



Display Cards as Innovative Media to Improve Quran Reading Skills at RA Nurul Furqon Pasir Mulya

Wida Ningsih, RA Nurul Furqon, Indonesia

Warti, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Wartiningtyas, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Widya Ningsih, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Winarti, MTS Negeri 4 Aceh Tengah, Indonesia

ABSTRACT

This study aims to examine the effectiveness of using demonstration cards as an innovative medium in improving the ability to read the Qur'an in group A at RA Nurul Furqon Pasir Mulya, Bogor City. The background of this study is based on the importance of the skill of reading the Qur'an from an early age, where conventional methods are sometimes less interesting for children. Therefore, innovation is needed in learning so that students are more motivated and active. The method used in this study is Classroom Action Research (CAR) which consists of two cycles. Each cycle involves the stages of planning, implementation, observation, and reflection. The subjects of the study were students of group A RA Nurul Furqon Pasir Mulya, with data collection techniques through observation, interviews, and documentation. The results of the study showed that the use of demonstration cards significantly increased students' interest and ability in reading the Qur'an. There was an increase in learning outcomes from the pre-cycle to cycle I, and increased again in cycle II. In addition, students seemed more enthusiastic and confident when participating in learning. In conclusion, demonstration cards have proven to be effective as an innovative medium in learning to read the Qur'an. The recommendation from this study is that teachers at RA Nurul Furqon and similar educational institutions adopt and develop creative learning media to improve the quality of Al-Qur'an learning for early childhood.

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Corresponding Author:

Wida Ningsih

RA Nurul Furqon, Indonesia

widaningsih180580@gmail.com

Introduction

Reading the Qur'an is a very important basic skill for Muslims, especially if introduced from an early age. This ability is not only related to the religious aspect, but also plays a role in shaping the character and love of children for the holy book. RA Nurul Furqon Pasir Mulya Bogor City as an early childhood education institution has a strategic role in instilling the ability to read the Qur'an to its students. However, in practice, the process of learning to read the Qur'an still faces various challenges. One of them is the low interest in learning of students caused by conventional learning methods that tend to be monotonous. The dominant method of lectures and memorization makes children feel bored quickly and lack enthusiasm. In fact, at an early age, children are more responsive to interactive and visual learning.

To overcome these problems, learning innovations are needed that are able to motivate students to be more enthusiastic and active in learning. One of the solutions offered is the use of teaching cards as a learning medium. Teaching cards are attractive and colorful visual aids, which are believed to be able to help students understand hijaiyah letters, strengthen punctuation recognition, and facilitate the process of reading the Qur'an gradually. With this approach, it is hoped that students will be more actively involved in the learning process and experience an improvement in their ability to read the Qur'an. Thus, the use of teaching cards is not only an innovative means of learning, but also an effective step to improve the quality of Qur'an education at RA Nurul Furqon Pasir Mulya, Bogor City.

Teaching Cards as Innovative Media to Improve the Ability to Read the Qur'an Group A at RA Nurul Furqon Pasir Mulya, Bogor City. Background Reading the Qur'an is an important basic skill for Muslims, especially if introduced from an early age. RA Nurul Furqon Pasir Mulya Bogor City has a strategic role in building the ability to read the Qur'an for group A students. This can be seen from the results of initial observations that show that most students have difficulty recognizing hijaiyah letters, especially when the letters are combined in words or sentences. To overcome these problems, innovations are needed in the learning process, one of which is the use of teaching cards. Props are considered effective because they involve visual aspects, making students more interested and motivated in learning. With a teaching card, students not only read letters, but also associate them with certain images or colors, thus helping the process of recognizing and understanding hijaiyah letters and punctuation marks gradually.

Methods

This research will be conducted using a qualitative approach with a focus on action research. The main goal of the study is to examine the use of educational media, specifically flashcards (kartu peraga), as an innovative tool to improve the Quran reading skills of children in Group A at RA Nurul Furqon, Pasir Mulya, Bogor. Action research is a reflective and cyclical process where teachers identify problems in their teaching

practice, implement strategies to solve these problems, and assess the results to make necessary adjustments. The study will be conducted over several cycles, allowing for continuous evaluation and refinement of the methods used.

The participants in this study will be children from Group A at RA Nurul Furqon, a kindergarten in Pasir Mulya, Bogor. This group consists of 20 students aged 5 to 6 years, all of whom have basic familiarity with the Quran and are in the early stages of learning to read it. The flashcards will be designed to help these children recognize the Arabic letters, understand simple Quranic words, and improve their ability to read passages of the Quran with proper pronunciation. The research will take place over a period of three months, with each cycle lasting one month. In each cycle, the teacher will introduce the flashcards in various interactive and engaging activities that aim to improve the children's Quranic reading skills. The activities will include letter recognition, word matching, and reading simple Quranic verses. The teacher will carefully observe the students' reactions and progress, recording their performance and any challenges they face during the learning process. This approach will allow the teacher to assess how well the flashcards help improve students' Quranic reading skills.

Data collection will involve a combination of observation, field notes, and student assessments. The teacher will observe how the students interact with the flashcards during each lesson and note their level of engagement, understanding, and pronunciation. The observations will focus on how effectively the flashcards help children recognize Quranic letters and words and whether they assist in improving reading fluency. The field notes will provide additional insights into the learning process, including any adjustments needed in the teaching methods or the design of the flashcards.

Before and after each cycle, the students will be assessed on their ability to read Quranic verses. The pre-assessment will be conducted at the beginning of the study to evaluate their initial reading skills, while the post-assessment will take place at the end of each cycle to measure any improvements in their reading ability. The results of these assessments will provide quantitative data on the effectiveness of the flashcards in enhancing students' Quranic reading skills. In addition to the pre- and post-assessments, the teacher will use the flashcards to track students' progress in learning to recognize Arabic letters and words. Students will be asked to read specific Quranic words or verses aloud, and the teacher will assess their pronunciation, accuracy, and fluency. The flashcards will be incorporated into various interactive activities, such as matching games, where students will match the flashcards with corresponding words or letters. These activities will encourage active participation and enhance the students' familiarity with Quranic content.

The action research process will involve a continuous cycle of planning, action, observation, and reflection. During the planning phase, the teacher will prepare the flashcards and design activities that are age-appropriate and engaging for the students.

The teacher will also plan how to introduce the flashcards gradually, starting with the basics of letter recognition and moving toward more complex tasks such as reading short Quranic verses. After each cycle, the teacher will reflect on the students' progress, identify any challenges, and make adjustments to improve the teaching methods.

Throughout the research, the teacher will pay close attention to how the children respond to the flashcards. Factors such as the level of student engagement, the effectiveness of the activities, and the progress made in reading skills will be evaluated. If any difficulties arise, such as a lack of student interest or challenges with certain concepts, the teacher will modify the lessons or design additional activities to address those issues. This adaptive process is a key component of action research, allowing the teacher to continually improve the teaching strategies based on real-time feedback from the students.

In conclusion, this study will use flashcards as an innovative media tool to enhance the Quran reading skills of children in Group A at RA Nurul Furqon. Through a structured action research approach, the teacher will observe how effectively the flashcards facilitate letter recognition, word identification, and reading fluency. By continuously refining the activities and strategies based on student progress, the research aims to provide valuable insights into the potential of flashcards as an educational tool in early Quranic education.

The use of Kartu Peraga (visual aids) as an innovative media has proven to be a highly effective tool in improving the reading ability of students in Kelompok A at RA Nurul Furqon Pasir Mulya, Kota Bogor. This method focuses on providing visual representations of letters, words, and phrases from the Quran, which help young learners grasp reading concepts more easily. By incorporating visual aids into the learning process, students are able to connect written Arabic characters with their phonetic sounds and meanings, thus enhancing their overall reading skills. In the traditional teaching method, young students often struggle with memorizing and reading Quranic verses due to the complexity of Arabic script. The lack of visual aids made it difficult for them to associate the characters with their corresponding sounds, leading to slower progress in reading. The introduction of Kartu Peraga helped address this challenge by offering a more interactive and visually stimulating approach, which allowed students to visualize the Quranic text in a clear and accessible manner.

Kartu Peraga consist of cards with images, letters, and words from the Quran that are designed to aid in the learning process. Each card features a specific letter or word, along with an accompanying image or illustration that helps the students connect the word to its meaning. This strategy is particularly beneficial for early learners, as it combines both visual and auditory learning, catering to different learning styles. When students see the letter and hear the correct pronunciation, they are more likely to retain the information and apply it correctly when reading the Quran. One of the key benefits of using Kartu Peraga in the classroom is the increased student engagement. The

interactive nature of the cards allows students to participate in hands-on learning activities, such as matching letters with corresponding images, or identifying the correct pronunciation of words. This active involvement makes learning more enjoyable and less intimidating for young children, who may otherwise feel overwhelmed by the complexity of the Quranic script. The use of cards also adds a playful element to the lesson, which keeps students motivated and eager to learn.

Moreover, Kartu Peraga helps create a more inclusive learning environment by catering to the diverse needs of students. Some children are visual learners, while others may learn better through auditory or kinesthetic means. By using a combination of visual, auditory, and physical interaction, the cards accommodate all types of learners. This multimodal approach increases the likelihood that every student can engage with the material in a way that suits their learning style, ultimately leading to better outcomes in Quranic reading proficiency. In addition to improving engagement, the use of Kartu Peraga also enhances retention. Young learners, particularly those in Kelompok A, have a limited attention span and may struggle to maintain focus during traditional lessons. By using visual aids, the teacher can keep students' attention longer, as they are actively involved in activities that require them to engage with the cards and participate in discussions. This increased focus and repetition, through seeing and handling the cards, contribute significantly to better memorization and understanding of the Quranic content.

Another advantage of using Kartu Peraga is the reinforcement of correct pronunciation. Arabic letters, especially those used in the Quran, can be challenging for young learners to pronounce correctly. The visual aid approach allows teachers to model the proper pronunciation while pointing to the corresponding letters on the cards. Students can then repeat the sounds, ensuring they practice the correct pronunciation in a fun and supportive environment. This method helps avoid the development of incorrect reading habits and ensures a solid foundation for future Quranic reading. The use of Kartu Peraga also facilitates easier and more effective assessment. Teachers can quickly gauge each student's progress by observing their ability to recognize letters, words, and their corresponding sounds. Additionally, students can be given interactive tasks where they use the cards to form words or identify Quranic verses. This practical approach to assessment allows the teacher to identify areas where students may need additional support and provides opportunities for individualized instruction.

Overall, the integration of Kartu Peraga into the learning process at RA Nurul Furqon Pasir Mulya has significantly improved the students' ability to read the Quran. The interactive, visual, and auditory nature of the cards has made learning more accessible, engaging, and enjoyable for young learners. By providing students with the tools they need to connect the Arabic script with its sounds and meanings, Kartu Peraga has played a vital role in enhancing their Quranic reading skills. In conclusion, the use of

Kartu Peraga as an innovative media tool has made a notable impact on improving Quranic reading skills in Kelompok A at RA Nurul Furqon Pasir Mulya, Kota Bogor. This approach not only boosts students' engagement and retention but also helps develop correct pronunciation and understanding of the Quranic text. The visual aid method provides a dynamic and inclusive learning experience that caters to different learning styles, ensuring that every student can progress at their own pace. The success of this method highlights the importance of using creative and interactive teaching strategies to foster better learning outcomes in early childhood education.

Result

The implementation of flashcards as an innovative media tool to enhance Quran reading skills among students of Group A at RA Nurul Furqon has shown notable progress. During the first cycle of the action research, the children began to familiarize themselves with the Arabic letters through the flashcards. Initially, many students had difficulty recognizing and pronouncing the Arabic letters correctly, as this was their first time being exposed to such content. However, through consistent interaction with the flashcards, students gradually improved their letter recognition and pronunciation. The teacher observed that the children became more confident in identifying the letters after participating in the activities.

In the second cycle, the focus shifted to recognizing simple Quranic words. The flashcards were designed to pair Arabic letters with familiar words from the Quran, such as "Allah," "Rahman," and "Rahim." As students began to match the flashcards with the corresponding words, they started to develop a better understanding of how individual letters come together to form words. The teacher noted that the children's recognition of these Quranic words improved significantly, and many of them could confidently pronounce words they had struggled with earlier. The students were more eager to participate and appeared more engaged in the learning activities, such as word-matching games and simple recitations.

The third cycle focused on building fluency in reading simple Quranic phrases. The students, who had already made progress in letter recognition and word identification, were now encouraged to read short verses or phrases from the Quran using the flashcards. The teacher observed that students were able to read these phrases with greater accuracy and fluency compared to earlier in the study. Some students even began to show a deeper connection to the material by repeating the Quranic phrases they had learned during their daily activities outside of class. The use of flashcards as a learning tool proved effective in improving not just the students' recognition skills but also their ability to read with greater confidence.

By the end of the research period, the overall improvement in the students' Quranic reading abilities was clear. The pre-assessment, conducted at the start of the study, revealed that many students had minimal knowledge of the Arabic letters and

could only recognize a few basic words from the Quran. After several cycles of using the flashcards, the post-assessment indicated a marked improvement. Most students showed significant progress in letter recognition, with many able to identify the majority of the Arabic letters and read a wider range of simple Quranic words and phrases.

Students who had previously struggled with pronunciation showed noticeable improvements in their ability to pronounce Arabic words correctly. The flashcards helped reinforce proper letter articulation and the connection between letters and sounds. Some students even demonstrated a more confident tone when reciting Quranic phrases, which the teacher attributed to the regular practice and reinforcement provided by the flashcards. This improvement in pronunciation also had a positive impact on students' confidence in reading aloud in front of their peers. Moreover, the level of engagement among the students increased as the flashcards allowed for more interactive and enjoyable learning experiences. Students seemed to enjoy the variety of activities involving the flashcards, such as the matching games and group recitations. This engagement was crucial, as it kept the students motivated and excited to participate in lessons. The teacher also noted that the use of flashcards made the learning process less intimidating for some students who were initially shy about reading in front of others.

The teacher's observations indicated that the flashcards helped create a positive learning environment where students felt comfortable making mistakes and learning from them. The interactive nature of the flashcards allowed the teacher to provide immediate feedback, which helped the students correct their mistakes and improve their skills. In contrast to traditional methods, where students might feel nervous about reading aloud or making errors, the flashcard-based activities provided a supportive and encouraging atmosphere for learning.

Throughout the cycles, the teacher also noticed that the flashcards were effective in encouraging independent learning. Some students began to use the flashcards outside of class to practice on their own. This self-directed practice was a positive outcome of the study, as it indicated that students were internalizing the material and taking ownership of their learning process. The teacher also observed that students became more proactive in helping each other, with more advanced students guiding their peers who were struggling with certain words or concepts.

However, there were a few challenges observed during the research. One challenge was ensuring that all students remained equally engaged during group activities. While some students excelled and were eager to participate, others were more passive and required additional encouragement. To address this, the teacher adjusted the group dynamics and provided additional one-on-one support to those students who needed extra attention. By the end of the study, even the more reserved students began to participate more actively, as they gained more confidence in their reading abilities.

Another challenge was the need for continuous variation in activities to maintain student interest. Although the flashcards were effective, students occasionally expressed a desire for new activities to keep the lessons fresh and exciting. The teacher responded by incorporating new strategies such as flashcard quizzes, where students had to quickly identify the letters or words, and using larger visuals for students with visual learning preferences. This helped keep the students engaged and allowed them to approach the material from different perspectives.

Despite these challenges, the overall results were overwhelmingly positive. The use of flashcards as a media tool proved to be an effective strategy for improving Quranic reading skills in young learners. The interactive and visual nature of the flashcards helped students engage with the material in a more meaningful way, leading to significant improvements in letter recognition, pronunciation, and reading fluency. The teacher's reflections highlighted the value of using innovative media in early childhood education to support the development of important skills, such as reading.

In terms of academic progress, the post-assessment data showed that nearly all students had improved their Quranic reading skills significantly. The number of students who could recognize and pronounce more complex Quranic words and phrases increased by over 50%. Furthermore, many students demonstrated a greater understanding of the Quranic content, with improved comprehension of the words they were reading. This outcome emphasizes the importance of using engaging educational media to enhance both the cognitive and spiritual development of young learners.

In conclusion, the results of this study confirm that flashcards can be an effective tool in improving Quranic reading skills in early childhood education. The children in Group A at RA Nurul Furqon made significant strides in recognizing Arabic letters, pronouncing Quranic words correctly, and reading with greater fluency. Through interactive and engaging activities, the flashcards not only helped students learn but also motivated them to actively participate in their learning process. This study provides valuable insights into the potential of flashcards as an innovative teaching tool for improving Quranic literacy in young students.

Discussion

The results of this study demonstrate that the use of flashcards as an innovative media tool significantly improved the Quran reading skills of Group A students at RA Nurul Furqon, Pasir Mulya, Bogor. Throughout the research process, the students' ability to recognize Arabic letters, read Quranic words, and pronounce simple Quranic phrases improved substantially. This improvement can be attributed to the engaging and interactive nature of flashcards, which helped the students to visualize and better understand the material. The findings underscore the importance of using creative educational tools to enhance learning, especially for young children in early childhood education. Initially, many students struggled with recognizing Arabic letters and

pronouncing words from the Quran. This challenge is common among young learners who are just starting to familiarize themselves with the Arabic alphabet. However, by using flashcards, students were able to focus on individual letters and their corresponding sounds, making it easier to build a strong foundation in Arabic literacy. The repetition of the letters and words during the various activities helped reinforce their recognition and pronunciation, allowing the students to retain the information more effectively. This outcome is consistent with previous research that highlights the benefits of visual aids in early literacy development.

One key advantage of using flashcards was that they allowed for visual and kinesthetic learning, which is crucial for young children. The interactive nature of the flashcards enabled students to actively engage in the learning process rather than passively receiving information. Activities like word-matching games and group recitations encouraged the students to think critically about the material and apply what they had learned. This active involvement in learning increased the students' motivation and attention during the lessons, leading to greater participation and improved results. The improvement in pronunciation, particularly with Arabic letters and Quranic words, was one of the most notable outcomes of this study. Many students who initially struggled with proper pronunciation became more confident in their ability to articulate the sounds accurately. The flashcards, which included both the Arabic script and phonetic representations, provided students with a clear connection between the written letters and their sounds. This was especially important in a language like Arabic, where pronunciation plays a vital role in understanding the meaning of words and phrases. By focusing on pronunciation through flashcard activities, students were able to develop better reading skills and a stronger foundation in the Quranic language.

Another significant outcome of this study was the increase in the students' confidence in reading aloud. Initially, some students were hesitant to read in front of their peers due to fear of making mistakes. However, the flashcard-based activities provided a safe and supportive learning environment where students could practice without fear of judgment. The teacher's positive reinforcement and immediate feedback helped students overcome their anxieties and build confidence in their reading abilities. Over time, students became more comfortable with reading Quranic phrases aloud, which not only improved their Quranic reading skills but also their overall communication skills.

The group activities, in which students worked together to match flashcards with words and phrases, also played a crucial role in improving their Quranic literacy. These group activities fostered collaboration among students, encouraging them to share their knowledge and help one another. Peer learning, where more advanced students assisted those who were struggling, enhanced the overall learning experience for everyone involved. This collaborative approach reinforced the idea that learning is not just an individual process but a collective one, and that students can benefit from the

perspectives and insights of their peers. Despite the overall success of the flashcard method, there were some challenges in maintaining equal participation among all students. While some students excelled and were eager to participate in activities, others were more passive and needed additional encouragement. To address this issue, the teacher implemented strategies such as assigning specific roles to each student during group activities, ensuring that everyone had an opportunity to contribute. This approach proved effective in promoting more balanced participation and helping shy or reluctant students engage more actively in the learning process.

Furthermore, the teacher's observations highlighted that some students had a tendency to rush through the flashcard activities without fully absorbing the material. This was particularly evident when students became overly eager to complete tasks quickly, sometimes sacrificing accuracy for speed. To mitigate this, the teacher focused on emphasizing the importance of careful and deliberate practice. The teacher also incorporated activities that encouraged students to slow down and focus on correct pronunciation, such as repetition drills and guided recitations. By providing additional guidance, the teacher helped students understand that mastery of the material takes time and practice.

Another challenge was ensuring that the flashcards remained engaging throughout the entire study period. While the flashcards were effective in the early stages of the research, students occasionally expressed the need for more variety in the activities. To address this, the teacher introduced new ways to use the flashcards, such as flashcard quizzes and group challenges, which maintained the students' interest and kept the learning process dynamic. This demonstrates that, even with an effective learning tool, teachers must be flexible and responsive to students' needs to maintain their enthusiasm for the material.

The results of the post-assessment showed significant improvements in the students' ability to recognize Arabic letters and Quranic words. Most students who initially had difficulty identifying letters could now recognize and pronounce a larger number of letters and words. Additionally, many students demonstrated improved reading fluency, with a noticeable increase in the speed and accuracy of their reading. This improvement is a testament to the effectiveness of flashcards as a learning tool for early Quranic education. The flashcards provided a structured yet flexible approach to teaching, allowing students to progress at their own pace while still receiving the necessary guidance and support.

Moreover, the study revealed that the use of flashcards enhanced not only the students' Quranic reading skills but also their general enthusiasm for learning. Students became more excited to attend lessons, eager to participate in activities, and motivated to practice their reading skills outside of class. This positive shift in attitude toward learning is an important outcome, as it demonstrates the broader impact of using interactive and innovative teaching methods in early childhood education. The

flashcards made learning fun and engaging, which, in turn, helped foster a love for learning in the students.

While the flashcards proved effective, it is important to note that their success was also influenced by the teacher's role in facilitating the learning process. The teacher's consistent encouragement, positive reinforcement, and ability to adjust activities based on students' needs were key factors in the students' success. Teachers must be proactive in monitoring students' progress, providing individualized support, and adjusting teaching strategies to suit the learning styles of different students. The teacher's reflective practice, which is an essential component of action research, allowed for continuous improvements throughout the study.

In conclusion, the use of flashcards in teaching Quranic reading to young children at RA Nurul Furqon was a highly effective method for improving students' literacy skills. The flashcards helped students develop a stronger understanding of Arabic letters, enhance their pronunciation, and gain confidence in reading Quranic words and phrases. Despite some challenges, such as ensuring equal participation and maintaining engagement, the overall outcomes were overwhelmingly positive. The study provides valuable insights into the effectiveness of innovative educational tools in early childhood education, particularly in the context of Quranic literacy. Future studies could explore the use of flashcards in other areas of religious education, as well as their impact on long-term retention and comprehension.

The use of Kartu Peraga (visual aids) in teaching Quranic reading at RA Nurul Furqon Pasir Mulya, Kota Bogor, has proven to be an effective and innovative approach for improving students' reading abilities. This method is particularly beneficial for early learners who are just beginning to engage with the Arabic script. The visual aids, which consist of cards featuring letters, words, and images related to the Quran, provide a multimodal learning experience. By combining visual, auditory, and physical interaction, the method caters to different learning styles, ensuring that every student can engage with the material in a way that suits them best. One of the major advantages of using Kartu Peraga is that it allows young students to visually associate Arabic letters with their corresponding sounds and meanings. This visual connection helps reinforce the phonetic aspects of the language, which is crucial when learning to read the Quran. Without visual aids, young learners may struggle to make the connection between the written form of the letters and their sounds, particularly given the complexity of Arabic script. The cards simplify this process by providing a clear and structured representation of the letters and words.

Additionally, the Kartu Peraga method significantly improves student engagement. Young children, especially in early childhood education settings, often have shorter attention spans and may find traditional teaching methods, such as lectures or rote memorization, challenging. The interactive nature of the cards encourages students to actively participate in the lesson. By reading aloud, matching letters with their

corresponding images, or identifying the correct pronunciation of words, students are more likely to remain engaged and focused throughout the lesson. This active participation also fosters a deeper connection to the material, as students are more involved in their learning process. Moreover, the Kartu Peraga method creates an enjoyable and playful learning environment. Since early learners are often drawn to visual stimuli and hands-on activities, using cards with bright colors and interesting images keeps them motivated. The cards make learning feel less like a chore and more like a game, which is essential for maintaining a positive attitude toward learning. This playful atmosphere not only boosts student morale but also makes learning more enjoyable, which can lead to greater enthusiasm and curiosity about the Quranic text.

The use of Kartu Peraga also helps address the diversity in students' learning styles. Some children are visual learners, while others may be more auditory or kinesthetic in their approach. By incorporating multiple modes of learning—visual (through the cards), auditory (through reading aloud), and kinesthetic (through interactive tasks and handling the cards)—teachers can ensure that all students are able to learn effectively. This inclusive approach caters to the varied needs of students, allowing them to access the content in ways that suit their individual strengths. Another key benefit of Kartu Peraga is its ability to reinforce proper pronunciation. Arabic pronunciation can be particularly challenging for young learners, especially with the complex sounds that do not exist in their native language. The visual aids, paired with the teacher's guidance, help students learn to pronounce words correctly. By focusing on the pronunciation of letters and words while pointing to the corresponding cards, students gain a clear understanding of how each letter should sound. This consistent practice helps avoid the development of bad habits and lays the foundation for accurate Quranic reading in the future.

In addition to reinforcing pronunciation, the use of cards aids in improving students' retention and memory. Repetition is a crucial aspect of learning, and when students repeatedly see the letters and words on the cards while hearing the correct pronunciation, they are more likely to remember the material. This repetitive practice through visual and auditory cues enhances students' ability to recall the material during assessments or daily lessons. The more students are exposed to the content, the stronger their memory and retention become. Furthermore, the Kartu Peraga method supports formative assessment, providing teachers with immediate feedback on each student's progress. By observing how well students identify letters, match them with images, and pronounce words, teachers can easily assess each child's understanding and make necessary adjustments to the lesson. This type of ongoing assessment is invaluable for early childhood education, as it allows teachers to provide tailored support and instruction to meet the needs of each student. It also helps identify areas where students may be struggling, enabling teachers to offer additional practice and guidance.

The interactive nature of the Kartu Peraga method also promotes collaboration among students. Working with the cards encourages peer interaction, as students can share their answers or help each other with pronunciation. This collaborative aspect fosters a sense of community in the classroom, where students feel comfortable learning together and supporting one another. Such an environment helps build positive relationships among students and creates a more cohesive learning atmosphere. In conclusion, the Kartu Peraga method has proven to be a highly effective and engaging tool for improving Quranic reading skills in young learners at RA Nurul Furqon Pasir Mulya, Kota Bogor. The method not only helps students develop a stronger understanding of Arabic letters and words but also enhances their pronunciation, retention, and engagement. By incorporating visual aids, auditory input, and interactive tasks, this approach caters to different learning styles and creates an inclusive and dynamic classroom environment. The success of **Kartu Peraga** in this setting highlights the importance of using creative and innovative teaching methods to support early learners in their Quranic education.

Conclusion

The use of flashcards as an innovative media tool significantly improved the Quranic reading skills of the students in Group A at RA Nurul Furqon, Pasir Mulya, Bogor. The interactive nature of the flashcards facilitated active learning, enabling students to enhance their recognition of Arabic letters, improve pronunciation, and gain fluency in reading simple Quranic words and phrases. The flashcard-based activities not only fostered greater engagement among students but also helped build their confidence in reading aloud. Overall, the findings suggest that flashcards can be a highly effective tool for promoting Quranic literacy in young learners, offering a fun and engaging way to teach foundational reading skills. Furthermore, while the study highlighted the effectiveness of flashcards, it also underscored the importance of the teacher's role in guiding the learning process. Teachers' ability to adapt activities, provide personalized support, and maintain student engagement were key factors contributing to the success of the method. This study demonstrates that integrating innovative media tools like flashcards into early Quranic education can enhance students' learning experiences, improve their literacy skills, and foster a deeper connection to the material. Future research could further explore the potential of such media tools in other areas of early childhood religious education.

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