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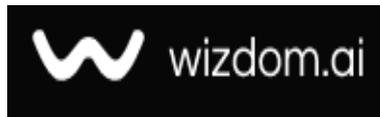## Check this article update (crossmark)

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World Map and Flashcard Media for Country Identification: Peta Dunia dan Kartu Flash untuk Identifikasi Negara

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Abstract

General Background: Visual learning media play a significant role in creating meaningful and engaging classroom experiences, particularly in geography and language education. **Specific Background:** The integration of a world map and flashcards is designed to support senior high school students in identifying countries and describing their characteristics through interactive and collaborative activities. **Knowledge Gap:** Previous discussions on instructional media often focus on digital tools, while the structured combination of a three-dimensional world map and bilingual flashcards remains underexplored in classroom practice. **Aims:** This article aims to present the design and classroom implementation of world map–based learning media for country identification. **Results:** The implementation demonstrates that students actively participate in group discussions, analyze descriptive information, and identify countries based on geographical location and characteristic features. **Novelty:** The media combines a raised-surface world map with bilingual descriptive flashcards to create a structured, collaborative, and explorative learning experience. **Implications:** This learning media provides an alternative instructional strategy for geography and English teachers to facilitate spatial understanding, descriptive skills, and active classroom engagement.

Keywords: World Map Media, Flashcard Learning, Country Identification, Visual Learning, Geography Education

Key Findings Highlights:

1. Students engaged in structured group discussions using spatial and descriptive cues.

2. The media design integrates three-dimensional mapping with bilingual descriptive cards.

3. Classroom activities promoted observation, analysis, and collaborative exploration.

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Introduction

The world map and flashcards are interactive learning media that enable students to learn English through play-based activities [1]. Learning media play a crucial role in stimulating students' cognitive processes, emotions, attention, interests, and learning motivation, thereby supporting an effective and smooth teaching–learning process. Students' comprehension of learning materials is enhanced when textual descriptions are accompanied by spatial visualization, which helps them identify the geographical location of countries on the map. By analyzing the provided descriptions, students are encouraged to participate actively in classroom activities [2].

The integration of images and text aims to create a positive learning environment while optimizing the use of affordable and efficient instructional media to achieve learning objectives [3]. The complementary use of visuals and text facilitates students' understanding and provides engaging learning experiences without diminishing the core instructional content [4]. In addition, the use of maps promotes learner autonomy by encouraging students to analyze geographical information and determine appropriate answers independently [5]. Through active engagement in concrete learning experiences, students can maximize the learning outcomes generated by the instructional media.

The use of maps and flashcards supports contextual learning by enabling students to actively explore the learning media provided by the teacher [6]. Visual media such as maps help meet students' needs for appropriate instructional resources, which can increase learning motivation and improve learning outcomes [7]. Research findings also indicate that interactive learning media enhance students' critical thinking skills. Therefore, the world map and flashcards used as English learning media can be regarded as interactive, effective, and relevant products that align with students' needs for enjoyable and meaningful learning.

Maps also contribute to the development of students' skills in identifying locations and independently recognizing key information and distinctive characteristics [8]. Teachers should consider implementing collaborative learning models and engaging instructional media, as map-identification activities using flashcards promote active learning through visual observation and discussion.

In this learning activity, the world map serves as a visual medium for identifying geographical locations, while flashcards function as supporting media containing brief descriptions of country characteristics, such as national icons, climate, culture, and traditional foods. This approach facilitates students' reading comprehension and understanding of the material [9]. During classroom implementation, students are divided into small groups consisting of four to five members. Group formation is intended to promote organized discussion and provide opportunities for students to exchange ideas [10].

After the groups are formed, the teacher explains the procedures for using the map and flashcards, along with the rules of the activity, to ensure an orderly learning process aligned with instructional objectives. One group is asked to read a description from a flashcard without mentioning the country's name, while the world map is displayed at the front of the classroom as a visual reference for the other groups [11]. The remaining groups are required to identify the country through structured discussion. The teacher determines which group responds and ensures active participation from all students. Groups that provide correct answers receive points and simple rewards as motivational reinforcement. Learning through world map and flashcard media not only helps students identify country characteristics through descriptive analysis but also stimulates learning interest and encourages more intensive engagement [12].

Variations in learning media, such as picture cards and thematic maps, facilitate the learning process and foster a creative learning environment. These media provide students with opportunities to generate their own ideas and consciously apply their preferred learning strategies [13]. Interactive learning media also serve as exploratory tools that encourage critical thinking in the process of discovering and determining information [14]. Visual media are considered effective instructional technologies because they support students' ability to understand and retain information. Consequently, the combination of world map and flashcard learning media is both relevant and effective for play-based learning activities. The adaptation of game-based media into instructional tools further assists teachers in facilitating learning and enhancing students' understanding [15].

Product Content

The interactive world map learning media presents several interconnected visual displays. The main display consists of a world map in which each country is marked with boundary lines and different colors to distinguish regions. The map is designed using bright and contrasting colors to make it easier for students to observe and recognize the locations of countries. A title is displayed at the top of the map to serve as the identity of the learning media.

In addition to the world map, the learning media includes flashcards containing descriptions of country characteristics, such as national icons, climate, traditional foods, and systems of government. These descriptions are written briefly and clearly. The lower-left section of the map is equipped with usage instructions to ensure that students can easily understand how to use the media. All descriptive information on the flashcards is presented in both English and Indonesian to support students' literacy development.

The development aspects of the world map and flashcard media include skill enhancement, such as critical thinking skills, communication skills, understanding of geographical concepts, and English literacy. By considering these aspects, the world map and flashcard media are expected to be used effectively as interactive and meaningful learning tools.

The materials and visual design used for the world map are described as follows:

1. The map is printed on large-sized manila paper so that it can be clearly seen by all students in the classroom. The title is printed in large font as the identity of the learning media. Each country's area is designed with a raised surface using cardboard covered with paper to create a three-dimensional effect. Each country is labeled with its name, and different colors are used for each region to distinguish national boundaries. All countries are hand-drawn and colored using watercolor paint.
2. The flashcards are made using buffalo paper in various colors. The descriptions on the flashcards are written in both English and Indonesian and include the correct answer, namely the name of the country being described. Instructions for using the learning media are provided on the right side. All descriptive text and flag images are printed.

The design of the world map and flashcards can be seen as follows:

Figure 1. **Picture 1.** World Map Illustration

Figure 2. **Picture 2.** World Map Title

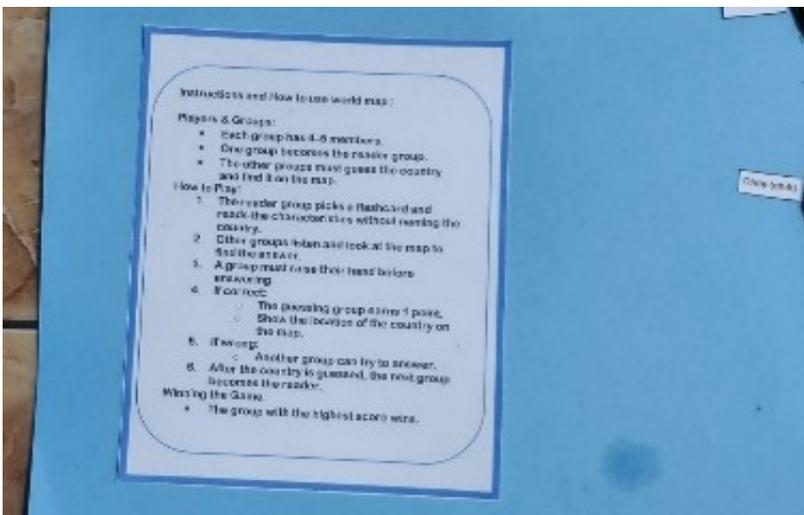Figure 3. **Picture 3.** Flashcards for Each Country on the Map

Figure 4. **Picture 4.** Flashcards for Each Country on the Map

Figure 5. **Picture 5.** Flashcards for Each Country on the Map

Figure 6. **Picture 6.** Flashcards for Each Country on the Map

Figure 7. **Picture 7.** Flashcards for Each Country on the Map

Figure 8. **Picture 8.** Flashcards for Each Country on the Map

Figure 9. Picture 9. Flashcards for Each Country on the Map

Figure 10. **Picture 10.** Flashcards for Each Country on the Map

Figure 11.   Picture 11. Flashcards for Each Country on the Map

Figure 12. **Picture 12.** Flashcards for Each Country on the Map

Conclusion

The world map and flashcards can be used as suitable learning media to create an enjoyable learning atmosphere. Through this media, students not only learn the locations of countries on the map but also become familiar with each country through flashcards containing its characteristics, such as national icons, traditional food, culture, and general conditions. This learning media also encourages students to think critically by observing and analyzing the information provided on the flashcards. Learning activities are no longer monotonous or solely based on teacher explanations; instead, students actively participate in the classroom by working in groups and discussing to find the correct answers. Overall, this media is also appropriate for teaching geography and English, as it can improve students' conceptual understanding, spatial memory, and ability to identify countries using English. Therefore, this learning media serves as an effective alternative for teaching country identification by recognizing characteristics through flashcards and locating countries on a world map.

Ack nowledgements

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