



Development Of Quizlet-Based Interactive Flash Card Media For Teaching Arabic Vocabulary In The Sixth Grade Of MI Ihyauddiniyah

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ABSTRACT

Quizlet-based flashcards are an interactive learning medium that can be used to improve students' understanding of Arabic vocabulary (mufrodats). This study aims to develop and evaluate the effectiveness of using Quizlet-based flashcards in teaching mufrodats in the sixth grade at MI Ihyauddiniyah. The media developed are digital flashcards that utilize the interactive features of the Quizlet platform. The approach used is qualitative with a research and development (R&D) type of study using the ADDIE [Analysis, Design, Development, Implementation, Evaluation] development model, involving 15 sixth-grade students and one Arabic teacher at MI Ihyauddiniyah Duren as research subjects. Data was collected through interviews, observations, and questionnaires. The results of the study indicate that the use of Quizlet-based Flash Cards requires innovative media to increase students' interest and motivation to learn. Quizlet-based flashcards were successfully developed with features such as flashcards, learn, write, match, test, and validation results from media and material experts show that it is suitable for use. Its implementation in the classroom shows an increase in student enthusiasm and active participation in learning, and this media has succeeded in helping and facilitating them in memorising and mastering Arabic vocabulary. Most students feel more interested and involved in learning because of Quizlet's interactive features, such as games and quizzes that support material repetition. In addition, teachers also responded positively to the use of this media in learning, as it can increase classroom dynamics and student engagement. Based on these findings, it can be concluded that Quizlet-based flashcards are an effective medium for improving vocabulary mastery in Arabic language learning.

Keywords: Learning Media, Flash Cards, Quizlet, Mufrodats, R&D, Arabic Language Learning.

ABSTRACT

Flash Card berbasis Quizlet merupakan media pembelajaran interaktif yang dapat digunakan untuk meningkatkan pemahaman siswa dalam mempelajari kosakata bahasa Arab (mufrodats). Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi efektivitas penggunaan Flashcard berbasis Quizlet dalam pembelajaran mufrodats di kelas VI MI Ihyauddiniyah. Media yang dikembangkan berupa flashcard digital yang memanfaatkan fitur-fitur interaktif dari platform quizlet. Pendekatan yang digunakan adalah kualitatif dengan jenis penelitian dan pengembangan atau Research and Development (R&D) dengan model pengembangan ADDIE [Analysis, Design, Development, Implementation, Evaluation], yang melibatkan 15 siswa kelas VI dan 1 guru bahasa Arab di MI Ihyauddiniyah Duren sebagai subjek penelitian. Data dikumpulkan melalui wawancara, observasi, dan angket. Hasil penelitian menunjukkan bahwa penggunaan media Flash Card berbasis Quizlet diperlukan media inovatif untuk meningkatkan minat dan motivasi belajar siswa, media flashcard berbasis quizlet berhasil dikembangkan dengan fitur seperti flashcard, learn, write, match, test, dan hasil validasi dari ahli media dan ahli materi ini layak digunakan, implementasi di kelas menunjukkan peningkatan antusiasme dan partisipasi aktif siswa dalam pembelajaran, serta media ini berhasil membantu dan mempermudah mereka dalam menghafal dan menguasai mufrodats bahasa Arab. Sebagian besar siswa merasa lebih tertarik dan terlibat dalam pembelajaran, karena fitur interaktif yang dimiliki oleh Quizlet seperti permainan dan kuis yang mendukung pengulangan materi. Selain itu, guru juga memberikan respons positif terhadap penggunaan media ini dalam pembelajaran, karena dapat meningkatkan dinamika kelas dan keterlibatan siswa. Berdasarkan temuan ini, dapat disimpulkan bahwa Flash Card berbasis Quizlet merupakan media yang efektif untuk meningkatkan penguasaan mufrodats dalam pembelajaran Bahasa Arab.

Kata kunci: Media, Flash Card, Quizlet, Mufrodats, R&D, Pembelajaran Bahasa Arab

ABSTRAK

يعكس جوهر المحتوى العام للمقال ويسمح للقراء بتحديد مدى ملاءمته لاهتماماتهم وتحديد ما إذا كانوا سيقروا المستند كاملاً أم لا. يتألف الملخص من بيان حول خلفية البحث، وأهداف البحث أو محور المناقشة، والأساليب أو خطوات البحث المطلوبة، والنتائج والمناقشة، والاستنتاجات. يُكتب العنوان والملخص باللغات العربية والإنجليزية والإندونيسية، في فقرة واحدة، بمسافة واحدة وبخط واحد وبخط Times 10 New Roman للإنجليزية والإندونيسية و 18 Traditional Arabic للعربية. و بعد أقصى 200 كلمة

الكلمات الرئيسية: تضمين المصطلحات المهمة، وتسهيل عثر القراء على المقالة، 3-5 مصطلحات، و 10 مصطلحات من *TNR* 10، مكتوبة أسفل الملخص

Received: March 14, 2026 Revised: April 13, 2026 Accepted: June 5, 2026 Published: June 08, 2026

Date

date

Date

Date

Citation (APA Style): Vaida, LM & Khotimah, I. (2026). Development Of Quizlet-Based Interactive Flash Card Media For Teaching Arabic Vocabulary In The Sixth Grade Of MI Ihyauudiniyah. EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab, Vol. 15, No. 1, June 2026, pp.51-65.

INTRODUCTION

In this increasingly advanced digital era, technology has had a significant impact on various aspects of life, including the world of education (Siringoringo, 2024). One of the rapidly developing innovations in the world of education is the use of interactive media that combines technology with conventional learning. Among the many media available, Quizlet-based Flash Cards are one tool that can make a significant contribution to improving the quality of learning, particularly in foreign language learning, such as Arabic (Sari, 2019).

Arabic language learning, particularly mastering mufrodat (vocabulary), plays an important role in understanding and communicating in the language. (Nugrawiyati, 2024). However, many students have difficulty memorising and mastering mufrodat, which can hinder their ability to speak Arabic fluently. Learning Arabic at the Madrasah Ibtidaiyah (MI) level, especially vocabulary, presents its own challenges. Vocabulary is a fundamental element in learning Arabic that every student must master in order to understand and communicate in the language (Tsany et al., 2024). Many students face difficulties in memorising and understanding vocabulary, which in turn hinders their progress in learning Arabic. Therefore, more effective and engaging methods are needed so that students can easily master Arabic vocabulary.

One method that can be applied is the use of interactive media that can stimulate students' interest in learning. Quizlet-based flashcards are one innovative solution to overcome this problem (Luckita et al., 2024). Quizlet is a learning platform that allows for the creation of various types of interactive digital card-based exercises. By utilizing Quizlet, students can learn independently in a fun way through features such as games, quizzes, and automatic repetition designed to help them remember vocabulary more effectively (Oktaviana, 2023).

The use of technology-based learning media, such as Quizlet, can overcome problems in teaching Arabic vocabulary. Quizlet provides interactive features that allow students to learn independently and enjoyably. Through customisable digital flashcards, students can learn vocabulary in a more engaging way, review it, and test their understanding through quizzes or games. This medium not only makes learning more dynamic, but also gives students the opportunity to practise outside of class hours flexibly, anytime and anywhere. (Rachmawati, 2025).

In the context of Arabic vocabulary learning, particularly in Grade VI at MI Ihyauddiniyah, although the potential of technology has been recognised, initial observations and field needs analysis indicate specific problems that have not yet been resolved. Vocabulary learning is still dominated by conventional methods, causing students to feel bored, unmotivated, and only memorise temporarily. The existing learning media are not yet integrated with the digital devices owned by students. Therefore, the development of Quizlet-based interactive flashcard media is an urgent need at the research site to provide a standardised, dynamic, and flexible solution, while significantly increasing student motivation and active participation.

Based on previous studies, the use of interactive media in learning has been proven effective in increasing student motivation and learning outcomes. For example, in foreign language learning, a study conducted by Suwarma. (2023) showed that technology can increase student participation and help them understand the material in a more enjoyable and memorable way.

Furthermore, Muflihah (2024) states that interactive media can increase students' motivation to learn, especially for students who tend to find it difficult to understand abstract concepts. By using animations, simulations, and educational games, students feel more interested and involved in the learning process, which leads to an improvement in their learning outcomes.

Quizlet as a learning platform also has various features that have been proven to increase student engagement in learning, such as a practice mode that can adapt the difficulty of the material according to the students' abilities. The implementation of Quizlet-based flashcards in Arabic vocabulary learning at MI Ihyauddiniyah can have a significant positive impact on students' vocabulary mastery.

Based on this, the development of Quizlet-based interactive Flash Card media for teaching Arabic vocabulary in Grade VI at MI Ihyauddiniyah is highly relevant and has the potential to improve students' understanding of Arabic vocabulary. This media is expected to overcome obstacles in vocabulary mastery, provide a more engaging learning experience, and encourage students to be more active and independent in the learning process. Thus, the use of this interactive media can be an effective alternative in improving the quality of Arabic language learning in the digital age. This research is expected to contribute to the development of more creative and innovative learning methods, as well as serve as a reference for educators in improving the quality of learning in this digital age.

METHOD

This study used a qualitative approach with research and development (R&D) aimed at developing and evaluating the use of Quizlet-based interactive flashcards in teaching Arabic vocabulary in Grade VI at MI Ihyauddiniyah. The development procedure followed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2019). The research subjects included 15 sixth-grade students and one Arabic language teacher who used this media in the learning process and were involved in the implementation of the media. This research was conducted at MI Ihyauddiniyah Duren in the even semester of the 2025 academic year.

Development Procedures (ADDIE Model):

1. Analysis: This phase involved a needs assessment and an analysis of student characteristics. Through interviews and classroom observations, it was identified that vocabulary instruction remains conventional (reliant on textbooks and rote note-taking), lacks engaging media, and results in low student engagement. Student characteristic analysis indicated a preference for learning activities involving smartphones and gamified elements.
2. Design: This stage involved platform selection and instructional media design, prioritized for its accessibility, user-friendliness, and interactive features.
3. Development: This phase encompassed the creation of the media, validation by both media and subject matter experts, and subsequent iterative revisions.
4. Implementation: The finalized media was piloted in the Grade VI classroom at MI Ihyauddiniyah. The researcher conducted direct observations of the media integration process.
5. Evaluation: Evaluative measures were integrated into every stage. Upon completion of the implementation, a summative evaluation was conducted via student response questionnaires and semi-structured interviews with the teacher to assess the media's practicality and pedagogical effectiveness.

The data collection techniques used included interviews with teachers and students, observation of the learning process, and questionnaires to measure student responses to the media used. Observations were conducted in March 2025 to observe school activities and interactions between teachers, the principal, and students at MI Ihyauddiniyah. Interviews were conducted using structured written questions and multiple-choice questions to facilitate the researchers and respondents. Documentation included collecting relevant materials such as photo records, activity schedules, discipline manuals, and progress record control books (Kholifah & Sari, 2025).

The data obtained will be analysed descriptively and thematically to identify the effectiveness of and student response to this medium. This approach ensures that the findings are well structured and accurate. In addition, data triangulation is used to validate the research results from various sources. This research is expected to provide a clear picture of the development and application of Quizlet-based interactive media for Arabic vocabulary learning and its impact on improving student understanding.

RESULT AND DISCUSSION

Result

Interactive Media

The term media comes from the Latin word *medium*, which means intermediary. In general, media is defined as a mediator of an issue that originates from gossip so that it is accepted by the recipient. The gossip can be anything, whether it is related to education, politics, technology or news. The media used also varies depending on the type of issue to be conveyed, whether it is physical or digital (Ahmad Nunuk, 2018).

Interactive refers to the existence of reciprocal action or influence between two or more parties, an active response so that nothing is passive, effective and interesting. The word media is often associated with the word technology. Technology is defined as an expansion of the concept of media, whereby technology is not only interpreted as

objects, tools, materials, but also as behaviour, actions, organisations and management related to the application of science (Achsini, 1986).

Meanwhile, learning media refers to all patterns and vehicles for conveying issues that are utilised in accordance with learning theory. These can be used for learning objectives in conveying messages, stimulating students' minds, feelings, attention and willingness to engage in a deliberate, purposeful and controlled process (Ahmad Nunuk, 2018).

Interactive learning media are digital tools or platforms that actively engage learners in the teaching and learning process through interactions such as quizzes, simulations, and educational games, making learning more interesting and effective. The main benefits are increased student engagement, facilitated direct feedback, and more dynamic and personalised learning.

By using learning media, the teaching and learning process can run smoothly, and students are guided to utilise all their senses. The more senses are used to receive and manage information, the greater the likelihood that the information will be understood and retained in memory.

In line with the development of the times, teaching and learning activities must be carried out with careful planning. Teaching and learning activities without preparation will only result in activities without meaningful results. One of the efforts that teachers can make to make learning more meaningful is to utilise learning media. One of these is quizlet-based flashcards.

Quizlet-Based Flashcards

Flash cards are cards containing information, usually with a word, phrase, or image on one side and a translation or explanation on the other. According to Fauzi & Puspitasari (2019), flash cards are a simple and effective medium for training memory and strengthening recall, especially for memorisation material such as vocabulary.

Advantages of Conventional and Digital Flash Cards

1. Conventional Flash Cards (paper): the advantages are that they are tangible (can be held), easy to make, and do not require technology. The disadvantages are that they are easily damaged, limited in number, and less interactive.
2. Digital Flash Cards: their advantages include unlimited capacity, ease of distribution, the ability to embed images and more engaging audio, as well as interactive features such as games and self-assessment tests. Additionally, children today prefer digital formats. This innovation makes digital flash cards more relevant to the learning style of Generation Z students. Their disadvantages include dependence on technology, limited capacity, and device constraints.

Digital Flash Cards are available on an Android application called Quizlet. Quizlet is a learning platform that enables the creation of various types of interactive digital flash card-based exercises. By utilising Quizlet, students can learn independently in a fun way through features such as games, quizzes, and automatic repetition designed to help them remember vocabulary more effectively (Oktaviana, 2023).

Quizlet also supports mathematical symbols, writing, phonetics, and many languages, around 145 languages worldwide, including languages used in society such as Indonesian, Sundanese, Arabic, Malay, English, Spanish and others.

The following are features divided into several sections, namely:

1. Flashcards: this feature contains a set of cards containing teaching materials that have been set by the teacher. This feature can be used not only for language learning, but also for learning materials other than language, such as economics and others. In addition to being filled with terms, words, or definitions, this feature can also be filled with images and diagrams.
2. Learn: This feature contains questions in a multiple-choice format. The questions in this feature are related to the material created in the flashcards. After the user answers the questions in the Learn feature, the correctness of the answer will immediately appear on the screen.
3. Write: This feature contains essay-style practice questions. In this feature, users can write down the answers to the questions provided.
4. Spell: This feature contains audio-visual media where, in addition to reading text and viewing images, users can also listen, allowing them to utilise this feature for both reading and listening.
5. Test: this feature contains questions or problems in various forms. These range from matching questions, multiple choice questions, true/false questions to essay questions. Users who answer all the questions correctly will receive a score from this feature.
6. Match: this feature can be used as a matching test tool. This feature is commonly known as a disappearing game, where users drag two matching words and they disappear, and so on, meaning that if they disappear, they are correct. If the user can remove all the words, it means that the user has completed the entire test in this feature and a congratulatory message will appear for the user.
7. Gravity: this feature contains questions or problems packaged like a game. Like a block game, where you place blocks in the correct places, after which questions will appear according to the material created in the flash cards. For correct answers, the user can continue playing the block game, while incorrect answers prevent further play. Once all the block boxes are filled, a notification will appear indicating that the user has completed all questions and will receive a congratulatory message along with a score from the feature.

Mufrodat or Vocabulary

According to the Great Dictionary of the Indonesian Language [KBBI], vocabulary is a collection of words (Culture, 2019). Soemargono states that vocabulary is a number of words that are favoured by its users. In Arabic, vocabulary is referred to as mufrodat, which is one of the elements of language that Arabic learners must master in order to acquire a large vocabulary so that they can use this mufrodat to communicate (Ferlinna, 2015).

Mufrodat is a form of word that conveys a meaning, whether it is a verb or a noun. Vocabulary must be taught directly in class. This is as important as other skills such as

listening, speaking, reading, and writing (Aziz, 2009). Alqahtani states that vocabulary is often seen as a crucial tool for second language learners because limited vocabulary in second language learners slows down successful communication. By mastering vocabulary, they can convey messages to others without miscommunication. In addition, students' proficiency in Arabic is also measured by how many words they have memorised. Thus, direct study of vocabulary must be carried out in the language learning process.

Halpern said that students can develop their skills to a higher level by reflecting. Learning Arabic is one of the foreign language learning activities that is oriented towards communicative functions. Therefore, students must master a lot of vocabulary in order to communicate or speak actively (Triyono, 2017).

Therefore, vocabulary can be defined as many words used to communicate with other people. Many words also have specific connotations that give them different meanings. In addition, vocabulary is one of the most important components in English and Arabic, helping learners to understand texts. It is said that vocabulary knowledge is also necessary for successful reading comprehension.

The characteristics of Year 6 students at MI Ihyauddiniyah are generally in the concrete operational phase [7-11 years old]. According to Piaget's cognitive development theory, the characteristics of students in this phase are:

1. Concrete Thinking: they need real/visual objects or media to understand abstract concepts such as new vocabulary.
2. Low Concentration Levels: their attention span is relatively short, so they need engaging learning activities.
3. Enjoy Playing and Moving: Fun learning that involves games is very effective in motivating them.
4. Interested in Pictures and Colours: Visual media with pictures and colours are more effective in attracting their interest in learning and helping them remember things more quickly.

The use of Quizlet-based interactive Flash Cards in teaching Arabic vocabulary in Grade VI at MI Ihyauddiniyah revealed several important findings that illustrate the impact of this media on student understanding. The results showed that Quizlet-based interactive Flash Cards in Grade VI at MI Ihyauddiniyah at each stage:

a. Analysis

Student Needs Analysis

At this stage, the analysis was conducted by observing the Arabic vocabulary learning process in class VI of MI Ihyauddiniyah and interviewing Arabic language students and teachers. The results of the needs analysis showed several key findings:

1. Students' Difficulties in Remembering Vocabulary

Students had difficulty memorising and understanding Arabic vocabulary, especially those with similar meanings or difficult pronunciations. Interviews with students: 10 out of 15 students admitted that memorising Arabic vocabulary was the most difficult and boring part of learning. They often forgot the vocabulary they had learned due to a lack of repetition.

2. Lack of Engaging Learning Media

Teachers revealed that the learning media used so far was not varied enough, causing students to feel bored and unmotivated to learn. Interview with teachers: teachers stated that they had difficulty finding media that was practical, interesting, and able to increase students' interest and enthusiasm for learning.

3. High Dependence on Conventional Learning

Learning is still dominated by lecture methods and textbooks, with limited media, only in the form of blackboards and uninteresting pictures, with little use of technology-based media. The classroom atmosphere also tends to be non-interactive. Interview with teachers: teachers need a tool that can liven up the classroom and make students active in learning.

Analysis of Student Characteristics

Today's Generation Z children prefer technology and smartphones because they offer many games and entertainment options, including students in Grade IV at MI Ihyauddiniyah. They tend to prefer learning that involves smartphones and games.

Interviews with students: almost all students admitted that learning, especially memorising vocabulary, is very difficult and boring. They need interesting learning activities to motivate them.

Based on interviews with teachers and students, it was found that the main challenge in learning vocabulary is the monotonous memorisation method. Students often forget and lack motivation. Observations show that only 30% of students actively answer the teacher's questions about new vocabulary. Teachers stated the need for digital media that can be used inside and outside the classroom.

Based on these findings, the development of Quizlet-based interactive flashcard media is considered relevant to help students overcome difficulties in understanding vocabulary and increase their motivation to learn.

b. Design

Interactive Media Design

During the design stage, Quizlet-based interactive flashcards were designed with the needs of students and the learning objectives of Arabic vocabulary in mind. Some of the results of the design stage are:

Flashcards were designed to include Arabic vocabulary words, related images, and clear audio pronunciations to help students understand the meaning of the words.

Teachers ensure that the card sets on Quizlet are always accurate, using relevant images or visuals and audio pronunciation to help students practise their listening and speaking skills (*maharah istima'* dan *maharah kalam*).

Teachers ask students to look at vocabulary cards. On one side is the word in Arabic (with correct harakat) and on the other side is the translation/image. The strategy is to visualise and practise pronunciation using the Quizlet audio feature to ensure correct makhraj of the letters.

1. Quizlet Set Structure

Set Name: "Mufrodat Kelas VI MI Ihyauddiniyah"

Description: Media for learning Arabic vocabulary

Title: School (Sekolah)

Language: Arabic to Indonesian

Visibility: Public {accessible via link}

2. First Card Example

Front of Card: كتاب with correct diacritics (harokat)

Back of Card: Indonesian translation, image, and pronunciation audio

Second Card Example

Front of Card: سورة with correct diacritics (harokat)

Back of Card: Indonesian translation, image, and pronunciation audio

The following cards are according to the teacher's preference

Flashcard Design Example

Theme	Mufrodat [Vocabulary]	Transliteration	Translation	Visual Description
<i>Al-Adawaat Al</i>	كتاب	Kitabun	Book	Image of book
<i>Madrosiyyah</i>	سورة	Sabburotun	Blackboard	Image of blackboard

Learning Activity Design

1. Learning Sequence

Phase 1: Introduction [Flashcards + Audio]

Phase 2: Practice [Learn + Write]

Phase 3: Reinforcement [Match + Gravity]

Phase 4: Evaluation [Test Mode]

Phase 5: Collaboration [Quizlet Live]

2. Game Rules

A point system for each correct answer, increasing and graduated difficulty levels, and a Leaderboard for healthy competition.

3. Assessment (Evaluation)

a. Cognitive Assessment

Automatic score from Quizlet's "Test" mode (30%)

Accuracy in "Write" and "Spell" modes (30%)

b. Affective Assessment

Observation of participation in group discussions (20%)

Enthusiasm and eagerness in participating in educational games (20%)

c. Psychomotor Assessment

Accuracy of vocabulary pronunciation (by listening to audio produced by the student)

Integration with Interactive Quizzes

Selection of flashcard learning mode and 'match and learn' evaluation mode on Quizlet to be integrated as an interactive quiz. Quizzes compiled based on vocabulary that has been learned are integrated to measure students' level of understanding after using the media.

Match mode: students match Arabic vocabulary (for example): سورة with the translation (blackboard).

Learn mode: students are tested with questions such as: ‘What is the Arabic word for blackboard?’.

c. Development

The media development stage was successful, resulting in several media components ready for use in learning:

Compilation of Flashcards

20 interactive flashcards containing vocabulary selected in accordance with the Arabic language curriculum for Grade VI at MI Ihyauddiniyah. Each flashcard contains an image, the word in Arabic, its Indonesian translation, and audio pronunciation. The Arabic teacher created a set of flashcards with the title {Madrosatun}, then created a class and invited all sixth grade students to join the class. The materials were then shared with them in the form of a [Quizlet Link] so that they could study. Beforehand, the teacher gave instructions to the students, such as:

Instructions:

Open the Quizlet link:

Follow the steps below in order:

Stage 1: Learn

Click on "Flashcard" mode

Learn 10 school supply vocabulary words

Listen to the pronunciation audio and repeat

Stage 2: Practice

Complete "Learn" mode (minimum score 80%)

Play "Match" mode (record your best time)

Try "Gravity" mode (easy level)

Expert Validation Results

A. Validation by Content Expert

No	Aspect Assessed	Score	Comments/Critique
1.	Suitability of vocabulary material with MI curriculum	5	The material is highly relevant to the house theme
2.	Accuracy of translation	4	There are some words with less accurate translations
3.	Clarity and accuracy of audio	5	Pronunciation by text-to-speech is quite clear
4.	Suitability of images with vocabulary meaning	4	Some images {example مفتاح , the meaning of "key" might not be easily understood by children}

Revision by subject matter experts: Based on the assessment of subject matter experts, the media received an average score of 4.5 out of 5, which indicates a very acceptable category. The aspects that received the highest scores were the suitability of the material to the curriculum and the clarity of the audio. Meanwhile, the suitability of the images received a score of 4 because some of the visuals needed improvement. For example: replacing the image for the word مفتاح {key} with a clearer and more universal image of a key {not an English key}.

B. Validation by Media Expert

No	Aspect Assessed	Score	Comments/Critique
1.	Ease of use	5	Using Quizlet is very easy
2.	Visual quality (layout, images,	4	Images on some cards have low

	color)		quality
3.	Audio clarity	5	The audio is clear and can be repeated
4.	Implementation of interactive features	5	The Match and Gravity (game) features are very engaging for students
5.	Suitability for MI (Madrasah Ibtidaiyah) student characteristics	4	An initial guide is needed because the interface is in English

Media expert review: Media expert validation showed an average score of 4.6. The aspects of ease of use and implementation of interactive features received maximum scores, while visual quality still requires minor improvements. Such as: replacing low-quality images with high-quality ones and adding an Indonesian-language guide page in the form of images explaining the function of each button on Quizlet.

d. Implementation

~ Media Trial

Media testing was conducted on a group of students prior to full implementation. During the trial, several students reported that they found it easier to remember vocabulary with accompanying images and audio. Teachers ensured that students repeated difficult vocabulary more often, so that the transfer from short-term to long-term memory was more effective.

The trial was conducted in two sessions of 2x35 minutes with 15 sixth-grade students at MI Ihyauddiniyah Duren. The trial was conducted according to the following procedure:

1. Introduction Session [15 minutes]:

The researcher introduced the Quizlet application via mobile phone/smartphone, explaining the main features {Flashcard, Learn, Match, Grafity}.

2. Guided Practice Session [40 minutes]:

Students accessed Quizlet via their smartphones {in groups} and began with Flashcard mode to learn vocabulary, followed by Learn mode for basic practice, and ended with Match mode for reinforcement.

3. Interactive Game Session

Students are divided into groups to play the game {Quizlet Live}, competing between groups using a points system, followed by a discussion about the vocabulary they have learned.

Observation Results During the Trial

- d. Participation Aspect: 92% of students [13 out of 15] actively operated their smartphones during learning, all groups were actively involved in the competition, and the classroom atmosphere was lively with cheers and applause.
- e. Technical Understanding Aspect: 80% of students were able to use the basic features of Quizlet without assistance after 15 minutes, 20% of students required additional guidance for the Gravity feature, and this media learning method successfully maintained student attention until the end of the session.
- f. Students helped each other and competed healthily in the match game.
- g. Teachers felt more assisted because the media was able to attract students' attention.

Impact of Implementing Interactive Media

During the implementation stage, Quizlet-based interactive media was applied in mufrodats learning in class VI of MI Ihyauddiniyah. The results of the implementation showed:

Increased Student Motivation

Students showed a high level of interest in learning using Quizlet media, mainly because of interactive elements such as images, audio, and quizzes. Learning activities became more interesting and less monotonous.

Student interview excerpt (algi): 'Learning with Quizlet is so much fun, Miss! It's like playing a game. I can't wait to continue memorising so I can beat my friends' scores.'

Increased Student Participation

Students are more active in participating in lessons, with some requesting more use of interactive media in future lessons.

Ease of Remembering Vocabulary: Most students reported that they found it easier to remember and understand Arabic vocabulary after using this media, especially with the repetition in the 'Learn' and 'Match' features, which exposed them to the words more often.

Student interview quote (aini): *'Today's Arabic lesson was the most exciting. I usually feel lazy memorising and get bored learning Arabic, but now I want to keep learning.'*

Independent Learning

Independent learners are able to move on to the learn and test features more quickly, while other students continue practising with flashcards until they feel happy and confident.

Student interview quote {nafis}: 'I like learning on my own through my mobile phone, I can repeat it when I want to sleep. I don't need to wait for the teacher to check my answers because I know immediately if they are right or wrong.'

'I can open Quizlet anytime at home, I don't have to wait for Arabic class.'

E. Evaluation Stage

The results of the observation showed that 92% of students actively used media during learning. As many as 80% of students were able to operate Quizlet independently after 15 minutes of use. In addition, students' daily quiz scores increased by 25% compared to before the use of media.

Based on the response questionnaire, 92% of students stated that learning was more enjoyable and 88% stated that it was easier to remember vocabulary.

Results of the Effectiveness of Quizlet-Based Flashcard Media

Based on in-depth analysis, interactive flashcard media based on Quizlet has proven to be effective in creating a learning environment. This effectiveness is reflected in:

- Affective aspect {feelings}: This media has succeeded in changing students' perceptions that memorising vocabulary is a boring activity into an enjoyable and challenging one. This increase in motivation is a key prerequisite for continuous learning. Student interview quote: 'This application is easy to use, very easy to memorise, and the pictures here are very helpful.'
- Cognitive aspect (understanding): The design of the media on Quizlet (pictures, text, audio) has facilitated students' long-term memory by associating new vocabulary, thereby strengthening their understanding and memory. Student

interview quote: ‘If I forget the meaning, I just click on the picture and I remember. If I forget how to read it, I just press the audio button, it's very easy.’

- Psychomotor aspect {skills}: Students become skilled and confident in pronouncing vocabulary because there is a pronunciation model that can be repeated. Student interview quote: ‘I've become more confident in saying Arabic words because if I make a mistake, my friends don't tease me; they just correct me themselves.’

Thus, the developed media is not only suitable in terms of content and format but has also proven effective in creating a positive impact on the teaching and learning process.



Figure 1 Display of Quizlet-Based Flashcard Media Development in Arabic Vocabulary Learning.

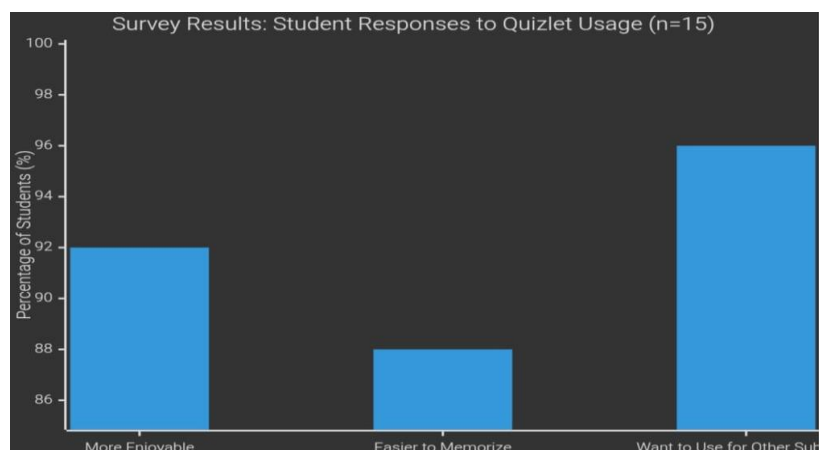


Figure 2 Student Response Percentage Chart.

The use of Quizlet-based interactive flashcards has had a positive impact on Arabic vocabulary learning at MI Ihyauddiniyah. The results of this study are in line with the findings of previous studies, which show that interactive media can increase student engagement in learning and help them remember material more effectively. Quizlet's feature that allows students to practise through quizzes and games not only makes learning more enjoyable, but also reinforces the repetition process that is important in vocabulary mastery (Segaf Baharun, 2024)

One of the main advantages of using this media is its flexibility. Students can access learning materials anytime and anywhere, allowing them to study independently and repeat the material as needed. This is very important in mufrodat learning, because vocabulary mastery requires consistent repetition in order to be remembered well (Haryadi et al., 2021).

In addition, the use of Quizlet-based Flash Cards also showed an increase in student motivation. The positive response from students indicated that they were more interested in learning Arabic when given interactive media that they could access independently. The visual and game features on Quizlet helped students feel more engaged and reduced the boredom that often arises in conventional learning (Sholihah, 2022)

However, although the use of this media has proven to be effective, some students still need guidance in understanding how to use the platform, especially those who are less familiar with technology. Therefore, further training or guidance is needed for students in utilising the features available on Quizlet.

Overall, this study shows that the use of Quizlet-based flashcards can improve students' understanding of Arabic vocabulary. The use of this interactive media is expected to continue to be developed and integrated into the learning process to facilitate vocabulary mastery and increase student motivation to learn.

CONCLUSION

This study proves that Quizlet-based flashcards are an innovative, effective, and popular solution for improving the quality of Arabic vocabulary learning at the Madrasah Ibtidaiyah level, specifically for sixth-grade students at MI Ihyauddiniyah Duren. This media not only addresses the challenges of learning in the digital age but also has the potential to be further developed for other subjects and levels of education.

1. The development of Quizlet-based flashcard media for mufrodat learning in the sixth grade at MI Ihyauddiniyah was carried out through the ADDIE stages to produce a feasible, practical, and effective product.
2. This media has been proven to increase students' interest, active participation, and brain memory capacity for Arabic vocabulary.
3. The response from teachers and students to this media has been very positive, indicating that this media can be an innovative solution to overcome boredom in learning vocabulary memorisation.

SUGGESTIONS

1. For Teachers: it is recommended to use Quizlet for other materials and class levels. Teachers can collaborate to create vocabulary lists together.
2. For schools: schools can facilitate adequate internet access and conduct short training sessions for teachers to utilise digital platforms such as Quizlet.
3. For Students: it is recommended to continue learning anywhere and anytime with this medium because it is very practical and effective.
4. For future researchers: Similar research can be conducted using quantitative methods (experiments) with pre-tests or post-tests to statistically test the significance of learning outcome improvements, or develop similar media for other Arabic language skills such as Qiroa'ah or Istimah'.

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