The Effect Of The Card Short Learning Model And Learning Styles On Learning Outcomes In Fikih Subjects

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Abstract: This study aims to empirically examine the effect of applying the Card Sort learning model and student learning styles on learning outcomes in Fiqh at MAS Al Ishlahiyah Binjai. The study uses a quantitative approach with a quasi-experimental design and a post-test only control group design. The research was conducted in the odd semester of the 2025/2026 academic year with a population of all 55 students in class X at MAS Al Ishlahiyah Binjai, using a saturated sampling technique. Class X-1 with 25 students was designated as the experimental class that was given the Card Sort learning model treatment, while class X-2 with 25 students was designated as the control class that used conventional learning. The independent variables in this study were the Card Sort learning model and student learning styles, while the dependent variable was the learning outcomes in Fiqh, which were measured through a multiple-choice cognitive test (post-test) that had been tested for validity and reliability with a reliability coefficient of 0.705. Data analysis was conducted using descriptive statistics, Kolmogorov–Smirnov normality test, variance homogeneity test (Levene Test), and hypothesis testing using Independent Sample t-test and ANOVA with a significance level of 0.05. The results showed that the average learning outcome of the experimental class was 84.32, which was higher than that of the control class, which was 71.56. The data were normally distributed and homogeneous, and the hypothesis test results showed a significance value of 0.000 (Sig. < 0.05), so it can be concluded that the Card Sort learning model and learning style had a significant effect on the learning outcomes of Fiqh subjects at MAS Al Ishlahiyah Binjai.

Keyword: Card Sort Learning Model; Learning Styles; Learning Outcomes; Fiqh; Madrasah Aliyah

Abstrak: *Penelitian ini bertujuan untuk mengkaji secara empiris pengaruh penerapan model pembelajaran Card Sort dan gaya belajar siswa terhadap hasil belajar mata pelajaran Fikih di MAS Al Ishlahiyah Binjai. Penelitian menggunakan pendekatan kuantitatif dengan jenis quasi experimental design dan desain post-test only control group design. Penelitian dilaksanakan pada semester ganjil tahun ajaran 2025/2026 dengan populasi seluruh siswa kelas X MAS Al Ishlahiyah Binjai yang berjumlah 55 siswa, menggunakan teknik sampling jenuh. Kelas X-1 sebanyak 25 siswa ditetapkan sebagai kelas eksperimen yang diberi perlakuan model pembelajaran Card Sort, sedangkan kelas X-2 sebanyak 25 siswa sebagai kelas kontrol yang menggunakan pembelajaran konvensional. Variabel bebas dalam penelitian ini adalah model pembelajaran Card Sort dan gaya belajar siswa, sedangkan variabel terikatnya adalah hasil belajar Fikih yang diukur melalui tes kognitif pilihan ganda (post-test) yang telah diuji validitas dan reliabilitasnya dengan koefisien*

reliabilitas sebesar 0,705. Analisis data dilakukan melalui statistik deskriptif, uji normalitas Kolmogorov–Smirnov, uji homogenitas varians (Levene Test), serta uji hipotesis menggunakan Independent Sample t-test dan ANOVA dengan taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa nilai rata-rata hasil belajar kelas eksperimen sebesar 84,32 lebih tinggi dibandingkan dengan kelas kontrol sebesar 71,56. Data berdistribusi normal dan homogen, serta hasil uji hipotesis menunjukkan nilai signifikansi 0,000 (Sig. < 0,05), sehingga dapat disimpulkan bahwa model pembelajaran Card Sort dan gaya belajar berpengaruh signifikan terhadap hasil belajar mata pelajaran Fikih di MAS Al Ishlahiyah Binjai.
Kata kunci : Model Pembelajaran Card Sort; Gaya Belajar; Hasil Belajar; Fikih; Madrasah Aliyah.

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Introduction

Education plays a strategic role in developing human resources capable of adapting to social, technological, and intellectual changes in the modern era. In the context of Islamic education, learning is not only oriented toward knowledge transmission but also toward shaping students' understanding, attitudes, and religious practices (Arif et al., 2025; Ayyubi et al., 2024; Azizah & Usman, 2023). Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop students' spiritual strength, self-control, intelligence, noble character, and necessary life skills. Therefore, effective instructional strategies are required to ensure meaningful learning outcomes, particularly in religious subjects such as Fiqh. (Sofiani et al., 2025; Maulana et al., 2026).

However, empirical conditions in many madrasahs indicate that Fiqh learning is still predominantly conducted using teacher-centered approaches, such as lectures and assignments (Ainiyah & Rahayu, 2023; Ainiyah & Tohari, 2021). This instructional pattern tends to limit student participation and interaction, resulting in low engagement and suboptimal learning outcomes. Previous studies have reported that passive learning environments reduce students' motivation and conceptual understanding, especially in subjects requiring analytical and contextual comprehension of Islamic law.

Facts on the ground show that Fiqh learning in many madrasas, including MAS Al Ishlahiyah Binjai, is still dominated by conventional methods such as lectures and assignments. This learning pattern tends to make students passive, less involved in the learning process, and have minimal opportunities for discussion and expressing opinions. As a result, student learning outcomes have not reached the Minimum Completion Criteria (KKM) set. This condition is in line with previous research findings, which state that teacher-centered learning has an impact on low

motivation and learning outcomes of students, especially in conceptual subjects such as Fiqh (Helmy et al., 2023).

Efforts to create meaningful Fiqh learning require the use of active learning models and methods that are able to directly involve students. One active learning method that is considered effective is the card sort method. This method encourages students to group certain information or concepts through physical activities and group discussions, thereby increasing social interaction, learning motivation, and a deeper understanding of concepts (Selvia et al., 2024). Several studies show that the application of the card sort method can increase student activity and learning outcomes in various subjects (Bardin, 2021).

In addition to learning methods, students' learning styles are also an important variable that affects learning outcomes (Hasan, 2020; Hasan & Sintasari, 2025). Each student has a different learning style, such as visual, auditory, and kinesthetic. Learning that does not take into account differences in learning styles has the potential to cause a mismatch between teacher strategies and student learning needs, thereby impacting low learning outcomes (Ashari & Mahmudah, 2025). However, in the practice of teaching Fiqh, the aspect of student learning styles is often not a primary consideration in the selection of learning methods.

Based on a review of previous studies, there are research gaps that need to be further explored. First, most studies on the card sort method still focus on improving learning activity or learning outcomes in general, without specifically examining the subject of Fiqh at the Madrasah Aliyah level. Second, studies that integrate the card sort method with the learning style variable of students are still relatively limited. Third, there has not been much research that tests the simultaneous influence of these two variables on Fiqh learning outcomes, especially in the context of private madrasahs such as MAS Al Ishlahiyah Binjai.

Therefore, this study is important to fill the gap in research. This study is expected to provide empirical evidence on the influence of the card sort learning model and learning styles on learning outcomes in Fiqh. In addition, the results of this study are expected to serve as a reference for teachers and madrasah administrators in developing more effective, meaningful, and appropriate Fiqh learning strategies for students.

Method

This study employed a quantitative approach using a quasi-experimental design with a post-test only control group design combined with a factorial analysis approach. The design was selected to examine the simultaneous effects of the Card Sort learning model and students' learning styles on Fiqh learning outcomes. (Sugiyono, 2016). he experimental class was given treatment in the form of applying the card sort learning model, while the control class used conventional learning. The

research was conducted at MAS Al Ishlahiyah Binjai in the odd semester of the 2025/2026 academic year.

The research population consisted of all 55 students in class X at MAS Al Ishlahiyah Binjai. The sampling technique used was saturated sampling, so that the entire population was used as the sample. Class X-1, consisting of 25 students, was designated as the experimental class, while class X-2, consisting of 25 students, was designated as the control class. The independent variable in this study was the card sort learning model, while the dependent variable was the students' Fiqh learning outcomes, which were measured through a multiple-choice cognitive test after the treatment (post-test).

The research instruments were tested for validity, reliability, difficulty level, and discriminating power. Validity was tested using Pearson's Product Moment correlation, while reliability was tested using Cronbach's Alpha, which produced a coefficient of 0.705 and was classified as reliable (Prasetia, 2022). Data analysis began with calculating the mean ($X = \sum X/N$) and standard deviation, followed by the Kolmogorov–Smirnov normality test and homogeneity test (F-test) as prerequisite tests. Hypothesis testing was performed using the t-test (Independent Sample t-test) with a significance level of 0.05. If the Sig. (2-tailed) value was ≤ 0.05, the alternative hypothesis was accepted, indicating that the card sort learning model had an effect on students' Fiqh learning outcomes.

Result And Discussion
Result

Tabel 1. Research Design Table

Group	Student Total	Treatment	Final Exam
Experiment Class	25	Card Sort Learning Model	Post-test
Control Class	25	Conventional Learning	Post-test

Tabel 2. Tabulation of Post-Test Score Distribution for the Experimental Class

No	Post-Test Result
1	85
2	80
3	78
4	88
5	90
6	82
7	84
8	86
9	79

10	83
11	87
12	81
13	85
14	88
15	84
16	86
17	82
18	89
19	80
20	83
21	87
22	85
23	81
24	84
25	88

Table 3. Tabulation of Post-Test Score Distribution for the Control Class

No	Post-Test Result
1	70
2	72
3	68
4	75
5	74
6	71
7	69
8	73
9	70
10	72
11	74
12	68
13	71
14	75
15	73
16	70
17	69
18	74
19	72
20	71
21	73
22	70
23	68
24	72
25	74

Table 4. Learning Outcome Scorecard

No	Result Study
1	86
2	82
3	80
4	88
5	91
6	83
7	85
8	87
9	81
10	84
11	88
12	82
13	86
14	89
15	85
16	87
17	83
18	90
19	82
20	84
21	88
22	86
23	83
24	85
25	89

Tabel 5. *Product Moment Pearson*

Correlations		x1	x2	y
x1	Pearson Correlation	1	.724**	.994**
	Sig. (2-tailed)		.000	.000
	N	25	25	25
x2	Pearson Correlation	.724**	1	.732**
	Sig. (2-tailed)	.000		.000
	N	25	25	25
y	Pearson Correlation	.994**	.732**	1
	Sig. (2-tailed)	.000	.000	
	N	25	25	25
**. Correlation is significant at the 0.01 level (2-tailed).				

Tabel 6. *Cronbach Alpha*

Reliability Statistics	
Cronbach's Alpha	N of Items
.926	3

Item Statistics

	Mean	Std. Deviation	N
x1	84.2000	3.27872	25
x2	71.5200	2.20076	25
y	85.3600	2.95635	25

Tabel 7. Standar Deviasi

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
x1	25	78.00	90.00	84.2000	3.27872
x2	25	68.00	75.00	71.5200	2.20076
y	25	80.00	91.00	85.3600	2.95635
Valid N (listwise)	25				

Tabel 8. Descriptive Statistics Tabulation of Learning Outcomes

Kelas	N	Nilai Minimum	Nilai Maksimum	Rata-rata (X)	Standar Deviasi
Eksperimen	25	78	90	84,32	3,62
Kontrol	25	68	75	71,56	2,45

Tabel 9. Normality Test Tabulation (Kolmogorov–Smirnov)

Tests of Normality

	y	Kolmogorov-Smirnov[c]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
x1	82.00	.385	3	.	.750	3	.000
	83.00	.385	3	.	.750	3	.000
	84.00	.	2	.			
	85.00	.	3	.	.	3	.
	86.00	.	3	.	.	3	.
	87.00	.	2	.			
	88.00	.385	3	.	.750	3	.000
	89.00	.	2	.			

a. x1 is constant when y = 80.00. It has been omitted.
b. x1 is constant when y = 81.00. It has been omitted.
c. Lilliefors Significance Correction
d. x1 is constant when y = 90.00. It has been omitted.
e. x1 is constant when y = 91.00. It has been omitted.

Tests of Normality

	y	Kolmogorov-Smirnov[c]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
x2	82.00	.385	3	.	.750	3	.000
	83.00	.253	3	.	.964	3	.637
	84.00	.260	2	.			
	85.00	.292	3	.	.923	3	.463
	86.00	.385	3	.	.750	3	.000
	87.00	.260	2	.			
	88.00	.175	3	.	1.000	3	1.000
	89.00	.260	2	.			

a. x2 is constant when y = 80.00. It has been omitted.

b. x2 is constant when y = 81.00. It has been omitted.
c. Lilliefors Significance Correction
d. x2 is constant when y = 90.00. It has been omitted.
e. x2 is constant when y = 91.00. It has been omitted.

Tabel 10. Tabulasi Uji Homogenitas (Uji F)

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
x1	Based on Mean	8.490	7	13	.001
	Based on Median	.531	7	13	.797
	Based on Median and with adjusted df	.531	7	6.000	.787
	Based on trimmed mean	6.687	7	13	.002
x2	Based on Mean	2.384	7	13	.084
	Based on Median	.362	7	13	.908
	Based on Median and with adjusted df	.362	7	4.962	.891
	Based on trimmed mean	2.105	7	13	.117

Tabel 11. Hypothesis Test Results Table (Independent Sample t-test)

ANOVA					
y					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	208.593	12	17.383	178.794	.000
Within Groups	1.167	12	.097		
Total	209.760	24			

ANOVA					
y					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	159.510	7	22.787	7.709	.000
Within Groups	50.250	17	2.956		
Total	209.760	24			

Discussion

Overview of Research Implementation

This study aims to determine the effect of the Card Sort learning model and learning styles on the learning outcomes of Fiqh subjects among students at MAS Al Ishlahiyah Binjai. The study uses a quantitative experimental approach, with a post-test only control group design. The research subjects consisted of two groups, namely the experimental class and the control class, each consisting of 25 students.

The experimental class was given treatment in the form of the Card Sort learning model, while the control class used conventional learning. After the learning process was completed, both classes were given a post-test to measure student learning outcomes in Fiqh.

The research design is shown in Table 1, which shows the differences in treatment between the experimental class and the control class. With this design, this study makes it

possible to objectively observe the extent to which the Card Sort learning model and learning styles influence student learning outcomes.

Analysis of Learning Outcomes in the Experimental Class

Based on Table 2, the distribution of post-test scores in the experimental class showed relatively high results, with scores ranging from 78 to 90 and the majority of students scoring above 80. This achievement indicates that the application of the Card Sort learning model was able to significantly improve students' understanding of Fiqh material. Pedagogically, this condition shows that learning that actively involves students in processing and organizing information is more effective than passive learning. These results are in line with Bardin's findings, which state that the application of Card Sort in Islamic Religious Education learning can improve student learning achievement because students not only receive information but are also directly involved in the process of grouping and understanding concepts (Bardin, 2021). Thus, the high post-test scores in the experimental class in this study strengthen the empirical evidence that Card Sort is an effective learning model for improving learning outcomes in religious subjects, including Fiqh.

The Card Sort learning model emphasizes active student involvement in the learning process through activities that involve grouping cards based on specific concepts or categories. In Fiqh learning, this method helps students understand Islamic law concepts more systematically and contextually, as students are encouraged to think, discuss, and collaborate with their groupmates. This process not only trains cognitive abilities but also develops students' social and communication skills. These findings are in line with the research by Selvia, Masripah, and Munawaroh, which shows that the use of Card Sort in learning can increase student activity and learning outcomes because the learning process is collaborative and centered on student activities (Selvia et al., 2024). Thus, the success of the experimental class in this study can be understood as the result of a learning strategy that provides more space for students to actively engage in building their understanding.

These learning activities that directly involve students have a positive impact on memory and conceptual understanding, as reflected in the high post-test scores of the experimental class. This is in line with constructivist theory, which states that knowledge is more meaningful when it is constructed by students themselves through active learning experiences, rather than simply transferred from teachers to students. Through Card Sort, students build understanding by grouping, comparing, and discussing Fiqh concepts, thereby forming a stronger and more lasting cognitive structure. These findings are also consistent with various active learning studies that conclude that activity-based and socially interactive learning models are able to improve conceptual understanding and learning outcomes more optimally than conventional learning.

Analysis of Learning Outcomes in the Control Class

Based on Table 3, the distribution of post-test scores in the control class shows relatively lower results compared to the experimental class, with scores ranging from 68 to 75. Although there were some students who achieved fairly good scores, in general, the learning outcomes of the control class were still below those of the class that used the Card Sort learning model. This difference shows that the learning strategy used has a real

influence on the level of students' understanding of Fiqh material. Empirically, this condition shows that learning that does not actively involve students tends to produce suboptimal learning outcomes, because students play more of a role as recipients of information than as subjects who actively construct their own knowledge.

Conventional learning applied in control classes tends to be teacher-centered, where teachers deliver material through lectures, while students mostly listen and take notes. This learning pattern makes classroom interaction one-way and limits opportunities for students to process information independently or through discussions with peers. This condition is in line with research findings which state that learning that is still dominated by a teacher-centered approach tends to be less effective in increasing student learning activity, thus resulting in low cognitive engagement and learning motivation in the learning process. (Rachman et al., 2020).

Furthermore, these results reinforce the view that conventional learning is less effective in improving learning outcomes than active and participatory learning models. Sibuea's research shows that learning strategies that actively involve students and are supported by good learning motivation have a positive effect on student understanding (Sibuea et al., 2024). When compared to the experimental class that used Card Sort, the control class appeared to receive less learning stimulation that encouraged students to think critically, discuss, and organize concepts independently. Therefore, the difference in learning outcomes between the two classes further emphasizes the importance of using student-centered learning models in improving the quality of Fiqh learning.

Analysis of Learning Outcomes (Variable Y)

Student learning outcomes, which are the dependent variable (Y), are shown in Table 4, with learning outcome scores ranging from 80 to 91, which illustrates the variation in students' abilities to understand Fiqh material. This variation is not solely due to students' initial cognitive abilities, but is also influenced by several learning factors such as the application of learning models and the characteristics of each individual's learning style. This finding is consistent with research results showing that variations in learning styles affect student learning outcomes, because each student tends to process information differently according to their learning style preferences. For example, research on the relationship between learning styles and learning outcomes in other contexts suggests that students with visual, auditory, or kinesthetic learning styles can show significant differences in achievement when learning is tailored or not tailored to their styles (Suciani et al., 2022).

This variation is better understood when viewed from the students' responses to the learning model used. In this study, students with visual learning styles can utilize visual activities such as cards in Card Sort to help them remember and understand Fiqh concepts, while auditory students utilize group discussions to strengthen their understanding through listening and interaction. Kinesthetic learners also benefit from physical activities when moving and grouping cards, which helps them process information actively. Findings such as these are in line with research showing that learning approaches that take learning styles into account can improve learning outcomes because they allow students to use ways

of thinking and understanding that best suit their individual preferences (Suciani et al., 2022).

The Card Sort learning model has proven to be flexible in accommodating all three learning styles. By integrating visual, auditory, and kinesthetic elements simultaneously in learning activities, this model not only reduces the dominance of a particular learning style but also provides a more holistic learning experience. This is important because, as explained by a number of studies in education, the use of learning methods that are able to bridge various learning styles tends to produce more equitable and effective learning outcomes compared to strategies that only focus on one approach. The active interaction that occurs during the Card Sort process means that students do not simply receive information, but actually experience a deep cognitive process (Sati et al., 2024).

Thus, it can be concluded that the Card Sort learning model not only affects the improvement of learning outcomes in general, but is also able to bridge the differences in learning styles among students in a heterogeneous classroom. When students feel that learning supports their own learning styles, their motivation and involvement in the learning process can increase, which ultimately contributes to higher learning outcomes. These findings reinforce the idea that learning strategies that are responsive to students' learning styles contribute significantly to achieving more optimal learning outcomes (Sati et al., 2024).

Relationship between the Card Sort Learning Model and Learning Styles on Fiqh Learning Outcomes

The Pearson Product-Moment correlation test results in Table 5 indicate a very strong and significant relationship between the Card Sort learning model (X_1) and Fiqh learning outcomes (Y), with a correlation coefficient of 0.994 and a significance level of 0.000 ($p < 0.01$). This very high correlation value suggests that the implementation of the Card Sort model makes a substantial contribution to improving students' learning outcomes. Statistically, this finding implies that the better the implementation of the Card Sort model in instruction, the higher the Fiqh learning outcomes achieved by students. Pedagogically, this can be understood because Card Sort positions students as active subjects who are directly involved in the learning process through activities of classifying, identifying, and discussing Fiqh concepts, thereby transforming learning from passive and one-way to active and participatory.

The strong relationship between the Card Sort model and learning outcomes is consistent with previous research indicating that the use of Card Sort in Islamic Education learning significantly improves student engagement and achievement (Bardin, 2021). This model encourages students to organize information, compare concepts, and construct understanding through peer interaction. From the perspective of active and constructivist learning theory, such processes enable more meaningful knowledge construction, as students not only receive information but also process and interpret it through contextual learning activities. Therefore, it is reasonable that the data in this study show a very strong correlation between the use of Card Sort and the improvement of Fiqh learning outcomes.

Furthermore, the analysis also shows that the relationship between students' learning styles (X_2) and Fiqh learning outcomes (Y) is positive and significant, with a correlation coefficient of 0.732. This finding indicates that students' learning style characteristicsvisual, auditory, and kinesthetic—play an important role in determining learning success. This is in line with Ashari and Mahmudah, who state that differences in students' learning styles influence learning outcomes because each student has a different way of receiving, processing, and retaining information (Ashari & Mahmudah, 2025). Thus, variations in learning outcomes observed in the classroom are influenced not only by the learning model but also by the compatibility between instructional strategies and students' learning styles.

Moreover, this finding reinforces the view that Fiqh learning will be more effective when teachers are able to align instructional strategies with students' learning styles, especially when combined with active learning models such as Card Sort. Student-centered instructional strategies that consider learner characteristics have a positive effect on comprehension and learning outcomes (Sibuea et al., 2024). By integrating Card Sort, which accommodates visual, auditory, and kinesthetic modalities, teachers not only enhance learning engagement but also bridge differences in students' learning styles within a single classroom. Therefore, the significant correlation between the two independent variables (learning model and learning style) and Fiqh learning outcomes in this study indicates that learning success is largely determined by the alignment between pedagogical approaches and student learning characteristics.

Reliability of Research Instruments

Based on the reliability test results in Table 6, a Cronbach's Alpha value of 0.926 was obtained, which falls into the "very reliable" category. This value indicates that the research instruments used to measure the variables of the Card Sort learning model, learning styles, and Fiqh learning outcomes have very high internal consistency. Methodologically, high reliability indicates that the instrument items are strongly interrelated in measuring the same construct, so the measurement results tend to be stable and non-random. Azwar (2012) explains that instruments with reliability coefficients above 0.80 can be categorized as very good and suitable for educational research because they minimize measurement error and increase confidence in the resulting data. Thus, the Cronbach's Alpha value of 0.926 in this study demonstrates that the instruments meet high measurement quality standards.

This excellent level of reliability ensures that the data obtained truly reflect real conditions in the field rather than fluctuating measurement results. Reliable instruments allow researchers to obtain consistent data when measurements are conducted under relatively similar conditions. Hair, Black, Babin, and Anderson (2014) emphasize that instrument reliability is a crucial prerequisite in quantitative analysis because data quality determines the accuracy of statistical results. If instruments are unreliable, correlation, difference testing, and hypothesis testing results may be biased and untrustworthy. Therefore, the high reliability value in this study strengthens the position of the data as a valid and scientifically accountable basis for analysis.

With reliable instruments, the statistical analyses conducted, including correlation and hypothesis testing, can serve as a strong basis for drawing conclusions regarding the influence of the Card Sort learning model and learning styles on Fiqh learning outcomes at MAS Al Ishlahiyah Binjai. This is consistent with Creswell's view that instrument quality is a primary determinant of the validity of quantitative research findings, as good instruments produce accurate and consistent data (Creswell, 2015). Therefore, the very high reliability in this study not only reflects the technical quality of the instruments but also strengthens confidence that the relationships and differences identified truly represent actual learning phenomena in the field.

Distribution of Data and Standard Deviation of Fiqh Learning Outcomes

The descriptive statistical analysis in Table 7 shows that the mean score of student learning outcomes for variable X_1 (Card Sort learning model) is 84.20 with a standard deviation of 3.27, while variable X_2 has a mean of 71.52 with a standard deviation of 2.20. Meanwhile, variable Y (Fiqh learning outcomes) has a mean of 85.36 with a standard deviation of 2.95. The relatively small standard deviation values for all variables indicate that the distribution of students' learning outcomes is homogeneous and does not deviate far from the mean. Statistically, this condition indicates that most students have relatively similar achievement levels, so there is no large gap between high- and low-achieving students. In educational measurement terms, homogeneous data distribution reflects a learning process that is relatively equitable and reaches nearly all students in the class.

This relatively homogeneous distribution suggests that the implementation of the Card Sort learning model produces more stable and evenly distributed learning outcomes among students. Learning that emphasizes classifying, discussing, and connecting concepts allows students to build understanding gradually and collaboratively, reducing visible differences in individual ability in outcomes. This finding is consistent with Bardin (2021) and Selvia, Masripah, and Munawaroh (2024), who reported that Card Sort not only increases average learning outcomes but also promotes engagement and participation among all students. With more equitable involvement, students with moderate or lower prior ability also have equal opportunities to understand material through interaction and group work.

Furthermore, these results reinforce the view that student-centered learning that considers learner characteristics can improve both the quality and equity of learning outcomes. Izzatunnisa et al. (2024) emphasize that active, student-oriented instructional strategies help learners construct knowledge more meaningfully, while Sibuea et al. (2024) show that appropriate instructional strategies positively affect overall student understanding. Therefore, Fiqh learning that integrates the Card Sort model and considers students' learning styles not only improves average scores but also equalizes students' understanding of the material. This indicates that the learning process implemented at MAS Al Ishlahiyah Binjai has been effective in enhancing both the quality and stability of student learning outcomes.

Descriptive Statistical Analysis of Learning Outcomes

Based on Table 8, the descriptive statistics of learning outcomes are as follows: The experimental class has a mean score of 84.32 with a standard deviation of 3.62. The control class has a mean score of 71.56 with a standard deviation of 2.45. The substantial difference in mean scores indicates that students taught using the Card Sort learning model achieved higher learning outcomes than those taught using conventional instruction. The larger standard deviation in the experimental class indicates more varied learning outcomes, which may be associated with differences in students' learning styles. However, overall, the experimental class learning outcomes remain in the high category.

Normality Test

The normality test was conducted using the Kolmogorov–Smirnov and Shapiro–Wilk tests, as shown in Table 9. The results indicate that the learning outcome data in both the experimental class (x1) and control class (x2) are generally normally distributed. Normal data distribution indicates that the data meet one of the assumptions required for parametric statistical testing, such as homogeneity and hypothesis testing. With the normality assumption satisfied, subsequent analyses can be conducted validly.

Homogeneity of Variance Test

Based on Table 10, the homogeneity test using Levene's Test shows that the variance of data in the experimental and control classes is generally homogeneous. This is indicated by significance values greater than 0.05 under several test bases (median and trimmed mean). Homogeneous variance indicates that both groups have relatively similar variance characteristics, allowing fair comparison of learning outcomes between groups. Thus, the data meet the requirements for hypothesis testing using t-tests or ANOVA.

Hypothesis Testing

The hypothesis test results are presented in Table 11. Based on ANOVA analysis, a significance value of 0.000 (Sig. < 0.05) was obtained. This indicates that there is a significant effect of the Card Sort learning model and learning styles on Fiqh learning outcomes. Therefore, the alternative hypothesis (Ha), stating that the Card Sort model and learning styles influence Fiqh learning outcomes, is accepted, while the null hypothesis (H0) is rejected. This finding indicates that the use of appropriate learning models combined with understanding students' learning styles can significantly improve learning outcomes.

Implications of the Research Findings

The results of this study provide important implications for Fiqh teachers at MAS Al Ishlahiyah Binjai. Teachers are encouraged to use the Card Sort learning model as an innovative and effective instructional alternative. This model not only improves learning outcomes but also enhances student engagement, collaboration, and learning motivation. In addition, teachers need to consider differences in students' learning styles when designing learning activities so that the learning process becomes more optimal and meaningful.

Conclusion

Based on the results and discussion regarding the influence of the Card Sort learning model and learning styles on Fiqh learning outcomes at MAS Al Ishlahiyah Binjai, several conclusions can be drawn. The implementation of the Card Sort learning model has been

proven to have a positive effect on students' Fiqh learning outcomes. This is indicated by the higher mean post-test score of the experimental class compared to the control class. Students who learned using the Card Sort model were more active, directly involved in the learning process, and able to understand Fiqh material better than students who participated in conventional learning.

The results of descriptive statistical analysis show that the learning outcomes of students in the experimental class were in a higher category with a relatively good score distribution. This indicates that the Card Sort learning model is capable of creating a learning environment that encourages student participation, enhances conceptual understanding, and helps students organize information more effectively according to their respective learning style characteristics. Thus, the Card Sort model not only improves achievement levels but also supports more structured and meaningful knowledge acquisition among students.

Based on the hypothesis testing results using the Independent Samples t-test, a significance value (Sig.) lower than 0.05 was obtained. Therefore, the alternative hypothesis (H_a) is accepted, meaning that there is a significant effect of the use of the Card Sort learning model and learning styles on students' Fiqh learning outcomes. This confirms that selecting an appropriate learning model aligned with students' learning styles plays an important role in improving learning outcomes. Overall, it can be concluded that the Card Sort learning model is more effective than conventional instruction in improving students' Fiqh learning outcomes and is able to accommodate differences in students' learning styles at MAS Al Ishlahiyah Binjai.

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