



# Development of Visual Learning Media for Picture Cards (Flash Cards) to Improve Student Short Surah Memorization

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## ABSTRACT

This research is motivated by the problems caused by students' PAI learning in the classroom which is considered unable to be implemented properly in accordance with the objectives of PAI in general. This study aims to analyze the extent of the teacher's role in the PAI learning process with the results of the development of visual learning media for Flashcard picture cards of students in class in accordance with the increase in the average results of students on the material Qs. Al-Falaq and Qs. Al-Fil after the use of Flashcard media. This study also aims to analyze how the feasibility and effectiveness of using visual media Flashcard picture cards in improving memorization of short surahs of grade IV students of SD IT Al-Qur'aniyyah Pondok Aren from the results of questionnaire data of two expert validators, namely Media Expert Lecturers and Material Expert Lecturers, and see whether there are significant differences in terms of value results before and after the use of visual learning media Flashcard picture cards in improving memorization of short surahs of grade IV students of SD IT Al-Qur'aniyyah Pondok Aren with increasing results of the N Gain Score test data which is quite high, which is around (0.8) or can be said to be "Very Feasible" in improving student learning outcomes on the material Qs. Al-Falaq and Qs. Al-Falaq. This research uses Research and Development (R&D) research using the results of the development of visual learning media Flashcard picture cards, where by conducting research using Flashcard media can improve, improve, and become input material for students in memorizing short suras better.

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## 1. Introduction

The problem of education and teaching is a fairly complex problem where teachers are a very important component in learning activities. The task of the teacher is to convey the subject matter to students through communication interactions in the teaching and learning process they do. The success of teachers in delivering material depends largely on the smooth communication interaction between teachers and students. Fluency in

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communication has consequences for the message or material conveyed by the teacher (Asnawir, 2002),

The increasing awareness of the importance of media that helps learning has begun to be felt. Management of learning aids is urgently needed. Even this growth is gradual. The metamorphosis of libraries that emphasize the provision of print media, into demand and multi-sensory service delivery from the diverse ability of individuals to absorb information, makes the services provided absolutely mandatory varied and widespread. In addition, with the widespread progress in the field of communication and technology, as well as the discovery of the dynamics of the learning process, the implementation of educational and teaching activities is increasingly demanding and obtaining educational media that vary widely as well. Because learning is an internal process in humans, teachers are not the only source of learning, but are one component of learning resources called people (Supriyanto, 2021)

The communication process always changes in accordance with the times and the advancement of science. The development of science and technology increasingly encourages renewal efforts in the use of technological results in learning activities. Two important elements in learning are teaching methods and teaching media. These two aspects are interrelated in supporting the success of the teaching and learning process. The selection of one particular teaching method will affect the appropriate type of teaching media, although there are still several other aspects that must be considered in choosing media, including teaching objectives, types of tasks, and the response students expect after teaching takes place and the learning context including student characteristics. However, it can be said that one of the main functions of teaching media is as one of the teaching aids that also affect the climate, conditions, and learning environment arranged and created by teachers.

Hamalik said that the use of teaching media in the teaching and learning process can arouse curiosity and new interest for students, as well as generate motivation and stimulation of teaching and learning activities and even bring psychological influences on students (Azhar, Arsyad, 2023).

In addition, the presence of learning media as one component in the teaching and learning process is very necessary, considering that the position of this media is not just a teaching aid, but an integral part of learning. Besides being able to replace some of the teacher's duties as material presenters (message channelers), media also has unique potentials, which can help students in learning (Karti Soenarto, 2003).

In the PAI learning process, the presence of media has quite an important meaning. Given that so far teachers have not paid attention to other components that can support the process of learning activities, including the teaching method used is still monotonous, or without using media that can provide a more concrete picture of the material presented. So often the goals of learning cannot be achieved optimally.

In addition, in carrying out their duties as educators, teachers also need to be based on steps in accordance with the source of religious teachings, according to the word of Allah SWT in Surah An-Nahl verse 44, namely:

بِالْبَيِّنَاتِ وَالذُّرُورِ ۗ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَّقُونَ

It means: "We send down to you the Qur'an, that you may explain to mankind what has been revealed to them and that they may think".

Where the purpose of the verse and the purpose of the educator in it according to Tafsir Jalalayn is that this pronunciation explains clear arguments (and books) that is, where this scripture explains to mankind what was revealed to them which is distinguished between halal and haram so that humans can think or learn from it, it is the same as educators to pay attention to what steps if able to be implemented well to students in

accordance with the source of religious teachings and in terms of learning or if it is not able to be implemented properly for learning (Tafsir Jalalayn, Tafsirq.com., 2023).

In the issue of implementing learning media, educators must pay attention to the development of the religious spirit of students, because this factor is precisely the target of learning media.

Without paying attention to and understanding the development of the child's soul or the level of thinking of students, the teacher will be difficult to expect to be able to achieve success in his students. As Allah Almighty says in surah An-Nahl verse 125, namely:

﴿ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ﴾

It means: "Call (people) to the way of your Lord with wisdom and good lessons and refute them in a good way".

Where the purpose of the verse is about the command that the prophet invites people by choosing the best path of da'wah according to human conditions, where is the invitation for scholars who have high knowledge to dialogue with words of wisdom, to invite the laity by giving advice and parables or examples that are in accordance with the level. That is why in terms of learning, educators must first pay attention to the development of the child's religious spirit so that learning can reach students according to their respective levels (Tafsir Quraish Shihab, Tafsirq.com, 2023).

Regarding the importance of using the media, in Islam it is certainly familiar, because the media is a means to convey the teachings of Allah. As exemplified by the prophet Muhammad SAW in instilling religious teachings using the right media, namely through the media of the prophet's own actions by setting a good example of good deeds and always showing praiseworthy qualities, as expressed in the Qur'an Surah Al-Ahzab verse 21

﴿لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرُوا اللَّهَ كَثِيرًا﴾

"Indeed, there has been in the Messenger of Allah a good example for you (that is) one who expects (the mercy) of Allah and (the coming) of the Day of Judgment and he remembers Allah a lot"

(The Qur'an and its translation, 1989)

Hamalik also suggested that the use of teaching media in the teaching and learning process generates new progress and interest, generates motivation and stimulation of learning activities and even brings psychological influence on students (Azhar Arsyad, 2003). From this statement, it is increasingly clear that the use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and content of subject matter at that time.

In the process of education, a lot of media are used such as social media, audio media, visual media and much more. While the basis of media use according to Mahfud Saladin there are several foundations for media use, namely religious basis, psychological basis, and technological basis.

For the selection of media criteria according to Arif S. Sadiman in his book Educational Media, namely "Factors that need to be considered in media selection are instructional goals to be achieved, student characteristics, types of learning stimuli desired, background circumstances, student environment, place conditions situation and wide range to be served. These factors must ultimately be translated into norms/criteria for selection decisions (Arief S. Sadiman, 1986).

Islamic religious education learning media can be used to increase teaching and learning interactions. Therefore it should be observed the principles of its use. And the use of this learning media must also be beneficial for students in particular and educators because both will get new knowledge.

One of the principles of using learning media is that in the use of media students must be prepared and treated as active participants and must take responsibility during learning activities, in order to cause motivation in the form of arousing or arousing student

interest to want to learn and be able to bind students' attention so that they are always bound to teaching and learning activities (Karti Soeharto, et al, 2003).

This is also in accordance with Law No. 20 concerning the National Education System (Sisdiknas) Article 40 paragraph 2 which explains that educators and education personnel are obliged to create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere (Collection of Laws and Government Regulations of the Republic of Indonesia on Education, 2007).

One way to make learning fun is to utilize learning media. Learning media has a very important position in the entire teaching and learning process in the classroom. Everyone agrees that the basis of all learning is experience, and effective and permanent learning is obtained from concrete and direct experience. Nevertheless, this kind of experience cannot always be provided to students. For this reason, teachers as learning designers in the classroom must be able to choose substitutes for the experience with symbols in the form of words, both spoken and written. Unfortunately, symbols in the form of words cannot provide a realistic and vivid experience that can optimize the learning process of students. Therefore, it is necessary to find supplements and reinforcement in other forms, namely by using learning media.

Media as a teaching aid is often discussed as a part that should be used by teachers in the learning process. But in fact the media is often neglected for various reasons, such as limited time to make teaching preparations, classroom conditions that are not possible, difficulty finding the right media, as well as the costs used are often not available, and various other reasons. These things actually do not need to appear, because there are many types of media that can be used, adjusted to the conditions of time, finance, and material to be delivered. The existence of learning media not only makes students happy but makes learning more interesting, effective, and meaningful. This is in accordance with Kemp's opinion. and Dayton in Azhar Arsyad's book, that media has a very important contribution to the learning process.

Among these contributions include (1) Delivery of lessons becomes more standard (2) Learning can be more interesting (3) Learning is more interactive (4) Learning implementation time is shortened (5) Learning quality can be improved (6) The learning process can take place anytime and anywhere (7) Positive attitudes of students towards learning materials and the learning process can be improved (8) The role of teachers can change in a more positive direction, This means that teachers do not place themselves as the only source of learning (Azhar Arsyad, 2015).

Islamic Religious Education subjects at SD IT Al-Qur'aniyah, especially Grade IV Elementary School, from the results of value evaluation before the use of Flashcard media there are still many student scores below the Minimum Completeness (KKM) criteria. As is known that the KKM of Islamic Religious Education subjects at the school is 75. And the cause of the non-achievement of the completeness criteria is the weak value of students' knowledge and skills in the activities of understanding, reciting, memorizing, writing sentences, and expressing memorization of short surahs in Subject Material 1 "Let's Learn QS. Al-Falaq" and Lesson Material 6 "Let's Learn QS. Al-Fil" where the low value of student competence is caused by inappropriate learning delivery strategies, so that learning cannot be absorbed properly by students. In this case, teachers do not utilize learning resources optimally. Among them, teachers in delivering learning often ignore the use of learning media, even though the media can function to increase the interest in learning students and in turn will improve student learning outcomes well.

Factors that cause low learning outcomes of students in other memorization activities are also caused by: delivery of less interesting subject matter because it is delivered using lecture and monotonous methods, a small number of lesson hours of 2 x 20 minutes / hour of subjects per / week during the limitation of class hours during the pandemic while the

achievement material in learning is very much, that is, students are expected to be able to understand, recite, memorize, write sentences, and express memorization of short surahs, namely Qs. Al-Fil and Qs. Al-Falaq, as well as the ability to memorize short suras of various students, especially for students who come from religious education backgrounds that have not been fulfilled or have never taken a previous level of religious education such as: TKA / TPA, Private specifically for religion as in the Alif institution, Binar Qur'an, as well as other institutions that can support the religious needs of previous students. So that in this case students do not have insufficient memorization experience which causes a decrease in achievement outcomes or learning outcomes of PAI learning in general.

So, in this case, this study tries to develop Flashcard picture card media (Fast memorization) with symbols from per-verse surah images as a guide in strengthening students' memory or memorization power and improving learning outcomes activities and supporting student memorization learning activities in subject matter 6, namely Let's Learn QS. Al-Fil and Subject Matter 1 i.e. Let's Learn QS. Al-Falaq. Where in this case the teacher plays a very important role in creating an interesting learning for students, so that students become motivated to learn without any sense of force, followed with pleasure and joy, and are interested in learning and remembering lessons at every face-to-face teaching and learning activity, and also provide the effect of longing and love in memorization activities for students in each subject and in their lives.

The learning process using Flashcard card media (Quick Memorization) is sure to help students remember the subject matter well. Meanwhile, if you use lectures or conventional, it always causes verbalism in students and memories of subject matter that will not last long (easily forgotten).

Flash card is a small card that contains images, text, or symbols that remind or lead students to something related to the image (Azhar Arsyad, 2015). So that in its use, the teacher will design with several symbols from pictures derived from the meaning of the surah verse to be explained as a symbol of verse by verse and its meaning so that students can directly mention the verse and meaning contained in the image symbol which is considered quite interesting and able to bind students' attention so that they are always bound in memorization activities dominated by pictures which is designed based on the expertise of a teacher / educator to cause more passion, attraction, enthusiasm for learning, and make students more active in the PAI learning process, especially memorization. This also tends to be expected to make teaching and learning process activities more effective and efficient with the use of visual learning media Flash Card picture cards in PAI learning at SD IT Al-Qur'aniyyah Pondok Aren.

## 2. Methodology

The type of research that researchers use in this research is Research and Development (R&D) research. Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2015).

Seals and Richey define development research as a systematic review of the design, development and evaluation of learning programs, processes and products that must meet the criteria of validity, practicality, and effectiveness. While Plomp added the criterion "can show added value" in addition to these three criteria (Seels, Barbara B. & Richey, Rita C., 1994)

Van den Akker and Plomp describe development research based on two objectives (Van den Akker J, 1-14).

1. Product prototype development
2. Formulation of methodological suggestions for the design and evaluation of the product prototype.

Richey and Nelson distinguish development research into the following two types (Rita C. Richey, J.D.K., Wayne A. Nelson, 2009).

1. The first type is focused on the design and evaluation of a particular product or program with the aim of getting an overview of the development process and studying the conditions that support the implementation of the program.
2. The second type is focused on reviewing previously carried out development programs. The purpose of this second type is to obtain an overview of effective design and evaluation procedures (Samsu, 2017).

Meanwhile, according to Nana Syaodih Sukmadinata Research and Development (R&D) is a process or steps to develop a new product or perfect an existing product, which can be accounted for (Nana Syaodih Sukmadinata, 2009)

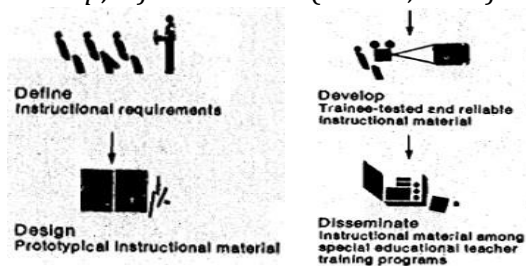
Nusa Putra also said that Research and Development (R&D) is a research method intentionally, systematically, to find, improve, develop, produce, and test the effectiveness of products, models, and methods / strategies / ways that are superior, new, effective, efficient, productive, and meaningful (Nusa Putra, 2015).

Based on some of these opinions, Research and Development (R & D) is a research method carried out deliberately and systematically to perfect existing products or develop a new product through testing, so that the product can be accounted for. Where in the research process researchers collaborate directly with PAI subject teachers to carry out identification of the problem of children's lack of interest in the PAI learning process at school, especially memorization, take action to solve the problem, and observe how successful the researcher's efforts in applying the use of visual media type *Flashcard*.

If the research is considered unsuccessful, further research will be carried out and so on until it reaches a product that the researcher wants so that the use of visual media type flash cards can be said to be effective / successful in their use in improving the memorization of short suras of students in PAI learning at SD IT Al-Qur'aniyyah Pondok Aren.

To clarify the procedures and implementation in research, a research design is needed. Research Design is a plan or design of a study according to the procedure, and the research design that researchers are trying to apply in this study is *Research and Development (R & D)* using *Guided Inquiry Design* using visual learning media *Flashcard* picture cards, where in this design the teacher helps or guides students develop intellectual skills by giving questions to students and helping students find answers that come from their curiosity about the memorization material of students' short surahs in PAI learning Lesson Material 1 "Let's Learn Qs. Al-Falaq" and Learning Material 6 "Let's Learn Qs. Al-Fil" using *Flashcard* media in accordance with the schedule and allocation of learning time that has been determined

Among the stages or design plans of the *Guided Inquiry* design According to Sivasailam Thiagarajan, et al. consists of four stages (4-D), namely: 1) *Define*, 2) *Design*, 3) *Develop*, 4) *Disseminate* (Trianti, 2010).



### 3. Results and Discussion

Based on the results of research and the learning process in class, the results of this research are: (1) The PAI learning process with the results of the development of visual learning media *Flashcard* picture cards in class IV SD IT Al-Qur'aniyyah in each class there is a very high increase, namely an increase in learning material surah al-falaq grade 4 Medina obtained 92.3 and 4 Mecca obtained 95.3 . And the improvement in learning material surah al-fil grade 4 Medina obtained 93.1 and 4 Mecca obtained 94.6 so that the learning process using *Flashcard* media can be a reference for subsequent learning because it exceeds the achievement of the Minimum Completeness Criteria (KKM) in PAI subjects, which is 75 or reaches around 75% of the percentage of completeness his. (2) The results of the development of PAI learning media using visual learning media *Flashcard* picture cards in class IV SD IT Al-Qur'aniyyah also have a high percentage of increase in test results, namely (0.8) "Very Decent", this also shows that *Flashcard* media has more response and attention in improving learning outcomes. (3) The development of visual learning media for *Flashcard* picture cards in class IV of SD IT Al-Qur'aniyyah has a good influence based on the feasibility results of two validators or two expert lecturers, namely Media Expert Lecturers and Material Expert Lecturers, with scores of 86.67 and 82.10 and has satisfactory development results so that these media can be used as teaching aids that support in conditions learn now and next.

#### 4. Conclusion

Based on the results of research data and the learning process in class using *Flashcard* media, the conclusions in this research are: (1) The PAI learning process with the results of the development of visual learning media *Flashcard* picture cards in class IV SD IT Al-Qur'aniyyah in each class there was a very high increase, namely an increase in learning material surah al-falaq grade 4 Medina obtained 92.3 and 4 Mecca obtained 95.3. And the improvement in learning surah al-fil material in grade 4 Medina obtained 93.1 and 4 Mecca obtained 94.6 so that the learning process using *Flashcard* media can be a reference for subsequent learning because it exceeds the achievement of the Minimum Completeness Criteria (KKM) in PAI subjects, which is 75 or reaches around 75% of the percentage of completeness. (2) The results of the development of PAI learning media using visual learning media *Flashcard* picture cards in class IV SD IT Al-Qur'aniyyah also have a high percentage of increase in test results, namely (0.8) "Very Decent", this also shows that *Flashcard* media has more response and attention in improving learning outcomes. (3) The development of visual learning media for *Flashcard* picture cards in class IV of SD IT Al-Qur'aniyyah has a good influence based on the feasibility results of two validators or two expert lecturers, namely Media Expert Lecturers and Material Expert Lecturers, with scores of 86.67 and 82.10 and has satisfactory development results so that these media can be used as teaching aids that support current and subsequent learning conditions.

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