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The Effect of Flashcards in Online-Based *Maharah Kitabah* Learning on Learning Outcomes

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Abstract

*Writing is an essential skill taught in learning Arabic. Learning Arabic writing skills online often seems monotonous, so students feel bored. It will impact the mastery of the material the lecturer presents and the skills in writing Arabic. Therefore, it takes a medium from an image so that students can express ideas to compose an article that fits the specified theme. This study aims to determine the effect of flashcards in online-based *Maharah Kitabah* learning on student learning outcomes at IAIN Palangka Raya. This study used a quantitative method with a descriptive approach. The subjects were 23 students of IAIN Palangka Raya. Data collection techniques used were questionnaires and documentation. The data collected was then analyzed using SPSS. The study results indicated that there was an influence of flashcards in online-based *Maharah Kitabah* learning on student learning outcomes at IAIN Palangka Raya. Students are invited to master the material using this media, both in theory and practice, since flashcards emphasize practicing rather than just delivering material. Consequently, using this media effectively increases interest in *Maharah Kitabah* learning.*

Keywords: *Flashcards, Maharah Kitabah, Learning Outcomes.*

Abstrak

Menulis adalah keterampilan yang diajarkan dalam pembelajaran bahasa Arab. Dalam pembelajaran keterampilan menulis bahasa Arab yang dilakukan secara online, seringkali pembelajaran terkesan monoton sehingga mahasiswa merasa jenuh. Hal ini akan berdampak pada penguasaan materi yang disampaikan oleh dosen dan keterampilan dalam menulis bahasa Arab. Maka, dibutuhkan suatu media dari sebuah gambar agar mahasiswa mampu mengungkapkan gagasan untuk mengarang sebuah tulisan yang sesuai tema yang ditentukan. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh media *flashcard* dalam pembelajaran *Maharah Kitabah* berbasis online terhadap hasil belajar mahasiswa di IAIN Palangka Raya. Penelitian ini menggunakan metode kuantitatif, dengan pendekatan deskriptif. Adapun subjek dalam penelitian ini adalah mahasiswa IAIN

Palangka Raya yang berjumlah 23 orang. Teknik pengumpulan data dalam penelitian ini adalah angket dan dokumentasi. Data yang dikumpulkan kemudian dianalisis menggunakan SPSS. Hasil penelitian menunjukkan bahwa terdapat pengaruh media *flashcard* dalam pembelajaran *Maharah Kitabah* berbasis online terhadap hasil belajar mahasiswa di IAIN Palangka Raya. Dengan penggunaan media kartu ini, mahasiswa diajak untuk benar-benar menguasai materi, baik secara teori maupun praktik. Karena media kartu ini lebih mengedepankan banyak latihan ketimbang sekedar penyampaian materi. Maka, penggunaan media kartu ini sangat efektif untuk meningkatkan minat belajar pada pembelajaran *Maharah Kitabah*.

Kata kunci: Media Flashcard, Maharah Kitabah, Hasil Belajar.

INTRODUCTION

In the current era of globalization, the learning process faces relatively significant challenges. Therefore, education is an effort to prepare the younger generation to welcome and face the everchanging times in this globalization era (Nurrita, 2018) related to the extraordinary development of science and technology (*Ilmu Pengetahuan dan Teknologi/IPTEK*). The rapid development of science and technology offers a variety of new facilities for learning, especially learning media that educators can use (Priyambodo et al., 2012).

Learning media is one of the essential elements in the learning process. It is one of the means to improve learning activities (Wulandari et al., 2021). Media are all forms used to distribute information (Sunami & Aslam, 2021). When used correctly, learning media will significantly assist educators in motivating (Sirait & Apriyani, 2021), attracting students' interest in learning, and increasing students' understanding of the lessons given (Irfan, 2021). Even so, according to Maronta et al., (2023), a teacher should understand the importance of using media. Choosing suitable learning media can help deliver teaching material so students can readily accept it.

Learning media can be distinguished according to their ability to stimulate the five senses of sight, hearing, touch, smell, and taste. Thus, in general, the characteristics of learning media are the things that can be touched, seen, heard, smelled, and observed by the five senses (Supardi et al., 2015).

Learning does not always require learning media, but using media efficiently and wisely can increase motivation and add variety to learning. Learning media is not a learning goal, but it can support or be a means of achieving these learning goals. Through learning media, information acquisition and changes in student behavior can occur naturally without being influenced by external factors (Rohmah, 2020).

Individuals with Developmental Language Disorder (DLD) face various challenges, including difficulties with vocabulary (Ebbels et al., 2022). Many students need help in mastering the four language competencies. One of the factors of students' difficulties in learning Arabic is students tend to focus on mastering one competency. The other competencies will be neglected, which causes less optimal learning of Arabic. Students need to improve in mastering these competencies, especially writing skills. Besides that, another problem lies in the applied learning model. It needs to be more varied, so students are more

enthusiastic about writing descriptive essays (Putri et al., 2020). Every difficulty faced by students in writing can be minimized or reduced by a teacher by utilizing and using learning media (Hesti & Lusi Nuryanti, 2020). The existence of the media can be an intermediary in conveying information and learning with different and interesting portions (Halim et al., 2021), so that the media can facilitate teachers to provide and explain Arabic learning materials to students (Safa'ah & M, 2021)

Flashcard is one of the learning media in the form of graphics of small picture cards, usually made of photos, symbols, or images (Farida & Prasetyo, 2021). It reminds or directs students to something related to the picture (Diah, 2021). As for getting this flashcard media, we can make our own or use a ready-made one (Ida, 2021). The advantages of flashcards include practicality and concrete nature so that it is easy to remember (Kustiyowati, 2020). It can also overcome the limitations of space and time in conveying material, clarify problems, and is easy to carry (Utami et al., 2021). Flashcards are media used to increase students' interest and understanding (Maulida et al., 2021). It is a learning media that can help improve various aspects (Febiola & Yulsofriend, 2020), such as: developing memory, exercising independence, and increasing vocabulary (Wahyuni, 2020). Games help many students shed their embarrassment and participate more actively in the meaning-making process (Honarmand et al., 2015).

As for the advantages of flashcards, first, they can be carried anywhere because of their small and lightweight size. Second, they are easy to create and use so that students can study well with these media at any time. Third, they are easy to remember because these cards have pictures and are very eye-catching. They contain simple letters or numbers, stimulating the brain to remember messages longer. Flashcards are entertaining as a learning tool; we can even use them as a game (Afrilia & Siagian, 2023). Flashcards are not only enjoyable but also practical. That is why language teachers have used them frequently. English flashcards are used successfully because they are a simple and enjoyable way to memorize vocabulary and basic grammar and are equally effective in helping children and adults alike (Aslan, 2011).

In learning Arabic, linguists divide Arabic skills or *Maharah* into four primary skills: *Maharah Al-Kalam* (Speaking Skill), *Maharah Al Istima'* (Listening Skill), *Maharah Al-Qira'ah* (Reading Skill), and *Maharah Al Kitabah* (Writing Skill) (Yusuf et al., 2019). Writing is an active and productive language skill (Nurlaila, 2021). It is an act of communication not supported by voice pressure, behavior, tone, expression, and without atmosphere (Qodir & Qomariyah, 2021). Writing is one of the means of communicating with language among people and it is not limited by place and time (Norhidayah & Priyatmi, 2021).

This research is expected to improve student's writing skill and learning outcomes by applying flashcard learning media. Therefore, this study aims to determine the influence of flashcards in learning *Maharah Kitabah* on student learning outcomes.

Results of previous studies relevant to this research regarding the influence of Flashcards in learning *Maharah Kitabah* would be further explained afterward. Hudi & Maulida (2022) revealed that Flashcards could improve Arabic vocabulary mastery at SMP Plus Sunan Drajat Ajung. Doni (2022), in his research, stated that

Flashcard-based learning media has helped students in improving Arabic language learning, especially in the vocabulary mastery section. It could also be applied in *Maharatul Kalam*, but the school did not yet have the media. Another research results (Lailatul Muflikha, 2018) showed that Flashcards study on improving students' writing skills and improving student learning responses is quite good. Pan et al., (2022) suggested that generating one's own flashcards enabled productive learning processes that enhanced memory and comprehension. Accordingly, digital flashcard users may benefit from eschewing premade versions and they can make their own. Komachali & Khodareza, (2012) showed that the experimental group students outperformed the control group students in their vocabulary knowledge. Hence, the contribution of vocabulary flashcards in teaching vocabulary to students led to a higher level of vocabulary improvement.

Based on those previous studies, most of researchers used flashcards to improve students' mastery of Arabic vocabulary. The authors have yet to find the use of flashcards in online learning to improve Arabic writing skills in tertiary institutions, especially Arabic Education study programs. Online learning began to flourish after the outbreak of Covid-19 in 2020, which significantly impacted the learning process. When online learning takes place, students interact with lecturers through virtual media. If learning is only done by the lecturer delivering material and students doing assignments, then learning seems monotonous and tedious. Hence, this study aims to develop previous research on flashcards. Flashcards are suitable for various types of material taught in the classroom. Therefore, the researcher wants to disclose whether there is an effect of flashcards on *Maharah Kitabah* learning.

METHOD

Research Design

This research was conducted at IAIN Palangka Raya, using quantitative research. The research design used is Descriptive Quantitative. It aims to describe a phenomenon, events, symptoms, and events factually, systematically, and accurately (Aliansyah et al., 2021). In this study, researchers objectively described a situation using numbers.

Data Collection and Analysis Technique

This research was conducted on 23 Arabic Education students at IAIN Palangka Raya in third semester. In this study, the data collection technique used was a questionnaire. This questionnaire aims to determine how students respond to *Maharah Kitabah* learning using flashcards. Furthermore, researchers used data collection techniques by performing documentation. Data collection techniques with this documentation aim to collect data on student learning outcomes of IAIN Palangka Raya. The data obtained from the questionnaires and documentation of student learning outcomes were then analyzed using a simple regression analysis technique with the help of SPSS application. The researcher attempted to find the effect of using flashcard media as an independent variable on students' Arabic writing skill as variable Y.

Result

The implementation of Flashcards in learning *Maharah Kitabah*

Flashcards are small cards that contain illustrations or pictures, text, or symbols that remind or direct students to something related to the picture. In the experimental class, learning using this medium effectively increases students' knowledge absorption through pictures, messages, and information in it. The steps for learning *Maharah Kitabah* are online based.

The first stage is planning. At this stage, the first thing to do is planning by determining the learning objectives and preparing the media used. The teacher prepares a picture for students and provides pictures of campuses, libraries, canteens, classrooms, and hospitals at this meeting. Then, the teacher decides the method, media, and application used.

The second stage is organizing. At this stage, preparing for learning is done by signaling that learning will start. The teacher can notify the students through WhatsApp group and say, "In 10 minutes, we will start the lesson." The teacher will also send a Google Meet link to accommodate the online meeting for the learning process. Ten minutes later, learning begins by taking attendance. After all students are ready to learn, the teacher proceeds with the learning.

The third stage is implementation. The teacher uses the lecture, discussion, and question and answer method at this meeting, and learning is carried out online using Google Meet. The educator will first share the screen by clicking the Share Screen button and display a prepared image. There will be pictures of the campus, library, canteen, classroom, and hospital. After that, the teacher asks students to compose or tell a story according to the pictures displayed. Then, students write the story according to the picture shown. Afterward, the teacher asks students to submit the assignment through WhatsApp group.

The fourth step is evaluation. At this stage, the teacher and students evaluate and discuss related images after completing all the steps above. Finally, the last stage is to close the lesson and the teacher will continue it at the next meeting.

Results of the Effect of Flashcards on Learning Outcomes

This study aims to determine whether using flashcards on *Maharah Kitabah* learning influences student learning outcomes at IAIN Palangka Raya. The simple regression analysis below will describe the results of the acquisition of the significance of using flashcards on learning outcomes.

Table 1
Results of the Post-Test Value Analysis

<i>Statistic</i>	<i>Experimental Class</i>	<i>Control Class</i>
<i>N</i>	23	23
<i>Mean</i>	86	72

Based on Table 1, the average value of the experimental class is greater than the average of the control class. The average student learning outcomes using flashcards are higher than the average student learning outcomes without using flashcards. The average learning outcome of the experimental class who participated in *Maharah Kitabah* learning with flashcards was 86, while the

average learning outcome of the control class who took the *Maharah Kitabah* learning without using flashcards was 72. From the average learning outcomes of the experimental group who took *Maharah Kitabah* learning with flashcards, it was higher than the average learning outcome of the control group who took *Maharah Kitabah* learning without using flashcards.

This study's results align with those carried out by Femmy et al. Graphic media like flashcards or picture cards are media for learning foreign language writing skill. With pictures, learning writing skill online does not seem monotonous and makes students bored. Nurusy et al. explains in their research that flashcard is one of the solutions to make the learning process active and fun (Nurusy et al.). In addition, pictures can help students develop ideas and put them into written form because writing skill require creativity (Nurlaila et al., 2021). However, this study contradicts research conducted by Haris et al. In his research, using flashcards had insignificant effect on mastery of Arabic vocabulary (Haris et al.).

This study's results align with what was conveyed by Rahim (2023) that "the overall results of the research show an increase, in both teacher and student activity and in student results of writing skill learning activities. The teacher's activity and role are no longer the only sources in learning activities; instead, the teacher becomes a facilitator and a guide. The students also hold an active role during the process of learning writing skills. It shows that there is an influence on the learning outcomes of writing skills performed by the students. Therefore, this study aligns with research conducted by researchers that there is an influence on writing skills using flashcards.

CONCLUSION

Based on the data analysis and the discussion described regarding the influence of flashcards on online-based *Maharah Kitabah* learning outcomes, we can conclude that from the experimental class, the average number of student learning outcomes is 86, while the control class which the average number of student learning outcomes is 72 indicate that learning *Maharah Kitabah* using flashcards can improve student learning outcomes.

The study results can motivate the improvement of the learning process because flashcards stimulate students to be more active and students can easily interact with their peers. It facilitates teachers to deliver material and students to understand the material taught so that it can improve student learning outcomes. The use of flashcards is expected to be developed further in the learning process.

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