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Development of Digital-Based Flashcard Media in Learning Islamic Religious Education and Ethics in Junior High Schools

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Abstract. This research aims to develop digital-based flashcard media for learning Islamic Religious Education and Ethics in grade VIII of SMP Negeri 3 Palopo City, especially in believing in Allah's books. This research uses the Research and Development (R&D) method with the ADDIE development model. The study subjects were 28 students in grade VIII, and the object was digital-based flashcard media. Research instruments include interviews, documentation, and questionnaires. The results of the study showed that digital-based flashcard media was declared valid based on the assessment of media experts (89.28%), material experts (93.18%), and linguists (89.29%). The practicality test showed very practical results, with a percentage of 94% of teachers and 85.52% of students. Thus, this digital-based flashcard media is declared very valid and practical for use in learning Islamic Religious Education and Ethics for grade VIII students of SMPN 3 Palopo.

Keywords: Islamic Religious Education, Digital *Flashcard* Development, Learning Media Development

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and process that allows students to develop their potential actively (Saputri et al., 2023). This potential includes religious and spiritual strength, self-control, personality, intelligence, noble character, and skills that benefit oneself and society (Ichsan, 2021). As expressed by (Sartika, 2019), the presence of education has an important role in maintaining, maintaining, and developing the existence or potential of individuals. It shows that education is a knowledge transfer process and a strategic effort to build human quality.

In the teaching and learning process, learning media plays an important role as a tool that helps facilitate the learning process and supports educators in conveying knowledge and materials to students (Hasriadi et al., 2022). Along with the times, the use of learning media has become an increasingly crucial need in the modern world of education to create a more effective and interactive learning experience (Fatmawati et al., 2024). Thus, learning media is a tool and a strategic element that supports the achievement of educational goals as a whole.

In the increasingly advanced digital era, when students have become accustomed to using technology daily, innovative and interactive learning media has become inevitable (Marmoah et al.,

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2024). Interactive media can create a more interesting and enjoyable learning experience to increase student motivation to learn (Melati et al., 2023). On the other hand, technological developments in education have also changed how teachers interact with students. Teacher-centred learning approaches have proven less effective, especially for materials requiring active student participation (Hamid et al., 2024). Therefore, teachers are challenged to be more creative in choosing and utilizing learning media that attract attention and support the learning process optimally (Uskono et al., 2023). It emphasizes that the use of technology and interactive media is not just a momentary trend but a fundamental need to present learning relevant to the demands of the times. With the right use, this media makes education more effective and shapes students who are more adaptive to world changes.

Based on the results of interviews with Islamic Religious Education teachers in grade VIII at SMP Negeri 3 Palopo, information on teaching materials used in schools is in the form of package books only, so the teaching materials used by teachers at school still need to be added, and updated according to the current atmosphere following the development of the times to increase students' motivation to learn. Learning with just one learning source will certainly make students less interested, and the learning process becomes monotonous and even boring in learning Islamic Religious Education. To solve the problem, the researcher will develop a digital-based flashcard learning media in Islamic religious education subjects in grade VIII junior high school.

Technology-based media is one of the alternatives that can be integrated with the learning process (Mulyati & Evendi, 2020). There are many types of learning media, one of which is flashcards. In line with the statement (Febrianto et al., 2020), One of the learning media that is full of games that lead to student activity that teachers can do is the use of Flash Card media. Digital-based flashcards are one of the developments of learning media that utilizes technology so that its current use can be more effective and efficient. A flashcard is a simple card with images, text, or symbols attached to the sheets of cards, which can be used as a visual learning tool that can help to improve memory and independence because of its fun nature when used in the form of games (Saputra et al., 2022).

In this case, the researcher tries to optimize teachers' use of learning media, namely digital flashcards and learning media assisted by QR codes. This barcode-assisted flashcard media combines a flashcard with a barcode code. The media is accessed by scanning using Google or barcode scanner applications, and learning materials are displayed. It is supported by opinions (Iskandarsyah & Nasution, 2024) that using QR code technology in learning can make students more active and avoid boredom while participating in learning.

This research is based on several relevant previous studies. (Asmara et al., 2023) Highlighting the importance of technology-based media, which can be effectively integrated with the learning process. (Hoerudin, 2023) emphasized that flashcards as a learning medium can increase student activity through fun games. (Fatayan et al., 2022) It shows that flashcards, as a visual medium, can improve students' memory and independence. Moreover (Gafur et al., 2024) explained that using QR code technology in learning can make students more active and avoid boredom.

This research is novel in developing digital-based flashcard media assisted by QR codes. This innovation combines simple visual media (flashcards) with modern technology (QR code), which has not been widely applied in Islamic Religious Education learning. This media is designed to be more interactive, accessible, and relevant to the needs of students in the digital era to make a new contribution to the development of interactive teaching materials.

This research is important because the teaching materials used by Islamic Religious Education teachers at SMP Negeri 3 Palopo are still limited to package books, which tend to be monotonous

and less interesting. By presenting digital-based flashcard media assisted by QR codes, learning is expected to be more interesting and interactive, and students will be motivated to learn. This media also provides opportunities for teachers and students to master technology and create a fun and effective learning atmosphere.

This research aims to develop digital-based flashcard learning media assisted by QR codes in grade VIII Islamic Religious Education learning at SMP Negeri 3 Palopo. In addition, this study aims to test the validity of media developed based on expert assessment, assess the practicality of media through trials on teachers and students, and provide innovative, interesting, and effective learning media alternatives in improving the quality of Islamic Religious Education learning.

2. Method

This research uses the Research & Development (R&D) method with the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009). The research was carried out at SMPN 3 Palopo, Jl. Andi Kambo, Salekoe Village, East Wara District, Palopo City, from October to November 2024. The research subjects are 28 students of class VIII D, while the object of the research focuses on the validity and practicality of digital-based flashcard media in learning Islamic Religious Education on the material of believing in the books of Allah.

The research procedure includes five stages of development, namely: (1) analysis of student needs and curriculum analysis, (2) product and instrument design, (3) product development through validation and revision by media, language, and material experts, (4) implementation with product trials to determine practicality, and (5) evaluation. Data collection techniques are carried out through interviews, questionnaires, and documentation. Interviews are used to identify problems and gather information. The questionnaire consists of two types: an expert validation sheet to assess the validity of the media based on each field and an educator and student response sheet to assess the practicality of the media. Documentation includes data, records, and images related to learning activities.

The data analysis used includes qualitative and quantitative analysis. Qualitative data were obtained from needs analysis, interviews, and responses from questionnaires (Moleong, 2017), while the quantitative data came from the assessment of media, material, and language experts on the media developed (Martono, 2010). The relevant formula is used to calculate the percentage of validity and practicality of the media based on the assessment results from each expert.

The formula that will be used to calculate the media results data developed from each expert is:

$$Persentase = \frac{\sum \text{Score of each Item}}{\text{Maximum Score}} \text{ X } 100\%$$

The results of the percentage of validation sheets obtained were then categorized based on the following table:

Table 1. Expert validity test assessment categories

No	Interval	Validity level
1.	81% - 100%	Highly Valid
2.	61% - 80%	Valid
3.	41% - 60%	Quite valid
4.	21% - 40%	Less Valid
5.	0% - 20%	Invalid

Table 2. Categories Practicality

Interval	Criterion
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Less Practical
0% - 20%	Impractical

3. Result

This research produces a product in the form of digital-based flashcard media for learning Islamic Religious Education material believing in the books of Allah. The type of research used in this study is R&D (Research & Development) research, which uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model.

In the early stages, the analysis stage analyzes the needs Of students and the curriculum. The researcher provided an instrument in the form of a questionnaire to students, which included several questions to find out how interested students were in digital flashcard media. Based on the results obtained from the analysis of students' needs using a questionnaire showed that 89% of respondents stated that they found it easier to understand the material using digital media, 89% of respondents stated that they liked learning media delivered through mobile phones, and 82% of respondents stated that they liked media with colours and animated pictures. At this stage of curriculum analysis, the researcher looked at the curriculum applied in the school. The results of the curriculum analysis will be a reference for researchers in developing *digital-based flashcards*. The curriculum analysis Applied in grade VIII is the Independent Curriculum.

The design stage, this stage is to design or manufacture based on the results of the analysis, the researcher will make media in the form of cards, followed by what is needed for the media, such as the necessary materials and tools. In addition, the researcher also collected several sources or references that will be used for the material and designed validation instruments question sheets that will later be used to measure the validity and practicality of digital-based flashcard learning media.

Development stage: this stage is the In the development stage after the design stage, the products that have been made will be validated by three expert experts who are competent in their fields, namely media experts, linguists, and material experts. Validation is carried out to assess the feasibility and validity, as well as improve the shortcomings of the product before testing it on students.

The assessment of media experts used a questionnaire with twenty-one questions that were scored with a Likert scale interval of 1 to 4. It can be seen from the media validation that the maximum score of all questions is 84, and the assessment of media experts can be calculated as a percentage of the validity score. More specifically, the analysis and assessment of media experts are found in the following table:

Table 3. Media Expert Validation Results

No.	Aspects	Percentage	Category
1.	Illustration	83%	Highly Valid
2.	Media Display	89%	Highly Valid
3.	Attraction	93%	Highly Valid
4.	Media Quality	83%	Highly Valid
	Average Presents	**87%**	Highly Valid

The assessment of the material experts used a questionnaire with eleven questions that were scored with a Likert scale interval of 1 to 4. It can be seen from the validation of the material that the maximum score of all questions is 44, and the assessment of the subject matter expert can be calculated as a percentage of the validity score. In more detail, the analysis and assessment of material experts are found in the following table:

Table 4. Material Expert Validation Results

No.	Aspects	Percentage	Category
1.	Compatibility with the curriculum	91%	Highly Valid
2.	Material	93%	Highly Valid
3.	Conformity with the character of the student	93%	Highly Valid
	Average Presents	**92%**	**Highly Valid**

The assessment of linguists used a questionnaire with seven questions scored with a Likert scale interval of 1 to 4. It can be seen from the language validation that the maximum score of all questions is 28, and the linguist's assessment can be calculated as a percentage of the validity score. More specifically, linguists' analysis and assessments are found in the following table:

Table 5. Linguist Validation Results

No.	Aspects	Percentage	Category
1.	Language Compatibility	89%	Highly Valid
	Average Presents	**89%**	**Highly Valid**

Based on the data obtained from the three validators, it shows that the digital-based flashcard learning media in the subject of Islamic Religious Education in grade VIII was declared "Very Valid" by looking at the percentage score of 87% of media experts, 89% of linguists, and 92% of material experts. However, there were some improvements and small revisions of validation, which showed that the media used was very valid.

The implementation stage after the product is declared valid and Suitable for use, the product is ready to be tested to find out the practicality of the product by using a practicality questionnaire filled out by educators Or teachers of Islamic Religious Education subjects and students of class VIII D. The results of practicality can be seen in the following table:

Table 6. Subject Teacher Practical Exam Results

No.	Aspects	Percentage	Category
1	Material	93%	Very Practical
2	Interest	100%	Very Practical
3	Creative	91%	Very Practical
4	Efficiency	87%	Very Practical
5	Interactive	100%	Very Practical
	Average Percentage	**94%**	**Very Practical**

Table 6. Results of the Student Practicality Test

No.	Aspects	Percentage	Category

1.	Material	83,71%	Very Practical
2.	Interest	88,10%	Very Practical
3.	Creative	81,25%	Very Practical
4.	Efficiency	86,61%	Very Practical
5.	Interactive	87,95%	Very Practical
	Average Percentage	**85,52%**	**Very Practical**

Based on the table, it can be understood that teachers and students strongly agree to use digital flashcard learning media during learning, with a percentage of teacher responses of 94% in the "Very Practical" category and 85.52% of student responses in the "Very Practical" category.

The evaluation stage in this study is only up to the assessment of the response of teachers and students to the media developed, and then the evaluation referred to here is the evaluation of the implementation activities. Therefore, the assessment results obtained by researchers about *digital-based flashcard media* are very feasible to use according to the results of the implementation of teacher response assessment with a percentage of 94% and the results of student response assessment with a percentage of 85.52%.

4. Discussion

This research produces learning media in the form of digital-based flashcards for Islamic Religious Education learning on the material of believing in the books of Allah. This media uses the ADDIE development model, which involves five main stages: analysis, design, development, implementation, and evaluation. These stages are designed to ensure that the products produced are not only relevant to the needs of students but also valid and practical to use in the learning process.

The results of media validation by three experts show that this media is very valid to use. Media experts give an average score of 87%, linguists 89%, and material experts 92%. This validation includes various aspects such as illustrations, media display, attractiveness, suitability with the curriculum, materials, and suitability with student characteristics. The high validation score shows that this media meets design, content, and language quality standards. In addition, the results of the practicality test showed that this medium was very practical for both teachers (94%) and students (85.52%).

The results of this study show that digital-based flashcard media can solve the problem of the monotony of conventional teaching materials. Previously, teaching materials at SMPN 3 Palopo were only package books, which were considered less attractive and ineffective enough in increasing student learning motivation. The needs analysis questionnaire found that 89% of students found it easier to understand the material using digital media, 89% of students liked learning through smartphone devices, and 82% of students were more interested in colourful and animated media. This data is the basis for developing interactive media following the needs of students in the digital era.

This study supports the findings (Abdulrahaman et al., 2020; Firman et al., 2022), which state that technology can be integrated with learning media to increase the effectiveness of the learning process. This research is also relevant to the study (Fitriani et al., 2021), which revealed that using flashcard media can make students more active and learning more interesting. However, this research is unique and novel because it integrates QR code technology into flashcard media. This technology allows students to access additional materials by scanning QR codes using smartphone devices. It makes the media more modern, efficient, and relevant.

In comparison, previous research by (Santoso et al., 2019)shows that QR code technology can make students more active and avoid boredom during learning. However, the study has not yet integrated QR codes with digital-based flashcard media. This research complements previous studies by combining the two technologies in one interactive and accessible learning product.

The results of media validation show that this digital-based flashcard media has met the criteria as an effective learning medium. Based on media expert validation, the illustration aspect (83%), media display (89%), attractiveness (93%), and media quality (83%) all fall under the category of "Highly Valid." It shows that the visual design of this media attracts students' attention, which is one of the keys to learning success.

The validation of the material expert confirmed that this media is following the applicable curriculum, namely the Independent Curriculum. Aspects of conformity with the curriculum (91%), materials (93%), and conformity with the character of students (93%) were also assessed as "Very Valid." It shows that the material presented in this media is not only relevant in substance but also able to meet the needs of students pedagogically.

Linguist validation ensures that the language used in this medium is easy for students to understand. With an average score of 89%, this media helps students understand the material conceptually and supports the development of their literacy skills.

At the implementation stage, the practicality test shows that this media is in great demand by teachers and students. Teachers give an average score of 94%, with aspects of interest and interactivity reaching 100%. It shows that this medium can create an engaging and interactive learning experience. From the students' side, the average score of 85.52% shows that they feel comfortable using this media and are interested in how the material is presented.

This digital-based flashcard-assisted media with a QR code offers an innovative solution to overcome the limitations of conventional teaching materials (Kurniawan et al., 2024). In this study, digital flashcards are designed to present the material visually and provide access to additional learning resources through QR codes. By scanning a QR code, students can access additional videos, images, or documents relevant to the studied material. It provides a richer and more immersive learning experience.

In addition, this media supports the implementation of the Independent Curriculum, which emphasizes project-based learning and student character development. With interactive and engaging media, students are more motivated to learn independently and actively. Teachers can also more easily adjust the material to the needs of students so that learning becomes more flexible and personalized.

In a broader context, this media can be adapted for other subjects or applied at various levels of education. QR code technology can connect students with diverse learning resources, such as interactive simulations, quizzes, or e-books. It opens up opportunities to create a more modern and inclusive learning ecosystem.

5. Conclusion

This research aims to develop digital-based flashcard learning media in Islamic Religious Education and Ethics grade VIII at SMP Negeri 3 Palopo using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The results of the study show that the media developed is very valid based on the validation of media experts (87%), material experts (93%), and linguists (89%). This media is also very practical, with a teacher response percentage of 94% student responses of 85%.

This digital-based flashcard media has been proven effective in increasing students' motivation and interest in learning because it provides interactive, interesting, and relevant learning to technological developments. This media also follows the needs of the independent curriculum, which demands innovation and flexibility in learning. Support in the form of technology facilities and teacher training is highly recommended so that the implementation of this media can run optimally.

This research contributes to technology-based educational innovation, especially in creating modern and relevant learning media. This media not only makes it easier for teachers to deliver material but also encourages the active involvement of students in learning, making it a practical and effective solution to support 21st-century learning.

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