

## Flash Card Media to Improve Qur'an Literacy at Masjid Jami' Nurul Jannah Grobogan in the Era of Posth Truth

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### Abstract

The Qur'an is a guideline for Muslims in their behavior. But at this time children's Qur'anic literacy is still low. Even though it is known that the age of children is a golden age in the developmental stage, so proper treatment is needed in learning. The purpose of this study is to describe the use of Flash Card Media to Improve Qur'an Literacy in Masjid Jami' Nurul Jannah Grobogan in the Era of posh truth. This research is qualitative research with case study deception. The data collection techniques used in this study were observation of socio-cultural conditions and learning processes in Majsi Nurul Jannah Grobogan, documentation of official mosque documents and interviews with 4 ustadz/uztadzah, 10 students and guardians of students, and community leaders. Data analysis is carried out by sorting, grouping, looking for themes that match the topic of discussion for interpretation. The results showed that flash card media can be used to improve the learning process of the Qur'an which will have an impact on the high literacy of the Qur'an students. This can be seen from the creation of effective and efficient learning systematics applied at the Jami' Nurul Jannah mosque using flash card media. The importance of increasing Qur'an literacy through increasing Qur'an learning using flash card media is the internalization of the Qur'an in the souls of students. So that with this, students will continue to grow and develop with the Qur'an as a guideline and make students have a good religious spirit.

**Keywords:** Al-Qur'an, Flash card media, Increasing literacy, Posh truth era

### Abstrak

*Al-Qur'an merupakan pedoman bagi umat Islam dalam berperilaku. Namun pada saat ini literasi Al-Qur'an anak-anak masih rendah. Padahal diketahui bahwa usia anak-anak merupakan usia emas dalam tahap perkembangan, sehingga diperlukan perlakuan yang tepat dalam belajar. Tujuan penelitian ini adalah untuk mendeskripsikan tentang penggunaan Flash Card Media untuk Meningkatkan Literasi Al-Qur'an di Masjid Jami' Nurul Jannah Grobogan pada Era posh truth. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi terhadap kondisi sosial budaya dan proses pembelajaran di Majsi Nurul Jannah Grobogan, dokumentasi terhadap dokumen-dokumen resmi masjid dan wawancara terhadap 4 ustadz/uztadzah, 10 santri dan wali anak didik, dan tokoh masyarakat. Analisis data dilakukan dengan cara mengurutkan, mengelompokkan, mencari tema yang sesuai dengan topik bahasan untuk kemudian dilakukan interpretasi. Hasil penelitian menunjukkan bahwa flash card media dapat digunakan untuk meningkatkan proses pembelajaran Al-Qur'an yang nantinya berdampak terhadap tingginya literasi Al-Qur'an santri. Hal ini terlihat dari terciptanya sistematika pembelajaran yang efektif dan efisien yang diterapkan di masjid Jami' Nurul Jannah dengan menggunakan media flash card. Pentingnya peningkatan literasi Al-Qur'an melalui peningkatan pembelajaran Al-Qur'an dengan menggunakan media flash card adalah terinternalisasikannya Al-Qur'an di dalam jiwa anak didik. Sehingga dengan hal tersebut, anak didik akan terus tumbuh dan berkembang dengan Al-Qur'an sebagai pedomannya dan menjadikan anak didik memiliki spirit keagamaan yang baik.*

**Kata Kunci:** Al-Qur'an, Flash card media, Meningkatkan literasi, Era posh truth.

## INTRODUCTION

The development of human civilization has now reached an era where the media is the main trusted source of conveying messages. Therefore, this era is often referred to as the era of posh truth. The era of posh truth is an era where truth is not something that is really sought after, but information will be considered true when it is produced and displayed repeatedly through media (Alimi, 2018) (Kapolkas, 2017). There are many negative opinions about this era, such as the assumption that in this era people are entangled in information that is not necessarily true and tends to be used as a propaganda tool (Chair & Adzfar, 2021) (Lewandowsky et al., 2017) (Wexler & Oberlander, 2023). However, this era is also considered to have had a positive impact on the development of human civilization, because media as a means of conveying messages can make humans more creative and innovative in using and creating media (Puig et al., 2023). These two opinions are responses to the use of media in the posh truth era, which can be used for good and bad. Thus said by Nurdianzah that maximizing the use of educational media in the era of posh truth can improve the development of students' potential (Nurdianzah et al., 2024).

Maximizing the use of educational media in the posh truth era can be realized in various forms, one of which is flash card media. Flash card media is a small card that contains images, text, or symbols that remind or direct students to something related to the image (Lai et al., 2020). Flashcards are usually 8 X 12 cm in size, or can be customized according to the size of the class (Hotimah, 2010). So that the use of flash card media in learning that is tailored to the needs of students can increase their interest in learning. There are at least four advantages of flashcard media including: 1) easy to carry; 2) practical; 3) easy to remember and 4) fun (Utami et al., 2021). Likewise, it was also said by Wati that flash card media can improve children's skills in learning to read the Qur'an (Wati, 2021). Therefore, flash cards can be used as an alternative media in improving students' competence in Qur'anic literacy.

Although the Qur'anic literacy index in Indonesia is relatively high (Khoeron, 2023), at the elementary school level, students' literacy is still low (Kasih, 2020).

Therefore, it is very important to improve Qur'anic literacy in elementary school students. Many efforts have been made to improve Qur'anic literacy, including by using learning methods that are considered capable of improving Qur'anic literacy (Chandra, 2022) (Murdiono & Mardiana, 2019) (Hulaimi & Hudatullah, 2021). In addition, increasing Qur'anic literacy can also be achieved by increasing the intensity of Qur'anic learning (Nasukha et al., 2020) (Sudirman & Ramli, 2023) (Jaya, 2024). These studies have provided an overview of the importance of using methods and high levels of intensity of reading the Qur'an to improve Qur'anic literacy. However, these studies have not focused on the use of media such as flash cards, which have been proven to effectively improve literacy (Adzani & Salahuddin, 2019). There are still very few studies that examine the use of flash card media in learning the Qur'an, as for experimental quantitative research conducted by Sabrina on the use of flash card media, stating that the use of flash card media has proven effective for learning the Qur'an (Sabrina, 2024). Therefore, to review previous research, research is needed on the use of flash card media to improve Qur'anic literacy. So that this research can ultimately complement previous studies.

Literacy improvement for elementary school is very effective using flash card media (Lestari, 2021) (Maronta et al., 2023). This is because individuals of elementary school age are individuals who are in the child phase of their development (Hurlock, 1972). In this phase, students are still interested in playing, so creative learning can foster students' interest in learning. Flash cards as an interesting media in the learning process can stimulate students' interest in learning, including in learning the Qur'an. By increasing interest in learning the Qur'an, this can increase students' literacy of the Qur'an. Literacy is not only the ability to read and write, but also includes rephrasing, counting and understanding (Niken Palupi et al., 2020). Therefore, Qur'anic literacy includes individual skills in reading, writing, reciting and understanding what is learned from the Qur'an.

The high level of Qur'anic literacy in Dukuh Ngemplak, Toroh Subdistrict, Grobogan Regency, makes researchers interested in making observations on the

causes of high literacy of children in Dukuh Ngemplak. From the observation, it is known that the Jami' Nurul Jannah Mosque in Grobogan as the center of worship and religious activities of the Ngempak community has implemented Qur'anic learning using flash card media (Observation, 2023). This indicates that there is creativity from the ustad who teaches, so that it has an impact on the number of students who study, because it is considered that the Al-Qur'an learning process at the Jami' Nurul Jannah Mosque in Grobogan is very enjoyable. This illustrates that the Al-Qur'an learning activities at the Jami' Mosque have been carried out properly and can accommodate the needs of students in the teaching and learning process. This is in line with Pratiwi's research (2017) which states that there are two factors that cause students to have difficulty learning to read the Qur'an, namely internal factors and external factors. So that by accommodating these two factors well, the learning process can run well too.

Based on these problems, research was conducted on Flash Card Media to improve Qur'an literacy at the Jami' Nurul Jannah Mosque in Grobogan in the era of posh truth. From the research theme, a study of three main problem formulations was carried out, namely; 1) what is the learning of Al-Qur'an using Flash Card Media at Jami' Nurul Jannah Mosque Grobogan in the era of posh truth?, 2) how is the use of Flash Card Media in learning the Qur'an at Jami' Nurul Jannah Mosque Grobogan in the era of posh truth?, 3) what are the supporting and inhibiting factors of learning Al-Qur'an using Flash Card Media at Jami' Nurul Jannah Mosque Grobogan in the era of posh truth.

## METHOD

This research is a qualitative field research with a case study approach. The case study approach is used to examine groups of individuals, institutions, and so on within a certain period of time. Therefore, in the study of Flash Card Media to improve Qur'anic literacy at Masjid Jami' Nurul Jannah Grobogan in the disruption era has been limited to a certain period of time, namely in 2022 between February

and June. In this study, three data collection techniques were used, namely: observation of the learning process, the environment of Dukuh Ngemplak and Jami' Nurul Jannah Mosque Grobogan, interviews with 4 ustadz/uastadzah, 10 guardians of students, 10 students, and community leaders and documentation of learning documents, such as; flash card media rapots santri, textbooks and other supporting documents. Data analysis steps in this study include; data collection, data grouping, data coding, then looking for themes that are in accordance with the topic of discussion for later interpretation (Miles, 2014).

Research on the use of flash card media is located in the Nurul Jannah Grand Mosque, Dukuh Ngemplak Toroh District Grobogan Regency, which consists of RT 01, RT 02 and RT 03. In this study, it is divided into three problem formulations, namely: 1) what is the condition of the students who take part in learning Al-Qur'an by using Flash Card Media at Masjid Jami' Nurul Jannah Grobogan?, 2) how is the use of Flash Card Media in learning Al-Qur'an at Masjid Jami' Nurul Jannah Grobogan in the era of posh truth?, 3) what are the supporting and inhibiting factors of learning Al-Qur'an by using Flash Card Media at Masjid Jami' Nurul Jannah Grobogan in the era of posh truth.

## RESULT AND DISCUSSION

### **The Condition of Students Who Follow Al-Qur'an Learning by Using Flash Card Media at Jami' Nurul Jannah Mosque, Grobogan.**

The location of this research is the Jami' Nurul Jannah Mosque Dukuh Ngemplak Toroh District, Grobogan Regency within the scope of its social ecological system. The social ecological system considers that there is a relationship between the relationship between individuals and the social environment that affects each other, where the relationship occurs directly or indirectly (Shelton, 2018). This socio-cultural condition of the community makes the Jami' Nurul Jannah Mosque the center of religious activities for the people of Dukuh Ngemplak, Toroh Subdistrict, Grobogan Regency. There are many religious activities carried out in this mosque,

including congregational prayers, barjanzi, tahlilan, yasinan, public recitation and religious learning (Observasi, 2023). In religious learning activities, one of the programs is Al-Qur'an learning. Al-Qur'an learning at the Nurul Jannah Mosque is attended by 63 students aged 5-12 years (Dokumentasi, 2024a) Santri at the Nurul Jannah Mosque are still children (Hurlock, 1972), where their literacy level is still low (Kasih, 2020). Therefore, learning the Qur'an for elementary school students must be done with high creativity, in order to motivate students (Sudirman & Ramli, 2023). One of the creative media for learning the Qur'an is flash card media that can be used in learning elementary school students.

It is known that 41 students at the Nurul Jannah Mosque are students of SDN 1 and 2 Toroh, while 18 students are students of MI Sejati and 4 others have not yet entered SD / MI (Dokumentasi, 2024a). Nevertheless, the motivation of the santri at the Nurul Jannah mosque is high in participating in Qur'anic learning at the Nurul Jannah Jami' Mosque. This can be seen from the santri's activeness in the learning process (Observasi, 2024). Ustadzah Sari also said that:

Meskipun di sini kebanyakan santrinya adalah anak-anak dari SD, namun mereka sangat bersemangat sekali mengikuti pembelajaran di sini. Mereka hampir setiap hari masuk, kecuali hari libur dan jika tidak merasa sakit (Wawancara, 2024f).

The condition of students who are dominated by elementary school students is actually not surprising, because the social conditions at the Nurul Jannah Mosque are an environment that places great importance on balance in education. For the Ngempak community, learning in elementary school is the basis for students in understanding world knowledge and learning the Koran at the Nurul Jannah Mosque is the basis of knowledge for the benefit of the hereafter. This was said by Rohadi that:

Sekolah di pagi hari disiapkan agar supaya anak-anak bisa bersaing dengan Kehidupan di dunia ini, sebab sekarang ini lebih gampang cari kerja jika memiliki ijazah sekolah umum dari pada sekolah agama. Tapi agama juga penting, sebab agama menjadikan kita nanti bahagia di akhirat (Wawancara, 2024c).



The majority of santri conditions at the time of initial entry to learning are very weak in; reading, writing, and also understanding the Qur'an. It is known that the value of the santri entrance exam at the Nurul Jannah Mosque is very alarming, on average not exceeding a score of 5 out of 10 (Dokumentasi, 2024b). This condition reflects that Al-Qur'an literacy at the elementary school level is still low (Kasih, 2020) (Marmoah & Poerwanti, Suharno, 2022). In other words, the entrance test to become a santri at the Nurul Jannah Mosque is an effort to measure students' abilities in Qur'anic literacy, so that the fulfillment of students' learning needs can be accommodated properly (Nurdianzah, 2023) (Hanifah et al., 2020). The weakness of the Qur'anic literacy of students who have just entered studying at the Nurul Jannah Mosque is that they are not yet fluent in the pronunciation of makhorijul letters, the short length of mad and the basic laws in tajweed science such as original mad and the law of dead nun/tanwin. In addition, the ability to write santri is still very poor, even the average santri cannot combine hijaiyah letters (Dokumentasi, 2024b). This was also said by Ustadz Hamdan that:

Maklum jika santri yang baru masuk di sini tidak bisa membaca dan menulis Al-Qur'an. Sebab rata-rata santri di sini adalah siswa sekolah dasar. Jangankan kok santri yang dari sekolah dasar, bahkan yang dari madrasah ibtidaiyah juga BTQnya kurang bagus. Memang ini kan tugas kami untuk membina dan membimbing santri-santri di masjid ini agar mahir dalam BTQ (Wawancara, 2024d).

### **The Use of Flash Card Media in learning the Qur'an at Masjid Jami' Nurul Jannah Grobogan in the posh truth era**

The learning process at the Nurul Jannah Mosque is grouped into 3 grade levels, namely; Ula, Wustho and Ulya. At the Ula class level, it is intended for students whose average score is below 5. The Wustho level is specifically for students whose scores are above 5 and below 8. As for the Ulya class level, it is intended for students whose scores are above 8 (Dokumentasi, 2024a). The quantity value that determines the level of santri learning is also in line with the quality of the santri. This can be seen from the practice of the teaching and learning process, where ula level students cannot read and some cannot recognize and identify hijaiyan letters

even though they have memorized them. While wustho students can usually read short connections of Al-Qur'an letters, but are still weak in mahorijul letters and are still in the stage of practicing combining hijaiyah letters. Ulya level students can read according to makhorijul letters, but cannot read fluently when faced with long sentences, while in writing, these ulya students can write and combine hijaiyah letters even though they are only short connections (Observasi, 2024). Therefore, based on this condition, the use of flas card media is only used for the ula and wustho grade levels. Mr. Rohman said that:

Kalau untuk kartu-kartu itu digunakan untuk santri ula dan wustho, sebab mereka yang masih membutuhkan. Kalau untuk yang santri ulya sudah tidak membutuhkannya, karena mereka sudah berfokus pada melancarkan bacaan Al-Qur'an dan menulis ayat-ayat pendek (Wawancara, 2024e).

The use of flash card media in learning Al-Qur'an at the Nurul Jannah Mosque is only given to ula and wustho level students. The following is the process of learning the Qur'an using flash card media:

### **Flash Card Media to Learn Al-Qur'an in Ula Class**

After knowing the ability of students to read the Qur'an through the entrance exam scores, class grouping is carried out, including the ula class. The ula class is students who do not understand the hijaiyah letters thoroughly and have not been able to make relationships between hijaiyah letters (Observasi, 2024). During the learning process, ula class students are accompanied by ustadz/ustazdah in learning. This learning assistance is very useful in honing the abilities of students who are still in the early stages of learning (Nurany et al., 2021).

In this case, students conduct discussions with their friends about what hijaiyah letters are displayed by the ustadz/ustazah. Therefore, students look enthusiastic in participating in learning, because learning takes place with full cohesiveness between students (Observasi, 2024). This shows that learning the Qur'an at the Nurul Jannah Mosque is not only limited to the formation of knowledge and skills in reading, writing and understanding the Qur'an, but also has an impact on the pattern of relationships and behavior of students in solidarity together



(Nurdianzah et al., 2023). The implementation of Al-Qur'an learning using flash card media for ula level students is carried out 4 days out of 6 meeting days in one week, namely; on Monday, Tuesday, Wednesday and Thursday (Observasi, 2024).

**Picture 1.: The use of flash card media in learning santri ula at Masjid Jami' Nurul Jannah Ngemplak Toroh Grobogan**



In the implementation of learning, students look enthusiastic in carrying out the learning process using flash card media (Observation, 2024). One of the factors that make students enthusiastic about learning is the creativity of ustadz/ustadzah in conducting learning that is not boring. Alfiah said that:

Saya senang belajar Qur'an di sini, sebab menyenangkan, bisa bermain-main dan belajar. Belajar di sini seru dan tidak membosankan (Wawancara, 2024a).

Flash card media is proven to increase students' interest and motivation in learning the Qur'an. Afiah et al. said that learning for students who are still in the phase of children's development has a significant effect on learning if they use a fun approach and way of educating, such as using flash card media, because flash card media can stimulate students' imagination and interest in learning (Afiah et al., 2021). Thus, the use of flash card media in the Qur'an learning process at the Nurul Jannah Mosque has been able to increase the interest and motivation of students to learn and ultimately have an impact on the high Qur'an literacy of Nurul Jannah Mosque students.

### Flash Card Media to Learn Al-Qur'an in Wustho Class

The wustho class is a level for children who have understood the hijaiyah letters thoroughly and have begun to be able to make connections between hijaiyah letters (Observation, 2024). In the learning process, the ustadz/ustadzah acts as a facilitator and triggers the learning material. This condition shows an active learning model, where an educator only acts as a facilitator in the learning (Sulistriani et al., 2021). In this case, students follow the instructions of ustadz/ustadzah who combine the Iqro' teaching model and flash card media in the learning process (Observation, 2024). In this learning model, students have begun to make identifications of the nature, shape and character of the hijaiyah letters, including how to read and write the combined hijaiyah letters (Afrianingsih et al., 2019). Learning for the wustho class marks that although at this time religious learning has been carried out in many modern or digital methods and ways (Azizah et al., 2023), learning in conventional ways is still very relevant for today's digital era. In fact, according to Sari, conventional learning that requires face-to-face is considered more effective when compared to online learning (Sari, 2021). The implementation of learning the Qur'an using the Iqro' method with the help of flash card media is carried out 4 days out of 6 meeting days in one week, namely; on Saturday, Tuesday, Sunday and Thursday (Observation, 2024).

**Picture 2. : Wustho class students in reading the Qur'an with the Iqro Method and Flash cards.**



Flash card media used for learning using the iqro' method is proven to increase the enthusiasm and skills of students in learning the Qur'an. as well as the

support of ustadz/uatdzah who have monitored and provided instructions during the learning process (Observation, 2024). Alfiah et al. said that learning for students who are still in the phase of children's development has a significant effect on learning if they use a fun approach and way of educating, such as using flash card media, because flash card media can stimulate students' imagination and interest in learning (Afiah et al., 2021). Thus, the use of flash card media with the iqro method, in guiding the Al-Qur'an learning process at the Nurul Jannah Mosque has been able to increase santri interest and competence in learning. This is in accordance with the concept of tarbiyah that nurturing and guidance in the learning process can make students develop their potential to the fullest (Aini et al., 2020). This was also said by Mrs. Sari that:

Hakikat mendidik adalah sabar dan ikhlas dalam membantu santri untuk menguasai pembelajaran. Jadi, membimbing santri secara perlahan, insyaallah dapat menjadikan para santri tidak hanya pandai dalam ilmu, tapi juga berakhlak mulai. Sebab keikhlasan guru dalam mengajar pasti bisa dirasakan oleh para santri (Wawancara, 2024f).

### **Supporting and Inhibiting Factors for Learning Al-Qur'an By Using Flash Card Media at Jami' Nurul Jannah Mosque Grobogan in The Post Truth Era.**

Learning Al-Qur'an using flash card media at the Nurul Jannah Mosque has various supporting and inhibiting factors for the learning process, the following explanation:

#### **Supporting Factors**

First, high motivation from students and teachers. This can be seen from the presence of students in participating in the Qur'anic learning at the Nurul Jannah Mosque, which is almost every day attending the learning process (Documentation, 2024a). In addition, in the learning process, students look enthusiastic and active in participating in the learning process. This is indicated by the santri's activeness in asking questions and following instructions from ustadz and ustadzah (Observation, 2024). Of course, this is the main supporting factor for the running of the Al-Qur'an learning process using flash cards at the Nurul Jannah Grobogan Mosque. As said

by Nurfauzan et al. that the high motivation of students can be seen from the activeness of students in the learning process, so that in the end it has an impact on learning outcomes (Nurfauzan et al., 2023).

Second, the availability of a sacred place of learning. This is because the mosque, according to the beliefs of the Muslim community, is a place of worship and religious activities are held, so that from this it creates a sacred impression of the mosque (Ramadhana & Dharoko, 2018). Zidna Auliya said that:

Kalau belajar di masjid harus sungguh-sungguh, sebab masjid tidak boleh dijadikan tempat untuk main-main. Masjid merupakan tempat untuk belajar Agama Islam. Dengan demikian, sudah seharusnya kita belajar sungguh-sungguh tentang Islam (Wawancara, 2024g).

Third, the learning process is interesting. The use of flash card media for learning the Qur'an, allows the creation of an interactive and interesting learning atmosphere. This can be seen from the high enthusiasm of the students in the learning process and following the instructions of the ustadz and ustadzah (Observation, 2024). With the use of flash card media in learning the Qur'an, it shows that the creativity of ustadz and ustadzah at the Nurul Jannah Mosque is very important in fostering students' interest in learning. Andhika said that teacher creativity plays an important role in fostering student interest and activeness in the learning process (Andhika, 2020).

Fourth, a supportive social community. This is a determining factor in the implementation of the Al-Qur'an learning process at the Nurul Jannah Mosque in Grobogan. Mr. Nurrohman said that:

Kami di daerah ini 100% muslim semua. Jadi masjid menjadi tempat yang penting bagi kami dalam menegakkan ajaran-ajaran Islam. Sehingga masjid tidak boleh hanya sekedar sebagai tempat ibadah saja, namun juga harus bisa memberi dampak yang lebih luas, termasuk juga sebagai tempat belajar Islam (Wawancara, 2024b).

In social life, socio-cultural conditions are a macro system in social life, which regulates the relationships that exist in a community that refers to the values and norms that apply in its environment (Shelton, 2018). So that the socio-cultural

conditions that surround the Nurul Jannah Mosque which are very concerned with Islamic teachings have become a very significant supporting factor in the process of learning the Qur'an at the Nurul Jannah Mosque in Grobogan.

#### Inhibiting Factors

First, limited learning time. It is known that Al-Qur'an learning at the Nurul Jannah Grobogan Mosque is held between 14:00-16:00 (Observation, 2024). The limited learning time is due to the fact that the Al-Qur'an learning process at the Nurul Jannah Mosque is held after the formal education of the santri is completed. This is in accordance with the concept of madrasah diniyah takmiliyah education (Priatna, 2020), so this marks that formal education and non-formal education of santri have been fulfilled, so that they can run side by side and complement each other.

Second, coordination is difficult. This sometimes occurs between teachers, education managers and takmir in the use of the mosque. for example, when there are big events and also other religious events that require the mosque as a place, then students who study can certainly be victims. Ustadz Rohman said that:

Terkadang memang pembelajaran ini kami liburkan, sebab bebarengan dengan acara-acara lainnya yang diadakan di tempat ini. Jadi kami mengalah dan santri-santri diliburkan. Dan sebenarnya tidak sering juga ada acara-acra besar di masjid ini, jadi masih terhitung kondusif untuk saat ini (Wawancara, 2024e).

Mosques in the life of Muslim communities are not only a place of worship, but also a place to perform religious rituals and also religious learning (Ahlan, 2022). Therefore, although these religious activities can interfere with the Qur'an learning process at the Nurul Jannah Mosque, it can still be conditioned properly.

Third, diverse students. Santri at the Nurul Jannah Mosque have a diverse level of skill in reading, writing and understanding the Qur'an. This is because the majority of santri at the Nurul Jannah Mosque are elementary school students and a small number are madrasah ibtidaiyah students (Documentation, 2024a). So with this diversity, it requires ustadz and ustadzah to adjust the learning approach according to the needs of the students. This is a pedagogical competence that must be possessed

by educators, where an educator must have the ability to manage the classroom, both in applying approaches, strategies and learning methods to students (Akbar, 2021).

By understanding the analysis of these factors, the learning manager at the mosque can take the right steps to maximize supporting factors and overcome obstacles that may arise. So that with this, learning the Qur'an using flash card media can run effectively.

## CONCLUTION

Learning the Qur'an using flash card media can increase the motivation of students to read the Qur'an at the Jami' Nurul Jannah Mosque, Dukuh Ngemplak, Toroh District, Grobogan Regency. So that with the increase in motivation in learning the Qur'an, it also directly increases the literacy of students towards the Qur'an. This can be used as a prototype for learning the Qur'an in the posh truth era, because in this era, the media has become the most effective means of conveying information. Learning the Qur'an using flash card media is the result of the development of a learning process that is supported by a socio-cultural environment that expects the internalization of the Qur'an in students at the Nurul Jannah Mosque in Grobogan. The importance of increasing Qur'anic literacy through improving Qur'anic learning by using flash card media is the internalization of the Qur'an in the soul of students. So that with this, students will continue to grow and develop with the Qur'an as a guide and make students have a good religious spirit.



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