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Implementing Flash Card Learning Media to Improve Elementary School Students' Learning Outcomes in Prayer Material

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ABSTRACT

Background: In Islamic education (PAI), particularly at the elementary level, students often find it challenging to engage with abstract or theoretical content, such as prayer material. Conventional lecture-based teaching methods tend to result in low motivation and limited knowledge retention. To overcome these issues, the use of innovative and interactive learning tools such as flashcards is being explored to enhance student comprehension and engagement. **Objective** This study aims to investigate the effectiveness of flashcard media in improving students' learning outcomes in PAI, specifically on prayer-related material at SD Negeri 44 South Bengkulu. **Method** The research adopts a Classroom Action Research (CAR) approach, conducted during the 2023 academic year, focusing on fourth-grade students (N = 18). Data collection methods include observation, interviews, documentation, and tests. **Results** Analysis of test results across research cycles, measured against the Minimum Completeness Criteria (MCC), demonstrates a consistent improvement in student performance. **Conclusion** The implementation of flashcard media significantly enhances student engagement and learning outcomes in Islamic education, particularly in mastering prayer material. **Contribution** This study contributes to the advancement of innovative, student-centered learning strategies within Islamic education, offering practical insights for classroom implementation.

KEYWORDS

Flash card learning media; Learning Outcomes; Prayer Material; Elementary School Students

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1. INTRODUCTION

Learning outcomes are generally defined as abilities that include new skills and behaviors resulting from training and experience. According to Nawawi, learning outcomes can be understood as the level of students' success in learning school subjects, expressed in scores obtained from tests assessing specific subject matter (Novita et al., 2019). Another perspective states that learning outcomes refer to changes in students that become evident after an evaluation process (Setiawan & Sudana, 2018). Learning outcomes are closely related to learning activities, which involve a process through which students acquire understanding or knowledge, ultimately leading to positive behavioral changes (Wahid, 2018). These perspectives collectively indicate that learning outcomes represent the

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achievement of educational objectives by students who participate in the teaching and learning process. Additionally, the national education law emphasizes that education aims to develop students' potential so they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens (Samrin, 2015). The current condition of learning in schools shows a lack of student engagement in the learning process. Teachers tend to dominate the classroom, and the teaching methods remain monotonous and lack innovation (Octasyavira et al., 2022). A learning process that is neither innovative nor engaging can result in students having low motivation to learn (Magdalena et al., 2021). Several obstacles encountered by students during the learning process contribute to their low comprehension levels, particularly in Islamic religious education subjects (Saraswati & Agustika, 2020).

The researcher identified several problems in SD Negeri 44 Bengkulu Selatan: (1) during the learning process, teachers have not yet optimized the use of innovative teaching models, and (2) there is a lack of learning media that can enhance students' active participation during lessons. As a result, many students still score below the school's minimum competency standard. Ideally, students who have undergone the learning process should achieve good academic results. In this regard, teachers play a crucial role in education, as they must possess the skills and competencies necessary to optimize students' development (Yuhana & Aminy, 2019). Teachers are also expected to deliver lessons in a way that goes beyond merely transferring knowledge, skills, and attitudes; they must also foster student independence (Nurfadhillah et al., 2021). Therefore, students' learning outcomes must continuously improve over time.

Based on an analysis of the challenges faced by fourth-grade students at SD Negeri 44 Bengkulu Selatan, the researcher sees the need to enhance teaching methods and the quality of education at the school, particularly in classroom learning activities. To address these issues, the researcher proposes the use of flashcard media, which is considered an effective solution. Flashcards are engaging learning tools that feature images, making them an attractive medium for students.

Implementing flashcard media as a teaching aid can positively impact students' learning outcomes (Wahyuni, 2020). This media helps teachers deliver lesson material more effectively and keeps students more focused during the learning process (Pujilestari & Susila, 2020). Through flashcards, students become more active in solving problems presented in the lessons, as they exhibit curiosity and enthusiasm for learning (Ramadani & Nana, 2020). The appropriate and varied use of learning media can help overcome student passivity, increase motivation, and allow students to learn independently according to their abilities and interests (Tafonao, 2018). Flashcards are educational tools in the form of illustrated or captioned cards, typically measuring about 7 x 7 cm (Angreany & Saud, 2017). These cards contain images, letters, and symbols that function as visual learning aids relevant to the subject matter (Musyadad et al., 2021).

In recent years, interactive and student-centered learning media has gained significant attention in education, particularly in response to the limitations of traditional lecture-based methods. Flashcards, as one form of visual and tactile learning media, have been widely used to support memorization and conceptual understanding across various subjects. In Islamic education (PAI), especially at the elementary level, some studies have explored integrating multimedia tools and visual aids to enhance student engagement and learning outcomes. However, most of these studies focus on broader topics or general religious concepts, with limited emphasis on specific content areas such as prayer material. The growing interest in active learning strategies presents an opportunity to investigate further the role of simple, low-cost tools like flashcards in improving learning effectiveness within PAI classrooms.

Despite the increasing advocacy for innovative teaching approaches, there remains a research gap in the practical application and assessment of flashcard media in teaching specific content in Islamic Religious Education, such as prayer material. Prior studies tend to generalize the use of learning media without closely examining their effectiveness in addressing abstract or theoretical religious topics. Additionally, there is a lack of empirical data on students' and teachers' responses to implementing flashcards in real classroom settings, particularly in rural or under-resourced schools like SD Negeri 44 South Bengkulu. Therefore, this study addresses the need for focused research on how flashcards influence student comprehension, academic performance, and classroom engagement in teaching prayer within PAI.

This study aims to analyze the implementation of flashcard learning media in improving students' learning outcomes on prayer at SD Negeri 44 South Bengkulu. The specific objectives include: (1) to evaluate the effectiveness of flashcards in facilitating the learning process and enhancing students' understanding of prayer material; (2) to assess the impact of flashcards on students' academic performance by comparing learning outcomes before and after the intervention; and (3) to explore students' and teachers' perceptions of flashcard use, including levels of engagement, motivation, and the perceived benefits and challenges in classroom implementation. The research

ultimately seeks to offer practical insights for educators in developing more interactive, effective, and contextually relevant teaching strategies in Islamic education.

2. METHOD

2.1 Research Design

This study employs a classroom action research design. According to Arikunto, CAR is action research conducted with the aim of improving the quality of teaching practices in the classroom (Azizah, 2021). Lewin defines classroom action research as a series of steps consisting of four stages: planning, action, observation, and reflection, all of which form a single cycle (Soesatyo et al., 2017). If the results obtained from the first cycle do not meet the expected targets, the research continues to the second cycle.

Classroom action research has become increasingly popular among professionals as a method to address problems and improve quality (Hanifah, 2014; Utomo et al., 2024). When implemented correctly, classroom action research plays a significant role in enhancing the effectiveness of teaching and learning (Fitria et al., 2019). Essentially, action research is a scientific approach used to obtain data for specific purposes (Afandi, 2014). The primary objective of classroom action research is to continuously improve and refine teaching practices (Azizah, 2021). Additionally, it aims to solve problems, enhance learning conditions, and improve the overall quality of education (Aqib & Chotibuddin, 2018).

2.2 Research Object

This study was conducted at SD Negeri 44 Bengkulu Selatan during the 2023 academic year. The focus of the research was the fourth-grade students of SD Negeri 44 Bengkulu Selatan, consisting of 18 students 12 male and 6 female.

2.3 Instruments and Data Collection

The data collection techniques used in this study included: (1) Observation; (2) Interviews; (3) Documentation; (4) Tests. These four data collection techniques were utilized to obtain accurate and comprehensive data, which were then analyzed to draw conclusions.

2.4 Data Analysis

The data analysis technique used in this study involved evaluating test results by comparing each cycle's outcomes with the Minimum Mastery Criteria (KKM).

2.5 Research Procedure

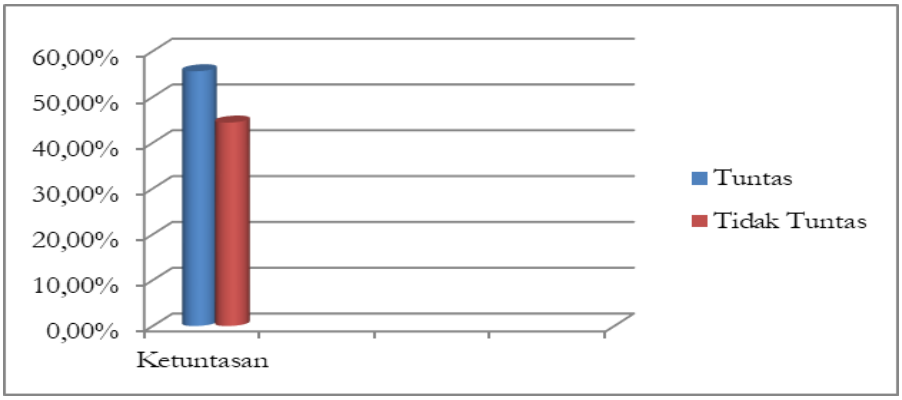
The research procedure in each cycle consisted of four stages: (1) Action Planning; (2) Action Implementation; (3) Observation; (4) Reflection. Each cycle was conducted systematically to improve the teaching and learning process and address the issues identified in the classroom.

3. RESULT AND DISCUSSION

3.1 Result

a) Cycle I Results

Description of data on student learning outcomes in cycle I actions in detail is described in the following table:

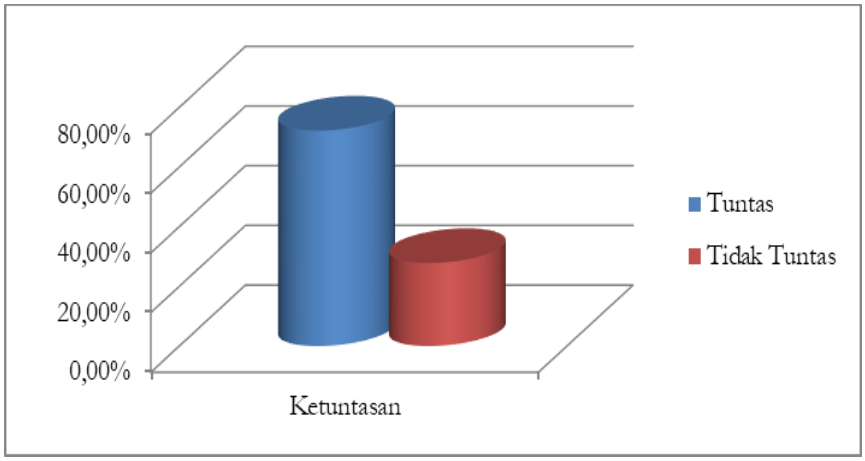


Graph 1. Student Learning Mastery Development

The graph above shows that students' knowledge improved compared to the initial condition before using flashcard media in learning. There was an increase in student achievement, with 55.6% of students successfully reaching the mastery criteria, while 44.4% of students had not yet achieved mastery. Additionally, the average test score of students increased to 68.

b) Cycle II

A detailed description of student learning outcomes in Cycle II is presented in the following table:

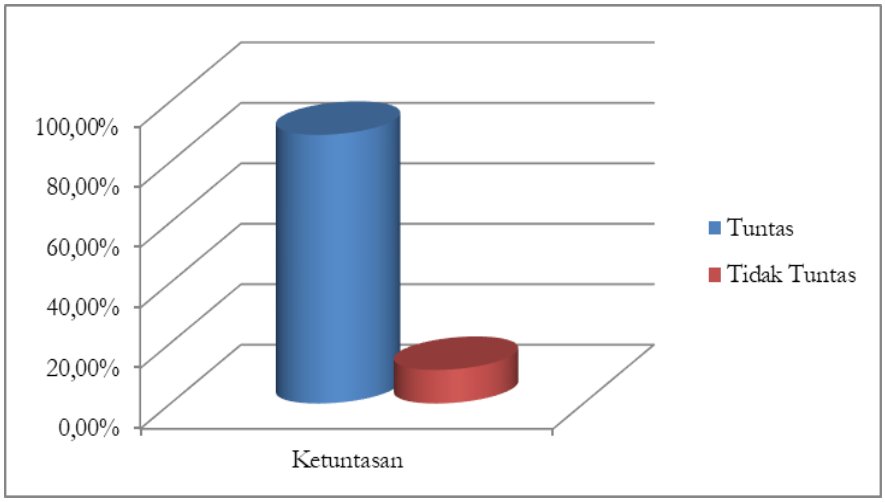


Graph 2. Student Learning Mastery Development

The graph above shows that students' knowledge improved compared to Cycle I. There was an increase in student achievement, with 72.2% of students successfully reaching the mastery criteria, while 27.8% of students had not yet achieved mastery. Additionally, the average test score of students increased to 74.72**.**

c) Cycle III

A detailed description of student learning outcomes in Cycle III is presented in the following table:



Graph 3. Student Learning Mastery Development

The graph above shows that students' knowledge improved compared to Cycle II. There was an increase in student achievement, with 88.89% of students (16 students) successfully reaching the mastery criteria, while 11.11% (2 students) had not yet achieved mastery. Additionally, the average test score of students increased to 88.33.

d) Comparison of Improvement across Cycles

The detailed description of the comparison of student learning outcomes across cycles is presented in the following table:

Table 1. Comparison Results

No	Stages	Percentage	
		Completed	Not Completed
1	Studi Awal	33 %	67 %
2	Siklus 1	55,6 %	44,4 %
3	Siklus II	72,2 %	27,8 %
4	Siklus III	88,89 %	11,11 %

From the table above, the results indicate that before the cycles began, the student learning mastery rate was 33%, while 67% of students had not yet achieved mastery. In Cycle I, the mastery rate increased to 55.6%, with 44.4% of students still below the mastery level. In Cycle II, the mastery rate further improved to 72.2%, while 27.8% of students had not yet reached mastery. By Cycle III, the mastery rate reached 88.89%, with only 11.11% of students still below the mastery level.

3.2. Discussion

Based on the observations conducted in the field, the PAIBP learning outcomes of students at SDN 44 Bengkulu Selatan were still low. This was due to the lack of use of media, particularly interactive media, in the learning process, which resulted in students having low enthusiasm for learning. The data showed that only six students (33%) achieved mastery, while 12 students (67%) had not yet reached mastery. To improve the learning process and enhance student achievement, flash card media was implemented.

The study was conducted in three cycles. Each cycle consisted of one session for the implementation of the intervention and another session for a problem-solving test at the end of the cycle. The instructional activities in each cycle were designed based on the lesson plan. The implementation of Islamic Education (PAI) on the topic of Dhuha Prayer using flash card media in Grade 4 at SDN 44 Bengkulu Selatan followed four stages: planning, implementation, observation, and reflection. After completing these stages, data related to the research objectives improving student learning outcomes were collected.

During the planning stage, the researcher designed a structured plan, which included developing a learning module on Dhuha Prayer using flash cards, preparing teaching materials, designing and preparing observation

sheets to assess the learning process, and developing problem-solving test questions for the final assessment of Cycle I. Additionally, a camera was prepared to document classroom activities.

Observations in Cycle I revealed that the activities of both the researcher and students were not yet optimal. Based on performance indicators, the results were still categorized as unsuccessful because the achievement level had not yet reached the 85% performance criterion. Therefore, improvements were made in Cycle II, with a focus on addressing students' difficulties and refining the researcher's coordination of the learning process to enhance student achievement through the use of media. During Cycle II, instructional activities were carried out following the planned lesson structure. The Islamic Education (PAI) lesson on the topic of Tahajud Prayer using flash card media was implemented in Grade 4 at SDN 44 Bengkulu Selatan, again following the four stages: planning, implementation, observation, and reflection. In the planning stage of Cycle II, the researcher prepared a structured plan, including developing a learning module on Tahajud Prayer using flash cards, preparing teaching materials, designing observation sheets to monitor the learning process, and preparing problem-solving test questions for the final assessment of Cycle II. A camera was also used to document classroom activities. Observations from Cycle II indicated an improvement in student engagement and participation compared to Cycle I. However, the results still did not meet the 85% performance criterion. Consequently, further improvements were made in Cycle III, focusing on overcoming students' difficulties and refining the coordination of the learning process to achieve the desired learning outcomes. During Cycle III, the learning process was once again aligned with the lesson plan. The Islamic Education (PAI) lesson on the topic of Friday Prayer using flash card media was conducted in Grade 4 at SDN 44 Bengkulu Selatan, following the four stages of planning, implementation, observation, and reflection. Observations from Cycle III showed that both researcher and student activities had improved significantly. The performance indicators met the expected 85% achievement criterion.

Reviewing the test results across all cycles, the implementation of learning improvements resulted in increased student achievement in the Prayer material taught using flash card media. Additionally, student engagement and participation also showed a significant increase.

Research on the implementation of flashcard learning media to improve elementary school students' learning outcomes on prayer material has been widely studied by previous researchers. According to a study conducted by Rahmawati (2020), the use of flashcard media in Islamic religious education has proven to be effective in enhancing students' understanding of prayer concepts, as this method helps students memorize and comprehend the material more quickly and enjoyably. Additionally, research by Sari & Wibowo (2021) indicated that flashcard media can increase students' learning motivation, as the engaging visual approach makes them more enthusiastic about correctly understanding the procedures of prayer. Another study conducted by Nugroho et al. (2022) also found that flashcard-based learning methods improve students' cognitive skills in understanding prayer movements and recitations compared to conventional lecture methods. Thus, it can be concluded that the implementation of flashcard learning media has a positive impact on elementary school students' learning outcomes on prayer material, in terms of conceptual understanding, motivation, and practical worship skills.

The effectiveness of flashcards in improving learning outcomes can be explained by Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that students learn better when visual and verbal information are combined. Flashcards provide a structured and engaging way for students to absorb and recall key concepts, making the learning process more effective. Moreover, Piaget's Constructivist Learning Theory supports the idea that students actively construct knowledge through meaningful and interactive experiences. The use of flashcards aligns with this approach by encouraging students to participate actively in the learning process rather than passively receiving information.

4. IMPLICATION AND CONTRIBUTION

4.1 Research Implication

The findings of this study imply that the integration of flashcard media into Islamic Religious Education (PAI) can serve as an effective pedagogical strategy to improve student engagement and academic performance, particularly in mastering abstract topics like prayer material. For educators, this suggests adopting more interactive and student-centered instructional methods to address diverse learning needs in the classroom. Furthermore, schools and curriculum developers should consider incorporating visual and tactile learning tools like flashcards into lesson planning and teaching resources to foster a more engaging and effective learning environment. This approach supports cognitive development and contributes to the broader goal of enhancing the quality of religious education at the elementary level.

4.2 Research Contribution

This research contributes to the development of innovative instructional practices within Islamic education (PAI) by providing empirical evidence on the effectiveness of flashcard media in enhancing student learning outcomes. It offers practical insights for teachers seeking to address the challenges of teaching abstract religious content, particularly prayer material, at the elementary level. By demonstrating how interactive and visually engaging tools can improve student motivation, comprehension, and retention, this study supports the shift toward more student-centered and active learning approaches in PAI. Furthermore, it is a valuable reference for policymakers, curriculum developers, and educators aiming to integrate modern pedagogical strategies into Islamic education to meet 21st-century learners' needs better.

5. LIMITATIONS AND FUTURE RESEARCH GIRECTION

5.1 Research Limitation

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted at a single elementary school, SD Negeri 44 South Bengkulu, and involved a relatively small sample size of 18 fourth-grade students, which may limit the generalizability of the results to broader educational contexts. Second, the study focused exclusively on one type of learning material: prayer content in Islamic education (PAI). Hence, the effectiveness of flashcard media for other topics or subjects remains uncertain. Additionally, the study was conducted within a limited time frame during the 2023 academic year, which may not capture long-term learning outcomes or retention.

5.2 Recommendations for Future Research Direction

Future researchers are encouraged to expand the scope of this study by involving a larger and more diverse sample across multiple schools and grade levels to enhance the generalizability of the findings. Additionally, it is recommended to explore the use of flashcard media on other topics within Islamic education (PAI) or across different subjects to determine its broader effectiveness. Researchers may also consider integrating digital flashcard applications to compare their impact with traditional paper-based flashcards. A longitudinal approach could be beneficial in assessing the long-term effects of flashcard use on student retention and comprehension. Furthermore, incorporating perspectives from teachers and parents could provide a more holistic understanding of the learning process and the practicality of implementing flashcards in various educational settings.

6. CONCLUSION

The low learning outcomes in Islamic education and Ethics among students at SD Negeri 44 Bengkulu Selatan were primarily attributed to the absence of interactive learning media, which diminished student motivation and engagement. To overcome this challenge, this study implemented flashcard learning media through a Classroom Action Research (CAR) design conducted in three cycles. Each cycle involved the integration of flashcards into the instructional process, with continuous monitoring of student participation and academic performance. Observational data and test results indicated progressive improvements in student engagement and learning outcomes across the cycles. By the third cycle, 85% of students achieved the Minimum Completeness Criteria (MCC), demonstrating the effectiveness of the flashcard intervention.

The results of this study are consistent with prior research suggesting that flashcard media can significantly enhance student comprehension, particularly in Islamic worship practices. Specifically, using flashcards facilitated students' understanding of the concepts and procedures of prayer by presenting information in a visually appealing and structured format. Beyond cognitive gains, flashcards' interactive and game-like nature helped stimulate student interest and motivation, creating a more dynamic and student-centered learning environment. As a low-cost and practical tool, flashcards present an accessible means of improving instructional quality in Islamic education settings.

The success of flashcard media in this context can be theoretically supported by Mayer's Cognitive Theory of Multimedia Learning, which posits that learning is more effective when verbal and visual elements are integrated to reduce cognitive overload and enhance information retention. Additionally, Piaget's Constructivist Learning Theory emphasizes that meaningful learning occurs when students actively construct knowledge through hands-on and interactive experiences. In this study, flashcards provided both a visual stimulus and a participatory learning experience, allowing students to internalize abstract prayer concepts more effectively. Thus, implementing flashcards not

only improved academic outcomes but also aligned with established educational theories that advocate for active and multimodal learning strategies.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. The Authors declares that the data presented in this article are based on findings obtained from field research. The researcher takes full responsibility for the entirety of this article.

Conflict of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethical Approval Statement

The authors declare that this study was conducted with due regard for research ethics, including obtaining approval from the institution. This includes respecting the autonomy of participants, maintaining confidentiality of data, and ensuring their safety and well-being, in accordance with applicable research ethics guidelines.

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