Development of Flashcard Learning Media to Increase Learning Motivation to Memorize Juz 29 in the Al-Qur'an Educational Institute

Lina Nur Fitri Fauziyyah[1], Siti Rodliyah Eka Agustina[2], Muti' Syarofani[3], Almi Novita[4], Huda Binti Mohd Fadzil[5]

[1,2,3,4] Sunan Ampel Surabaya State Islamic University, Indonesia
[5] Universiti Kebangsaan Malaysia, Malaysia
[1]lyna.fitri966@gmail.com, [2]rodliyaheka@gmail.com, [3]mutisyarofani08@gmail.com, [4]almialminovita@gmail.com, [5]hudamohdfadzil@gmail.com

Abstract

Keywords:
ARIFAH; Flashcard; Juz 29; Learning Media; Learning Motivation.

Recently, *santri's* (students) motivation in recognizing surah, especially in Juz 29 has decreased. Therefore, as the importance of recognizing surah, teachers need to design new strategies or tools to boost *santri's* motivation. This research tries to develop *Astati' an A'rif Surah* (ARIFAH) flashcard as an innovation to increase motivation to recognize surah in Juz 29. This research aims to describe the development process of ARIFAH flashcard which consists of five stages. Adopting the ADDIE model development theory, this research employs Research and Development (R&D) focusing on the main five stages: analysis, design, development, implementation, and evaluation. Qualitative data will be analyzed descriptively, while quantitative data will be analyzed statistically. The developed learning media has been validated by media experts and material experts. In addition, the developed learning media has also been tested on *tahfiz* program *santri* who will memorize juz 29. The results showed that the percentage of validation test results to material experts was 87.5% with an excellent category. The results of the validation test for the media experts showed an exceptional category with a percentage of 100%. The use of media on *santri* gets 98.6% with an excellent category. At the same time the average motivation learning of *santri* gets 98.1% with an exceptional category. Based on the questionnaire results, the *santri* experienced an increase in motivation due to interesting and fun learning media. Therefore, it can be concluded that ARIFAH flashcards are very feasible to use as a learning media.

Abstrak:

Kata Kunci:
ARIFAH; Flashcard; Juz 29; Media Pembelajaran; Motivasi Belajar.

Akhir-akhir ini, motivasi santri dalam menghafal surah khususnya di Juz 29 mengalami penurunan. Oleh karena itu, mengingat pentingnya mengenal surah, guru perlu merancang strategi atau alat baru untuk meningkatkan motivasi santri. Penelitian ini mencoba mengembangkan Astati'an A'rif Surah (ARIFAH) flashcard sebagai inovasi untuk meningkatkan motivasi belajar mengenal surah pada Juz

29. Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan ARIFAH flashcard *yang terdiri dari lima tahap. Mengadopsi teori pengembangan model ADDIE, penelitian ini menggunakan metode* Research and Development (R&D) *yang berfokus pada lima tahap utama yaitu: analisis, desain, pengembangan, implementasi, dan evaluasi. Data kualitatif akan dianalisis secara deskriptif, sedangkan data kuantitatif akan dianalisis secara statistik. Media pembelajaran yang dikembangkan telah divalidasi oleh ahli media dan ahli materi. Selain itu, media pembelajaran yang dikembangkan juga telah diujicobakan kepada santri program tahfiz yang akan menghafal juz 29. Hasil penelitian menunjukkan bahwa persentase hasil uji validasi kepada ahli materi sebesar 87,5% dengan kategori sangat baik. Hasil uji validasi kepada ahli media menunjukkan kategori sangat baik dengan persentase 100%. Penggunaan media pada santri mendapatkan 98,6% dengan kategori sangat baik. Sedangkan rata-rata motivasi belajar santri mendapatkan 98,1% dengan kategori sangat baik. Berdasarkan hasil kuesioner, para santri mengalami peningkatan motivasi karena media pembelajaran yang menarik dan menyenangkan. Oleh karena itu, dapat disimpulkan bahwa ARIFAH* flashcard *sangat layak digunakan sebagai media pembelajaran.*

1. Introduction

Non-formal education is an education that functions as an addition, substitute or complement to formal education.[1] The TPQ (Al Qur'an educational Institute) Fiziya Jombang is one of the non-formal institutions engaged in learning the Qur'an. One of the TPQ Fiziya's programs is memorizing juz 29 which begins with the introduction of surahs contained in juz 29. This surah introduction program includes the meaning of the surah, the order of surahs in Juz 29, the location of the order of surahs in the Qur'an, and the number of verses. Surah introduction learning at the TPQ Fiziya Jombang uses conventional teacher-centered methods. The method used is in line with the banking concept of education coined by Paulo Freire. *Santri* (students) patiently receive, memorize, and repeat knowledge deposits from their teacher.[2] The teacher conveys the material by explaining the identity of the surah, then the teacher asks *santri* to imitate classically.

The TPQ Fiziya also still uses drill and practice methods to recognize surahs. This method is characterized by *santri's* activities to continuously repeat their memory.[3] The activity serves to strengthen the association and perfect the *santri's* skills, so their understanding can be built permanently.[4] At first, the drill

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[1] Raudatus Syaadah et al., "Pendidikan Formal, Pendidikan Non Formal dan Pendidikan Informal," *PEMA: Jurnal Pendidikan dan Pengabdian kepada Masyarakat* 2, no. 2 (2022): 125–31, doi:https://doi.org/10.56832/pema.v2i2.298.

[2] Paulo Freire, *Pedagogy of the Oppressed* (New York & London: The Continuum International Publishing Group, 2005), 72, https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf.

[3] Uvia Nursehah dan Rika Rahmadini, "Penerapan Metode Drill and Practice Untuk Meningkatkan Kreativitas Siswa Di SDIT Enter Kota Serang," *Jurnal Pelita calistung* 2, no. 01 (2021): 73–82, https://jurnal.upg.ac.id/index.php/jpc/article/view/102.

[4] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2013).

and practice method was quite successful in arousing *santri's* interest in recognizing the surah. However, the passion and enthusiasm of the *santri* in repeating the material decrease over time. There are even *santri* who chat with friends and get bored following the teacher's direction which seems monotonous. In addition, santri have not been able to capture the material well and are still often reversed in mentioning the meaning and order of the surah when they are asked to mention them individually.

Knowing the identity of the surah is support for memorizing surah activities at many TPQ, especially at the TPQ Fiziya. In juz 30 *(Juz Amma)*, the obstacles experienced as described above can be minimized because they are often used in daily life. Various media can be implemented in learning to recognize surah juz 30.[5] The media in question can be visual, audiovisual, or technology-based. Then through a process of discussion and review to get constructive views, the author offers several alternatives to overcome these problems, including; reconstructing the methods used to foster *santri* motivation, using learning media to make it easier for *santri* to recognize surahs, and conditioning the learning atmosphere to create an interactive learning atmosphere. These alternatives can be covered through the solution of making learning media. This is because using suitable learning media can increase the motivation of *santri* to recognize and memorize the identity of the surah.[6]

The current education system focuses on certain parts of the brain, especially the left side of the brain. Various parts of the brain need to be developed, such as the limbic system as an emotional center that is closely related to long-term memory.[7] Long-term memory can be created in a pleasant situation so that learning has the opportunity to achieve success.[8] In line with this, learning will be more effective if the learner has a great interest in the learning material.[9] Other research states that learning will be more effective if it involves the role of the right brain which is relatively long-term and the working process is unique, namely the building of memory bonds naturally from feelings in the heart.[10] Supported by Prashnig's opinion in a book entitled "The Power of Learning Styles" which states that an important component of one's introduction to the success of the learning process is learning style.[11] Learning style is also a determining factor in the selection of learning media.[12]

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[5] Fikriyah Hanifah, "Penerapan Metode Tami Otaka dalam Menjaga Hafalan Al-Qur'an Juz 30 Di Paud Tahfizh Pintar," *Ash-Shobiy: Jurnal pendidikan Islam Anak Usia Dini dan al-Qur'an* 2 (2023): 1.

[6] Voni Nurhidayati et al., "Penerapan Media Pembelajaran Terhadap Motivasi Siswa," *Jurnal Binagogik* 10, no. 2 (2023): 99–106, doi:https://doi.org/10.61290/pgsd.v10i2.428.

[7] Nurasiah, "Urgensi Neuroscience dalam Pendidikan (Sebagai Langkah Inovasi Pembelajaran)," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 7, no. 2 (2016): 72–93, doi:http://dx.doi.org/10.24042/atjpi.v7i2.1505.

[8] Syaiful Sagala, *Konsep dan Makna Pembelajaran untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, 12 ed. (Bandung: Alfabeta, 2014).

[9] M. Sobry Sutikno, *Belajar dan Pembelajaran* (Lombok: Holistica, 2013).

[10] Herwibowo Bobby, *Kauny Quantum Memory; Menghafal Al-Qur'an Semudah Tesenyum* (Jakarta: Zaytuna, 2012).

[11] Barbara Prashnig, Nina Fauziah, dan Rahmani Astuti, *The Power of Learning Styles: Memacu Anak Melejitkan Prestasi dengan Mengenali Gaya Belajarnya*, 1 ed. (Bandung: Kaifa, 2007).

[12] Pusvyta Sari, "Analisis terhadap Kerucut Pengalaman Edgar Dale dan Keragaman Gaya belajar untuk Memilih Media yang Tepat dalam Pembelajaran," *MUDIR (Jurnal Manajemen Pendidikan)* 1, no. 1 (2019): 42–57, doi:https://doi.org/10.55352/mudir.v1i1.7.

Closely related to learning media, according to Arsyad, the most widely used reference as a theoretical basis in the use of learning media is Edgar Dale's cone of experience.[13] Edgar Dale's cone of experience theory describes the level of information that learners can absorb and remember relating to visual and audiovisual information. Dale's concept is inspired by Bruner's theory of learning levels which include direct experience (enactive), pictorial (iconic), and abstract (symbolic).[14] Thus, the researchers developed flashcards as a medium by the theoretical basis. Flashcards can be used to introduce the identity of the surah so that *santri* has the experience of participation in the learning process.

According to Sadiman, things that need to be considered in the selection of media include; the objectives to be achieved, the characteristics of the students, the type of learning desired, the background conditions, the environment, and the conditions in which students learn.[15] Therefore, this research tries to develop flashcard media that contains images and symbols as the identity of the surah, the meaning of the surah, the order of the surah in the juz, and the number of verses. Flashcard media in the form of cards containing images or writings that can foster students' interest in understanding the material.[16] The media developed is called ARIFAH, which is an acronym from the Arabic *Astati' an A'rif Surah* (I can recognize the surah). The naming of the flashcard is also intended to motivate the TPQ *santri* to be enthusiastic to recognize surahs.

Some previous studies about the developmental learning media have been conducted. Rahmat Solihin (2020) in his research developed an interactive application for *tahfiz juz amma* that is effective in improving the quality of *santri's* memorization.[17] While Abdul Halim (2021) in his research argued that *tahfiz* card learning media is suitable for use to memorize surahs in Juz 30. The research said that the media suit to help memorize surahs in Juz 30.[18] Meanwhile, no research focus on how to increase motivation to recognize surahs in Juz 29, therefore researchers believe that researchers need to fill such research gap. Hence, this research is different from the previous terms because there have been infrequent studies that explains how to overcome *santri's* low motivation in recognizing unfamiliar surahs such as surahs in juz 29.

ARIFAH flashcards are used as a guide for *santri* to help them easily recognize the identity of the surah while strengthening their memory so that it can increase their learning motivation. The use of this media is also in accordance with Lev Vygotsky's theory with the concept of Zone of Proximal Development (ZPD), which is a series of tasks that children master individually but can be

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[13] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT RajaGrafindo Persada, 2015).

[14] Fazrul Sandi Purnomo, "Teori Belajar Bruner dan Keterampilan Membaca Pemahaman," *Tarbawy: Jurnal Pendidikan Islam* 9, no. 1 (2022): 46–50, https://jurnal.lp2msasbabel.ac.id/index.php/tar/article/view/2353.

[15] Arief S. Sadiman et al., *Media Pendidikan : Pengertian, Pengembangan, dan Pemanfaatannya*, 18 ed. (Depok: PT RajaGrafindo Persada, 2018).

[16] Nina Indriani et al., "Implementasi Media Pembelajaran Flashcard untuk Meningkatkan Hasil Belajar Matematika Siswa Madrasah Ibtidaiyah Kelas II," *Jurnal Equation: Teori dan Penelitian Pendidikan Matematika* 6, no. 1 (2023): 13–22, doi:http://dx.doi.org/10.29300/equation.v6i1.9513.

[17] Rahmat Solihin, "Aplikasi Interaktif Tahfidz Al-Quran Juz Amma (Studi Kasus di SDI Mohammad Hatta)," *Jurnal As-Sibyan: Jurnal Kajian Kritis Pendidikan Islam dan Manajemen Pendidikan Dasar* 3, no. 2 (2020): 1–11, doi:https://doi.org/10.52484/as_sibyan.v3i2.182.

[18] Abdul Halim, "Pengembangan Media Pembelajaran Menghafal Al-Quran Berbasis Kartu Tahfizh dengan Pendekatan Edutainment" (Universitas Negeri Jakarta, 2021), http://repository.unj.ac.id/13125/.

learned with the help and direction of adults.[19] The media created is also in line with the scaffolding method which can make students more skillful and adults only change the form of providing support to children. As the importance of recognizing surah especially in Juz 29, researchers try to develop ARIFAH flashcards as a learning media innovation. This research aims to describe the development process of ARIFAH flashcard which consists of five stages that will be further explained.

2. Methods

The type of research used in this study is Research and Development (R&D) because it produces a new product. The developed product is expected to help *santri* at TPQ, especially at the TPQ Fiziya Jombang in recognizing surahs in juz 29. We use the ADDIE development model which consists of five stages as follows:
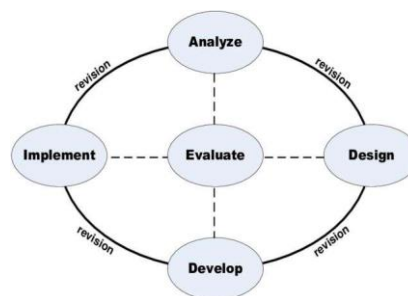
Fg 1.
Steps of the ADDIE Development Model

Figure 1. illustrates the stages of product development systematically, the main goal is to develop the products efficiently and effectively.[20] Each stage is interconnected with the other. Therefore, using this model is gradual and thorough to create an effective and guaranteed learning product.[21]

The first stage is analysis, we analyze the problems that occur in the learning process to recognize surahs at TPQ Fiziya Jombang and analyze the need to overcome the problems that occur. The second stage is design, we design learning media in terms of content and language. The third stage is development, we develop learning media based on the initial design. The fourth stage is implementation, we implement ARIFAH flashcard in the learning process of recognizing surahs at TPQ Fiziya Jombang. Furthermore, researchers evaluate to find out the needs that have not been met by the product. Evaluation results can measure the achievement of learning media development.

This research was conducted at TPQ Fiziya, located on Jalan Al-Muhsinin Cukir, Diwek District, Jombang Regency. The research was conducted for one month starting from mid-May to early June 2023. Researchers used data

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[19] Marwia Tamrin, St. Fatimah S. Sirate, dan Muh. Yusuf, "Teori Belajar Konstruktivisme Vygotsky dalam Pembelajaran Matematika," *Sigma (Suara Intelektual Gaya Matematika)* 3, no. 1 (2011): 40–47, https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/
view/43413.

[20] Benny A. Pribadi, *Desain dan Pengembangan Program Pelatihan Berbasis Kompetensi: Implementasi Model ADDIE*, 3 ed. (Jakarta: Prenadamedia Group, 2020).

[21] Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (London: Springer, 2009).

collection techniques in the form of interviews, observations, questionnaires, and documentation. Researchers collected data from primary and secondary sources to obtain accurate and valid information. Primary sources were obtained from interviews with the head of TPQ Fiziya Jombang, validation from material experts and media experts, and the results of trials on TPQ Fiziya Jombang *santri*. Meanwhile, secondary data was obtained from a literature review and the results of previous studies.

Data analysis techniques are adjusted to the data obtained. Qualitative data obtained from interviews, suggestions from material experts, suggestions from media experts, and verbal responses from TPQ Fiziya Jombang *santries* were analyzed descriptively. Quantitative data from the results of material experts validation, media expert validation, and filling out questionnaires by TPQ Fiziya *santri* were analyzed statistically. Data from experts' validation and *santri* questionnaires using a Likert scale to measure their opinions about ARIFAH flashcards. The scores on the Likert scale are listed in Table 1.

Table 1. Likert Scale Table

Description	Score
Excellent	4
Good	3
Less Good	2
Not Good	1

As can be seen in Table 1, the score used in the validation test and questionnaire filling is one to four. The description of the score consists of excellent, good, less good, and not good. The answer describes the position of the validator's and respondent's answers from positive to negative. The way to calculate the percentage of feasibility from the calculation of the answers of validators and respondents based on the score is as follows:

$$\text{Feasibility Percentage (\%)} = \frac{\text{Score Obtained}}{\text{Maximum score}} \times 100\%$$

After calculating the percentage of feasibility, researchers converted quantitative data into qualitative data to facilitate data interpretation. Then the data result is converted based on calculation scale as can be seen in Table 2.

Table 2. Media Feasibility Scale[22]

Feasibility Percentage	Interpretation
81% -100%	Excellent
61% - 80%	Good
41% - 60%	Good Enough
21% - 40%	Less Good
0% - 20%	Not Good

Based on table 2 that has been listed, ARIFAH flashcards are useable when the score of the validator is excellent or good. ARIFAH flashcards are known to increase *santri's* motivation when the average result of filling out the questionnaire is excellent or good.

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[22] Suharsimi Arikunto, *Manajemen Pendidikan* (Jakarta: PT. Rineka Cipta, 2013).

3. Results and Discussion

ARIFAH Flashcard was developed based on the results of an analysis of surah recognition learning at TPQ Fiziya Jombang. The learning has not been significant in building *santri's* learning motivation. This condition causes the *santri's* understanding of the surah identity material in juz 29 to be low. Most of the *santri* feel bored with conventional learning that is monotone and less interesting. Therefore, the development of the ARIFAH Flashcard is expected to increase *santri's* learning motivation and create an interactive classroom atmosphere. Supported by Glen's theory which states that flashcards can be used to teach students while playing. Indirectly these actions can increase students' learning motivation.[23]

Flashcard is one type of learning media that can be used to facilitate understanding of the material and remember the material loaded. Flashcards can make it easier for users to remember the images, text, or symbols contained in the card.[24] Previous research was dominated by discussions about flashcard media as a medium for recognizing surahs, memorizing surahs, and increasing memorization of surahs which generally use juz 30. ARIFAH flashcard comes with surah juz 29 material that is rarely studied in formal education and non-formal education such as TPQ. There are interesting and easy-to-understand images on the ARIFAH flashcard, researchers hope that *santri* can learn the identity of surahs in juz 29 in a fun way. There are special symbols that must be remembered by the *santri*. So, there is a discussion process in learning.

The design of ARIFAH flashcards helps teachers in delivering material and makes it easier for *santri* to understand and repeat material. ARIFAH flashcard is designed with two card models, there are material cards and evaluation cards. Two card models developed can help *santri* skillfully train themselves individually or with the help of others, either peers or adults. ARIFAH flashcards are specifically targeted for *tahfiz* program *santri* in TPQ Fiziya and generally for regular program students or the wider community. The goal is to introduce the surahs in juz 29 and their identities. In addition to emphasizing the visual aspect, the design of the ARIFAH flashcard also focuses on the audiovisual abilities of *santri*. There is a Quick Response (QR) code that can be scanned on the ARIFAH flashcard. The QR code is linked to a video that contains how to use the ARIFAH flashcard.

ARIFAH flashcards can be an interesting learning media for *santri*. ARIFAH flashcard is expected to generate motivation to recognize surahs during learning at TPQ, at home, and even anywhere. Learning using ARIFAH flashcards can be done with peers, adults, or individually. ADDIE development model was chosen because researchers have the main goal to design and develop products effectively and efficiently.[25]

[23] Miska Arista Awwalia, "Pengembangan Media Pembelajaran Visual Kartu Bergambar (Flash Card) untuk Meningkatkan Hafalan Surah-surah PendeK Siswa pada Pembelajaran PAI Kelas IV SD IT Al-Qur'aniyyah Pondok Aren," *Institutional Repository UIN Syarif Hidayatullah Jakarta* (UIN Syarif Hidayatullah Jakarta, 2023), https://repository.uinjkt.ac.id/ dspace/handle/123456789/70801.

[24] Rika Partikasari, Novi Ade Suryani, dan Ranny Fitria Imran, "Peningkatan Kemampuan Membaca Permulaan Dengan Menggunakan Metode Bermain Flash Card Subaca di PAUD Al-Anisa Bentiring Kota Bengkulu," *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 1, no. 2 (2018): 36–55, doi:10.24042/ajipaud.v1i2.3741.

[25] Eka Wulandari, "Pengembangan Media Pembelajaran Interaktif Berbasis E-Book Pada Materi Sistem Pencernaan Untuk SMP Kelas VIII" (Universitas Islam Negeri Raden Intan Lampung, 2018).

3.1. Analysis

ARIFAH flashcard was developed based on the results of performance and needs analysis. The results of the performance analysis show that the surah introduction media used at TPQ Fiziya is a blackboard and directly uses the Qur'an. Teachers apply teacher-centered learning, *santri* only receive knowledge conveyed by the teacher.[26] Therefore, the class atmosphere became less conducive because some *santries* chatted with their friends, too sleepy, and too lazy to follow the teacher's directions to repeat the material classically. This condition causes many *santries* inverted in mentioning the identity of the surah in juz 29, some of them cannot mention it at all.

Based on the research of Endang Indayani, Nefi Darmayanti, and Khairina Siregar (2023) there are differences in learning motivation between teacher-centered learning and student-centered learning. Student learning motivation in teacher-centered learning is lower than in student-centered learning.[27] Hamdi Serin (2018) states that teachers must adjust learning methods to create effective learning. The implementation of teacher-centered learning causes critical thinking and problem-solving skills not created because the learning process is dominated by the teacher.[28]

Through needs analysis, it can be seen that *santri* needs learning media that can make them focus and arouse curiosity. The monotone classroom atmosphere can be handled when there is a strong interest in recognizing surahs. In addition, *santri* needs an interactive class through the discussion process in it. So, *santri* can be directly involved in learning to recognize surah juz 29. The conditions that have been described can trigger the critical reasoning of *santri*, it can produce a deep understanding of the material. Therefore, researchers developed ARIFAH Flashcard media to increase *santri's* motivation.
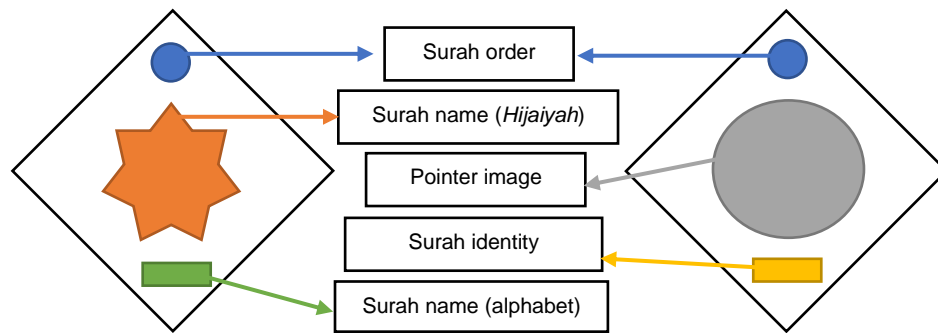
3.2. Design

First, we created the initial design of the ARIFAH flashcard. ARIFAH flashcard is designed in a square shape with a length of 15 cm on each side. The cards are designed to be material cards and evaluation cards. Material card is used when delivering material to *santri*, while evaluation card is used for quiz sessions. The material card uses Open Sans Light font for *hijaiyah* letters and Marykate font for Latin letters, while the evaluation card uses Sniglet and Comic Sans fonts. ARIFAH flashcards explain the meaning of surah, the number of verses, and the sequence of surahs in the Quran. The initial design of the ARIFAH flashcard can be seen in Figure 2 and Figure 3.

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[26] Agung Rozali, Dede Margo Irianto, dan Yeni Yuniarti, "Kajian Problematika Teacher Centered Learning dalam Pembelajaran Siswa Studi Kasus: SDN Dukuh, Sukabumi," *COLLASE: Creative of Learning Students Elementary Education* 5, no. 1 (2022): 77–85, doi:https://doi.org/10.22460/collase.v5i1.9996.
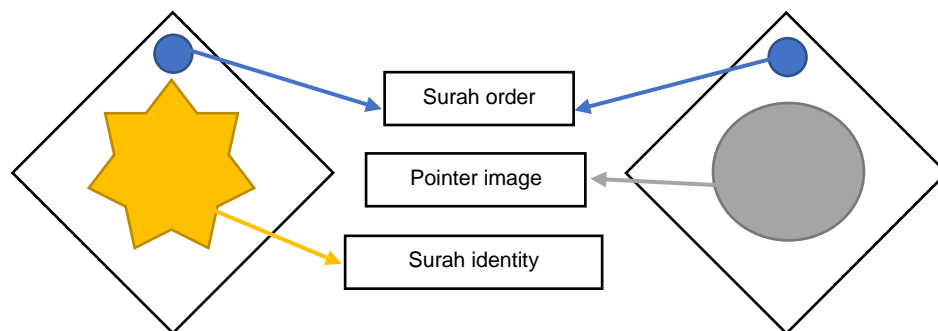
[27] Endang Indayani, Nefi Darmayanti, dan Khairina Siregar, "Pengaruh Model Pembelajaran Student Centered Learning (SCL) dan Teacher Centered Learning (TCL) terhadap Motivasi Belajar Siswa MTs Ditinjau dari Jenis Kelamin," *JIVA: Journal of Behaviour and Mental Health* 4, no. 1 (2023): 66–80, doi:http://dx.doi.org/10.30984/jiva.v4i1.2531.

[28] Hamdi Serin, "A Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings," *International Journal of Social Sciences & Educational Studies* 5, no. 1 (2018), doi:http://dx.doi.org/10.23918/ijsses.v5i1p164.

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Fg 2.

Initial Design of ARIFAH Flashcard Material Cards

Fg 3.

Initial Design of ARIFAH Flashcard Evaluation Cards

The animation of flashcards, in Figure 2 and Figure 3, is designed using CorelDraw X7. This software is helpful for processing the vector for beginners and has complete tools to explore and create attractive and expressive designs.[29] The researcher created an animation according to the meaning of each surah in juz 29. In addition, researchers created animations according to other additional needs. While compiling animation components and finishing stages using Canva. It can be used on a personal computer, laptop, or smartphone.[30] Canva also provides a design sharing feature, so researchers can design together and give each other suggestions directly despite distance constraints. The surah pointer image on the ARIFAH flashcard has a smart code. So, *santri* can guess and remember the identity of surah easily and fun. The information listed in the smart code of ARIFAH flashcard then presented in Figure 4.

[29] Hayatun Nisa, Jumadi, dan Mastur, "Pemanfaatan CorelDRAW untuk Mneunjang Kreativitas Mahasiswa dalam Kegiatan Pembelajaran Mandiri," *J-INSTECH: Journal of Instructional Technology* 5, no. 1 (2024): 104–16, doi:https://doi.org/10.20527/j-instech.v5i1.9785.

[30] Garris Pelangi, "Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran Bahasa dan Sastra Indonesia Jenjang SMA/MA," *Jurnal Sasindo UNPAM* 8, no. 2 (2020): 79–96, doi:https://doi.org/10.32493/sasindo.v8i2.79-96.

Fg 4.

Smart Code Memorization

In addition, there is a learning goals card equipped with a QR code. There is product packaging so that the cards can be collected and stored properly. The design on the packaging uses Mali and Jua fonts measuring 16.5 cm on each side, while the learning goals card uses Mali and Mali Light fonts measuring 15 cm on each side.
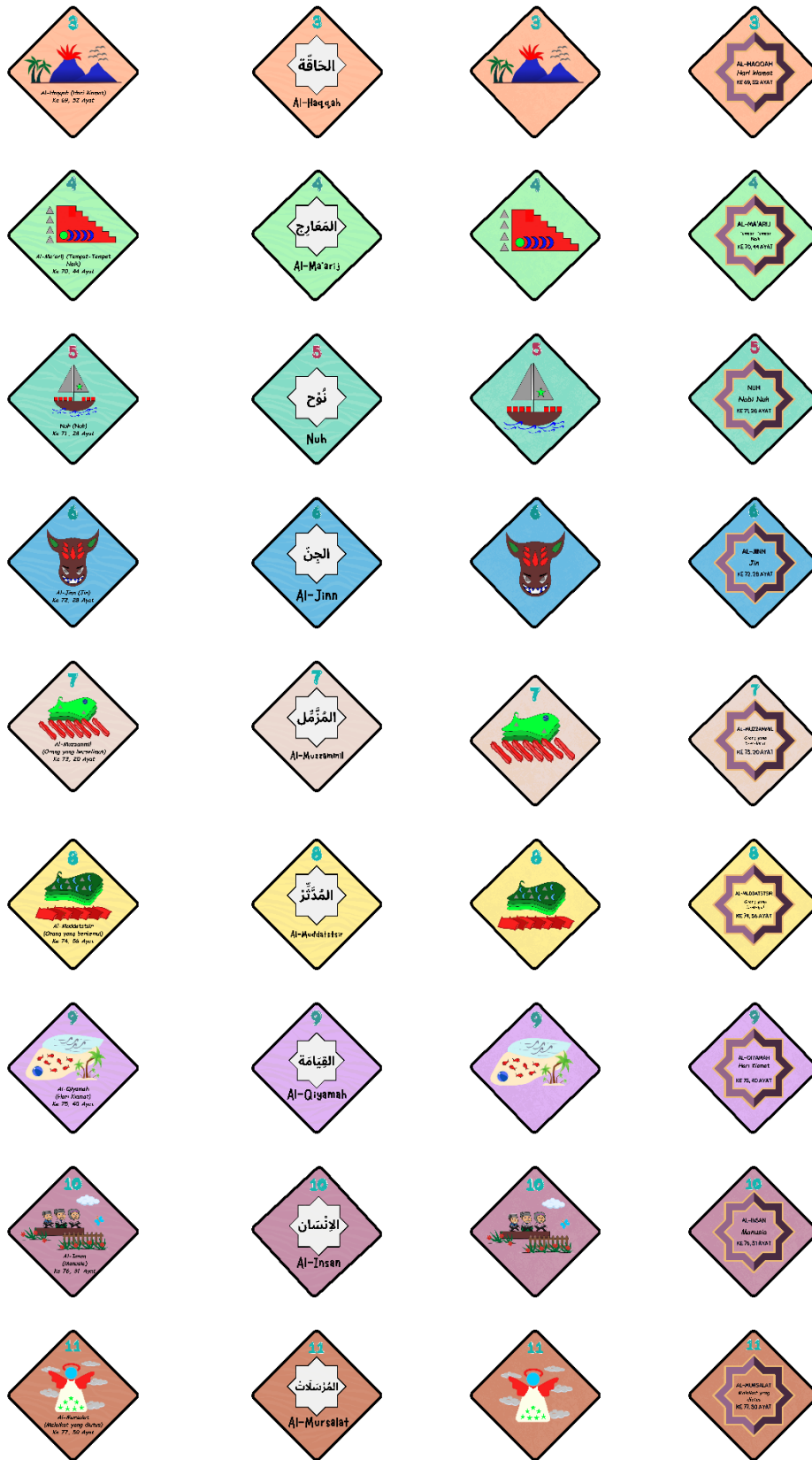

Fg 5.

ARIFAH Flashcard Packaging

The identity of the surah has been adapted to the Qur'an. The card design uses bright colors, researchers hope to increase *santri's* motivation to recognize surahs as shown in Table 3.

Table 3. Detail View of ARIFAH Flashcards

Material Cards		Evaluation Cards	
Front	Back	Front	Back

3.3. Development

ARIFAH Flashcards were developed with a series of validation tests by experts. The validation test stage on the material expert was carried out twice. First to Dr. Taufik, M.Pd.I as a lecturer at the Faculty of *Tarbiyah* and Teacher Training in UIN Sunan Ampel Surabaya, second to Khobirul Amru, M.Ag as a lecturer at the Faculty of *Ushuluddin* and Philosophy in UIN Sunan Ampel Surabaya. The media expert was only one person, it was Prof. Dr. H. Evi Fatimatur Rusydiyah, M.Ag., a media lecturer at the Faculty of *Tarbiyah* and Teacher Training in UIN Sunan Ampel Surabaya. Table 4 shows the result of the validation test for material experts and media experts.

Table 4. ARIFAH Flashcards Validation Test Results

Validator	Percentage	Category
Material Experts	87,5%	Excellent
Media Expert	100%	Excellent

Based on the results of the calculation of the percentage of validation tests by material experts, in Table 4, the results obtained were 87.5% and included in the "Excellent" category. The results of the calculation of the percentage of validation from media experts obtained a result of 100% and included in the "Excellent" category. Although it received an excellent category, some aspects need to be revised and improved to get more optimal results. The experts provided constructive feedback for the improvement of ARIFAH flashcards. According to Titin and Ella Nartia Dara (2016), developing appropriate learning media must be in line with the learning objectives to be achieved. Thus, the main role of media as a tool in the learning process can be maximally utilized.[31]

3.4. Implementation

This stage was carried out after revising the ARIFAH flashcard according to the suggestions of the experts. This stage is carried out to determine the use of media and increase *santri's* learning motivation. Researchers used a questionnaire instrument containing indicators of media use and indicators of learning motivation. Indicators of media use are: media relevance, media convenience, and media usefulness.[32] The indicators of *santri's* learning motivation are: perseverance in learning, resilience in facing difficulties, showing interest and sharpness in learning, preferring to work independently, enjoying looking for and solving problems.[33]

This test involved 20 *santries* consisting of 8 male *santries* and 12 female *santries*. First, the researcher explains how to use ARIFAH flashcards so that *santries* understand how the media works when learning. Then, the researcher applied the ARIFAH flashcards in learning surah juz 29. After that, the questionnaire was distributed to the *santri*. Researchers

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[31] Titin dan Ella Nartia Dara, "Penyusunan Perangkat Pembelajaran pada Materi Ruang Lingkup Biologi Kelas X SMA," *Jurnal Pendidikan Matematika dan IPA* 7, no. 1 (2016): 45–56, doi:https://dx.doi.org/10.26418/jpmipa.v7i1.17344.

[32] Nana Sudjana dan Ahmad Rivai, *Media Pengajaran (Penggunaan dan Pembuatannya)*, 10 ed. (Bandung: Sinar Baru Algensindo, 2011).

[33] Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, 28 ed. (Depok: RajaGrafindo Persada, 2018).

accompanied *santri* when filling out the questionnaire. The results of filling out the questionnaire can be seen in Table 5.

Table 5. Results of Questionnaire Filled by *Santri*

Description	Percentage	Category
Use of media	98,6%	Excellent
Santri's learning motivation average	98,1%	Excellent

Based on the calculation of the answers in Table 5, the use of media gets 98.6% with the category "Excellent". While the average motivation learning of *santri* gets 98.1% with the category "Excellent". Based on verbal *santri* responses, ARIFAH flashcards are interesting and not boring when applied to learning. *Santri* are very happy when given a visual-based quiz that can be integrated with learning to recognize the identity of surahs in Juz 29. It accords with the opinion of Harry C. Mc. Kown, he states that learning media can function properly if it fulfills three main functions as follows:

1) Can change the learning situation from theoretical and abstract to more practical and concrete.
2) Can arouse children's motivation to learn, and can focus children's attention on the object being studied.
3) Can arouse curiosity about learning content and can understand learning content.[34]

Attractive design from the aspects of color, size, composition, and learning content makes *santri* interested in learning. Febrita and Ulfah said that one way to increase student interest and motivation to learn is to use good and correct learning media. Effective use of learning media during the teaching-learning process can stimulate interest and desire to learn, increase students' motivation and enthusiasm for learning, and even have a positive psychological impact on learning. In the early stages of learning is very important to increase the effectiveness of the teaching-learning process so that it can convey messages and subject matter well.[35]

The use of ARIFAH flashcards combines learning and playing activities so that *santries* become motivated and active in the learning process. Puguh Setyawan and Muslimin Ibrahim stated that the motivation of *santries* towards the use of flashcards in learning will not be separated from the process of playing as fun learning.[36] The use of ARIFAH learning media allows *santri* to be actively involved and get interesting learning experiences. The use of ARIFAH flashcards accompanied by good teacher pedagogical skills can increase *santri's* learning motivation in memorizing surah juz 29.

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[34] Rodhatul Jennah, *Media Pembelajaran*, *Media Pembelajaran* (BAnjarmasin: Antasari Press, 2009).

[35] Yolanda Febrita dan Maria Ulfah, "Peranan Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa," *Posiding Diskusi Panel Nasional Pendidikan Matematika* 5, no. 2019 (2019): 181–88.

[36] Puguh Setyawan dan Muslimin Ibrahim, "Pengembangan Media Flashcard Berbasis Pictorial Riddle pada Materi Plantae untuk Meningkatkan Motivasi dan Pemahaman Konsep Siswa SMA/MA Kelas X," *BioEdu: Berkala Ilmiah Pendidikan Biologi* 8, no. 2 (2019): 260–69, https://ejournal.unesa.ac.id/index.php/bioedu/article/view/28798.

3.5. Evaluation

ARIFAH flashcard needs evaluated stages. Revisions are made to media developed based on suggestions from *santries* and experts to improve the media to make it better or more feasible to use as learning media. The results of this evaluation can be used as a reference for further media development. The suggestions and responses given by learning media expert, Prof. Dr. H. Evi Fatimatur Rusydiyah, M. Ag. are that the learning media is suitable for application to TPQ *santri* in terms of color, size, and shape of each element. However, ARIFAH Flashcards need to be equipped with a sturdy packaging box. The purpose of the sturdy package is the product can be stored properly and not easily lost when finished using it.

Then the responses and suggestions given by the first material expert, Dr. Taufik, M.Pd.I stated that "ARIFAH flashcard made well and creative. Although QR codes are available, flashcards can develop with further technology. Then the gray color code can be replaced with a brighter color so that it is visible to *santri*". Meanwhile, according to the second material expert validator, Khabirul Amru, M.Ag stated, "ARIFAH flashcard is good and suits with the learning goals. However, it would be better if there was a further explanation of surahs juz 29 according to credible reference sources".

Generally, the responses given by *santri* are fascinating and easy to use. However, the teacher must have an appropriate classroom arrangement model to make ARIFAH flashcards that can be reached by all *santries*. One of the *santri* suggested that the images on the cards could be made more realistic and attractive in the future. Based on the responses from several validators and *santri*, it can be concluded that ARIFAH media is very feasible to use in the learning process of memorizing surahs juz 29. In addition, ARIFAH flashcards can increase *santri's* learning motivation. Learning motivation arises if it has clear learning objectives, relates material to real life, provides feedback, positive support, and a pleasant learning process.[37] The development of ARIFAH media always pays attention to aspects that can increase learning motivation. If *santri's* learning motivation increased, at the end *santri* can recognize surah juz 29.

Based on research by Putri Ratna Wati (2021), the use of flashcards can make students interested in learning and improve student memory so the material can be received well.[38] In addition, the development of flashcards conducted by Adella Nur Azizah (2023) affects the motivation to learn tajweed for grade IV students at *Madrasah Ibtidaiyah* level.[39] Therefore, well-packaged flashcards are effective in learning and increasing students' motivation, including in recognize and memorize surahs in Juz 29.

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[37] Herly Janet Lesilolo, "Penerapan Teori Belajar Sosial Albert Bandura Dalam Proses Belajar Mengajar di Sekolah," *KENOSIS: Jurnal Kajian Teologi* 4, no. 2 (2019): 186–202, doi:https://doi.org/10.37196/kenosis.v4i2.67.

[38] Putri Ratna Wati, "Pengaruh Media Flash Card Terhadap Penguasaan Pembelajaran Al Qur'an Hadits Siswa Kelas I MI Brawijaya I Trowulan," in *Proceeding the 5th Annual International Conference on Islamic Education*, vol. 5 (Mojokerto: Sekolah Tinggi Ilmu Tarbiyah Nahdlatul Ulama Al Hikmah, 2021), 256–65, https://jurnal.stitnualhikmah.ac.id/index.php/proceedings/article/view/900.

[39] Adella Nur Azizah, "Pengaruh Media Pembelajaran Flash Card pada Mata Pelajaran Al-Qur'an Hadis Materi Tajwid Nun Sukun dalam Meningkatkan Motivasi Belajar Siswa Kelas IV MI Muhammadiyah Trukan Gunungkidul" (Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2023), https://digilib.uin-suka.ac.id/id/eprint/61277/.

4. Conclusion

The assessment given by material experts on the validity of ARIFAH flashcards as learning media is classified in excellent category with a percentage amounting to 87.5%. The test results for media experts amounted to 100% with an excellent category. While the results of the trial of the TPQ Fiziya *santri* reached 98,6% which implies that it has an excellent category. The results show that the ARIFAH flashcard has been effectively applied in the learning process after being tested by the material experts and the media experts. In addition, there has been an increase in *santri's* learning motivation when they are asked to fill out the questionnaire. The results of *santri's* learning motivation average amounted to 98,1% with an excellent category.

ARIFAH flashcard used correctly in accordance with the indicators and suggestions of researchers, will increase *santri's* learning motivation. Researchers realize that research is not perfect. Therefore, researchers hope that ARIFAH flashcards can be further developed in the next research. ARIFAH flashcards can be developed with more sophisticated technology. Animation in flashcards can be developed using more realistic images or three-dimensional images. The use of augmented reality can also provide a different experience for *santri* in using ARIFAH flashcards. The next researcher can examine the ARIFAH flashcard using other theories and variables to enrich knowledge and research about recognized surahs in Juz 29.

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