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**DEVELOPMENT OF FLASHCARD LEARNING MEDIA ON THE
MATERIAL OF RECOGNIZING FEELINGS IN THE INDONESIAN
LANGUAGE SUBJECT IN GRADE II OF ELEMENTARY SCHOOL**

Siti Chanifah, Beta Rapita Silalahi
Universitas Muslim Nusantara Al-Washliyah
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Abstract

This research is motivated by the importance of feelings in elementary school students as part of the development of language and social-emotional skills. The purpose of this study is to develop learning media in the form of flashcards as an aid in learning Indonesian on the material of recognizing feelings for grade 2 elementary school students. Flashcard media is designed to help students recognize and understand various types of feelings through simple and interesting pictures and words. The method used in this study is the research and development method (Research and Development) with the ADDIE model. The development of ADDIE consists of 5 stages, but in this study the researcher carried out the development procedure only up to stage 3, namely (Analysis, Design, and Development). The instrument used to collect data was a questionnaire given to several expert reviewers, namely media expert validators and material expert validators. The development results showed that this flashcard media was very feasible to use based on the assessment of material experts of 86% with the Very Eligible category and media experts of 84% with the Very Eligible category. The use of this media has been shown to increase student involvement in learning and help them recognize and express feelings better. Thus, this flashcard media is very feasible and interesting as a tool in learning Indonesian, especially in recognizing and understanding feelings.

Keywords: *Learning, Flashcard, Indonesian*

Abstrak

Penelitian ini dilatar belakangi oleh pentingnya perasaan pada siswa sekolah dasar sebagai bagian dari pengembangan kemampuan berbahasa dan sosial-emosional. Tujuan dari penelitian ini adalah untuk mengembangkan media pembelajaran berupa flashcard sebagai sarana bantu dalam pembelajaran Bahasa Indonesia pada materi mengenal perasaan untuk siswa kelas 2 SD. Media flashcard dirancang untuk membantu siswa dalam mengenali dan memahami berbagai jenis perasaan melalui gambar dan kata-kata yang sederhana dan menarik. Metode yang digunakan dalam penelitian ini adalah metode penelitian dan pengembangan (Research and Development) dengan model ADDIE. Pengembangan ADDIE yang terdiri dari 5 tahap, namun dalam penelitian ini peneliti melaksanakan prosedur pengembangan, hanya sampai tahap ke 3, yaitu (Analysis, Design, and Development). Instrumen yang digunakan untuk mengumpulkan data adalah angket atau kuesioner yang diberikan kepada beberapa penelaah ahli, yaitu validator ahli media dan validator ahli materi. Hasil pengembangan menunjukkan bahwa media flashcard ini sangat layak digunakan berdasarkan penilaian ahli materi sebesar 86% dengan kategori Sangat Layak dan ahli media sebesar 84% dengan kategori Sangat Layak. Penggunaan media ini menunjukkan dapat meningkatkan keterlibatan siswa dalam pembelajaran serta membantu mereka mengenali dan



mengungkapkan perasaan dengan lebih baik. Dengan demikian, media flashcard ini sangat layak dan menarik sebagai alat bantu dalam pembelajaran Bahasa Indonesia khususnya dalam pengenalan dan pemahaman perasaan.

Kata kunci : Media Pembelajaran, Flashcard, Bahasa Indonesia

I. INTRODUCTION

A good education will have a positive impact on humans and their survival. Education will continue to evolve with the times. According to Gajah, T. A., & Dwi, D. F. (2023), education is a crucial component of human life. According to Azizu (2015:296), education is an effort to increase knowledge gained from both formal and informal institutions to produce quality human beings.

According to Lestari, D., & Husna, T. (2024), education is an effort to help students perform their tasks independently and carry out their responsibilities. Education aims to help students develop spiritual and religious potential, self-control, personality, intelligence, good morals, and the skills necessary for themselves and society. In simple terms, education is a human effort to develop physical and spiritual potential in accordance with societal and cultural values. Education is crucial, especially at the elementary level. Learning media are needed to foster students' interest in learning.

In Indonesian, one of the important topics taught in grade 2 is recognizing feelings. This material not only aims to develop language skills, such as listening and speaking, but also fosters children's emotional intelligence, enabling them to recognize and express their feelings. However, in practice, the delivery of this material tends to be monotonous and lacks active student participation, resulting in low learning interest and a lack of in-depth understanding.

The use of instructional media in the learning process should be implemented, especially for elementary school students. Elementary school students generally have a high level of curiosity about certain subjects. The use of instructional media will foster this curiosity and impact their interest and motivation in the learning process. According to Sinta, S. & Hasanah (2023:353), one of the skills an elementary school teacher must possess is the ability to organize and utilize various types of media and learning resources.

Instructional media are tools that can facilitate teachers in presenting material to students during the learning process. According to Fitri, N.Y. & Sukmawarti (2022:184), instructional media are one of the components supporting the success of the teaching and learning process. Instructional media are tools used by teachers to interact with students.

They also facilitate teachers in delivering material and facilitate students' understanding (Dasopang, S & Darwis, U. 2023:323).

Instructional media in the form of flashcards can be an alternative solution to overcome these obstacles. Flashcards that combine images of facial expressions with simple words or sentences can help students understand the concept of feelings visually and linguistically. This medium can also be used flexibly in both classroom and small group activities, and supports more enjoyable and participatory learning methods.

Based on the above problems, the author will develop a flashcard learning medium for Indonesian language learning on the topic of recognizing feelings in second grade elementary school. Therefore, the author chose the research title "Development of Flashcard Learning Media for the Material on Recognizing Feelings in Indonesian Language Subjects in Second Grade Elementary School."

II. THEORETICAL STUDY

A. Flashcard Learning Media

1. Definition of Learning Media

The word "media" comes from Latin and is the plural of the word "medium," which literally means "intermediary" or "deliverer" (Arief S. Sadiman et al., 2006: 6). Therefore, linguistically, media means a means of conveying messages from sender to recipient. More specifically, the concept of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information (Azhar Arsyad, 1996: 3). According to Rizky, V., & Yarsal, D. (2023), learning is a continuous journey that each individual undertakes to achieve success.

According to Marini, K., & Silalahi, B. R. (2022), learning media can be defined as a learning aid that aims to provide a more concrete or realistic learning experience and can also increase students' enthusiasm for learning.

According to Madinah, C., Silalahi, B. R., & Napitupulu, S., learning media is a learning aid that acts as an intermediary or messenger from the sender (teacher) to the recipient (student) so that learning can be understood more easily and clearly.

According to Daryanto (2010), learning media encompasses all components, including individuals, objects, and the surrounding environment, that are utilized to communicate messages in a learning context. The goal is to arouse students' interest, attention, thoughts, and emotions, so that they are actively involved in the learning process and achieve learning objectives.

Based on the above description, it can be concluded that learning media is a tool that educators can use to convey information from learning materials, facilitate student understanding, and increase student motivation during learning.

2. Benefits of Learning Media

According to Amanda & Darwis (2023) the use of media in teaching should be a part that must receive attention from teachers as facilitators in every learning activity. The use of learning media for learning objectives is very helpful in terms of the effectiveness of learning and delivery of learning materials. In general, learning media has the following benefits: (1) Overcoming student boredom and attracting students' attention in participating in learning; (2) Making learning more interesting; (3) Teaching methods will be more varied; (4) Students will be more involved in learning; and (5) Overcoming limitations of time, space and sensory abilities.

3. Functions of Learning Media

Learning media, as a means of conveying messages from sender to recipient, aims to make the information provided easier to understand. According to Sudjana (in Djamarah, Bahri, & Zain, 2014), the learning functions are as follows:

- Learning media plays a unique role in the learning process as an instrument for creating effective teaching and learning situations.
- The use of learning media in learning is an essential part of the teaching situation.
- Learning media is an integral part of the learning objectives and content.
- The use of learning media is not merely entertainment.
- Learning media is used to accelerate teaching and learning and help students absorb the material presented by the teacher.
- Learning media is used to improve the quality of teaching and learning.

4. Various Learning Media

According to Heinich, Molenda, and Russell (2002), learning media can be classified into several types based on the characteristics of the information delivery, namely: (1) Printed Media (Textbooks, student worksheets (LKS), modules, brochures or leaflets); (2) Audio Media (sound recordings, learning podcasts, educational radio); (3) Visual Media (Pictures, diagrams, posters, flashcards); (4) Audio-Visual Media (Learning videos, educational film animations, educational television); (5) Projection Media (PowerPoint slides, OHP (Overhead Projector), Infocus/LCD Projector); (6) Computer-Based Media (interactive multimedia, E-

learning, learning applications); (7) Realia Media and Real Objects (concrete objects (fruit, kitchen utensils, etc.), 3D or miniature models, science teaching aids.

5. Understanding Flashcard Media

Flashcards are learning media consisting of cards that can contain words, images, or a combination of both, used to help students understand specific concepts. Flashcards are typically 8 x 12 cm in size and can be adjusted to suit the size of the class. Flashcards combine two elements: visual (images expressing feelings) and verbal (words representing feelings).

According to F.O. Sitorus and A.S. Anshor (2025), flashcards are cards containing images, text, and symbols to help students understand and comprehend vocabulary. These illustrated cards allow students to learn/practice spelling to improve reading and writing skills, particularly those lacking interest in reading.

Gagne (1985) states that effective learning media are those that simultaneously activate students' senses of sight and hearing and enable them to engage directly in the learning process.

Based on the above understanding, it can be concluded that flashcard media is a visual aid in the form of a card that is used in the teaching and learning process to help students understand and remember information in a simple and interesting way with various sizes according to class needs.

6. Advantages and Weaknesses of Flashcard Learning Media

Flashcards have advantages, as stated by Sulisiana and Riyan, as follows: (1) easy to carry anywhere; (2) practical; (3) fun. The disadvantages of flashcards are: (1) they are purely visual media; (2) the image size is often inappropriate for large group learning; (3) they require the availability of resources, skills, and teacher insight to be able to utilize them.

B. Indonesian Language Subject

1. Indonesian Language Learning

Learning Indonesian is the process of learning to use Indonesian well and correctly, both in speaking, writing, reading, and listening. According to Lestari, N. (2020), language is a medium used to communicate with other people in everyday life. According to Nasution, N., & Hasibuan, A. L. (2024), Indonesian language lessons are the teaching of language skills to achieve the goals of Indonesian language, namely to improve students' abilities as social beings, interacting and communicating with others using language as a medium, both orally and in writing.

2. Material on Recognizing Feelings

Recognizing feelings in the context of Indonesian language subjects in grade 2 of elementary school is a learning activity that aims to help students understand and identify various types of feelings or emotions experienced by themselves and others. This learning focuses on recognizing feelings through facial expressions, situations, and words that describe feelings, such as happiness, sadness, anger, fear, disappointment, and so on.

In second grade, students begin to develop the ability to recognize feelings in various situations and understand how to express and respond to those feelings appropriately. This learning is crucial for supporting students' social and emotional development, enabling them to interact with their peers more empathetically and manage their own feelings effectively.

3. Objectives of the Learning to Recognize Feelings

The learning to recognize feelings serves specific objectives in the Indonesian language subject: improving emotional understanding, increasing empathy, developing social skills, and recognizing feelings through expression.

III. RESEARCH METHODS

The research and development method used is Research and Development (R&D) using the ADDIE development model. Research and development (R&D) is a research method used to produce a specific product and test its effectiveness (Sugiyono, 2012, p. 297). Flashcards can be used in R&D research, for example, to examine the relationship between flashcards and other media. The ADD model includes the stages of (1) analysis, (2) design, and (3) development.

Validation assessment in this research is guided by a Likert scale ranging from 1 to 5.

$$P = \frac{F}{N} \times 100$$

Description:

P = Final score

F = Average score

N = Maximum score

The assessment scores conducted by expert validators on the validation questionnaire for learning media can be seen in the following table:

Table 1. Assessment Scores

Value	Kriteria
1	Sangat tidak layak
2	Tidak layak
3	Kurang layak

4	Baik
5	Sangat layak

Table 2 Assessment Criteria

Persentase	Keterangan
0% - 19,99%	Sangat tidak layak
20% - 39,99%	Tidak layak
40% - 59,99%	Kurang layak
60% - 79,99%	Baik
80% - 100%	Sangat layak

IV. RESEARCH RESULTS

The results and discussion in this study present the results using the ADD model design, namely the analysis, design, and development stages.

Analysis

Based on observations and interviews with second-grade elementary school teachers, it was found that students experience difficulty in recognizing and naming various types of feelings. The material "Recognizing Feelings" is considered important to be presented through engaging visual media to facilitate student understanding.

Design

This stage involves designing the learning media to be developed. Several steps will be taken during this stage, including:

Compiling Materials

The researcher sought materials that align with the findings from the analysis stage, namely the material "Recognizing Feelings" in the Indonesian language subject in second-grade elementary school. The materials were obtained from the book "Bahasa Indonesia: Keluargaku Unik untuk SD Kelas II" (Indonesian: My Unique Family for Second-Grade Elementary School), published by the Center for Books, Education Standards, Curriculum, and Assessment Agency, Ministry of Education, Culture, Research, and Technology of Indonesia.

Designing Media

After obtaining the materials, the researcher will manually design the learning media. This process involves several steps, such as:

Prepare cardboard, HVS paper, plastic wrap, tape, glue, and scissors

Print the image and explanation

Stick the image on the front side

Stick the image and cover it with plastic wrap

Glue each side neatly

Make the flashcards as attractive as possible

Product Draft



Development

At this stage, after the learning media product has been completed and is ready to be developed, the next step is validation by the facilitator and then revision. After revision, the developed flashcard media product is tested, as follows: Expert validation stage. In this stage, validation is carried out by one material expert and one media expert.

Table 3 Material Expert Validation Results

	Pertanyaan	Skor	Skor Maksimal
	1. Materi disusun secara logis dan berurutan sesuai dengan alur berpikir siswa kelas II SD.	5	5
	2. Terdapat keterkaitan antar submateri secara sistematis.	4	5
	3. Penyajian materi mengikuti struktur kurikulum merdeka	5	5
	4. Informasi yang disajikan sesuai dengan fakta ilmiah dan referensi yang kredibel.	4	5
	5. Materi mencerminkan pengenalan perasaan dengan benar.	4	5
	6. Konten telah sesuai dengan tujuan pembelajaran Bahasa Indonesia di Kelas II	4	5
	7. Bentuk soal relevan dengan tujuan pembelajaran dan tingkat berpikir siswa.	4	5
	8. Soal disusun sesuai dengan kaidah penyusunan instrumen penilaian.	4	5
	9. Bahasa soal mudah dipahami dan sesuai dengan karakteristik siswa kelas II	5	5
	10. Kartu flashcard memfasilitasi kemudahan dalam	4	5

	pelaksanaan penilaian, serta meningkatkan partisipasi dan motivasi belajar siswa melalui fitur interaktif.		
Jumlah Skor		42	50
Persentase		86%	100%
Kriteria		Sangat Layak	

Table 4 Media Expert Validation Results

Pertanyaan	Skor	Skor Maksimal
1. Penggunaan gambar yang menarik sesuai dengan karakteristik siswa kelas II.	5	5
2. Kombinasi warna pada gambar, tulisan, dan latar belakang pada media flashcard.	4	5
3. Huruf yang digunakan dapat terbaca dengan jelas.	4	5
4. Ketepatan jarak antara gambar dan tulisan.	4	5
5. Menggunakan bahasa yang sesuai dengan tingkat berpikir siswa kelas II.	4	5
6. Materi dalam media mudah dipahami oleh siswa kelas II.	5	5
7. Adanya penjelasan petunjuk penggunaan media flashcard.	4	5
8. Media dapat digunakan dalam jangka waktu yang panjang.	4	5
9. Media dapat membangkitkan minat siswa dalam mempelajari macam-macam perasaan.	4	5
Jumlah Skor	38	45
Persentase	84%	100%
Kriteria	Sangat Layak	

The assessment from material experts was 86%, categorized as Very Appropriate, and from media experts, 84%, categorized as Very Appropriate. The use of this media has been shown to increase student engagement in learning and help them better recognize and express their feelings. Therefore, this flashcard media is a very suitable and engaging tool for learning Indonesian, especially in recognizing and understanding feelings.

V. CONCLUSION

Based on the results of the research and development conducted, it can be concluded that the flashcard learning media on the material Recognizing Feelings developed is very feasible in terms of Flashcard media is used to train students' abilities in recognizing their feelings which is very good for knowing the feelings they feel and controlling students' emotions. The assessment of material experts is 86% with a Very Suitable category and media is 84% with a Very Suitable category. The use of this media shows that it can increase student engagement in learning and help them recognize and express feelings better. Thus, this flashcard media is very feasible and interesting as a tool in learning Indonesian, especially in recognizing and understanding feelings. The process of developing flashcard

media starts from designing activities on flashcard sheets, preparing materials, making each sheet of flashcard media, designing flashcard media, and choosing colors to make this media attractive to children. In addition, the validator results show that this media is very feasible and interesting, so it can help them more easily understand the material on recognizing feelings in Indonesian subjects.

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