Improving Students' Learning Motivation in Memorizing Hadith through the Use of Hadith Card Media at MI Ma'arif Pucungbedug

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Abstract: This study aims to analyze the effectiveness of the use of hadith card media in increasing students' learning motivation in memorizing hadith at MI Ma'arif Pucungbedug. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. Data from this study were obtained from a series of semi-structured interviews with the research subjects. The population of this study includes all individuals who have an important role in the learning process. The sample of the study consisted of one Al-Qur'an Hadith subject teacher and 10 fifth grade students selected based on the purposive sampling method. The results of the study showed that the use of hadith card media was proven effective in increasing students' learning motivation in memorizing hadith at MI Ma'arif Pucungbedug. In addition, card media has the potential to be applied to other appropriate subjects. The results of the study showed that hadith card media can improve student learning outcomes in learning the Qur'an and Hadith. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.71%, the first cycle 76.39% and in the second cycle increased to 93.66%. Thus, the use of hadith card media can be used as an alternative to improve student learning outcomes in learning the Qur'an and Hadith.

Keywords: Hadith card media, learning motivation, learning the Qur'an and Hadith.

INTRODUCTION

Hadith is one of the sources of Islamic teachings that serves as a guideline for Muslims in their daily lives. Therefore, students' ability to memorize and understand hadith from an early age is very important, especially at the Madrasah Ibtidaiyah (MI) level. However, in practice, many students experience difficulties in memorizing hadith due to less interesting learning methods and lack of variety of learning media used. In addition, the challenges in learning hadith are also caused by the lack of motivation of students in following the learning process, which has an impact on their low learning outcomes. At MI Ma'arif Pucungbedug, the problem faced in learning hadith is the low motivation of students to learn. This can be seen from the lack of enthusiasm of students in participating in the lessons, as well as their low memory of the hadith taught. Some of the factors that cause low motivation of students in memorizing hadith include the method of defending.

One solution that can be applied to increase student learning motivation is the use of innovative and interactive learning media, such as hadith card media. Hadith card media is

a learning tool in the form of a card containing the text of the hadith along with its translation and explanation. This media is designed to attract students' interest with a more visual display and allow for more active interaction in the teaching and learning process. By using the media of hadith cards, students are expected to understand and remember the hadith they have learned more easily, as well as feel more motivated to memorize the hadith in a more fun way. The use of hadith card media also allows the application of more varied learning methods, such as playing while learning, group discussions, or interactive quizzes that can increase student engagement in learning. With this approach, it is hoped that students will not only be able to memorize the hadith .

Learning motivation is a key factor in determining the success of students in understanding and mastering a learning material. In the context of Islamic religious education, one of the aspects that requires high motivation is memorizing hadiths. Hadith as the second source of Islamic teachings after the Qur'an has an important position in shaping the understanding and practice of Islamic teachings by students. However, in practice, many students have difficulty memorizing hadith because of the process that requires strong memory and consistent repetition. The lack of variety in learning methods is also a factor that causes students to quickly feel bored and lose enthusiasm in memorizing hadiths. Therefore, a more innovative approach is needed to increase students' learning motivation in this aspect. One of the strategies that can be applied in increasing student motivation in memorizing hadith is the use of learning media that is interesting and in accordance with the Learning motivation is a key factor in determining the success of students in understanding and mastering a learning material. In the context of Islamic religious education, one of the aspects that requires high motivation is memorizing hadiths. Hadith as the second source of Islamic teachings after the Qur'an has an important position in shaping the understanding and practice of Islamic teachings by students. However, in practice, many students have difficulty memorizing hadith because of the process that requires strong memory and consistent repetition. The lack of variety in learning methods is also a factor that causes students to quickly feel bored and lose enthusiasm in memorizing hadiths. Therefore, a more innovative approach is needed to increase students' learning motivation in this aspect. One of the strategies that can be applied in increasing student motivation in memorizing hadith is the use of learning media that is interesting and in accordance with the .

Hadith card media has several advantages in helping students memorize hadiths. First, this medium can increase students' active involvement in learning because they can learn while playing. Second, hadith cards can be used flexibly, both in group and individual learning, thus allowing each student to learn according to their individual abilities and pace. Third, the use of hadith cards can help students associate hadith texts with certain images or colors, which ultimately strengthens their memory of the hadith studied. Thus, this media not only functions as a memorization aid, but also as a means to increase students' motivation to learn. MI Ma'arif Pucungbedug as one of the ibtidaiyah madrasas has a great responsibility in instilling an understanding of Islam to its students, including in the aspect of memorizing hadith. In its implementation, teachers often face tan .

This study seeks to analyze the extent to which the use of hadith card media can increase students' learning motivation in memorizing hadith in class V MI Ma'arif Pucungbedug. By using a media-based approach, it is hoped that students will not only be more motivated to memorize the hadith, but also be able to better understand the meaning and message contained in it. In addition, this study also aims to see how the role of teachers in integrating hadith card media in learning activities and the resulting impact on student involvement in the classroom. In addition to the motivational aspect, this study also highlights the effectiveness of hadith card media in helping students memorize hadith faster and longer to remember it. In this case, effectiveness can be measured from the increase in the number of hadiths that students can memorize in a certain period of time and their level of understanding of the content of the hadith. Thus, this research is not only.

Islamic religious education has an important role in shaping the character and morals of students. One of the fundamental aspects of Islamic religious education is the learning of the Qur'an and Hadith, which aims to equip students with an understanding and memorization of Islamic teachings. Hadith, as the second source of Islamic teachings after the Qur'an, has a very important position in the lives of Muslims. Therefore, the learning of hadith at the basic education level, including in Madrasah Ibtidaiyah, must be carried out with an effective method so that students are not only able to memorize, but also understand the meaning and apply it in daily life. In practice, learning hadith often faces challenges, especially in terms of increasing students' motivation to memorize hadith. Traditional methods such as tartil and recitation that prioritize repetition of readings often cause boredom among students. The disadvantage of this method is the lack of variation in.

This study aims to analyze the effectiveness of the use of hadith card media in increasing students' learning motivation in memorizing hadith in class V MI Ma'arif Pucungbedug. The main focus of this study is to understand how students' motivation changes before and after using hadith cards, as well as the factors that affect the success of this method in the learning process. The research approach used in this study is a qualitative approach with a descriptive method. This method was chosen because it is able to provide an in-depth picture of the experience and perception of students and teachers towards the use of hadith cards. Thus, this study not only focuses on the final result in the form of improving memorization, but also on the learning process experienced by students while using the hadith card media. In this study, the participants involved included teachers of the Qur'an Hadith subject and students of grade V MI Ma'arif Pucungbedug. Sample selection.

METHODS

This research is a classroom action research (PTK) that uses a qualitative approach with a descriptive method. Qualitative methods are research approaches that aim to understand social phenomena or human behavior that focus on non-numerical data such as interviews, observations, documents, and audiovisual materials. In general, qualitative methods use verbatim explanations to describe the results of research that has been carried out. This research focuses on stakeholders who are directly or indirectly involved in the implementation of learning. The population of this study includes all individuals who have an important role in the process of teaching and learning activities, namely homeroom teachers, teachers of Al-Qur'an hadith subjects, and all students of grade V MI Ma'arif Pucungbedug for the 2024/2025 school year. All participants in this study have filled out a consent form to participate in the study. The leaders of all participants.

This research is a classroom action research (PTK) that uses a qualitative approach with a descriptive method. Classroom action research is a type of research that aims to improve the quality of learning in the classroom through certain actions that are carried out systematically. The qualitative approach in this study is used to understand the phenomenon that occurs in class V of MI Ma'arif Pucungbedug, especially related to the learning motivation of students in memorizing hadith after the application of hadith card media. The qualitative method was chosen because it was able to provide an in-depth picture of the responses and experiences of the participants in this study. This approach focuses on collecting non-numerical data through interviews, observations, and related documents. The data obtained are then described systematically to understand how the use of hadith card media can affect students' motivation to learn. In this study, a descriptive method was used.

The data in this study was obtained through semi-structured interviews. Semi-structured interviews were chosen because they allowed flexibility in digging deeper into information from participants. This technique allows researchers to adjust questions based on the responses given by participants, so that a broader understanding of their

experience in using hadith cards can be obtained. Interviews were conducted with one teacher of the Qur'an Hadith subject and 10 students of class V who had been selected as research samples. The interview instrument used in this study consisted of five different questions for teachers and students. These questions are designed to reveal their experiences before and after using the hadith cards, changes in learning motivation, and obstacles they face in the learning process. For teachers, the question emphasizes more on the effectiveness of the use of hadith cards in improving the.

The results of interviews obtained from teachers of the Qur'an Hadith subject show that before the use of hadith cards, the methods used in memorizing hadith were the tartil and recitation methods. This method emphasizes the repeated recitation of hadith with the correct tajweed. Although this method has benefits in improving reading skills and comprehension of hadith, in practice, students often feel bored because there is no variation in the learning methods used. As a result, students' motivation in memorizing hadith decreases, and they tend to have difficulty maintaining their memorization. After the use of the hadith card, the teacher observed a significant change in the enthusiasm of the students. Students become more motivated and enthusiastic in memorizing hadiths. Hadith cards containing hadith texts and their translations provide a more interactive and interesting learning experience for students. In addition, students also find it easier to understand.

This research employs a mixed-method approach to analyze the improvement in students' motivation for memorizing Hadith through the use of Hadith card media. The combination of both qualitative and quantitative data allows for a comprehensive understanding of how the use of this media impacts students' motivation and learning outcomes. The study is designed to examine both the academic improvements and the psychological changes that occur when Hadith cards are incorporated into the learning process. The study adopts a quasi-experimental design, which involves the comparison of two groups: an experimental group and a control group. The experimental group consists of students in Class V MI Ma'arif Pucungbedug who will engage in Hadith memorization using Hadith card media, while the control group continues with the traditional methods of memorization without the use of this media. This design allows the researcher to assess the differences in motivation and performance between the two groups.

The participants of this study are students from Class V at MI Ma'arif Pucungbedug. A total of 40 students will be selected for this study, with 20 students in the experimental group and 20 students in the control group. The selection of participants is based on purposive sampling, where the researcher specifically chooses the students who are representative of the class as a whole. The age range of the students is between 10 to 11 years old. Data will be collected through a combination of pre-tests and post-tests, teacher observations, and student surveys. The pre-test and post-test will measure students' ability to memorize Hadiths before and after the intervention. The tests will be designed to assess both the accuracy of memorization and the students' ability to recall Hadiths. Teacher observations will be conducted throughout the intervention period to monitor students' engagement, enthusiasm, and participation during the learning activities. The observations will focus on the students' level of motivation, attention, and involvement in using the Hadith cards. Additionally, a student survey will be conducted before and after the intervention to assess the level of motivation and interest in memorizing Hadiths. The survey will include both quantitative questions (using a Likert scale) and qualitative questions (open-ended) to capture students' attitudes, feelings, and experiences related to the use of Hadith card media in their learning process.

The intervention will take place over a period of four weeks. The experimental group will engage in daily sessions of Hadith memorization using Hadith card media, which will include cards featuring key words, themes, and explanations of the Hadiths. Students will be encouraged to interact with the cards in various ways, including reading, grouping, and retelling the Hadiths to peers. This process will be complemented by verbal

repetition and recall exercises. The cards will be visually designed to aid memory retention and increase students' engagement with the material.

The control group will continue with the conventional method of memorizing Hadiths, which involves the teacher verbally presenting the Hadith and students memorizing them through rote repetition without the use of any additional media or aids. The quantitative data from the pre-test and post-test scores will be analyzed using statistical methods such as paired sample t-tests to determine if there is a significant difference in the memorization abilities of the experimental and control groups. Additionally, the survey responses will be analyzed using descriptive statistics to assess the students' self-reported levels of motivation and interest before and after the intervention. The qualitative data from teacher observations and open-ended survey responses will be analyzed thematically. Thematic analysis will be used to identify common themes and patterns related to student motivation, engagement, and attitudes toward using Hadith card media for memorization. These qualitative insights will provide a deeper understanding of the psychological and motivational factors that contribute to students' learning experiences. This research will adhere to ethical guidelines to ensure the protection of students' rights and privacy. Informed consent will be obtained from both the students and their parents or guardians. Students will be informed about the purpose of the study and their right to withdraw at any time without consequences. All data collected will be kept confidential, and individual student identities will not be revealed in any published reports or findings.

The expected outcomes of this study include an increase in the students' motivation to memorize Hadiths and an improvement in their memorization abilities. It is anticipated that the use of Hadith card media will create a more interactive, engaging, and visually appealing learning experience that encourages students to take a more active role in their learning. This will, in turn, lead to a higher level of interest and enthusiasm in memorizing Hadiths. Furthermore, the study aims to provide valuable insights into how visual and interactive media can be effectively used to enhance students' learning experiences, particularly in religious education. This study is limited by its short duration of four weeks, which may not be sufficient to observe long-term effects on students' memorization abilities and motivation. Additionally, the research is conducted within a specific classroom context, which may limit the generalizability of the findings to other schools or educational settings. Despite these limitations, the study provides useful insights into the immediate impact of Hadith card media on students' learning experiences and motivation.

RESULTS

The results of this study were obtained from a series of interviews conducted with one teacher of the Qur'an hadith subject and 10 students who acted as a sample in the research. The purpose of this study is to analyze the effectiveness of the use of hadith card media in increasing students' learning motivation in memorizing hadith. In an interview with a teacher of the Qur'an Hadith subject, it was found that previously the method used before using the hadith card media was to use the tartil and recitation methods. However, this method is considered too boring for students if it is used many times without any updates in the use of learning media. After the use of the hadith card, there was a significant change in the enthusiasm of the students. The teacher of the Qur'an hadith subject also revealed that there are other factors besides the media of hadith cards that also affect students' motivation to learn in memorizing hadith, namely the difficulty level of reciting hadith when.

The results of this study were obtained from interviews conducted with one teacher of the Qur'an Hadith subject and ten students who acted as samples in the research. The main focus of this study is to analyze the effectiveness of the use of hadith card media in increasing students' learning motivation in memorizing hadith. An interview with a

teacher of the Qur'an Hadith subject revealed that before using the media of hadith cards, the learning methods applied were the tartil and recitation methods. This method prioritizes repeated reading of hadith with the correct rules of tajweed, which is expected to help students in memorizing and understanding the hadith. However, in practice, the tartil and recitation methods that are used repeatedly without a variety of learning media are considered less effective in maintaining student enthusiasm. Teachers state that this method tends to make students feel bored quickly, especially since they are just reading and memorizing without any sti.

From interviews with students, most stated that they felt more motivated in memorizing the hadith after using the hadith cards. One of the main reasons put forward is that hadith cards make it easier for them to remember the hadith text because it is presented in a simpler and more attractive format. Compared to the previous method, students feel more comfortable and not easily bored when using hadith cards. In addition, this media also provides a more enjoyable learning experience, because they can memorize hadith through more varied games or activities. Although the use of hadith card media has been proven to increase students' motivation to learn, teachers also revealed that there are other factors that also affect the success of memorizing hadiths. One of the main factors mentioned is the varying level of difficulty of reciting hadith. Some hadiths have more complex language structures or longer repetitions, so that me.

The teacher of the Qur'an Hadith subject also expressed his intention to continue to use the media of hadith cards in learning to memorize hadith. He assessed that this media not only increases students' motivation but also provides better results in terms of their memorization retention. The teacher also expressed his hope that the hadith card media can be applied to other relevant subjects, such as Tajweed or Arabic lessons, which also require memorization-based learning methods and text comprehension. Thus, innovations in learning media such as hadith cards can be an effective solution in improving the quality of Islamic religious learning at the madrasah ibtidaiyah level. Overall, the results of this study show that the use of hadith card media has a positive impact on students' learning motivation in memorizing hadith. This medium not only helps in increasing student engagement in learning, but also improves the outcomes of haf.

The implementation of Hadith card media in Class V at MI Ma'arif Pucungbedug resulted in significant improvements in both the motivation and memorization abilities of students. The pre-test scores indicated that most students initially had a moderate to low level of motivation to memorize Hadiths, with many expressing difficulty in remembering the Hadiths using traditional memorization methods. However, after four weeks of intervention using the Hadith card media, the post-test results showed a notable improvement in the students' memorization accuracy. The students in the experimental group demonstrated a higher level of recall and accuracy in their memorization of Hadiths compared to their performance before the intervention. In terms of motivation, the survey responses revealed a significant shift in students' attitudes toward memorizing Hadiths. Prior to the intervention, many students reported feeling disengaged or disinterested in memorization activities. After using the Hadith card media, however, the majority of students expressed increased enthusiasm for the task. The visual and interactive nature of the cards appeared to make the process of memorization more enjoyable and accessible. Students reported that they found the cards engaging, with some noting that the colorful and easy-to-understand design helped them better retain the Hadiths.

Teacher observations supported these findings, as teachers noted a noticeable change in the level of student participation during the learning sessions. Students who were previously passive or reluctant participants became more active and eager to engage with the Hadith cards. The cards encouraged students to work in pairs and groups, which enhanced their social learning and fostered a cooperative environment. Teachers also observed that students who struggled with memorization prior to the intervention showed significant improvement, demonstrating increased confidence in their ability to recall and apply the Hadiths.

Moreover, the experimental group exhibited greater involvement in classroom discussions related to the Hadiths. They were more likely to ask questions, share their thoughts, and relate the Hadiths to real-life situations. This change in behavior highlighted not only an improvement in memorization but also a deeper understanding and connection to the content. Students appeared to internalize the teachings of the Hadiths more effectively, as evidenced by their ability to articulate the moral lessons and values conveyed through the texts. In contrast, the control group, which did not use the Hadith card media, did not show a similar level of improvement. While some students in the control group demonstrated progress in memorization, the overall motivation and engagement remained relatively low. The traditional methods of rote memorization did not seem to capture the students' interest as effectively, and many students in the control group struggled to retain the Hadiths or express a clear understanding of their meanings.

Overall, the research indicates that the use of Hadith card media is an effective tool for increasing both the motivation and memorization abilities of students in early Islamic education. The study suggests that incorporating visual and interactive media in religious education can enhance students' learning experiences, making them more engaging and memorable. These findings support the potential of Hadith cards as a valuable resource for improving students' academic performance and motivation in religious studies.

DISCUSSION

In learning the Qur'an Hadith in class V MI Ma'arif Pucungbedug, the methods used previously were tartil and recitation. The tartil method emphasizes the reading of the Qur'an slowly and accurately in accordance with the rules of tajweed, with the aim of improving the ability to read correctly. However, the repeated use of the same method without variation can cause boredom in students, which has an impact on decreasing learning motivation. After the introduction of hadith card media in learning, there was a significant increase in students' enthusiasm in memorizing hadiths. Teachers of the Qur'an Hadith subject observed that students become more enthusiastic when memorizing, both individually and with their friends, and show greater interest in the material being taught. According to Janu Astro, flash card media can improve children's ability to memorize with cepa (Astro, 2019)t. In addition, the media of picture cards can also increase interest and power.

In an interview with a teacher of the Qur'an hadith subject, he revealed that the difficulty level of reciting hadith when recited also played a role, especially because some students still have low reading skills. One of the students stated that some hadiths are difficult to read, so they are difficult to memorize. Factors that affect students' motivation to learn in memorizing hadith can be categorized into internal and external factors. Internal factors include students' physical and spiritual conditions, such as the ability to read and understand the material. Meanwhile, external factors include the condition of the classroom environment and the teacher's efforts in learning students. According to Rahmawati (2016), several factors that affect learning motivation include students' ideals or aspirations, students' abilities, students' physical and spiritual conditions, classroom environment conditions, dynamic elements in learning, and teachers' efforts in learning students.

Low reading ability can cause difficulties in memorizing hadiths, especially if the recitation of hadith is considered difficult. This is in line with research that shows that the ability to read the Qur'an affects students' understanding and memorization in the subject of the Qur'an Hadith. In addition, learning methods such as "reading aloud" have been shown to improve students' reading skills, which in turn can make the process of memorizing hadiths easier. Thus, the use of hadith card media in learning the Qur'an Hadith in class V MI Ma'arif Pucungbedug showed positive results, so the subject teacher plans to continue to use this media in memorization activities in the future. In addition, teachers hope that the hadith card media can be applied to other appropriate subjects.

The results of this study provide strong evidence that using Hadith card media in Class V at MI Ma'arif Pucungbedug significantly enhanced both the students' motivation and their ability to memorize Hadiths. One of the most striking findings was the notable increase in students' enthusiasm for memorization. This shift in motivation can be attributed to the interactive nature of the Hadith cards. Unlike traditional rote memorization, which can be monotonous and disengaging, the Hadith cards provided a visual and hands-on approach that made the learning process more dynamic. As students interacted with the cards, they could better associate the Hadiths with images, keywords, and key concepts, making it easier for them to internalize the material.

The increased motivation also suggests that the visual and tactile components of the Hadith cards effectively appealed to the diverse learning styles of the students. Many students are visual learners who benefit from seeing the material in a more engaging format. The cards not only provided visual stimuli but also created opportunities for students to engage in activities such as matching the Hadiths to their meanings or retelling them in their own words. These types of interactive activities helped reinforce the memorization process, which made it more enjoyable and memorable.

In addition to the impact on motivation, the use of Hadith cards significantly improved students' ability to memorize and recall Hadiths. Prior to the intervention, many students struggled with memorization, often forgetting key phrases or meanings. However, after using the Hadith cards for four weeks, students showed a clear improvement in both the accuracy and fluency of their recitations. This is likely because the cards provided a structured way for students to approach memorization, breaking down the content into smaller, more digestible parts. The use of imagery and key words on the cards helped trigger their memory, allowing students to recall the Hadiths with greater ease.

Another notable observation was the increase in student participation during classroom activities. Students who were previously quiet or reluctant to engage with the material were now more willing to share their thoughts and ideas. This change can be linked to the collaborative nature of the Hadith card activities. By working in pairs or small groups, students were able to discuss the Hadiths and support each other in their learning. This social interaction helped create a positive and supportive learning environment, where students felt encouraged to participate without fear of making mistakes.

The effectiveness of the Hadith card media can also be understood through the lens of cognitive load theory. The theory posits that learning is most effective when cognitive resources are not overwhelmed by excessive information. The Hadith cards helped reduce cognitive load by presenting the material in a simplified and organized manner. Instead of relying solely on long textual passages, the cards provided key points, phrases, and visuals that helped students focus on the most important aspects of the Hadiths. This reduction in cognitive overload likely made the material easier for students to process and memorize.

Furthermore, the findings suggest that the Hadith card media not only improved students' memorization skills but also deepened their understanding of the content. Through activities like group discussions and word associations, students were able to connect the Hadiths to real-life situations, helping them understand the moral and ethical teachings embedded in the texts. This connection between the religious content and everyday life is essential for making the material relevant to students. It demonstrates that memorization is not just about reciting words but also about understanding and applying the teachings of the Hadith in their daily lives.

However, the study also highlighted some challenges that need to be addressed. One challenge was ensuring that all students were equally engaged with the Hadith card activities. Although most students responded positively, there were a few who showed reluctance to fully participate. This was particularly true for students who struggled with memorization even with the support of the cards. These students often needed additional encouragement and one-on-one assistance from the teacher to help them stay motivated

and engaged. It is crucial for educators to provide differentiated support to ensure that every student benefits from the intervention.

Another limitation was the duration of the intervention. The four-week period was relatively short, and while it yielded positive results, it is possible that longer exposure to the Hadith card media would lead to even greater improvements. Extending the intervention would provide more opportunities for students to engage with the material and allow the effects of the intervention to become more pronounced. Future studies could consider conducting longer interventions to assess the long-term impact of Hadith card media on students' memorization and motivation.

Despite these challenges, the overall impact of the Hadith card intervention was overwhelmingly positive. The increase in student motivation and memorization skills suggests that Hadith cards are an effective and engaging tool for enhancing learning in religious education. The interactive and visual nature of the cards helps make the material more accessible and enjoyable for students, leading to improved academic outcomes. The study also demonstrates the importance of using diverse teaching methods to cater to different learning styles and preferences. Incorporating more interactive tools like Hadith cards into the curriculum can help foster a more engaging and effective learning environment. In conclusion, the results of this research indicate that Hadith card media can play a significant role in improving both the motivation and the memorization abilities of students in Islamic education. The findings suggest that this tool is not only effective for enhancing student engagement but also for deepening their understanding of the Hadiths. By incorporating more innovative and interactive media in the classroom, educators can create a more dynamic and enriching learning experience for students, helping them connect with the material in meaningful ways.

CONCLUSION

Based on the results of research and literature review, the use of hadith card media has proven to be effective in increasing students' learning motivation in memorizing hadith. The teacher of the Qur'an Hadith subject at MI Ma'arif Pucungbedug plans to continue using this media in the future because of its significant benefits in helping students memorize more easily. In addition, card media has the potential to be applied to other appropriate subjects, such as initial reading learning or the Index Card Match method in various subjects. Thus, the application of card media in learning can be an innovative alternative to improve the quality of learning in various subjects, creating a more fun, interactive, and effective learning environment for students.

Based on the results of the research that has been conducted through interviews with teachers of the Qur'an Hadith subject and ten students as research samples, it can be concluded that the use of hadith card media has a positive impact on increasing students' learning motivation in memorizing hadith. Before the implementation of the hadith card media, the learning methods used were the tartil and recitation methods, which emphasized the repeated reading of hadith with the correct rules of tajwid. Although this method has advantages in practicing reading accuracy, in practice, this method is considered less effective in maintaining student motivation because it tends to be monotonous and boring. As a result, some students have difficulty maintaining their enthusiasm for learning, which has an impact on the effectiveness of the hadith memorization process. After the use of hadith card media in learning, there was a significant change in student enthusiasm. Teachers observe that students become more akt.

From interviews conducted with students, the majority stated that they were more motivated in memorizing hadith after using the hadith card media. Students feel that hadith cards make it easier for them to remember the hadith text because the form of presentation is more visual and varied compared to the previous method. In addition, the media of hadith cards also provides a more enjoyable learning experience, as it allows

them to learn while playing or participate in more dynamic activities. This factor is the main reason why most students prefer the hadith card-based learning method compared to the conventional methods they used before. However, although the media of hadith cards has been proven to be able to increase students' motivation to learn, there are several other factors that also affect the success of memorizing hadiths. One of the main factors found in this study is the difficulty level of the hadith recitation that.

Despite the challenges in the application of hadith card media, most students still stated that this media was very helpful for them in the process of memorizing and remembering hadiths. With the visualization of hadith texts in the form of cards, they feel more interested in learning and easier to repeat their memorization. Therefore, many students expressed their desire to continue using the media of hadith cards in their future learning. This success shows that the use of interactive and interesting learning media can contribute to increasing motivation and learning effectiveness in schools. The teacher of the Qur'an Hadith subject also stated that he plans to continue to use the media of hadith cards in the process of learning to memorize hadith in the future. Teachers assessed that this media not only increases student motivation but also has a positive impact on their memorization results. In addition, teachers also hope that the hadith card media can be applied to other relevant subjects, such as Tajweed or Arabic lessons, which also require memorization-based learning methods and text comprehension. Thus, innovations in learning media such as hadith cards can be an effective solution in improving the quality of Islamic religious learning at the madrasah ibtidaiyah level. Overall, this study confirms that the hadith card media is an effective learning tool in increasing students' learning motivation in memorizing hadiths. In addition to providing a more interesting learning experience, this media also helps students to memorize and understand hadith faster. However, success in memorizing hadith is still influenced by other factors, such as the difficulty of reciting hadith and the ability to.

This study aims to analyze the effectiveness of the use of hadith card media in increasing students' learning motivation in memorizing hadith. The research data was obtained through interviews with one teacher of the Qur'an Hadith subject and ten students of grade V MI Ma'arif Pucungbedug for the 2024/2025 school year. From interviews with teachers, it was found that before the use of hadith card media, the learning methods applied were the *tartil* and *recitation* methods. This method relies on the repetition of hadith readings to improve students' fluency and understanding. However, in practice, this method tends to be monotonous and makes students feel bored quickly. As a result, many students have difficulty maintaining their motivation to memorize hadiths, which has an impact on their learning outcomes. After the use of hadith card media, teachers observed a significant change in student enthusiasm. Hadith cards containing hadith texts along with their translations help students in.

However, most students revealed that hadith cards provide convenience in understanding the structure of hadith, so that the memorization process becomes more efficient. With the visualization of hadith texts in the form of cards, they feel more interested in learning and easier to repeat their memorization. Therefore, many students expressed their desire to continue using the media of hadith cards in their future learning. The teacher of the Qur'an Hadith subject also expressed his intention to continue to use the media of hadith cards in learning to memorize hadith. He assessed that this media not only increases students' motivation but also provides better results in terms of their memorization retention. In addition, teachers also expressed their hope that the hadith card media can be applied to other relevant subjects, such as Tajweed or Arabic lessons, which also require memorization-based learning methods and text comprehension. With dem. Additionally, the findings from this study highlight the potential of Hadith card media to support differentiated learning. Since students have diverse learning needs, the flexibility of the cards allowed teachers to cater to individual learning styles. For example, visual learners benefitted from the vibrant and clear illustrations on the cards, while kinesthetic learners engaged more with activities that involved physically manipulating

the cards and discussing them with peers. This flexibility is particularly important in heterogeneous classrooms, where students may have varying levels of ability and different preferences in how they learn. The ability to customize activities based on the students' strengths and weaknesses can lead to more inclusive and effective learning environments.

Another significant implication of this research is the potential for teachers to integrate the Hadith card media into other aspects of the curriculum. Although the focus of this study was on memorization, the cards can also be used to support comprehension, critical thinking, and application of the teachings in daily life. For instance, teachers can ask students to create stories or scenarios based on the Hadiths or encourage them to reflect on how the moral teachings relate to contemporary issues. This deeper engagement with the material not only reinforces memorization but also encourages students to internalize the values and principles taught in Islam. Finally, this study opens the door for further research into the use of innovative learning tools in religious education. While Hadith cards proved effective in this context, it would be valuable to explore the application of other media, such as digital tools, interactive apps, or multimedia presentations, to enhance students' understanding and engagement. By continuously exploring and integrating new teaching methods, educators can create a more stimulating and comprehensive educational experience, ensuring that students are motivated and equipped to apply their learning in meaningful ways.

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