# The Effect of Flashcard Media in Improving Memorization of Daily Prayers at SDN 2 Wringinanom

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| ARTICLE INFO | ABSTRACT |
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| *Keywords:*<br>Learning media; Flashcards;<br>Quasi-experiment,<br><br><br>*Article history:*<br>Received 2024-01-14<br>Revised 2024-03-12<br>Accepted 2024-06-30 | This research used quantitative method with quasi experimental approach with Nonequivalent Control Group Design. The research sample consisted of two groups, namely the experimental group (students who received learning with flashcard media Memorizing Daily Prayers) and the control group (students who received conventional learning). Data were collected through pretest and posttest, and analyzed using independent t-test. The results showed a significant difference in improving the memorization of daily prayers between the experimental group and the control group ($p < 0.05$). Thus, the use of flashcard media to memorize daily prayers in supporting student learning outcomes becomes more enjoyable Students who carry out learning by using falshcard media show a real increase in memorization of daily prayers. These results have positive implications for the development of more effective and engaging methods of learning religion for students. Further research could deepen the analysis of the long-term impact of this media and identify factors that influence its effectiveness in the context of religious education. Overall, it can be concluded that learning methods involving elements of game media are effective for improving students' memorization of daily prayers.<br><br>*This is an open access article under the license.* |

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## PENDAHULUAN

Islamic education has a very big influence in the process of religious knowledge on children, inseparable from the guidance of the Koran and hadith (Syarnubi.S., 2024). Islamic learning has been introduced to students from an early age (Salsabila, U. H., et al, 2023). The problem of education today still has many demands, several programs to improve the quality of education still cannot be said to be maximized (Pronika, 2022). A nation that is said to be developing can be seen from its civilization, so education here has a big role (Sembiring, 2022). For this reason, education must be able to keep pace with the development of the current era in order to achieve maximum learning outcomes for students (Syarnubi, 2022). It must be recognized that education has great challenges in the process of rapid development of the times. Education is a system that aims to make humans more mature and able to interact with the times (Yasir, 2022).

Learning media is needed to improve the quality of learning in education and help students internalize learning better (Syarnubi.S., Syarifuddin, A., & Sukirman, 2023). The use of teaching media is an effective technique to provoke the enthusiasm of students in carrying out learning activities, one example of interactive media is flashcard media (Parawansa, K. I., Haryanto, S., & Mulyani, 2022). Flashcard media is a tool that has images and writing made in a card game model so that it allows students to be interested in mastering the material (Afrilia, A. I., & Siagian, 2023). Image media can provide a deeper understanding of the meaning and purpose of learning (Satriya,

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R. R., & Fahyuni, 2022). This learning media is a great potential quality in improving student learning outcomes, as well as assisting in understanding concepts, and facilitating a more interactive and interesting teaching process (Melati, E., et al, 2023).

It is known that most students or learners really like innovative, interactive learning that is fun (Syarnubi, S., et al, 2021). Sometimes seen from the current learning process of students, they still do not get good learning results because the teacher still uses a monotonous learning system (Syarnubi, S., et al, 2024).

The results of observations made at SDN 2 Wringinanom Gresik found that overall, the learning system at school is still conventional. And there is still a lack of interactive learning media in helping teachers to carry out the teaching and learning process. So that many students still cannot get good learning results. For this reason, in fulfilling and increasing the effectiveness of student learning on memorizing daily prayers, there is a need to explore learning media that follows the current times. This is done to be able to facilitate and help students to meet the standards of learning understanding along with their learning objectives. The criteria for learning Islamic religious education at SDN 2 Wringinanom Gresik in understanding learning, especially in mastering daily prayers, is due to the absence of appropriate learning media in helping students to master daily prayers. According to previous research, understanding and applying innovative and interactive learning methods, including the use of relevant learning media, can also help improve the effectiveness of Islamic education (Adiyono, Julaiha, & Jumrah, 2023).

The world of education is currently faced with great challenges. The decline in the morals or character of students is often a major concern, and this cannot be separated from the results of the educational process carried out by educational institutions, both schools and madrasas (Syarnubi, S, Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., … Ulvya, 2023). In this case, the role of teachers as educators has a significant impact. Teachers have a big role in character and moral formation for students in Islamic education (Syarnubi, 2019a). Teachers are not only conveyors of religious knowledge, but also role models and role models in the practice of religious values (Syarnubi, & Fahiroh, 2024). The quality of teaching, teaching approaches, and methods from teachers in the learning process of Islamic religious education have a deep influence on students' understanding, appreciation, and practice of religion in their lives (Hasbullah, Juhji, & Maksun, 2019). This states that Islamic education institutions, teachers, and various related parties must work together to overcome this challenge. Teacher training and development in Islamic moral and ethical education can be an important step to improve Islamic education outcomes. With joint efforts, Islamic education can continue to develop and make a positive contribution in shaping the character, morals, and spirituality of students, so that they can become individuals with good character, noble character, and contribute positively to society (Cahyani, A., & Masyithoh, 2023).

Success in education today is not only seen from teaching methods or in the curriculum, but is influenced by various factors (Syarnubi et al., 2022). It is known that the key factor is the existence of excellent facilities and infrastructure (Syarnubi, 2016). Adequate facilities and infrastructure, such as modern learning facilities, complete libraries, and sophisticated learning technology, will greatly support the learning process in educational institutions (Bagas, A., & Hariyati, 2020). Thus, the management and development of learning facilities in accordance with the objectives of educational institutions is an urgent need. In order for educational goals to be achieved properly and optimally, one of the right steps is to utilize effective learning media (Syarnubi, 2019).

According to previous research, the development and utilization of appropriate learning media is a wise step to improve the quality of education, which in turn can advance human resources (Sudrajatullah, & Rahmadani, 2023). According to previous research, learning media is one of the factors that can facilitate educators in distributing material to students and is very effective in achieving the learning objectives themselves (Daryanes, F., Darmadi, D., Fikri, K., Sayuti, I., Rusandi, M. A., & Situmorang, 2023). According to previous research, learning media is very effective in carrying out the learning process especially for early childhood (Nursarofah, 2022).

The purpose of this study is the utilization of effective learning media so that it helps in learning in the world of Islamic education, and Islamic education teachers are able to adapt to the

times as time goes by. the novelty in this study is that there is no research on the effect of flashcard media in increasing the memorization of daily prayers to students at SDN 2 wringinanom. So the researcher believes to explore increasing the memorization of daily prayers by using flashcard learning media. Learning outcomes are a reflection of one's success in undergoing the teaching-learning process. These learning outcomes are not just numbers or grades, but also reflect students' understanding, appreciation, and ability to apply the knowledge that has been obtained (Mulya, R., & Sulaiman, 2022) Learning outcomes reflect students' ability to implement the knowledge gained and done in their daily lives. In order to improve these learning outcomes, teachers or educators must be able to develop the right learning strategy.

## METODE

This research is a quantitative research method based on the Quasi Experiment approach. According to (Sugiyono., 2019) quasi experiment is a research method used to test the effect of a particular intervention or treatment in the absence of full experimental control. The research has some experimental-like characteristics, but does not qualify as a true experiment due to the lack of randomization or complete control of variables. The research used a design in the form of "Nonequivalent Control Group Design" which involved one research class group at SDN 2 Wringinanom Gresik, namely the experimental group. Before the intervention or treatment is given, both groups of subjects will take a pretest to evaluate the initial ability of each group. After the pretest, the experimental group will receive treatment or treatment in the form of using flashcard media to memorize daily prayers, while the control group will undergo conventional learning as usual. After the teaching and learning process is complete, in the experimental class group and in the control class group will be given a posttest to measure the effect of using flashcard learning media to memorize daily prayers to support student learning outcomes.

Tabel 1. Skema Penelitian *Nonequivalent Control Group Design*

| *Pretest* | Perlakuan | *Posttest* |
|-----------|-----------|------------|
| $O_1$ | $X_1$ | $O_2$ |
| $O_3$ | - | $O_4$ |

Keterangan:

O1: Pretest of the experimental class before being given treatment or treatment

O2: Posttest of the experimental class after treatment or treatment

X1: The process of giving treatment or media treatment flashcards memorizing daily prayers in the experimental class

O3: Pretest of the control class before being given treatment or treatment

O4: Posttest of the control class without being given treatment or treatment

Given that this study aims to utilize flashcard media on memorizing daily prayers between groups of students who are given and groups of students who are not given treatment, the hypothesis can be formulated as follows:

H0: There is no significant difference in understanding of prayer between elementary school students who follow conventional learning and students who use media flashcards memorizing daily prayers.

H1: There is a significant difference in understanding of prayer between elementary school students who follow conventional learning and students who use flashcards media memorizing daily prayers.

The hypothesis that has been made above will be tested using statistical analysis. Given that the research sample comes from two different student groups, the data analysis technique used in this study is an unpaired t-test or independent t-test with a significance level of 5%. The hypothesis is declared accepted if the significance value obtained from the test is <0.05, otherwise the hypothesis is declared rejected if the significance value obtained is> 0.05 (Ghozali, 2018).

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The data analysis technique used in this experimental research is t-test data analysis. The data analyzed through the t-test is realized in the form of numbers. This technique aims to determine the difference in actualization of character values between the experimental class that was given treatment and the control class that was not given treatment (Fauzi, M., Lestari, A.R.S., & Ali, 2023). The t test formula is as follows:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\left(\frac{SD_1^2}{N_1-1}\right) + \left(\frac{SD_2^2}{N_2-1}\right)}}$$

Description:
X1: mean in sample 1 distribution
X2: mean in sample 2 distribution
N1: number of individuals in sample 1
N2: number of individuals in sample 2
*SD*1: variance value in sample 1 distribution
*SD*2: the value of the variance in the distribution of sample 2

At the 5% significance level, the results of the calculation with the t-test formula are consulted with the t-table price. If the t-count is greater than the table, it can be concluded that the hypothesis is accepted.

**RESULT AND DISCUSSION**

**Result**

Learning media developed using flashcard media is expected to make students easy to memorize daily prayers so that learning becomes more interesting and effective, so that students can be more involved in the learning process. This study uses a quasi experiment method research involving two class groups or class groups, namely experimental and control classes. The experimental class received treatment in the form of using flashcard learning media, while the control class followed conventional learning without additional treatment. The number of samples in each group was 18 students in the experimental class, and 17 students in the control class, so the total sample studied was 35 students. The data collected were primary data derived from test results, and these data were analyzed using SPSS version 26 statistical software.

Here are some displays of flashcards learning media in daily prayers:

Image. Flashcard Media Display Model



In order to determine the memorization of the daily prayers of SDN 2 Wringinanom, a pretest and posttest were conducted. The pretest and posttest results obtained from the experimental class and control class are as follows;

**Tabel 2**. student test results

| Tes | Nilai | Kelas Eksperimen | Kelas Kontrol |
|---|---|---|---|
| *Pretest* | Minimum | 77 | 75 |
| | Maksimum | 86 | 84 |
| | Rata-rata | 80.77 | 78.64 |

| | Minimum | 86 | 80 |
|---|---|---|---|
| *Posttest* | Maksimum | 96 | 88 |
| | Rata-rata | 88,66 | 82,47 |

Based on the pretest results obtained, it is known that the mean scores in the experimental class group and the control class group are quite diverse. Descriptively, the mean pretest score of students in the experimental class group was 80.77 with the highest score of 86, and the lowest score of 77. Meanwhile, the mean average value of the pretest of students in the control class group was 78.64 with the highest value of 84, and the lowest of 75. It is known in the results of the pretest average value obtained from both class groups indicates that before being given treatment or treatment, the memorization of daily prayers of both groups of students of SDN 2 wringinanom tends not to be much different. In addition, when referring to the results of the average value obtained from the pretest results, both the control class and the experimental class showed a level of ability to memorize daily prayers that was classified as lacking. Therefore, it is necessary to have a special treatment that can improve the memorization of daily prayers in students of SDN 2 wringinanom, namely through flashcard learning media. Not only that, after being given treatment in the form of learning using flashcard media in the experimental class group, and the conventional learning process in the control class group, students will again be given a final test which aims to be able to find out from the results of memorizing daily prayers. Based on the results of the data tested, students in the experimental class group obtained an average posttest of 88.66 with the lowest score of 86 and the highest of 96. Meanwhile, students in the control class received an average score of 82.47 with the lowest score of 80 and the highest score of 88. In the results of the average value both in the experimental class group and the control class group tend to increase compared to the conditions before treatment. Even so, it can be seen that the group of students in the experimental class obtained better posttest results than the group of students in the control class. This reflects that there is an increase in the value or increase in memorization of daily prayers in students after being given treatment.

The test was continued by analyzing whether the difference between the two group means was significant or not using the independent t-test. However, before testing the assumptions first to find out the distribution of the data used. This assumption test is carried out as a requirement before conducting a different test. The assumption test carried out in the study was as a normality test and homogeneity test.  Based on the tests carried out, the data carried out or used in the study is data that has a normal distribution because the significance value obtained is> 0.05. Apart from that, the research data is also homogeneous because the significance value obtained is> 0.05. The results of the independent t-test can be seen in the following table:

**Tabel 3**. T-test result

| Nilai Siswa | Signifikansi | Keterangan | Hipotesis |
|---|---|---|---|
| Kelas Eksperimen dan Kelas Kontrol | 0,006 | Berbeda Signifikan | Diterima |

The results of the data analysis above show that in the experimental group and control group classes have a significance value of 0.000 <0.05 so that it can be concluded that in terms of there are real and significant differences in memorization of daily prayers before and after treatment. This finding provides strong support for the hypothesis proposed in the study, namely that treatment with flashcard learning media has a positive impact on the memorization of daily prayers of SDN2 Wringinanom students. This indicates that learning methods that involve visual elements in flashcards are able to improve students' memorization of daily prayers or in other words, the hypothesis is accepted. The following is a student assessment of the learning media made.

**Discussion**

The results of data analysis show that flashcard learning media in improving memorization of daily prayers is feasible to use in learning because it increases student understanding. This indicates that learning methods that involve elements of flashcard learning media can help students in the learning process. Learning media can create effective and fun learning (Permadi, A., & Novrianti, 2023). Flashcard learning media shows that methods relevant to the modern world can

make a significant contribution in increasing students' understanding and interest in religious teachings. Flashcard learning media is very effective and influential from any used by the teacher (Zakiah, 2019). The results of this study confirm media-based learning in Islamic education, especially in the context of memorizing daily prayers in elementary school students. With an appropriate approach, educators can create a more dynamic learning environment, motivate students, and assist in building a strong and relevant understanding of religion (Syarnubi, 2023). The findings of previous studies, which state that the existence of learning media is proven effective in increasing the memorization of daily prayers and can assist teachers in delivering material (Rohaeni, S., Putriani, P., Syaefulloh, A. M., Suryanto, M. F., & Aeni, 2023). Another study by also explained that PAI learning media through flashcard displays can improve Islamic education values (Syahrijar, I., Supriadi, U., & Fakhruddin, 2023).

It allows students to identify religious practices in the context of daily life through the media they see and enjoy. The results of this study also underline the importance of developing learning media that is in accordance with culture and religious teachings. By integrating religious values in a form that is attractive and accessible to students through technology, religious education can become more relevant and attractive to the younger generation (Syarnubi, 2020). Learning media such as flashcards have great potential to provide students with a deep understanding of religion, combining education and entertainment in one attractive package. Overall, several studies have found that the presence of learning media that attracts learners' attention can be a good increase in learners' understanding.

**CONCLUSION**

Based on this, this study concludes that the use of flashcards is significantly able to improve students' memorization of daily prayers. There is a real and significant difference in the quality of memorization of daily prayers between the class group of students who get or receive learning with flashcards media and the group of students who undergo a conventional teaching and learning process. This shows that learning methods involving flashcards can improve the quality of students' memorization of daily prayers. The use of flashcard media learning media provides a more interesting learning experience and helps students in improving memorization of daily prayers that are more optimal. This reflects that the interaction of media in the religious learning process can trigger students' interest in learning and increase the absorption of teaching materials. The results of this study show great potential in improving the effectiveness of religious learning, especially in the context of memorizing daily prayers.

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