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The Innovation of Using Flashcards in Increasing Effectiveness of Teaching Method Through the Assistance of Hijaiah Recognition Program at Matabubu Subdistrict

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Abstract: Matabubu Subdistrict is a subdistrict located in Poasia District, Kendari City, Southeast Sulawesi which has the problem of low ability to recognize Hijaiah among children who are at the age of golden age. An unattractive teaching system and inappropriate use of media and lack of attention from parents cause children's low enthusiasm in learning to recognize Hijaiah. Therefore, it is very important in providing fun teaching Hijaiah for children in Matabubu Subdistrict, especially Lamasa Street by using audio-assisted flashcards media. This program aims to create fun learning activities and create an interactive social environment for children. The method used in this program is ATC (Assistance, Teaching, and Consultation) through a combination of playing and learning. Assistance is carried out to stimulate children to be more enthusiastic, teaching activities in recognizing Hijaiah, and involving parents in the consultation room to find out the children's development. The results of the program within a period of 3 (three) months for 16 meetings showed that children were very responsive to flashcards. The results of the program evaluation showed a success rate of 85.2%, namely the achievement of children's success in mastering amaliyah content consisting of amaliyah practices, prophet stories, and memorizing daily prayers of 80.8%, while the achievement of children's success in recognizing Hijaiah was 89.6%. The program is equipped with a program implementation guidebook that has an ISBN 978-623-91098-9-9.

Keywords: Flashcards, Golden Age, Hijaiah, Matabubu Subdistrict, ATC method

1. Preliminary

Early age is the most effective time in human life to develop the various potentials of children (Uce, 2017). The age of 0-8 years is the phase of early childhood with high curiosity (Syahrizal, 2021), and it needs good support in the learning process. This phase is also known as the golden age, which is the phase when children are easy to accept stimuli, so that good education will be able to make children better. The development of the first 4 (four) years of children will affect the development of children for the next 14 years, especially the characters formed (Fasli, 2002).

Islamic religious education is very important to build a good character for children. The urgency of religious education (spiritual quotient) for early childhood is able to function effectively intellectual intelligence, emotional intelligence and spiritual intelligence. There are the highest intelligence (Sukidi, 2004). Therefore, providing Islamic education is very important. Changing and straightening aqidah really needs to

be done in different ways, such as is playing while learning about basic Islamic education through games (Mustofa, 2018). If the existing culture contains a set of beliefs that can protect children's development then the parenting values obtained by parents have a tendency to have a positive impact on children's development, and so does it (Brooks, 2011).

In the Matabubu Subdistrict which is located in Poasia District, Kendari City, Southeast Sulawesi Province. It has an area of 6.50 km² (Soares, 2013) with a total population of 1,489 people (BPN, 2020). It has 3 (three) mosques, 1 (one) *pesantren* and 1 (one) *TPQ* as a facility in learning *Al-Qur'an*. Lamasa Street is an area with a population of around 45% of the total number of people. Matabubu Subdistrict is aspired by religious leaders will become *Al-Qur'an* Subdistrict (Primary Data, 2021). This is supported by the existence of Islamic boarding schools which have been established since 2010. However, the role of it has not been able to reach the entire community. Moreover, the non-conducive *TPQ* environment does not support learning *Al-Qur'an*. It is caused of the mindset and behavior that contradicts between religion and their daily life as a human. Therefore, it cannot be changed in a short time, and it affects the development

of children. However, the role of *TPQ* is very potential to minimize this at that *TPQ* is a non-formal education institution desired and reaching the community also has a big influence on the growth of religious education in the local community (Haji, 2015).

Children in this subdistrict have problems in *Al-Qur'an* education. In fact, reading *Al-Qur'an* is an obligation for Muslims due to *Al-Qur'an* is a guideline that must be implemented in everyday life (Suhati, 2014). Children need to be taught to read the *Al-Qur'an* as early as possible, because if it is not started as early as possible it will make it difficult for them. The children are not familiar with the *Hijaiah*, because in this subdistrict there is still a shortage of teaching resources, the lack of enthusiasm for the children, the absence of consistency in learning the *Al-Qur'an*, the lack of religious knowledge of parents and a rigid religious learning system and inappropriate use of media. Children aged 2-8 years still find it difficult to pronounce, show and distinguish *Hijaiah*. Moreover the ineffective contribution of parents at home is quite worrying. According to Syahrizal (2021) explained that the trigger for difficulties in recognizing *Hijaiah* was the lack of proper use of media. In this study, it was explained that the media is going to be a communication relation between teachers and

students. According to him, without the media, communication cannot take place optimally. This was also stated by Prasetyorini (2020) that the use of inappropriate media can affect children's motivation in learning. The media used in learning are generally divided into three types, namely audiotive media that utilizes sound media, visual media that utilizes images, and audio-visual media that utilizes sound and image media (Febrita, 2019). Therefore, it is very important to introduce *Hijaiah* and provide insight into Islamic values for children on Lamasa Street, Matabubu Subdistrict through audio-assisted flashcards media.

The advantages of the flashcards program are from the ATC (Assistance, Teaching, and Consultation) method including illustrated flashcards media as Herlina (2018) that children who learn to recognize *Hijaiah* with picture cards are very enthusiastic, and they are also assisted by audio as Ana (2018) that children's cognitive development can improve with audio. Flashcards is a two sided card consisting of 60 cards with various color variations as the use of color cards will affect creativity (Prasetyorini, 2020). Flashcards has the principle of playing as well as learning. This principle was formed because of the needs of children, namely playing, but the boundaries that children need to know need to be carried out through education, especially the cultivation of values in *Islam*. Children's learning curriculum through the ATC method are contained in game cards so that children repeat their learning, and they will be more fun in applying it in everyday life.

This program aims to create a fun and interactive place for teaching the *Al-Qur'an*. In particular, the purpose of this program is to build a strong foundation for *TPQ Al-Amin's* children in recognizing *Hijaiah* using flashcards media and applying the right method with the support of *TPQ Al-Amin's* parents and teachers. The resulting output is the effectiveness of children's learning achievements in recognizing *Hijaiah* and *amaliyah* content which includes memorizing daily prayers, *amaliyah* practices, prophet stories and basic Islamic knowledge and learning outcomes not only in cognitive aspects but also psychomotor as shown by social conditions.

2. Research Methods

A. Implementation Time and Place

The implementation of the program lasted for 3 (three) months, namely June-August 2021 with 16 meetings, taking place at the residence of the head of the Lamasa

Street, Matabubu Subdistrict, Kendari, Southeast Sulawesi with 20 participants.

B. Program Instruments

The instruments used during the implementation of the program consisted of audio-assisted flashcards, *iqro*, whiteboards, props of the story of the prophet, writing tools, learning curriculum, attendance, assessment sheets, *Al-Qur'an* table, laptop, x-banner, and *HVS* paper.

C. Program Implementation

The implementation of the flashcards program consists of several stages, including the following.

1. Program Preparation

The preparatory stage is carried out in May and lasts for 1 (one) month. In the preparatory stage, it is carried out with internal member meetings and consultations with accompanying lecturers as well as religious education experts and psychologists in the context of: 1) planning concepts and developing ideas; 2) communicating with partners related to program implementation; 3) regulating the division of labor; 4) preparing learning tools; 5) making and testing flashcards instruments; and 6) providing game guide books.

2. Program Implementation

The program will be implemented in June-August 2021 and lasts for 16 meetings. In this stage, a series of activities are carried out, namely as follows (Suharyana, 2016).

1) Socialization

This activity includes an introduction to the flashcards program as a tool for recognizing *Hijaiah* for learning to read and showing and distinguishing the sounds of the *Hijaiah*.

2) Assistance

This activity is carried out by teaching groups that depart from the needs and abilities on the basis of interactions from, by, and for members in groups as well as solidarity between groups in order to improve their welfare. Assistance consists of:

- a) The practice of *amaliyah* is directing children to know the *adab* of the *Al-Qur'an*, performing ablution, the pillars of *Islam* with each practice made in a singing model;
- b) The story of the prophet is to tell some of the journeys of the prophets; and

- c) Memorizing daily prayers such as studying prayers, going out of the house, getting used to answering and greetings.

3) Teaching

This activity is carried out by forming a study group that is guided directly by the facilitator. This study group consists of the initial and advanced groups. The initial group is a group that will be new to the *Hijaiah*. The advanced group is a group that already knows the *Hijaiah* but still does not distinguish the shape of the letters and the makhraj of the *Hijaiah*. Teaching consists of:

- a) The introduction to the preamble from the companion either introduces himself or explains some of the things that will be done;
- b) Overview/introduction to introduce *Hijaiah* by reading the *Al-Qur'an* and based on flashcards as supporting media; and
- c) Learning while playing/cheerful zone to direct children to play using flashcards in recognizing *Hijaiah* as the proper card game method with reference to the song '*alif, ba, ta'*'.

4) Consultation

This activity is carried out by listening to the problems faced by the community (parents) in implementing the introduction of *Hijaiah* both before and after using the flashcards.

5) Monitoring and Evaluation

This activity is carried out to see the progress of program participants in the assessment book and the results of the consultation.

6) Closing

This activity is carried out after all ATC activities have been carried out and coupled with carrying out children's activities, namely coloring, quick intelligence, practice of *amaliyah* (prayer movements, ablution procedures, and memorizing daily prayers).

3. Program Sustainability

1) Training of Trainers

This activity is a form of activity expansion by inviting teaching staff to participate in implementing and planning programs.

2) Expansion of Activities

This activity is a form of recruitment of volunteers, guidebook for implementing ISBN programs, and expansion activities in the FIM Kendari Study Room.

Table 1. Program Implementation Stages

Activity	Activity Goals and Results
Program preparation (May 2021)	There are concepts and the development of ideas, communication with partners regarding program implementation, division of labor, ready learning tools, audio-assisted flashcards, and game guidebooks.
Program implementation (June-August 2021 for 16 meetings)	<p>Socialization, so that parents entrust their children to participate in the program and are motivated to guide their children to study at home.</p> <p>Accompaniment, so that children apply prayer and practice of <i>amaliyah</i> in daily life and imitate the characteristics of the prophet.</p> <p>Teaching, so that children recognize the <i>Hijaiah</i>.</p> <p>Consultation, so that parents are involved in children's education and there are innovations in new activities that can support the implementation of the program in the future.</p> <p>Monitoring and Evaluation, so that children can be reviewed for changes in both social and knowledge and there are solutions to problems that arise after running the program.</p> <p>Closing, so that children and parents feel achievement (a form of appreciation) after participating in the program.</p>
Program sustainability (August-September 2021)	<p>Training of Trainers, so that there is regeneration to keep the program going.</p> <p>Activity Expansion, so that the benefits of the program can be known by the wider community, especially <i>TPQ</i> with similar problems have references to make variations in learning and use the right media.</p>

3. Results and Discussion

A. Regional Government Data Collection of Childrens at Matabubu Subdistrict

Based on the results of interviews and discussion with local government, at 2020 the population of Matabubu Subdistrict reach 1,489 people and 45% of the total number of people which there are childrens.

B. Factors Affecting Childrens Do Not Have Enthusiasm for Learning Al-Qur'an

The facts show that Lamasa Street is an area with a Matabubu Subdistrict is aspired by religious leaders will become *Al-Qur'an* Subdistrict. This is supported by the existence of Islamic boarding schools which have been established since 2010. However, the role of it has not been able to reach the entire community. Moreover, the non-conductive *TPQ* environment does not support learning *Al-Qur'an*. This happens because of several factors that cause, namely:

First, there is the public opinion, mindset, and behavior that contradicts between religion and their daily life as a human. Therefore, it cannot be changed in a short time, and it affects the development of childrens.

Secondly, children's enthusiasm for learning *Al-Qur'an* is lower that playing. This condition also causes childrens to be inconsistent in learning *Al-Qur'an* and only interested in the beginning of learning *Al-Qur'an*.

Third, there are concerns from parents that their childrens are not developing because they often play instead of studying.

C. The Strategy so that Childrens at Matabubu Subdistrict Get Religious Education from an Early Age

First, *TPQ* is a non-formal education institution desired and reaching the community also has a big influence on the growth of religious education in the local community. The role of *TPQ* is very potential to minimize the public opinion, mindset, and behavior that contradicts between religion and their daily life as a human. The strategy is to: (1) provide socialization to parents so that they can take an active role to participate in assisting children to learn; (2) reactivate religious activities at *TPQ*; (3) utilize local youth as teaching staff; (4) familiarize children to apply Islamic's *adab* in their daily life and are monitored by their parents at home.

Secondly, to increase enthusiasm, maintain children's consistency, and increase children's interest in learning *Al-Qur'an* every day, the ATC (Assistance, Teaching, and Consultation) method through a combination of playing and learning with the help of flashcards is used. Assistance is carried out to stimulate children to be more enthusiastic, teaching activities in recognizing *Hijaiah*, and involving parents in the consultation room to find out the children's development. In addition, the correlation between the use of flashcards and the ATC method that is applied is an innovation idea to increase effectiveness in learning *Al-Qur'an*.

Flashcards are illustrated media that help childrens learn about *Hijaiah* and are also assisted by audio, so that children's cognitive development can increase. Flashcards are double-sided cards consisting of 60 cards with various color variations because the use of color cards will affect creativity. Flashcards have the principle of playing as well as learning. This principle is formed because of the needs of children, namely playing, but the limitations that children need

to know need to be carried out through education, especially the cultivation of values in Islam. Children's learning curriculum through the ATC method is contained in game cards so that children repeat their learning together at home.

Third, parents' concerns about their children are overcome by involving parents as stated in the ACT method, namely in the consultation room. In addition, the innovation of flashcards is designed to be used to play in groups, so parents can be actively involved in children's learning.

D. Achievement of Program Targets

The flashcards program which was carried out on Lamasa Street, Matabubu Subdistrict, Kendari City, Southeast Sulawesi Province was able to run well according to the targets scheduled in the timeline. The targets of the flashcards program activities carried out on Lamasa Street, Matabubu Subdistrict are: (1) jobdesk distribution; (2) preparation of learning tools; (3) audio-assisted flashcards creation; (4) instrument testing; (5) flashcards game guide book; (6) licensing with related parties; (7) socialization; (8) pre-test; (9) implementation of ATC (Assistance, Teaching, and Consultation); (10) post-test; (11) monitoring and evaluation; and (12) training of trainers. Some of the activities carried out during the program can be seen in Figure 1.



Figure 1. Several flashcards program activities at *TPQ Al-Amin*: (a) socialization; (b) assistance; (c) teaching; (d) consultation; (e) MONEV (Monitoring and Evaluation), and closing; (f) training of trainers; and (g) audio assisted flashcards.

During the program, there was a significant change in the children, especially in the indicators of achievement of the expected outcomes of the program. The total success of the introduction of *Hijaiah* to *TPQ Al-Amin* children which was carried out for 16 meetings with a duration of 3 (three) months through the mentoring program experienced significant development in 2 (two) program output components, namely the introduction of *Hijaiah* and amaliyah

content that covering practice of amaliyah, memorizing daily prayers, and stories of the prophet with success up to 85.2%. The most significant change is in the output of amaliyah content, from 13.3% to 80.8%. This is because in providing amaliyah content which consists of prayer practices, ablution practices, memorizing daily prayers was given by varying it into songs and included in the flashcards game, while the introduction to the stories of the prophets was given using hand puppet properties. In addition, the introduction of *Hijaiah* also gave a significant change, namely from 55.4% to 89.6%. This is because the introduction of *Hijaiah* is not only through recitation activities but together with the use of flashcards media innovations so that children are easier, faster to understand and have strong memory.

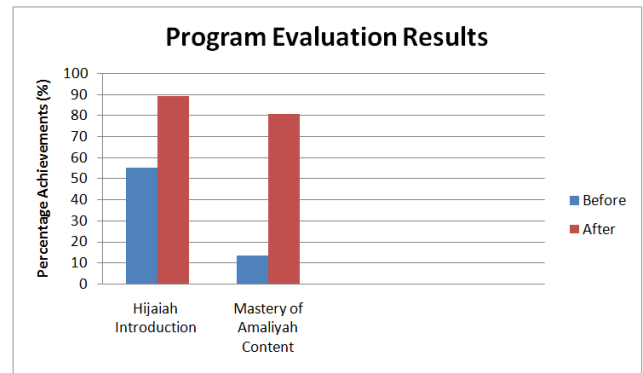


Figure 2. Program Evaluation Results

E. Program Expansion

The expansion of the flashcards program is carried out through expansion activities and media publications. The publications of activities that have been carried out are as follows.



Figure 3. Several flashcards program expansion activities at *TPQ Al-Amin*: (a) interview by Kendari Info; (b) sharing excitement by PKM Dikti; (c) news articles on the Kendari Info website; (d) expansion

activities at the FIM Kendari Study Room; and (e) expansion of activities through live instagram @matabubu.flashcards.

a. Media Mass

- 1) Kendari Info, Eradicating *Al-Qur'an* Illiteracy, UHO PKM Group Creates Flashcards Innovation, 07 June 2021.
- 2) PKM Dikti, Sharing the Excitement of Implementing PKM 2021, 20 June 2021.
- 3) Kendari Info, Eradicating *Al-Qur'an* Illiteracy, UHO PKM Group Creates Flashcards Innovation, 11 June 2021.
- 4) Expansion of activities through live instagram @matabubu.flashcards, 16 June, 27 June, 04 July, 11 July, 18 July 2021.

b. Activity Expansion

- 1) Guidebook for Program Implementation with ISBN and publisher UHO Press in September 2021.
- 2) Volunteer recruitment is 1 (one) person from FIM Kendari, 08 August 2021.
- 3) *Training of trainers* to the teachers of *TPQ Al-Amin*, 11 August and 23 August 2021.
- 4) Expansion activities at the FIM Kendari Study Room, 27 August 2021.

F. Sustainability Potential

Based on the field of education, the flashcards program plays a major role in the advancement of education, especially *Al-Qur'an* education. The results achieved that the ATC (Assistance, Teaching, and Consutation) and flashcards media can become religious education programs from an early age, character education even with further research can also be used for elementary school education, especially in *balistung* consists of reading, writing, and counting which has many positive impacts for students or children. The media that is packaged in the form of games has the potential to be developed in collaboration with educational institutions for facilities to support the learning process after obtaining a patent. Collaborative partners that have been established are UHO Press as a publisher and printer of program implementation manuals, wood craftsmen, and printers as audio-assisted flashcards media printers.

4. Conclusion

ATC method using audio-assisted flashcards media is a learning model solution for early childhood

in improving knowledge and skills of Islamic religious education by covering aspects of cognitive and psychomotor. Flashcards are applicable so that they create pleasurable spiritual activities. This program has succeeded in increasing the achievement of the introduction of *Hijaiah* and mastery of amaliyah content in *TPQ Al-Amin* children is up to 85.2% with the implementation of activities already implemented 100%. Flashcards program has expansion opportunities and potential sustainability through collaboration with various parties both communities, student organizations as well as the community and youth of *Al-Amin's* Mosque.

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