

The Effectiveness of Flashcard Media in Enhancing Indonesian Language Proficiency in Elementary Schools: A Systematic Literature Review

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ARTICLE INFO

Article history:

Received August 16, 2024

Accepted October 15, 2024

Available online October 25, 2024

Kata Kunci:

Media Flashcard, Pembelajaran Bahasa Indonesia, Sekolah Dasar, Literature Review

Keywords:

Flashcard Media, Indonesian Language Learning, Elementary School, Literature Review



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ABSTRAK

Masalah rendahnya minat siswa, keterbatasan sumber daya, dan kurangnya media pembelajaran yang menarik menjadi kendala utama dalam pembelajaran Bahasa Indonesia di sekolah dasar. Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan media flashcard dalam meningkatkan kemampuan siswa sekolah dasar dalam mata pelajaran Bahasa Indonesia. Metode yang digunakan adalah systematic literature review (SLR), dengan analisis data kualitatif berdasarkan studi-studi yang relevan. Data dikumpulkan dari berbagai literatur terkait untuk mengidentifikasi temuan utama dan celah penelitian. Hasil penelitian menunjukkan bahwa media flashcard terbukti efektif dalam meningkatkan hasil pembelajaran Bahasa Indonesia. Penemuan utama dari literatur mencatat bahwa publikasi terkait penggunaan flashcard paling banyak ditemukan pada tahun 2023, sedangkan publikasi paling sedikit terjadi pada tahun 2019. Media flashcard memungkinkan siswa belajar secara lebih interaktif dan menarik, yang dapat meningkatkan minat dan partisipasi mereka dalam pembelajaran. Berdasarkan analisis literatur, flashcard tidak hanya efektif untuk pembelajaran Bahasa Indonesia tetapi juga merupakan alternatif inovatif untuk mengatasi kendala pembelajaran. Kesimpulannya, penelitian ini menegaskan bahwa media flashcard adalah solusi potensial dalam pembelajaran Bahasa Indonesia yang memberikan dampak positif terhadap motivasi dan hasil belajar siswa sekolah dasar.

ABSTRACT

The challenges of low student interest, limited resources, and a lack of engaging teaching media remain significant obstacles in teaching the Indonesian language in elementary schools. This study aims to analyze the effectiveness of using flashcard media to improve the Indonesian language proficiency of elementary school students. The method employed is a systematic literature review (SLR) with qualitative data analysis based on relevant studies. Data were collected from various related literature to identify key findings and research gaps. The results indicate that flashcard media has proven effective in enhancing Indonesian language learning outcomes. Key findings from the literature reveal that publications related to flashcard usage peaked in 2023, while the lowest number of publications occurred in 2019. Flashcard media allows students to learn in a more interactive and engaging manner, which can increase their interest and participation in learning. Based on the literature analysis, flashcards are not only effective for teaching the Indonesian language but also represent an innovative alternative to overcome educational challenges. In conclusion, this study confirms that flashcard media is a potential solution for Indonesian language instruction, positively impacting student motivation and learning outcomes in elementary schools.

1. INTRODUCTION

Education is an effort to convey knowledge, abilities, and values to students so that they can become quality human beings and be able to contribute positively to society (Irina et al., 2021; Rohimah et al., 2023). Education is the basis for measuring modern human progress (Joan & Prema, 2022; Mahendra, 2024). The 1945 Constitution of the Republic of Indonesia Article 31 Paragraph 1 states that every citizen is obliged to obtain education. This applies to all students in Indonesia, without exception. Education is a basic right that needs to be fulfilled for every human being to reach their maximum potential (Bidyandana,

2024; Sabungan & Nomensen, 2020). From education, individuals are able to gain the insight and abilities needed to face various problems in life. The subject studied in education is Indonesian.

Indonesian in elementary school is an important lesson to help children learn to interact properly and correctly use Indonesian (Chamdan, 2021; Milliati et al., 2021). Indonesian is the official language of the Indonesian state, so it is important for every citizen to master it (Asfagia & Khanza, 2024; Heeley et al., 2024). Effective Indonesian lessons in elementary schools are expected to help students read, write, listen, and speak well and correctly (Dhanisa & Mar'atin, 2023; Emilius, 2020). Several factors such as monotonous learning methods, materials that are considered less interesting, or comparisons with other subjects that are considered more enjoyable can affect students' interest (Elham et al., 2022; Nurhayati & Wahyu, 2021). Learning Indonesian in primary schools has great potential to foster students' love for their mother tongue (Mislikhah, 2021; Wibowo et al., 2024). Fun Indonesian language learning is expected to encourage students to actively participate and think critically. However, in reality, there are several obstacles in learning Indonesian such as lack of student interest, limited resources, and lack of interesting learning media that cause students to be bored so that learning is considered boring (Nydia et al., 2024; Rulyandi & Ulyan, 2023). To overcome this, interesting and interactive learning media such as the use of flashcard media are needed.

Media Flash card is a simple but excellent learning tool to help students master and remember lessons (Erma et al., 2019; Krisdiana & Jamaludin, 2023). Flash card What can be used in this study is a small card with pictures, words, or sentences that can be applied to help students remember and master certain concepts (Hamid et al., 2023; Syifa et al., 2024). So, the conclusion from the media Flash Card It is a medium that is shaped like a small word card and pictures and there are words that we can modify according to the material. Media Flash Card is a simple media that teachers can apply to the presentation of material content in Indonesian lessons (Farizi et al., 2019; Roni et al., 2022). In addition to helping in the development of language skills, the use of Flash Card It is also able to increase learning encouragement and student learning outcomes. The majority of students are more interested and encouraged in learning if they find the learning process enjoyable (Ainun et al., 2024; Rizki et al., 2023). Flash card Colourful and interesting can create a fun and interactive learning atmosphere (Farizi et al., 2019; Roni et al., 2022). Advantages of the media Flash Card according to (Muhammad et al., 2024; Supriyaddin et al., 2024). Namely a very practical and effective learning tool because of its small size so that it facilitates it to be taken anywhere so that students can learn anytime and anywhere. Its attractive design with bright images and colours makes the learning process more fun and memorable (Husnul, 2024; Nisa et al., 2023). Each card focuses on one specific concept, so students can learn the material in a structured way. Not only that, Flashcard It can be used in a variety of interactive learning methods, such as games or quizzes, thereby increasing students' motivation to learn.

Several studies have been conducted to examine the effectiveness of the use of flashcard media in improving Indonesian learning outcomes of elementary school students. The research was found that the use of flashcards could significantly improve students' ability to memorize new vocabulary (Farrah et al., 2024). Based on research found that flashcards help students be more active in the learning process and increase their motivation to learn (Alvan et al., 2023; Muhammad et al., 2024). The results of the research conducted found that the use of flashcards can increase students' motivation to learn and make the learning process more enjoyable (Nisa et al., 2023; Rina et al., 2022). Other researches highlighting the influence of flashcards on students' reading ability (Dina & Tarigan, 2022; Nuligar & Putri, 2019). The results of this study indicate that the regular use of flashcards can increase the speed and accuracy of students' reading. Further researches, found that flashcards are also effective in improving students' writing skills, especially spelling and the use of punctuation (Imam, 2019; Roni et al., 2022). In a separate study, the two emphasized the importance of variety in flashcard design to keep students' interest in learning. They found that flashcards that are attractive, colorful, and have images that are relevant to the learning material can increase the effectiveness of using flashcards. Research by (Helda, 2019; Putri et al., 2024) shows if the media Flash Card can make speaking skills improve in Indonesian learning for grade V students of SD Negeri 3 Gumpang. The results of the research found that media usage Flash Card It is very influential for students' memory during the learning process (Hasanah et al., 2019; Qusay & Mutar, 2024). Then the latest research by (Dito et al., 2024; Husnul, 2024) has consistently shown the effectiveness of the use of flashcard media in improving Indonesian learning outcomes of elementary school students. Attractive visualizations on flashcards are proven to capture students' attention and facilitate the process of remembering new vocabulary. This is in line with the findings (Leni et al., 2023; Ummu et al., 2023) which highlights the important role of visualization in language learning. In addition, the flexibility of using flashcards makes it a highly adaptive learning tool. Whether used individually or in groups, flashcards can accommodate a variety of student learning styles. Research by (Nova & Ratih, 2023; Riadoh & Larasati, 2024) It was found that students with kinesthetic, auditory and visual learning styles can benefit

from the use of flashcards. This allows each student to be actively involved in the learning process based on their preferences. Research (Bima et al., 2024; Farida et al., 2023) It also highlights the positive impact of flashcards on students' motivation to learn. Especially in materials that are considered difficult, flashcards can help students make students motivated and more confident in learning. Interesting and interactive visual elements on flashcards can create learning that is not boring and more fun.

Recent research has revealed the extraordinary potential of the use of flashcards in overcoming learning difficulties in students (Nabilah et al., 2023). By presenting information in a concise, visual, and structured manner, flashcards are able to simplify complex concepts, so that students can easily understand. This is in line with the findings which proves that flashcards are not only a learning tool, but are used as an effective evaluation tool to measure individual student understanding (Adi et al., 2024; Mir'ah, 2022). Some comparative studies has compared the effectiveness of using flashcards with conventional learning methods (Ardana et al., 2024; Nur & Sayid, 2023). The results of the study consistently show that participants with flashcard use tend to experience better improvements in terms of vocabulary mastery and reading ability. This indicates that flashcards can be an effective supplement or even alternative to the teaching and learning process, especially for students who need a more visual and interactive learning approach.

The novelty of this research lies in the effort to conduct a systematic literature review of various previous studies that use flashcard media in learning Indonesian in elementary schools. With this approach, this study is expected to identify patterns, trends, and gaps in previous studies. In addition, the focus on improving students' specific abilities is also a differentiating point. This study does not only test the effectiveness of flashcards, but also analyzes in depth how this media can improve various aspects of students' language skills, such as vocabulary, reading comprehension, and speaking skills. Thus, this study is expected to provide a significant contribution to the development of more effective and innovative Indonesian language learning practices. The purpose of this study is to analyze the effectiveness of the use of flashcard media in learning Indonesian for elementary school students in Indonesian subjects. This study will conduct a systematic literature review of various previous studies relevant to this topic in order to identify existing findings and identify knowledge gaps that need to be filled. The study also aims to find out specifically the aspects of students' language skills that have improved after using flashcard media, such as increased vocabulary, reading comprehension, or writing skills. Thus, this study is expected to provide a meaningful role in developing more active and creative Indonesian learning media.

2. METHOD

The method used is systematic literature review method with the data analysis method used being qualitative data. Literature review is a methodology used to evaluate, synthesize, and collect information from several literature sources that are in accordance with the research study being conducted. This method is usually done by compiling a bibliography, reading and identifying important information, and compiling a summary of the reading results (David & Michelle, 2024). The source of data for this research is data obtained from google scholar. By using Google Scholar, researchers can access the latest and latest literature in the field of research they are interested in. Literature search on the google scholar database goes through 4 stages, namely identification, screening, egability, and inclusion. The following are the stages of the literature search.

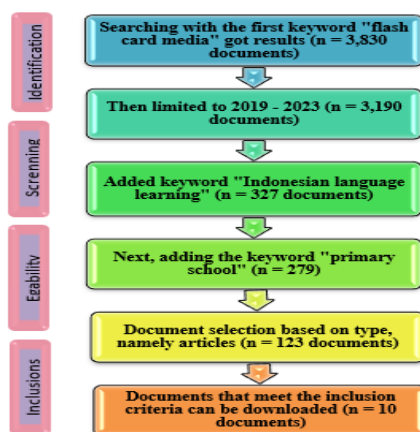


Figure 1. Stages of Literature Search on the Google Scholar Database

The journals reviewed in this study were searched using the Google Scholar database of journals relevant to the research topic. The literature search was focused on the first keyword "Media Flash Card" which got 3,830 articles, then limited the 2019-2023 results to 3,190 articles, then added the second keyword "Indonesian language learning" to get 327 articles, then added the keyword "elementary school" to get 279 articles. Among the 279 articles, data must also be filtered, and do not forget to carry out a feasibility test so that 10 articles that meet the purpose of the literature review are obtained.

3. RESULT AND DISCUSSION

Result

Results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally. Discussion is the most important part of the entire contents of scientific articles. The objectives of the discussion are: answering research problems, interpreting findings, integrating findings from research into existing sets of knowledge and composing new theories or modifying existing theories. The results of the study will present literature data on the research subject, namely how effective the use of flashcards is in learning Indonesian in elementary schools. This data includes the publication of documents on the subject over the last five years, the number of document systems from 2019 to 2023, and the results of reviews of several articles selected by researchers. The data is presented in the form of tables, graphs, and diagrams. Data on the development of the publication of documents on the use of flashcard media in Indonesian language learning in elementary schools is shown in [Figure 1](#), obtained from the Google Scholar database.

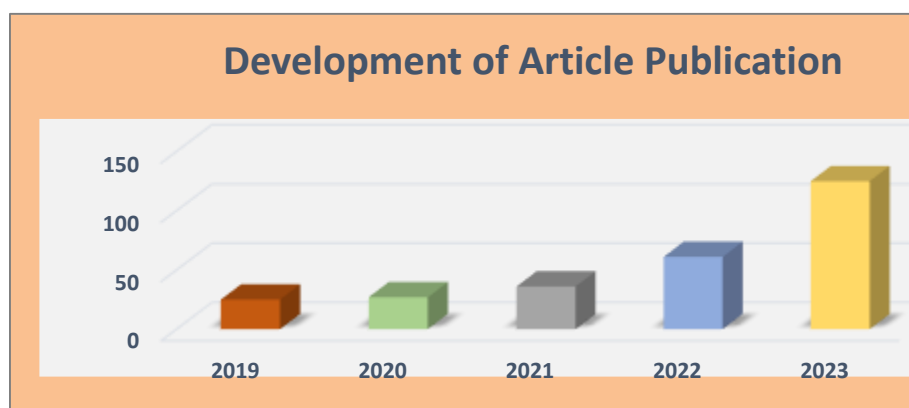


Figure 1. The Development of the Publication of Articles

Based on the [Figure 1](#), it shows that there is a development of articles about flashcard media every year starting from 2019 to 2023. In 2019 there were 25 articles, in that year it was a small number of article publications. Furthermore, in 2020 the development of articles increased to 26 articles. Then in 2021 the development of article publications continued to increase by 36, in 2022 the development of flashcard media article publications increased to 61 articles. The development of article publications in 2023 has increased rapidly to 125 articles and this year is the most article publication because many researchers use flashcard media as a medium in conducting research. Furthermore, there is a different number of citations or citations in article publications every year regarding the use of flashcard media in Indonesian language learning for students in elementary schools. These articles will be used as references or references by other researchers who are interested in conducting research using flashcard media based on their fields. The data on the number of citations starts from 2019 to 2023, which will be presented in the form of graphs. [Figure 2](#) is a graph of the data on the number of cited articles from 2019-2023.

Based on the data of [Figure 2](#), the number of cited articles is increasing every year regarding the use of flashcard media. In 2019, it was the least number of article citations because there were only 12 articles that were cited. In 2020 and 2021 cited articles increased but not much different, in 2020 there were 22 cited articles and in 2021 there were 23 cited articles. Then in 2022 the cited articles increased to 37 articles. Finally, the most cited articles are in 2023, reaching 41 cited articles. Based on the inclusion criteria, the number of documents to be analyzed and reviewed in this study is 10 articles. The article is an article that has met the inclusion criteria, such as articles that can be downloaded and articles of this type.

In the 10 articles, an in-depth analysis will be carried out which will include the identity of the article, the identity of the author and the year, the method used, and the results of the research on the article. [Table 1](#) is a presentation of article data that will be analyzed and reviewed related to the use of flashcard media in learning Indonesian for elementary school students.

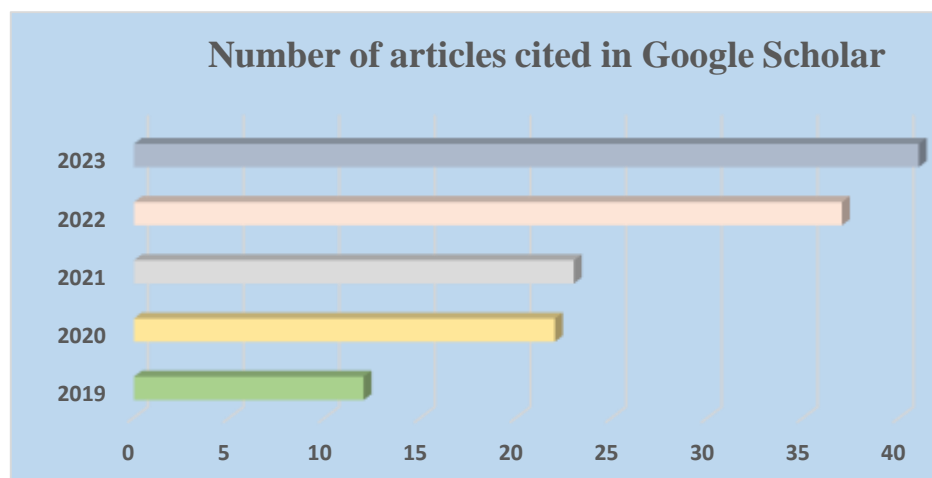


Figure 2. The Number of Articles Cited

Table 1. The Results of the Article Review on the Google Scholar Database

It	Article Title and Author	Research Methods	Research Results
1.	Improving Speaking Skills Through Flash Card Learning Media in Indonesian Language Subject in Grade V Students in Elementary School (Putri et al., 2020)	Classroom Action Research	It is proven that speaking skills can be improved through oral performance related to speaking in Indonesian language learning in students of SD V Negeri Gumpang level 3 for the 2017/2018 school year
2.	Analysis of the Use of Flashcard Media in Increasing Reading Motivation at the Beginning of Indonesian Lessons for Grade 1 Students of Oebobo 2 Elementary School (Koilmo et al., 2020)	Qualitative research with case study method	revealed that (1) Grade 1 students of SD Multi Level Oebobo 2 Kupang are still not motivated to start reading, and (2) some students need the help of teachers in reading. Flashcard media is used to increase students' desire to start reading. (3) The influence of flashcard media on early reading ability is able to foster students' desire to continue reading, characterized by a good interest in reading using flashcard media.
3.	Application of Flash Card Media in Indonesian Subjects as an Effort to Improve Students' Reading Ability (Hoerudin, 2023)	Qualitative Descriptive	The results of the study showed that students began to express their feelings and opinions actively and confidently after teaching activities. They admitted that they were happy and enjoyed the teaching process so they were motivated to take the course.
4.	Efforts to Improve Students' Reading Ability by Using Flash Card Media in Indonesian Subjects in Grade III Sdn Kertamukti (Febiani Musyadad et al., 2020)	Classroom Action Research (PTK)	This study obtained that the application of flashcard media, students' reading skills in Indonesian language learning increased, as evidenced by the average reading ability in each cycle. The average score of students in the previous cycle was 50.56 or 38%, while the average score of students in the first cycle was 70.96

It	Article Title and Author	Research Methods	Research Results
5.	The Effect of the Use of Flash Card Media on Reading Skills in Indonesian Materials (Ningsih et al., 2022)	Quantitative types of experiments	or 61% or an increase of 76%. The average score of students in cycle II was 81.50 with a proportion of 82%, an increase of 11.1% from the previous cycles. Based on the results of the research that has been carried out, it can be concluded that flash card media has a positive impact on the reading skills of grade I students of Group 01, Pujut District
6.	The Use of Flash Card Media to Increase Motivation and Reading Ability for the Beginning of Indonesian in Sentence Composition Material (Pratiwi et al., 2022)	Classroom Action Research (PTK).	This study found that there was an increase in motivation and initial reading ability in students through flashcard media.
7.	The Effect of Flash Card Media on Initial Reading Ability in Grade I Students of Group III, Ambalawi District (Fitri et al., 2022)	quantitative type of experiment.	Research research found that flashcard media had an impact on the initial reading skills of grade I students of Ambalawi cluster III.
8.	Improving Reading and Writing Skills in Indonesian Subjects Using Flash Card Media (Musdalifah, 2023)	Classroom Action Research (PTK)	Research research found an increase in student learning outcomes with flash card media, the average reading skill score at the beginning was 63.68 to 71 in the first cycle and to 82.16 in the second cycle. Meanwhile, writing skills increased from 62.37 to 67.05 in the first cycle and the second cycle to 80.74.
9.	Improving Writing Skills by Using Flash Card Media (Alfiananda & Indahyati, 2022)	Spiral Model-Based Classroom Action Research (PTK)	The results of the study found that the use of graphic media in learning was more interesting so that it had an impact on improving student learning outcomes, namely an increase in the results of cycle I to cycle II.
10.	Improving Short Story Writing Skills Through Media Flash Cards for Grade IV Students Primary school (Nurjannah et al., 2022)	PTK (Research Class Action).	The research study found that the implementation of learning using flashcards can increase students' interest and skills in writing short stories in grade IV of Ngalorong I State Elementary School.

Based on the review of ten articles, the researcher identified several significant findings regarding the use of flashcard media in education. Flashcards have been a popular research focus from 2019 to 2023, indicating their continued relevance and effectiveness as a learning tool. These studies reveal that the use of flashcards significantly enhances elementary school students' speaking, reading, and writing skills. Furthermore, flashcards are not only effective in developing language skills but also play a vital role in fostering motivation among students. Specifically, they are proven to boost learning motivation, reading motivation, and the initial reading motivation of elementary school learners, making them a versatile and impactful medium in educational settings.

Discussion

Publications related to the use of flashcard media in Indonesian language learning in elementary schools have continued to increase over the past five years. The peak growth in the number of document publications occurred in 2023 which reached 125 documents. Therefore, it can be explained that this year

many researchers are interested in publishing documents on the use of flashcard media in science learning in elementary schools. Furthermore, the number of documents cited regarding the use of flashcard media in elementary school Indonesian language learning occurred in 2023, which was 41 documents cited by other researchers.

Furthermore, from 10 articles that have been analyzed and reviewed, it is proven that Speaking skills can Improved Through oral performance related to speaking in language learning Indonesia on students V SD Negeri Gumpang level 3 School Year 2017/2018 (Putri et al., 2020). Field research from previous researcher revealed that (1) Grade 1 students of SD Multi Level Oebobo 2 Kupang are still not motivated to start reading, and (2) some students need the help of teachers in reading. Flashcard media is used to increase students' desire to start reading. (3) The use of flashcards in elementary schools can increase learning motivation, students' reading motivation, and initial reading motivation in Indonesian language subjects (Koilmo et al., 2020). Another research shows that students begin to express their feelings and opinions actively and confidently after teaching activities (Hoerudin, 2023). They admitted that they were happy and enjoyed the teaching process so they were motivated to take the course.

Previous research found that through flashcard media, students' reading skills improved in Indonesian lessons, as evidenced by the average skills in each cycle. The average score of students in the previous cycle was 50.56 or 38%, while the average score of students in the first cycle was 70.96 or 61% or an increase of 76%. The average score of students in the previous cycle was 38% or 50.56 while in the first cycle it was 61% or 70.96. In cycle II, the average student score was 81.50 or a proportion of 82%, which proves an increase from cycle I to cycle II (Febiani Musyadad et al., 2020). Then, another findings showed that the motivation and early reading skills of first-grade students of SD Negeri Cilembu improved well using flash card media (Pratiwi et al., 2022). Furthermore, another study found that flashcard media had a positive impact on the reading ability of grade 1 students of group 01 of Gujut District (Ningsih et al., 2022). Previous research found that flashcard media has a positive impact on reading skills the beginning of Class I Zone III students of Ambalawi District (Fitri et al., 2022). Further research obtained the results of the research, namely the use of graphic media in the teaching and learning process to be more interesting to have an impact on student learning outcomes from cycle I to cycle II (Alfiananda & Indahyati, 2022).

Based on the discussion above, it is concluded that the use of flashcard media in learning in elementary schools has been proven to be effective in improving various aspects of student abilities. This is in line with research which found that flashcard media is effectively used in Indonesian learning in elementary schools (Hanisah et al., 2024; June et al., 2024). Not only limited to the introduction of new words, flashcards also contribute significantly in developing speaking skills and reading skills. This is also found in research who found that with interesting and interactive visualizations, flashcards are able to stimulate students' interest in reading, thereby increasing their motivation and reading ability (Anita & Katharina, 2023; Widya et al., 2023). In fact, for students who are just learning to read, flashcards can be an invaluable tool in building a strong foundation for improving writing skills. This is also in line with research which found that the activity of making flashcards themselves can stimulate students' creativity and writing skills (Dinda et al., 2024; Muhammad et al., 2024). Therefore, this study highlights that flashcard media can be an innovative alternative in Indonesian language learning. This medium offers a more engaging and interactive approach for students.

Although research on the use of flashcard media in Indonesian language learning has made a significant contribution, there are still some limitations that need to be considered. One common limitation is the lack of in-depth research on the long-term effects of using flashcard media. Most studies tend to focus on short-term impacts, so they cannot provide a comprehensive picture of the sustainability of improving students' abilities. In addition, variations in the design and use of flashcards are also an obstacle in generalizing the results of the research. Each study had a different flashcard design, making it difficult to compare the results directly.

4. CONCLUSION

Based on the discussion above, it can be concluded that the use of flash card media has been widely used by researchers and has been proven to be effective in learning Indonesian in elementary schools. The results of the analysis conducted by flash card media researchers can also increase students' reading motivation, writing skills, speaking skills, and be able to improve initial reading skills in elementary school students, especially in Indonesian subjects. Therefore, it is highly recommended to educators, especially teachers, to be able to use flashcard media as a learning medium in the classroom for elementary school students because flash card media has been proven to improve student learning outcomes in elementary school.

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