

Implementation Of Flashcard Media In Islamic Learning For Early Children

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Abstract

The importance of using learning media that is appropriate to the developmental characteristics of early childhood, especially in Islamic Religious Education (PAI) learning. Children aged 4–5 years are in the preoperational development stage which is easier to understand concepts through visual media and concrete experiences. However, in practice, PAI learning is often still dominated by verbal methods so that it is less interesting and less optimal in increasing child engagement. Therefore, the use of flashcards is an alternative learning media that can help children understand PAI material in a more interesting and interactive way. This study aims to describe the implementation of the use of flashcards in Islamic Religious Education learning for children aged 4–5 years at Syuhada Kindergarten. The focus of the research includes planning the use of flashcards, implementing the use of flashcards in the learning process, evaluating the use of flashcards, as well as supporting and inhibiting factors in its implementation, including children's responses and involvement during learning activities. This study uses a qualitative approach with a field research type. The research subjects include class teachers of the 4–5 year old age group and the principal of Syuhada Kindergarten as supporting informants. Data collection techniques are carried out through observation, semi-structured interviews, and documentation. Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data validity was tested through triangulation of sources and techniques. The results showed that the use of flashcards at Syuhada Kindergarten was planned in the learning program and implemented interactively through games that increased children's activity, enthusiasm, and engagement. Flashcards also helped improve children's understanding and retention of the material, particularly the hijaiyah letters, due to their concrete and engaging nature. Despite challenges in discipline and differences in children's abilities, flashcards were generally effective in creating more engaging, active, and meaningful learning.

Keywords: *Flashcards, Islamic Religious Education, Early Childhood, Islamic Religious Education (PAI) Learning*

INTRODUCTION

Education is a fundamental aspect in shaping the quality of human resources from an early age. In the early stages of development, children require appropriate stimulation to optimally develop their potential. Early Childhood Education (PAUD) is a crucial phase because during this period, children are in the golden age, a period of rapid cognitive, social, and emotional development. Therefore, learning at an early age must be designed in an engaging manner and in accordance with the characteristics of children's development so that the learning process is effective and meaningful (Maulidia et al., 2025). Furthermore, Early Childhood Education (PAUD) is also a fundamental phase in individual development, because during this period, growth and development processes occur very rapidly and form the foundation for further development. Early childhood is in the golden age period, where appropriate stimulation from the educational environment significantly influences the optimization of children's cognitive, social, and emotional aspects (Nurasyiah & Atikah, 2023).

In the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, it is explained that early childhood education is a development effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003). In addition, Early Childhood Education (PAUD) is an

important stage in forming the foundation of a child's overall development, both physically, psychologically, socially, and spiritually. Early childhood is a golden period for the growth and development of children who must receive appropriate educational stimulation, including in the cognitive aspect. A child's cognitive development greatly determines their ability to think, solve problems, and understand the basic concepts needed for further education. Therefore, a learning approach appropriate to the characteristics of early childhood is needed, namely learning that is fun, non-coercive, and full of play (Winandar et al., 2022).

In early childhood education, learning approaches, methods, and media are key factors influencing the success of the learning process, as media can bridge children's learning experiences with the concepts being studied and support optimal cognitive and social development (Leonia et al., 2025). Learning media can be defined as anything that can be used to convey messages or lesson content, stimulate children's thoughts, feelings, attention, and abilities, thereby encouraging the achievement of the activities stimulated by the teacher. The use of technological media such as multimedia or animation can have a positive impact by making the learning process more engaging and interactive, and enabling children to learn while playing (Maghfiroh & Suryana, 2021). Furthermore, the use of appropriate learning media can help teachers deliver material more effectively and facilitate students' understanding of abstract concepts in a more concrete way (Batubara, 2020)

One of the media frequently used in early childhood learning is flash cards. This medium is a simple visual aid containing images or text presented in card form to help children understand learning concepts more concretely. Flash cards have the advantage of being easy to use, capturing children's attention, and increasing active participation in learning (Amini & Suyadi, 2020). The use of flash cards has also been proven effective in improving various aspects of early childhood development, such as cognitive skills, language, and memory. Through engaging visual presentation, flash cards can stimulate children to be more active in the learning process and facilitate their gradual understanding of concepts. Furthermore, the use of flash cards can increase children's learning motivation by making learning activities more enjoyable and interactive (Ulfa, 2020).

The use of flash cards in learning has been extensively researched and has shown positive results. This medium has been proven effective in improving cognitive and language skills in early childhood due to its visual and engaging presentation. Furthermore, the use of flash cards can increase children's engagement in the learning process, making them more active and easier to understand the material presented (Puspitasari et al., 2022). The use of flashcards has also been shown to significantly improve children's early literacy skills, particularly in reading and symbol recognition. This is because engaging visual presentations can motivate children to be more active in learning and facilitate the process of understanding basic language concepts (Maronta et al., 2023).

In the context of Islamic Religious Education (PAI), early childhood learning plays a strategic role in strengthening faith and forming morals from an early stage of development. PAI learning focuses not only on cognitive aspects but also on instilling religious values through activities appropriate to the child's characteristics. Therefore, learning methods need to be designed to be fun and incorporate elements of play, as this has been proven to effectively enhance children's understanding and religious attitudes (Rama & Suniarti, 2026). Furthermore, children can learn Islamic teachings in a more engaging and enjoyable way through play techniques. Furthermore, play activities can instill moral values, foster social relationships, and shape children's Islamic personalities (Halimah et al., 2025).

Using flashcards, students can more easily grasp abstract religious concepts because the material is presented in concrete and memorable images. This approach helps students connect lessons to everyday experiences, making learning more meaningful. The resulting increase in learning motivation also positively impacts student learning outcomes. Motivated students tend

to be more active in learning, more focused, and more diligent in understanding Islamic Religious Education (PAI) material. This demonstrates that learning motivation is a key factor in successful learning (Maria & Yona, 2025). This aligns with other research findings, which show that the use of flashcards not only makes learning more engaging but also increases student participation and significantly impacts learning outcomes. Students become more engaged because the visual media used can stimulate attention and facilitate understanding of the material presented, making learning more effective and meaningful (Kurnia et al., 2025). Furthermore, research also confirms that learning motivation is a key factor in the success of the learning process, with the use of interactive media such as flashcards having significant potential to increase motivation (Jasiah et al., 2023). However, in practice, the use of learning media in Early Childhood Education (PAUD) institutions is not always optimal. Based on initial observations at Syuhada Kindergarten, Islamic Religious Education (PAI) lessons are routinely implemented, but the use of flashcards has not been fully utilized. These media have not been used systematically in lesson planning, the variety of activities is still limited, and there has been no in-depth evaluation of their effectiveness on children's engagement and understanding. This situation indicates a gap between the potential of learning media and their implementation in practice.

Furthermore, learning tends to be conventional, making learning less engaging for children. However, the use of varied learning media is essential to creating an active, creative, and enjoyable learning environment. Teachers need to develop innovative learning strategies to actively engage children in the learning process (Pratama & Sasa, 2024). Research by (Puspitasari et al., 2022), shows that the use of flashcards can significantly increase early childhood engagement, motivation, and conceptual understanding through interactive, concrete and visual learning experiences.

Furthermore, (Jamong et al., 2025) found that varying the use of flashcards in the form of games and question-and-answer sessions can increase children's engagement and motivation to learn, making this medium effective for early childhood cognitive and language development. Furthermore, (Nurrochmah & Fauzi, 2025) explained that the use of Hijaiyah letter cards (flashcards) in kindergarten-aged children can improve reading and letter recognition skills, making the learning process more active and effective than conventional methods.

Based on these issues, it can be concluded that there are still limitations in the implementation of flashcards in Islamic Religious Education (PAI) learning for early childhood, particularly at Syuhada Kindergarten. These issues include aspects of planning, implementation, and evaluation of the use of learning media that are not yet optimal. This makes it important to study this further to determine how flashcards can be effectively implemented in Islamic Religious Education (PAI) learning. Therefore, proper management of learning media is necessary so that flashcards serve not only as visual aids but also as interactive and meaningful learning experiences (Israwati & Lukman, 2022)

Accordingly, this study aims to describe the implementation of flashcard media in Islamic Religious Education (PAI) learning for 4–5-year-old children at Syuhada Kindergarten. Specifically, this study aims to: (1) analyze the planning for the use of flashcard media in Islamic Religious Education (PAI) learning, (2) describe the implementation and evaluation of their use in learning activities, and (3) identify supporting and inhibiting factors in the implementation of these media. Therefore, this research is expected to contribute to improving the quality of Islamic Religious Education learning for early childhood.

RESEARCH METHODS

This study employed field research, conducted directly at the research location to obtain factual, up-to-date, and contextual data consistent with real-world conditions. According to Sugiyono, field research is conducted to directly observe the research object so that researchers can obtain data based on empirical facts occurring in the natural environment (Sugiyono, 2023). Therefore, this study was conducted directly at Syuhada Kindergarten to obtain an overview of the implementation of flashcard media in Islamic Religious Education (PAI) learning for children aged 4–5 years.

The approach used in this study was descriptive qualitative. According to Moleong, qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and experiences, holistically and presented in the form of verbal descriptions. Meanwhile, according to Sugiyono, qualitative research is used to examine the natural conditions of objects, where the researcher acts as the key instrument, data collection techniques are triangulated, data analysis is inductive, and research results emphasize meaning rather than generalization (Moleong, 2017).

Based on this perspective, a descriptive qualitative approach was chosen because this study aims to deeply understand the process, meaning, and experiences of teachers in implementing flashcards in Islamic Religious Education (PAI) learning activities. This approach allows researchers to obtain naturalistic data, that is, data collected according to real-world conditions without any special treatment or manipulation of the research subjects. Therefore, this study does not focus on hypothesis testing or statistical figures, but rather on an in-depth description of the planning, implementation, evaluation, and supporting and inhibiting factors of using flashcards in Islamic Religious Education (PAI) learning for early childhood. According to Sugiyono, qualitative research is research used to examine natural conditions, where the researcher is the key instrument (Sugianto, 2023).

The research location was Syuhada Kindergarten, located on Jl. Villa Bandung Indah, Cileunyi Kulon, Cileunyi District, Bandung Regency, during the 2025/2026 academic year. The location was selected based on initial observations, which indicated that the use of flashcards in Islamic Religious Education (PAI) learning was not being optimally utilized, making it relevant to the research focus. The research subjects consisted of classroom teachers for grades 4–5 and the school principal, who were selected purposively because they were considered to be the most knowledgeable and directly involved in the learning process. The research object was the implementation of flashcards in Islamic Religious Education (PAI) learning, including planning, implementation, and evaluation.

Data collection techniques were conducted through observation, semi-structured interviews, and documentation. Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing (Annisa & Mailani, 2022). To ensure data validity, this study employed source and technical triangulation techniques, comparing the results of observations, interviews, and documentation. This method is expected to yield a comprehensive picture of the implementation of card media in Islamic Religious Education (PAI) teaching for early childhood.

RESULTS AND DISCUSSION

The results of the study indicate that the implementation of flashcard media in Islamic Religious Education (PAI) learning at Syuhada Kindergarten is carried out through three main stages: planning, implementation, and evaluation. Based on interviews with teachers, learning plans have been systematically compiled through weekly and daily programs that include the use of flashcard

media in hijaiyyah letter learning activities. The use of learning media has been integrated into learning tools such as RPPH/RPPM. These findings demonstrate the facts of learning implementation in the field and the readiness of teachers and students before the learning process. These findings are in line with previous research that states that good learning planning is the key to the successful implementation of learning media in the classroom (Zuhroh et al., 2023). The application of flashcard media in hijaiyyah letter learning requires not only careful planning but also teacher readiness in preparing media, strategies, and student conditions. In a study at RA Masyithoh, it was stated that teachers prepare everything needed to carry out hijaiyyah letter learning using flashcards (Yulyani, 2022). Furthermore, the use of visual media such as flashcards has been shown to improve students' conceptual understanding and learning abilities, particularly in early childhood education (PAI) (Tholabi & Dasuki, 2024). Therefore, it can be concluded that the successful implementation of flashcards in learning is strongly influenced by systematic planning and media integration into learning activities, which can increase student engagement and understanding.

During the implementation phase, the use of flashcards in Islamic Religious Education (PAI) learning at Syuhada Kindergarten was carried out through play activities that involved the children's active participation. Teachers used a playful approach, providing opportunities for children to interact directly with the cards, such as picking cards, naming letters, matching cards, and writing the letters they were introduced to. Interviews with teachers revealed that children appeared more active, enthusiastic, and engaged in learning activities when flashcards were used. Children not only listened to the teacher's explanations but also participated physically and cognitively in the learning process.

Furthermore, research findings also revealed differences between learning using flashcards and learning without flashcards. When learning was conducted without flashcards, children tended to be more passive and easily distracted. Conversely, when flashcards were used, children appeared more engaged, enthusiastic, and more easily engaged in learning activities. Activities such as picking cards, naming the hijaiyyah letters, and writing them down made the learning process more lively and less monotonous. Thus, the use of flashcards during the implementation phase was able to encourage children's active involvement in Islamic Religious Education (PAI) learning.

These findings indicate that flashcards can be an effective learning tool for increasing early childhood motivation and engagement in learning. This is because flashcards are visual, concrete, engaging, and easy to use during play. These findings align with research (Amini & Suyadi, 2020), which found that flashcards can increase children's learning activity and interest due to their engaging and interactive nature. Furthermore, research (Sari et al., 2023) also showed that the use of flashcards positively impacts children's learning motivation and vocabulary mastery, as they provide a more enjoyable and accessible learning experience for young children.

The difference between learning using flashcards and without them also shows that visual media plays a crucial role in creating active and non-monotonous learning. Without media, learning tends to be one-way and can quickly lead to boredom. Conversely, using flashcards allows children to be directly involved in the learning process, both through motor and cognitive activities. This finding aligns with (Wahyuni et al., 2024) who stated that the use of visual media can increase learning activity and reduce boredom in early childhood.

Furthermore, the use of flashcards, particularly picture cards or flashcards, not only impacts children's activeness but can also increase learning interest and visual memory. Flashcards present an engaging combination of visual elements and text, making the material easier for children to understand. (Jovanda et al., 2025) state that the continued use of flashcards can increase learning interest, strengthen visual memory, and facilitate students' understanding of word and sentence structure. Furthermore, (Intang et al., 2024) emphasize that learning without varied media can lead to low initial reading skills, whereas the use of flashcards has a significant impact on improving

these skills. Thus, the use of flashcards in Islamic Religious Education (PAI) can help create a more interactive, enjoyable, and meaningful learning process for young children.

During the evaluation phase, teachers use flashcards as a tool to measure children's understanding of the hijaiyah alphabet. Evaluation is conducted through playful activities such as naming, sequencing, and matching letters. The research results show that flashcards are more effective than conventional methods in providing concrete and authentic learning experiences. Furthermore, the use of flashcards can improve early reading skills in young children. Challenges encountered include a lack of discipline among children when waiting their turn and differences in comprehension levels among children.

These findings indicate that flashcards provide concrete and visual learning stimulation, making it easier for children to understand the material (Nurrochmah & Fauzi, 2025); (Astuti et al., 2021) Internal factors and the learning environment, including emotional factors, mood, and interactions with peers, play a crucial role in successful learning. This aligns with previous research, which suggests that children's socio-emotional factors influence the effectiveness of the learning process, adaptability, social interactions, and emotional management during learning (Gulo & Ridha, 2025); (Lathifah et al., 2023); (Kuswardani, 2025) Therefore, the success of using flashcards is determined not only by the media itself, but also by teacher and environmental factors that support optimal learning.

Furthermore, the results of the study indicate that the use of flashcards in Islamic Religious Education (PAI) learning at Syuhada Kindergarten has a positive impact on children's engagement and understanding. The game-based learning model encourages children to be more active and motivated, creating a lively classroom atmosphere. Flashcards help children understand the concept of the Hijaiyah letters through hands-on experience. The use of flashcards has been shown to improve vocabulary mastery, conceptual understanding, and visual memory in early childhood. Activities such as drawing cards, naming letters, and group play simultaneously support children's motor, cognitive, and social development. Challenges encountered include differences in ability, lack of discipline, and emotional factors.

These findings indicate that flashcards play a crucial role in increasing children's engagement and understanding. Game-based learning and visual media strengthen children's cognitive abilities, language skills, and motivation to learn (Hariyani et al., 2022); (Prastuti & Nugraha, 2025); (Dewi, 2022); (Wulandari et al., 2025). The success of flashcards is greatly influenced by the teacher's role in classroom management, maintaining discipline, and providing motivation (Pratama & Sasa, 2024); (Zahwa & Syafi'i, 2022) Flashcards cannot stand alone and must be integrated with strategies, methods, and the teacher's active role to achieve an effective learning process. These results are in line with previous research showing that flashcards increase children's engagement, motivation, and cognitive and language abilities compared to conventional methods (Puspitasari et al., 2022).

Research Results Table

The table 1. below shows the research findings

Aspect	Key Findings	Impact
Planning	Integrated in RPPH/RPPM	Learning is more structured
Implementation	Game based	Active & enthusiastic children
Evaluation	Using direct cards	More concrete understanding
Constraint	Discipline & ability differences	Teacher strategy is needed
Supporting Factors	Interesting & interactive media	Increase Motivation

The research results table shows that, in terms of planning, learning activities have been well integrated into the RPPH (Daily Lesson Plan) and RPPM (Weekly Lesson Plan). This integration has a positive impact in the form of more structured, systematic, and directed learning. Teachers have clear guidance in delivering material, so that learning objectives can be optimally achieved. Thorough planning also helps teachers adapt learning methods and media to students' needs. Learning planning plays a crucial role in supporting the success of the teaching and learning process. This aligns with research findings that indicate that developing a lesson plan is crucial for smooth teaching and optimal learning outcomes (Nasirun et al., 2023) Furthermore, the RPPH also serves as a reference for implementing daily learning activities, ensuring that activities are more focused, systematic, and aligned with children's developmental goals. With good planning, teachers can manage learning activities effectively and adapt strategies, methods, and media to students' needs.

In terms of implementation, learning is conducted using a game-based approach. This method has been proven effective in increasing children's activeness and enthusiasm during the learning process. Children become more directly involved, less easily bored, and more willing to participate. A fun learning environment also supports children's social and emotional development, as they can learn while playing with their friends. Furthermore, the implementation of game-based learning can also increase learning motivation and create a fresher and more enjoyable learning atmosphere. Through play activities, children are not only actively involved but also encouraged to develop creativity, thinking skills, and social skills through interactions with peers (Rabbani, 2025), Play-based learning contributes positively to early childhood development because it creates a fun learning environment, increases active involvement, and encourages social interaction between children. Furthermore, play activities have also been shown to help the development of cognitive, social, and emotional aspects in a balanced manner, making it easier for children to understand learning materials through meaningful, direct experiences (Tulung & Wahyuningsih, 2025)

In terms of evaluation, the direct use of flashcards as an assessment medium significantly impacts children's understanding. This medium helps children grasp concepts more concretely and visually, making the material more easily absorbed. Evaluation serves not only as a measuring tool but also as part of a fun and interactive learning process. Empirical studies also show that the use of flashcards not only enhances visual conceptual understanding but also positively contributes to the teaching and learning process, particularly in enhancing cognitive abilities, language skills, and motivation in early childhood. This medium allows children to actively engage through concrete and enjoyable learning experiences (Puspitasari et al., 2022). Furthermore, other research indicates that the use of flashcards significantly impacts the language and cognitive development of early childhood. This medium encourages children to be more active in the learning process through visual and interactive activities, thereby improving vocabulary recognition, symbolic thinking, and memory. Furthermore, the varied use of flashcards in the form of games and question-and-answer sessions has been shown to significantly increase children's engagement and motivation in learning (Jamong et al., 2025). However, this study also identified several obstacles, such as student discipline issues and differences in individual abilities. This presents a challenge for teachers in managing the classroom and ensuring all children receive optimal learning experiences. Therefore, adaptive and differentiated learning strategies are needed to meet the needs of each child. A differentiated learning approach is a strategy that accommodates the diverse needs, interests, and abilities of students by adapting the content, process, and learning products. Through this approach, teachers can create an inclusive and responsive learning environment so that each student receives optimal learning opportunities according to their individual characteristics (Malik, 2024).

On the other hand, there are supporting factors that play a significant role, namely the use of engaging and interactive learning media. A variety of media can significantly increase children's learning motivation. Children become more focused, interested, and motivated to participate in learning activities until completion. This finding is supported by various studies showing that the use of interactive learning media not only increases student interest but also encourages active engagement in the learning process. Interactive media allows students to participate directly, making learning more meaningful, enjoyable, and easier to understand. Furthermore, the use of media appropriate to student characteristics has been shown to reduce boredom and improve retention of learned material (Riskiyah et al., 2025).

Overall, the results of this study indicate that learning success is greatly influenced by good planning, appropriate implementation methods, effective evaluation, and engaging media support. Despite these challenges, the teacher's role in managing learning strategies is key to optimizing students' learning processes. In line with this, the learning strategies implemented by teachers play a crucial role in increasing student engagement, understanding, and optimal learning outcomes.

CONCLUSION

This study concludes that the implementation of flashcards in Islamic Religious Education (PAI) learning for 4–5-year-old children at Syuhada Kindergarten has been carried out through a fairly systematic planning, implementation, and evaluation process. Learning planning has been integrated into weekly and daily programs, so the use of flashcards is not spontaneous, but is designed as part of the learning strategy. This indicates that good planning is an important foundation for the successful implementation of learning media (Zuhroh et al., 2023). These findings are also supported by the results of other studies that show that the use of flashcards in early childhood learning has proven effective in improving various aspects of development, such as cognitive, language, and early reading skills. This media helps children understand concepts through concrete visualizations and interactive activities that are appropriate to their developmental characteristics (Puspitasari et al., 2022). Furthermore, the use of picture cards or flashcards also has significant potential in increasing early childhood learning motivation, making the learning process more engaging and meaningful (Jasiah et al., 2023).

During the implementation phase, flashcards have been shown to increase children's engagement, activeness, and enthusiasm in learning. Learning presented in the form of games creates a more lively and less monotonous classroom atmosphere. Children learn not only passively but also actively engage through physical activity and direct interaction with the learning media. This finding reinforces previous research that visual media such as flashcards are effective in increasing early childhood learning motivation and participation (Amini & Suyadi, 2020). This finding is also supported by other research that states that the use of visual and interactive flashcards can increase learning motivation and encourage active student participation during the learning process. This media provides an engaging stimulus, making it easier for children to engage directly in learning activities (Ningsih et al., 2025). In addition, other studies show that game-based learning using flashcards can increase student engagement and motivation, because fun activities can provide a more meaningful and less boring learning experience (Hurroh et al., 2023).

Then, in the evaluation stage, the use of cards provided more effective results in helping children understand the concept of the Hijaiyyah letters compared to conventional methods. Concrete and visual media make it easier for children to recognize, remember, and pronounce letters correctly. This indicates that the use of engaging learning media such as letter cards helps stimulate early childhood reading skills because it better suits their learning characteristics

(Astuti et al., 2021). This finding is also in line with other studies that show that the use of letter cards in early childhood learning can increase learning interest and make it easier for children to recognize letter symbols through visual stimulation and direct interaction. Simple yet engaging cards can help children understand the concept of letters more effectively because they simultaneously involve visual, cognitive, and motor aspects (Suhana et al., 2024). Furthermore, the use of concrete Hijaiyyah letter cards provides a direct learning experience for children, allowing them to see, touch, and remember the letter shapes more easily. This has been proven to significantly improve children's ability to recognize and differentiate the Hijaiyyah letters compared to conventional learning methods (Nurrochmah & Fauzi, 2025).

However, this study also identified obstacles, such as differences in children's understanding levels, discipline during learning, and emotional factors that influence student engagement. Therefore, the success of implementing flashcards is strongly influenced by the teacher's ability to manage the classroom, provide motivation, and adapt learning strategies to the child's circumstances. This aligns with research that states that the teacher's role is crucial to the effectiveness of learning media use (Pratama & Sasa, 2024). Furthermore, other research shows that teachers play a significant role in creating a conducive learning environment through good classroom management, motivation, and the use of varied and innovative learning strategies, which can increase student engagement in the learning process (Andini et al., 2024). Furthermore, teachers not only play a role as material deliverers, but also as facilitators and innovators who are able to select and manage learning media appropriately so that the learning process becomes more effective and meaningful for students (Ulpah et al., 2025).

Overall, this study shows that the use of flashcards is an effective learning strategy for improving the quality of Islamic Religious Education (PAI) learning in early childhood, particularly in terms of engagement, motivation, and understanding. Therefore, it is recommended that teachers continue to innovate in the use of learning media and increase the variety of methods to ensure learning remains engaging and tailored to children's developmental needs. Other studies have also shown that the use of flashcards not only increases children's engagement and motivation to learn but also significantly impacts the development of cognitive and language skills in early childhood. This medium can stimulate more concrete learning experiences through a combination of visuals and symbols, thus helping children grasp concepts more quickly and effectively. Therefore, the creative and sustainable use of flashcards is highly recommended in early childhood learning to optimize their learning development (Puspitasari et al., 2022).

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