



Innovation Media Flashcard Based to Boost Learning Motivation Among II Grade Students at SDI Bayanul Azhar Bendiljati Kulon

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Abstrak

Teknologi berkembang pesat membuat pendidikan harus beradaptasi, terutama dalam pembelajaran bahasa Arab. Hal ini menjadi tantangan bagi guru dalam memanfaatkan teknologi sebagai media inovatif. Namun, penyampaian materi masih terkesan monoton dan membosankan. Sementara itu siswa di kelas rendah berada pada tahapan operasional konkret. Pembelajaran yang berulang-ulang tanpa adanya variasi akan berdampak negatif terhadap motivasi siswa. Oleh karena itu, diperlukan media pembelajaran yang menarik, inovatif, dan sesuai dengan karakteristik peserta didik. Tujuan penelitian ini untuk mengembangkan media berbasis flashcard dalam meningkatkan motivasi belajar bahasa arab. Penelitian ini menggunakan pendekatan penelitian dan pengembangan dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate). Teknik pengumpulan data meliputi observasi, wawancara, dan angket untuk ahli materi dan ahli media, ngket respon peserta didik, serta angket pretest dan posttest. Analisis data dilakukan menggunakan uji validitas, uji kemenarikan, dan perhitungan N-Gain. Populasi penelitian adalah siswa kelas II dengan sampel penelitian kelas II B. Hasil penelitian menunjukkan bahwa media berbasis flashcard memperoleh skor 97% dari ahli materi pelajaran dan 87,5% dari ahli media, memenuhi kriteria validitas tinggi. Respons siswa pada uji coba kelompok kecil sebesar 87% dan pada uji coba kelompok besar 91%, keduanya memenuhi kriteria validitas tinggi. Uji N-Gain menunjukkan peningkatan dari pretest (65%) ke posttest (88%) dengan N-Gain sebesar 64,65% (kategori sedang). Kesimpulannya, penelitian ini menunjukkan bahwa media berbasis flashcard mampu meningkatkan motivasi belajar bahasa Arab siswa kelas II sekolah dasar.

Kata Kunci: Media, Flashcard, Motivasi Belajar

Abstract

Rapid technological advancements have forced education to adapt, particularly in Arabic language instruction. This poses a challenge for teachers in utilizing technology as an innovative teaching tool. However, the delivery of instructional material still comes across as monotonous and boring. Meanwhile, students in lower grades are at the concrete operational stage. Repetitive learning without variation will have a negative impact on student motivation. Therefore, learning media that is engaging, innovative, and tailored to the characteristics of the students is needed. The purpose of this study is to develop flashcard-based media to enhance motivation in learning Arabic. This study employed a research and development approach using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Data collection techniques included observations, interviews, and questionnaires for subject matter experts and media experts; a student response questionnaire; as well as pretest and posttest questionnaires. Data analysis was conducted using validity tests, appeal tests, and N-Gain calculations. The study population consisted of second-grade students, with Class 2B serving as the sample. The results showed that the flashcard-based media received a score of 97% from subject matter experts and 87.5% from media experts, meeting the criteria for high validity. Student response rates were 87% in the small-group pilot test and 91% in the large-group pilot test, both of which met the criteria for high validity. The N-Gain test showed an increase from the pretest (65%) to the posttest (88%) with an N-Gain of 64.65% (moderate category). In conclusion, this study demonstrates that flashcard-based media can increase second grade elementary school students' motivation to learn Arabic.

Keywords: Media, Flashcard, Motivation to Learn.

INTRODUCTION

Rapid technological advancements can be leveraged in education as a medium for delivering instructional content to accommodate students' diverse learning styles and create an interactive learning environment (Oya et al., 2024). However, in practice, Arabic language instruction remains conventional, relying on methods such as lectures, writing, reading, and memorization. Additionally, there is a lack of teacher support in utilizing media to deliver content in ways that make the learning process more engaging. The media used remain limited to textbooks and blackboards. This type of instruction can feel monotonous and boring when repeated continuously. This situation can lead to suboptimal student motivation, particularly among elementary school students (Susanti et al., 2024). Elementary school students are in the concrete operational stage, which requires enjoyable learning experiences and media that they can see, touch, hear, and manipulate (Suroto, 2024). The limited range of learning media currently in use will inevitably lead to boredom and a lack of motivation because the learning process is not aligned with the needs and learning styles of the digital age (Susanti et al., 2024). 21st-century learning requires teachers not only to deliver content but also to design innovative lessons to prevent boredom; one way to do this is by optimizing the use of media and leveraging technology.

The use of technology as a learning medium can serve as one way to enhance student motivation during the learning process. Ideally, learning media in the Merdeka Curriculum should be interactive, engaging, enjoyable, differentiated, and tailored to students' characteristics especially in lower grades, where students prefer memorable and visual learning experiences (Nurfadhillah et al., 2021). Arabic language learning emphasizes vocabulary acquisition that does not rely on theory but rather on concrete visualizations; therefore, the presentation of material must be more engaging, innovative, and tailored to the characteristics of elementary school students. There are various types of learning media that can be used in Arabic language instruction, one of which is visual media. Visual media in foreign language instruction is considered more effective than using text alone (Vernon S. Gerlach/Donald P. Ely, 1971). Therefore, the use of visual media in Arabic language instruction can be implemented through flashcards.

Flashcards are card-shaped media containing images and information used to support the delivery of learning materials (Azhar Arsyad, 2019). However, most flashcards are developed and used in printed form. Therefore, flashcards can be utilized as an innovation in Arabic language learning. Innovations in flashcard based media can emphasize the use of QR

codes, which are more relevant, contextual, and engaging. The integration of QR code based flashcards serves as a distinguishing feature or innovation in Arabic language learning by incorporating audio pronunciation. Previous studies have shown that flashcards have an impact on learning outcomes and student interest. However, there are still few studies that discuss the integration of flashcards with audio pronunciation and focus deeply on learning motivation. Based on preliminary observations, students there tend to pay less attention and appear bored; they prefer learning experiences that are memorable and engaging, and they tend to have an audiovisual learning style. Therefore, flashcard-based media integrated with QR codes also serves as an accommodation to meet their learning needs. Thus, the objective of this study is to develop flashcard based media to enhance learning motivation among second grade students at SDI Bayanul Azhar Bendiljati Kulon.

METHOD

This study employs a Research and Development approach using the ADDIE model. Branch outlines the five stages of the ADDIE model, which are explained below:

1. Analyze

The analysis stage involves identifying problems or the current state of the learning environment. This stage consists of three steps: needs analysis, content analysis, and learner characteristics analysis. Data is collected through interviews and observations.

2. Design

The design phase is the initial process of planning the instructional media, developed based on the results of the previous analysis. This phase includes selecting the media, formulating learning objectives, determining the media content, and using a storyboard to visualize the media's form so that the development process is more focused.

3. Development (Development)

The development stage involves turning the completed design into a tangible product ready for use in the implementation stage. This stage consists of three steps: product creation; validation by media and subject matter experts to assess feasibility and validity prior to pilot testing; and small group pilot testing to gauge responses, appeal, or any challenges encountered.

4. Implement (Implementation)

The implementation phase is the process of applying the product which has been revised based on expert feedback and small group testing to the entire classroom environment.

During this phase, pretest and posttests are conducted to measure the impact of the developed media.

5. Evaluate

The evaluation stage is the stage of refining the teaching materials, which includes formative and summative evaluations. Formative evaluation involves steps to refine the flashcard-based teaching materials prior to implementation, while summative evaluation is conducted to determine the increase in learning motivation following the use of the materials.

Research and development instruments were used to collect data during the research process, specifically through (1) observations of Arabic language learning both as part of the analysis phase and following the use of the flashcard based media; (2) interviews to identify issues and needs regarding the use of the media; (3) Expert validation forms in the form of questionnaires administered to media experts and subject matter experts to provide input and suggestions on the media being developed. Questionnaires were also administered to measure students' responses to the media and to assess student motivation through pre and posttest surveys. A 1–5 Likert scale was used. Data analysis techniques included a validity test to ensure that the developed product met standards for quality, relevance, and feasibility prior to implementation; an appeal test to assess the appeal of the flashcard based media; and an N-Gain test to determine the effectiveness or improvement of the developed media based on pretest and posttest results.

RESULT AND DISCUSSION

Results

The development of flashcard-based teaching materials was carried out according to established procedures to produce and develop materials that can be used in the learning process to increase motivation for learning Arabic. The development of these materials was structured based on the five-stage ADDIE model.

The first stage is analysis, which involves observing the learning process and conducting interviews with Arabic language teachers. Preliminary research findings revealed that the learning environment was still one-sided, and the teaching materials used were suboptimal. Teachers used visual aids consisting of small images in the teacher's manual, which were not very engaging. The learning process also emphasized repetitive activities such as writing, reading, and memorization. Additionally, several issues related to learning were identified, including suboptimal student motivation, as evidenced by low student participation;

students appeared inattentive, lacked enthusiasm, seemed bored, and complained while writing. The limited learning media and repetitive learning activities without variation result in a monotonous and unmotivating learning process, as noted by the teacher: students are bored with lessons that consist of repetitive activities. Therefore, engaging and memorable media are needed to boost students' enthusiasm for learning Arabic and to serve as a tool to present the material in a more interesting way.

Next, in the material analysis phase, Arabic language instruction in lower grades emphasizes optimizing students' reading skills. One factor that influences learning motivation is that when students find learning Arabic difficult, they may experience laziness, boredom, a lack of interest, and low self confidence. Therefore, educators strive to ensure that the lessons provided can capture students' attention and motivate them (Bening Samudra Bayu Wasono, 2021). The use of flashcard-based media combined with QR codes is employed as a reading activity. Next, in the stage of analyzing student characteristics, according to Piaget, elementary school students are in the concrete operational stage and are not yet capable of abstract thinking. Elementary school aged children prefer learning that involves them directly and emphasizes things they can hear, touch, and manipulate (Suroto, 2024). Students' learning styles are diverse, including visual, auditory, and kinesthetic, though audiovisual learning is the most dominant. Some students are quiet, but most of them like to be actively involved in learning. During the learning process, students were found to complain about writing and feel bored; this indicates that students prefer activities that are memorable and challenging. Based on this analysis, the researcher developed a flashcard based medium integrated with QR codes for Arabic language instruction to enhance motivation for learning Arabic.

During the design phase, the researcher chose flashcard-based media. However, since most flashcard media have already been developed and many are in printed form this media was integrated with QR codes for use in the learning process. This media has a more engaging appearance than ordinary flashcards because it combines text, images, and sound. This can certainly boost students' motivation to learn. This media design consists of both printed and non-printed components. The printed component is the physical flashcard, which consists of a front and back side, while the non-printed component is the content of the QR code a digital flashcard containing audio pronunciations in three languages: English, Indonesian, and Arabic. This media also features innovative, visually engaging images that produce sound to make the learning process feel more concrete. This material was designed using the Canva app and printed on 8x12 cm Art Paper with a thickness of 260 gsm. The use of print media in the learning process can serve as a game-based assessment, making students more active in their

learning. Similarly, the use of digital media makes learning more engaging because students access information digitally.

Once the media designs were finalized, the actual production took place, which involved printing the cards and publishing the designs on a website so they could be accessed via a QR code. The media products are as follows:



Figure 1. Development of Flashcard-Based Media

Once the product development process is complete, the next step is validation through an assessment by media experts and content experts. This expert validation is a process of evaluating the media that has been developed; the experts provide ratings, suggestions, and comments to serve as input for improving the media before it is tested.

Table 1. Subject matter expert validation result

No	Aspects assessed	Quantity	Max score
1	Content	50	50
2	Design	68	70
3	Utility	30	30
4	Language	47	50
Total		195	200
Percentage		97%	

The table above shows that the content expert validation yielded a validity score of 97%, based on 4 aspects and 20 items. The validity level categories are as follows:

Table 2. Validity level category

Tingkat presentase (%)	kualifikasi
80%<skor<100%	Highly valid
66%<skor<79%	Valid
56%<skor<65%	Moderately Valid
40%<skor<55%	Less Valid
30%<skor<39%	Invalid

The validity criteria for the product fall within the 80%–100% range; therefore, the flashcard-based media is deemed highly valid and can be used in accordance with the feedback provided by subject matter experts. The feedback is as follows:

1. The media created is good and ready to proceed to the next stage.
2. Children will surely like the images and bright colors in this media, especially since the use of technology appears innovative.
3. The validator provided feedback on the spelling of the word “ukhti,” noting that it should use the ta’ maftuha (ت) rather than the ta’ marbutho (ة)
4. There are still some errors in the spelling of the “wadah” section.
5. Next, the media expert evaluated the flashcard-based materials. The validation results from the media expert are as follows:

Tabel 3. Media expert validation results

No	Aspects assessed	Quantity	Max Score
1	Media suitability	17	20
2	Display and design quality	82	90
3	Presentation	34	40
4	Usefulness	42	50
Total		175	200
Percentage		87,5%	

The table above shows the results of the subject-matter expert validation, with a validity rate of 87.5%, covering 4 aspects with 20 questions. According to the validity table, 87.5% falls within the 80%–100% range, indicating that the developed instructional material is deemed highly valid. The validators provided feedback that the instructional material was considered engaging and innovative.

After undergoing the validation process, the researcher made revisions to improve the product before testing it on students. The suggestions and comments provided to refine the teaching material were implemented, resulting in the following revisions to the flashcard-based teaching material:



Figure 2. Revised Flashcard-Based Media

Next, a small scale pilot study was conducted to gauge student responses and teacher feedback. This pilot study was conducted to gather feedback on the developed instructional material as preparation and for revisions prior to the field trial (Branch, 2009). The researcher distributed response questionnaires to 6 students. According to Arikunto, small group pilot tests are conducted with 4–14 respondents, while large-group pilot tests involve 15–50 respondents (Sara Annisa et al., 2023). The results of the student response questionnaires showed a score of 87% in terms of the product's appeal; within the 81%–100% range, the media was rated as “very appealing.” The students' responses indicated that they provided positive feedback and liked the media, but they commented that the sound was not loud enough. Subsequently, the media was tested with teachers to gauge their response; the teachers were able to try it immediately and commented that the media was engaging and that the children would certainly like it. Therefore, the media will proceed to the implementation phase in accordance with the suggestions.

The media was implemented through a large-group pilot test involving the entire class of 18 students. During this phase, the researcher administered pretests and posttests to assess improvements in student motivation. The pretest was administered before the small-group pilot test phase, while the posttest was administered after the implementation phase. A student response questionnaire was also administered during this phase to determine whether the developed media was engaging or not. The results of the student response questionnaire from the large-group trial showed a score of 91%; according to the flashcard-based media appeal scale, this indicates the material was rated as “very engaging.” Based on observations during the learning process using flashcard-based media integrated with QR codes, students were very active in participating in the lessons; they appeared interested and eager to scan the codes, and they were very enthusiastic. The learning process was conducted in groups; each student received one flashcard and had the opportunity to scan it.

The evaluation here includes both formative and summative assessments. The formative evaluation received no negative comments from the experts, but rather suggestions aimed at improving the developed media. The results of student responses were also interesting. For the pilot test, the researcher used both small group and large group trials. This was followed by a summative evaluation analyzing the effectiveness of the media on learning after the implementation phase, using pretest and posttest scores to measure the average and conducting an N-Gain test. The results showed an average pretest score of 65% and an average posttest score of 88%, indicating a 23% increase. The N-Gain test yielded an N-Gain value of 64.65%. Based on the N-Gain category table and interpretation, this falls into the “moderate” category,

interpreted as “fairly effective.” Thus, the flashcard based learning material is fairly effective in enhancing motivation to learn Arabic.

Discussion

1. Design and Content of Flashcard Based Media in Enhancing Learning Motivation

The resulting product is a flashcard based medium integrated with QR codes as an audiovisual medium containing images, text, and audio to create a more engaging learning experience. As Azhar Arsyad noted, media is used to stimulate students’ learning, thereby fostering a sense of attention and encouraging motivation (Azhar Arsyad, 2019). Flashcard based media is designed to help teachers present material in a more engaging and varied manner. In line with the benefits of such media namely, that it diversifies teaching methods beyond mere verbal communication throughout the lesson teachers do not become exhausted, and students do not feel bored (Daddy, 2020). As a result, the learning process will not feel monotonous and will minimize feelings of boredom. Flashcard based media also serves as an effort to boost motivation so that students are engaged and interested in participating in Arabic language learning. The use of media that can present information through images, movement, color, and sound can help teachers create a more lively atmosphere that is neither monotonous nor boring (Marhamah Ulfa, Miftahus Surur, 2021). Thus, the combination of audio obtained by scanning a QR code and the visuals in the images currently being developed can create a more engaging and meaningful learning environment.

One indicator of motivation is the presence of engaging activities in the learning process (Hamzah B Uno, 2016) these engaging activities are reflected in students’ enthusiasm when using flashcard-based media and their interest in scanning independently. The QR code is the most prominent element in fostering both extrinsic and intrinsic motivation. Students’ interest in the scanning process triggers an internal drive to actively engage in learning. Additionally, it offers a learning experience distinct from conventional methods, making the learning environment more enjoyable and relevant. The flashcard-based media consists of 23 rectangular cards designed so that students can hold them comfortably neither too large nor too small. According to Azhar Arsyad, flashcards are typically 8x12 cm in size, depending on the grade level (Azhar Arsyad, 2019).

In addition, the flashcard based media features attractive and vibrant images to engage students and spark their curiosity. Bright colors such as pink, green, purple, and blue will appeal to elementary school students. The decorative elements on the flashcard-based media are designed to add value by capturing attention and preventing the material from feeling monotonous. The decorative elements are also intended to aid in understanding language

concepts, particularly regarding the use of masculine (mudzakar) and feminine (muannas) nouns. This resource can be used individually on smartphones or in groups via a smart TV connection; however, its use requires supervision.

2. The Process of Developing Flashcard Based Learning Materials to Enhance Learning Motivation

The analysis phase here aims to identify the problems addressed through learning media. Students demonstrate a strong desire to learn and a high level of engagement; however, the learning process remains monotonous and boring due to a lack of engaging media. Some students exhibit inattentiveness, complain, and lack enthusiasm, even though elementary school students are at the concrete operational stage. This indicates a lack of optimal motivation, which must be addressed to prevent negative consequences. Motivation must be prioritized because individuals who lack motivation will not engage in learning activities (Bening Samudra Bayu Wasono, 2021). Motivation is crucial for enhancing engagement, attention, and enthusiasm during learning. This highlights the need for Arabic language learning materials in lower grade classrooms.

The researchers selected the learning material to be developed by seeking out reference ideas. Based on the analysis phase, the researchers chose a flashcard based learning material integrated with QR codes; this material was selected because, in theory, it is capable of presenting engaging audiovisual information that can capture attention and spark interest. This medium is used for reading instruction, as determined by the analysis of the material. The text can be used to introduce vocabulary that is then repeated aloud (Fitria Salsabilla Khoirunisa, Azzahra Marisa Husna, 2023). This medium can support reading activities to make the process more active and less monotonous. The integration of QR codes containing audio pronunciations helps students pronounce words clearly, as learning Arabic requires precise and clear pronunciation which differs from everyday language. Additionally, it is hoped that students who still struggle with reading will feel more comfortable, interested, and confident because the audio plays automatically and can be repeated. The use of foreign vocabulary accompanied by visual aids such as images, text, and audio is more effective (Mayer, 2020) because images help students' brains associate sounds with meanings, thereby making abstract reasoning more tangible. Flashcard-based media integrated with QR codes which require the use of technology serve as a solution for teachers in 21st century learning, as some of the media currently used in Arabic language instruction remain conventional. This medium represents an innovation in Arabic language instruction, making it more interactive, engaging, and aligned with digital

advancements. Additionally, the design of flashcard media can be utilized as a “learning through play” activity tailored to the characteristics of elementary school students.

The validity and appeal of the QR code integrated flashcard based media were tested by experts on a small and large scale. Validity testing was conducted with media experts and subject matter experts. Based on the results of the subject matter expert questionnaire, the responses indicated that the media is highly valid and can be used in the learning process. This assessment is based on the fact that the developed media is considered innovative because the use of technology in Arabic language learning particularly at the elementary school level is still limited; therefore, the integration of QR codes adds value in increasing students’ interest in learning. Additionally, the use of bright colors was deemed appropriate for elementary school students, who prefer visually appealing and non monotonous presentations. This can certainly boost learning motivation, attention, and engagement. This study is supported by previous research indicating that flashcard based media can make students learn with enthusiasm and enjoyment, while minimizing boredom (Niha, 2025). Furthermore, the media expert validation test also yielded a rating of “highly valid,” based on the innovative nature of the media and its visually appealing design, which stimulates students during the learning process.

Small and large scale tests were conducted with students to gauge their responses and assess the appeal of the media being developed. Based on the students’ responses 87% and 91% rated the media as “very appealing” the students expressed enjoyment, and the teachers also assessed that the developed media was effective in capturing the children’s attention. Thus, it can be concluded that the flashcard-based media product developed to enhance motivation can be used to support increased learning motivation. These data align with observations showing that students appeared enthusiastic and engaged while using the flashcard-based media; they demonstrated high levels of participation and enthusiasm, indicating that the flashcard-based media successfully created a fun and interactive learning experience. This is in line with Marhamah’s view that the use of teaching materials provides stimulation and fosters a willingness to learn (Marhamah Ulfa, Miftahus Surur, 2021). Furthermore, these findings are supported by previous research indicating that flashcard based teaching materials can foster a more enjoyable and engaging learning environment (Aliyah, 2025).

The effectiveness of flashcard-based media can be determined through pretest and posttest results. Based on a pretest average of 65% and a posttest average of 85%, there was a 23% improvement. After obtaining the pretest and posttest scores, an N-Gain test was conducted, yielding a value of 64.65%, which falls into the moderate category. Thus, the media used was able to have an impact on motivation. This supports Gerlanch’s theory that media as

a means of delivery can foster positive attitudes; in conventional learning, students tend to appear bored and unenthusiastic. The use of flashcard-based media integrated with QR codes is considered capable of overcoming boredom and fatigue, making it an alternative for increasing student interest or motivation. This finding is consistent with previous research showing that the use of visual media can be engaging, and that the integration of technology can increase curiosity and serve as a solution for enhancing students' learning motivation (Rahmatul Uhdiah, 2025). Thus, flashcard-based media is effective not only as demonstrated by effectiveness tests but also through students' questionnaire responses and observation results during the learning process.

3. Evaluation of Flashcard-Based Media in Enhancing Learning Motivation

Based on the results of the development of flashcard-based media, several findings were obtained regarding the media's feasibility, practicality, appeal, effectiveness, as well as its strengths and weaknesses.

a. Feasibility

Based on the feasibility aspect, the media was deemed suitable and valid for implementation in learning by subject matter experts and media experts, in line with Arsyad's view that media can capture attention and thereby foster motivation (Azhar Arsyad, 2019). This media was considered innovative, particularly in its use of technology, and was deemed appropriate for students' characteristics, making it capable of engaging them and fostering motivation.

b. Practicality and Appeal

Appeal and practicality were assessed based on the responses of teachers and students when using the media. From the teachers' perspective, they can directly access and initiate the scanning process. The scanned content opens immediately when transferred via a smartphone and connected to a smart TV. This demonstrates that the developed media is user friendly. Teachers also reported that students find this media engaging. This positive feedback indicates that flashcard based media possesses visual appeal that aligns with the characteristics of second grade students.

The students' response showed enthusiasm and interest in the lesson; they scrambled to get the cards. In addition, they paid close attention, listened carefully, and repeated the audio very loudly. They did not simply passively receive the material but were motivated to explore each card with great interest. An evaluation of the students' responses indicated learning satisfaction, reflected in their joy after successfully completing the process of scanning, listening, and correctly repeating the pronunciations. These findings align with Hamzah B.

Uno's indicators, which suggest that engaging activities foster enthusiasm, interest, involvement, and positive responses compared to conventional learning (Hamzah B. Uno, 2016).

An evaluation of the learning process using a random flashcard game revealed that some students struggled to demonstrate effort in the challenges presented. The use of visual aids made it easier for them to understand the meanings of the vocabulary words provided. This is also consistent with one of Hamzah B. Uno's indicators: the desire to succeed (Hamzah B. Uno, 2016). On the other hand, the student questionnaire results were very encouraging; however, there were still some students who struggled with the scanning process, indicating that these students require intensive guidance. Thus, the media developed is easy to use, capable of capturing attention, aiding comprehension, and creating a pleasant atmosphere. This is supported by previous research indicating that the use of flashcards can foster students' enthusiasm for learning and make them more active (Laela Virotnin, 2019).

c. Effectiveness

The development of flashcard-based media to enhance learning motivation shows that students who learn with flashcards are more motivated, enthusiastic, and engaged than those using traditional methods because it provides an enjoyable learning experience. In line with Arsyad's view, media creates a distinct experience that fosters a sense of curiosity about the medium itself (Azhar Arsyad, 2019). This is also supported by previous research which states that the use of flashcard based media can foster a more lively, fluid, and less rigid learning environment because the sequence is not always repetitive (Muhammad Edhi, 2022). On average, pretest and posttest scores increased by 23%, indicating that the design and content of the flashcard based media were able to boost student motivation. Nevertheless, the media's effectiveness level of 64.65% remains in the "moderately effective" category and has not yet reached maximum effectiveness due to the influence of several inhibiting and supporting factors.

Supporting factors that is, aspects that help improve the effectiveness of flashcard based media include student activity and engagement; student enthusiasm and interest in learning; the availability of adequate facilities; attractive media design; the inclusion of supporting activities such as games; and the provision of reinforcement. Meanwhile, inhibiting factors aspects that limit the optimal use of flashcard-based media, preventing effectiveness from reaching its maximum potential include: students' literacy levels still being in the developmental stage; differences in technological proficiency; divided student attention; lighting issues during the scanning process; and limited implementation time.

d. Strengths and Weaknesses

The development of flashcard based media naturally has both strengths and weaknesses in terms of its creation, implementation, and evaluation. The advantages of flashcard based media are that students are more interested in learning and motivated because it captures their attention and engagement through designs that offer variety and innovation in Arabic language learning; this media is integrated with technology, allowing students to actively access information via digital devices; and it is flexible it does not require a large storage space and can be used in both printed and digital formats depending on the learning objectives.

The disadvantages of this medium include the time consuming creation process, which requires designing two types of media and selecting appropriate visuals and audio; the time consuming implementation process, as scanning involves processing vocabulary words one by one; and the time consuming evaluation process, which involves observing student engagement, measuring increases in motivation, and assessing comprehension through games. The evaluation process here is not limited to tests but also includes observation of students' learning activities while using the flashcard-based media; this media relies on an internet connection and technological devices to ensure optimal access.

CONCLUSION

Based on the data collection and analysis results, it can be concluded that flashcard-based learning media is able to increase the learning motivation of second grade students to a level classified as "moderately effective." This is supported by the fact that the design and content of the flashcard based learning media feature attractive visual elements, bright colors, a practical size, and integrated QR codes; the development of this media was carried out using the ADDIE model. The evaluation showed a 23% increase in pretest posttest scores with an N-Gain of 64.65%, indicating that this media is quite effective in enhancing students' learning motivation. Furthermore, when using the product, students appeared enthusiastic; on average, they were able to use it effectively, as were the teachers. This indicates that the flashcard based media is user friendly. The development of flashcard-based media can serve as an alternative solution to enhance students' learning motivation; additionally, it can assist teachers in creating more varied, enjoyable, and engaging learning experiences that boost students' motivation. Recommendations for future research include developing the medium for a broader range of subject matter, incorporating supporting technology to ensure optimal application with intensive guidance, enhancing creativity such as by adding new features to maintain motivation, and implementing the process over more than one session.

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