Arabic Language Learning Media Innovation through Flash Cards to Improve Understanding of *Ta'bir yaumi*

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Article History	ABSTRACT
	Background: The development of digital technology in learning media has changed the way students interact with subject matter. However, although there have been many studies on the use of media in language learning, there is still a lack of research that specifically evaluates the effectiveness of using *Flash Card*s in teaching *ta'bir yaumi* in Arabic. **Objectives:** This study aims to develop *Flash Card*-based learning media that is effective in improving students' understanding of *ta'bir yaumi*. The media was designed not only to be visually appealing, but also to fulfill pedagogical principles relevant to language learning. **Method:** This study uses the Research and Development (R&D) method, which aims to produce a certain product while testing its effectiveness. This research has a main focus on the product development process through a series of trials and revisions to produce a product that is ready to be used effectively. In this study, the development model applied is the ADDIE model, which is considered more rational and has simple development stages. This model follows the needs of research and development conducted by researchers. **Results and Discussion:** At the analysis stage is a stage in analyzing the problems and needs of students. Analyze the problem to find out related problems in the learning process. At the design stage, researchers create storyboards as the first step in media design. Furthermore, at the development stage, researchers began to produce *Flash Card* learning media. After the media is made, validation is carried out by involving experts. The validation results showed that media experts gave a percentage of 94% (category "very feasible"), material experts 92% (category "very feasible"), and linguists 81% (category "very feasible"). At the implementation stage, the results of the teacher's assessment of this media resulted in a score of 98%, which is included in the "very feasible" category based on the eligibility criteria table. Student responses also showed a score of 98%, which is also included in the "very feasible" category. At the evaluation stage, the t-test produced a t-value of -36.582 with a degree of freedom (df) of 14 and a significance value (Sig. 2-tailed) of 0.000. This very small p-value ($p < 0.05$) indicates a statistically significant difference between the pre-test and post-test scores. This confirms that the use of *Flash Card* learning media effectively improves students' understanding of the material provided.

	Conclusion and Implication: This study shows that *Flash Card*-based learning media can significantly improve students' understanding of *ta'bir yaumi* in Arabic language learning. It was also shown to increase learning motivation, and student engagement, as well as the ability to recall vocabulary and colloquial expressions. The findings underscore the importance of developing creative and technology-based learning media to support the language learning process more effectively.
Keywords:	*Inovatoin Arabic Learning Media, Flash Cards, Understanding Ta'bir yaumi*
	ABSTRAK
	Latar Belakang: Perkembangan teknologi digital dalam media pembelajaran telah mengubah cara siswa berinteraksi dengan materi pelajaran. Namun, meskipun telah banyak penelitian tentang penggunaan media dalam pembelajaran bahasa, masih terdapat kekurangan penelitian yang secara khusus mengevaluasi efektivitas penggunaan *Flash Card* dalam pengajaran *ta'bir yaumi* pada bahasa Arab.
	Tujuan: Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis *Flash Card* yang efektif dalam meningkatkan pemahaman siswa terhadap *ta'bir yaumi*. Media tersebut dirancang tidak hanya menarik secara visual, tetapi juga memenuhi prinsip-prinsip pedagogis yang relevan dengan pembelajaran bahasa.
	Metode: Penelitian ini menggunakan metode *Research and Development* (R&D), yang bertujuan untuk menghasilkan suatu produk tertentu sekaligus menguji keefektifannya. Penelitian ini memiliki fokus utama pada proses pengembangan produk melalui serangkaian uji coba dan revisi hingga menghasilkan produk yang siap digunakan secara efektif. Dalam penelitian ini, model pengembangan yang diterapkan adalah model ADDIE, yang dianggap lebih rasional dan memiliki tahapan pengembangan yang sederhana. Model ini sesuai dengan kebutuhan penelitian dan pengembangan yang dilakukan oleh peneliti.
	Hasil dan Pembahasan: Pada tahap analisis merupakan tahapan dalam melakukan analisis permasalahan dan kebutuhan peserta didik. Analisis permasalahan untuk mengetahui terkait permasalahan dalam proses pembelajaran. Pada tahap desain, peneliti membuat storyboard sebagai langkah awal perancangan media. Selanjutnya, pada tahap pengembangan, peneliti mulai memproduksi media pembelajaran *Flash Card*. Setelah media selesai dibuat, dilakukan validasi dengan melibatkan para ahli. Hasil validasi menunjukkan bahwa ahli media memberikan persentase 94% (kategori "sangat layak"), ahli materi 92% (kategori "sangat layak"), dan ahli bahasa 81% (kategori "sangat layak"). Pada tahap implementasi, hasil penilaian dari guru terhadap media ini menghasilkan skor 98%, yang termasuk kategori "sangat layak" berdasarkan tabel kriteria kelayakan. Tanggapan siswa juga menunjukkan skor 98%, yang juga termasuk dalam kategori "sangat layak". Pada tahap evaluasi, Uji *t* menghasilkan nilai t sebesar -36,582 dengan derajat kebebasan (df) 14 dan nilai signifikansi (*Sig. 2-tailed*) sebesar 0,000. Nilai p yang sangat kecil (p < 0,05) ini menunjukkan adanya perbedaan yang signifikan secara statistik antara nilai pre-test dan post-test. Hal ini menegaskan bahwa penggunaan media pembelajaran *Flash Card* secara efektif meningkatkan pemahaman siswa terhadap materi yang diberikan.
	Kesimpulan dan Implikasi: Media pembelajaran inovatif Flash Card terbukti efektif meningkatkan pemahaman siswa terhadap *ta'bir yaumi* (ungkapan harian). Media ini menawarkan pengalaman belajar yang menarik, interaktif, dan mudah dipahami. Dengan pendekatan visual yang sederhana, Flash Card membantu siswa menghafal dan memahami kosakata serta ungkapan harian. Penelitian menunjukkan bahwa Flash Card tidak hanya meningkatkan pemahaman materi tetapi juga memotivasi siswa untuk lebih aktif dalam belajar.
Kata Kunci	*Inovasi Media pembelajaran bahasa arab, Flash Card, Pemahaman Ta'bir yaumi*

INTRODUCTION

Understanding everyday vocabulary and expressions in Arabic, otherwise known as *ta'bir yaumi*, is an important aspect for students to communicate effectively. A good mastery of *ta'bir yaumi* will help students understand various expressions in Arabic while improving their ability to speak in everyday life.[1], [2]

With the advancement of technology, language teaching methods have undergone a significant transformation. The use of digital technology-based learning media is now starting to change the way students interact with learning materials. Although many studies have been conducted related to the use of media in language teaching, special studies on the effectiveness of *Flash Cards* in learning *Arabic ta'bir yaumi* are still limited. This confirms the need for more in-depth research to identify effective media in improving student understanding.[3], [4]

In this case, learning media plays an important component in the teaching process. Various media have been used in language learning, such as digital technology, video, and visual aids. *Flash Cards*, as one of the simple but effective learning media, provide opportunities for students to learn interactively. Through *Flash Cards*, students can be more motivated and helped in memorizing vocabulary and expressions through repetition methods and visual associations.[5]

The results of observation and analysis of needs in Madrasah show that the use of *Flash Card* media in Arabic language learning is still very limited. In fact, *Flash Cards* are known as visual aids that are effective in improving students' memory and comprehension. However, most teachers still use traditional teaching methods. This situation illustrates the limited understanding and training of teachers regarding the benefits and application of *Flash Cards* in learning Arabic.[6], [7]

These limitations can hinder the creation of a more dynamic and interesting learning process for students. In the context of education that continues to evolve, it is very important for teachers to utilize a variety of methods and media that can increase students' interest in learning. The use of *Flash Cards* can be an effective alternative in conveying material, allowing students to not only passively engage, but also actively in the learning process. Therefore, further exploration of the application of *Flash Cards* in learning Arabic is urgently needed.[8], [9]

In addition, the development of *Flash Cards* that are in accordance with Arabic learning materials is also a challenge in itself. Many teachers do not have access or knowledge to design *Flash Cards* that are aligned with the curriculum and student needs. As a result, the potential of *Flash Cards* as an effective learning medium has not been utilized to the fullest in Madrasas. This study aims to dig deeper into innovations in the use of *Flash Card* media in learning Arabic.[10]

The second problem found is the lack of teaching *ta'bir yaumi* using media that suits the needs of students. *Ta'bir yaumi*, which develops students' ability to express everyday opinions and experiences in Arabic, is often taught using conventional methods that do not provide enough opportunities for students to practice actively. The use of relevant media is indispensable to improve students' understanding and skills in *ta'bir yaumi*.[11]

Research shows that learning that is not supported by the right media can make it difficult for students to understand the concepts taught. In this case, *Flash Cards* can be an effective tool to introduce the vocabulary and phrases needed in the context of *ta'bir yaumi*. Through the use of *Flash Cards*, students can more easily remember and apply relevant vocabulary, which in turn can increase their confidence in speaking Arabic.[12]

Furthermore, the disharmony between *ta'bir yaumi* learning and the proper use of media can reduce students' motivation to learn. Students tend to be more interested and motivated when learning is done in an interactive and fun way. Therefore, this research is focused on the innovation

of the use of Arabic language learning media through *Flash Cards*, with the aim of improving students' understanding of *ta'bir yaumi* and creating a more enjoyable and meaningful learning experience.[13]

Research on Arabic language learning through Flash Card learning media innovation focuses on the lack of use of interactive visual media in the teaching *of ta'bir yaumi*. Although many studies have evaluated the effectiveness of *Flash Cards* in various areas of learning, their application in Arabic language teaching to improve the understanding *of ta'bir yaumi* is still limited. Previous research focused more on technology-based media or conventional teaching methods that did not support students' active interaction with learning materials. This research aims to fill this gap by exploring the potential of *Flash Cards* as a medium that can improve students' understanding of *ta'bir yaumi* in a more effective way.[14], [15]

There is a lack of literature that links the use of visual media such as *Flash Cards* with vocabulary mastery and speaking skills in Arabic. Previous research has focused a lot on text comprehension and grammar in Arabic language learning, but less attention has been paid to aspects of speaking skills and expressions in everyday Arabic through *ta'bir yaumi*. This research leads to an innovation in the use of *Flash Card* media which aims to make it easier to master vocabulary relevant to daily life, as well as improve students' speaking skills in Arabic, so that it is more contextual and applicable in real situations.[16], [17]

This research has the potential to open up opportunities in producing development products that are designed, validated, and implemented in students at the madrasah level to improve the understanding of *ta'bir yaumi* in accordance with the learning plan and set indicators. Therefore, the main purpose of this study is to answer several problems, namely: 1) How to analyze, design, and validate the results of *Flash Card* media for *ta'bir yaumi material*, 2) How to implement the results of the development of *Flash Card media*, 3) How to evaluate the results of the application of *Flash Card media* to improve the understanding of *ta'bir yaumi* at Mts N 1 Bolaang Mongondow.

LITERATURE REVIEW

Media *Flash Cards* are learning aids designed to present information visually in a simple and attractive format. *Flash Cards* are usually cards that display images, words, or phrases on one side, and explanations or definitions on the other. According to Mayer (2009), the use of visual media in learning can improve students' understanding by facilitating more effective information processing. As a visual medium, *Flash Cards* can help students remember vocabulary and language structures more easily, especially in the context of learning foreign languages such as Arabic.[18]

The use of *Flash Cards* in language learning has been proven to be effective through various studies that show an increase in students' ability to master vocabulary and grammar. A study by Alshammari (2019) found that the use of *Flash Cards* can reduce students' anxiety and increase their motivation to learn. *Flash Cards* offer an interactive and fun approach, so students are more actively involved in the learning process. Thus, *Flash Cards* not only function as a tool, but also as a medium that can improve the overall learning experience.[19]

In addition, *Flash Cards* also have flexibility in their use, both for individual and group learning. In learning Arabic, *Flash Cards* can be used to introduce new vocabulary, common phrases, and example sentences in the context of *ta'bir yaumi*. Research by Lestari and Putri (2020) shows that the application of *Flash Cards* in small groups can encourage collaboration between students and give them the opportunity to practice speaking directly. Thus, *Flash Card* media not only improves students' understanding of the material, but also develops the communication skills necessary in everyday use of Arabic.[20]

Ta'bir yaumi, which literally means "everyday expression," is one of the important aspects of learning Arabic that focuses on students' ability to express their opinions, experiences, and feelings in the context of everyday communication. This ability is very important, because language is not only a means of communication, but also a means of understanding culture and social interaction. According to Al-Haq and Al-Mahfud (2020), mastery of *ta'bir yaumi* allows students to actively participate in conversations and social situations, as well as increase their confidence in using Arabic.[21]

Learning *ta'bir yaumi* involves a variety of skills, such as listening, speaking, and understanding context. In education, the teaching of *ta'bir yaumi* is often associated with relevant vocabulary and sentence structure. Research by Sari and Rahmat (2018) shows that students who practice *ta'bir yaumi* regularly can better develop their speaking skills, as well as improve their ability to understand and use Arabic in real-life situations. Therefore, the delivery of effective and relevant material is very important to support the mastery of *ta'bir yaumi* among students.

However, challenges in teaching *ta'bir yaumi* often arise due to the lack of proper media and effective teaching methods. Many teachers still use traditional approaches that are less appealing to students, reducing their motivation and engagement in learning. According to Ramadhani and Fadila (2021), the use of innovative media, such as *Flash Cards*, can play an important role in improving the understanding and skills of *ta'bir yaumi*. By utilizing engaging and interactive media, students will be more motivated to practice and develop their speaking skills in Arabic, thereby improving the overall quality of learning.[22]

The *ta'bir yaumi* indicator refers to the criteria used to assess students' ability to express themselves orally in Arabic in the context of daily life. This indicator includes several aspects, such as fluency in speaking, the use of the right vocabulary, and the ability to structure sentences with the correct structure. According to Al-Mansour (2018), fluency in speaking is one of the main indicators that shows the extent to which students are able to communicate effectively in social situations. Students who can speak fluently usually have a good understanding of the vocabulary and grammar required in everyday communication.[23]

In addition to fluency, the use of the right vocabulary is also an important indicator in assessing *ta'bir yaumi*. Mastery of relevant vocabulary allows students to convey their ideas and feelings more clearly and accurately. Research by Rizki and Hidayah (2020) shows that students who have a good vocabulary wealth tend to have an easier time expressing opinions and understanding the conversations that take place around them. Therefore, teaching that focuses on vocabulary development is very important to improve students' *ta'bir yaumi* skills.[24]

Furthermore, the ability to structure sentences with the correct structure is another important indicator in *ta'bir yaumi*. A good sentence structure not only reflects grammar mastery, but also affects clarity and impressions left in communication. According to Al-Qaisi (2019), students who are able to structure sentences well and in accordance with the context will be easier for listeners to understand. Therefore, the development of learning media that can support the practice of composing sentences, such as *Flash Cards*, is very important to improve students' *ta'bir yaumi* skills . By paying attention to these indicators, the learning process can be directed to achieve maximum results in mastering the Arabic language.[25]

Ta'bir yaumi material at the madrasah level is an important element in the Arabic language learning curriculum which aims to improve students' ability to communicate on a daily basis. At this level, the material taught generally includes vocabulary and phrases relevant to everyday situations, such as introducing oneself, talking about daily activities, and expressing opinions.

According to Al-Bakri (2020), the selection of the right material is very important to increase students' interest and motivation in learning Arabic. By presenting a context that is close to daily life, students can more easily understand and apply *ta'bir yaumi material.*[26]

Furthermore, *the ta'bir yaumi* material needs to be structured in a way that allows students to practice actively in expressing themselves. A communicative approach, which emphasizes interaction between students, is highly recommended in the teaching of *ta'bir yaumi*. Research by Farhan and Nur (2019) shows that the use of project-based techniques, such as role plays and group discussions, can help students feel more confident in using Arabic. This activity not only trains speaking skills, but also supports the mastery of vocabulary and sentence structure required in the context of *ta'bir yaumi*.[27]

In addition, the importance of using innovative learning media in delivering *ta'bir yaumi* material cannot be ignored. Media such as *Flash Cards* can enrich students' learning experience in an interactive and engaging way. According to Al-Mahfud (2021), interesting learning media can increase student motivation and make it easier for them to understand the concepts taught. By utilizing *Flash Cards*, students can practice recognizing vocabulary and phrases, as well as constructing sentences in a more realistic context. This will support the achievement of the learning objectives of *ta'bir yaumi* more effectively at the madrasah level.[28]

METHOD

This research uses the Research and Development (R&D) method, which aims to produce a specific product and test its effectiveness. The main focus of this research is on the product development process through a series of trials and improvements to produce products that are ready to be used effectively.[29]

In this study, the development model used is the ADDIE model, which is considered more rational and has simple development stages. This model is in accordance with the research and development needs carried out by researchers. The stages of ADDIE include analysis, design, development, implementation, and evaluation, which allows the development process to be carried out in a structured and efficient manner.

This research was carried out for three months, starting from October 2024 to December 2024. During this period, various development steps were carried out, ranging from need identification, initial design, to testing and refining the product based on the results of the evaluation. By using this method and approach, it is hoped that the resulting products can make a significant contribution to improving the quality of learning.
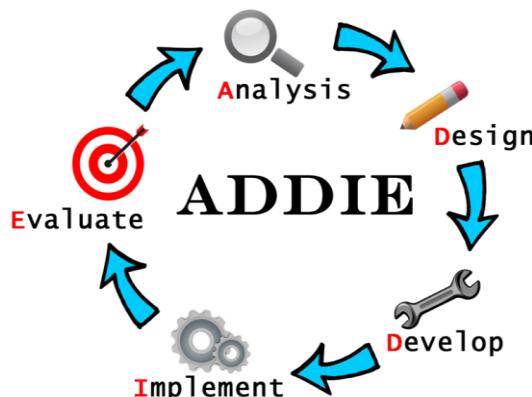
In this study, data was collected through three main methods: questionnaire, observation, and test. Each method has a specific goal that contributes to a thorough understanding of the effectiveness of *Flash Card learning media* in improving the understanding *of ta'bir yaumi* among students. The procedures implemented are designed to ensure the validity and reliability of the data obtained.[30]

The data collection procedure using a questionnaire is carried out by compiling an instrument consisting of closed and open questions. The closed-ended questions were designed to measure students' satisfaction with the use of *Flash Cards* in ta*'bir yaumi learning*, while open-ended questions provided an opportunity for students to provide more in-depth feedback about their experiences. The questionnaire was distributed to all students involved in the study after the Flash Card media implementation period. Before being disseminated, the questionnaire was tested on small groups to ensure the clarity and relevance of the questions. The collected data is then analyzed quantitatively and qualitatively to obtain a comprehensive picture of student perception.

Observations are made during the learning process in the classroom with the aim of documenting student interaction, the use of *Flash Cards*, and the overall classroom dynamics. The researcher used a pre-arranged observation sheet, which included certain criteria such as student engagement, participation rate, and students' ability to use Arabic during the activity. Observations are carried out by researchers and a research assistant to ensure objectivity and consistency in data recording. Each learning session is observed thoroughly, and field notes are used to support data analysis. The observation results were then analyzed descriptively to assess the impact of using *Flash Card* media in learning *ta'bir yaumi*.

To measure the improvement of *ta'bir yaumi understanding*, tests were carried out before and after the application of *Flash Card media*. The test consists of different types of questions, including multiple-choice, fill-in, and essay, designed to measure important aspects of *ta'bir yaumi* such as speaking ability, vocabulary usage, and sentence structure. Before the test is carried out, students are briefed on the format and assessment criteria. The test results were then analyzed using statistical techniques to compare the average scores of students before and after using *Flash Cards*. This process aims to provide empirical evidence regarding the effectiveness of learning media applied in improving students' understanding of *ta'bir yaumi*.

This data analysis aims to determine the response of experts and students to Flash Card-based learning media. This data was obtained from the results of product validation and product trials. Here is a detailed explanation of the two types of data used :

1. Expert validation questionnaire data analysis

The data analysis in the expert validation process consists of three experts, namely media experts, material experts, and linguists. In the process of developing learning media, based on *this Flash Card media* . The validation of the material expert will test the suitability of the learning media with the material based on the Learning Objectives.

The results of the expert validation questionnaire are converted using a Likert scale, the variables measured will be described into variable indicators. The Likert scale consists of four categories, namely:

Table Scale Likert

No	Score	Indicator
1	4	Very agree/always/very positive/very decent/very

		good/very helpful/very motivating
2	2	Agree/good/often/positive/appropriate/easy/feasible/useful/motivating
3	3	Disapprove/almost never/negative/disagree/not good/less suitable/less interesting/less understanding/less feasible/less useful/less motivating
4	1	Very disagree/very unkind/very inappropriate/very uninteresting/very poorly understood/very unworthy/very unhelpful

Based on the table of likert assessment categories, the average percentage of each component can be calculated using the following formula:

$$p = \frac{\sum xi}{\sum x} \times 100\%$$

Information:

P = Score percentage (Rounded corners right)

$\sum x$ = The number of respondents' answer scores in one item

$\sum xi$ = The ideal number of scores in a single item

After calculating the percentage in each component, the next stage is to give meaning and make decisions about the quality of *Flash Card* products as shown in the following table :

Percentage Calculation Table

No	Achievement Level	Qualification	Achievement Indicators
1	76 – 100%	Highly Worthy	Feasible, no revision required
2	51 – 75%	Proper	Enough, it needs to be revised
3	36 – 50%	Less Worthy	Less feasible, needs to be revised
4	≤35%	Not Eligible	Not feasible, needs to be revised

2. Analysis of student response questionnaire data

The data used to find out the students' responses were analyzed using the Guttman scale. In this Guttman scale, there are two categories, namely grades and scores. The questionnaire that has been filled out by students is analyzed and presented using the following formula:

$$p = \frac{\sum xi}{\sum x} \times 100\%$$

Information:

P = Score percentage (Rounded corners right)

$\sum x$ = The number of respondents' answer scores in one item

$\sum xi$ = The ideal number of scores in a single item

Student Data Analysis

No	Achievement Level	Qualification	Achievements
1	76 – 100%	Highly Worthy	Feasible, no revision required
2	51 – 75%	Proper	Enough, it needs to be revised
3	36 – 50%	Less Worthy	Less feasible, needs to be revised
4	≤35%	Not Eligible	Not feasible, needs to be revised

RESULT AND DISCUSSION

The analysis stage is a process to analyze the problems and needs of students. Problem analysis aims to identify problems that exist in the learning process. Meanwhile, the analysis of students' needs is carried out to understand their characteristics and needs in learning, so that the media developed can be adjusted. The results of the analysis show that the main problem is the monotonous teaching approach, where educators only use limited media such as whiteboards and package books. This makes students less enthusiastic in participating in learning, as seen from some students who are busy with their own activities when educators deliver material. Student saturation in learning arises due to the lack of variety of media used by educators. Based on these findings, the researcher took the initiative to develop Flash Card-Based Arabic Language Learning Media to improve the understanding *of ta'bir yaumi*.

In the design stage, the researcher starts by creating a storyboard as the first step in designing learning media. This storyboard serves to describe the overall content of the media, including the design of the template and the material to be delivered. In the design process, researchers used various applications to develop Flash Card-based learning media, with Canva as the main application. Canva was used to design learning cards that served as visual aids, which could grab students' attention and make it easier to understand the material. The app allows researchers to create innovative designs by utilizing graphic elements such as images, text, and icons that are relevant to *the topic of Ta'bir yaumi*. In addition, Canva provides a variety of templates that can be adjusted to learning needs, so that the resulting design is more varied and in accordance with the theme being taught. The following is the material *of ta'bir yaumi*.

| Terjemah	الْعَرَبِيَّةُ
Kamu kemarin *gak* masuk. Benar, kan?	غِبْتَ بِالْأَمْسِ، أَلَيْسَ كَذٰلِكَ؟
Kamu tadi bercanda, kan?	كُنْتَ تَمْزَحُ، أَلَيْسَ كَذٰلِكَ؟
Anda dari Indonesia, kan?	أَنْتَ مِنْ إِنْدُونِيسِيَا، أَلَيْسَ كَذٰلِكَ؟
Sekarang hari Selasa, kan?	الْيَوْمُ يَوْمُ الثُّلَاثَاءِ، أَلَيْسَ كَذٰلِكَ؟
Ini foto ayahmu, kan?	هٰذِهِ صُورَةُ أَبِيْكَ، أَلَيْسَ كَذٰلِكَ؟

Picture. Yaumi material

Terjemah	الْعَرَبِيَّةُ
Bel istirahat akan berbunyi sebentar lagi.	يَرِنُّ جَرَسُ الْاِسْتِرَاحَةِ بَعْدَ قَلِيْلٍ
Sebentar lagi tamu kita datang, bersiaplah menyambutnya.	يَأْتِي بَعْدَ قَلِيْلٍ ضُيُوْفُنَا فَاسْتَعِدُّوْا لِاسْتِقْبَالِهِمْ
Sebentar lagi Azan Maghrib berkumandang. Sabar ya, Nak.	يُرْفَعُ بَعْدَ قَلِيْلٍ أَذَانُ الْمَغْرِبِ فَاصْبِرْ يَا وَلَدِيْ
Sebentar lagi kereta akan sampai di stasiun tempat kita turun.	بَعْدَ قَلِيْلٍ يَصِلُ الْقِطَارُ إِلَى الْمَحَطَّةِ الَّتِيْ نَنْزِلُ فِيْهَا
Waktu berbuka sebentar lagi.	مَوْعِدُ الْإِفْطَارِ بَعْدَ قَلِيْلٍ

Picture. Yaumi material
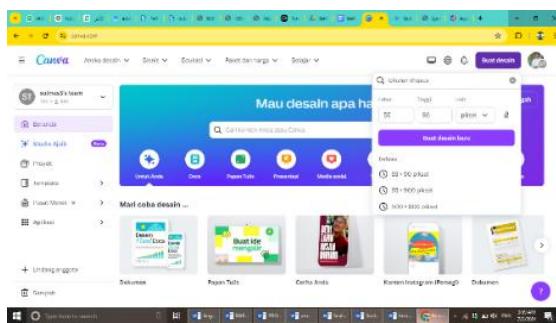
Picture. Canva App home view   Picture. Canva app design view
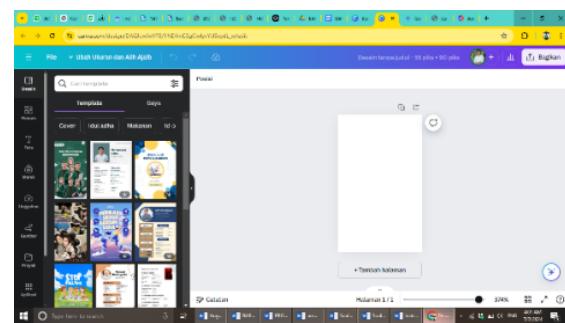
At the development stage, validation is carried out by media experts, material experts, and linguists. Validators fill out instruments or questionnaires that have been compiled by researchers. The purpose of this validation is to assess the feasibility and validity of the media that has been developed, both in terms of material, media, and language. If the media does not meet the validity criteria, improvements or changes will be made according to the suggestions of the validators. The

validation process is carried out qualitatively and quantitatively by the validator team. The following is a presentation of quantitative and qualitative data obtained during the assessment by expert validators.

Media Expert Assessment Table

No.	Assessment aspects	Descriptor	Value Scale				
			1	2	3	4	5
1.	General view	Card size				√	
		Card material					√
		Card durability and durability				√	
		Appropriate card design and packaging with the concept of *maharatul kalam*					√
2.	Custom View	Color composition					√
		Image size in media					√
		Types of fonts used in media					√
		Font sizes used in media					√
3.	Media Presentation	Theme selection					√
		Attractive and easy media display below				√	
TOTAL			47				
PRESENTAGE			94%				
CRITERION			Sangat Layak				

1) Media Expert Validation Results

The Media Expert Validator is one of the Lecturers at IAIN Sultan Amai Gorontalo. Based on its validation, both in terms of media engineering aspects and Visual Communication aspects, the media developed obtained a result of 94.0%, which means that it is included in the "very feasible" criteria. To make it easier to see the results of the validation of media experts, the following table can be seen:

Material Expert Assessment Table

No.	Research aspects	Descriptor	Value Scale				
			1	2	3	4	5
1.	Relevance	Suitability of materials to competence What to master				√	
		The material is based on the student's developmental level.					√
		The relationship of material with the conditions in the surrounding environment					√

No.	Assessment aspects	Descriptor	1	2	3	4	5
2.	Accuracy	Clarity of instructions for using the card					√
		Clarity of material content				ˈ	
		Provisions of the material presented					√
		The adequacy of the number *of maharatul kalam*					√
		Completeness of *Maharatul Kalam coverage*					√
		Difficulty level of *maharatul kalam*				ˈ	
3.	Suitability of presentation with student-centered learning demands	Ease of Use of Media					√
		Media support for student involvement in the learning process				ˈ	
		The ability of media to increase student motivation in learning					√
		Suitability of the material with the media used					√
		The ability of the media to broaden students' horizons				ˈ	
	SUM	**65**					
	PERCENTAGE	**92,85%**					
	CRITERION	**Sangat Layak**					

2) Material Validation Results

The material expert validator is an Arabic lecturer at IAIN, Sultan Amai Gorontalo. Based on its validation, both in terms of content feasibility, feasibility of teaching, and language feasibility, the media developed obtained a result **of 92.85%** being included in the criteria of "very feasible" and without revision. To see the results of the validation of the subject matter expert, you can see the following table:

Table 4. 1 Linguist Ratings

No.	Assessment aspects	Descriptor	Value Scale				
			1	2	3	4	5
1.	Plays	The accuracy of the sentence structure to represent the message and information to be conveyed				√	
		Effectiveness of sentences used				√	
		The variety of terms used by the Function				√	

No.	Aspect	Indicator				
2.	Communicative	Facilitate understanding of messages or information				√
3.	Dialogical and interactive	Able to motivate students			√	
		Able to encourage students to think critically				√
4,	Adaptability to Development Student	Suitability with students' intellectual development				√
		Conformity with the emotional level of students				√
5.	Conformity with Language Rules	Grammatical precision used				√
		Accuracy of spelling used			√	
6.	Use of terms, symbols, or icons	Proper and unchanging use of istilaha				√
		Appropriate and unchanging use of symbols or icons				√
	SUM			**49**		
	PERCENTAGE			**81,66%**		
	CRITERION			**Sangat Layak**		

3) Language Validation Results

The linguist validator is an Arabic lecturer at IAIN Sultan Amai Gorontalo. Based on its validation, in terms of straightforwardness, communicativeness, and language rules, the media obtained a result of 81.66%. To see the results of linguist validation, you can see the following table:

At the development stage, researchers create learning media by collecting the necessary materials, such as pictures and microdata, that will be included in the press. After the *Flash Card* media is completed, the next step is to validate it by involving experts. This validation process aims to obtain feedback in the form of comments, criticisms, and suggestions that can improve the quality and feasibility of the media so that the media can be effectively applied in schools.

Picture Ta'bir yaumi
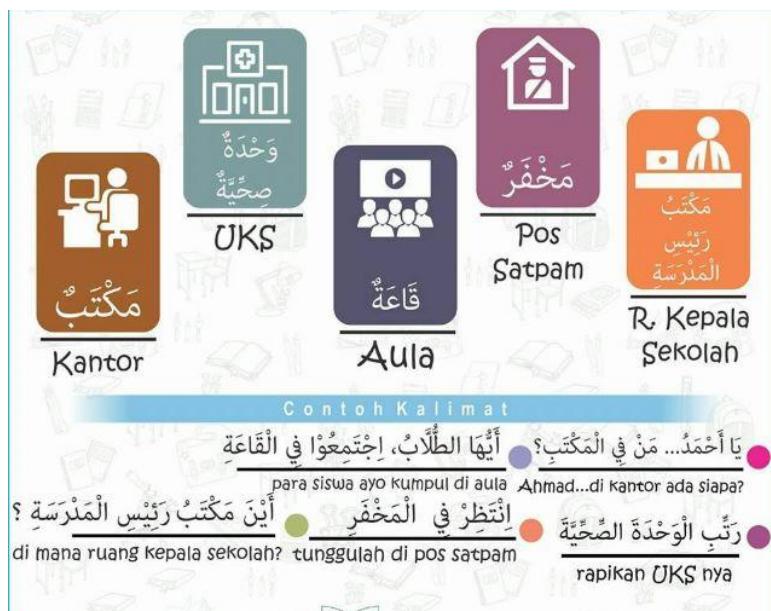
Picture Ta'bir yaumi

Picture *Ta'bir yaumi*

At the implementation stage, learning media that experts have validated are applied in the learning process. The Flash Card-based media trial involving 15 students was carried out. To evaluate the feasibility of this media, data is collected through assessments and feedback from teachers and students through questionnaires distributed.

Teacher Response Questionnaire Table

o	Validated indicators/Aspects	Skor				
		1	2	3	4	5
	Materials contained in *Flash Card media,* according to KD					√
	Flash Card media is easy to use to convey material.					√
	Flash Card *media display* is attractive and easy to understand					√
	Flashcard *media* makes students active in learning.					√
	Flexible and easy *use* of Flash Card media					√
	Flashcard *media* increases student learning motivation.				√	
	With *Flash Card* media, student independence increases.					√
	Flashcard *media images and writings* are clear and attractive.					√
	Instructions for using *Flash Card media* are straightforward to understand					√

0	The use of *Flash Card* media does not take much time.					√
SUM				49		
PERCENTAGE				98%		
CRITERION				**Highly Worthy**		

The percentage of feasibility data according to the teacher's assessment and response was 98%. If the value matches the eligibility criteria table, it is included in the very feasible criteria.

Student Response Questionnaire Table

No	Name	Score					P (%)	Eligibility Level
1	Rahmat I. Yunur	0	0	0	4	6	**92%**	**Highly Worthy**
2	Alya Pratiwi Mohamad	0	0	0	1	9	**98%**	**Highly Worthy**
3	Amna Tumaloto	0	0	0	2	8	**96%**	**Highly Worthy**
4	Amelia Usman	0	0	0	2	8	**96%**	**Highly Worthy**
5	Desira A. Mahtali	0	0	0	1	9	**98%**	**Highly Worthy**
6	Siska Peramata	0	0	0	1	9	**98%**	**Highly Worthy**
7	Ramdan Sulehan	0	0	0	1	9	**98%**	**Highly Worthy**
8	Fardhan R. Daud	0	0	0	2	8	**96%**	**Highly Worthy**
9	Rahma Miolo	0	0	0	2	8	**96%**	**Highly Worthy**
10	ABD Rahman Biki	0	1	0	1	8	**92%**	**Highly Worthy**
11	Moh. Abdul Usman	0	1	0	3	6	**88%**	**Highly Worthy**
12	Adnan Husain	0	0	0	1	9	**98%**	**Highly Worthy**
13	Abdurahman Rajak	0	0	0	4	6	**92%**	**Highly Worthy**
14	ABD. Rahmat Rizki	0	1	0	2	7	**90%**	**Highly Worthy**
15	Revalina Amani	0	0	0	4	6	**92%**	**Highly Worthy**
Sum							**95%**	**Highly Worthy**

Based on the calculation above, the % of data on the feasibility of using Arabic Language Learning Media Based on Flash Card Media, according to students' opinions and responses, is 98%. The score is included in the very feasible criteria if adjusted to the eligibility data table.

The evaluation stage is the last in the research and development of the ADDIE model. This evaluation aims to assess the extent of the success of the development research that has been carried out. The development of *Flash Cards* for learning Arabic has proven effective in improving the quality of media and learning systems, making it more attractive to students. It can motivate them to study more actively. The *Flash Card* media test was carried out after the offline pre-test. The trial process involves opening, teaching core, and closing activities. After the trial, the researcher conducted a post-test using Flash Card media to measure students' learning outcomes.

Teachers can compare pre-test and post-test scores to assess changes in student understanding.

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	15	40.00	65.00	52.7333	6.83966
Post-Test	15	65.00	85.00	73.2000	5.88218
Valid N (listwise)	15				

Based on descriptive analysis, there was a significant increase in students' understanding of *Kabir yumi* after using *Flash Card* media. The average pre-test score of 52.73 increased to 73.20 in the post-test, showing a rise of 20.47 points. In addition, the minimum score of 40 on the pre-test increased to 65 on the post-test, while the maximum score increased from 65 to 85. The standard deviation was also reduced from 6.84 in the pre-test to 5.88 in the post-test, which showed that the distribution of student scores became more uniform after applying *Flash Card* media. These results show that the use of *Flash Card* media is effective in increasing the average student score and contributes to the uniformity of learning outcomes among students.

T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	52.7333	15	6.83966	1.76599
	Post-Test	73.2000	15	5.88218	1.51877

Based on Paired *Samples Statistics* data, the pre-test students' average score was 52.73, with a standard deviation of 6.84 and a standard mean error of 1.76. After the Flash Card media intervention, the average post-test score increased significantly to 73.20, with a standard deviation of 5.88 and a standard error mean of 1.52. This average increase of 20.47 points shows a positive impact from using *Flash Card learning media*. In addition, the decrease in the standard deviation score in the post-test reflects more consistent results among students, indicating the effectiveness of *Flash Card* media in improving students' understanding of *Kabir yumi material*.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	15	.953	.000

The *Paired Samples Correlations* table shows that the correlation value between the pre-test and post-test scores is 0.953, which reflects a robust relationship between the two variables. A significance value 0.000 ($p < 0.05$) indicates this correlation is statistically significant. In other words, a clear relationship exists between pre-test and post-test results, suggesting that the increase in student scores after using *Flash Card* media is not a coincidence but the result of a planned

learning intervention. This high correlation indicates that the use of *Flash Card* media significantly influences students' comprehension.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-20.466 67	2.16685	.5594 8	-21.66 663	-19.26 671	-36.5 82	14	.000

Paired Samples Test

Based on the output above displays the results of *the Paired Samples Test*, which is used for pre-test and post-test students. The analysis showed that the mean difference was -20.46667, indicating that the average post-test score was higher than the pre-test. The standard deviation of 2.16658 reflects the degree of variation between student grade differences, while *the Standard Error Mean* (SEM) of 0.55948 represents the accuracy of the average difference estimation. The 95% confidence interval for the mean difference is in the range of 21.6666 to 19.2667, which does not include zero, corroborating the existence of a significant difference. The t-test produced a t-value of -36.582 with a degree of freedom (df) of 14 and a significance value (*Sig. 2-tailed*) of 0.000. This small p-value ($p < 0.05$) indicates a statistically significant difference between pre-test and post-test scores. This confirms that using *Flash Card* learning media effectively increases students' understanding of the material provided.

CONCLUSION AND IMPLICATIONS

The development of *Flash Card learning media* through the stages of analysis, design, development, implementation, and evaluation shows very positive results. Based on validation from media experts, material experts, and linguists, this media received the "very decent" category with percentages of 94%, 92%, and 81%, respectively. The implementation of the press received an excellent response from teachers and students, with scores of 98% each. The t-test results showed a statistically significant difference between the pre-test and post-test scores ($p < 0.05$), indicating that Flash Card learning media effectively improved students' understanding of the material.

The implications of this study show that the innovation of Arabic learning media through *Flash Cards* can be an effective solution in improving students' understanding of *Kabir yumi*. *Flash Cards* allow students to understand the material more visually and interactively, thus supporting a more enjoyable and efficient learning process. This implication also provides opportunities for educators to adopt creative media-based learning methods that can be adapted to the needs of students. In addition, the results of this research can be a reference for the development of other learning media, especially in Arabic, which is oriented towards practically improving students' communication competence.

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