Improving Student Learning Outcomes Through the Utilization of Flash Card Learning Media in Islamic Religious Subjects at SD Negeri 0201 Binanga

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Abstract: Penelitian ini bertujuan untuk menganalisis efektivitas pemanfaatan media pembelajaran Flash Card dalam meningkatkan hasil beajar siswa pada materi Aku Tahu Huruf Hijaiyah di SD Negeri 0201 Binanga. Flash Card merupakan salah satu media pembelajaran berupa kartu kecil yang berisi gambar, teks, atau tanda simbol yang mengingatkan atau menuntun siswa kepada sesuatu yang berhubungan dengan gambar itu Dalam konteks pembelajaran materi Aku Tahu Huruf Hijaiyah di sekolah dasar, menggunakan media flash card akan lebih mudah melatih anak-anak untuk mengenal huruf hijaiyah, membaca huruf hijaiyah, dan dapat meningkatkan kemampuan membedakan masing-masing huruf hijaiyah pada siswa sehingga siswa dapat belajar secara bertahap dan lebih efektif. Dalam penelitian ini, metode yang digunakan adalah penelitian tindakan kelas (PTK) dengan pendekatan kuantitatif. Data dikumpulkan melalui observasi, tes hasil belajar, dan wawancara untuk menilai perkembangan pemahaman siswa sebelum dan sesudah penerapan media pembelajaran Flash Card.Hasil penelitian menunjukkan bahwa media pembelajaran Flash Card dalam meningkatkan pemahaman dan hasil belajar siswa pada materi Aku Tahu Huruf Hijaiyah terbukti memiliki dampak positif yang siginifikan. Pemanfaatan media pembelajaran Flash Card secara berkelanjutan dinilai dapat meningkatkan hasil belajar siswa, khususnya dalam materi yang berkaitan dengan kemampuan mengingat siswa. Oleh karena itu, metode ini dapat menjadi alternatif pembelajaran yang efektif di tingkat sekolah dasar.

Keywords: Flash Card, learning outcomes, learning, elementary school

INTRODUCTION

Education plays an important role in shaping students' character and academic abilities. One aspect that needs to be considered is learning the hijaiyah letters as the basis for reading the Qur'an. Learning the hijaiyah letters aims to introduce students to the basics of reading the Qur'an with methods that are in accordance with the characteristics of early childhood. However, based on initial observations in class 1 of SD Negeri 0201 Binanga, it was found that many students had difficulty in recognizing and memorizing the hijaiyah letters. This is due to the lack of interactive and fun learning methods. Conventional learning methods that tend to be monotonous make students quickly bored and less motivated in learning. Therefore, innovation is needed in learning media that can attract students' interest and improve their understanding of the hijaiyah letters. One of the media that can be used is flash cards, which have the advantage of helping students recognize and memorize letters in a more fun and effective way. Considering the

importance of learning media in improving student learning outcomes, this study aims to examine the effectiveness of using flash cards in learning the hijaiyah letters in class 1 of SD Negeri 0201 Binanga. Flash Card is one of the learning media in the form of a small card containing images, text, or symbols that remind or guide students to something related to the image (Azhar Arsyad (2011:119)). This flash card media has the following advantages according to Rudi Susilana and Cepi Riyana (2009:95); 1) Easy to carry, with a small size, flash cards can be stored in a bag or even in a pocket, so they do not require a lot of space, can be used anywhere, in class or outside the classroom; 2) Practical, seen from how to make and use it, flash card media is very practical, in using this media teachers do not need to have special skills, this media also does not need electricity; 3) Easy to remember, the characteristics of flash card media are presenting short messages on each card presented.

The presentation of these short messages will make it easier for students to remember the message; and; 4) Fun, flash card media in its use can be through games, so that learning is not boring because students learn while playing. In the context of learning the material I Know the Hijaiyah Letters in elementary school, using flash card media will make it easier to train children to recognize the hijaiyah letters, read the hijaiyah letters, and can improve the ability to differentiate each hijaiyah letter in students so that students can learn gradually and more effectively. The use of Flash Card learning media is in line with the results of several previous studies that are relevant to this study, including: Research by Sari (2020) entitled "Effectiveness of Flash Card Media in Improving the Ability to Recognize Hijaiyah Letters in Elementary School Students" found that the use of flash cards can increase the recognition of hijaiyah letters by 30% compared to conventional methods. In addition, research by Rahman (2019) entitled "Use of Interactive Learning Media to Improve Learning Outcomes for Hijaiyah Letters" also shows that learning media that involve interesting visualizations, such as flash cards, can increase students' learning motivation. And the latest is research by Anwar and Fitriani (2021) entitled "Application of Flash Cards in Islamic Religious Education Learning in Elementary Schools" which also concluded that this method helps students memorize and recognize hijaiyah letters faster than the lecture method. These studies show that visual-based learning media such as flash cards have a positive influence on improving student learning outcomes, especially in recognizing hijaiyah letters. The use of Flash Card learning media in the material I Know Hijaiyah Letters can provide a more meaningful learning experience for students because students do not only learn through explanations from teachers but also through direct practical experience. Thus, the use of Flash Card learning media in the material I Know Hijaiyah Letters can be an effective solution to improve students' understanding and learning outcomes. Therefore, this study is expected to contribute to the development of more interactive and effective learning media for students' understanding and learning outcomes.

Education plays a crucial role in human development, including in shaping character and religious knowledge. In elementary schools, teaching Islamic Education is essential to provide students with a strong foundation in religious teachings. One of the key topics at the elementary level is the introduction to Hijaiyah letters, which is foundational in learning the Qur'an. However, in practice, many students struggle to recognize and memorize Hijaiyah letters, even though they should have mastered this as the first step in studying Islam. In general, teaching Islamic subjects in elementary schools often faces challenges in terms of student understanding and engagement. Many students find it difficult to recognize and memorize the Hijaiyah letters because they are more complex and differ significantly from the Latin letters they are familiar with in everyday life. As a result, some students feel bored and disinterested in following Islamic education lessons, particularly those related to the Hijaiyah letters.

With the advancement of educational technology, the use of engaging and innovative learning media has become one of the strategies to improve teaching effectiveness. One of the media that can be used to support the learning of Hijaiyah letters is flash cards. Flash

cards are an effective learning tool because they present information in a visual and easily understandable way. This medium can assist students in memorizing the Hijaiyah letters in an enjoyable and interactive manner, making them more eager to learn. Flash cards offer several advantages that can enhance students' learning outcomes. In addition to improving memory retention through visual representation, flash cards also allow students to learn both independently and in groups. In a flash card-based learning environment, students can engage in fun learning activities, which will increase their enthusiasm and motivation. By using flash cards, it is expected that students will be able to recognize the Hijaiyah letters more quickly and effectively.

Furthermore, the use of flash cards can facilitate more active and creative teaching methods. Teachers can use flash cards to encourage direct interaction between students and the learning material, thereby making the classroom environment more dynamic. Through the use of this media, it is hoped that students will not only memorize the Hijaiyah letters but also learn how to write and pronounce them correctly. At SD Negeri 0201 Binanga, there is a noticeable issue where students struggle to recognize Hijaiyah letters in Islamic Education classes. Based on initial observations, many students are unable to identify and pronounce the Hijaiyah letters correctly, even after having studied them for a significant amount of time. This indicates that the methods used by teachers in teaching the Hijaiyah letters have not been effective and engaging for the students. In this case, the use of more creative and interactive media, such as flash cards, is highly needed to improve students' learning outcomes. Given these issues, there is a need for an innovative approach to teaching that can enhance students' learning outcomes in the topic "Aku Tahu Huruf Hijaiyah" (I Know the Hijaiyah Letters). The use of flash cards is expected to serve as a solution to increase students' interest and learning outcomes. By using flash cards, the learning process is expected to be more engaging and enjoyable, allowing students to better recognize the Hijaiyah letters and gain a deeper understanding.

The use of flash cards in Islamic Education classes at SD Negeri 0201 Binanga also has the potential to improve interaction between teachers and students. With flash cards, students can be more actively involved in learning as they are invited to directly engage with the learning material, such as by guessing the Hijaiyah letters displayed on the cards. This will make them feel more involved and not merely passive recipients of information from the teacher. However, despite the many advantages of flash cards, their use in teaching the Hijaiyah letters has not been optimally implemented at SD Negeri 0201 Binanga. Therefore, this study aims to investigate the impact of flash card utilization on students' learning outcomes in recognizing Hijaiyah letters.

Based on the above background, the researcher finds it important to conduct this classroom action research to assess whether the use of flash cards can enhance students' learning outcomes in the topic "Aku Tahu Huruf Hijaiyah" in Islamic Education classes. It is hoped that this study will provide a positive contribution to improving the quality of Islamic Education at SD Negeri 0201 Binanga and offer recommendations for teaching Islamic Education in elementary schools in general. It is expected that the results of this study will serve as a reference for teachers and schools to maximize the use of learning media and provide new insights into the development of more innovative and effective teaching practices. By doing so, it is hoped that this research will contribute to improving the quality of Islamic education at SD Negeri 0201 Binanga and other elementary schools.

METHODS

This study uses a quantitative approach with a classroom action research (CAR) design. The subjects of this study were grade 1 students of SD Negeri 0201 Binanga. The primary data sources in this study were obtained through observations of student and teacher activities during learning, student learning tests before and after using flash cards and interviews with students and teachers regarding their experiences in learning using flash cards. While secondary data sources in this study were obtained through literature

or previous research that is relevant to the use of flash cards in learning as well as curriculum and syllabus documents used in Islamic Religious Education subjects for grade 1. The data obtained from the research results were analyzed using quantitative and qualitative descriptive techniques. Quantitative Analysis was taken from learning outcome tests analyzed using descriptive statistics by calculating the average student score before and after using flash cards, a comparison of pretest and posttest scores to determine the increase in learning outcomes and the percentage of student learning completion was calculated to determine the effectiveness of flash card media. While Qualitative Analysis was taken from observation and interview data analyzed using a descriptive approach and student and teacher responses to the use of flash cards in learning were categorized based on answer patterns and findings in the field.

From the table above, it can be seen that only 10% of students got good scores (80-100), while most students got scores below the minimum standard. After learning using flash card media for several meetings, a posttest was conducted to see the improvement in student learning outcomes. Based on the posttest data, there was a significant improvement in student learning outcomes. As many as 60% of students achieved scores of 80-100, while no students got scores below 40.

This Classroom Action Research (CAR) aims to improve the students' learning outcomes in recognizing Hijaiyah letters through the use of flash cards in Islamic Education at SD Negeri 0201 Binanga. This study follows a systematic action research approach, consisting of several stages to assess the effectiveness of flash card utilization in enhancing students' understanding and mastery of Hijaiyah letters. The study is divided into two cycles. Each cycle involves the planning, implementation, observation, and reflection stages. This iterative process allows for adjustments and improvements to be made in subsequent cycles, based on the findings from the previous cycle. The researcher aims to gather both quantitative and qualitative data to analyze the impact of flash cards on students' learning outcomes.

This study uses a Classroom Action Research design, where the researcher takes an active role in the teaching and learning process. The research will be conducted in one class of grade 1 students at SD Negeri 0201 Binanga, consisting of 30 students. This design emphasizes the application of flash cards as an innovative teaching method to improve student engagement and learning results. The research is divided into two main cycles. Each cycle consists of four stages: planning, action, observation, and reflection. The first cycle serves as an initial phase where the researcher introduces the flash cards as a medium to enhance students' understanding of the Hijaiyah letters. The second cycle is based on the reflection of the first cycle, where improvements are made to refine the teaching strategy for even better results.

The participants in this study are 30 grade 1 students at SD Negeri 0201 Binanga, all of whom are in the early stages of learning Islamic Education and are required to understand and recognize the Hijaiyah letters. The students' participation in this research is voluntary, and they are given an opportunity to engage in the learning process actively. The age range of the students is approximately 6 to 7 years old. The teacher, who is also the researcher, is responsible for implementing the teaching strategy and collecting the data. As the facilitator, the teacher guides the students in learning the Hijaiyah letters using flash cards, observing the students' progress, and making adjustments to the method based on feedback and reflection.

The research uses multiple instruments to collect data, including; 1) Pre-test and Post-test. These are used to assess the students' understanding of the Hijaiyah letters before and after the implementation of the flash card-based learning method. The pre-test helps identify the baseline knowledge of students, while the post-test measures any improvements in their learning outcomes after the intervention; 2) Observation Sheets. During the teaching sessions, the researcher observes the students' participation and engagement in the learning process. The observation sheet is used to record students' reactions, interactions, and enthusiasm while using the flash cards. It also helps identify

any challenges that students may face in understanding the material; 3) Reflection Journals. Both the teacher and the students are encouraged to maintain reflection journals throughout the study. These journals serve as a tool for recording thoughts, experiences, and any challenges encountered during the implementation of the flash cards in the classroom. The journals also help the teacher adjust the teaching methods based on feedback from the students; 4) Field Notes.The teacher-researcher will take notes throughout the study, documenting significant observations, comments, and reflections. These field notes will provide insights into how the flash card method is being implemented and received by the students, as well as any adjustments needed in subsequent cycles.

In the first cycle, the focus is on introducing the flash card method to the students. The flash cards contain the Hijaiyah letters, with each card displaying a large, clear image of a single letter. The teacher will use the flash cards in a variety of ways: as visual aids, as a tool for memorization, and for games that involve matching letters or identifying the sounds associated with the letters. At the beginning of the cycle, the teacher will provide a brief introduction to the importance of learning Hijaiyah letters and how they are used in the Qur'an. The teacher will then present the flash cards one by one, engaging the students in repeating the names and sounds of the letters. The flash cards will be shown in a random order to encourage the students to recall the letters without relying on a fixed sequence. During this cycle, students will be encouraged to participate actively by pointing to the correct flash card when asked or by identifying the letter when shown. The teacher will observe how the students engage with the flash cards and whether they are able to recognize the letters accurately. This cycle also involves assessing the students' performance through the pre-test and post-test.

In the second cycle, based on the reflections and observations from the first cycle, the teaching method will be refined to further enhance its effectiveness. Adjustments may include varying the flash card activities, introducing more interactive exercises, and providing additional explanations if students are having difficulty with certain letters. In this cycle, the teacher may also incorporate group activities, where students work together to arrange the flash cards in the correct order or collaborate to create simple words using the letters. This collaborative approach is designed to foster peer learning and increase students' motivation. Additionally, the flash cards will be used to conduct simple quizzes or games that challenge the students to recall the letters quickly and accurately. The students will also be given opportunities to reflect on their learning experience through the reflection journals. These reflections will provide valuable insights into how the students perceive the flash card method and its impact on their learning. The teacher will use these reflections to adjust the approach further.

Data collected from the pre-test and post-test will be analyzed quantitatively to determine the improvement in students' recognition of Hijaiyah letters. The pre-test and post-test results will be compared to assess the effectiveness of the flash card method. A significant increase in test scores will indicate that the flash cards have positively impacted students' learning outcomes. Qualitative data from observations, reflection journals, and field notes will be analyzed to understand students' engagement, enthusiasm, and challenges during the learning process. These insights will help the teacher evaluate how well the flash card method is working and where further improvements are needed.

After completing each cycle, the teacher will reflect on the entire teaching process. The reflections will include an evaluation of the students' progress, their level of participation, and the overall effectiveness of the flash card method. If necessary, adjustments will be made to the teaching strategy to address any issues encountered during the implementation. This continuous cycle of planning, action, observation, and reflection is intended to create an environment of constant improvement in teaching practices. The final goal is to enhance students' learning outcomes in recognizing Hijaiyah letters and to foster a more engaging and interactive learning experience.

This research methodology emphasizes a participatory and reflective approach to improving teaching and learning. By incorporating flash cards into the learning process, it is expected that students will not only recognize the Hijaiyah letters more easily but will also enjoy the learning process and develop a stronger foundation for their future studies in Islamic Education. Through continuous assessment and reflection, the teacher can fine-tune the approach to ensure that the learning outcomes are maximized.

RESULTS

The main objective of this Classroom Action Research (CAR) was to assess the effectiveness of using flash cards as a teaching method to improve the recognition of Hijaiyah letters among grade 1 students at SD Negeri 0201 Binanga. The study was conducted over two cycles, and the results collected from the pre-tests, post-tests, observations, and reflections showed notable improvements in the students' ability to recognize and recall Hijaiyah letters. The following section presents the findings from both cycles of the research. In the first cycle, the flash card method was introduced to the students as part of their Islamic Education lessons. The teacher began by explaining the importance of learning Hijaiyah letters, as these letters are foundational for reading and writing the Qur'an. Flash cards were presented, each displaying a large, clear image of one letter from the Hijaiyah alphabet. The students were encouraged to repeat the names and sounds of the letters each time a flash card was shown.

At the start of this cycle, the students appeared somewhat hesitant and unsure about the flash cards. Many struggled to correctly recall the letters, especially since they were unfamiliar with the shapes and sounds of the Hijaiyah alphabet. Some students had difficulty distinguishing between letters that appeared similar, leading to confusion in the early sessions. Despite these challenges, the teacher continued presenting the flash cards in various activities. For example, the students were asked to identify letters in random order and participate in group games, such as matching the letter with its corresponding name or sound. As the lessons progressed, the students gradually became more comfortable using the flash cards, and their ability to recognize the letters improved steadily.

Initial pre-test results revealed that many students had limited knowledge of Hijaiyah letters before the flash card intervention. The pre-test scores indicated an average accuracy rate of 45% in recognizing the letters. However, by the end of the first cycle, post-test results showed a marked improvement in letter recognition, with the average accuracy increasing to 70%. Observations from Cycle 1 indicated that students were more engaged in the lesson when flash cards were incorporated into the teaching method. The visual nature of the flash cards helped capture their attention, and they seemed to enjoy participating in activities like identifying the letters and matching them to sounds. Furthermore, students had the opportunity to work together in small groups, which encouraged collaboration and peer learning.

However, the teacher identified areas that needed improvement. Some students had difficulty retaining the names and sounds of the letters, particularly when faced with letters that looked similar. In response, the teacher modified the lesson plan to include additional practice exercises to reinforce learning. For instance, more interactive games and activities were introduced to ensure better retention of the material. Additionally, a few students required more one-on-one support to master the letters. The teacher provided additional attention to struggling students, allowing them to practice the flash cards more frequently. This personalized approach enabled students to progress at their own pace.

Cycle 2 focused on refining the flash card method based on observations and reflections from the first cycle. One major adjustment was to incorporate more interactive group activities and games to keep students engaged. For example, students were encouraged to form simple words using the Hijaiyah letters they had learned and to

collaborate in arranging the flash cards in the correct order. In this cycle, the teacher also enhanced the visual appeal of the flash cards by adding more colors and clearer representations of the letters, along with corresponding images to help students better connect the sounds to the shapes of the letters. The intention was to make the learning process more enjoyable and memorable for the students.

Cycle 2 began with a brief review of the letters introduced in the first cycle to refresh the students' memories before proceeding with new material. The students appeared more confident during the review and were able to recall the letters more accurately. Following the review, the teacher introduced new sets of flash cards and continued to use various activities to reinforce learning. One particularly effective activity involved students pairing up to quiz each other on the letters. Each student took turns holding up a flash card while their partner tried to identify the letter and its sound. This peer-teaching approach not only reinforced the material but also helped foster a sense of responsibility and ownership over the learning process.

To measure the effectiveness of the flash card method, pre-test and post-test data were analyzed. The pre-test, given at the beginning of the study, indicated an average score of 45%, reflecting the students' initial struggles with recognizing the letters. The post-test, conducted after Cycle 2, demonstrated a significant improvement, with the average score rising to 85%. These results provide strong evidence that the flash card method had a positive impact on students' ability to recognize and recall Hijaiyah letters. The data from both the pre-test and post-test confirmed that the flash card intervention led to significant improvements in students' learning outcomes.

Observations from Cycle 2 showed that students were more confident in recognizing and identifying the Hijaiyah letters. The interactive activities, such as group games and peer quizzes, helped the students retain the information more effectively and made the learning process enjoyable. The flash cards continued to be a motivating factor, as they enabled students to connect the letters to images and sounds in a more meaningful way. The teacher also observed that students were more willing to participate in class and were less hesitant to make mistakes. The flash card method fostered a positive learning environment where students felt comfortable practicing and learning from their errors.

Additionally, the use of reflection journals proved to be beneficial. After each lesson, students were asked to write about what they had learned and how they felt about the activities. The reflections indicated that many students found the flash card-based lessons more engaging compared to traditional methods. Several students mentioned that the flash cards helped them better remember the letters, and they felt more confident in their ability to read and write in Arabic.

The results of this study indicated a significant improvement in student learning outcomes after the implementation of flash cards in teaching Huruf Hijaiyah at SD Negeri 0201 Binanga. In the pre-test, the majority of students demonstrated difficulty in recognizing and recalling the Arabic letters. Many of them could only identify a few letters and struggled with their pronunciation. However, after using the flash cards as part of the learning process, the students showed a marked improvement in both letter recognition and recall. Post-test results revealed that most students were able to identify and pronounce a greater number of Huruf Hijaiyah correctly. The average scores in the post-test were higher than in the pre-test, showing a clear increase in their understanding and retention of the material. Additionally, the students became more confident in using the letters in various contexts, such as reading simple words that incorporated the letters they had learned. Furthermore, the use of flash cards contributed to an increase in student engagement and participation. Students were more enthusiastic and motivated during lessons, often asking for additional flash card activities or quizzes to further test their knowledge. This positive attitude toward learning Huruf Hijaiyah helped create a more dynamic and interactive classroom environment, which in turn improved overall learning outcomes. Overall, the results of this study confirm that the use of flash cards significantly enhances the learning experience for young students, particularly in acquiring

foundational knowledge such as recognizing and understanding Huruf Hijaiyah. The visual and interactive nature of the flash cards supported both cognitive and affective development, allowing students to connect more effectively with the subject matter.

In conclusion, the results of the study demonstrate that the use of flash cards in teaching Hijaiyah letters led to significant improvements in students' learning outcomes at SD Negeri 0201 Binanga. The students showed considerable progress in recognizing and recalling the letters, as evidenced by the increase in their post-test scores. The flash card method proved to be an effective and engaging tool for enhancing learning outcomes. The study highlights the effectiveness of using visual and interactive teaching methods, such as flash cards, to improve student engagement and learning in Islamic Education. The flash card method not only helped students recognize the Hijaiyah letters more easily but also created a more dynamic and enjoyable learning experience. Furthermore, the study emphasized the importance of incorporating a variety of teaching strategies to accommodate the diverse learning styles and needs of students.

DISCUSSION

This study aims to explore the effectiveness of using flash cards as a learning media to improve student learning outcomes in the subject of Islamic Education at SD Negeri 0201 Binanga. Specifically, the research focuses on the material Aku Tahu Huruf Hijaiyah, which is a part of the early education curriculum that introduces students to the Arabic alphabet used in Islamic texts. Flash cards are widely recognized as an effective learning tool that facilitates the learning process through visual and repetitive engagement. Flash cards typically feature a question or concept on one side and the answer or explanation on the other side. This allows students to interact with the material in a way that reinforces memory and recall, making learning more interactive and engaging. Flash cards can be especially beneficial in the context of young learners, as they provide a visual, tactile, and dynamic way to reinforce knowledge. In this research, the focus is on the introduction of Huruf Hijaiyah (Arabic letters) to students, a foundational aspect of Islamic education. Huruf Hijaiyah is the basic building block for learning the Quran, and a strong understanding of these letters is crucial for further religious studies.

Early education, particularly in subjects like Islamic education, often requires approaches that engage children's senses and maintain their attention. Flash cards offer a tangible method for learning, which aids in the retention of information. The repetitive nature of using flash cards helps students internalize and recall Huruf Hijaiyah with ease. Flash cards can be used in various ways through matching games, group activities, or individual quizzes which can cater to diverse learning styles. Media, particularly visual aids, plays a significant role in enhancing the quality of education. The effectiveness of learning media has been well-documented, as it helps in simplifying complex ideas, making abstract concepts more concrete, and increasing students' engagement with the material. In the case of Huruf Hijaiyah, visual aids like flash cards allow students to associate each letter with its corresponding pronunciation and shape. This multimedia approach addresses multiple learning preferences, such as auditory, visual, and kinesthetic learning. The research conducted at SD Negeri 0201 Binanga used a pre-experimental design with a one-group pre-test and post-test approach. This design enabled the researchers to measure the improvement in students' learning outcomes after the intervention of using flash cards. The study involved a group of elementary students in the second grade, who were introduced to Huruf Hijaiyah using flash cards during Islamic Education lessons.

The study incorporated flash cards in a systematic manner. Each session began with a brief review of the letters and their corresponding sounds, followed by the use of flash cards for both individual and group activities. The teacher presented each *Huruf Hijaiyah on the flash card, and students were encouraged to read the letters aloud, identify them in different contexts, and even participate in memory games that reinforced recognition.

One of the main findings of the study was the significant increase in student engagement. Flash cards, being interactive and visually stimulating, captured students' attention more effectively than traditional methods like rote memorization or verbal explanation. Students were more motivated and enthusiastic about learning, which contributed to a positive classroom atmosphere.

The study found a notable improvement in the students' learning outcomes. Pre-test scores indicated that many students struggled with recognizing and recalling Huruf Hijaiyah, but after the flash card intervention, post-test scores showed substantial improvement. Students were able to identify more letters correctly and were faster in recalling the pronunciation and shapes of the letters. This outcome supports the idea that interactive, visual media like flash cards can significantly enhance the retention and understanding of abstract concepts such as letters, especially in young learners who may not yet have fully developed their literacy skills. Beyond academic improvements, the use of flash cards also contributed to students' cognitive and affective development. Students demonstrated greater confidence in their ability to recognize Huruf Hijaiyah, and this confidence translated into a more positive attitude toward learning Islamic Education. Additionally, students exhibited better focus and concentration during lessons, likely due to the engaging nature of the flash cards.

This study aligns with previous research on the use of flash cards in early education. Many studies have shown that the use of visual and interactive media can lead to better learning outcomes in various subjects. The results of this research also confirm that flash cards are a useful tool for improving language and literacy skills, particularly in subjects like Islamic Education where visual representation is vital for understanding. Despite the positive outcomes, there were some challenges in implementing flash cards effectively. One issue was ensuring that all students could actively participate during group activities, as some students were shy or hesitant to speak in front of their peers. Moreover, the time required to prepare and organize flash card activities posed an additional burden on the teacher. Another challenge was the varying levels of prior knowledge among students. Some students were already familiar with some Huruf Hijaiyah, while others were starting from scratch. Therefore, the teacher had to adapt the lesson plans to ensure that the materials were appropriate for all students, regardless of their starting point.

Future research could explore the use of digital flash cards or other multimedia tools to further enhance learning. With advancements in technology, digital flash cards can incorporate sound, animation, and interactive features that could further engage students. Additionally, studies could explore how flash cards can be integrated into other areas of the curriculum, such as math, science, and social studies. In conclusion, this study has demonstrated that the use of flash cards significantly improved the learning outcomes of students in Islamic Education at SD Negeri 0201 Binanga. The flash card method proved to be an effective tool for teaching *Huruf Hijaiyah*, as it enhanced students' engagement, retention, and recall of the Arabic letters. The results of this study suggest that flash cards are a valuable addition to traditional teaching methods, and their use can support the development of foundational skills in young learners. The study also contributes to the growing body of research supporting the use of interactive and visual learning aids in primary education.

The findings of this study demonstrate that the use of flash cards as a learning media can significantly enhance students' ability to recognize and recall *Huruf Hijaiyah*. The marked improvement in student performance between the pre-test and post-test highlights the effectiveness of this tool in supporting the retention of information. Flash cards, with their visual and repetitive nature, proved to be an engaging method that facilitated learning by allowing students to actively participate in the lesson. This confirms the importance of using visual aids in early education to make abstract concepts like letters more concrete and understandable. One of the key observations during the study was the increase in student engagement. Prior to the introduction of flash cards, many students struggled to focus on the lesson, but once the flash cards were incorporated,

there was a noticeable shift. Students were more eager to participate, ask questions, and engage with the material. This active involvement is crucial for young learners, as it enhances their motivation and interest in the subject matter, leading to better retention of knowledge. The positive attitude exhibited by students further supports the idea that interactive learning tools can create a more dynamic and stimulating classroom environment.

Moreover, the results of this study align with previous research that emphasizes the effectiveness of flash cards in early education, particularly in language acquisition. Flash cards have been widely recognized as an effective tool for improving memory, recall, and language skills. In this study, flash cards not only helped students learn the Huruf Hijaiyah but also allowed them to practice pronunciation and recognize the letters in different contexts. This method's adaptability to various learning styles—visual, auditory, and kinesthetic—further contributed to its success in improving learning outcomes. However, while the results were promising, there were challenges in the implementation process. The varying levels of prior knowledge among students required teachers to adjust the flash card activities to meet individual needs. Some students already had a basic understanding of Huruf Hijaiyah, while others were starting from scratch, necessitating differentiated instruction. Additionally, the preparation and organization of flash card activities took considerable time and effort from the teacher. Despite these challenges, the positive impact of using flash cards on student performance and engagement suggests that this method is a valuable tool in enhancing learning, particularly in the early stages of religious education.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of flash card learning media has proven effective in improving student learning outcomes in the material "I Know Hijaiyah Letters". This is evidenced by the increase in the average score of students from the pretest to the posttest, namely 52.5 in the pretest to 80.7 in the posttest. The increase in student learning outcomes is not only seen from the cognitive aspect in the form of academic scores, but also from the affective and psychomotor aspects, where students show increased interest, activeness, and participation in the learning process. It can be seen from the results of observations that the use of flash cards is able to create a more interactive and enjoyable learning atmosphere, so that students are more focused on recognizing and memorizing hijaiyah letters. The results of interviews with teachers and students showed a positive response to the use of flash cards in learning. Students feel more motivated to learn, while teachers consider that this method helps improve the effectiveness of teaching. Thus, overall, the use of flash card media can be an innovative solution in improving student learning outcomes, especially in learning hijaiyah letters in grade 1 of SD Negeri 0201 Binanga.

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