

The Application of Flash Card Media in Improving Arabic Vocabulary in Early Childhood

Saefulloh¹

Titik Rokayani²

Indriana Warih Windasari³

¹Tanjungpura University, Indonesia

²Institut Studi Islam Muhammadiyah Pacitan, Indonesia

³STAI Muhammadiyah Probolinggo, Indonesia

saefulloh@fkip.upr.ac.id^{1*}

Submitted: 27-01-2026 Revised : 28-01-2026 Accepted: 12-02-2026

ABSTRACT Learning Arabic for early childhood requires an approach that suits the characteristics of their cognitive development, especially in vocabulary mastery. Children tend to easily understand and remember language through visual stimuli and enjoyable learning experiences. This study aims to analyze the effectiveness of implementing Flash Card media in improving Arabic vocabulary mastery in children. The research method used is Library Research by reviewing relevant national and international journal articles in the last 5–10 years. Data were collected through academic database searches and analyzed qualitatively by comparing the main findings from various studies. The results of the study indicate that Flash Card media is effective in improving children's memory, understanding, and motivation to learn Arabic vocabulary. This effectiveness is supported by the visual character of the media, repetition, and the application of interactive and enjoyable learning methods. Thus, Flash Card media can be used as an alternative, innovative and applicable learning media in learning Arabic for early childhood.

KEYWORDS: *Early Childhood, Arabic, Flash Cards, Vocabulary, Learning Media.*

How to Cite: Saefulloh, Rokayani, T., & Wandasari, I, W., (2026). The application of flash card media in improving Arabic vocabulary in early childhood. *HADHANATUNA: Journal of Early Childhood Education*, 2(1), 112-121.

INTRODUCTION

Arabic holds a fundamental position that goes beyond merely religious boundaries for Muslims. It is not only the language of divine revelation in the Qur'an and the Sunnah of the Prophet, but also the primary foundation for understanding Islamic teachings and civilization (Elpaz Elsheakh et al. 20). Throughout history, Arabic has served as a bridge for knowledge and global communication, recognized as one of the most widely spoken languages in the world with more than 400 million speakers (El-Ouahi 2022). During the Golden Age of Islam, it functioned as a lingua franca for scholars, fostering rapid development in science, literature, and philosophy through a massive translation movement that integrated various intellectual traditions (Almelhes 2024). Therefore, introducing Arabic from an early age is crucial.

Childhood, particularly early childhood through elementary school, is often referred to as the “golden age” of language learning (Khosibah & Dimiyati 2021). During this period, children's brains develop rapidly, enabling them to absorb new languages even more than one very efficiently and naturally. However, despite their remarkable learning capacity, children at this age

tend to become easily bored and have limitations in abstract thinking. Therefore, Arabic language instruction for young learners should be based on concrete and visual experiences. Teaching materials that are too abstract or rely solely on rote memorization may hinder the learning process and reduce children's interest (Al Adzillina & Hasanah 2021). The use of visual aids and enjoyable methods has proven highly effective, as they help children understand meaning, enhance memory retention, maintain engagement, and support better vocabulary mastery.

Vocabulary mastery is a fundamental component in learning any language. Vocabulary serves as a bridge between language learning and effective communication. Without adequate vocabulary knowledge, individuals will struggle to communicate fluently whether in speaking, reading, or writing and to comprehend meaning deeply (Sahin & Yavuz 2025). Verbal ability, which strongly depends on vocabulary breadth, is a strong predictor of later reading success and plays a vital role in developing the four language skills: listening, speaking, reading, and writing (Killingly et al. 2025). However, children's interest in memorizing vocabulary is often low when teaching methods are monotonous and rely heavily on lectures or abstract memorization, including in Arabic vocabulary learning. Therefore, it is important to implement dynamic and engaging strategies to foster children's interest in enriching their vocabulary from an early age.

Although awareness of the "golden age" in children's language acquisition continues to increase, there remains a significant gap between theory and classroom practice, particularly in Arabic language instruction. Based on observations, many teachers still tend to use conventional, teacher-centered methods such as lectures, direct instruction, and word-for-word memorization. According to Pradini and Adnyayanti (2022), such monotonous approaches often make the learning process boring and less appealing for young learners, who naturally have short attention spans and require concrete learning experiences. As a result, children experience difficulty retaining Arabic vocabulary in the long term, since information that is not practiced or applied tends to be easily forgotten even within a week after learning.

As a solution to address these challenges in Arabic vocabulary learning for children, the use of Flash Card media offers an effective and engaging approach. Flash Cards are cards containing information, such as words or numbers, on one or both sides, used for learning purposes (Ngarofah & Sumarni 2019). This medium is visual, attractive, practical, and interactive, and it can enhance students' attention and motivation to learn (Tarusu & Harun 2024a). The effectiveness of Flash Cards lies in their ability to integrate images and words. The combination of visual and verbal elements is highly beneficial because it trains the right brain to remember images and words, thereby improving children's vocabulary and reading skills from an early age (Kusumawardhani 2020). This approach transforms memorization often perceived as boring into an interactive learning activity that stimulates curiosity, aligning with children's need for concreteness and visual stimulation.

The main objective of this study is to describe and analyze the effectiveness of implementing Flash Card media in improving Arabic vocabulary (mufrodlat) mastery among children. Through this research, it is expected to determine the extent to which the use of picture cards can stimulate children's memory and learning interest, thereby overcoming obstacles in vocabulary memorization. Furthermore, the findings are expected to provide practical contributions for educators in selecting creative, innovative, and enjoyable learning media to achieve optimal language learning outcomes in early childhood education.

METHODE

This study employed a Library Research method or literature review. The research began by formulating research questions related to the use of Flash Cards in Arabic vocabulary learning, followed by searching for relevant literature in academic databases such as Google Scholar. The inclusion criteria for selecting data sources were national and international journal articles published within the last 5–10 years focusing on children as the subject. Data analysis was conducted using content analysis. Each selected research article was systematically analyzed to

identify its content, concepts, and key findings related to the use of Flash Cards in teaching Arabic vocabulary to early childhood learners. The content analysis process included data coding, categorizing information based on specific themes, and interpreting relevant findings. The results of the analysis were then presented in tables and narrative descriptions to illustrate patterns, trends, and the effectiveness of Flash Card methods in improving Arabic vocabulary mastery among children.

RESULTS

This section presents a comprehensive summary of various reviewed and analyzed literature regarding the implementation of Flash Card media in improving Arabic vocabulary among children. Through a systematic literature review, we identified, evaluated, and synthesized key findings from relevant scientific publications discussing effectiveness, implementation methods, and challenges associated with the use of this medium.

Flash Card Media in Arabic Language Learning

Flash Cards are defined as game cards designed to quickly display images, words, or phrases to stimulate children's brains in receiving information. In the context of language learning particularly in improving Arabic vocabulary among children Flash Cards function as highly effective visual media that facilitate recognition and memorization. The main characteristics of this medium include its ability to accelerate comprehension and strengthen memory through visual or written representations directly related to learning materials.

The application of Flash Cards in teaching Arabic vocabulary is supported by pedagogical principles emphasizing the importance of visual stimuli and repetition. This medium allows new vocabulary to be presented in a format that is easily understood by children, linking Arabic words to concrete visual representations. This is crucial in early childhood education, as children tend to learn better through multisensory experiences in which visual perception plays a dominant role. Various studies indicate that Flash Cards have proven successful in improving vocabulary mastery, including the recognition of hijaiyah letters and general vocabulary acquisition, making them an essential tool in delivering comprehensible learning materials.

In addition to serving as memory and visual aids, Flash Cards can be integrated into various learning activities. From word-guessing games and picture-matching exercises to activities encouraging verbal interaction, Flash Cards offer flexibility in design and implementation. Their use is not limited to physical cards; they can also be adapted into digital formats, as demonstrated in studies on the effectiveness of electronic Flash Cards in language learning. This variation ensures that Flash Cards remain relevant and engaging in diverse learning environments.

Effectiveness of Flash Cards in Improving Arabic Vocabulary Among Children

The literature consistently shows that Flash Cards significantly enhance children's vocabulary mastery, including in Arabic language learning contexts. Their effectiveness primarily derives from their characteristics as visual aids that facilitate memory and comprehension. Flash Cards present new information in a way that is more accessible and appealing to children by associating new words with concrete images or concepts (Abdullah Mohammed Al-Kandari 2023). Research has demonstrated that this medium accelerates understanding and strengthens memory retention, making it an essential tool for effective material delivery (Astuti 2016).

Several studies have specifically measured the impact of Flash Cards on Arabic vocabulary acquisition. For example, a quantitative study revealed a significant improvement in students' ability to memorize Arabic vocabulary after using Flash Cards, with post-test scores considerably higher than pre-test scores (Syamsudin et al. 2025). This visual approach effectively

helps children recognize and retain new information (Shofiah & Ammar 2024). Furthermore, the effectiveness of Flash Cards is reinforced by their ability to enhance student engagement in the learning process an important factor in second language learning for children (Tarusu & Harun 2024b).

The flexibility of Flash Cards, whether used physically or digitally, further expands their potential as an effective learning tool. However, it is important to note that their effectiveness may vary depending on factors such as design quality, frequency of use, and accompanying pedagogical methods. Therefore, the success of Flash Card implementation depends not only on the medium itself but also on how it is designed and integrated into the learning process.

Table 1. The Effectiveness of Flash Card Use

Effectiveness Aspect	Description of Key Findings	Source
Vocabulary Improvement	Flash Cards significantly improve students' ability to memorize and master Arabic vocabulary, with measurable improvement in post-test scores compared to pre-test scores.	(Syamsudin et al. 2025)
Visual & Memory Support	As a visual aid, Flash Cards accelerate comprehension and strengthen students' memory, particularly through concrete and relevant images or written representations.	(Abdullah Mohammed Al-Kandari 2023)
Student Engagement	Flash Card media increases student engagement in the learning process, making the learning experience more interactive and enjoyable for children.	(Tarusu & Harun 2024b)
Multisensory Support	Highly effective for children as it supports learning through multisensory experiences, where visual stimuli play an important role in recognition and mastery.	(Aisyah et al. 2022)

Optimal Methods and Approaches for Using Flash Cards

The effectiveness of Flash Card media in teaching Arabic vocabulary to children greatly depends on the methods and approaches applied. The literature indicates that Flash Cards are not merely passive visual aids, but instruments that can be optimized through innovative and well-planned teaching strategies. The most effective approaches often involve integrating Flash Cards into interactive, enjoyable activities that align with children's learning styles (Tarusu & Harun 2024b). For example, using Flash Cards in games such as word guessing, picture matching, or role-play activities has been shown to increase student engagement and motivation (Suryani et al. 2022).

One key approach emphasized in the literature is spaced repetition, particularly when implemented through Flash Cards. This method ensures that learned material is reviewed at optimal intervals to strengthen long-term memory, prevent forgetting, and efficiently build vocabulary. In addition, the design of the Flash Cards themselves plays a crucial role. Flash Cards equipped with attractive and relevant illustrations have been proven more effective in supporting vocabulary comprehension and retention compared to text-only cards (Piskadlo et al. 2023). Integrating Flash Cards within sentence contexts or short stories can also enrich semantic understanding of new vocabulary (Miles & Ehri 2017).

Furthermore, the successful implementation of Flash Cards is influenced by pedagogical factors such as frequency of use, duration of learning sessions, and guidance from teachers or parents. Flash Cards can also serve as starting points for further discussion or as tools to assess understanding, ultimately supporting deeper and more holistic learning (Lei & Reynolds 2022). Therefore, selecting appropriate methods and approaches is essential to optimize the potential of Flash Cards in improving children’s Arabic vocabulary.

Table 2. Optimal Methods and Approaches for Using Flash Cards

Optimal Method/Approach	Description of Key Findings	Source
Interactive Activities & Games	Integrating Flash Cards into games or interactive activities such as word guessing, matching, or role play to enhance engagement, motivation, and enjoyment in learning.	(Suryani et al. 2022)
Spaced Repetition	Applying the principle of spaced repetition, particularly in digital Flash Cards, to strengthen long-term memory and vocabulary retention efficiently.	(Teymouri 2024)
Attractive Visual Design	Flash Cards with relevant and engaging illustrations are more effective in supporting vocabulary comprehension and retention compared to text-only cards.	(Piskadlo et al. 2023)
Contextualization of Words	Presenting words in sentence or story contexts to enrich semantic understanding and appropriate vocabulary use.	(Miles & Ehri 2017)
Guided Learning	Requires teacher guidance to facilitate effective Flash Card use and to support enjoyable learning experiences.	(Lei & Reynolds 2022)

Comparison of Findings Across Studies

The literature review on the implementation of Flash Cards in improving children’s Arabic vocabulary reveals strong consistencies while also highlighting variations in research focus and methodology. In general, most studies consistently conclude that Flash Cards are a powerful tool for vocabulary mastery, both for basic recognition such as hijaiyah letters and for more complex vocabulary. Their effectiveness is often attributed to their ability to provide visual stimuli and facilitate repetition, which are essential for memorization.

However, variations exist in the context and type of Flash Cards studied. Some research focuses on physical Flash Cards in traditional classroom settings, while others explore the effectiveness of digital or electronic Flash Cards. This comparison indicates that the core essence of Flash Cards as visual and repetition-based tools remains relevant regardless of format, although digital Flash Cards may offer additional advantages such as adaptive spaced repetition features. These variations enrich our understanding that while the fundamental principles of Flash Card effectiveness are universal, implementation details and outcomes can be adjusted to specific contexts.

DISCUSSION

This discussion confirms that the implementation of Flash Card media strongly aligns with the cognitive developmental characteristics of early childhood learners, particularly in acquiring Arabic vocabulary. Children at this stage tend to learn through concrete and visual stimuli; therefore, media that integrate images and words help bridge their limitations in abstract thinking. The literature indicates that Flash Cards function as effective tools for concretizing language, as they assist children in linking Arabic linguistic symbols with meaningful visual representations, thereby optimizing comprehension and retention.

From the perspective of second language acquisition, vocabulary mastery serves as the primary foundation for developing other language skills. The literature findings reinforce the view that vocabulary improvement through Flash Cards directly impacts children's ability to recognize, remember, and actively use Arabic vocabulary. This demonstrates that vocabulary competence significantly contributes to the development of speaking, reading, and writing skills. Thus, Flash Cards not only enhance vocabulary memorization but also support children's overall language readiness.

The effectiveness of Flash Cards can also be explained through dual coding theory, which emphasizes that information is more easily understood and remembered when presented simultaneously through visual and verbal channels. In Arabic language learning, combining Arabic text with concrete images enables children to process information through two cognitive systems, thereby strengthening long-term memory retention. This explains why various analyzed studies show significant improvements in vocabulary mastery scores after Flash Card implementation.

Beyond cognitive aspects, Flash Cards also enhance children's engagement and learning motivation. Arabic vocabulary instruction that was previously monotonous and teacher-centered becomes more interactive and enjoyable. As supported by previous studies, interactive visual media create more participatory learning environments, where children are not passive recipients but active participants. Emotional engagement plays a crucial role in sustaining long-term learning interest.

Moreover, the effectiveness of Flash Cards is strongly influenced by the method of implementation. The literature emphasizes that Flash Cards yield optimal results when applied through active learning approaches such as educational games, picture guessing, word matching, and socially interactive activities. Such approaches align with early childhood learning needs, which emphasize learning through play as a primary means of instruction. Therefore, Flash Cards should not stand alone as media but must be integrated into appropriate pedagogical strategies.

Furthermore, the use of Flash Cards in Arabic learning aligns closely with the principles of the Merdeka Curriculum for Early Childhood Education (PAUD), particularly at the Foundation Phase. The Merdeka Curriculum emphasizes child-centered, flexible learning that respects individual developmental uniqueness. Flash Cards allow teachers to adjust vocabulary difficulty levels according to children's abilities and needs. Children can learn at different paces without rigid academic pressure. Thus, Flash Cards support differentiated learning, a key characteristic of the Merdeka Curriculum.

In the context of early childhood learning outcomes, vocabulary mastery is part of basic literacy and language development. Literacy at this stage is not defined as formal reading ability, but as understanding symbols, meaning, and simple communication. Flash Cards serve as transitional media between visual symbols and Arabic linguistic symbols. Children gradually learn

to recognize word meanings before being required to use them productively. This process aligns with language development stages emphasizing comprehension before production.

Flash Cards also support formative assessment as recommended in the Merdeka Curriculum. Teachers can observe vocabulary development through spontaneous responses, participation in games, and the ability to match pictures with words. Assessment is conducted through authentic observation during learning activities rather than written tests, providing a more holistic picture of child development. Therefore, Flash Cards function not only as instructional media but also as contextual and child-friendly assessment tools.

From a learning design perspective, the literature indicates that Flash Card effectiveness depends greatly on visual quality and contextual relevance of images. Images that are too abstract or unfamiliar may cause misconceptions. Therefore, selecting images close to children's daily experiences is essential. In Arabic learning, using pictures of concrete objects, daily activities, and familiar environments strengthens vocabulary comprehension. Proper Flash Card design accelerates language internalization.

Flash Cards can also be developed through contextual and thematic approaches as recommended in the Merdeka Curriculum. Arabic vocabulary may be presented according to learning themes such as self, environment, animals, or daily activities. Thematic approaches help children understand vocabulary as part of holistic experiences rather than isolated memorization, strengthening connections between language and lived reality.

In addition to physical Flash Cards, technological advancements enable the use of digital Flash Cards in early childhood Arabic learning. Digital Flash Cards allow animated images, pronunciation audio, and adaptive spaced repetition features. Some studies show that combining visual and audio elements improves pronunciation accuracy and vocabulary comprehension. However, technology use must remain aligned with early childhood principles that emphasize balance between digital activities and direct experiences. With proper guidance, digital Flash Cards can serve as effective alternatives.

The role of educators is crucial in optimizing Flash Card use. Teachers act not only as content deliverers but as facilitators creating enjoyable learning experiences. The way teachers introduce Flash Cards, provide reinforcement, and encourage interaction greatly influences learning success. Warm and appreciative verbal interaction helps children feel safe and confident in using Arabic. Thus, teachers' pedagogical competence determines Flash Card effectiveness.

Parental involvement also strengthens the impact of Flash Card use. Flash Cards can be reused at home as enjoyable repetition tools with parents. Collaboration between school and family aligns with the Merdeka Curriculum's vision of a participatory educational ecosystem. Consistent learning experiences across school and home environments make Arabic vocabulary acquisition more sustainable and contextual.

Comparative findings across studies consistently indicate that Flash Cards effectively improve vocabulary, despite variations in methods and settings. These variations demonstrate Flash Cards' flexibility and adaptability to different educational contexts. Whether used individually or in groups, Flash Cards positively impact vocabulary mastery. This reinforces the argument that Flash Cards are inclusive and adaptive learning media suitable for diverse early childhood education conditions.

Overall, this discussion confirms that Flash Card media have strong theoretical and empirical foundations in supporting Arabic vocabulary learning in early childhood. They align with cognitive development principles, second language acquisition theory, and the Merdeka

Curriculum framework. Flash Cards not only enhance vocabulary memorization but also build language readiness, motivation, and active engagement. Their success depends on media design, implementation methods, and educators' facilitation. Therefore, Flash Cards are highly recommended as strategic instructional media for developing Arabic literacy in early childhood education.

CONCLUSION

Based on the results of the literature review, it can be concluded that the use of Flash Card media is effective in improving children's mastery of Arabic vocabulary. This media presents learning in a concrete, visual, and enjoyable way, making it suitable for the cognitive developmental characteristics of early childhood. In addition to strengthening vocabulary retention, Flash Cards also increase children's motivation and engagement in the learning process. With appropriate instructional methods and attractive media design, Flash Cards can serve as an innovative and practical alternative learning medium in teaching Arabic to children.

It is recommended that educators, especially early childhood (PAUD) and elementary school teachers, optimize the use of Flash Cards in teaching Arabic vocabulary. The use of Flash Cards should be designed contextually and thematically, and aligned with children's cognitive development stages to ensure meaningful learning. Teachers are also encouraged to integrate Flash Cards with active, game-based learning methods in order to enhance children's engagement and sustain their learning motivation.

Furthermore, the development of Flash Card design should pay attention to appealing visual aspects, clarity of images, and the alignment between illustrations and vocabulary meanings. Flash Cards equipped with colors, concrete images, and simple contexts are believed to strengthen children's vocabulary comprehension and retention. The use of digital Flash Cards can also be considered as an alternative, while still adhering to child-friendly learning principles and providing adequate guidance.

REFERENCE

- Abdullah Mohammed Al-Kandari, Zainab. 2023. "The Effect of Using Flashcards on Developing Dolch Sight Word Recognition Skills among Primary School Pupils in Kuwait." *مجلة أسيوط التربية الكلية* 39 (5.2): 1–22. <https://doi.org/10.21608/mfes.2023.312093>.
- Aisyah, Nur, Ridwan Ridwan, Huda Huda, Wiwin Faisol, dan Hasanah Muawanah. 2022. "Effectiveness of *Flash Card* Media To Improve Early Childhood Hijaiyah Letter Recognition." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6 (4): 3537–45. <https://doi.org/10.31004/obsesi.v6i4.2097>.
- Al Adzillina, Nailan, dan Henny Uswatun Hasanah. 2021. "The Impact of Multisensory Method on Students' Memorizing Vocabulary at Halimah Kindergarten Prenduan Sumenep." *PANYONARA: Journal of English Education* 3 (2): 155–66. <https://doi.org/10.19105/panyonara.v3i2.4317>.
- Almelhes, Sultan. 2024. "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges." *Education Sciences* 14 (10): 1116. <https://doi.org/10.3390/educsci14101116>.

- Astuti, Widi. 2016. "MEDIA FLASHCARDS SEBAGAI MEDIA PEMBELAJARAN BAHASA ARAB YANG EFEKTIF UNTUK MENINGKATKAN PERBENDAHARAAN KOSAKATA SISWA." *Al-Manar* 5 (1). <https://doi.org/10.36668/jal.v5i1.47>.
- El-Ouahi, Jamal. 2022. "The Arabic Citation Index - Toward a better understanding of Arab scientific literature." Preprint, In Review, September 19. <https://doi.org/10.21203/rs.3.rs-1917781/v2>.
- Elpaz Elsheakh, Mohamed Rady Mohamed, Mohamed Hamed Mohamed Said, Mohd Syauqi Bin Arshad, dan Nurul Izzatie Binti Aziz. 2025. "Role of the Arabic Language in Building the Islamic Civilization." *International Journal of Academic Research in Business and Social Sciences* 15 (6): Pages 1669-1677. <https://doi.org/10.6007/IJARBS/v15-i6/25846>.
- Khosibah, Salma Aulia, dan Dimyati Dimyati. 2021. "Bahasa Reseptif Anak Usia 3-6 Tahun di Indonesia." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5 (2): 1860–69. <https://doi.org/10.31004/obsesi.v5i2.1015>.
- Killingly, Callula, Linda J. Graham, Haley Tancredi, dan Pamela Snow. 2025. "Reciprocal Relationships among Reading and Vocabulary over Time: A Longitudinal Study from Grade 1 to 5." *Reading and Writing* 38 (3): 605–25. <https://doi.org/10.1007/s11145-024-10522-x>.
- Kusumawardhani, Paramita. 2020. "THE USE OF FLASHCARDS FOR TEACHING WRITING TO ENGLISH YOUNG LEARNERS (EYL)." *Scope: Journal of English Language Teaching* 4 (1): 35. <https://doi.org/10.30998/scope.v4i01.4519>.
- Lei, Yuanying, dan Barry Lee Reynolds. 2022. "Learning English vocabulary from word cards: A research synthesis." *Frontiers in Psychology* 13 (September): 984211. <https://doi.org/10.3389/fpsyg.2022.984211>.
- Miles, Katharine Pace, dan Linnea C. Ehri. 2017. "Learning to Read Words on Flashcards: Effects of Sentence Contexts and Word Class in Native and Nonnative English-Speaking Kindergartners." *Early Childhood Research Quarterly* 41: 103–13. <https://doi.org/10.1016/j.ecresq.2017.06.001>.
- Ngarofah, Siti, dan Ani Sumarni. 2019. "TEACHING VOCABULARY USING FLASHCARD TO YOUNG LEARNER." *PROJECT (Professional Journal of English Education)* 1 (6): 775. <https://doi.org/10.22460/project.v1i6.p775-782>.
- Piskadlo, Natalie, Tara-Marie Desruisseaux, dan Kathleen Prinzo. 2023. "A Comparative Study of Teaching L2 Vocabulary with and without Illustrations to Virtual EFL Learners." *Journal of Student Research* 12 (2). <https://doi.org/10.47611/jsrshs.v12i2.4234>.
- Pradini, Putu Cening, dan Ni Luh Putu Era Adnyayanti. 2022. "Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study." *Journal of Educational Study* 2 (2): 187–96. <https://doi.org/10.36663/joes.v2i2.351>.

- Sahin, Damla, dan Mehmet Ali Yavuz. 2025. "Fostering effective vocabulary retention among primary school students: a case study." *Frontiers in Psychology* 16 (November): 1594620. <https://doi.org/10.3389/fpsyg.2025.1594620>.
- Shofiah, Shofiah, dan Farikh Marzuqi Ammar. 2024. "Boosting Arabic Vocabulary Mastery: Quantitative Analysis of Media Image." *Comparative Linguistics, Translation, and Literary Studies* 1 (2): 116–24. <https://doi.org/10.70036/cltls.v1i2.28>.
- Suryani, Eka Amaranggana Ahmadi, A. Halim Majid, dan Suryani Suryani. 2022. "Introducing English Vocabulary to Young Learners with Flashcards." *English Education Journal* 13 (2): 160–71. <https://doi.org/10.24815/eej.v13i2.25454>.
- Syamsudin, Syamsudin, Soesiana Tri Eka Silver, dan Sri Utami. 2025. "The Effect of *Flash Card* Media Utilization on the Ability to Memorize Arabic Vocabulary in Grade IV Students of Madrasah Ibtidaiyah Raudhatul Mubtadiin." *Rivayat: Educational Journal of History and Humanities* 8 (1): 215–22. <https://doi.org/10.24815/jr.v8i1.43574>.
- Tarusu, Deysti Trifena, dan Mutia Harun. 2024a. "Effectiveness of Using *Flash Card* Learning Media in English Learning in Elementary Schools." *Journal on Education* 7 (1): 8370–78. <https://doi.org/10.31004/joe.v7i1.7670>.
- Tarusu, Deysti Trifena, dan Mutia Harun. 2024b. "Effectiveness of Using *Flash Card* Learning Media in English Learning in Elementary Schools." *Journal on Education* 7 (1): 8370–78. <https://doi.org/10.31004/joe.v7i1.7670>.
- Teymouri, Reza. 2024. "Advancements and Challenges in Mobile-Assisted Vocabulary Learning with Digital Flashcards for EFL Students." Preprint, SSRN. <https://doi.org/10.2139/ssrn.5008461>.