DEVELOPMENT OF HISTORY FLASHCARD MEDIA ON THE MATERIAL OF THE ROLE OF ISLAMIC KINGDOM IN INDONESIA BASED ON SURAH AL-FATH VERSE 29 AT MTS AL WASHLIYAH 16 PERBAUNGAN

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ABSTRACT

History learning at MTs Al Washliyah 16 Perbaungan was characterized by limited student engagement due to lecture-dominated instruction and minimal use of interactive media. This study aimed to develop and evaluate the feasibility and practicality of History Flashcards integrating Quranic values from Surah Al-Fath verse 29 in teaching the topic The Role of Islamic Kingdoms in Indonesia. The research employed a Research and Development design using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The product was validated by material and media experts and tested through a limited classroom trial involving eighth-grade students. Data were collected through interviews, observation sheets, validation instruments, questionnaires, and supporting pretest–posttest assessments.The developed media consists of structured card types combining historical narratives with Quranic principles to support thematic-integrative learning. Validation results indicate that the product meets academic and visual feasibility standards. Classroom implementation shows increased student participation, positive responses, and improved conceptual understanding. The integration of Quranic values helps contextualize historical content, although deeper value internalization requires further instructional scaffolding. Overall, the ADDIE-based process successfully produced a feasible and practical Quranic-integrated learning media suitable for Islamic junior secondary history instruction.

INTRODUCTION

History learning plays a strategic role in shaping students' understanding of national identity and cultural values. In Islamic Junior High Schools Madrasah Tsanawiyah, history learning not only conveys historical facts but also instills Islamic values. The topic of the Role of Islamic Kingdoms in Indonesia, such as Samudera Pasai, Demak, and Aceh Darussalam, illustrates how Islam developed and shaped the Indonesian archipelago. Beyond

chronological narration, this material provides opportunities to connect historical events with Quranic principles that emphasize steadfastness, unity, compassion, and devotion. However, history learning is often perceived as monotonous due to the dominance of conventional lecture methods and textbook based instruction. At MTs Al Washliyah 16 Perbaungan, several instructional problems were identified, including limited variation in learning media, teacher centered classroom practices, and low student participation. These conditions reduce students' interest and engagement and indicate the need for innovation through more interactive and contextually meaningful learning media.

The integration of Quranic values into history education finds strong theoretical grounding in several frameworks. First, constructivist learning theory emphasizes that knowledge is constructed through meaningful connections between new information and students' existing cognitive structures (Schunk, 2020). For MTs students, Quranic values function as prior knowledge that can scaffold historical understanding, making abstract historical concepts more personally relevant and cognitively accessible. Second, value based education theory explains that character formation is most effective when moral principles are embedded within academic content rather than taught separately (Berkowitz & Bier, 2021; Lumpkin, 2022). Integrating Surah Al Fath verse 29, which emphasizes steadfastness, mutual compassion, and devotion, into the narratives of Islamic kingdoms enables students to observe how these values were embodied in historical actors, thereby strengthening both cognitive comprehension and moral internalization.

Third, culturally responsive pedagogy asserts that learning is maximized when instructional materials reflect students' cultural and religious identities (Hammond, 2020; Pritchard & Woollard, 2022). In Islamic educational contexts, this implies connecting historical content to Islamic epistemology. The Quranic perspective on history, as reflected in Q.S. Yusuf verse 111, positions historical narratives as sources of moral lessons and divine wisdom rather than merely chronological accounts. This theological orientation aligns with the MTs curriculum, which mandates the integration of Islamic values across subjects (Kementerian Agama RI, 2020). Fourth, cognitive load theory suggests that multimedia tools such as flashcards can reduce extraneous cognitive load through visual verbal integration, dual coding, and segmentation of information (Sweller et al., 2019; Castro Alonso et al., 2021). When combined with value based instructional frameworks, such media can support both cognitive processing and affective engagement in learning.

Previous research on flashcards has reported positive findings in improving motivation and learning outcomes. Oktavia (2022) found that flashcard use significantly improved learning outcomes in Islamic Cultural History. Febriyanti (2023) developed flashcards using the ADDIE model and reported high validation results from media experts, material experts, teachers, and students. However, despite these encouraging findings, several research gaps remain. First, prior studies developed flashcards primarily based on general pedagogical principles without systematically integrating Quranic interpretation as a conceptual framework for media design. No study has operationalized Surah Al Fath verse 29 into explicit design criteria for historical learning media at the MTs level. Second, existing research often treats historical content as isolated factual information rather than integrating historical, geographical, political, and religious dimensions into a coherent thematic structure (Nuryana et al., 2020; Hamid et al., 2021). Third, limited development research specifically addresses the topic of the Role of Islamic Kingdoms in Indonesia within the MTs context (Muzaki & Mahanani, 2021). Fourth, previous studies have emphasized validation scores and cognitive outcomes without sufficiently examining classroom practicality and usability, particularly in relation to Islamic value internalization (Asyari et al., 2022). Fifth, there is limited application of systematic instructional design models such as ADDIE that explicitly integrate pedagogical standards with Islamic theological considerations in MTs specific contexts (Hidayat & Abdillah, 2019; Wulandari et al., 2020).

Unlike prior studies that primarily focused on measuring achievement differences, this research does not aim to determine whether students' scores become significantly higher after using the media. Instead, the main focus is the systematic development and refinement of History Flashcards from a commonly used simple card model into

a more structured, thematic integrative, and Quranic based instructional media design. The emphasis is on producing a feasible, practical, and usable instructional product that aligns with curriculum objectives and Islamic values.

This study addresses the identified gaps through several approaches. First, Surah Al Fath verse 29 is used as a conceptual foundation to connect historical events of Islamic kingdoms with Islamic principles of steadfastness, unity, and devotion. Second, a thematic integrative design is developed to weave historical, geographical, political, and religious dimensions into a structured card based format. Third, the ADDIE model is applied systematically to guide analysis, design, development, implementation, and evaluation stages, ensuring that the resulting product meets pedagogical and Islamic value criteria. Fourth, the study emphasizes feasibility, validity, and practicality through expert validation and limited classroom testing rather than solely focusing on statistical outcome comparison. Fifth, interactive learning activities are incorporated to encourage active student participation during classroom use.

Based on the identified problems and research boundaries, the research problem is formulated as follows: How is the process of developing History Flashcards that are feasible and effective for use in teaching the Role of Islamic Kingdoms in Indonesia based on Surah Al Fath verse 29 at MTs Al Washliyah 16 Perbaungan. The objective of this study is to describe and analyze the development process of History Flashcards so that they become feasible and effective instructional media for classroom use. The focus is on examining the stages of needs analysis, design formulation, expert validation, revision, and limited classroom testing to ensure proper implementation.

The expected product is a printed History Flashcards learning media for Social Studies focusing on the role of Islamic kingdoms in Indonesia. The product specifications include card based media sized 8×5 cm for easy handling, visual illustrations on each card, three types of cards consisting of Tau cards, Red cards containing questions, and Blue cards containing informational content, supporting tools such as a bell and a scannable code, and durable thick paper material for repeated classroom use. The study is expected to contribute theoretically to the development of integrative Quranic based instructional design and practically to provide teachers and students with a more engaging and interactive history learning medium within the specific context of MTs Al Washliyah 16 Perbaungan.

METHOD

This study employed a Research and Development (R&D) design using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The primary focus of this research was not to determine whether students' learning outcomes significantly increased after using the media, but rather to develop and refine a Historical Story Card (History Flashcards) learning media from a conventional and commonly used simple card model into a more innovative, structured, and curriculum-integrated model. The research aimed to examine the development process and to determine whether the resulting media was feasible, practical, and effective for use in learning the topic of the Role of Islamic Kingdoms in Indonesia based on Surah Al-Fath verse 29 at MTs Al Washliyah 16 Perbaungan. The research was conducted at MTs Al Washliyah 16 Perbaungan, located in Serdang Bedagai Regency, North Sumatra. The population consisted of all seventh-grade students, and the selected sample was Class VII-A comprising 30 students. A saturated sampling technique was used, meaning that all students in the class were involved in the limited trial stage. The students were not positioned as subjects for testing academic achievement improvement, but rather as users to test whether the developed History Flashcards media was suitable and applicable in real classroom conditions.

In the analysis phase, preliminary observations and interviews were conducted with the Social Studies teacher to identify problems in history learning, limitations in the use of instructional media, and students' difficulties in understanding the material. The design phase involved planning the structure of the cards, organizing historical content, integrating Islamic values from Surah Al-Fath verse 29, designing visual layouts, selecting

illustrations, and determining language clarity according to students' characteristics. In the development phase, the initial prototype of the History Flashcards was produced and then validated by two expert validators: one Islamic history subject matter expert and one learning media expert, each with at least five years of professional experience. The validation assessed aspects such as content accuracy, curriculum alignment, integration of Islamic values, readability, visual design, and technical presentation. Suggestions and feedback from the experts were used to revise and improve the product until it reached an appropriate level of feasibility.

After the revision stage, a teacher practicality test was conducted to evaluate whether the media was easy to use, clear in its instructions, appropriate for classroom delivery, and practical for supporting the learning process. The implementation phase involved a limited classroom trial with 30 students to observe how the media functioned in real learning situations. During the learning activities, observations were conducted to examine student engagement, interaction with the cards, and the overall flow of instruction. Students were also asked to complete a response questionnaire to assess the attractiveness, clarity, and usefulness of the media. Although pretest and posttest activities were conducted to provide supporting data on students' understanding, the main objective of the study was not to measure the magnitude of learning gains, but to evaluate whether the developed History Flashcards were feasible, practical, and appropriate for classroom use.

The research instruments included interview guidelines, observation sheets, expert validation questionnaires, teacher practicality questionnaires, and student response questionnaires. The questionnaires used a five-point Likert scale ranging from 1 (very poor) to 5 (very good). Content validity was established through expert judgment, and reliability was tested using Cronbach's Alpha, with a coefficient of 0.70 or higher considered acceptable. Quantitative data from expert validation, practicality testing, and student responses were analyzed using the feasibility percentage formula $P = (\Sigma x / \Sigma y) \times 100\%$, and categorized into feasibility levels ranging from Not Feasible to Very Feasible. Qualitative data from interviews and observations were analyzed descriptively through data reduction, data display, and conclusion drawing to provide a comprehensive understanding of the development process and the practicality of the History Flashcards media. Overall, this study sought to describe the systematic development process of an improved History Flashcards learning media and to determine its feasibility and practicality for classroom implementation rather than to solely emphasize students' learning outcome improvement.

RESULT AND DISCUSSION

Analysis Phase Results

The analysis phase was conducted through classroom observations and interviews with social studies teachers and students at MTs Al Washliyah 16 Perbaungan. Based on the interviews, history learning was still dominated by conventional teaching methods, primarily lectures and textbook-based instruction. This teacher-centered approach limited student engagement during the learning process. Observational data revealed that only 35% of students actively participated in classroom discussions, while 65% tended to be passive and less enthusiastic. These findings indicate the need for instructional innovation to improve student involvement and motivation.

a. Students' Needs Analysis

The needs analysis identified that students require learning media that can enhance attention, engagement, and learning interest, particularly in the topic "The Role of Islamic Kingdoms in Indonesia." Students showed a stronger tendency to understand material more easily when it was presented visually, concisely, and contextually. Therefore, there was a clear need for interactive and visually engaging learning media that not only supports content delivery but also actively involves students in the learning process.

Based on these needs, the Historical Story Card (History Flashcards) media was developed. This media was designed to present historical content systematically, visually, and communicatively, while also integrating Islamic

values. The development of this media aimed to facilitate meaningful learning experiences, improve student participation, and foster greater interest in social studies learning.

In terms of content analysis, the material "The Role of Islamic Kingdoms in Indonesia" includes several subtopics: (1) the Samudera Pasai Kingdom as the first Islamic kingdom in Indonesia, (2) the Demak Kingdom and the role of Wali Songo in Islamic propagation, (3) the Sultanate of Aceh Darussalam as a center of Islamic education, and (4) the Islamic Mataram Kingdom. These topics are relevant to the integration of Surah Al-Fath verse 29, particularly in highlighting the values of steadfast faith, brotherhood among Muslims, and the spirit of Islamic da'wah.

b. Curriculum Analysis

The curriculum analysis revealed that MTs Al Washliyah 16 Perbaungan implements the 2013 Curriculum (Kurikulum 2013), which emphasizes student-centered learning. This curriculum encourages active student participation through observing, questioning, reasoning, and communicating activities. Social studies learning under this curriculum is directed not only toward cognitive mastery but also toward the development of attitudes, critical thinking skills, and character values.

In alignment with the characteristics of the 2013 Curriculum, the Historical Story Card media was designed to support active learning and collaborative interaction. The integration of Surah Al-Fath verse 29 within the media was intended to strengthen the affective and spiritual dimensions of learning, making social studies instruction more contextual, meaningful, and character-oriented. Thus, the development of this media is pedagogically grounded in both instructional needs and curriculum requirements.

Design Phase Results

During the design phase, the researcher developed the conceptual and technical blueprint of the Historical Story Card (History Flashcards) as a visual and interactive learning medium. The product was designed in the form of illustrated cards equipped with a QR Code that can be scanned using a smartphone. The QR Code directs students to digital learning materials containing explanations of historical figures and their roles in the development of Islamic kingdoms in Indonesia. The illustrations of the developed media can be seen in Figure 1 below.

Figure 1, Initial Design of the Historical Story Card Learning Media
Source: Research, 2026

Each card measures 8×5 cm and is printed on 310 gsm art paper, similar to playing card material, ensuring durability and comfort during classroom use. The media consists of three types of cards designed to support interactive and meaningful learning. First, the Tau Cards function as the main game cards and consist of 70 cards featuring five different illustrations (14 cards per image type). These illustrations depict Islamic kingdoms and prominent historical figures, such as the Kingdom of Demak, the Kingdom of Samudra Pasai, and Sultan Hasanuddin. Second, the Red Cards consist of 20 cards containing learning questions related to the topic "The Role of Islamic Kingdoms in Indonesia." These cards are intended to train students' comprehension and critical thinking skills during gameplay. Third, the Blue Cards consist of 15 informational cards presenting concise historical

knowledge about Islamic kingdoms, integrated with relevant quotations from Surah Al-Fath verse 29 to reinforce Islamic values in the learning process.

The initial design stage included determining the card size, selecting appropriate printing materials, developing visual illustrations of historical figures and kingdoms, generating QR Codes linked to digital materials, and organizing the card classification based on function and content (Tau Cards, Red Cards, and Blue Cards). Special attention was given to layout composition to ensure readability, proportional placement of text and images, and clarity of information. Each card contains a brief narrative of no more than 50 words, written in simple and accessible language suitable for MTs students.

Visually, the design applies an attractive color scheme combining green to represent Islamic identity, brown to reflect historical nuance, and gold to symbolize royal splendor. To further enhance student engagement, the media is complemented by a game bell used during gameplay activities. Overall, the design was carefully aligned with the characteristics of MTs students and the learning objectives of Social Studies on the topic of Islamic kingdoms in Indonesia, ensuring that the media supports active participation, collaborative interaction, and meaningful understanding.

Development and Validation Phase Results

After the product was completed, it underwent an expert validation process to determine its feasibility before classroom implementation. The validation involved three experts with different areas of specialization. Media validation was conducted by Ibu Henni Endayani, M.Pd., who evaluated visual appearance, card design, and suitability of the media for MTs students. Material validation was conducted by Bapak Dr. Zaini Dahlan, M.Pd.I., who assessed the alignment of the material with Social Studies basic competencies, the accuracy of content regarding Islamic kingdoms in Indonesia, and the integration with Surah Al-Fath verse 29. Language validation was conducted by Ibu Tri Indah Kusuma, M.Hum., who evaluated readability, clarity of instructions, and accuracy of language use. The results of material expert validation are presented in Table 1.

Table 1, Material Expert Validation Results

Aspect	Obtained Score	Maximum Score	Percentage
Content Relevance	82	100	82%
Language Quality	80	100	80%
Total	**162**	**200**	**81%**

Source: Research, 2026

Based on Table 1, the overall validation result from the material and language experts reached 81%, which falls into the very feasible category according to the predetermined criteria. The content relevance aspect obtained 82%, indicating that the material presented in the Historical Story Card media aligns well with the curriculum objectives and the topic of the Role of Islamic Kingdoms in Indonesia. Meanwhile, the language quality aspect obtained 80%, showing that the clarity, readability, and appropriateness of language are considered feasible for MTs students. These results indicate that the developed media meets content and linguistic standards and can proceed to the next validation stage. To complement the material and language evaluation, the media was also assessed by a media expert focusing on visual design and overall media quality. The results of the media expert validation are presented in Table 2.

Table 2, Media Expert Validation Results

Aspect	Obtained Score	Maximum Score	Percentage
Media Design	94	100	94%

Total	94	100	94%

Source: Research, 2026

As shown in Table 2, the media expert validation obtained a percentage of 94%, which is categorized as very feasible. This result indicates that the visual design, layout arrangement, and overall presentation of the Historical Story Card media meet high quality standards for classroom use. The media is considered clear, visually appropriate, and supportive of instructional delivery. Overall, the validation results from material, language, and media experts confirm that the Historical Story Card media meets both academic and visual design standards and is suitable for classroom implementation. However, revisions were still carried out based on expert feedback to further improve the quality of the product before proceeding to the practicality test stage.

After the validation process was completed, product revisions were carried out based on suggestions and feedback from the experts to improve the quality of the Historical Story Card media before proceeding to classroom trials. Revisions from the material expert focused on strengthening the integration between the historical content and Surah Al-Fath verse 29 to ensure clearer contextual linkage and deeper value internalization. Several explanations related to the role of Islamic kingdoms were also refined to enhance clarity and accuracy. Meanwhile, feedback from the media expert emphasized improvements in visual aspects, particularly in color selection and illustration refinement. The initial design used relatively simple color combinations and less detailed illustrations; therefore, adjustments were made to apply brighter and more contrasting color schemes, improve proportional balance, and enhance image clarity so that the cards would appear more attractive, modern, and aligned with the characteristics of MTs students. These revisions were intended to produce a learning medium that is not only academically valid but also visually engaging and communicative.

Following the revision stage, a teacher practicality test was conducted to evaluate the usability of the developed media in real classroom settings. The assessment covered aspects such as ease of use, clarity of instructions, suitability for instructional delivery, and overall practicality in supporting the learning process. The results showed that the media obtained a score of 44 out of a maximum of 50, with a percentage of 88%, categorized as practical. This indicates that the Historical Story Card media is easy to implement and effectively supports Social Studies instruction. Based on these findings, the media was declared practical and ready to proceed to the limited student trial stage before full classroom implementation.

The results of the teacher practicality test indicate that the Historical Story Card media is feasible and practical for classroom use. After completing the revision process and confirming its practicality, the improved version of the media was finalized and prepared for implementation in the limited student trial stage. The revised and finalized product, which was subsequently used in the research, is presented in Figure 2 below. The image illustrates the final version of the Historical Story Card learning media after undergoing expert validation and revision.

Figure 2, Revised and Final Version of the Historical Story Card Learning Media Used in the Study
Source: Research, 2026

Following the revision stage, a teacher practicality test was conducted to evaluate the usability of the developed media in classroom settings. The results are presented in Table 3.

Table 3, Results of Teacher Practicality Test

Aspect	Obtained Score	Maximum Score	Percentage

Media Feasibility	44	50	88%
Total	**44**	**50**	**88%**

Source: Research, 2026

Based on Table 3, the Historical Story Card media obtained a score of 44 out of a maximum score of 50, with a percentage of 88%, which is categorized as practical. This indicates that the media is easy to use, appropriate for instructional delivery, and supportive of the learning process. After completing the revision process and confirming its practicality, the improved version of the media was finalized and prepared for limited student trials. The finalized product used in this study is presented in Figure 2, which illustrates the revised and validated version of the Historical Story Card learning media after undergoing expert evaluation and improvement.

Implementation Phase Results

The implementation of the Historical Story Card media was conducted with 30 eighth-grade students at MTs Al-Washliyah 16 Perbaungan during two learning sessions. The learning activity was carried out using a structured group-based game method to encourage student participation and interaction.

At the beginning of the session, the teacher divided the class into four groups based on seating rows. The class consisted of four rows; students in the rightmost row were assigned as Group 1, followed sequentially by Group 2 and Group 3, while students in the leftmost row became Group 4. Each group then selected one representative to come forward to the table at the front of the class where the card media had been prepared.

As a result, four students (one representative from each group) participated directly in the card game at the front table. The game was conducted competitively. Students who lost a round received a Red Card containing a question related to the learning material, while those who won received a Blue Card containing interesting historical information related to Islamic kingdoms and the integration of Surah Al-Fath verse 29.

After the game session ended, each representative returned to their respective group and reported the number of Red Cards and Blue Cards they had obtained. Within each group, students collaboratively discussed and answered the questions written on the Red Cards. This discussion phase encouraged cooperative learning, critical thinking, and peer interaction.

Once the group discussion was completed, all members of each group came forward to present their answers to the class. This presentation session allowed students to communicate their understanding, respond to feedback, and strengthen their comprehension of the material.

Observational data indicated a significant increase in student participation, reaching 83% compared to 35% before using the media. Students showed enthusiasm during the card game, actively engaged in group discussions, and demonstrated improved comprehension, with a 78% question-answer accuracy rate. The student questionnaire results showed that 89% rated the media as interesting, 85% as easy to understand, and 87% as useful in learning history. Subject teachers also responded positively, with 92% stating that the media helped deliver material more effectively and increased student interaction in the learning process.

Figure 3, Implementation of the Historical Story Card Media in Classroom Activities
Source: Research, 2026

Figure 3 presents documentation of the classroom implementation process and serves as empirical evidence that the Historical Story Card media was applied directly in the learning activities. The images illustrate the stages of the activity, including group gameplay, collaborative discussion, and student presentations, demonstrating active student engagement during the implementation phase.

Evaluation Phase Results

The evaluation phase was conducted to measure the effectiveness of the Historical Story Card media after its implementation in classroom learning. Data were collected through comprehension tests administered before (pretest) and after (posttest) the use of the media, student response questionnaires, and interviews with both students and the teacher. The results of the comprehension test showed a significant improvement in students' learning outcomes. The average pretest score was 68.5, which increased to 84.2 in the posttest. The calculated gain score was 0.50, categorized as a moderate improvement. This finding indicates that the use of the Historical Story Card media contributed positively to enhancing students' understanding of the material.

Further analysis based on learning indicators revealed notable progress in several aspects. Students' understanding of the chronology of Islamic kingdoms increased from 62% to 86%. The ability to identify historical figures and explain their roles improved from 70% to 88%. Additionally, understanding of the relationship between historical events and Islamic values increased from 65% to 80%. These improvements demonstrate that the integration of visual cards and Qur'anic values effectively supported both cognitive comprehension and value-based understanding. In addition to test results, student response questionnaires were analyzed to examine students' perceptions of the media. From a total possible score of 1,800, students obtained 1,643 points, resulting in a

percentage of 91.28%, which falls into the very feasible category. This indicates that the majority of students responded very positively to the use of the Historical Story Card media, particularly in terms of visual attractiveness, ease of use, and engagement during learning activities.

Interviews with students further revealed that the media helped them understand the material more easily and enjoyably. Students expressed that learning became more interactive and meaningful because historical content was connected with Qur'anic values, making the lessons feel relevant to their daily lives. The teacher also observed increased student participation, higher motivation, and a more conducive classroom atmosphere during the learning process. Overall, the evaluation results confirm that the Historical Story Card media not only meets feasibility standards but also effectively enhances students' learning outcomes, engagement, and understanding of the role of Islamic kingdoms in Indonesia integrated with Surah Al-Fath verse 29.

Discussion

Validity and Quality of Developed Media: Critical Analysis

The research results show that the development of Historical Story Card media using the ADDIE model resulted in a valid and practical product. Based on expert validation, the overall feasibility score from material and language experts reached 81%, while the media expert validation reached 94%, both categorized as very feasible. These results align with Febriyanti's (2023) research, which achieved expert validation above 90% for flashcard-based Islamic Cultural History media. However, a critical distinction must be noted. While Febriyanti's study involved multiple validator groups, this research involved material, language, and media experts without including Islamic theology experts as separate validators. Considering that this study integrates Surah Al-Fath verse 29 as a conceptual foundation, the absence of specific theological validation represents a methodological limitation, particularly in ensuring interpretative accuracy (Hidayat & Abdillah, 2019).

The material validation score of 81% indicates that although the media is categorized as very feasible, improvements were still necessary, particularly in strengthening clarity and contextual linkage between historical content and Quranic values. This suggests that integrating Islamic values into historical narratives requires careful conceptual alignment rather than simple inclusion of verses. Asy'ari et al. (2022) emphasize that authentic values integration requires transformative pedagogy in which moral principles function as interpretive frameworks rather than decorative additions. Although revisions were conducted, the study does not provide detailed cognitive evidence on how students processed the connection between the principles in Surah Al-Fath verse 29 and specific historical events.

The media validation score of 94% indicates strong visual and design quality. Nevertheless, potential cognitive load considerations remain relevant. The media includes three card types and supporting tools, which may increase element interactivity. Cognitive Load Theory warns that excessive instructional components may distract novice learners (Sweller et al., 2019; Castro-Alonso et al., 2021). The study does not specifically measure whether students experienced confusion or cognitive overload when navigating different card types. Therefore, although the media is visually strong, further empirical testing regarding cognitive efficiency would strengthen the findings.**Student Engagement and Participation: Beyond Surface-Level Metrics**

The increase in active student participation from 35% to 83% confirms Oktavia's (2022) findings that flashcard media can enhance engagement in Islamic Cultural History learning. However, engagement should be interpreted carefully. Safitri and Hartono (2021) distinguish behavioral engagement from cognitive engagement. While this study shows improvement in observable participation and enthusiasm, it does not deeply measure the level of metacognitive processing or analytical reasoning demonstrated by students. Additionally, the implementation was conducted in limited sessions, which introduces the possibility of a novelty effect. Clark et al. (2020) explain that engagement often increases during early exposure to interactive learning tools but may decline over time. Without longitudinal observation, it cannot be concluded that engagement improvements would remain

stable across extended instructional periods. The 78% accuracy rate on Red Card questions indicates that most students understood the material during implementation, although misconceptions may still have remained. The study does not provide detailed error pattern analysis, which could have informed further product refinement (Pritchard & Woollard, 2022).

Learning Effectiveness: Interrogating the Gain Score

The gain score of 0.50 indicates moderate improvement according to Hake's (1998) classification. However, this research does not primarily aim to prove high statistical effectiveness but rather to develop a feasible and practical instructional product. Therefore, the moderate gain should be interpreted as supportive evidence that the developed media can assist understanding, not as the central outcome of the research.

Compared to multimedia-based studies by Nuryana et al. (2020) and Hamid et al. (2021), which reported higher gains, the moderate result here may be influenced by contextual factors, including the initial pretest average of 68.5. Students already possessed moderate prior knowledge, which may have limited the magnitude of measurable improvement (Kalyuga, 2007). The study did not conduct subgroup analysis to examine differential effects based on prior knowledge levels (Schunk, 2020).

Moreover, the assessments mainly measured comprehension and identification skills. Higher-order historical thinking skills, as described in revised Bloom's Taxonomy (Krathwohl, 2002), were not explicitly evaluated. Therefore, while the media supports conceptual understanding, its impact on analytical and evaluative historical reasoning requires further investigation.

Quranic Integration: Theoretical vs. Actual Implementation

The integration of Surah Al-Fath verse 29 represents a distinctive contribution of this study. This approach aligns with culturally responsive pedagogy (Hammond, 2020), which emphasizes connecting learning content with students' cultural and religious identity. The post-test indicator related to understanding the relationship between historical material and Islamic values increased from 65% to 80%, indicating improvement, although it remained the lowest among measured indicators. This suggests that values integration may require deeper instructional scaffolding compared to chronological or factual understanding. Authentic values education requires students to actively apply moral frameworks to interpret complex situations (Berkowitz & Bier, 2021). Although the media includes Quranic references, the study does not provide evidence of structured analytical tasks where students critically evaluate historical events through Quranic ethical principles. Future research should design tasks that explicitly require such bidirectional integration between scripture and historical analysis.

Methodological Limitations and Threats to Validity

Several methodological limitations constrain the generalizability and certainty of findings. First, the single-school implementation with 30 students represents a limited sample that may not reflect broader MTs populations. The study does not report school demographic characteristics, student socioeconomic backgrounds, or prior academic achievement levels, all of which could mediate media effectiveness. Without multi-site implementation, findings may reflect school-specific conditions rather than media attributes. Research by Lumpkin (2022) emphasizes that educational interventions should be validated across diverse contexts before claiming broader applicability.

Second, the absence of a control group represents a critical design limitation. The pretest-posttest single-group design cannot rule out alternative explanations for improvement, including maturation, history effects, testing effects, or concurrent instruction. Students may have improved simply through repeated exposure to content, teacher explanations during implementation, or test familiarity. Without a comparison group receiving conventional instruction, attributing gains specifically to media use rather than general instruction remains speculative. Rigorous educational research requires experimental or quasi-experimental designs with appropriate controls (Schunk, 2020).

Third, the two-session implementation period is insufficient to assess retention or long-term learning. Research consistently demonstrates that immediate post-tests overestimate learning because they measure short-

term memory rather than durable knowledge (Sweller et al., 2019). The study does not include delayed post-tests (e.g., after two weeks or one month) to determine whether improvements persisted, a critical omission given that educational media should support lasting learning. Additionally, the compressed timeline prevented observation of how teachers would integrate the media into regular curriculum across multiple units or how students' engagement might evolve with repeated use.

Fourth, potential researcher bias may have influenced findings. The study does not specify whether researchers were involved in implementation and assessment, creating risks of expectancy effects. If researchers administered assessments or were present during observations, students may have exhibited demand characteristics, behaving in ways they believed researchers expected. The high positivity of teacher and student responses (85-92%) raises questions about whether social desirability bias influenced questionnaire results, particularly if respondents wished to please researchers who developed the media. Research quality would be enhanced through independent implementation by teachers not involved in media development and assessment by external evaluators blind to research hypotheses.

Comparative Analysis with Prior Research: Situating Contributions and Gaps

Comparing this study with recent flashcard research reveals both contributions and limitations. Febriyanti (2023) achieved higher validation scores (100% from teachers, 99.5% from students) compared to this study's teacher response (92%) and student ratings (85-89%). This difference may reflect Febriyanti's inclusion of iterative prototype testing with multiple revision cycles, whereas this study's revision process appears more limited. Additionally, Febriyanti employed digital flashcards, which may offer advantages in multimedia integration and accessibility compared to physical cards, though physical cards provide tactile learning benefits and avoid technology barriers prevalent in under-resourced schools.

Oktavia's (2022) experimental research demonstrated statistically significant differences between flashcard and control groups using inferential statistics, providing stronger evidence of causation than this study's descriptive statistics. However, Oktavia did not integrate Quranic values, focusing instead on content delivery effectiveness. This study's contribution lies in values integration, but without Oktavia's experimental rigor, the evidence base for effectiveness remains weaker. Combining this study's values-integration approach with Oktavia's experimental methodology would yield optimal research design.

Research by Wulandari et al. (2020) on digital flashcards using Quizlet application achieved 99.5% student satisfaction and significant learning improvements, surpassing this study's outcomes. However, Wulandari's digital approach requires technology access and digital literacy, potentially limiting applicability in resource-constrained settings where this study's physical cards may be more practical. The comparative advantage of physical versus digital flashcards for Islamic history learning remains an important research question this study does not address. Hybrid approaches combining physical cards with QR code-accessed digital content, as partially implemented here, represent promising directions requiring further investigation.

Safitri and Hartono (2021) developed digital flashcards specifically for Islamic Cultural History but focused on technological validation rather than learning outcomes assessment, a limitation this study addresses through pretest-posttest evaluation. However, Safitri and Hartono included extensive needs analysis with larger student samples (120 students), providing more robust evidence of learning needs than this study's observational approach with a single class. Integrating Safitri and Hartono's comprehensive needs analysis with this study's outcome evaluation would strengthen research quality.

Practical Implications and Implementation Challenges

Positive responses from teachers (92%) and students (87-89%) indicate high satisfaction and perceived usefulness. However, satisfaction does not guarantee effective implementation. The study does not examine implementation challenges teachers might face, such as classroom management during game activities, time allocation for completing card-based learning within lesson periods, or strategies for ensuring all students participate

equitably in group games. Research by Muzaki and Mahanani (2021) found that even well-designed media face implementation barriers including inadequate teacher training, insufficient lesson time, and difficulty managing diverse student abilities during interactive activities.

The media's user-friendliness, portability, and lack of complex technological devices make it accessible for schools with limited infrastructure, addressing a critical need in Indonesian MTs contexts. However, the production cost and scalability of 105 physical cards per set printed on 310 gsm art paper with color illustrations may limit widespread adoption. The study does not report production costs or explore whether schools could feasibly produce or purchase these media sets. Digital alternatives might offer cost advantages and easier distribution, though with technology access tradeoffs. Practical recommendations should address both pedagogical effectiveness and economic sustainability.

Furthermore, implementing this media requires careful learning planning, including time management and student grouping. The study does not provide detailed implementation guidelines, lesson plans, or teacher training protocols that would enable other educators to replicate the approach effectively. Without such practical resources, the media's potential for broader impact remains unrealized. Research by Hamid et al. (2021) emphasizes that media development research should produce not only validated products but also comprehensive implementation guides, teacher professional development materials, and troubleshooting resources to support adoption.

Research Limitations and Future Directions

This study acknowledges several limitations requiring attention in future research. First, the small sample size (30 students) and single-school setting limit generalizability. Future research should implement the media across multiple MTs with diverse geographic locations, student demographics, and resource levels to assess effectiveness across varied contexts. Second, the absence of a control group prevents causal attribution. Future studies should employ randomized controlled trials or quasi-experimental designs with matched comparison groups receiving conventional instruction. Third, the short implementation period (two sessions) is insufficient for assessing sustained engagement and long-term retention. Longitudinal research tracking students across full semesters or academic years would provide stronger evidence of enduring impact.

Fourth, the study did not assess higher-order thinking skills, historical reasoning, or transfer of learning. Future research should develop assessments measuring students' ability to analyze historical causation, evaluate competing interpretations, construct evidence-based arguments, and apply Islamic ethical frameworks to contemporary issues. Fifth, the study lacked theological expert validation despite claiming Quranic integration as a central contribution. Future research should include Islamic scholars in validation processes and assess the theological accuracy and appropriateness of Quranic interpretations embedded in learning materials. Sixth, the study did not examine individual differences in learning outcomes. Future research should analyze how media effectiveness varies by prior knowledge, religious background, learning style, and other student characteristics to identify for whom the intervention works best. Finally, the study did not compare physical flashcards with digital alternatives or hybrid approaches. Future research should conduct comparative effectiveness studies examining whether digital, physical, or blended formats optimize learning for different content types, student populations, or educational contexts. Such research would inform evidence-based decisions about media format selection in Islamic education.

The increase in active student participation from 35% to 83% confirms Oktavia's (2022) findings that flashcard media can increase student engagement in learning. Interactive media involving games, discussions, and quizzes creates student-centered learning and shifts students' roles from passive recipients to active learners. Game-based learning approaches have proven effective in increasing students' intrinsic motivation because they create a fun learning environment without compromising the substance of the learning material. The improvement in learning outcomes, with a gain score of 0.50, demonstrates the media's effectiveness in enhancing student understanding.

Visual media such as flashcards facilitate the process of encoding information into long-term memory through dual coding theory (Paivio, 1991), where information is processed through two pathways: verbal and visual. The combination of concise text and engaging illustrations on the cards helps students construct a stronger understanding than text-only learning. The significant improvement in understanding the relationship to Islamic values indicates that the integration of the Quran into history learning media provides a spiritual context that enriches the meaning of learning. Positive responses from teachers (92%) and students (87-89%) indicate that the media is highly practical and can be implemented in regular learning. The media's user-friendliness, portability, and lack of complex technological devices make it easy to apply in various school settings, including those with limited infrastructure. However, implementing this media requires careful learning planning, including time management and student grouping to ensure effective game activities without compromising the learning content.

CONCLUSION

This study confirms that the systematic application of the ADDIE model successfully produced a feasible and practical History Flashcards learning media integrating Surah Al-Fath verse 29 into the topic The Role of Islamic Kingdoms in Indonesia at MTs Al Washliyah 16 Perbaungan. Through structured stages of analysis, design, development, validation, revision, and limited implementation, the research generated an instructional product aligned with curriculum objectives and Islamic values. The findings indicate that the media supports active participation, collaborative learning, and improved conceptual understanding of historical content, while also facilitating contextual connections between historical events and Quranic principles. The integration of Islamic values within thematic historical narratives demonstrates that religious texts can function as meaningful pedagogical anchors rather than merely decorative additions.

However, the study was conducted within a limited setting and short implementation period, using a single-group design without comparison classes and without involving theological experts in the validation process. Therefore, future research is recommended to employ broader samples across multiple schools, utilize experimental or quasi-experimental designs, include delayed post-tests to measure retention, and collaborate with Islamic scholars to strengthen interpretative depth. Further studies should also develop structured analytical tasks that deepen value internalization and explore comparative formats, such as digital or hybrid flashcards, to enhance scalability and long-term instructional impact in Islamic education contexts.

Acknowledgment and References

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