

The Effect of Using Flashcards on Students' Arabic Vocabulary Mastery at MA Istiqomah Sri Gunting

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Abstract: This study aims to determine the effect of using flashcards on students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting. The study employed a quantitative approach using an experimental method. The research subjects were students of MA Istiqomah Sri Gunting who participated in Arabic language learning. Data were collected through Arabic vocabulary mastery tests administered before and after the implementation of flashcard-based learning. The data were analyzed using descriptive and inferential statistics to determine the differences and effects of flashcard use on students' vocabulary mastery. The results indicate that the use of flashcards had a positive effect on students' Arabic vocabulary mastery. Flashcards helped students recognize, remember, understand, and use Arabic vocabulary more easily. The use of this medium also created a more engaging and interactive learning environment, thereby increasing students' attention and involvement in the learning process. Therefore, flashcards can be used as an effective alternative instructional medium for improving students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting.

Keywords: Flashcard Media; Arabic Vocabulary Mastery; Arabic Language; Vocabulary; Arabic Language Learning

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media *flashcard* terhadap penguasaan mufradat bahasa Arab siswa di MA Istiqomah Sri Gunting. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen. Subjek penelitian adalah siswa MA Istiqomah Sri Gunting yang mengikuti pembelajaran bahasa Arab. Data penelitian dikumpulkan melalui tes penguasaan mufradat sebelum dan sesudah penggunaan media *flashcard*. Data dianalisis menggunakan statistik deskriptif dan inferensial untuk mengetahui perbedaan dan pengaruh penggunaan media *flashcard* terhadap penguasaan mufradat siswa. Hasil penelitian menunjukkan bahwa penggunaan media *flashcard* memberikan pengaruh positif terhadap penguasaan mufradat bahasa Arab siswa. Penggunaan *flashcard* membantu siswa mengenali,

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mengingat, memahami, dan menggunakan kosakata bahasa Arab dengan lebih mudah. Media ini juga menciptakan suasana pembelajaran yang lebih menarik dan interaktif sehingga meningkatkan perhatian dan keterlibatan siswa dalam proses pembelajaran. Dengan demikian, media *flashcard* dapat digunakan sebagai salah satu media pembelajaran alternatif yang efektif untuk meningkatkan penguasaan mufrodat bahasa Arab siswa di MA Istiqomah Sri Gunting.

Kata Kunci: Media Flashcard; Penguasaan Mufrodat; Bahasa Arab; Kosakata Bahasa Arab; Pembelajaran Bahasa Arab

A. Introduction

Arabic is one of the important languages taught in Islamic educational institutions because of its close relationship with the Qur'an, Hadith, Islamic literature, and various classical and contemporary Islamic sources. In madrasahs, Arabic learning is not only intended to develop students' general language abilities but also to enable them to understand religious texts more effectively. Therefore, Arabic language instruction requires appropriate strategies, methods, and learning media that can support students in developing their language competencies. One of the fundamental components that must receive attention is vocabulary mastery.

Vocabulary constitutes a fundamental component of language learning because students cannot communicate effectively without sufficient knowledge of words and their meanings. Vocabulary knowledge enables learners to understand spoken and written language, construct sentences, express ideas, and interpret texts. In Arabic learning, vocabulary is commonly referred to as *mufrodat* or *mufradāt*. Students with limited vocabulary may experience difficulties in understanding Arabic texts even when they have learned grammatical structures. Schmitt (2019) emphasizes that vocabulary knowledge develops progressively from receptive knowledge toward productive mastery, making vocabulary instruction an essential component of language education.

Arabic vocabulary mastery is particularly important for students in madrasahs because Arabic serves both linguistic and religious purposes. Students are expected to recognize vocabulary used in everyday communication as well as vocabulary contained in Islamic texts. Mastery of *mufrodat* therefore supports students' ability to understand

Qur'anic verses, Hadith, prayers, and other Islamic references. Without sufficient vocabulary, students may depend heavily on translations and encounter difficulties in understanding the meaning of texts directly. Consequently, systematic vocabulary instruction should become an integral part of Arabic language learning.

Despite its importance, vocabulary learning can present considerable challenges for students. Arabic contains a large number of words, different morphological patterns, and vocabulary items that may be unfamiliar to Indonesian learners. Students need repeated exposure and opportunities to associate Arabic words with meanings, objects, actions, and contexts. If vocabulary learning is primarily based on memorization without meaningful repetition or visual support, students may quickly forget previously learned words. This problem indicates the need for instructional media that can make vocabulary learning more concrete, memorable, and engaging.

In many classrooms, vocabulary instruction still relies heavily on conventional techniques such as writing vocabulary lists on the board, repeating words orally, translating words into Indonesian, and asking students to memorize lists of vocabulary. Although these techniques can contribute to vocabulary learning, they may not sufficiently accommodate students who benefit from visual and interactive learning experiences. A learning process dominated by repetition and translation can also make vocabulary learning monotonous. Therefore, teachers need to explore alternative instructional media that can complement conventional vocabulary teaching.

Learning media play an important role in facilitating communication between teachers, students, and learning materials. Appropriate media can make abstract information more concrete, attract students' attention, stimulate motivation, and provide opportunities for repeated practice. In language learning, visual media are particularly useful because they can help students associate linguistic forms with images, objects, actions, and meanings. Flashcards are one example of a simple visual medium that can be used to support vocabulary acquisition.

Flashcards are learning cards that generally contain a word, image, phrase, or other information on one or both sides. In vocabulary instruction, one side of a card may contain an Arabic word or picture, while the other side can provide its meaning,

translation, or additional information. The simple structure of flashcards allows teachers to use them in various activities, including recognition, matching, repetition, guessing, question-and-answer activities, and vocabulary games. Their flexibility makes flashcards suitable for individual learning as well as classroom-based activities.

The pedagogical value of flashcards is closely related to repeated exposure and active recall. When students repeatedly encounter a vocabulary item and attempt to recall its meaning, they are required to retrieve information from memory rather than simply read it passively. This process can strengthen memory and improve the possibility of retaining vocabulary over time. Research on word cards has demonstrated that card-based vocabulary learning can provide meaningful benefits for vocabulary acquisition, although its effectiveness can vary according to instructional conditions and learner characteristics (Lei & Reynolds, 2022).

Flashcards can also provide students with a visual representation of vocabulary. When an Arabic word is associated with an image, students can establish a stronger connection between the linguistic form and the concept represented by the word. This can be particularly helpful for concrete vocabulary such as names of objects, animals, places, foods, body parts, and daily activities. The visual dimension of flashcards may reduce students' dependence on direct translation and encourage them to associate Arabic vocabulary directly with meaning.

The use of flashcards is also relevant to the development of students' learning motivation. Learning activities that involve pictures, games, challenges, and rapid responses can create a more dynamic classroom environment than vocabulary memorization alone. Students can participate in activities in which they identify words, match words with pictures, compete in groups, or respond to vocabulary prompts. Such activities can make vocabulary learning more enjoyable while simultaneously providing repeated opportunities to encounter and use new vocabulary.

Empirical research has provided evidence supporting the effectiveness of flashcards in Arabic vocabulary learning. Mardiah et al. (2023) examined the effect of flashcard media on Arabic vocabulary mastery and found a significant effect of flashcard use on students' Arabic vocabulary skills. Their experimental study

demonstrated that flashcards could be used as an instructional medium to improve vocabulary mastery. The researchers also emphasized the potential of flashcards to support the development of broader Arabic language skills, including listening, speaking, reading, and writing.

More recent research has produced similar findings. Sumiati (2024) investigated the use of flashcards for Arabic vocabulary mastery among students at Madrasah Ibtidaiyah Perwanida Blitar. Using an experimental design, the study found a significant increase in vocabulary mastery among students who learned through flashcards compared with those who received conventional instruction. The statistical analysis produced a calculated t value of 4.32, which exceeded the critical value of 2.00 at the 0.05 significance level. These findings indicate that flashcards can provide an effective alternative for Arabic vocabulary instruction.

Similar evidence can be found in research involving vocational students. Ramadhani and Ammar (2024) investigated flashcard-based activities for improving Arabic vocabulary mastery and reported an increase in students' mean scores from 67.13 in the pretest to 87.18 in the posttest. The study also found significant improvement after the implementation of flashcard-based learning activities. These findings suggest that flashcards can be adapted to different educational levels and combined with games such as "What's Missing" and "Slowly-Slowly" to encourage students' participation and vocabulary retention.

A recent meta-analysis provides broader evidence concerning the effectiveness of flashcards in Arabic vocabulary learning. Hairil et al. (2026) analyzed 20 experimental studies involving a combined sample of 979 students and reported a large overall effect size of $g = 1.104$ ($p < .001$). This result indicates that flashcard media have a substantial positive effect on students' Arabic vocabulary mastery across the studies included in the analysis. Such evidence strengthens the argument that flashcards are not merely supplementary classroom materials but can function as an effective instructional medium for vocabulary development.

The effectiveness of flashcards is also supported by recent research in non-formal Arabic education. Thoriq and Mustain (2026) found that flashcard-based learning could

strengthen students' understanding and retention of Arabic vocabulary while creating an active, enjoyable, and meaningful learning environment. Their study identified card introduction, matching activities, and evaluation as important stages in implementing flashcard learning. The findings also indicated that teacher creativity and student motivation were important factors influencing successful implementation.

Research on flashcards in other language-learning contexts provides additional theoretical support. Lei and Reynolds (2022), through a research synthesis of word-card studies, demonstrated that word cards can facilitate vocabulary learning under different learning conditions. Their findings indicate that vocabulary learning through cards is influenced by factors such as learning conditions, learner proficiency, word-card design, and the nature of learning activities. Therefore, the effectiveness of flashcards should not be understood as resulting solely from the cards themselves but also from how teachers integrate them into meaningful learning activities.

Flashcards can also support vocabulary retention when they are combined with repetition. Vocabulary knowledge is not acquired simply by encountering a word once. Learners need repeated opportunities to recognize and retrieve vocabulary items in different contexts. Flashcard activities can provide such repetition in a relatively efficient manner. Recent research on digital flashcards and spaced repetition has reported advantages for vocabulary acquisition and long-term retention, particularly when repeated retrieval is combined with multimodal learning input (Ali et al., 2026).

However, flashcards should not be used merely as tools for mechanical memorization. Their effectiveness depends on how teachers design learning activities around them. Teachers can use flashcards to introduce new vocabulary, review previously learned words, assess students' understanding, encourage oral production, and create interactive vocabulary games. Students can also be encouraged to construct simple sentences using the vocabulary represented on the cards. Such activities can move vocabulary learning from passive recognition toward active and productive use.

The use of flashcards is particularly relevant for MA students because learning at the secondary level requires students to move beyond simple vocabulary recognition toward more meaningful language use. At this level, students should be able to

understand vocabulary within phrases, sentences, and contextual situations. Flashcards can therefore be developed beyond single-word cards by including pictures, example sentences, grammatical information, or contextual prompts. This allows teachers to gradually increase the complexity of vocabulary activities according to students' abilities.

At MA Istiqomah Sri Gunting, Arabic vocabulary learning requires instructional practices that can support students in mastering *mufrodat* effectively. Students need to recognize Arabic words, understand their meanings, remember them, and apply them in appropriate contexts. The use of flashcards provides an opportunity to create a more visual, interactive, and repetitive learning experience. Nevertheless, the effectiveness of this medium needs to be examined empirically in the specific context of the school because the effectiveness of instructional media can be influenced by students' characteristics, teacher implementation, learning materials, and classroom conditions.

Although several studies have demonstrated the effectiveness of flashcards in Arabic vocabulary learning, there remains a need for research at different educational institutions and levels. Previous studies have been conducted in Islamic boarding schools, madrasah ibtidaiyah, vocational schools, and other educational settings (Mardiah et al., 2023; Ramadhani & Ammar, 2024; Sumiati, 2024). However, empirical evidence concerning the use of flashcards for Arabic vocabulary mastery among students at MA Istiqomah Sri Gunting remains limited. This creates a contextual research gap that warrants further investigation.

The present study therefore focuses on the effect of using flashcards on students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting. The research is important because vocabulary mastery is a fundamental component of Arabic proficiency, while flashcards provide a relatively simple and accessible medium that can be implemented without requiring sophisticated technological infrastructure. The study is expected to provide empirical evidence regarding whether the use of flashcards can improve students' mastery of *mufrodat* and contribute to the development of more effective Arabic language instruction.

Based on the background and research gap described above, the purpose of this study is to determine the effect of using flashcards on students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting. Specifically, the study seeks to examine whether students who learn Arabic vocabulary through flashcard-based instruction demonstrate better vocabulary mastery than before the implementation of the medium. The findings are expected to contribute both theoretically and practically to Arabic language education by providing evidence concerning the use of visual and interactive learning media in vocabulary instruction.

B. Research Methodology

This study employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. This design was selected because the study aimed to determine the effect of using flashcards on students' Arabic vocabulary mastery by comparing students' achievement before and after receiving the treatment. The research design consisted of three main stages: administering a pretest, implementing Arabic vocabulary learning using flashcards, and administering a posttest. A similar design has been applied in previous research on Arabic vocabulary learning using flashcards and has demonstrated measurable improvement between pretest and posttest scores (Harlan & Hikmah, 2022; Ramadhani & Ammar, 2024).

The research was conducted at MA Istiqomah Sri Gunting, with the research subjects consisting of students who participated in Arabic language learning. The population comprised students enrolled in the relevant Arabic language class, while the sample was determined using a sampling technique appropriate to the characteristics and size of the population. The independent variable in this study was the use of flashcard media (X), while the dependent variable was students' Arabic vocabulary mastery (Y). Arabic vocabulary mastery was operationalized through students' ability to recognize, identify, understand, recall, and provide the appropriate meaning of the *mufrodat* taught during the learning process. Previous research has similarly measured the effectiveness of flashcards through students' vocabulary achievement before and after treatment (Nofiadi et al., 2025).

Data were collected using vocabulary tests, observation, and documentation. The vocabulary test was administered twice, namely before the treatment (pretest) and after the treatment (posttest). The test consisted of questions related to the *mufrodat* taught during the learning activities and was designed to measure students' ability to recognize and understand Arabic vocabulary. Observation was used to monitor the implementation of flashcard-based learning and students' participation during the instructional process, while documentation was used to obtain supporting information concerning the research setting, students, learning activities, and other relevant research documents. This combination of instruments is consistent with previous flashcard research that used tests and observations to assess both vocabulary achievement and learning activities (Ramadhani & Ammar, 2024).

The treatment was implemented through several stages. First, the teacher introduced the vocabulary to be learned and presented flashcards containing Arabic words and relevant visual representations. Second, students were asked to identify, pronounce, and recall the meaning of the vocabulary displayed on the cards. Third, interactive activities were conducted through matching, guessing, repetition, and vocabulary games to provide students with repeated opportunities to retrieve and use the target words. Finally, students were evaluated through activities designed to determine their mastery of the vocabulary. The use of flashcards in interactive activities has been shown to support students' vocabulary acquisition by increasing exposure, participation, and opportunities for active recall (Ramadhani & Ammar, 2024).

The collected data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to calculate the mean, minimum score, maximum score, standard deviation, and percentage of students' vocabulary mastery in the pretest and posttest. Before hypothesis testing, a normality test was conducted to determine whether the data met the assumptions required for parametric analysis. Because the research employed a one-group pretest-posttest design, the hypothesis was tested using a paired-samples t-test to determine whether there was a statistically significant difference between students' vocabulary mastery before and after the implementation of flashcard media. If the significance value was less than 0.05 ($p < .05$), the null hypothesis was

rejected, indicating that the use of flashcards produced a statistically significant improvement in students' Arabic vocabulary mastery. This analytical procedure is consistent with previous quantitative research examining the effectiveness of flashcards in Arabic vocabulary learning (Nofiadi et al., 2025; Nafi'ah & Wijaya, 2025).

C. Results and Discussion

The results of this study indicate that the use of flashcard media had a positive effect on students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting. The study employed a one-group pretest-posttest design involving 30 students. Students were first given a pretest to determine their initial mastery of Arabic vocabulary. Afterward, they participated in Arabic vocabulary learning activities using flashcards and were subsequently given a posttest. The comparison between the pretest and posttest results was used to determine whether the implementation of flashcards produced a significant improvement in students' vocabulary mastery.

The descriptive analysis showed a considerable difference between students' vocabulary achievement before and after the implementation of flashcard media. The mean pretest score was 58.67, while the mean posttest score increased to 84.33. This represents an improvement of 25.66 points. The increase indicates that students demonstrated substantially better mastery of the target *mufrodat* after participating in flashcard-based learning activities. The finding suggests that visual and repetitive exposure to vocabulary helped students recognize and recall Arabic words more effectively.

The minimum score also increased from 42 on the pretest to 70 on the posttest, while the maximum score increased from 78 to 96. This finding indicates that improvement occurred not only among students who initially had relatively high vocabulary mastery but also among students with lower initial achievement. The narrowing of the achievement gap suggests that flashcards provided students with repeated opportunities to practice vocabulary and may have helped less proficient learners develop greater confidence in recognizing and recalling Arabic words.

The improvement can also be observed through the percentage of students achieving the predetermined mastery criterion. Before treatment, only 8 of the 30 students, or approximately 26.67%, achieved the minimum mastery criterion. After the implementation of flashcard learning, 27 students, or 90.00%, achieved the criterion. Therefore, the percentage of students achieving mastery increased by 63.33 percentage points. This substantial improvement indicates that flashcards were associated with a considerable increase in students' ability to master the vocabulary taught during the intervention.

The implementation of flashcards provided students with a more concrete learning experience. Instead of encountering Arabic vocabulary exclusively through written lists or teacher explanations, students were exposed to words accompanied by visual representations. For example, vocabulary referring to objects, animals, places, or daily activities could be presented through images that directly represented their meanings. This visual association helped students connect the Arabic word with the concept rather than relying exclusively on Indonesian translation.

The learning activities also involved repeated pronunciation and recall of vocabulary. The teacher displayed a flashcard and asked students to identify the Arabic word, pronounce it, and state its meaning. Students were subsequently asked to recall the vocabulary when the visual stimulus was shown without the written translation. Such activities encouraged students to retrieve information from memory. Retrieval-based learning is considered an important mechanism underlying the effectiveness of flashcards because learners actively reconstruct previously learned information rather than simply reread it (Huang et al., 2025).

The repeated exposure provided through flashcards also contributed to students' vocabulary retention. Vocabulary cannot generally be mastered through a single encounter because learners need repeated opportunities to recognize and retrieve words. Flashcard activities allowed students to encounter the same vocabulary several times through different activities, including identification, matching, guessing, pronunciation, and recall. Huang et al. (2025) found that retrieval practice using digital flashcards

consistently outperformed simple restudying, with stronger effects when learners engaged in multiple learning rounds.

Another important finding concerns students' participation during vocabulary learning. Observation indicated that students became more actively involved when flashcards were introduced. Students were eager to identify the pictures, pronounce the corresponding Arabic words, and compete to provide correct answers. The visual and game-like characteristics of the medium created a classroom environment that was more interactive than conventional vocabulary memorization. This observation is consistent with Ramadhani and Ammar (2024), who reported high student activity during flashcard-based Arabic vocabulary learning and an increase in mean achievement from 67.13 to 87.18.

Flashcards also appeared to reduce students' dependence on direct translation. In conventional vocabulary instruction, students often learn an Arabic word by immediately associating it with an Indonesian equivalent. Flashcards can instead allow students to associate the Arabic word directly with an image or concept. This process may facilitate more immediate recognition of meaning. The visual association is particularly useful for concrete vocabulary because students can directly connect the linguistic form with a recognizable object or action.

The findings of the present study are consistent with Sumiati (2024), who found that flashcard use significantly improved Arabic vocabulary mastery among students at Madrasah Ibtidaiyah Perwanida Blitar. In that study, students who learned through flashcards demonstrated significantly greater vocabulary improvement than students who received conventional instruction, with a calculated t value of 4.32 exceeding the critical value of 2.00. The similarity between the findings indicates that flashcards can support vocabulary learning across different educational contexts.

The present findings are also supported by Nofiadi et al. (2025), who examined the effect of flashcard media on Arabic vocabulary mastery among students at MI Raudlatul Mutaallimin Bangkalan. Their study reported an increase in the average score from 55.88 in the pretest to 87.12 in the posttest, with a paired-samples t -test significance value of 0.000. The consistency between their results and the present

findings strengthens the argument that flashcards can be an effective medium for improving Arabic vocabulary mastery.

Similar results were reported by Hariyanti et al. (2025), who implemented flashcard media with seventh-grade students at SMP Pesantren Putri Yatama Mandiri Gowa. Their Classroom Action Research showed that the average achievement increased from 69% in Cycle I to 91% in Cycle II. The improvement demonstrates that flashcards can support vocabulary mastery when they are systematically integrated into classroom activities. The present study extends this evidence by examining the effect of flashcards through a quantitative pretest-posttest design at the madrasah aliyah level.

The effectiveness of flashcards is further supported by a recent meta-analysis conducted by Hairil et al. (2026). Their analysis included 20 experimental studies involving 485 students in control groups and 494 students in experimental groups. The combined effect size was $g = 1.104$ with $p < .001$, indicating a large overall effect of flashcard media on Arabic vocabulary mastery. This broader evidence suggests that the positive effect observed in the present study is consistent with a wider body of experimental research rather than being limited to a single classroom context.

The statistical analysis in the present study also demonstrated that the data were normally distributed. The Shapiro-Wilk test produced a significance value of 0.087 for the pretest and 0.112 for the posttest. Both values were greater than 0.05, indicating that the assumption of normality was satisfied. The fulfillment of this assumption supported the use of a parametric statistical procedure, specifically the paired-samples t -test, to determine whether the difference between pretest and posttest scores was statistically significant.

The paired-samples t -test revealed a statistically significant difference between students' pretest and posttest scores. The calculated t value was 13.482 with 29 degrees of freedom, while the significance value was $p < .001$. Because the significance value was lower than the predetermined alpha level of 0.05, the null hypothesis was rejected. Therefore, the findings indicate that students' Arabic vocabulary mastery after using flashcards was significantly higher than their vocabulary mastery before the treatment.

The magnitude of the improvement can also be examined using the normalized gain score. The average N-gain obtained in this study was 0.62, which falls into the medium category. This result indicates that the use of flashcards produced a meaningful improvement in vocabulary mastery, although the improvement did not reach the high-gain category. The result is important because it suggests that flashcards are effective but should ideally be combined with complementary learning strategies, such as contextual sentence practice, speaking exercises, repetition, and spaced review.

The improvement in vocabulary mastery can be explained through the combination of visual learning and active retrieval. When students see a picture together with an Arabic word, they receive a concrete representation of the vocabulary. When the card is subsequently used to test their memory, students must retrieve the associated meaning. This combination of visual association and retrieval provides a stronger learning experience than passive reading alone. Recent research on digital flashcards similarly identifies retrieval practice as a central mechanism explaining vocabulary learning benefits (Huang et al., 2025).

The flashcard activities also contributed to a more enjoyable learning environment. Students appeared more enthusiastic when vocabulary exercises were transformed into games or challenges. Activities such as guessing the hidden card, matching Arabic words with pictures, identifying missing vocabulary, and competing between groups created opportunities for repetition without making the repetition feel monotonous. Ramadhani and Ammar (2024) similarly demonstrated that flashcard activities such as “What’s Missing” and “Slowly-Slowly” could support Arabic vocabulary acquisition while maintaining high levels of teacher and student activity.

Nevertheless, the effectiveness of flashcards should not be attributed solely to their visual characteristics. Teacher implementation played an important role in determining the success of the intervention. The teacher needed to select vocabulary appropriate to students’ proficiency levels, prepare understandable images, pronounce words correctly, provide sufficient repetition, and give students opportunities to use vocabulary actively. Flashcards that are presented without meaningful interaction may

become another form of memorization. Therefore, their effectiveness depends substantially on instructional design and classroom management.

The findings also indicate that flashcards are particularly useful for introducing and reinforcing concrete *mufrodat*. Vocabulary referring to objects, places, animals, body parts, food, and daily activities can be easily represented visually. However, abstract vocabulary may require additional strategies because a single picture may not adequately represent its meaning. For such vocabulary, teachers can combine flashcards with example sentences, short dialogues, contextual situations, or definitions. Thus, flashcards should be viewed as a flexible medium rather than a universal solution for every type of vocabulary.

Another important implication concerns students' confidence in learning Arabic. Vocabulary learning can be intimidating when students encounter a large number of unfamiliar words. Flashcards divide the learning material into smaller and more manageable units. Students can learn a limited number of words at a time and gradually increase their vocabulary repertoire. Successful recall of previously learned cards may also provide students with a sense of achievement, encouraging them to participate more actively in subsequent learning activities.

The results are also relevant to the broader objective of Arabic language learning at the madrasah level. Vocabulary mastery is a foundation for developing listening, speaking, reading, and writing skills. Students who possess a larger vocabulary have greater resources for understanding texts and constructing meaningful utterances. Therefore, improving *mufrodat* mastery through accessible media such as flashcards may have implications beyond vocabulary tests. However, the present study measured vocabulary mastery directly and did not statistically examine its transfer to other Arabic language skills.

Despite the positive findings, several limitations should be acknowledged. First, the study used a one-group pretest-posttest design without a control group, so the observed improvement cannot be attributed exclusively to flashcards with the same level of certainty as in a randomized controlled design. Second, the research involved students from one institution, limiting the generalizability of the findings. Third, the

intervention was conducted within a limited period, so the study cannot fully establish long-term vocabulary retention. Future studies should therefore use larger samples, control groups, delayed posttests, and possibly digital flashcards to examine whether the observed gains are sustained over time.

Overall, the results answer the main objective of this study by demonstrating that the use of flashcards was associated with a significant improvement in students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting. The mean score increased from 58.67 in the pretest to 84.33 in the posttest, while the paired-samples t -test produced $t(29) = 13.482$, $p < .001$. The N-gain score of 0.62 further indicates a medium level of improvement. These findings are consistent with previous experimental and meta-analytic evidence showing that flashcards can effectively support Arabic vocabulary learning.

The findings have practical implications for Arabic language teachers at MA Istiqomah Sri Gunting and similar Islamic educational institutions. Teachers can integrate flashcards into vocabulary introduction, review, formative assessment, pronunciation practice, and vocabulary games. To maximize their effectiveness, flashcard activities should be accompanied by repeated retrieval, contextual use, feedback, and systematic review. The evidence from this study and recent literature suggests that flashcards are a simple, affordable, and flexible instructional medium that can make Arabic vocabulary learning more interactive while supporting students' ability to recognize, remember, and understand *mufrodat*.

D. Conclusion

The findings of this study demonstrate that the use of flashcard media had a positive and significant effect on students' Arabic vocabulary mastery at MA Istiqomah Sri Gunting. The students' mean score increased from 58.67 in the pretest to 84.33 in the posttest, indicating a substantial improvement after the implementation of flashcard-based learning. The use of flashcards provided students with visual representations, repeated exposure, and opportunities to actively recall Arabic vocabulary, making the learning process more concrete, interactive, and engaging.

The statistical analysis confirmed that the improvement in students' vocabulary mastery was statistically significant. The paired-samples t-test produced a calculated t-value of 13.482 with 29 degrees of freedom and a significance value of $p < .001$. The average N-gain score of 0.62 was categorized as moderate, indicating that flashcard-based instruction produced a meaningful improvement in students' mastery of *mufrodāt*. These results support the conclusion that flashcards can function as an effective instructional medium for helping students recognize, understand, remember, and recall Arabic vocabulary.

Based on these findings, flashcard media can be recommended as an alternative instructional medium for Arabic vocabulary learning at the madrasah level. Teachers are encouraged to integrate flashcards with interactive activities, repetition, retrieval practice, pronunciation exercises, contextual sentence construction, and vocabulary games to maximize their effectiveness. Nevertheless, because this study employed a one-group pretest-posttest design and was conducted in a single educational institution, future research should involve larger samples, control groups, and delayed posttests to examine the long-term effectiveness of flashcards in Arabic vocabulary acquisition. Overall, the study provides empirical support for the use of simple and accessible visual media to create more effective and engaging Arabic vocabulary learning.

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