

Development of Tahfidz Learning Method Selected Letters with Flash-Qu Media (*Qur'an Flashcard*)

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Abstract

The education provided in mi survivors of media use using student presentations and package books using a talk method without variation and using less of the media use in explaining the lesson materials. This can lower students' interest in learning, students become less enthusiastic so that materials presented less understood need a medium capable of attracting and enthusiastic students in the process of learning in order to reproduce the material presented so that the results can increase. One of the media that is capable of attracting and enthusiastic students to the right process for learning to increase focus and can understand material that is presented is the it lash card of the media flash card visa medium that contains a simple media study material that is very easy to create, doesn't require special skill, so anyone can create it. Flash card understanding according to Azhar Arsyad (2011:119) flash card is a small card with a reminder picture, text, or symbol mark for leading students to something related to the picture. Flash-Qu method employed for learning Tahfidz Juz 30, focusing on enhancing children's memory retention. The use of these Flash-Qu is motivated by the friendly nature of the media, specifically designed for children, especially those in primary school, aiming to provide a perception to children that memorization is not difficult but enjoyable. With these Flash-Qu, children can master each verse of selected surahs, not only the recitation but also the verse number and its meaning. The use of Flash-Qu can sharpen children's memory due to the inclusion of illustrations, making it an engaging tool for both memorization and revisiting the memorized content.

Introduction

Learning methods are very influential on whether or not the knowledge is complete or not. Learning methods are an important component of learning interactions. So that every educator is always faced with the challenge of how the method will be used in order to achieve the learning that has been set. Learning activities lead students to have the potential to master the expected competencies. Thus, learning activities need to produce goals to develop learners, create pleasant conditions, have a content of values, ethics, aesthetics, and kinestics. Learning is a complex process that involves various factors, one of which is learning media. Learning media is anything that can be used to convey learning messages to students. Effective learning media can help students to better understand the learning material.

The Qur'an is the word of Allah which is the reference of our Aqedah. Absolutely, the Quran is the most glorious and noble saying. It is mentioned in that the Qur'an contains a lot of goodness and knowledge. All knowledge and goodness can all be taken and referenced from the Qur'an.

The Qur'an learning method is a system adopted by teachers in the implementation of deep Qur'an learning activities. This method aims to enable students to read, memorize, and study the Qur'an properly and correctly according to the rules of tajweed reading. The objectives of the diantaraya learning method are:

- a. Provide provisions to teachers so that they can provide learning correctly according to the rules that apply to the science of tajweed.
- b. Provide provisions to teachers so that they can guide students in learning the Qur'an, both in terms of pronunciation, makharijul letters, and tajweed.
- c. Provide overview and direction to teachers in creating and implementing effective and efficient learning strategies.

Therefore, a teacher in addition to having and mastering the above competencies, they are also required to have cognitive skills and creativity in carrying out their duties. Because not a few students have low motivation in learning the Qur'an.

And in many Qur'anic studies, students are not only led to be able to understand the correct way to read, but also in terms of memorizing selected letters. But not a few obstacles that occur in this such as the difficulty of students in applying memorization in their memory. However, the success of a learning is strongly influenced by the strategy and creativity of educators in the use of selected methods and media, thus making students feel comfortable in the learning process. Educators must be able to create innovative new media to facilitate the achievement of the learning process and

improve students' memory skills in memorizing the Qur'an such as *flash card* media that we call *Flash-Qu*, which is expected to increase student enthusiasm in memorizing and remembering selected letters.

Flashcard or *Flash-Qu* is one of the strategies or innovations to learning methods with *multiple intelligence* as a medium used in learning activities. *Flash-Qu* is a learning medium with card games that can be used in memorizing selected letters in the Qur'an.

Research Methods

This study used Lewin's Classroom Action Research which used spiral steps of four components and separated into two cycles. The four component steps are planning, action, observation, and reflection.[3] In this classroom action research project, teachers take on the role of researchers. Teachers are actively involved in this learning starting from planning to action, observation, to reflection. Making it easier for students to memorize selected letters in the Quran is the main objective of this action research. The students who will use the learning come from various socioeconomic backgrounds and show various patterns of thinking depending on their individual abilities. Due to the fact that not all shiva can easily memorize by simply reading and repeating, but there are also those who are easier to memorize using the game.

Discussion

Multiple intelligence

Howard Gardner described intelligence as the ability to solve problems and create products in a variety of real-life contexts and situations. Meanwhile, the term "Multiple" in this context has a double or multiple meaning, as in the terms "lowest common multiple" or "multiple choice". In the context of "multiple intelligences", the term refers to a diverse dimension of intelligence. Howard Gardner defines multiple intelligences as the ability to solve problems, obtain specific answers, and learn new material quickly and efficiently. The concept of multiple intelligences is an evaluative approach that observes descriptively how a person uses his intelligence to solve problems and produce work.

From this definition, it can be concluded that multiple intelligences is a theory of intelligence developed by Howard Gardner. The theory explains that each individual has intelligence tendencies in nine forms, including linguistic, mathematical-logical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalist, and existential intelligence. This intelligence is used by individuals to solve problems in everyday life and create something that has value. In addition, Gardner also interpreted intelligence as the potential of biopsychology to process specific information in a certain way. In its concept, intelligence includes the ability to solve the problem at hand, the ability to formulate new problems that need to be solved, and the ability to create or do something useful in everyday life.

Learning with *multiple intelligence* is based on active learning. More than just providing information, involving students in the learning process requires a variety of approaches. Research proves that school-age children learn from pictures. Brain experts say that 65% of children are visual learners. Visual information is received by the brain 65,000 times faster than using text. By teaching using a Visual Spatial Intelligence approach, the input process can take place in the posterior lobe. Right hemisphere, occipital lobe and posterior part of right hemisphere. The occipital lobe is associated with vision.

Media Flashcard (Flash-Qu)

One of the learning that can be used for visual spatial learning is Learning with *flashcards*. Flashcards are called learning cards in Indonesian. This strategy can be used playfully. The game can be used for any field of study or learning theme. Flashcards are used by teachers as a learning medium for gaming activities. Students complete activities using *flashcards* as directed by the teacher. Learning activities using *flashcards* make it easier for students to understand topics that may seem complicated. Using pictures to learn helps students remember them. The strategy of using flashcards should be adjusted and grouped based on the theme you create. In addition, the size of the flashcard *must also be able to accommodate* flashcards that *have embedded images so that the flashcard looks clear*.

Here are the steps to implement the Alamsyah flash card strategy.

- a. Teacher makes *flashcards* from scrap materials
- b. *Qu-flashcards* are made of cardboard for added strength, but can also be made of cardboard.
- c. Flashcard photos are printed in color to make them look more attractive.
- d. Before the game starts, the teacher first explains the technical details and rules of the game.
- e. Student learning activities looking for flashcard pairs are carried out without audio. However, it runs on certain code. If students correctly match pairs of *flashcards*, they will brandish the code.

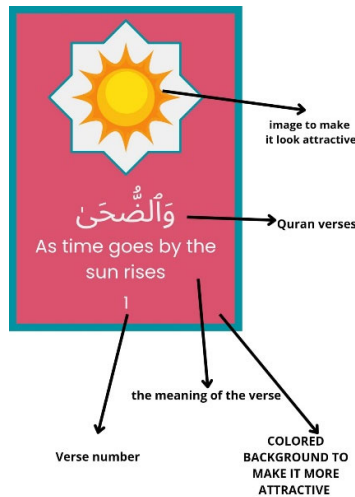


Figure 1.0 Flash-Qu Design Description

Learning strategies *flashcard* It is often used in early childhood. Assessment of student learning using this strategy is classified as performance assessment. Because performance appraisal focuses on business processes, rubrics are used for evaluation mechanisms.

Application of *Flash-Qu* Media in Surat Ad-Dhuha

Thus, from the description above, the determination of flashcard media in learning tahfidz selected letters, especially in Surat Ad-Dhuha, is effectively used. The application of interesting pictures according to the verse will make it easier for students to remember the verses. On the implementation related to Surat Ad-Dhuha. Before using *Qu-flash* media in learning Surat Ad-Dhuha, teachers use a *pretest* first which aims to find out the extent of students' abilities in learning and understand what things affect students in learning, both disadvantages and advantages.

After seeing the students' pretest results, they continued with simulations using *flash-Qu* related to the memorization of Surat Ad-Dhuha. Not only that, the teacher also explains what Surat Ad-Dhuha is, how to write, how to pronounce well and correctly, and then taught how to memorize using media *flash-Qu* that has been prepared. After the memorization is done, using *flash-Qu* then The last step taken by the teacher is to do a post-test, so that it can measure the results before and after using the media *flash-Qu*.



Figure 2.0 Digital Flash-Qu Display of Surat Ad-Dhuha

Benefits of the *Flashcard Method*

In practice, this *flashcard* method has several benefits including:

- a. Improve student memory. The flashcard method can help students to remember learning material more easily. This is because the flashcard method uses repetition techniques that can help students to strengthen their memory.
- b. Increase student motivation to learn. The flashcard method can make learning more interesting and fun for students. This is because the flashcard method uses images or words that are interesting for students to see and read. Increase student learning activities.
- c. The flashcard method can encourage students to be active in the learning process. This is because the flashcard method requires students to be directly involved in learning activities.

Conclusion

Learning media is one of the important components that must be present in teaching and learning activities. With the existence of learning media, something that will be conveyed by a teacher to his students will be easier to convey. The more creative and diverse the learning media, the easier it will be to achieve the goals of a learning considering the conditions of students who have various kinds of socioeconomic backgrounds and different thinking patterns depending on their respective abilities. Therefore, the creativity of educators in the use of learning methods and media is very influential in delivering knowledge to their students.

Therefore, the learning we use is by combining learning and playing. We use *flashcards (Flash-Qu)* as a medium in memorizing letters in the Quran, especially juz 30. The application of interesting pictures according to the verse will make it easier for students to memorize the verse. In addition, with *flashcards (Flash-Qu)* teachers can also explain about memorized letters, how to write, and how to pronounce well and correctly so that with this media there are many aspects that can be conveyed to students.

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