



Increasing Students' Learning Interest by Using Question Cards to Create Islamic Cultural History Learning Media

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ABSTRACT

The development of Islamic cultural history learning media is very important to increase students' interest in learning. This type of research is field research with a descriptive qualitative approach with data collection techniques through observation, documentation, and interviews, while the analysis of the data obtained is presented descriptively, both in writing and direct observation, then the data is reduced by making abstractions and arranged in the form of units, details, data checks to avoid invalidity. The results of this study indicate that the use of learning media in the subject of Islamic cultural history is carried out using spin media-based question cards which provide convenience to teachers in compiling learning materials because of its use through Microsoft Office Power Point. The stages in its implementation are teachers preparing materials that have been arranged into Spin media, teachers carrying out the learning process which includes preliminary activities, core activities, closing activities. The advantages of applying question cards in Islamic cultural history learning as a form of teacher innovation, interactive communication, and students' enthusiasm in participating in learning. Meanwhile, related to the disadvantages of question cards, it requires proper time management and requires supporting facilities and infrastructure.

Keywords: Learning Media; History of Islamic Culture; Question Card

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INTRODUCTION

The availability of learning media that can be used in the learning process aids teachers and students in achieving learning success, furthermore, the use of media aids teachers in preparing effective learning tools (Lestari, 2023). The objective of Islamic Cultural History is to increase students' understanding, faith, appreciation, and practice of Islamic religious teachings so that they may become pious, noble-minded Muslims in their personal, social, national, and state lives. Development of learning media for the history of Islamic culture to optimize the learning process, as demonstrated by learning through digital media, particularly during the Covid-19 pandemic, which resulted in long-term changes in relations between technology and society through the use of digital media (Williamson et al., 2020), despite schools' familiarity with digital media in the past, the education sector is becoming increasingly saturated with digital media, applications, websites, social media, and learning environments (Decuypere et al., 2021). In the process of developing these media, we pay close attention to the simple, personal, and quick principles that enable online learning to maximize the use of e-learning without sacrificing the traditional learning process.

Because the existence of media in the learning process as a tool, communication, and to nurture new creations that have a positive impact on learning, efforts are made to develop learning media in the context of the history of Islamic culture to increase student interest and

learning outcomes (Kusuma et al., 2021). The inquiry card is one of the methods used to develop Islamic cultural history learning materials. The use of question cards created with Microsoft Office Power Point facilitates the use of media by instructors and students. It can be operated on computers or laptops, but to improve its appearance to 4D, you can design it with a separate application, particularly considering that technology presents both opportunities and challenges with potential. positive and negative effects on businesses, communities, and individuals (Dwivedi et al., 2023).

The use of question cards that are easily designed and utilized by teachers in general results in the use of integrative learning media to optimize the learning process, so that learning Islamic cultural history is extremely strategic in achieving the cognitive, affective, and psychomotor formation of students' character. Therefore, the availability of a diversity of learning media allows for the school-determined planning of application-based directed learning (Hakimi et al., 2021). Consequently, the use of question cards in the history of Islamic culture enhances the learning content Islamic cultural history contributes to increasing student learning motivation and practicing religious values in everyday life, so the existence of question cards in learning development demonstrates that question cards have advantages as a game-like learning process in which students answer questions provided by the teacher, while the development model employs the 4 D development model (define, design, develop, and disseminate).

Regarding the significance of question card learning media in Islamic cultural history education, several studies indicate that this medium effectively improves student learning outcomes by promoting active engagement and reinforcing historical understanding outcomes (Lucky et al., 2020). Question cards encourage interaction, discussion, and critical thinking, which are essential in transforming Islamic cultural history from a teacher-centered subject into a more student-centered learning experience. In addition, this approach creates an enjoyable and motivating classroom atmosphere, helping students better internalize religious and historical values (Oktavia & Agustin, 2019). The integration of digital media further strengthens the effectiveness of learning Islamic cultural history. Digital learning platforms transform historical and religious narratives into more accessible and interactive formats, thereby enhancing students' motivation and comprehension (Solahudin & Fakhruroji, 2019). Such media positively influence learning objectives and outcomes, particularly in developing digital literacy, critical thinking, and ethical awareness among learners (Suroso et al., 2021; Alam & Parvin, 2021). Consequently, digital and non-digital learning media complement one another in facilitating meaningful learning experiences.

Nevertheless, the successful implementation of innovative learning media must be aligned with institutional standards and quality assurance mechanisms. Emphasize the importance of aligning Islamic Religious Education learning processes with Minimum Service Standards to ensure instructional quality and equitable learning opportunities (Abdussyukur et al., 2023). In this regard, question card media and digital tools can support standardized learning when systematically integrated into lesson planning and classroom practices. Assessment practices also play a crucial role in maximizing the impact of learning media. Online assessment models enable flexible and transparent evaluation processes while encouraging higher-order thinking skills in Islamic Religious Education learning (Azis et al., 2022). Moreover, supportive educational policies are essential for sustaining pedagogical innovation. Local government policies related to *Madrasah Diniyah Takmiliyah* significantly influence curriculum implementation and the adoption of innovative learning media (Ashari et al., 2023). Therefore, a synergy between learning media, assessment systems, and policy frameworks is necessary to enhance the quality of Islamic cultural history education.

METHOD

This study is a field study that uses field data as its primary source of information. The purpose of this study is to examine the use of Islamic cultural history learning media organized by *Madrasah Tsanawiyah* (MTs) *Wathoniyah Islamiyah* Kebarongan, Banyumas Regency, and Muhammadiyah 1 Junior High School, Purwokerto using question cards. This study's participants were instructors of Islamic cultural history at two institutions. This research is

descriptive-qualitative in nature, with the objective of obtaining a detailed description of a phenomenon, which is typically in the form of patterns pertaining to the phenomenon under consideration. The types of data used in this study are secondary data and primary data. Researchers obtained secondary data from archives, photographs, documents, and news articles that provide information about the subject of this study. While the researcher's primary data derive from interaction with the subject of this study.

This study utilizes documentation, observation, and interviews to collect data. Analysis of the data used in this study begins with a description of the use of Islamic cultural history learning media using question cards organized by the location of the investigation, both in writing and through direct observation. The process of data analysis begins with an examination of all the data collected from various predetermined sources; the data are then abstracted and arranged in a unit or detailed format. They are categorized based on the shape of these units, and then a data check is performed to prevent invalidity.

RESULT AND DISCUSSION

Efforts to create instructional media the objective of learning media in Islamic cultural history lessons is to enhance student learning outcomes, therefore, the development and use of interactive media so that learning is not monotonous and does not hinder the learning process, particularly in the independent curriculum implementation curriculum, are essential (Huriyah et al., 2022), it continues to prioritise the learning characteristics of practical application, developing critical and creative thinking, problem-solving skills, and diversity in learning (Dwijayani, 2019), so that digital multimedia-based learning becomes a bridge that students confront in the learning process with various strategies set in place (Abdulrahman et al., 2020). The use of Islamic cultural history learning media with spin media question cards adds a new dimension to the learning process, particularly in learning in the digital age, where there are strategies for instilling character values, such as good communication between teachers and parents of students, the development of character-based teaching materials, and a variety of methods for delivering and assessing learning materials (Sopiah, 2020), then there are learning aids for boosting motivation and achieving learning outcomes (Fadhli et al., 2023). In the context of digital life, the millennial Muslim generation is now able to utilise various digital devices that can be employed in a variety of ways to influence their discourse, perceptions, and social relationships (Khan & Aytes, 2020). Wisdom, life objectives, actions, written reports, responsibility, thoroughness, and inquisitiveness can be utilised in efforts to integrate Islamic values into the learning process (Fahyuni et al., 2020).

Using the two schools' question cards as the subject of this study demonstrates that students are enthusiastic about Islamic cultural history lessons because question cards are viewed as new learning media with high appeal that can motivate students to attend classes. Previously, the teacher's learning media consisted solely of related textbooks and simple Microsoft Office Power Point slides; therefore, by applying spin media question cards that were applied to Microsoft Office Power Point in accordance with the teacher's abilities and competencies, they were readily accepted by students who were already accustomed to receiving instruction via Microsoft Office Power Point.

During the learning process, the Covid-19 pandemic caused the learning systems at Muhammadiyah 1 Junior High School, Purwokerto and MTs *Wathoniyah Islamiyah* Kebarongan Banyumas Regency to implement a hybrid learning process; consequently, the duration of the learning process changed in accordance with the pandemic's regulatory conditions. The role of the teacher in the learning process of Islamic cultural history in the two schools mentioned above positions the teacher as a learning facilitator for students, as the results of observations regarding the learning process of Islamic cultural history include three stages, namely introductory activities, core activities, and concluding activities. Listed below are the learning process activities conducted by the teacher:

- a. Associating current learning material with students' experiences or previous learning, posing challenging questions, conveying information on the benefits of learning, and motivating students are examples of preliminary activities that regulate the first two

aspects, perception, and motivation. Second, the delivery of competencies and activity plans, which includes communicating the skills that students will attain and submitting activity plans, for example, for individual, group, and observational work.

- b. The core activity, this regulates two, namely: first, stimulation/providing stimulation; in this stage, students are motivated or stimulated to focus on material topics by reading, namely literacy activities from learning resources relevant to the material, writing, namely students writing resumes of learning outcomes, and listening, namely by teachers and students providing material and listening. Second, problem identification; in this case, the teacher provides opportunities for students to identify as many concerns as possible pertaining to frequently encountered items for which learning activities will provide answers. It attempts to clarify some difficult-to-understand material.
- c. The closing activity is where the teacher derives conclusions from the material presented in the learning session in order to provide students with opportunities for independent reflection, evaluation, and follow-up after the implementation of learning. The existence of this concluding section is crucial so that instructors can obtain student feedback on the learning process with question card media, allowing competency standards to be met despite the existence of new learning media.

In a Covid-19 pandemic situation with limited study hours, the teacher must regulate the learning process so that it continues optimally, and the material is effectively conveyed and easily understood by the students. In learning the history of Islamic culture, the instructor devises a plan to ensure that the material is conveyed effectively and within the allotted time frame. During the learning process, the teacher provides material involving learning media in the form of printed media, namely textbook media; therefore, the most common strategy used by teachers to achieve learning objectives is group discussions. The lecture method is used to convey information, and textbooks and electronic devices are used for discussion in the teacher-led learning process. Class Islamic cultural history teachers typically incorporate media in the form of power point by displaying historical videos related to the material, so that the learning strategy employed is that students are encouraged to think critically after viewing the video or receiving the material by posing related questions. must respond using a variety of sources, including literature and the Internet. Face-to-face learning in the era of the Covid-19 pandemic permits students to bring electronic devices in order to provide convenience during learning and to make learning more effective by reducing the learning time.

The implementation of Islamic cultural history learning utilising spin media question cards provides a new media in the learning process that has never been utilised in learning at Muhammadiyah 1 Junior High School, Purwokerto and MTs *Wathoniyah Islamiyah* Kebarongan, Banyumas Regency, thereby constituting a new breakthrough in the learning process of Islamic cultural history. Consequently, it has never been utilised in the learning process; consequently, the teachers adjust and examine the question card learning media with spin media. Considering the instructors' media-based presentation, methods, media, and learning strategies are required to prevent student boredom. In this context, teachers are encouraged to be innovative and creative in the classroom, and the application of question cards is limited to Microsoft Office Power Point while still being adapted to instructor proficiency. Direct observation of the learning process directly in the implementation process of Islamic cultural history employs spin media question cards, which are Information and communication technology (ICT) classes with very adequate learning facilities, in order to provide a more comprehensive impact. Using spin media question cards to incorporate learning the history of Islamic culture involves several stages, including:

First, the teacher prepares Islamic cultural history materials and media spin question cards, which are presented on Microsoft Office Power Point, in accordance with the curriculum's topics and competencies, so that the entire set of learning materials and media remain consistent with the expected competencies. This material was created concurrently with a series of teacher preparations for instituting Islamic cultural history learning.

Second, the instructor implements the learning process using predetermined materials and media. In this process, the teacher divides it into three series: the first series, preliminary activities, consists of a general explanation of learning objectives and instructions for using question card media with students. The second section, perception and motivation, includes connecting the current learning material to the students' prior experience or learning, posing challenging questions, conveying information on the benefits of learning, and motivating students. The third section, the delivery of competencies and activity plans, includes the delivery of skills that will be attained by students and the submission of activity plans, such as individual, group, and observational work. The application of spin media question cards is conducted in groups so that students can establish excellent cooperation with one another, and so that learning becomes more cooperative and competitive. During the learning process of the history of Islamic culture, according to observations, students were initially less enthusiastic about participating in the learning process. However, after implementing the spin media question card, students' enthusiasm increased, they were more interested in participating in the learning process, and learning became more active because it was no longer centred solely on the teacher.

Third, the core activity, in this process, students are motivated or stimulated to focus on the material topic in seven ways: viewing, exhibiting relevant images/photos/videos, observing, providing material that students can create, and interactive media. Reading, writing, listening, and applying spin media question cards are conducted in groups, and each group must respond individually. For the group to achieve high scores, it must be quick and accurate regarding the queries provided by spin media.

Fourth, closing activities. During this phase, the teacher recognises groups with excellent performance and cooperation, and draws conclusions about the entire series of learning processes that have been carried out. Consequently, during this closing activity, the teacher reinforces and corrects material so that students can acquire learning experience in accordance with predetermined competencies.

The advantages and disadvantages of using question cards in learning Islamic Cultural History as an innovation for educators can create two-way communication because the media used is highly interactive; the creation of two-way communication indicates a high level of student engagement in learning. In addition to these benefits, question cards can encourage students to focus more on learning, as well as promote active and rapid responses to the presented questions. The process of implementing spin media question cards improves the effectiveness of learning because it takes advantage of the limited learning time by delivering interactive and engaging material and learning processes. The benefits of spin media question cards are that they teach students to focus more, are entertaining and simple to comprehend, make study time flexible, extend their horizons, and effectively train children's memory, motor skills, and teamwork. In a different light, the benefits of spin media question cards include increasing student participation in learning, student interest in learning, the spirit of competition, and positive conduct. While related to the absence of question cards, it requires proper time management and supporting infrastructure and facilities.

The process of learning the history of Islamic culture after using spin media question cards is effective and learning is optimised due to several factors, namely: first, adequate school facilities; the ICT class has privileges in terms of multimedia room facilities that are very comfortable for doing digital media-based learning, so that students readily accept learning. Second, in the research process, the number of students who support learning is not excessively high, making it simpler to condition and support the success of learning and run efficiently. Third, simple-to-understand instructional materials, Question card Spin media is readily understood by students because it is applied digitally through Microsoft Office Power Point, and students are accustomed to receiving information in this format. Application of media spin question cards using Microsoft Office PowerPoint in accordance with students' abilities and requirements.

DISCUSSION

Students must be taught the history of Islamic culture so that they can provide information about the historical aspects of past Muslims that can be used as inspiration for a better future life; consequently, there are a variety of interactions and the diversity of the adherent community. Islam, due to its history, is capable of creating its own social and cultural structures, which means that the spread of Islamic teachings to different parts of the world is diverse as a direct consequence of social, legal, educational, and cultural responses and needs (Hughes, 2021). Nonetheless, what must be considered in this context is the description of the product of these cultural activities based on Islamic teachings, which are capable of generating diverse inspirations and encouraging change in the construction of cultural structures (Islam, 2019). The incorporation of learning media into learning activities is essential for enhancing teachers' capacity to manage the learning process in accordance with predetermined learning objectives. Consequently, the development of Islamic cultural history learning media utilising question cards is part of the provision of innovative learning as a response to technological advances and new social practises, particularly in the field of education (Carvalho & Yeoman, 2018), consequently, the presence of learning innovation can enhance students' skills (Magulod Jr, 2018).

The use of media spin question cards that are applied to Microsoft Office Power Point is in accordance with technological advancements, necessitating that educators keep up with technological changes that are too challenging for instructors and students who are accustomed to using computer devices. The presence of innovations and variations of learning media in Islamic cultural history lessons will make teaching and learning activities more interactive and enjoyable, particularly in today's digital era where the use of various media, including social media, must be carried out with various digital media that can be accessed without any space or time constraints (Briandana et al., 2020). Previously, the Islamic cultural history learning media used by Muhammadiyah 1 Junior High School, Purwokerto and MTs *Wathoniyah Islamiyah* Kebarongan, Banyumas Regency, was still conventional (non-digital) media using textbooks and Microsoft Office Power Point as a media for summarising teacher presentation material. However, after the question teacher spin media cards can elaborate on conventional and digital media simultaneously, in addition to still using Microsoft Office Power Point. Even in madrasa-based schools, Islamic religious education in schools includes the history of Islamic culture as a separate subject (Syar'i et al., 2020), consequently, the question card in learning the history of Islamic culture is one of the efforts to develop learning media that has implications for learning outcomes and predetermined learning objectives, so that the presumption that Islamic cultural history lessons are boring can be overcome by the teacher's use of innovative media.

The development of Islamic cultural history learning media using question cards by Muhammadiyah 1 Junior High School, Purwokerto and MTs *Wathoniyah Islamiyah* Kebarongan, Banyumas Regency satisfies the learning process requirements of introduction, implementation, and evaluation. Additionally, the use of question cards is a form of environment-based education that aims to enhance students' attitudes, values, and knowledge on an individual and group level (Ardoin et al., 2020). The completion of the elements of the learning process demonstrates that learning the history of Islamic culture with spin media question cards has been well-planned and conceptualised, allowing optimal achievement of the set competency standards.

Using question cards with spin media to develop Islamic cultural history learning media makes the class more dynamic because students can learn as if they were playing a game; consequently, question cards with multiple variations can increase learning outcomes and student activity (Lutfianasari et al., 2021). In addition, the use of question cards with spin media makes it easy for teachers to apply them because it is sufficient to use the Microsoft Office Power Point application available on the computer; the teacher can then use the application that is tailored to the topic and discussion in the Islamic cultural history learning process. The presence of innovative learning media in the learning process facilitates the development of interactive communication patterns for the transmission of messages during the learning

process; therefore, various innovations in learning are required to enhance the quality of learning and education (Audia et al., 2021).

The effectiveness of using question cards with spin media in the learning process of Islamic cultural history to increase student interest in learning has been demonstrated by the presence of student responses indicating an increase in enthusiasm and enthusiasm for learning, a spirit of competition, and the maintenance of positive behaviour. The student's affirmative response indicates that the use of technology, information, and communication in the learning process is urgently required as an integral part of learning so that the expected learning objectives and competencies can be achieved optimally, but the improvement of humanistic innovative potential must continue to be prioritised in the various uses of information technology in the learning process (Shmakova et al., 2022), this is intended to make the spirit of using media and developing any media in learning the primary objective so that competence, learning outcomes, and learning objectives can be optimally attained in accordance with school and government standards. This study reveals that the use of question cards in the learning process of Islamic cultural history has several drawbacks, such as requiring proper time management and requiring supporting facilities and infrastructure. In order to anticipate these positives, different forms of evaluation are required for each application, and at the evaluation level, a thematic analysis of the group is required (Byers et al., 2018).

This study found that the development of spin question card-based instructional media for Islamic cultural history, integrated with Microsoft Office PowerPoint, proved effective in improving student learning outcomes, interest, and engagement at Muhammadiyah 1 Junior High School in Purwokerto and MTs *Wathoniyah Islamiyah* Kebarongan in Banyumas Regency. This medium is capable of combining conventional and digital learning simultaneously, creating a dynamic, competitive, and enjoyable learning atmosphere akin to a game, while remaining focused on achieving the established competencies and learning objectives. The findings of this study are highly relevant to Islamic education practitioners, madrasah curriculum developers, and researchers in the field of religious education technology. Amid the challenge of the perception that Islamic Studies lessons tend to be boring, this study offers concrete solutions based on media innovation that can be replicated in various Islamic schools, even those with limited technological infrastructure, as they require only a computer and the widely available PowerPoint application.

The findings of this study need to be contextualized within the broader landscape of educational media research. The following is a comparison with relevant studies, including one by Hsu & Hsu (2026), who developed an online game system and found that game-based approaches consistently produced significant improvements in students' cognitive achievement and self-confidence—a pattern also observed in this study. However, unlike Hsu & Hsu, who operated within a school ecosystem with robust digital infrastructure, this study addresses the real challenges faced by Islamic schools with limited technological resources. Similarly, Liu & Hou (2026) found that multi-scaffolding-based educational games can improve students' skills—both individually and in groups—while maintaining low levels of activity-related anxiety. This aligns with the findings of this study, which show that spin question cards foster a positive competitive spirit while maintaining a conducive learning environment. Chen et al. (2026) added that students with lower initial abilities actually benefited the most from game-based learning, a pattern also found in this study where the most evident enthusiasm emerged from students who previously found Islamic cultural history lessons boring.

In terms of technology utilization, Fredy et al. (2026) assert through a systematic review that the effectiveness of ICT in learning depends heavily on the strength of the accompanying pedagogical design, rather than on the sophistication of the technology alone. This finding reinforces the position of this study, which views PowerPoint not as an end in itself, but as a platform that actively and interactively operationalizes media design. This is also consistent with Chen & Kanno (2026), who demonstrated that cards based on cognitive prompts encourage students to process and apply knowledge more deeply than passive learning—a function analogously performed by the spin question cards in this study. Meanwhile, Lin et al. (2026), in their three-level meta-analysis, found that artificial intelligence-based tools have a

significant effect on students' thinking skills. This study lies on the opposite end of the technology spectrum; however, it demonstrates that simple technologies designed with appropriate pedagogical principles can yield learning outcomes that are no less significant without relying on cutting-edge technology. Huang et al. (2026), who focused on creativity as an outcome variable through video game platforms, differ in orientation from this study, which targets increased learning interest, student activity, and achievement of Islamic cultural history subject competencies—a reasonable difference given the underlying differences in curricular objectives.

Most notably, a comparison with Kuo (2026) reveals that the STEAM Project-Based Learning model successfully improved academic achievement in science and technology, but not in the humanities. This study, however, demonstrates the opposite: media innovation has proven effective in the subject of Islamic cultural history, which has long been considered difficult to address through educational interventions. This difference is likely influenced by students' intrinsic motivation rooted in their religious identity at Islamic schools, which serves as a unique affective asset in embracing educational innovations. Overall, this comparison demonstrates that this study engages productively with the mainstream research on game-based learning and innovative media at the global level. The uniqueness of this study lies in its focus on the context of Islamic education in Indonesia, its use of accessible technology, and its ability to demonstrate the effectiveness of media innovations in religious-historical subjects, which have thus far received little attention in the international literature.

This study introduces an innovative approach: the development of a learning resource for the Islamic cultural history in the form of spin question cards based on Microsoft PowerPoint, which combines both conventional and digital elements. This hybrid model has not yet been specifically developed for the Islamic cultural history curriculum in Indonesian madrasahs and Islamic schools, thereby filling a gap that has received little attention in the literature on Islamic religious education learning resources. This study was also conducted at two institutions with different institutional characteristics, thereby broadening the validity of the findings across institutional contexts. Most importantly, this study demonstrates that meaningful learning innovations do not always require advanced technology—creativity in pedagogical design has proven to be far more decisive than technological sophistication, a finding that is relevant for the development of learning materials in Islamic schools with limited resources.

This study makes an academic contribution by enriching the literature on instructional media for Islamic Religious Education, particularly the Islamic cultural history, and, in practical terms, produces media that teachers can use immediately without requiring specialized technological skills. From a policy perspective, this study underscores the importance of institutional support for the development of innovative media in madrasahs. However, this study has limitations. Its scope involved only two schools in Banyumas Regency, so generalizing the findings requires caution. Furthermore, the effectiveness of the media is highly dependent on the availability of supporting facilities, and the long-term impact on knowledge retention and the internalization of values has not been thoroughly examined. For future research, it is recommended to expand the study locations, develop the media into digital formats based on applications, and conduct longitudinal studies measuring the impact of the internalization of Islamic values on students' daily behaviors following the instructional intervention.

CONCLUSION

To optimize the abilities, competencies, and predetermined learning objectives, it is necessary to develop learning media as part of the innovation in education. The development of learning media for the subject of Islamic cultural history is carried out using question cards based on spin media, making it simple for instructors to implement them as they only require Microsoft Office Power Point. The implementation of question cards in Islamic cultural history courses consists of three parts: first, the preparation of Islamic cultural history material and media spin question cards presented in Microsoft Office Power Point; second, the distribution of question cards; and third, the evaluation of student performance. Second, execute the

learning process, which consists of preliminary activities, perception, and motivation, as well as the delivery of competencies and activity plans. Third, essential activities, in which students are motivated or stimulated to concentrate on the subject matter. Fourth, conclude activities by presenting awards to groups with outstanding performance and cooperation, as well as by drawing conclusions. The benefit of applying question cards to Islamic Cultural History learning as an innovation for educators is the ability to create two-way communication because the media used is highly interactive; the creation of two-way communication indicates a high level of student interest in participating in learning. While related to the absence of question cards, it requires proper time management and supporting infrastructure and facilities.

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