

**IMPLEMENTATION OF FLASHCARD MEDIA IN IMPROVING STUDENT LEARNING OUTCOMES IN ARABIC LANGUAGE SUBJECTS MI AL-HIKMAH PAGAR ALAM CITY**

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**ABSTRACT**

*This research aims to improve student learning outcomes through the use of flashcard media. The lack of relevant learning media, which is applied during the teaching and learning process, causes low student scores in Arabic subjects in grade 1 of MI Al-Hikmah. Therefore, an interesting flashcard media was applied to improve students' learning outcomes in Arabic vocabulary material. This research is a class action research (PTK). What was carried out at MI Al-hikmah Pagar Alam City, involved 21 students. With data collection techniques using observation, tests and documentation. The results of the study show that flashcard media can improve students' learning outcomes in recognizing vocabulary in Arabic. Then based on the results of the tests that have been carried out, students' ability in Arabic vocabulary material is categorized to increase. With student learning outcomes carried out during the pre-cycle with an average score of 57.90%, Cycle I with an average score of 67.71%, and Cycle II with an average score of 80.33%.*

*Keywords: application of flashcard media; learning outcomes; Arabic subjects.*

## **INTRODUCTION**

National education serves to develop the ability to systematically and positively shape the character of students in improving the quality of education as a means of achieving higher education with the ideals to be achieved (Saputra & Fidri, 2022). Through education, human values become human demands to coexist with other humans (Pramono et al., 2022). Educational efforts through the internalization of human values, therefore education is a human need. The learning process is inseparable from the media and learning outcomes (Mutaqin & Nurmansyah, 2023) . In this article, we will look at a few of the most important aspects of education and how they can be utilized to improve the quality of life of students. In learning, it is necessary to explore Islamic religious knowledge because in the sources of Islamic knowledge there are still many written in Arabic (Taufik et al., 2023) . Therefore, Arabic language learning in madrasas is very important to be directed at preparing students to have language skills, so that they are able to use Arabic to study religious sciences, general knowledge and culture, so that they are able to integrate Arabic language skills with behavior that is reflected in attitudes and critical thinking (Munawir et al., 2024) .

One aspect of education that is important in shaping the character and intelligence of children, which not only teaches knowledge but also life skills (Paidia & Sri Rahayu, 2025) . In the context of Arabic language learning in elementary schools, especially in Madrasah Ibtidaiyyah (MI), Arabic is a very important language to be developed in daily life. However, in the implementation of learning, students often experience difficulties in understanding the material presented. This can be caused by various factors, such as the lack of learning media and the application of learning media that is less interesting in learning Arabic (Safitri, 2021) . One of the dominant challenges is the low student learning outcomes. Based on preliminary observations made at MI Al-Hikmah Pagar Alam City, it is known that most students have not achieved learning outcomes in accordance with the Minimum Completion Criteria (KKM), which is 65. This condition reflects the existence of problems in the ongoing learning process. These problems can be caused by various factors, both in terms of students, teachers, and the learning media used. One of the main factors that is thought to be the cause of low student learning outcomes is the use of learning methods and media that are less interesting and not varied (Zaini, 2023) . Teachers tend to still use conventional methods such as lectures and memorization, so students feel bored and less motivated to be actively involved in learning (Rahman et al., 2021).

In this case, learning media has a strategic role in creating a more lively and enjoyable learning atmosphere. Learning media serves as a bridge between the material presented by the teacher and the understanding built by students (Rahman et al., 2021) . One of the media that is considered effective for improving learning outcomes in learning Arabic is flashcards. Flashcards are cards that contain pictures and certain words designed to introduce new vocabulary visually and contextually (Pan et al., 2023) . The use of flashcards in learning Arabic is believed to help students understand and remember vocabulary more easily. Through a visual and interactive approach, flashcards are able to stimulate memory and increase student involvement in the learning process (Safitri, 2021) . In addition, this media can also create an active, fun, and not monotonous learning atmosphere. Teachers can also develop a variety of activities using flashcards, such as language games, quizzes, and group activities, so that learning becomes more meaningful.

From the description of the problems and potential solutions above, it is important to conduct a study to examine the effectiveness of using flashcards in improving Arabic learning outcomes. This research is expected to contribute to the development of Arabic learning strategies that are more innovative and applicable, especially at the Madrasah Ibtidaiyyah level. Based on this, the researcher is interested in raising the title "Implementation of Flashcard Media in Improving Student Learning Outcomes in Arabic Subjects at MI Al-Hikmah Pagar Alam City" as the focus of scientific study in an effort to provide alternative solutions to the low student learning outcomes in Arabic subjects.

## **RESEARCH METHODS**

The type of research used in this study is a class action research or PTK. Classroom action research is a researcher conducted with the aim of improving the quality of the process and learning outcomes of a group of students (Winarni, 2021) . In PTK, it is rare that success can be achieved in one action, therefore PTK is often carried out in several cycles of action. The location of the research will be carried out at MI Al-Hikmah, carried out in the even semester of the 2024/2025 academic year. The subjects of this study were grade 1 students of MI Al-Hikmah with a total of 21 students consisting of 10 boys and 11 girls in even semester learning. Data collection techniques that will be

obtained and used in this study through observation and tests to collect data sources of promer data and secondary data which will later be processed in order to obtain results in accordance with the objectives of this study.

This research will be carried out through 2 cycles to see the results of increasing the value of grade 1 students in Arabic language learning MI Al-Hikmah by using *flashcard* media. However, previously a pre-cycle will be carried out to find out the level of student understanding by giving questions. Each cycle with stages: Planning, Implementation, Observation, and Reflection. If the researcher already knows the location of the successes and obstacles in cycle I, the researcher will determine the following action plan in cycle II, then the researcher continues the Classroom Action Research (PTK) activities as in cycle I, if the implementation of cycle II has been completed, there is no provision or determination of how many cycles will be carried out by researchers in conducting Classroom Action Research (PTK). The assessment indicators are determined in Table 1.

**Table 1. Assessment Indicator**

NO	Percentage of Completio	Level of Completion
1	90 % - 100 %	Very High
2	80 % - 89 %	High
3	65 % - 79 %	Medium
4	55 % - 64 %	Low
5	0 % = 54 %	Very Low
Total		

## RESULTS AND DISCUSSION

Students' academic performance in Arabic lessons before the use of *flashcards* media at MI Al-Hikmah Pagar Alam city. It can be seen that in the first meeting with students, researchers gave questions (Pre Cycle) to students. This pre-cycle was conducted to determine the level of student understanding before the implementation of cycle I and cycle II. Students were given a written test to see the scores obtained by students in the pre-cycle. The application of *flashcard* media in class 1 MI AL-Hikmah no longer has obstacles in learning Arabic language subjects. This ability can be measured in 2 cycles and from the results of research and discussion described in stages according to its implementation in the teaching and learning process. Before carrying out cycle actions, researchers first conducted a pre-cycle to see the abilities of students in class 1 MI AL-Hikmah Pagar Alam city.

### Pre-cycle

Pre-cycle is a learning activity carried out before research. The learning is carried out with planning and implementation as usual. This is shown to provide an overview of the results of the implementation of learning carried out before the research. The learning outcomes in the pre-cycle are used as a comparison of learning outcomes in cycle I and cycle II. Student learning activities in pre-cycle lessons show that student activeness is still low. This pre-cycle faced several obstacles / among them were students who did not bring textbooks and some students who lacked focus and interest in following the lesson. The student learning outcomes in the pre-cycle can be seen in table 2.

**Table 2. Percentage of Pre-Classroom Achievement**

NO	Percentage of Completion	Completion Rate	Many student	Percentage Number of Students
1	90 % - 100 %	Very High	0	0 %
2	80 % - 89 %	High	3	14,28 %
3	70 % - 79 %	Medium	3	14,28 %
4	55 % - 64 %	Low	10	47,61 %
5	0 % - 54 %	Very low	5	23,80 %
Total			21	100 %

Based on the table above, we can see that there are students who have high and very low assessment criteria. Students who have very high criteria do not exist with a percentage (0%),

students who have high criteria are only 3 people with a percentage (14.28), students who have medium criteria are also 3 people with a percentage (14.28%), while students who have low criteria are 10 people with a percentage (47.61%), and students who have very low criteria are 5 with a percentage (23.80%). As well as in the pre-cycle in class 1 MI AL-Hikmah amounted to 21, which was completed amounted to 6 students while those who had not completed 15 students with KKM (65), with an average value of 57.90%. So this pre-cycle score is still very low. While the classical student learning completeness value (*Pre Cycle*) is 28.57%. Based on the results of this study, the research will take action again by using *flashcard* media in Arabic language subjects in class 1 MI Al-Hikmah.

### Cycle I

Based on observations made of student activities in participating in learning activities in the classroom using *flashcard* media, the percentage of scores in cycle 1 was obtained after processing, as follows:

**Table 3. Percentage of Achievement in Cycle I**

No	Percentage of Completion	Completion Rate	Many student	Percentage Number of Students
1	90 % - 100 %	Very High	2	9,52 %
2	80 % - 89 %	High	6	28,57 %
3	65 % - 79 %	Medium	7	33,33 %
4	55 % - 64 %	Low	6	28,57 %
5	0 % = 54 %	Very low	0	-0 %
Total			21	100 %

Based on Table 3. the achievement of grades in cycle I with very high criteria 2 students with a percentage (9.52%), students who have high criteria are only 6 students with a percentage (28.57%), students who have medium criteria 7 students with a percentage (33.33%), students who have low criteria 6 students with a percentage (28.57%) students and students who have very low criteria 0 students with a percentage (-0%). As well as in cycle I (*Pre Cycle*) who were complete amounted to 14 students who met the KKM (65). As well as in cycle I (*Pre-Cycle*) the completers amounted to 14 students who met the KKM (65). While 6 students still do not meet the assessment standards that have been determined. The average score in cycle 1 was 67.71% so the classical student learning completeness of the cycle I (*Pre Cycle*) test was 71.42%. This shows progress after the application of flashcards even though they still get a medium average score.

### Cycle II

**Table 4. Percentage of Achievement in Cycle II**

NO	Percentage of Completion	Completion Rate	Many student	Percentage Number of Students
1	90 % - 100 %	Very High	3	14,28 %
2	80 % - 89 %	High	12	57,14 %
3	70 % - 79 %	Medium	4	19,04 %
4	55 % - 64 %	Low	2	9,52 %
5	0 % - 54 %	Very low	-	0 %
Total			21	100 %

Based on table 4 above, it appears that there are students who get an assessment with high and very low criteria. Students who get very high criteria consist of 3 people with a percentage (14.28%), students who have high criteria 12 students (57.14%), students who have medium criteria 4 students with a percentage (19.04%), students who have low criteria only 2 students with a presentation (9.52%) and students who have very low criteria none (0%).

Through table 3. It can also be known if the classical learning completeness in cycle II (*Post Test II*) is 90.47%, which means that based on the table it has a very high criterion with a value of 90%. This shows that the achievement of classical student learning outcomes in cycle II, namely 90%, has reached the completeness of student learning achievement that has been determined by the five-scale

category of 90 (very high) or in other words, it has been successful and has reached the KKM value of 65 with classical completeness of 75% determined by the school.

It can be seen that there is a very significant increase in student learning outcomes in Arabic language lessons. It can be seen from the pre-cycle student activity value of 36.66% with a category of less, cycle I with a value of 50.00% with a category value of less while cycle II with a value of 93.33% with a good category. The value of learning outcomes in the pre-cycle with an average value of 57.90% with classical completeness of 38.57%, learning outcomes in cycle I with an average value of 67.71, with classical completeness of 71.42%, while learning outcomes in cycle II with an average value of 80.33% with classical completeness of 90.47%. To find out the comparison of the value of pre-cycle research results, cycle I, cycle II in implementing flashcard media in improving the learning outcomes of 1st grade students of MI Al-Hikmah Kota Pagar Alam.

Drawing results based on the results of research based on observations during the learning process and the analysis carried out. This Classroom Action Research was conducted in two cycles. Learning activities in this class action research include the initial, core, and closing stages. In the core stage, the teacher conducts learning by utilizing *flashcard* media. The more effective the method applied by the teacher, the more students' learning outcomes in Arabic language subjects will increase. Activities in cycle I are still considered not meeting the standards, so improvements need to be made in cycle II. The results of the implementation in cycle II showed a very satisfactory increase, so this research was considered sufficient for two cycles.

**Table 5. Recapitulation of Learning Outcomes**

<b>Cycle</b>	<b>Percentage</b>	<b>Category</b>
<b>Pre-cycle</b>	36,66%	Less
<b>Cycle I</b>	50,00%	Less
<b>Cycle II</b>	93,33%	Good

Based on table 5 above, the observation value of student learning activities increases. In the pre-cycle with a presentation of 36.66% with less category, in cycle I with a percentage of 50.00% with less category, in cycle II with a percentage of 93.33% with Good category. The results of research on the implementation of flashcard media in class 1 in Arabic language subjects at MI AL-Hikmah Pagar Alam city show that student participation in the learning process during cycle I to cycle II has a very significant willingness. Because this *flashcard* media involves all students in the learning process and through the process of searching for information and interaction during learning. Training students to develop their social sensitivity without inhibiting their own progress because students have the opportunity to improve communication, participation, motivation, creativity, critical thinking skills and respect for different opinions. Such conditions make students not feel bored in the learning process, resulting in an increase in student learning activities.

## **CONCLUSIONS**

Based on the results of class action research Implemntasi flashcard media in improving the learning outcomes of 1st grade students MI Al-Hikmah which was carried out in 2 cycles. It can be concluded as follows. The implementation of *flashcard* media in Arabic class 1 based on the observation value of student activity is greatly improved. With a pre-cycle value with a presentation of 36.66% with a deficient category, in cycle I with a percentage of 50.00% with a deficient category, in cycle II with a percentage of 93.33% with a Good category. The use of flashcards media in improving student learning achievement in Arabic language lessons, in pre-cycle, cycle I and cycle II experienced a very good increase with an average value of 57.90%, classical completeness of 28.57% in pre-cycle, cycle I with an average value of 67.71% classical completeness of 71.42% while in cycle II the value of learning outcomes experienced a very good increase with an average of 80.33% classical completeness of 90.47%.

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