Implementation Of FlashCard Learning Media For Student Learning Motivation And Arabic Language Subject (At MI Miftahul Ulum 01 Cukur Guling Kulon 1 Lumbang Pasuruan East Java)

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ARTICLE INFO	ABSTRACT
Keywords: Implementation, flshcard learning media, student learning motivation.	The problem in learning Arabic today is that the level of enthusiasm of students is still limited when Arabic teaching activities take place. Lack of response to what has been taught by the teacher, especially the vocabulary that has been given. Low motivation in participating in Arabic learning, Lack of understanding that students are responsible for themselves. The focus of this research is to find out the Implementation of Flashcard Learning Media to Motivate Students to Learn Arabic and, Knowing the Strengths and Weaknesses of Implementation of Flashcard Learning Media to Motivate Students to Learn Arabic At Mi Miftahul Ulum 01 shaving roll kulon 1 Lumbang Pasuruan. . The use of this media gives rise to many positive things such as students will be more familiar with various kinds of questions related to various elementary level materials, train their memory, and learning outcomes will increase. And by using this learning media students will always be encouraged and motivated to learn, learn, and learn more. And student learning motivation increases and can affect the institution. this is from the students themselves and the teacher's strategy which is less effective in attracting the interest of each student to use this Arabic flashcard learning media. The second is Knowing the Strengths and Weaknesses of Implementation of Flashcard learning media for student motivation in Arabic subjects at MI Miftahul Ulum 01. While the advantages, the advantages in using flashcard learning media are the principal, all teacher boards, especially Arabic teachers because they are young and can it's easy to make yourself. In addition, student guardians are very enthusiastic and supportive in using this flashcard learning media. And the drawbacks are Only visual media, Image size is often inappropriate for teaching in large groups, Requires the availability of resources and skills, and the teacher's foresight to be able to use it.
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INTRODUCTION

Teachers have a very strategic function and role in development in the field of education, and therefore need to be developed as a dignified profession. Because of the high position of professionals in the field of education, a teacher must not only understand philosophical and conceptual matters, but must also know and implement technical matters.

Many ways can be done to improve the learning process. One of them is by implementing learning through media assistance. Learning media is one of the teaching strategies that is expected to improve student learning outcomes, because by using the media the delivery of subject matter can be uniformed and the student learning process is more interesting. Through the use of media and tools such as games, students actively carry out learning activities optimally using all five senses actively. Learning with a game system will also bring intristic motivation, attention, exploration, flexibility, and active involvement of students. There are many ways that can be done to improve the learning process. One of them is by applying learning through media assistance.

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Media learning is a teaching strategy that is expected to improve student learning outcomes, because it uses delivery media.

Learning Media as a tool in realizing the success of the teaching and learning process seems to have a big contribution to the teacher's victory in teaching. In addition to creating a happy atmosphere that is received by students, learning media also makes it easy for teachers to deliver material and/ease for students to receive it as a reciprocal of the process.

In Indonesia, learning Arabic as a second language is very widespread and has even become one of the compulsory subjects, starting from the elementary level to tertiary institutions, especially in Islamic schools or educational institutions which are under the auspices of the Ministry of Religion of the Republic of Indonesia. Unlike English, Arabic has not yet become a national exam subject for schools/madrasas under the Ministry of Religion. This has the implication that the value of Arabic is not an absolute requirement in graduating students. This can cause jealousy for observers of the Arabic language.

Language material is the object of study from linguistics. Language learning is also concerned with the problem of language activities. Meanwhile, language activity does not only take place mechanistically, but also takes place mentally, meaning that it is a mental (brain) process. Imam Shafi'i said: "Humans do not become stupid and always have been disagree except because they left Arabic, and prioritized Aristotle's concepts". he will increasingly peak. Arabic is different from other languages which are a means of communication among mankind. The various advantages of Arabic are so many. Ideally, Muslims devote their attention to this language. Either by learning it for themselves or facilitating and directing children for this purpose.

The problem in learning Arabic today is Level Student enthusiasm was still limited when Arabic teaching activities took place. Lack of response to what has been taught by the teacher, especially the vocabulary that has been given. Low motivation in participating in learning Arabic, lack of understanding that students are responsible for themselves. So far, teachers have only used storytelling, lectures, and assignments to students to convey Arabic learning. Evaluation is given to students only during daily tests which are carried out when the material in one chapter is finished. Far from the hopes and goals expected by the school, namely students are able to understand the material provided by the teacher to improve learning outcomes in Bahasa Arab lessons, the teacher gives authority to researchers to take actions that can improve student learning outcomes in Arabic subjects. In teaching and learning activities, the roles of students and teachers must be balanced and able to provide reciprocity to get good results as expected.

Not only the teacher must be active in learning, but students must also be active. That way teaching and learning activities will run optimally. In connection with this background, the author tries to raise this research, how to implement the media for flashcard learning to motivate students to learn Arabic at MI Miftahul Ulum Cukur Guling Kulon 1. Because at MI Miftahul Ulum they still haven't used media flashcards, mostly using interview methods, lectures, so the researchers were interested in taking the title and also the problems in MI. The level of enthusiasm of students was still limited when Arabic learning activities took place. Lack of response to what has been taught by the teacher, especially the vocabulary that has been given. Low motivation in participating in learning Arabic. Lack of understanding that students are who is responsible for himself. Subject matter can be uniformed and the learning process of students is more interesting. Use through a media and tools such as student games

METHOD

The method used in this research in the researcher is qualitative. The purpose of this descriptive research is to make a description, description or painting systematically factual and

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accurate about the facts, characteristics and relationships between the phenomena investigated. the research uses a qualitative approach to research that is descriptive in nature with the aim of providing an overview of the research setting both about an ongoing or past factual events and data in the field and also as material for discussing the results of research in a real and objective manner.

Data collection techniques, researchers use several methods, namely: 1. Interview Method (An interview is a dialog conducted by an interviewer to obtain news from an interviewee. obtain news from the interviewee (interviewee). 2. Documentation method, which is looking for documentation method, which is looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, and other documents.inscriptions, meeting minutes, letters, plans and so on. in this case the researcher uses documentation techniques in the form of official school documents which aim to obtain data about caregivers, administrators, students, and about, facilities and infrastructure, rules of order and learning programs implemented. 3. Observation method, observation is a data collection technique that requires the researcher to go to the field to observe things related to the pesantren. researchers go down to the field to observe things related to space, place, actors, activities, objects, time, activities, events, goals, and activities.time, activities, events, goals, and feelings.

RESULTS AND DISCCUSION

After the researchers conducted research at madrasah ibtidayah miftahul ulum 01 with the method of interview, observation and documentation, the results of the research can be described as follows implementation of flashcard learning media for student learning motivation in Arabic language subjects at Mi Mifttahul ulum 01 cukur guling kulon 1 Lumbang Pasuruan.

The result form interview with the principal of MI Miftahul Ulum 01.

"That the use of Arabic flashcard learning media is very effective for increasing the enthusiasm of students to learn while learning takes place because by using this Arabic flashcard media students are more active when learning, besides that the use of this learning media has many positive impacts as described by Mr. Adanan as the principal himself.

Based on the data exposure above, several findings about Flashcard learning media for student learning motivation in Arabic language subjects at MI keilas iV are described, as follows: implementation of lashcard learning media for student learning motivation in Arabic language subjects at Mi Mifttahul ulum 01 cukur guling kulon 1 Lumbang Pasuruan

The planning carried out by the teacher in the use of flashcard learning media there are several stages, the initial stage, the core stage, and the final stage and there are also several steps in the use of flashcard media, Prepare flashcard picture cards, Prepare flashcard picture cards, organize into groups, one group consists of 4-5 people, organize into circles. The question cards that have been randomized are placed in the deipan of each group, the answer cards are drawn in the hand of each student who has a number of 5-10. and then the question card is opened and the student turns on the corresponding answer card.

From the data exposure and results of the research findings that have been presented in the previous chapter. In this chapter the researcher reviews the results of the research conducted through interviews from the interview guidelines that have been compiled previously as the main research method for analyzing and discussing the data collected.

The general picture at the time of the implementation of the teaching process by applying flash cards as a teaching aid for children is that it makes the teaching process more dynamic and children are more focused in following the teaching process. Not only that, the nature of the

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application of flash cards that are beirmaiin injects children with excitement and children do not feel bored in learning. This is in line with the characteristics of elementary school children who still like to be reminded, so the teacher is filled with preparing the idealized media so that the media will be more interesting. During the teaching process, children are more active in their work and in doing the questions prepared by the teacher. So that the learning process that takes place is more effective and enjoyable. With this method, children can more easily understand the learning process and achieve the learning objectives.

So it can be concluded that there are several steps in the use of flashcard learning media to motivate students to learn Arabic in MIi Miiftahul ulum 01, The first teacher prepares flashcards, then, conveys the kompeiteinsii that he wants to achieve, the second The students lead to groups, one group consists of 4-5 people lead to a circle, Third, the question cards that have been randomized are placed in the deipan of each group, then the answer cards are drawn in the hands of each student, which number 5-10 and Next, the question card is opened and the student turns over the answer card with the appropriate picture, this is done repeatedly until the question is complete, do clarification, conclusion and follow-up.

In addition, by using this learning tool, there are many positive things such as the students will be more familiar with various kinds of elementary school level problems, their memory power will be improved, and their learning achievement will be improved. And by using this learning tool, students will always be encouraged and motivated to learn, learn, and learn again. And the student's motivation to learn increases and can have an impact on the institution.

Every process must have an advantage behind it for the success of the process. According to the Dictionary of Indonesian Language (KBBIi), reliability is the existence of too much, a thing that supports or supports a situation. Similarly, in the problem of applying learning media, educators must pay attention to the development of students' souls because this factor is precisely the target of learning media Without paying attention to understanding the souls of children or the level of thinking of students, teachers will be difficult to achieve success. The word of Allah Swt. in surah al-Naḥl verse 125, namely:

﴿ اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُّ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ١٢٥ ﴾ (النحل/16: 125

125. Turn (people) to the path of your Lord by wisdom424) and good teaching as well as by educating them by the better way. Indeed, your Lord is the One who knows best who has strayed from His path and He is the One who knows best who is guided.

424) Hiikmah is the sound and clear speech that can distinguish between the right and the wrong. (An-Nahl/16:125).

In addition, in terms of the material in the media is not out of school material. because this media is used for 4th grade students about Arabic vocabulary material. To test the memory of the material that has been conveyed from last week. So it can encourage and motivate them to re-read or find the answer to the question by remembering.

Based on the explanation that has been explained above, it can be concluded that the advantages in the use of flashcard learning media are the principal, all the teachers, especially the Arabic language teacher because it is young to get and easy to make by yourself. besides that, student guardians are very enthusiastic and supportive in using this flashcard learning media.

CONCLUSION

The implementation carried out by the teacher in using this media flashcard there are several stages, the initial stages, the final stages and also there are several steps in the development using

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flashcard media, flash card picture cards, prepare flash card picture cards, form groups, one group consists of 4-5 people meim form circle. Question cards that have been randomly placed in each group of 5-10. and then the question cards are opened and students place the appropriate picture answer cards. The use of flash card learning media for study motivation siself in Arabic subject at MI class VI. to make the class atmosphere more effective and teachers are given the opportunity to innovate with the creativity that exists in MI so that the results of using this interactive media can become a medium learning solutions in learning activities and make students more motivated, including, students' learning enthusiasm increases, achievements are more advanced and more enthusiasm, and also students practice it at home.

There are some to strengths and weaknesses. Excess is a state of being too much, something that has or supports a state.Deficiency is a weakness or something that hinders from an activity, Lack of flashcard media. Only visual media. Size pictures often not quite right for teaching in large groups. Advantages of flashcard media. Easy to use bring meaning the media There are several steps in the use of flashcard learning media for motivation student learn Arabic in Miftahul ulum 01, namely the teacher prepares flashcards, then,convey competency what you want to achieve,that is toTwo students form a group, one group consists from 4-5 people form a circle, kethree question cards is in random in put it on in front of each group, then the cards with pictures on the answers hold on ng each student , which be rtotal 5-10 and Secontinued the question card in open and students mele no answer card beappropriate picture. well, do repeatedly until the problem is finished. Do some clarification conclusion and actio carry on. However, as valuable as its reliability that can improve an activity, there are also disadvantages in the running of an activity.

The shortcomings are the shortcomings of an activity, among them are the shortcomings in the presentation of the flashcard learning materials that the teacher uses are too small so that the children in the back are not reached and that can make students lazy to learn and lose the spirit to learn and even the teacher and students do Q and A but, who answered and questioned the students and during the discussion the students did not exchange opinions and even if there were children who did not like this teaching method, So it can have an impact on the students themselves or other students because these students can provoke their teammates to not focus on following the lesson, it can also disrupt the atmosphere of the class which was originally conducive and turned into a rowdy mess.

Based on the explanation that has been described above, it can be concluded that the shortcomings in the process of using flashcard learning tools are from the students themselves and the teacher's strategy that is less effective in motivating the interest of each student to use Arabic flashcard learning tools. And this will have a bad impact when the learning process takes place because students can improvise.

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