
The Use of Illustrated Flashcards in Instilling Religious and Moral Values in Early Childhood

Penggunaan Media Flashcard Bergambar Dalam Menanamkan Nilai Agama dan Moral Anak Usia Dini

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Article submitted: 10 May 2026

Review process: 18 May 2026

Article accepted: 25 May 2026

Article published: 31 May 2026

Abstract

Early childhood education plays an important role in developing children's religious and moral values; however, monotonous teaching methods often make children less interested in participating in the learning process. This study aims to describe the use of pictorial flashcard media in instilling religious and moral values in early childhood at RA Raudatul Ilmi Medan. This research employed a descriptive qualitative approach involving teachers, the school principal, and children aged 5–6 years as the research subjects. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings showed that the use of pictorial flashcards helped children better understand positive behaviors such as greeting others, being honest, sharing with friends, and respecting teachers. Children also appeared more active, enthusiastic, and responsive during the learning process. Therefore, the consistent use of engaging visual media is recommended to support the development of religious and moral values in early childhood.

Keywords: early childhood education; flashcard media; moral value; religious values; visual learning media

Abstrak

Pendidikan anak usia dini memiliki peran penting dalam mengembangkan nilai agama dan moral anak, namun metode pembelajaran yang monoton seringkali membuat anak kurang tertarik mengikuti proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan penggunaan media flashcard bergambar dalam menanamkan nilai agama dan moral pada anak usia dini di RA Raudatul Ilmi Medan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian yaitu guru, kepala sekolah, dan anak usia 5–6 tahun. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian di analisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan flashcard bergambar membantu anak untuk lebih mudah memahami perilaku baik seperti mengucapkan salam, berkata jujur, berbagi dengan teman, dan menghormati guru. Anak juga terlihat lebih aktif, antusias, dan mampu merespons pertanyaan guru dengan lebih baik selama proses pembelajaran berlangsung. Oleh karena itu, penggunaan media visual yang menarik perlu diterapkan secara konsisten untuk mendukung perkembangan nilai agama dan moral anak usia dini.

Kata kunci: pendidikan anak usia dini; media flashcard; nilai moral; nilai agama; media pembelajaran visual

A. INTRODUCTION

Early childhood (ECD) is an individual who is in the golden age (golden age) (Hasanah et al., 2025) Not only physical but also cognitive, social emotional and their own soul. It is even said that 50% of intelligence is achieved by the age of four and 80% of intelligence is achieved by the age of eight. (Hafidhoh & Surahman, 2021) . Therefore, it is best to stimulate them well, one of which is their moral and religious development. (Khairina et al., 2025) During this period, children begin to learn to recognize good behavior through their environment and the learning process at school. One of the fundamental attitudes necessary to be a good person is to have a strong religious and moral attitude. The goal of instilling religious and moral values in children is to develop good character and behavior from an early age, as children are the next generation. (Karima et al., 2022) According to Nasution, religion means a bond that must be upheld and obeyed by humans. Instilling religious and moral values needs to be done appropriately so that children are able to understand positive behavior from an early age. (Waiting, 2021) . (Rahim, 2023) explains that the development of children's religious and moral values can be instilled through learning that is appropriate to the learning characteristics of early childhood.

Instilling religious and moral values from an early age is a crucial aspect because it will become a guide for children in behaving in everyday life. (Khadijah, 2024) However, in practice, teaching religious and moral values is often done through lectures and repetitive verbal explanations, which can easily make children bored and less active in learning. (Syakur, 2022) .

Based on initial observations at RA Raudatul Ilmi Medan, teachers have been using picture flashcards, but they don't offer a wide variety of images. This makes children easily bored and less engaging. (Manga & Ruslana, 2024) Therefore, learning media are needed that can attract children's attention and help them understand religious and moral values more easily and enjoyably. (Armanila et al., 2024) .It is also stated that the highest morality comes from individual awareness of moral principles. (Hanafiyyah, 2024) .

The diversity of media used in activities can improve children's abilities. (Huda, 2023) One media that can be used is illustrated flashcards. Flashcards can increase children's attention and engagement in the learning process because they provide a visual and interactive learning experience. The use of visual media in early childhood learning aligns with Albert Bandura's social learning theory, which explains that children learn through the process of observing and imitating behavior seen in their surroundings. Bandura emphasized that children's learning occurs through four stages, namely attention (attention), remembering information (retention), imitate behavior (reproduction), and encouragement to do the behavior repeatedly (motivation) . In this study, the picture flashcard media helped attract children's attention through an interesting visual display so that children more easily understand and remember the positive behavior shown on the picture cards. Through the observation process, children began to imitate good behavior such as saying hello, being honest, sharing with friends, and respecting teachers in daily activities during the learning process. (Damayanti & Erniwati, 2024) .Because Learning to communicate effectively face to face has long been important in Education (Amallia et al., 2025) .

Several previous studies have shown that flashcards are effective in improving early childhood learning abilities, particularly in language and cognitive aspects. However, research examining the use of illustrated flashcards in instilling religious and moral values in early childhood is still limited, particularly in the Raudhatul Athfal (Islamic boarding school) environment using a descriptive qualitative approach. Therefore, this study is important to describe the use of illustrated flashcards in teaching religious and moral values to early childhood at RA Raudatul Ilmi Medan.

The novelty of this research lies in the focus of the research which not only discusses the use of flashcard media as a learning medium, but also describes children's responses, forms of moral behavior that emerge during learning, and the role of teachers in instilling religious and moral values through illustrated flashcard media.

B. RESEARCH METHODS

This study uses a qualitative approach with a descriptive approach. The approach aims to understand and describe in depth the use of illustrated flashcards in instilling religious and

moral values in early childhood. (Sugiyono, 2023) Qualitative research is a research method used to examine the natural conditions of objects, with the researcher as the key instrument, data collection techniques using triangulation, data analysis being inductive, and emphasizing meaning over generalization. Therefore, this approach is relevant for exploring media implementation processes, educator strategies, and children's responses to learning.

The subjects in this study consisted of 1 principal, 2 class teachers, and 15 children aged 5–6 years at RA Raudatul Ilmi Medan, Medan Denai District, Medan City, North Sumatra, from January to February 2025. Subject selection was carried out randomly.purposiveby considering direct involvement in the learning process using illustrated flashcards. The teachers who became the subjects of this research were class teachers who actively implemented religious and moral values learning, while the children who became the subjects of this research were group B children aged 5–6 years. The object of this research was the use of illustrated flashcards in instilling religious and moral values in early childhood.

The validity of the data in this study was achieved through source triangulation and technical triangulation. Source triangulation was conducted by comparing data obtained from teachers, principals, and students during the research process. Meanwhile, technical triangulation was conducted by comparing the results of observations, interviews, and documentation to obtain more accurate and consistent data. In addition, the researcher also conductedmember checkto informants to ensure that the data and information obtained correspond to conditions in the field. This technique was used to increase the credibility and validity of the data in this qualitative research. The data analysis technique in this study used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selected and focused on data from observations, interviews, and documentation related to the use of illustrated flashcard media in teaching religious and moral values to early childhood. The data obtained were then grouped based on research themes, such as the use of flashcard media, children's responses during learning, and the behavior of religious and moral values that emerged in children.

Next, the data is presented in narrative form to facilitate the researcher in understanding the interrelationships between the data. At this stage, the researcher describes the results of observations regarding children's enthusiasm when using flashcards, their ability to understand good behavior, and the role of teachers during the learning process. The final stage is drawing conclusions and interpreting the data based on the research findings. The researcher interprets that the use of illustrated flashcards helps children more easily understand religious and moral values through attractive visual displays and interactive learning activities. The following table outlines the research, observations, and documentation.

Table 1. Research Instrument Grid (Qualitative)

No	Aspect	Indicator	Item	Number of Items
1	Use of flashcard media	Teachers use flash cards during learning	1	1
		The teacher explains the contents of the picture on the flashcard.	2	1
		Teachers involve children when using media	3	1
2	Child's response	Children attention to flashcard media.	4	1
		Children answer teacher's questions.	5	1
		Children show enthusiasm in learning.	6	1
3	Religious and Moral Values	Children say hello.	7	1
		Children share with friends.	8	1
		The child is telling the truth.	9	1
		Children respect teachers.	10	1
Jumlah				10

Table 2. Observation Instrument Grid Using Picture Flashcard Media

No	Aspect	Indicator	Item	Number of Items
1	Use of flashcard media	Teachers' opinions about flashcards	1	1
		How teachers use flashcards in learning	2	1
2	Child's response	Children's responses in using media	3	1
		Children's level of interest in media	4	1
		Changes in children's behavior after using media	5	1
Jumlah				5

Table 3. Documentation Grid

No	Documentation Type	Information
1	Photos of learning activities	The process of using flashcard media.
2	Photo media flashcard	Form of flashcard media used
3	Interview notes	Data from interviews with teachers and principals
4	School profile	Brief profile of RA Raudatul Ilmi Medan

C. FINDINGS AND DISCUSSION

1. The Use of Picture Flashcard Media in Learning Religious and Moral Values

As an Islamic-based kindergarten, it is only natural that religious values are developed more in the educational process. (Rukiyati & Siswoyo, 2023) . So morals and religion are absolute things that humans must have (Rusliawati & Al Walid, 2022) Based on observations at RA Raudatul Ilmi Medan, teachers use illustrated flashcards in teaching religious and moral values to early childhood students. The media used in learning must be appropriate to the school and student context, and the media selection must be tailored to the learning objectives. (Pahmi et al., 2022) Flashcards are used by showing children pictures of good behaviors, such as greeting, being honest, sharing with friends, and respecting teachers. The teacher then provides a simple explanation of the picture and asks the children several questions about the behaviors depicted on the flashcards.

The use of this media helps the learning process become more interesting compared to learning that only uses lecture methods. Then it is reinforced by His words in Q.S. al Ahzab verse 21 (Lutviah et al., 2022) . Children appeared more focused on the pictures the teacher showed during the learning activities. Furthermore, the teacher also directly involved the children by asking them to name and model good behaviors according to the pictures on the flashcards. Documentation of the use of pictorial flashcard media in learning religious and moral values can be seen in Figure 1.



Figure 1. Use of Illustrated Flashcard Media in Learning Religious and Moral Values for Early Childhood

Based on the interview results, teachers stated that the use of flashcards made it easier for children to understand the learning material on religious and moral values because the images used were more engaging for children. Teachers also explained that children appeared more active in asking and answering questions. "Children are more focused when learning using images because they more easily understand examples of good behavior through interesting media." (Interview with Class B Teacher, May 12, 2026) . In addition, the principal also explained that the use of visual media helps teachers create a more enjoyable atmosphere for early childhood.

Table 4. Description of the Implementation of Illustrated Flashcard Media

Aspect	Research Findings
Planning theme	Teachers provide flashcards according to the learning.
Implementation	Used in core activities through questions, answer, and simple discussion.
Interaction	Active children answer and respond to pictures
Media	Using images of good behavior and religious values

Based on the table, it can be seen that the implementation of illustrated flashcard media was carried out systematically and was able to create an active and enjoyable learning atmosphere.

2. Children's Response to the Use of Picture Flashcard Media

Observations show that children respond positively to the use of illustrated flashcards. This process demonstrates that learning takes place interactively and involves active participation, and can improve many aspects, such as morality and religion, creativity, reading, and so on. (Rupnidah & Suryana, 2022) . Children appeared enthusiastic when the teacher showed pictures on flashcards, and several were able to identify the good behaviors depicted in the pictures. Furthermore, children appeared more active during the learning process compared to when instruction was based solely on verbal explanations. Furthermore, student characteristics interact with the learning environment to influence their learning and performance. (Allen et al., 2026)

Based on interviews with class teachers, children find it easier to understand good behavior through pictures than through continuous verbal explanations. Teachers said that children remember behaviors depicted in pictures more quickly because visual media helps them understand the material concretely. One teacher also said: "Usually children get bored quickly if they only listen to explanations, but when using flashcards they are more active in answering and paying attention." (Interview with Class B Teacher, January 7, 2026) . However, teachers must also continue to improve their learning media to be more varied so as not to reduce children's interest in learning and participation in the learning process. (Nabila et al., 2026) .

In addition, the documentation results show that most children were able to respond well to teacher questions during the use of flashcard media (figure 2) .



Figure 2. Children's Responses to the Use of Flashcard Media

3. Children's Religious and Moral Values Behavior After Using Flashcard Media

Children are the next generation of the nation, therefore they must receive an education. who are qualified so that they can develop their potential and grow into people with strong personalities and have various abilities and skills. (Salasiah, 2021) Religious education encompasses two dimensions of life, namely instilling a sense of piety towards Allah SWT and developing a sense of humanity towards others. (Munawaroh, 2021) Based on observations during the learning process, the use of illustrated flashcards helped children better understand religious and moral values. Children began to demonstrate several positive behaviors in daily classroom activities, such as getting used to greeting students, speaking politely to teachers and friends, and sharing with friends when playing together.

The teacher also explained that flashcards help children understand examples of good behavior more concretely because they can directly see the images displayed. This makes it easier for children to remember and imitate the positive behaviors depicted on the flashcards. Furthermore, the learning environment becomes more interactive because children appear to be more actively participating in learning activities than before. Children's attention is captured, and learning becomes more enjoyable with the use of flashcards featuring bright colors and engaging illustrations. This fun approach is an alternative way to engage young learners. (Mafulah et al., 2024) The findings show that character-based teaching and moral education can be integrated through habituation and training. (Wang et al., 2023)

Observations showed that some children were beginning to practice greeting and sharing with their friends during activities. The teacher explained that these behavioral changes began to be seen after the flashcards were routinely used in learning (Grade B Teacher Interview, January 7, 2026) .

DISCUSSION

The use of illustrated flashcards in teaching religious and moral values to early childhood has shown positive results in terms of children's engagement and understanding during the learning process. Children appear more active, focused, and enthusiastic when teachers use visual media compared to learning that only uses the lecture method. (Herawati & Rahmansyah, 2023) Explaining this condition shows that visual media can help children

understand the concept of good behavior more concretely in accordance with the learning characteristics of early childhood who tend to learn through observation, imitation, and direct experience (Indrawati, 2024) . The development of religious and moral values (NAM) in early childhood can be defined become psychological changes that students experience in relation to their ability to understand and apply appropriate behavior to what is taught by the religion he embraces (Aprida & Suyadi, 2022) .

The findings of this study align with Albert Bandura's social learning theory, which explains that children learn through observing and imitating behaviors they see in their environment. In this study, illustrated flashcards helped capture children's attention through engaging visuals, making it easier for them to remember and understand the positive behaviors depicted on the cards. An example of an illustrated flashcard can be seen in Figure.



Figure 3. Example of Picture Flashcard Media used

This process is evident when children begin to develop the habit of greeting, sharing with friends, and respecting teachers during learning activities. This demonstrates that visual media not only helps children understand information but also gradually influences the development of their moral behavior. Flashcards are also highly flexible in various learning methods, both individual and group (Handayani & Astika, 2026) .

The use of illustrated flashcards in this study also demonstrates the importance of early childhood teachers' pedagogical competence in selecting learning media appropriate to the developmental stage of early childhood. Teachers serve not only as transmitters of material but also as experts in understanding children's learning characteristics, who tend to prefer visual, concrete, and interactive learning. Therefore, teachers' ability to select and develop learning media is crucial in creating an effective and enjoyable learning process for early childhood about religious and moral values.

This research also shows that the use of illustrated flashcards has practical implications for early childhood education teachers in developing learning materials appropriate to the characteristics of young children. Teachers serve not only as presenters but also as facilitators, creating a fun and interactive learning environment.

The behaviors demonstrated by the children in this study, such as greeting, sharing with friends, speaking politely, and respecting teachers, align with the indicators for the development of religious and moral values in early childhood as outlined in the Early Childhood Education and Training Center (STPPA) and the Early Childhood Education Independent Curriculum (Kurikulum Merdeka PAUD) . These indicators encompass the children's ability to cultivate good behavior, demonstrate politeness, and apply religious and moral values in everyday life. Therefore, the use of illustrated flashcards in this study is considered relevant to the developmental outcomes of early childhood religious and moral values.

Thus, the use of illustrated flashcard media can be an alternative visual learning media that helps PAUD teachers instill religious and moral values in early childhood in a more interesting, concrete, and appropriate way to the child's developmental stage.

D. CONCLUSIONS AND SUGGESTIONS

Based on research results, the use of illustrated flashcards in teaching religious and moral values at RA Raudatul Ilmi Medan helps children more easily understand positive behaviors such as greeting, being honest, sharing with friends, and respecting teachers. The use of visual media also makes children more active, focused, and enthusiastic during the learning process. Furthermore, illustrated flashcards help teachers create more engaging

lessons that align with the learning characteristics of early childhood. Based on the research results, it is recommended that early childhood education teachers develop engaging and varied visual learning media appropriate to children's developmental stages, particularly in teaching religious and moral values. Furthermore, schools are expected to support the provision of creative learning media to improve the quality of early childhood learning.

Thus, the following suggestions are presented: (1) for educators, to attend training or workshops on developing creative visual learning media that are appropriate to the characteristics of early childhood, especially in learning religious and moral values. Teachers are also expected to be able to develop more varied flashcard media, both in printed form and simple digital-based. (2) for schools, it is hoped that they can provide facilities and support in developing innovative learning media to improve the quality of learning religious and moral values in early childhood. (3) for future researchers, it is recommended to conduct research with a wider scope and longer time to be able to see the development of children's religious and moral values in more depth; and (4) for early childhood education institutions, it is hoped that they can make illustrated flashcard media one of the main alternatives in learning religious and moral values.

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e-mail: jurnalraudhah@uinsu.ac.id

p-ISSN: 2338-2163

e-ISSN: 2716-2435

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