited (Aisma 2024).

This study aims to address that research gap by investigating the application and impact of combining Sort and Paste Worksheets with Think-Pair-Share strategy in Islamic Education learning for second grade students at MI Sayyid Abdurrahman I. While previous research has

explored various applications of interactive media in Islamic education, there has been no research specifically examining how this particular approach can be systematically integrated to improve religious understanding and competence of early primary school students. While previous research has explored various applications of interactive media in Islamic education, no research has specifically examined how this particular approach can be systematically integrated to improve early primary school students' religious understanding and competence.

This research makes an important contribution to the development of Islamic Religious Education (PAI) learning by examining how the combination of tactile-based learning materials and structured collaborative activities can effectively support the process of religious education for children. The main focus of this research lies on the following two research questions: (1) How can Sort and Paste Worksheets be effectively applied together with the Think-Pair-Share strategy in PAI learning for second grade students at MI Sayyid Abdurrahman I? (2) What is the impact of using Sort and Paste Worksheet on students' competence in PAI learning?.

By answering these questions, this study aims to provide evidence-based insights into the application of Sort and Paste worksheets in combination with the Think-Pair-Share strategy, as well as its impact on students' competence in learning PAI. The findings are expected to enrich more effective teaching practices at the basic education level, especially in the context for early grade students in Madrasah Ibtidaiyah, as well as contribute to the development of active learning approaches in Islamic education.

Research Method

This study used a descriptive qualitative approach with a field research design. The qualitative approach was chosen to explore and gain an in-depth understanding of the phenomenon of learning Islamic Religious Education (PAI) through the integration of Sort and Paste Worksheets and Think-Pair-Share strategies in grade 2 at MI Sayyid Abdurrahman I, located in Perak District, Jombang Regency, East Java. This research location was chosen because MI Sayyid Abdurrahman I has used Sort and Paste Worksheets in Islamic Education learning, although its use is still limited and no in-depth study has been conducted on its systematic application and its effect on students' learning process and outcomes.

The participants in this study consisted of Islamic Religious Education teachers and grade 2 students of MI Sayyid Abdurrahman I. The Islamic Religious Education teacher was chosen as the main data source because she has direct experience in designing and implementing the learning method. Meanwhile, grade 2 students became supporting participants to observe their involvement and understanding during the learning process. The selection of participants was done purposively, which is based on certain considerations that are in accordance with the research objectives (Saat and Mania 2020).

Data were collected through in-depth interviews with PAI teachers, direct observation during the learning process, and documentation of student work using Sort and Paste Worksheet. The data were analyzed using thematic analysis techniques, which included the process of data reduction, data presentation, and conclusion drawing (Saldana 2014). Data validity was ensured through triangulation of sources and techniques, and confirmed through member checks with participants (Mulyana et al. 2024).

Result And Discussion

The results of this study are organized into four main themes that reflect the key findings relating to Promoting Active and Collaborative Learning in PAI Sort and Paste Worksheets and Think-Pair-Share Strategy.

A. Sort and Paste Worksheet Strategy with Think-Pair-Share in PAI Learning

Sort and Paste Worksheet is an interactive worksheet that combines the activities of grouping and pasting pieces of information such as pictures, words, or sentences into the appropriate categories (Baer 2021). This media is designed to actively involve students, both cognitively and motorically, so it is suitable for use at the Madrasah Ibtidaiyah level, especially grade 2 students who are at the concrete operational stage of development (Halim 2024). In learning Islamic Religious Education (PAI), this LKS is used to facilitate the understanding of religious concepts visually and contextually (Sholiha et al. 2024).

The integration of the Sort and Paste Worksheet with the Think Pair Share (TPS) learning strategy shows great potential in improving the engagement and understanding of grade 2 students at MI Sayyid Abdurrahman I (Ganatra et al. 2021). Through classroom observations and interviews with teachers, it is seen that students are more actively participating in learning activities, both when working individually, discussing in pairs, and when sharing work with classmates (Lin et al. 2022). Activities that involve the process of thinking, discussing and expressing opinions not only help students understand the material more deeply, but also encourage them to be more confident, socially involved, and practice fine motor skills such as cutting and pasting LKS pieces (Yadav n.d.).

The combination of physical activity and social interaction in the TPS strategy also allows students to reflect on their understanding gradually (García-Castejón et al. 2021). In practice, students appear more focused and enthusiastic in completing tasks, and more easily remember religious concepts because they are presented concretely and contextually through LKS (Kasim, Yusoff, and Mansor 2021). This indicates that this approach has contributed to the improvement of students' cognitive and affective competencies, although the level of success is still influenced by individual characteristics and support from teachers during the learning process (López-Martín et al. 2023).

During the worksheet activity, students first observe the images or text components individually (think), then work in pairs to cut, group and paste the pieces into the correct categories (pair), and finally present or discuss their work with the whole class (share) (Apriyanti and Ayu 2020). This method encourages active engagement, promotes peer learning, and helps solidify understanding through verbal articulation and motor activity (Millis 2023).

The integration of Sort and Paste Worksheets with the TPS strategy not only improves students' cognitive competence, but also enhances their learning experience through (Tarigan 2022):

1. Active engagement: Each student participates in hands-on and reflective discussion activities (Huang et al. 2024).
2. Retention of material: Visual and kinesthetic tasks combined with discussions deepen recall and understanding (Simamora et al. 2025).
3. Fine motor skill development: Activities such as cutting, arranging and pasting support eye-hand coordination and motor precision (Bondi et al. 2022).

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The implementation of Sort and Paste Worksheet in PAI learning in grade 2 MI Sayyid Abdurrahman I adopts the Dick and Carey instructional design model which consists of ten systematic stages (Octaviana and Sutomo 2022). Here is the application:

1. Production of Learning Objectives: At the initial stage, the teacher identifies the PAI learning objectives to be achieved, for example, on the material of the pillars of Islam, the goal is that students are able to identify and explain the five pillars of Islam correctly.

2. Instructional Analysis: The teacher analyzes the skills and knowledge that students need to master, such as understanding the concept of the pillars of Islam, the ability to identify worship practices, and the ability to classify information.

3. Analysis of Student Characteristics: Teachers consider the cognitive and motor development level of grade 2 MI students who are still at the concrete operational stage and require learning that involves physical activity.

4. Formulate Performance Objectives: Objectives are formulated specifically, e.g. "Students can match the picture with the correct description of the pillars of Islam on the worksheet with an accuracy rate of at least 80%."

5. Assessment Instrument Development: The teacher develops an assessment rubric to reflect the students' work on the Sort and Paste Worksheet, including grouping, neatness, and ability to explain the work.

6. Learning Strategy Development: Teachers choose activity-based learning strategy with the main media of Sort and Paste worksheet and integrate Think Pair Share strategy to encourage cooperation and discussion among students.

7. Development and Selection of Teaching Materials: At this stage, the teacher Sort and Paste Worksheet with pictures representing the five pillars of Islam that students have to cut and paste on the corresponding columns. The open materials are designed with attention to visual appeal and clarity of instructions.

8. Design and Implementation of Formative Evaluation: The implementation of the worksheets was done through several stages:
   a) Introduction of the worksheets to students with simple language and hands-on examples
   b) Implementation using Think Pair Share, where students are given about 20-30 minutes to complete the worksheet, either individually or in groups
   c) Reflection and discussion sessions to interpret the results of the work

9. Learning Revision: Based on the evaluation results, the teacher makes adjustments to the worksheet, such as clarifying instructions for students who have difficulty or completeness of tasks.

10. Summative Evaluation: A final assessment is conducted to measure the effectiveness of the learning, covering the understanding of the concept of the pillars of Islam and the skill of classifying information.

Based on the results of observations, the application of LKS combined with the Think Pair Share strategy using the Dick and Carey approach is quite effective. The advantages of this model can be seen from the systematic learning stages and suitability to the developmental needs of students (Sabri and Abdul 2020). Students showed high enthusiasm and interest and were actively involved in the learning process. Some students did need

additional help, especially in understanding instructions or sequencing pictures, but overall the activity encouraged active participation, improved retention, and supported collaborative interaction and motor skill development.

Students showed great enthusiasm and interest and were actively involved in the learning process. Some students did need additional help, especially in understanding the instructions or putting the pictures in order, but overall the activity encouraged active participation and increased interaction in the classroom. Dick and Carey's systematic approach helped to ensure alignment between learning objectives, activities and assessment in the implementation of Sort and Paste Worksheet for PAI learning.

B. Sort and Paste Worksheet Design and Content

In designing learning media for elementary school students, especially grade 2 of Madrasah Ibtidaiyah, a fun and visual approach is very important so that the subject matter can be received optimally (Wasito, Al ma'ruf, and Rahmawati 2022). Children aged 7-11 years are at the concrete operational stage of development according to Piaget's theory, where they more easily understand information conveyed through visual, manipulative, and experiential media (Robert E. Slavin 2012). Therefore, using Sort and Paste Worksheet is the right choice because it can combine visual, motor, and concept elements in one integrated activity (Romiszowski 2024).

The design and content of this worksheet refers to the principles of instructional design proposed by Heinich et al. (2002), which states that good learning media must meet the requirements of content relevance, visual appeal, and clarity of instruction (Lim and Kamin 2023). In the context of Grade 2 PAI learning, there are three main aspects that are considered in the preparation of this LKS:

1. Attractive Visual Aspects

   The use of bright colors and illustrations that are familiar to students, such as pictures of mosques, children praying, or icons of the pillars of Islam, help to increase students' attention and interest in learning. According to Mayer's theory of Multimedia Learning, relevant visuals can strengthen long-term memory and improve concept retention. (Mayer 2002). Good visuals not only enhance the display, but also serve as a link between abstract concepts and students' real-life experiences.

2. Simple and Clear Instructions

   The instructions in the worksheet are designed with short sentences and use vocabulary that is in line with the language abilities of grade 2 students. This aspect is in line with Vygotsky's theory of zone of proximal development (ZPD), where instructions that are within the range of students' abilities will be easier to understand and carry out with minimal assistance (Vygotsky 1978).

3. Conformity with PAI Curriculum

   The content worksheets are organized based on the Basic Competencies in the Grade 2 Madrasah Ibtidaiyah Islamic Education Curriculum. Materials such as the pillars of Islam, daily manners, and basic worship are packaged in a format that allows students to group sentences and paste pictures or pieces into the appropriate columns. This activity not only

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trains conceptual understanding, but also supports the development of logical thinking and fine motor skills (Piaget 2013).

Information about this design was obtained from an interview with Ustadzah Mei, a grade 2 PAI teacher at MI Sayyid Abdurrahman I, who said that this approach really helps students understand the material in a more concrete and fun way. She emphasized the importance of adjusting learning media to the characteristics of early childhood students so that the learning process is effective and meaningful.

Some types of Sort and Paste Worksheet used in PAI learning in grade 2 MI Sayyid Abdurrahman I include:

1. Classification worksheet (grouping pictures or words related to certain PAI concepts, such as separating examples of praiseworthy and despicable behavior)
2. Installation worksheet (matching pictures with names or definitions of PAI concepts, such as matching the names of prophets with their miracles)
3. Sequence worksheet (arranging pictures or sentences in the correct order, such as the sequence of prayer movements)
4. Puzzle worksheet (arranging pieces of pictures or Quranic verses that have been cut into pieces into a whole unit)

In the daily prayer memorization material, the worksheets are designed in such a way that students can relate the prayer pieces to real situations in their lives. Each prayer piece is separated and should be attached to the corresponding activity picture. For example, a prayer before eating is paired with an illustration of a child eating. This approach aims to help students understand the context of the time and situation when the prayers are recited, while strengthening their memory through visual association and motor activity (Sprenger 2008).

Document analysis also shows that the Sort and Paste Worksheet used has varying levels of difficulty and is adapted to the development of students' competencies over time.

C. The Impact of Using Sort and Paste Worksheet on Student Competence

Based on the results of interviews with Ustadzah Mei and classroom observations, the use of Sort and Paste Worksheet in PAI learning has a positive impact on the development of student competencies.

First, the understanding of PAI concepts increases because students can understand the relationship between religious concepts concretely through Sort And Paste activities. This is in accordance with Jean Piaget's cognitive development theory, which states that children aged 7-11 years are at the concrete operational stage, where they more easily understand abstract concepts if presented in visual and manipulative forms (Piaget 2013). This approach is also supported by the Discovery Learning theory (Bruner), which emphasizes that understanding is stronger when students are actively involved in discovering knowledge through three stages of representation: enactive (action), iconic (visual), and symbolic (language) (Bruner 1973).

Secondly, students' memory is improved because this activity involves various senses of sight, touch, and movement that facilitate the process of storing information in long-term memory. This is in line with the Multimodal Learning theory (Mayer), which shows that

information is easier to remember if it is conveyed through a combination of verbal, visual, and kinesthetic (Mayer 2002).

Third, this activity also helps develop students' fine motor skills. Activities such as cutting, holding, and pasting train hand-eye coordination which is important in early childhood development (Rosalianisa, Purwoko, and Nurchayati 2023). This is in line with the Montessori learning approach, which emphasizes the importance of practical activities and hands-on experiences to support children's sensorimotor development and independence (Lillard 2016).

Fourth, the use of this LKS increases student motivation and involvement because it is presented in an interesting and interactive way (Kusnadi and Azzahra 2024). Students feel happy and more active in the lesson. This can be explained by the Self-Determination theory (Deci & Ryan), which emphasizes the importance of intrinsic motivation (Hamzah 2020), and the Active Learning approach (Bonwell & Eison) which encourages understanding through active participation (Choiri and Nirwana 2025).

Fifth, students' social skills develop when they work in small groups. These social interactions encourage cooperation, mutual respect, and increase self-confidence. This concept is supported by Vygotsky's sociocultural theory of the importance of the Zone of Proximal Development (ZPD) (Irshad et al. 2021), as well as Slavin's cooperative learning which is effective in improving learning outcomes and interpersonal skills (Slavin 1989).

Overall, the use of Sort and Paste Worksheet for students in grade 2 MI Sayyid Abdurrahdi grade 2 MI Sayyid Abdurrahman I not only helps understanding PAI material, but also strengthens the cognitive, affective, and psychomotor aspects of students, in accordance with the principle of education that focuses on child development.

D. Challenges and Strategies in Implementing Sort and Paste Worksheet

Although it provides many benefits, the implementation of Sort and Paste Worksheet in PAI learning also faces several challenges. Based on interviews with Ustadzah Mei and classroom observations, these challenges include:

The challenges in preparing a quality Sort and Paste Worksheet include three main things. First, the preparation process which requires time and creativity. Worksheet design, selecting the right pictures, and adjusting the level of difficulty to the ability of grade 2 students takes quite a long time (Labudasari et al. 2023). Second, the difference in students' speed in completing the task is an obstacle. Some students finish faster, while others take longer, so there needs to be an arrangement so that all students still get the maximum benefit (Hadzami and Maknun 2022). Third, limited resources such as paper, color printers, and tools such as scissors and glue, especially in printing color worksheets for all students (Çelik and Özdemir 2024).

To overcome this, collaboration between PAI teachers was conducted to share ideas and reduce the burden of preparation (Rohaeni et al. 2021). In addition, additional activities were prepared for students who completed worksheets faster, such as enrichment tasks or helping unfinished friends (Haywood and Getchell 2024). Resource use is also optimized by using waste paper to print worksheets or making reusable worksheets (Sopan Adrianto 2022).

During the Sort And Paste activity, classroom management was very flexible. Help was given to students who needed it without disturbing other students who could already work independently.

Table 1. PAI Materials and Sort and Paste Worksheet Types Used

PAI Materials	Sort and Paste Worksheet	Learning Objectives
Pillars of Islam	Classification worksheet	Students can identify and understand the five pillars of Islam
Pillars of Faith	Installation worksheet	Students can match the names of the pillars of faith with their explanations
Prayer Procedure	Sequence worksheet	Students can understand the correct sequence of prayer movements
Daily Prayer	Classification worksheet	Students can identify the prayers recited in daily activities
Asmaul Husna	Puzzle worksheet	Students can recognize and remember the names of Allah (Asmaul Husna)
Stories of Prophets and Messengers	Classification worksheet	Students can identify miracles possessed by certain prophets

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that the integration of Sort and Paste Worksheet with Think-Pair-Share cooperative learning strategy effectively optimizes Islamic Religious Education (PAI) learning in grade 2 of Madrasah Ibtidaiyah. The use of this interactive media, designed using the Dick and Carey model, proved to be able to increase students' active involvement, strengthen retention of material understanding, and develop fine motor skills through physical activities such as cutting and pasting. In addition, the collaboration between tactile media and structured discussions encouraged students to think critically, work together, and be more confident in expressing their opinions.

This approach also facilitates the implementation of the scientific approach through the stages of observing, questioning, trying, and reasoning, so that learning becomes more contextual and meaningful for students. The results showed that students became more enthusiastic and learning PAI was more interesting and relevant to their development. Thus, integrating the Sort and Paste Worksheet into the Think-Pair-Share strategy is highly recommended to build a strong religious foundation and improve students' competence at the early levels of Madrasah Ibtidaiyah.

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