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The influence of the card sort method on students' learning outcomes in fiqh class

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ABSTRACT

Background: The Card Sort method, a student-centered active learning strategy, has been widely studied for its effectiveness in improving understanding and retention of information. This study investigates the impact of the Card Sort method on the learning outcomes of Fiqh students at MI Ma'arif NU 02 Bantarbarang Purbalingga. The research aims to determine whether the implementation of this method results in significant improvements compared to traditional teaching approaches. **Methods:** This research employs a quantitative approach with a quasi-experimental design, specifically the Nonequivalent Control Group Pretest-Posttest Design. The study population consists of all sixth-grade students, with a purposive sampling technique selecting Class VI A as the experimental group and Class VI B as the control group. Data were collected through questionnaires and tests, and analyzed using simple linear regression and the Independent Sample T-Test in SPSS version 23. **Findings:** The results indicate that the Card Sort method significantly influences students' Fiqh learning outcomes. The experimental group, which used the Card Sort method, achieved an average final test score of 79.40, while the control group, which relied on conventional methods, scored 75.40. Statistical tests show a p-value of 0.000 (< 0.05), confirming the significant effect of the Card Sort method. Additionally, the T-Test results (t = 8.448 > 2.010) further support the rejection of the null hypothesis (H0), proving that the method enhances student learning outcomes. **Conclusions:** The study concludes that the Card Sort method effectively improves student learning outcomes compared to conventional methods in Fiqh education. Students in the experimental group demonstrated higher engagement, better understanding, and improved test performance. To further optimize learning outcomes, students should be encouraged to actively participate in class activities, while teachers should implement creative teaching strategies and diverse instructional media. **Novelty/Originality of this Article:** This study contributes to the field of active learning strategies in religious education, specifically in Fiqh learning, which has been less explored in previous studies.

KEYWORDS: card sort method; learning outcomes.

1. Introduction

Education is the benchmark of a nation's progress, where a developed nation is a nation that has intelligent human resources. To assess the quality of a nation's human resources in general can be seen from the quality of education. Education is a determining factor for a nation in the future (Tirtarahadja & La Sulo, 2005). The progress and decline of the nation is largely determined by the progress and decline of education in a country (Tirtahardja, 2005). Basically, education is teaching organized in schools as formal educational institutions. Quality education must be able to increase student potential so that students

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are able to face and solve the life problems they face. In this case, teachers must have extensive knowledge about effective and meaningful learning models and methods (Zaini, 2009).

The learning method is one that needs to be considered from educators (Hamdani, 2011). The quality of the method will determine the quality of learning outcomes that will be obtained. Good methods lead to good learning processes and results. Conversely, poor learning methods will cause less success in the learning process and results (Dantas, & Cunha, 2020). To overcome this problem, researchers want to use the right learning method (Radović et al., 2024). One of the learning methods is the card sort learning method. With the card sort method, it will increase student interest in learning and student enthusiasm in learning (Syaiful & Aswan, 2014). This Card Sort method aims to improve student cooperation, mutual help and responsibility in completing the tasks given through card games. The card sort method is card sorting. This method encourages collaborative learning activities (cooperation). The dominance of physical movement in the application of this method helps to liven up the classroom atmosphere in fiqh learning. So it is important for a teacher to develop innovative and creative learning methods to be able to support students to further improve their thinking skills (Silberman, 2013). So that it can improve student learning outcomes.

Fiqh in Madrasah Ibtidaiyah is one of the religious subjects that is not easy so that many students neglect it when compared to other subjects, because in the learning process the teacher only explains with the lecture method so that it makes children uncomfortable in the learning process (Irwani & Saefuddin, 2018). The existence of these realities and problems, the implementation of educational and teaching activities requires the importance of using methods in the learning process, one of the main functions of teaching methods is as a teaching aid that also influences the conditions and learning environment created by the teacher (Kerimbayev et al., 2023). Especially in the process of learning fiqh, the presence of methods has a significant meaning considering that so far the results of fiqh learning are still considered lacking (Pratiwi, 2016). Regarding the importance of using methods in Islamic learning is no stranger, because it is a means of conveying the teachings of Allah SWT. As exemplified by the Prophet Muhammad SAW in instilling religious teachings using the right method (Nurhidayati et al., 2024).

Initial observations made by researchers at MI Ma'arif NU 02 Bantarbarang found that the fiqh learning process carried out by teachers in class 6, in the process, there was less mutual interaction between educators and students who were less varied in applying learning methods, namely the lecture method. This causes students to feel bored, bored so that learning is less fun. So that students easily forget the learning that has been delivered by the educator. This can be seen from the learning outcomes of fiqh subjects that have not reached the minimum completeness criteria set by the school (Nani, 2013). The daily test scores of students reach an average of 60 not meeting the minimum completeness criteria while the school set is 65.

Researchers are interested in this topic including MI Ma'arif NU 02 Bantarbarang Purbalingga, the low learning outcomes of fiqh class VI during the fiqh learning process students look less active so that many students are still not optimal in learning in class. This is due to the lack of student response to the material taught during the learning process. So there needs to be an alternative learning method to overcome this (Armai, 2002). So that researchers will use the card sort method which is a solution to the above problems with the card sort method will increase student response more and students will be active in learning in class (Lailiyah et al., 2023). This is in line with research conducted by Saebani & Januri (2008) that fiqh lessons really need the card sort method in the learning process so that children understand fiqh material better through the use of these methods, so that teaching and learning activities will give birth to the interaction of human elements as a process in achieving learning goals. Based on this research, most of the teaching-learning process teachers only use conventional teaching methods with the lecture method, even though the lecture method will make students feel bored when learning. So the research

wants to use the card sort method at MI Ma'arif NU 02 Bantarbarang Purbalingga to increase student enthusiasm and the learning process so as to obtain the desired learning outcomes.

2. Methods

2.1 Type of research

The type of research to be used is quantitative research. Quantitative research is a type of research both data and analysis based on statistical calculations. The approach used in this research is quasi experiment (Nanda & Himawanto, 2017). A quasi experiment is a study that has a control group, but cannot function fully to control outside variables that affect the implementation of the experiment (Sugiyono, 2011). Quantitative data is in the form of numbers, or qualitative data that is scaled (scoring). Quasi experiment is a study that has a control group, but cannot function fully to control external variables that affect the implementation of the experiment.

Research design. The design used in this study was Nonequivalent control group design pretest-posttest. In this design there are two groups selected. The first group is given treatment (X) and the other group is not. The treated group is called the experimental group and the untreated group is called the control group. In detail the research design can be seen in Table 1.

Table 1. Research design nonequivalent control group design

Group	Pretest	Treatment	Posttest
Experiment	01	X	02
Control	03	-	04

The following description outlines the variables used in the study: X represents Fiqh learning using the card sort method, while - indicates Fiqh learning conducted without using the card sort method. In addition, O13 refers to the pretest or initial assessment given before the learning process, and O24 indicates the posttest or final assessment conducted after the completion of learning activities. Research on the effect of card sort method on student learning outcomes in fiqh subjects at MI Ma'arif NU 02 Bantarbarang Purbalingga. It was chosen as a research site because of its strategic location, close to the highway, and easy to reach. In addition, there has never been anyone researching using the card sort method. For the time this research will be conducted on November 1 to December 28, 2022.

2.2 Population and sample

According to Suharsimi Arikunto, population is the whole object of a study that will be studied (Arikunto, 2010). Therefore, the population is all students who are the target of research, namely grade VI A, and VI B students at MI Ma'arif NU 02 Bantarbarang Purbalingga. The number of students in class VI A was 25 students, and the number of students in class VI B was 25 students. The total number of students VI A and VI B is 50 students. The sample is part of the population that will be used as a research subject where the results will represent the population as a whole. The sampling technique in this study is based on the theory of sampling according to Arikunto which states that if the research subjects number less than 100 people, then all should be taken (Arikunto, 2010). For this research sampling was determined by purposive sampling technique, which is a sampling technique with certain considerations (Sugiyono, 2011). So in this study researchers took a sample of 50 students.

2.3 Data sources and research variables

Primary data is the acquisition of data directly from the research source in the form of a questionnaire to obtain clear and valid data. Researchers distributed questionnaires to MI

Ma'arif NU 02 Bantarbarang students. Secondary data is the acquisition of data indirectly such as relevant literature studies on the subject matter. Researchers conducted secondary data collection including theses, journals, articles, books, the internet, and other records. Researchers in this study collected secondary data obtained in the form of data.

Independent variables (free) are variables that affect or cause changes or the emergence of dependent variables (bound). In this study, the independent variable is the card sort method. Learning indicators using the card sort method are card pieces, thinking, playing while learning, encouraging, all students are involved in activities, grouping, cooperating, finding pairs that match the cards held, and presenting according to the material obtained. The dependent variable (bound) is the variable that is influenced or that becomes the result, because of the independent variable. In this study, the dependent variable is student learning outcomes. Indicators of fiqh learning outcomes are obtained from the odd semester daily test learning results of fiqh subjects MI Ma'arif NU 02 Bantarbarang Purbalingga.

2.4 Data collection methods and research instruments

The data collection method is a way of collecting the data needed to answer the problem formulation in the research. Observation as a data collection tool is used to measure individual behavior or the process of occurrence of an activity that can be observed both in actual situations and in artificial situations. Questionnaires in this study were used to obtain data on student learning outcomes in Fiqh learning using the card sort method. Questionnaires in this study were given directly to students. Documentation is a method used to obtain data and information in the form of books, archives, documents, written figures and images in the form of reports and information that can support research (Hartono, 2010). Tests are a series of questions or exercises used to measure knowledge, abilities, intelligence, skills. owned by individuals or groups. Tests are used to determine the extent to which students master learning materials. This is done to obtain accurate data on students' ability to understand Fiqh learning with the card sort method.

In quantitative research, researchers will use research instruments to obtain the necessary data. This research instrument is used to set the value of the variables that the research will use. The number of research instruments depends on the number of research variables. In this study, there are two variables, namely the card sort method variable and the student learning outcomes variable. In this study, the instruments used were test instruments used to obtain learning outcomes data and questionnaires for card sort method data in experimental and control classes. Thus, there will be two research instruments. The independent variable in this study will be measured using a questionnaire instrument with a Likert Scale with a total of 22 statements. Indicators of the card sort method can be seen in Table 2.

Table 2. Indicators of card sort method

Variables research	Aspects	Indicator	Test item
Methods card sort	Characteristics	1. Card pieces containing materials	1, 2, 14, 4,16, 4, 5
		2. Thinking/expressing memory	7, 19, 20
		3. Play while learning	6, 11
		4. Encouraging	10, 18, 21
		5. All students are engaged in the activity	8, 17
	Procedure	1. Group	10, 15
		2. Cooperate	9
		3. Search for pairs that match the cards held	3, 13
		4. Present in accordance with material that obtained	12, 22

A test is a series of stimulants given to a person for the purpose of eliciting the answers they can. It is used as the basis for finding a numerical score. Indicators of multiple-choice questions can be seen in Table 3.

Table 3. Indicator

Basic Competencies	Indicator	Test item
Analyze the provisions of halal and haram food consumed	Explanation the meaning of halal and haram food	1,4
	A table of halal food is presented and haram	2,3,5
	Mentioning that basically all creations of Allah SWT. Are halal for consumption	6
	List the kinds of halal and haram foods	7,8
	List examples of halal and haram foods	9,10
	Given Q.S Al-Maidah verse 88, determine the meaning of the verse.	12
	Examples of dishes mixed with haram ingredients, learners can determine the ruling of the food.	11
	Given an example of eating stolen food, learners can determine the ruling on eating it.	13
	Given a question, learners can state the ruling on eating the meat of livestock slaughtered without mentioning the name of Allah.	14
	Presented with a question about food that contains alcohol, learners can mention the law eat it	15
	Presented with questions, learners can name the institutions authorized to provide halal certificates for food and beverages.	17
	Given a question, learners can mention the reasons why the prohibition of consuming drugs	16
	Given a question, learners can mention the consequences of eating haram food.	18,19
	Given a question, learners can mention the wisdom of avoid halal and haram food	20

2.5 Testing the research instrument

Validity is a measuring tool used to obtain data that is truly valid/validity in a research instrument. The instrument is said to be valid if the instrument can be used to measure what is to be measured (Sudaryono et al., 2019). For example, a valid meter can be used to measure length, because the meter is indeed a tool for measuring length. But the meter can be invalid because it is used as a weight measurement tool. The test uses two sides of the significance level = 5%. to determine whether a variable is valid or not, it is determined by the criteria if the results of r-count > r-table, then the data is declared valid and can be used in research. If the results of r-count < r-table, then the data is declared invalid and cannot be used in research.

Reliability comes from the word reliability, which means the extent to which the results of a measurement can be trusted. In other words, reliability shows the consistency of a measuring device in the symptoms. A measurement result on the same group of subjects or with the same symptoms and the measurement results obtained are relatively consistent (Mohajan, 2017). Then the measuring instrument is said to be reliable. The technique for calculating the reliability of the instrument in this study is the Cronbach's Alpha method. An instrument item is said to be reliable when it has a Cronbach's Alpha value ≥ 0.6. From the two tables above, it is known that the Cronbach's Alpha coefficient value of the Card Sort questionnaire instrument is 0.859 and the fiqh test question instrument is 0.787. the results can be seen that the Cronboch's Alpha value ≥ 0.6.

Descriptive statistics are statistics used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the public (generalization) included in descriptive statistics include data presentation, calculation of

mode, median, mean, calculation of deciles, percentiles, calculation of data distribution through calculation of average, and standard deviation, calculation of percentage calculation. Inferential statistics are statistical techniques used to analyze sample data and the results are applied to the population (Gunawan, 2015). Before doing inferential statistics, an assumption test must be carried out first. The assumption tests carried out are normality tests, and homogeneity tests.

3. Results and Discussion

3.1 Results of pretest and posttest data analysis of experimental class questionnaires

Researchers have conducted research in the field using instruments that have been valid and reliable, namely the instrument variable card sort method consists of 22 statements with a scoring technique of 5 for answers strongly agree to strongly disagree. As for the fiqh learning outcomes variable instrument, it consists of 20 questions. The instrument has been tested on 50 respondents who are students of MI Ma'arif NU 02 Bantarbarang. Research data on the card sort method was taken using a Likert scale given to students at MI Ma'arif NU 02 Bantarbarang Purbalingga. There are 22 questions on the Likert scale of the card sort method which consists of strongly agree, agree, moderately agree, strongly disagree. The subjects in this study were 50 students consisting of 25 6th grade A students and 25 6th grade B students. The frequency distribution table for the card sort method variable in the experimental class can be seen in Table 4.

Table 4. Frequency distribution of pretest questionnaire of card sort method

Interval		Frequency	Presentation
70	74	2	8%
75	79	2	8%
80	84	4	16%
85	89	8	32%
90	94	7	28%
95	99	2	8%
Total		25	100%

From the table above, it can be seen that for out of 25 respondents, 2 people or 8% of respondents get results between the ranges 70-74, 2 people or 8% of respondents get results between the ranges 75-69, 4 people or 16% of respondents get results between 80-84, 8 people or 32% of respondents get results between 85-89, 7 people or 28% of respondents get results between 90-94, and 2 people or 8% of respondents get results between 95-99. thus, it can be said that the most respondents get results between 85-89. The pretest categorization in the experimental class can be seen in Table 5.

Table 5. Categorization of pretest in experimental class

Category Formula	Interval	Frequency	Percentage	Category
X<(μ-1.0σ)	X<80	4	16%	Low
(μ-1.0σ)≤X(μ+1,0σ)	80≤X93	18	72%	Medium
(μ+1.0σ)≤X	93≤X	3	12%	High
Total		25	100%	

From the table above, it is known that of the 25 respondents, 16% or 4 respondents had a score on the card sort method questionnaire pretest below 80 or could be categorized as having low card sort method questionnaire results. Then 72% or 18 respondents among them have a pretest value of the card sort method questionnaire between 80 to 93 so that they are categorized as respondents who have a moderate card sort method questionnaire value, and 12% or 3 respondents among them have a card sort method questionnaire value of more than 93, meaning that the respondent is categorized as having a high card sort method value. From the description above, it can be concluded that of the 25 respondents

tested most or the majority have a moderate card sort method questionnaire score. The results of the Card Sort method questionnaire post-test in the experimental class can be seen in Table 6.

Table 6. Descriptive data of post test questionnaire of card sort method

Statistics	Value
Sample Quantity	25
Highest Score	98
Lowest Score	75
Range	23
Mode	89
Median	90.00
Average	90.04
Standard Deviation	5.834
Variance	34.040
Total Score	2251

Based on the data above, the average value of the questionnaire score of the card sort method after using the card sort method is 90.04 and the standard deviation is 5.834. If the scores of the card sort method questionnaire results are grouped into 3 categorizations, a description of the frequency of values, percentage, and categorization of the card sort method questionnaire scores is obtained in Table 7.

Table 7. Post test categorization in experimental class

Category Formula	Interval	Frequency	Presentation	Categorization
X(μ-1.0σ)	X<84	5	20%	Low
(μ-1.0σ)≤X(μ+1,0σ)	84≤X96	16	64%	Medium
(μ+1.0σ)≤X	96≤X	4	16%	High
Score		25	100%	

Based on the results of the research conducted, the data obtained as listed in the table with respect to 25 respondents, 5 respondents (20%) were in the low category, 16 respondents (64%) were in the medium category, and 4 respondents (16%) were in the high category. From the description above, it can be concluded that of the 25 respondents tested most or the majority had a questionnaire score on the moderate card sort method.

3.2 Results of pretest and posttest data analysis of control class

The frequency description table of the control class pretest questionnaire can be seen in Table 8. From the table below, it can be seen that for out of 25 respondents, 3 people (12%) respondents get results between the ranges of 56-62, 1 person (4%) respondents get results between the ranges of 63-69, 2 people (8%) respondents get results 70-76, 5 people (20%) respondents get results between 77-83, 8 people (32%) respondents get results between 84-90, and 6 people (24%) respondents get results between 91-97. Thus, it can be said that most respondents get results between 84-90.

Table 8. Frequency description of control class pretest questionnaire

Interval	Frequency	Percentage
56-62	3	12%
63-69	1	4%
70-76	2	8%
77-83	5	20%
84-90	8	32%
91-97	6	24%
Total	25	100%

Descriptive data of the pretest questionnaire of the card sort method of the control class can be seen in Table 9.

Table 9. Descriptive data of pretest questionnaire of card sort method of control class

Statistics	Value
Sample Quantity	25
Highest Score	97
Lowest Score	56
Range	41
Mode	82
Median	84.00
Average	82.04
Standard Deviation	11.922
Variance	142.123
Total Score	2051

Then, researchers will categorize the data from the pretest questionnaire results of the card sort method for the control class which refers to 3 categories, namely, low, medium, and high based on the formula as below:

Table 10. Categorization of pretest questionnaire results of card sort method for control class.

Category Formula	Interval	Frequency	Percentage	Category
X(μ-1.0σ)	X<70	4	16%	Low
(μ-1.0σ)≤X<(μ+1.0σ)	70≤X<94	17	68%	Medium
(μ+1.0σ)≤X	94≤X	4	16%	High
	Total	25	100%	

Based on the results of the research conducted, the data obtained as listed in the table with respect to 25 respondents, 4 people (16%) of respondents were in the low category, 17 people (68%) of respondents were in the medium category, 4 people (16%) of respondents were in the high category. Thus, it can be concluded that of the 25 respondents tested most or the majority have a moderate card sort method questionnaire score. The results of the card sort method questionnaire post-test in the control class are as follows:

Table 11. Descriptive data of control class post-test

Statistics	Value
Sample Quantity	25
Highest Score	96
Lowest Score	68
Range	28
Mode	93
Median	91.00
Average	89.96
Standard Deviation	5.849
Variance	34.207
Total Score	2249

Then, researchers will categorize the data from the post-test questionnaire results of the control class card sort method which refers to 3 categories, namely, low, medium, and high based on the formula as below:

Table 12. Categorization of post-test results of questionnaire card sort method control class

Category Formula	Interval	Frequency	Percentage	Category
X<(μ-1.0σ)	X<84	2	8%	Low
(μ-1.0σ)≤X<(μ+1.0σ)	84≤X<96	21	84%	Medium
(μ+1.0σ)≤X	96≤X	2	8%	High
amount	25	100%	amount	

Based on the results of the research conducted, the data obtained as listed in the table with 25 respondents, 2 people (8%) were in the low category, 21 people (84%) were in the medium category, and 2 people (8%) in the high category. Thus, it can be concluded that of the 25 respondents tested most or the majority have a moderate card sort method questionnaire score.

3.3 Pretest and posttest results of students' fiqh learning for experimental and control classes

Pretest is an initial test to see the learning outcomes of fiqh students before being given treatment, the experimental class is given learning treatment using the card sort method in learning and the control class is given conventional method learning. The analysis used using SPSS version 23 software, this information is presented briefly in the following table:

Table 13. Description of pretest data for experimental and control classes

Description	Experiment Class	Control Class
N	25	25
Mean	66.00	64.20
Mode	70	80
Minimum	40	40
Maximum	85	80
Standard Deviation	16.202	14.908
Variance	262.500	222.250
Sum	1650	1605

From the table above, it can be seen that the average score of the experimental class pretest results is 66.00 with a minimum value of 40 and a maximum value of 85. While in the control class the average initial test (pretest) is 64.20 with a minimum value of 40 and a maximum value of 80. After the pretest test was carried out, the researchers gave different treatments to the two classes, namely learning using the card sort method for the experimental class (VI A) and learning with conventional methods in the control class (VI B). After giving different treatments in the learning process, the researchers conducted the same posttest as the previous pretest to see the results after giving different treatments in learning. To make it easier to see the comparison of data from the results obtained, the authors made a special table to make it easy to understand and analyze. There are also the results of the analysis of the final test data (posttest) can be seen in the table as follows:

Table 14. Description of experimental and control class posttest data

Description	Experiment Class	Control Class
N	25	25
Mean	79.40	75.40
Median	80.00	75.00
Mode	85	80
Minimum	70	65
Maximum	90	85
Standard Deviation	5.649	6.278
Variance	31.917	39.417
Sum	1985	1885

From the table above, it can be seen that the average posttest result for the control class is 75.40 with a minimum value of 65 and a maximum value of 85. while in the experimental class the average posttest is 79.40 with a minimum value of 70 and a maximum value of 90. So, it can be concluded that the average learning outcomes of control class students who are taught using conventional methods have increased with an average value of 64.20 to 75.40. while the average learning outcomes of experimental class students who are taught using the card sort method have increased significantly, namely from an average value of 66.00 to 79.40. Based on these data, it can be concluded that the increase in student learning outcomes in the experimental class is higher than the control class value.

3.4 Data normality test

Normality test is a method or method used to determine whether a group of data comes from a normally distributed population or is in a normal distribution. A normal distribution means that the distribution is symmetrical with the mode, mean and difference at the center. There are several ways that can be used to test the normality of data including kolmogorov-smirnov, chi squared, liliefors, saphiro-wilk and so on. On this occasion, researchers will use the shapiro-wilk method, where this normality test method is effective and valid for small samples. To test the normality of the data of the two variables, namely the card sort method variable and student learning outcomes, researchers used the SPSS for windows version 23 software program. The results of the normality test conducted can be seen in Table 15.

Table 15. Recapitulation of normality test data for card sort method

Class		Total Students	Counter	α	Description
Experiment	Pretest	25	0.431	0.05	Normal
	Posttest	25	0.197	0.05	Normal
Control	Pretest	25	0.213	0.05	Normal
	Posttest	25	0.394	0.05	Normal

From the calculation of the pretest data table in the experimental class and control class through the help of the SPSS version 23 software program above, it shows the acquisition in the experimental class L-count = 0.431>0.05. Meanwhile, the control class obtained L-count = 0.213>0.05. Based on the acquisition of these data, both the experimental class and the control class have normally distributed data. Then for the acquisition of data on the posttest in the experimental class obtained L-count = 0.197>0.05. Meanwhile, the control class obtained L-count = 0.394> 0.05. So it can be concluded that the acquisition of posttest data in both classes, namely the experimental class and the control class, is normally distributed. Recapitulation of normality test data for fiqh questions can be seen in Table 16.

Table 16. Recapitulation of normality test data for fiqh questions

Class		Total Students	Counter	α	Description
Experiment	Pretest	25	0.124	0.05	Normal
	Posttest	25	0.257	0.05	Normal
Control	Pretest	25	0.101	0.05	Normal
	Posttest	25	0.147	0.05	Normal

From the calculation of the pretest data table of the experimental class and control class through the help of the SPSS version 23 software program above, the experimental class obtained L-count = 0.124>0.05. While in the control class obtained L-count = 0.101>0.05. Based on these data calculations, it can be concluded that the results of the pretest scores of the experimental and control classes have normally distributed data. Furthermore, the acquisition of posttest data for experimental and control classes. For the experimental class obtained data L-count = 0.101>0.05 and for the control class obtained L-count = 0.147>0.05. Based on the acquisition of these data, it can be concluded that the posttest scores of the experimental class and control class have normally distributed data.

3.5 Data homogeneity test

To find out whether the data from the two groups that researchers did were homogeneous or not, a homogeneity test was conducted. In the homogeneity test, researchers used the help of the SPSS for windows version 23 software program as Table 17.

Table 17. Questionnaire data for card sort method

Levene Statistic	df1	df2	Sig.
0.659	1	48	0.421

From the table above, the data obtained with the significance level of the posttest value of the experimental class and control class is 0.421. Based on the homogeneity test requirements, the significance level>0.05 indicates that the two variants of the experimental class and control class values are similar or homogeneous. Data on student learning outcomes can be seen in Table 18.

Table 18. Data on student learning outcomes

Levene Statistic	df1	df2	Sig.
1.048	1	48	0.311

From the table above, the data obtained with the significance level of the experimental and control class posttest values is 0.311. Based on the homogeneity test requirements, the significance level is >0.05. So it can be said that the posttest value of the experimental and control classes is 0.311> from 0.05 so it can be concluded that the two variants of the experimental and control class values are similar or homogeneous.

3.6 Simple linear regression test

The first step in the simple regression test is to create a simple regression equation. To formulate a simple regression equation we can look at the regression test table above. From the table we can determine the data including: $a = a$ constant number derived from the unstandardized coefficient table. In this study, the value of a is 31.699. this number is a number that shows when variable X is 0 then the constant for variable Y is 31.699. in this case, this number means that when the value of the card sort method variable (X) is 0 or if there is no card sort method, then the consistent value of student learning outcomes (Y) is 31.699, b = regression coefficient number. The value of b in the table above is 0.600. This figure means that for every 1% increase in the card sort method (X), student learning outcomes (Y) will increase by 0.600. From the above calculation, we see that the regression coefficient value is positive. This means that the card sort method (X) has a positive influence on student learning outcomes (Y). Thus, the simple regression equation in this study is: $Y = 31.699 + 0.600X$

Table 19. Simple linear regression test data

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.699	5.439		5.828	0.000
	Methods Card Sort	0.600	0.071	0.773	8.448	0.000

a. Dependent Variable: Student Learning Outcomes

The basis for decision making in the simple linear regression test is to see the sig value (p-value) (Suyono, 2019). If the value (p-value) is smaller than the significance level, α=0.05, it can be said that the two variables have a correlation or relationship. From the table it can be seen that the sig. (p-value) value of 0.000 is smaller than the significant level, namely α=0.05. This means that the card sort method variable (X) affects the student learning outcomes variable (Y).

3.7 T-test of student learning outcomes in fiqh subjects in experimental and control classes

To find out whether there is a significant difference or not in the results of the acquisition of experimental and control class data, a t-test is carried out. With the hypothesis used in this test as follows:

H0: There is no difference in the learning outcomes of fiqh students who use the card sort method in the learning process with the learning outcomes of fiqh students who use conventional methods.

Ha: There is a difference in the learning outcomes of students of fiqh subjects who use the card sort method in the learning process with the learning outcomes of students of fiqh subjects who use conventional methods.

Based on the data from the independent samples t-test of student learning outcomes, the df value is 48 so that based on a significant level of 5%, the ttable value is 2.010. With the acquisition of a Sig. value of 0.000<0.05 and a tcount of 8.448 greater than the ttable 2.010 (8.448>2.010), it can be concluded that H0 is rejected, namely stating "*there is a difference in the learning outcomes of fiqh subject students who use the card sort method higher than the learning outcomes of fiqh subject students who use conventional methods*". So it can be concluded that the use of the card sort method during learning is more suitable so that it can improve student learning outcomes, this is evidenced by a significant increase.

Table 20. Independent samples t-test data

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.699	5.439		5.828	0.000
	Card Sort Method	0.600	0.071	0.773	8.448	0.000

a. Dependent Variable: Student Learning Outcomes

3.8 Discussion

Based on research conducted in order to determine whether there is a variable effect of card sort method on student learning outcomes on fiqh learning material halal and haram food class VI MI Ma'arif NU 02 Bantarbarang Purbalingga. In this study using 2 classes, namely the experimental class and the control class, for the experimental class, VI A, was given special treatment, namely the application of the card sort method while the control class, VI B, only used conventional methods (lectures). From the research that has been done, the results show that the average value for the card sort method variable in the experimental class before getting treatment is 86.6 and after getting special treatment the average value is 90.04 based on the categorization formula is included in the moderate category. While in the control class which only applies conventional methods, the pretest average value is 82.04 with a moderate category. And the average value of the post-test questionnaire in the control class is 89.96, including in the moderate category. Then in the normality test, it is known that the results of the SPSS calculation show that the sig. (p-value) of the card sort method variable in the experimental class is 0.197 while for the control class it is 0.562, the value is greater than the significance value of 0.05 so it is said that both classes are normally distributed. As for the homogeneity test on the card sort method questionnaire with a significance of 0.421>0.05 that the two variants of class values are similar or homogeneous.

Analysis of the data acquisition of fiqh learning outcomes in class VI is known SPSS calculations show that the sig value. (p-value) experiment in the normality test with sig. 0.257 while for the control class is 0.147 the value of the two classes greater than the significance value of 0.05 so that it is said that the two classes are normally distributed. As for the homogeneity test on the student learning outcomes variable with a significance of 0.311>0.05 so that the two variants of class values are similar or homogeneous. Then the test results were obtained in both classes, in the experimental class or those using the card sort learning method getting the highest score of 90 and the lowest score of 70 with an average of 79.40. As for the control class or class that uses conventional methods, the highest score is 85 and the lowest score is 65 with an average of 75.40. These results show

that the difference in average values does not occur by chance, but occurs because of the treatment given to the experimental and control classes.

The results of the simple linear regression test data analysis using the help of the SPSS for windows version 23 program, found the sig. (p-value) of 0.000 is smaller than the significance value, namely α=0.05. This means that it can be said that the card sort method variable (X) has an influence on student learning outcomes (Y). Drai the results of the hypothesis test that has been described. In addition, the results of the independent sample t-test test obtained t count 8.448>t-table 2.010. Therefore, the alternative hypothesis can be accepted "*there is an increase in student learning outcomes in fiqh subjects*". The results showed that the learning outcomes of students in fiqh subjects using the card sort method were higher than the learning before using the card sort method, this is in accordance with the calculations using the t test analysis. Then the H0 hypothesis is rejected and the Ha hypothesis is accepted so it can be concluded that there is a significant effect of using the card sort method on the fiqh learning outcomes of grade VI students at MI Ma'arif NU 02 Bantarbarang Purbalingga.

In the teaching and learning process in the experimental class taught using the card sort method in its implementation, students are more active and do not look bored because all students work together in discussion groups and try to explain the results of their group's work from matching card pieces and explanation cards according to the material that has been submitted (Putri et al., 2023). The purpose of sorting these cards is card sort to reveal the memory of the subject matter that students have learned. By using this method students are also more confident, eager to learn and compete to find answers. So that the learning atmosphere looks fun and not boring. Students who get treatment using the card sort learning method in the experimental class are higher than the control class who get treatment using conventional learning methods. This is because in learning the experimental class has a variety of tools or media to support the running of an effective and efficient learning process, making it easier for students to understand information in the form of material presented, the activeness of students to be involved in learning increases and they learn in a pleasant atmosphere (Walter, 2024).

Based on this research in line with previous research studies, by Fajar Sri Rahayu in the thesis with the title Effect of Active Learning Card Sort Type on Learning Outcomes of Class IV Elementary School Students *Se-Gugus* 2 Pengasih Kulon Progo District. The results showed that the social studies learning outcomes obtained by students in the group that applied active learning card sort type was higher than the social studies learning outcomes of students in the group that applied the usual learning done by teachers for grade IV students of Elementary School *Se-Gugus* 2 Pengasih District. This is evidenced from the results of the t-test with a significance level of 5% (95% confidence degree) obtained t count 2.977>t-table 1.679. Social studies learning outcomes obtained by the experimental group is higher than the learning outcomes of the control group, indicated from the mean learning outcomes obtained by the experimental group is 79.13 and the mean learning outcomes obtained by the control group is 68.80. From these calculations, it is found that active learning type card sort can affect the social studies learning outcomes of grade IV students. From the description above, it can be concluded that the research results show that the card sort method has an influence on student learning outcomes in fiqh subjects at MI Ma'arif NU 02 Bantarbarang Purbalingga.

4. Conclusions

From the results of data analysis, the average value of the final test in the experimental class was 79.40 and supported by the questionnaire results of 90.04 which were in the moderate category. while the average value of the final test of the control class was 75.40 and supported by the questionnaire results of 89.96 in the moderate category. The simple linear regression test seen from the value of the regression coefficient number in the linear regression equation is 0.600. this figure means that every 1% increase in the card sort method (X), the student learning outcomes (Y) will increase by 0.600. besides that, from the

results of the Independent Sample T-Test Test using the SPSS version 23 program, it obtained a value of 0.038<0.05. It can be concluded that there is a significant effect of using the card sort method on student learning outcomes compared to students who only use conventional methods in fiqh learning at MI Ma'arif NU 02 Bantarbarang Purbalingga.

To further improve student learning outcomes, especially fiqh subjects, it can be suggested that students must be enthusiastic and have motivation in learning, cooperate, participate, in learning in order to improve better learning outcomes and increase direct experience in everyday life. To teachers, it is hoped that all teachers will be as creative as possible to create fun learning to be able to attract the attention of students, use varied media in the learning process to improve student learning outcomes. To the next researcher, it is expected to develop this research so that the learning outcomes of students in the future will increase.

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