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Flashcard-Based Interactive Learning Media to Increase Students' Interest in Learning Arabic Class IV MIS Hamzawanwadi

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ABSTRACT

Research Objectives: This study examines the influence of flashcard-based interactive learning media on the interest of Arabic learning of fourth-grade students at MIS Hamzanwadi. Bima City, NTB in overcoming the low involvement, attention, and participation of students caused by monotonous teaching methods.

Methodology: This study uses quantitative research with data collection techniques using observation, interviews, questionnaires, and documentation. Furthermore, the research subject is focused on fourth grade students of MIS Hamzanwadi, Bima City, NTB.

Key Findings: The observation results showed that students' scores increased from 64 (59.25%) before the use of media to 105 (97.22%) afterwards. The results of the questionnaire showed a significant increase in interest in learning, from a score of 205 (42.71%, adequate category) to 423 (88.13%, excellent category). These findings showed that flashcard-based media significantly increased students' attention, activeness, enthusiasm, and overall interest in learning Arabic.

Novelty/Originality of this study: This research has a novelty from previous studies, as it provides empirical evidence on the use of visual-interactive flashcards to overcome student boredom in basic Arabic language learning. This research offers a practical and innovative solution for the teaching of foreign languages in Madrasah Ibtidaiyah/primary education.

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1. INTRODUCTION

Education is a systematic process that aims to develop students' potential to have adequate spiritual, intellectual, and social skills. In the context of learning in elementary schools and Madrasah Ibtidaiyah, the success of the learning process is not only measured by the extent to which students master academic material, but also by the increase in students' interest in learning which acts as the main determining factor [1]. Learning interest has a vital role as an internal driving force that influences students' active involvement in the entire set of teaching and learning activities. Students who have a consistently high interest in learning will show deeper focus, strong enthusiasm, and much better absorption of the subject matter delivered by educators [2].

However, in reality, Arabic learning at the Madrasah Ibtidaiyah level often faces various pedagogical obstacles, such as limited variety of methods and lack of use of innovative learning media by teachers [3]. The learning pattern that is still conventional and teacher-centered has an impact on student activity and low motivation

to learn. Arabic in Indonesia for the majority of students in Indonesia is still considered a foreign language, so Arabic needs an interesting, visual, and contextual learning approach so that the construction of meaning is easy to understand, especially at the basic education stage [4]. Learning dominated by monotonous lecture and vocabulary memorization methods (mufrodat) without the support of visual aids results in students quickly feeling bored, experiencing focus disorientation, and difficulty visualizing the concepts of the language learned [5].

From the perspective of developmental psychology, students in the concrete operational phase (ages 7–11 years) cognitively need a visual bridge to transform abstract material into concrete concepts [6, p. 128]. Therefore, the integration of interactive learning media is a very relevant strategic solution. This is in line with learning theory that emphasizes that visual-based media is able to clarify the delivery of academic messages so that it is easier for students to assimilate the material [7]. One of the learning media that is effective, adaptive, but simple to implement is flashcards. Visual stimulation through the combination of images, colors, and text on flashcards has been shown to attract attention, improve focus, and strengthen students' memory through distanced repetition techniques. When packaged interactively through the group play method, this medium is able to create a fun learning atmosphere. The use of flashcards is ideal for learning Arabic at the elementary level that emphasizes vocabulary mastery (mufrodat) as the main basis of language skills [8].

A number of previous studies have shown that the use of visual media and flashcards has a positive contribution to language learning, especially in vocabulary mastery. Previous research has shown that the use of flash card media has a significant effect on students' mastery of Arabic vocabulary. Research on 1st grade students of MDTA Muhammadiyah Bayur with design One Group Pretest-Posttest Against 13 students, it showed an increase in average scores from 58.46 to 82.31. Test Paired Sample T-Test resulting in a significance of 0.000 < 0.05, so that flash cards have been shown to be effective in improving students' understanding, memory, and involvement in learning Arabic vocabulary [9].

Similar findings were shown by fitriah [10] in grade XI students of MAN 19 Jakarta to examine the improvement of mastery *Mufradat* through Direct Method assisted by Flash Card. The research focuses on the application of the combination of Direct Method and Flash Card through PTK, so it has not specifically tested the effect of using Flash Cards as an independent learning medium on vocabulary mastery. Research by Izzah & Rahmawati [11] also shows that flashcards are effective on vocabulary mastery as learning outcomes measured through the ability to recognize, understand, and remember *Mufradat* with design Pretest-Posttest.

More recent research on flashcards also shows that the media remains relevant in the context of Islamic basic education. Research by Septi Andestri [12], the focus of this research is to improve the learning outcomes of Lampung language for grade 3 students of SD Negeri 83 Krui Pesisir Barat Lampung with the application of the Numbered Head Together (NHT) Learning Model assisted by Flash card Media with the type of Classroom Action research [12]. Thus, previous research in general has provided evidence that flashcards can support students' vocabulary mastery, motivation, and engagement.

However, there is a research gap that can still be studied. Some previous research was more oriented towards learning outcomes or vocabulary mastery, while the aspect of learning interest as a student's psychological response has not always been the main variable. In addition, research on Arabic flashcards is mostly conducted at the MTs, MA, Islamic boarding schools, or different learning contexts, while the application of interactive flashcard media in grade IV students of Madrasah Ibtidaiyah still requires more contextual empirical evidence. This study seeks to fill this gap by focusing on changes in the learning interests of elementary school students through the use of flashcards combined with interactive activities, such as matching pictures and vocabulary, group games, questions and answers, and pronunciation exercises.

The novelty of this research lies in three aspects. First, the research positions learning interest as the main focus, not solely vocabulary mastery or academic test results. Second, flashcards are not used only as memorization cards, but are implemented as interactive learning media through games, group activities, questions and answers, visual observation, and pronunciation practices. Third, the research was conducted in the context of fourth grade students of MIS Hamzanwadi Bima City, thus producing specific empirical evidence regarding the application of visual-interactive media in Arabic language learning at the Madrasah Ibtidaiyah level. This novelty expands on previous research that generally tested the effectiveness of flashcards on vocabulary mastery. This research relates the use of flashcard media to the affective dimension of learning, especially student interest, attention, enthusiasm, and involvement. Therefore, this research provides a practical contribution in the form of a simple media use model that is relatively easy for teachers to apply without the need for complex technological infrastructure.

2. LITERATURE REVIEW

The learning interest of students in madrasah ibtidaiyah is greatly influenced by the quality of the learning experience they obtain through the use of learning media in the classroom. Learning media plays a role as one of the important components in the learning system that functions as an intermediary to convey messages or information effectively from teachers to students [13]. Conceptually, media comes from the Latin word "*medium"* which means intermediary, where in the context of education, media is not only understood as a conventional

teaching tool, but as a strategic means that are able to create a more effective, efficient, and meaningful learning experience [14]. The use of appropriate learning media plays a direct role in stimulating students' attention, interest, thoughts, and feelings in learning activities [15]. This opinion confirms that the media has a direct correlation in awakening the internal psychological aspects of students, which is the main focus in overcoming the low activity and participation in learning Arabic subjects.

Along with the development of educational technology, the limitations of conventional media have shifted towards the use of interactive learning media. Interactive media is a cutting-edge development that not only presents information in a unidirectional way, but also allows for active two-way interaction between students and learning materials [16]. This interactive characteristic is characterized by a reciprocal relationship, where students actively respond directly to the stimuli of the material presented so that the learning atmosphere becomes more lively [17]. One form of interactive visual media that is simple but has a significant impact on elementary school students is flashcards. Etymologically, flashcards are derived from the words flash (fast) and card (card), which are designed to help students learn certain information quickly through the display of words, images, or symbols [18]. The integration of the level of interactivity in the use of flashcards, whether through group play methods or digital modifications, is an effective characteristic of interactive multimedia in determining the intensity of engagement and increasing students' motivation to learn [19].

Media use *flashcard* is carried out through systematic stages. The process begins with the teacher preparing cards that have been adjusted to the theme of the material, where in learning Arabic, *flashcard* contains visual combinations in the form of pictures equipped with vocabulary (mufradat). The teacher shows the cards one by one while modeling the correct pronunciation *Stuart O'Neill*), then students are asked to observe, listen, and imitate them classically and individually. The reinforcement stage is done by giving students the opportunity to connect pictures with the meaning of words through various educational game activities such as guessing pictures, matching vocabulary, and group Q&A to train concentration and memory. In the final stage, teachers conduct evaluations to measure the retention of students' vocabulary comprehension through simple sentence construction. This systematic step has been shown to make students more focused and motivated because they are positioned as active actors in the learning process, not just passive listeners [20].

As a teaching instrument, interactive media is flashcard-based. has a number of advantages and limitations. The main advantages of this medium include ease of implementation in the learning process, strong visual appeal to increase learning interest, efficiency in accelerating vocabulary memorization through image association, and practical and flexible nature for individual and group use [21]. These concrete visual characteristics are in harmony with the needs of elementary school students who are cognitively at the stage of concrete operational thinking [22]. However, this media has disadvantages in the form of limited material space that is only able to present brief information, is less effective in explaining complex linguistic concepts, requires extra time management in making attractive cards, and the risk of cards being easily damaged or lost if not stored correctly. These limitations require the creativity of teachers in arranging the number of cards so that they are proportional to the number of students in the class so that the use of media remains optimal [23].

Optimization of learning media is very important because learning interest is a determining psychological factor that greatly affects students' academic success. Interest is defined as a tendency of the heart that causes a person to feel interested, happy, and motivated to do an activity voluntarily. In the context of basic education, the manifestation of interest in learning is shown through interest, mindfulness during learning, high enthusiasm, and active involvement of students to understand the material [24]. Conversely, a lack of interest causes students to tend to be passive, bored easily, and lose focus. These psychological barriers often arise in learning Arabic at Madrasah Ibtidaiyah (MI). Although Arabic has a strategic role as the language of the Qur'an, hadith, and the source of Islamic teachings, it is often considered difficult and boring due to its overly restrictive approach. Teacher-centered. At the basic level in MI, the main focus of learning actually lies in the introduction of vocabulary (mufradat), simple expressions as well as correct pronunciation without the burden of complicated grammar *(qawaid)* [25]. Therefore, the application of flashcard-based interactive media is a logical and theory-based solution to meet students' visual needs, reduce boredom, and significantly increase interest in learning Arabic.

Based on the literature review, it can be synthesized that learning media has an important role in creating an interesting learning experience, especially for elementary school students who need visual stimulus and concrete learning experiences. Flashcards have characteristics that are in accordance with these needs because they are able to connect pictures, text, and vocabulary simply and can be developed through game activities, questions and answers, and group work. Previous research shows that the use of flashcards and visual media can help improve vocabulary mastery, motivation, and student involvement in learning Arabic. However, some studies place vocabulary mastery or learning outcomes as the main focus, while studies that specifically integrate flashcards with interactive activities to increase students' interest in learning at the Madrasah Ibtidaiyah level are still limited. Therefore, this study places flashcards not only as a tool to memorize *mufradat*, but as a visual-interactive medium used to build students' attention, enthusiasm, activeness, concentration, and enjoyment in learning Arabic. This position is the conceptual basis for the research to test the application of flashcard-based interactive learning media in grade IV students of MIS Hamzanwadi Bima City.

3. RESEARCH METHODS

3.1 Research design

This study uses a quantitative approach that aims to empirically test the effect of the use of flashcard-based interactive learning media on students' learning interest in learning Arabic in grade IV at MIS Hamzanwadi, Bima City. The quantitative approach was chosen because all research operational data was obtained in the form of numerical representations which were then statistically analyzed to determine the significance of the level of increase in student learning interest after intervention in the form of the use of flashcard learning media [26].

3.2 Research subjects

This research was conducted at MIS Hamzanwadi, Bima City in the even semester of the 2025/2026 school year with the research subjects focused on grade IV students. The research subjects were 12 grade IV students of MIS Hamzanwadi Bima City. The selection of subjects was based on the conditions of learning Arabic in the classroom which showed low attention, activeness, and interest in learning of students. In addition to students, subject teachers also became sources of information through interviews to obtain an overview of learning conditions and obstacles faced in the Arabic language learning process [27].

3.3 Research procedure

The research procedure was carried out through the stages of collecting data on initial conditions, the application of *flashcard media*, and the measurement of conditions after the application of media. In the initial stage, the researcher observed learning activities and identified the conditions of students' learning interests through questionnaires. Interviews with teachers and students were conducted as supporting data to obtain information about Arabic language learning problems.

The next stage is the application of flashcard-based interactive learning media. The media is used to present pictures and vocabulary (*mufradat*) in Arabic. The teacher shows the card, gives examples of pronunciation, then students observe and imitate vocabulary. The activity continues with interactive activities in the form of picture guessing games, matching vocabulary, questions and answers, and group discussions. In the final stage, students are given the opportunity to use and recall the vocabulary that has been learned. After the application of the media, observation and distribution of questionnaires were carried out again to determine changes in students' interests and involvement. Thus, the data on conditions before and after the implementation *flashcard* can be compared. The questionnaire instrument uses four response options, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) [28, pp. 6–7].

3.4 Data collection techniques

Research data was collected through observation, interviews, questionnaires, and documentation [29, p. 4]. Observation is used to observe the activities of teachers and students during the learning process. Interviews are used to obtain information about learning conditions and obstacles experienced by teachers and students. Questionnaires are used as the main instrument to measure students' learning interests, while documentation is used to complete research data in the form of photos of activities, attendance lists, and other supporting documents.

3.5 Data analysis techniques

Quantitative data was analyzed using percentage descriptive analysis. The analysis was carried out by comparing the scores obtained by students before and after the use of flashcard-based interactive learning media. The percentage of achievement was calculated based on a comparison between the score obtained and the maximum score, then the results were categorized into five categories, namely Very Good, Good, Sufficient, Poor, and Very Poor.

For observation data, scores before and after the intervention were compared to see changes in student engagement and learning implementation. Meanwhile, questionnaire data was analyzed based on the total student response score before and after the use of media. The results of the analysis were then used to describe changes in students' learning interests after the implementation of interactive learning media *flashcard* [30, p. 136]. In this study, the observation score increased from 64 (59.25%) to 105 (97.22%), while the learning interest questionnaire score increased from 205 (42.71%) to 423 (88.13%).

4 RESULTS AND DISCUSSION

4.1 The Use of Flashcard-Based Interactive Learning Media in Arabic Language Learning

Observation activities were carried out to measure the involvement of teachers and students of grade IV MIS Hamzanwadi. Bima City during the learning process before and after the media intervention was carried out. The recapitulation of the observation indicator scores is presented in Table 1.

Table 1. Results of Student and Teacher Observation Indicators

Yes	Observation Indicators	Before	After
1	The students pay attention to the teacher's explanation.	3	4
2	The students are enthusiastic to participate in learning.	2	4
3	Students actively answer questions.	3	3
4	The students dared to ask questions	2	4
5	Students focus during the learning process.	3	4
6	Students actively use flashcards in learning.	2	4
7	Students easily remember Arabic vocabulary.	3	4
8	The students are active in group discussions.	2	3
9	The students showed a sense of joy while studying.	3	4
10	The students confidently mentioned Arabic vocabulary.	3	4
11	The teacher begins the learning with greetings and prayers.	3	4
12	The teacher conveys the learning objectives.	2	4
13	Teachers motivate students.	3	4
14	The teacher connects the material to the student's experience.	3	4
15	The teacher explains the material clearly.	2	4
16	Teachers use a variety of methods.	3	4
17	Teachers use flashcard media.	2	4
18	Media used interactively	2	4
19	Teachers engage students	2	4
20	The teacher provides an opportunity to ask questions.	2	4
21	The teacher guides the students.	2	4
22	The teacher creates a pleasant atmosphere.	2	4
23	Teachers provide feedback	2	3
24	The teacher concluded the lesson.	2	4
25	The teacher gives an evaluation.	2	4
26	The teacher gave the final motivation.	2	4
27	The teacher ends the lesson.	2	4
	Total Acquisition Score	64	105

To determine the position of interest level and learning efficiency, the acquisition score is converted to a percentage using the category interval reference listed in Table 2.

Table 2. Percentage Interval and Interest Category Criteria

Yes	Percentage (%)	Categories
1	81% – 100%	Very good
2	61% – 80%	Good
3	41% – 60%	Enough
4	21% – 40%	Less
5	0% – 20%	Very less

Based on the comparison of data, a summary of the comparison of the results of the observation sheet before and after treatment is explained in Table 3.

Table 3. Recapitulation of Learning Observation Results

Words	Before Intervention	After the Intervention
Number of Indicators	27	27
Highest Score Scale	4	4
Total Maximum Score	108	108
Actual Acquisition Score	64	105
Achievement Percentage	59,25%	97,22%
Eligibility Categories	Enough	Very good

The mathematical formulation underlying the results of the calculation of the percentage of observations above is detailed through the matrix model in Table 4 and Table 5.

Table 4. Calculation of the Percentage of Previous Observational Analysis

Component Description	Operational Value / Calculation Formula
Acquisition Score (X)	64
Maximum Score ()N	108
Percentage ()P	$\left(\frac{64}{108}\right) \times 100\%$
Final Result / Category	59.25% (Sufficient)

Table 5. Calculation of the Observational Analysis Percentage After

Component Description	Operational Value / Calculation Formula
Acquisition Score ()X	105
Maximum Score ()N	108
Percentage ()P	$\left(\frac{105}{108}\right) \times 100\%$
Final Result / Category	97.22% (Excellent)

Based on the exposure of empirical data from the observation sheet, students' interest in learning before the use of flashcard-based interactive learning media only reached a percentage of 59.25% (Sufficient Category). However, after the application of this flashcard-based interactive learning modification, the performance score increased dramatically to 97.22% (Excellent Category). These findings prove that the application of learning media is able to reconstruct students' attention, activeness, enthusiasm, and confidence in completing Arabic material [26].

4.2 Analysis of Student Learning Interest Questionnaire Data

The measurement of individual learning interest was carried out by distributing questionnaires with 4 answer choices to 12 students in grade IV of MIS Hamzanwadi. Bima City. The response criteria score was assessed based on the following conditions: Strongly Agree (SS = 4), Agree (S = 3), Disagree (TS = 2), and Strongly Disagree (STS = 1). The distribution of the initial prejudice questionnaire data before treatment is shown in Table 6.

Table 6. Student Learning Interest Response Questionnaire Data Before Media Use

Yes	Questionnaire Statement Item	SS	S
1	I love learning Arabic.	1	2
2	I focus on the learning process.	1	2
3	I easily understand Arabic vocabulary.	1	1
4	I remained active during the learning process.	1	2
5	Learning Arabic is interesting to me.	1	2
6	I was motivated to take an Arabic course.	1	2
7	I challenge you to answer that teacher's question.	1	1
8	I don't get bored easily while studying.	1	2
9	I easily remember Arabic vocabulary.	1	2
10	I want to continue learning Arabic.	1	2
	Cumulative Amount	10	18

Based on the initial data accumulation, the calculation of the percentage of interest was obtained from the division of the total actual acquisition score (205) with the maximum ideal score (12 students with the highest score of 4 = 480). The initial value was . A comprehensive comparative assessment of effectiveness is presented through recapitulation in Table 7.×× $P = \left(\frac{205}{480}\right) \times 100\% = 42{,}71\%$

Table 7. Comparative Analysis of Learning Interest Survey Data

Description of the Differentiator	Prerequisites	Conditions Afterwards
Number of Statement Items	10	10
Number of Respondents ()N	12	12
Theoretical Maximum Score	480	480
Total Empirical Acquisition Score	205	423

Final Achievement Percentage	42,71%	88,13%
Category of Interest Predicate	Enough	Very good

The comparative formulation of the mathematical calculation of the percentage of the questionnaire is described through the systematic steps in Table 8 and Table 9.

Table 8. Analysis of Interest Percentage Questionnaire Before Treatment

Elements of Calculation	Mathematical Operations & Output
Actual Acquisition Score	205
Total Maximum Score	480
Percentage Formula	$P = \left(\frac{205}{480}\right) \times 100\%$
Results / Categories	42.71% (Sufficient)

Table 9. Analysis of Interest Percentage Questionnaire After Treatment

Elements of Calculation	Mathematical Operations & Output
Actual Acquisition Score	423
Total Maximum Score	480
Percentage Formula	$P = \left(\frac{423}{480}\right) \times 100\%$
Results / Categories	88.13% (Excellent)

The low initial score (42.71%) was due to the dominance of the distribution of Disagree (TS) and Strongly Disagree (STS) options due to conventional classroom conditions, where students felt bored due to difficulty in pronouncing vocabulary without assistance [27]. To restore this interest, classroom improvement measures were carried out by applying interactive flashcard media. Post-action data are shown in Table 10.

Table 10. Questionnaire Data on Students' Learning Interest Response After Media Use

Yes	Questionnaire Statement Item	SS	S
1	I love learning Arabic using flashcards.	7	5
2	Flashcards make me more focused while studying.	6	6
3	I understand Arabic vocabulary more easily.	8	4
4	I am more active when the learning process takes place.	5	7
5	Flashcards make learning more interesting.	7	5
6	I was motivated to take an Arabic course.	6	6
7	I challenge you to answer that teacher's question.	5	6
8	I don't get bored easily while studying.	6	5
9	I easily remember Arabic vocabulary.	7	5
10	I want to learn Arabic again using a flashcard.	8	4
	Cumulative Amount	65	53

Based on the compilation of Table 10, the final score jumped quickly to 423, resulting in an interest eligibility percentage of 88.13%. According to standard criteria, this figure placed the final results of the study in the category of Excellent. The shift in the majority of students' responses towards the Strongly Agree (SS) and Agree (S) choices showed that interactive flashcard media interventions were successful in stimulating positive emotional aspects, maintaining attention, and encouraging comprehensive student engagement [28].

Comparatively, the integration of flashcard-based interactive learning media has succeeded in significantly increasing interest in learning Arabic. The increase in the achievement of the psychological parameters of interest from 42.71% (Adequate) skyrocketing to 88.13% (Excellent)—is strong evidence of the superiority of this media. The change in quantitative numbers is linear with the transformation of real behavior in the classroom. Grade IV students of MIS Hamzanwadi Bima City became much more adaptive, responsive to questions asked, orderly in discussing, and enthusiastic in demonstrating the pronunciation of mufrodat cards. This is in line with the theoretical basis that states that the fundamental indicators of interest in learning are characterized by fun, voluntary concentration, and active involvement throughout learning activities.

The application of this media is able to break the monotony of conventional methods. Through the visualization of messages in the form of a combination of color images and concise text, this media effectively stimulates the child's cognitive emotions to digest information without the stress of boring memory load. This condition verifies the truth of the scientific postulate that the main essence of learning media is its function as a reliable distributor of instructional messages in stimulating the subject's attention, interest, thoughts, and feelings to achieve the target of maximum learning effectiveness [31].

Before application flashcard , classroom dynamics are trapped in sub-ideal conditions. Educators spend more time with one-way lectures, which fuels passivity and encourages children to distract themselves by chatting with peers. This phenomenon of learning disorientation reinforces previous theoretical findings that the limitations of visualization and the lack of concrete teaching aids in the learning process will obscure the clarity of the material, reduce concentration, and distance the meaning of knowledge from students' understanding [32].

Through the transition to the use of flashcards, the learning climate has changed to student-centered. The role of educators has successfully shifted from simply delivering oral instructional materials (Knowledge transfer) to be a dynamic facilitator [33]. This pattern of two-way relationships is particularly relevant to Lev Vygotsky's theory of social interaction, which emphasizes that mastery of new concepts of thinking will develop optimally through interactive social communication in which the teacher acts as a provider Stimulus Assistance (scaffolding) gradually until the child is able to be independent [34].

In addition, the tendency of elementary school-age students to match picture cards is closely related to their phase of biological development. In the age range of 7 to 11 years, children are in a concrete operational period. Referring to Jean Piaget's postulate, children in this phase need real objects or concrete visual representations to understand abstract reasoning symbols [35]. Thus, the combination of educational games and visual cards in this study not only succeeded in fostering a great interest in learning, but also placed flash card media as a valid and adaptive learning instrument when viewed from the perspective of the development of children's cognitive psychology at the elementary school level.

5 CONCLUSION

This study concludes that the application of flashcard-based interactive learning media is effective in increasing interest in learning Arabic in fourth grade elementary school students of MIS Hamzanwadi, Bima City. This study aims to analyze the effect of the use of flashcard-based interactive learning media on students' learning interest in vocabulary material *(mufradat).* The results of the study show that students who learn through the use of flashcard-based interactive media have succeeded in significantly increasing learning interest compared to before the learning intervention. These results are further supported by the testing and analysis of percentage indicators, which show the significant influence of the application of flashcard-based interactive learning media on students' psychological performance and activities in the classroom. It can be concluded that flashcard-based interactive learning media has a significant influence on increasing students' attention, interest, engagement, and feelings of happiness. These findings are consistent with the view that concrete visualizations and interactive multimedia packaged in the form of flashcards can improve focus, vocabulary memory, and learning participation in a more enjoyable and meaningful way. Further research is recommended to apply flashcard-based interactive learning media to linguistic topics or other Arabic-language materials, involve a wider sample, and examine their long-term impact on students' creative thinking development, confidence in communication, and overall cognitive learning outcomes.

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AUTHOR'S CONTRIBUTION

The author is responsible for the overall research, including conceptualization and formulation of problems, literature review, preparation of research designs and instruments, data collection and analysis, interpretation of results, preparation and revision of article manuscripts, and approval of the final version of the manuscript. The author is also responsible for the integrity and accuracy of all article content.

INFORMED CONSENT STATEMENT

Before the research is carried out, the author provides information to related parties regarding the objectives, procedures, learning activities, benefits, and use of research data. Approval to involve students in research is obtained from the authorities in accordance with the applicable provisions in the madrasah environment. Students are given explanations of research activities in easy-to-understand language and given the opportunity to participate in learning activities reasonably without pressure. The data obtained during the research is used for academic and scientific publication purposes while maintaining the confidentiality of the students' identities.

CONFLICT OF INTEREST

The author states that there is no conflict of interest in the implementation of research, data analysis, or the preparation and publication of this article. The entire research process is carried out independently and is not influenced by personal, institutional, or other party interests that may affect the objectivity of the research results.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

In the preparation of this article, the author uses Artificial Intelligence-assisted technology (AI) on a limited basis as a tool in the process of language editing, grammar improvement, and refinement of writing structures. AI is not used to generate, manipulate, or analyze research data. All data, interpretation of results, scientific arguments, and conclusions are the responsibility of the author. The author checks and verifies all outputs produced with the help of AI to ensure the suitability, accuracy, and academic integrity of the article.

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