



# Enhancing Qur'an Reading and Writing Skills of Elementary School Students with *Kun Anta Media*: A Classroom Action Research in Indonesia

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## ABSTRACT:

The mastery of reading and writing the Quran, in accordance with the rules of tajwid science, is essential for every Muslim. This study aims to investigate the effectiveness of the *Kun Anta* (the rules of *nun sukun* and *tanwin*) media in improving the learning outcomes of fourth-grade students in the subject of *nun sukun* and *tanwin*. The research objectives are to determine the students' learning outcomes before the application of *Kun Anta* media, to describe the application of *Kun Anta* media in improving student learning outcomes, and to assess the impact of the media on student learning outcomes. This study uses a classroom action research approach in two cycles, based on the Kurt Lewin model. The data collection methods include interviews, observations, documentation, and pre-test and post-test assessments. The results of the pre-cycle stage research show that only 2 students passed with an average score of 51 and a completeness percentage of 10%. However, in cycle 1, student learning outcomes increased with an average score of 60.75 and a completeness percentage of 40%. In cycle 2, there was a further increase in learning outcomes, with a completeness percentage of 90% and an average value of 80. In conclusion, the use of *Kun Anta* media can significantly improve the learning outcomes of fourth-grade students in SDN Alang-AlangCaruban 1 JogorotoJombang in the lesson of the rules of *nun sukun* and *tanwin*.

**Keywords:** *Kun Anta* media, learning the Qur'an, CAR

## Introduction

Elementary schools are institutions that specialize in teaching specific subjects, including the local religious content of studying Al-Qur'an Reading and Writing (BTQ). Learning to read and write the Quran is an essential lesson for Muslims, as every Muslim must master this skill. The Quran is the main guideline for Muslims, and readings of the Quran that comply with the rules of tajwid science have a significant impact on every student in elementary school (Kurnia, 2017).

Furthermore, learning media is an essential part of the learning process. Apart from being a tool, learning media can also serve as a substitute for a teacher when the teacher is unable to provide an explanation for some reason (Djamarah and Zain, 2010). However, this aspect has not been fully implemented at SDN Alang-AlangCaruban 1 JogorotoJombang. Many students in grade 4 face difficulties in understanding the law of reading *nun sukun* and *tanwin* when reading and writing the Quran.

Based on the results of interviews, it was found that no learning media were used. Out of a total of 20 grade 4 students, many of them had trouble understanding the laws of *nun sukun* and *tanwin*. Students should actively participate in the learning process to make it more meaningful for them. The lack of variation in learning has made it difficult for students to understand the material. As a result, 18 out of 20 students (80% of the total) received scores below the KKM (75) (Hasanah, 2022). During an interview with one of the fourth-grade students, it was found that their misunderstanding was due to a lack of understanding of the material for *nun sukun* and *tanwin* law (Nuraini, 2022). Observations showed that the teacher only used the blackboard as a learning medium, which was insufficient for students to understand the material being taught (Hasanah, 2022).

This study focuses on the application of the *Kun Anta* media to improve the learning outcomes of grade 4 students on local content subjects. The subjects studied include local content subjects, Read and Write Al-Qur'an (BTQ) with a focus on the law of *nun sukun* and *tanwin*. The research was conducted at SDN Alang-AlangCaruban 1 JogorotoJogorotoJombang. The subjects of this study were grade 4 students at SDN Alang-AlangCaruban 1 in 2021/2022, consisting of 4 girls and 16 boys, totaling 20 students.

Based on this background, several problem formulations can be found in this research. First, what are the learning outcomes of grade 4 students in the local content subjects Read and Write the Qur'an (BTQ) on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang before applying *Kun Anta's* media? Second, how does the application of *Kun Anta's* media improve student learning outcomes in grade 4 local content subjects

Read and Write Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang? Third, how can we increase the learning outcomes of grade 4 students in local content reading and writing Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang after applying the *Kun Anta* media?

The purpose of the study is to find out the learning outcomes of grade 4 students in the local content subject Read and Write the Qur'an (BTQ) on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang before applying the *Kun Anta* media, to describe the application of the *Kun Anta* media in improving the learning outcomes of grade 4 students in local content subjects Read and Write Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang, and to improve student learning outcomes in grade 4 local content subjects Read Write Al-Qur'an (BTQ) law materials on *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang after applying the *Kun Anta* media.

## Method

The design of this study uses the Classroom Action Research (CAR) method which aims to improve student competence in the learning process (Sugiono, 2016). According to Kurt Lewin, the main concept of classroom action research consists of four components, including planning, action, observation, and reflection.

Method is a technique used to achieve a goal in learning (Ekawarna, 2010). In this study, data collection methods include interviews; a data collection method (Kusumah and Dwitagama, 2010) where the interviewer obtains information from the Class IV teacher, Mrs. Nur Hasanah, and one of the Class IV students to determine the effectiveness of the instructional media used in learning on local content material Read, Write Al-Qur'an, as well as to identify the appropriate media in the law of *nun sukun* and *tanwin* materials. Observation is the process of collecting data to obtain necessary information and answer research questions (Kusumah and Dwitagama, 2010), where the interviewer and teacher observe learning activities before and after the action is taken. Documentation is used to collect student data, notes, photos with Class IV students, and student learning outcomes after the action is taken. Testing is used to determine student learning outcomes before and after the application of *Kun Anta* media during the pre-cycle, cycle I, and cycle II. The test referred to in this study is a type of diagnostic test in the form of a pre-test and a post-test.

The researchers use a flow model to present data analysis. In the flow model, there are three stages, including (Sukardi, 2010): data reduction, where data from interviews, observations, and tests are summarized, selected, sorted, and focused on important and necessary aspects; display data, where student learning outcomes are presented in the form of graphs accompanied by descriptions; and data drawing, where conclusions are made based on verified data accompanied by supporting evidence (Sugiyono, 2013).

## Instructional Media

According to Dale's Cone of Experience theory, in order for the teaching and learning process to be effective, students should be encouraged to use all of their senses when using learning media. This is because the more students receive and process information, the more likely they are to understand and retain the information in memory, compared to using just the senses of sight and hearing (Arsyad, 2014). Learning outcomes are better achieved through direct (concrete) experience than through verbal symbols (abstract), because teaching that begins with direct experience is more meaningful.

## Kun Anta Media

*Kun Anta* is an abbreviation of the law of *Nun sukun* and *Tanwin*. This media includes audio-visual media that involves both sight and hearing senses. *Kun Anta* media is a three-dimensional audio-visual-based media that involves the senses of hearing and sight, which can be seen from any side, allowing students to apply it directly. The steps for using *Kun Anta* media are as follows: First, the teacher practices *Kun Anta* media. Second, students take questions from the question box. Third, students take questions that have been prepared by the teacher and then read them. To verify whether the student's answers are correct or not, students press the button under the reading (*Kun Anta* Media Manual).

The advantages of *Kun Anta* media include: making it easier for students to understand the law of reading *Nun sukun* and *Tanwin* by answering and matching the verse fragments that have been prepared by the teacher, using buttons that have their respective functions, and using different verse forms. However, the disadvantages of *Anta Kun* media include: it can only be used for reading laws in the form of tables, the media is not waterproof/cannot be exposed to water, and the sound on the media cannot stop itself automatically. Here is a picture of the *Kun Anta* media:



Figure 2.1 *Kun Anta*Media

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## Reading and writing of the Qur'an

In the KBBI Dictionary, reading means seeing what is written and understanding (Muhsin, 2017). While writing has the meaning of pouring all ideas for someone to understand in written form. Reading and writing the Qur'an is the process of reading and writing for Muslims according to the rules of the Qur'an (Baharuddin, 2022). Indicators of the ability to read the Koran include; a. Fluency in reading the Koran, b. The accuracy of reading the Koran in accordance with the rules of tajwid, c. Suitability of reading with the Makharijul Letter (Baharuddin, 2022).

### *Learning Outcome*

According to Bloom's theory of learning, outcomes include cognitive, affective, and psychomotor abilities (Suprijono, 2017). These abilities are in the form of: First, the cognitive domain, based on knowledge or memory, understanding or explaining, applying, assessing, and evaluating. Second, the affective domain, based on attitudes in the form of aspects of receiving and responding. Third, the psychomotor domain, based on skills and ability to act. Based on the three domains above, the researcher focused on the cognitive domain because understanding is a higher realm of learning outcomes than knowledge. However, that does not mean that knowledge does not need to be emphasized because, in order to understand, one needs to know or possess knowledge (Holt, 2017). The cognitive domain itself is used more as an object of teacher assessment because it relates to students' abilities to understand learning material.

Based on Gagne's thinking, learning outcomes are: verbal information in the form of knowledge disclosure, intellectual skills, namely the ability to present concepts and symbols, cognitive strategies, namely the ability to channel and direct one's own cognitive abilities, motor skills, namely the ability to perform a series of physical movements, and attitudes, namely the ability to make values as standards of behavior (Holt, 2017). So, learning outcomes are the result of changes in overall behavior, including the cognitive, affective, and psychomotor aspects, after participating in learning activities.

### *Geographic Environment of SDN Alang-AlangCaruban 1*

SDN Alang-AlangCaruban 1 is located in Caruban Hamlet, Alang-AlangCaruban Village, Jogoroto, Jombang, on the north side of the highway. It is a government-run educational institution that was officially established in 1974, according to the establishment decree issued on May 1, 1974. The location of the school is easily accessible due to its position at a main road intersection. SDN Alang-AlangCaruban 1 has been accredited "B" and has a wide publication reach in the community, even beyond the Caruban village, due to its numerous achievements.

The school's vision is "Excellent in Achievement, Cares for the Environment and Has a Global Perspective Based on Faith and Piety", while its mission is to optimize education through intensive learning and mentoring processes, develop knowledge in various fields according to students' talents and interests, instill religious values and character, establish harmonious cooperation between school members and the environment, create a healthy and clean school environment, and protect against pollution by creating a plastic-free environment. The aim of SDN Alang-AlangCaruban 1 is to lay the foundation of intelligence, knowledge, personality, noble character, and skills for students to live independently and pursue further education.

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## Discussion

In the process of gathering data and identifying issues in this study, the researcher conducted observations to gather information related to learning in fourth-grade BTQ classes before taking action to address the research problems. The researcher also interviewed BTQ local content teachers to assess the extent of the application of anta kun media in BTQ subjects. The observation began on January 15, 2022, at SDN Alang-AlangCaruban 1. To align the data obtained from the observations, the researcher also conducted interviews with fourth-grade students at SDN Alang-AlangCaruban 1. The results of the observations are as follows: First, during learning, the teacher still used a monotonous method, which involved lectures and assignments. Second, the students were less active. Third, the teacher only used blackboards as a learning tool and LKS books as learning resources, resulting in a lack of interesting variations. Fourth, the students achieved low scores, especially in tajwid material.

Based on the results of these observations and interviews, it is necessary to make improvements and follow-ups in the learning process to encourage student participation. One such improvement is the application of *Kun Anta* media to BTQ learning on the law of *nun sukun* and *tanwin*. Prior to implementing *Kun Anta* media, the researcher informed the local content teacher about the use of the media and obtained approval to continue research activities using the media.

At this stage, the researcher used a pre-test to assess the students' understanding of the material on the law of *nun sukun* and *tanwin*. The pre-cycle is an activity used by researchers to determine the initial conditions before the media is implemented for the material on the law of *nun sukun* and *tanwin*, which had been agreed upon by the researcher and the local content teacher. This pre-test was used by the researcher to compare the learning outcomes before and after the application of anta kun media in learning the law of *nun sukun* and *tanwin* in class IV at SDN Alang-AlangCaruban 1. The results of the pre-test are presented in the table below:

Table 4.1

Student Scores in the Pre-Cycle Stage

Participants	Score	Minimum Passing Grade	Remark
1.	40	75	Not Passed
2.	35	75	Not Passed
3.	40	75	Not Passed
4.	40	75	Not Passed
5.	50	75	Not Passed
6.	56	75	Not Passed
7.	44	75	Not Passed
8.	78	75	Not Passed
9.	52	75	Not Passed
10.	66	75	Not Passed
11.	55	75	Not Passed
12.	60	75	Not Passed
13.	43	75	Not Passed
14.	45	75	Not Passed
15.	40	75	Not Passed
16.	33	75	Not Passed
17.	40	75	Not Passed
18.	65	75	Not Passed
19.	78	75	Not Passed
20.	60	75	Not Passed
Total Score	1020		
Average Score	51		

Table 4.2

Recapitulation of Pre Cycle Results

Remarks	Pre-Cycle Results
Minimum Passing Grade	75
Total number of students	20
Number of passing students who passed	2
Number of not passing students	18
Percentage of passing students	10%
Percentage of not passing students	90%
Average Score	51%

Table 4.2 shows that in the pre-cycle, which was conducted to assess student learning outcomes in the BTQ subject in class IV at SDN Alang-AlangCaruban 1, only 2 out of 20 students obtained grades that reached the KKM (minimum completeness criteria). Therefore, it is necessary to improve the learning outcomes in order to achieve results above the KKM.

### Cycle 1

At this stage, the researcher started Cycle 1 on May 27-28, 2022, which lasted for 2 hours of lessons. It was at this stage that the researcher began to apply the Anta-Kun media in BTQ learning activities. The researcher first introduced the media that would be used in learning with the aim that students could easily understand the material to be conveyed. The researcher carried out Cycle 1 through four stages in class action research: planning, implementation of actions, results of observations, and reflection.

At the planning stage, the researcher used the *Kun Anta* media with the aim of solving learning problems so that the learning outcomes of class IV students at SDN Alang-AlangCaruban 1 in the BTQ subject matter of *Nun sukun* and *Tanwin* law could increase and achieve scores above the KKM. For this stage, the researcher made plans as follows: (a) make a lesson plan (RPP) for 70 minutes or 2 hours of lessons, (b) make a summary of the material about the law of reading Tajwid Idhar and IdghomBilaghunnah, (c) make student worksheets, (d) create research instruments, and (e) make observation instruments in the learning process.

At the implementation stage, it was carried out on Friday, May 27, 2022. The researcher acted as the teacher, opening the lesson by greeting and praying, checking attendance, ensuring neatness of clothes, and adjusting seating positions according to learning activities. Next, the teacher explained the learning objectives that must be achieved, and the students listened to explanations regarding the material to be studied. Before delivering the material, the teacher first explained and introduced the Anta-Kun media, what it is, what are the steps for its activities, and the functions of the media.

The aim was to ensure that students could learn in accordance with what had been planned by the teacher. At this stage, the teacher conducted BTQ learning using the demonstration method and active learning, with the following implementation: The teacher gave a 10-point post-test that had been adjusted to the indicators. Students worked on the questions individually, and the teacher supervised them by providing motivation so that they were confident when working on them and not copying from friends. After the working time was over, students submitted their answer sheets to the teacher for correction.

At the student observation stage, it was carried out using observation sheets that had been prepared with the aim of finding out to what extent the *Kun Anta* media could improve student learning outcomes in class IV in the BTQ subject on the law of *Nun sukun* and *Tanwin*. The following were the observation instruments:

Table 4.3

Student Scores in Cycle 1

Participants	Score	Minimum Passing Grade	Remark
1	60	75	Not passed
2	50	75	Not passed
3	65	75	Not passed
4	45	75	Not passed
5	75	75	Passed
6	65	75	Not passed
7	60	75	Not passed
8	85	75	Passed
9	70	75	Not passed
10	80	75	Tuntas
11	60	75	Not passed
12	75	75	Passed
13	70	75	Not passed
14	65	75	Not passed
15	50	75	Not passed
16	45	75	Not passed
17	75	75	Passed
18	75	75	Passed
19	80	75	Passed
20	75	75	Passed
Total score	1.215		
Average score	60,75		

Table 4.4

Recapitulation of Cycle 1 Results

Remarks	Cycle 1 Results
Minimum Passing Grade	75
Total number of students	20
Number of passing students who passed	8
Number of not passing students	12
Percentage of passing students	40%
Percentage of not passing students	60%
Average Score	60,75%

The table above shows that there was an increase in student scores at the cycle 1 stage compared to before the application of *anta-kun* media. This indicates that cycle 1 resulted in scores above the KKM compared to before the application of the media. The percentage of completeness of learning outcomes increased by 10% from the pre-cycle stage to the first cycle stage by 40%. This indicates that cycle 1 was better than before the application of the *anta-kun* media. However, 18 students still did not meet the KKM in cycle 1 due to their lack of attention during the learning process resulting from their low learning outcomes. Therefore, the application of *anta-kun* media to the law of reading *nun sukun* and *tanwin* needs improvement in cycle 2.

At the reflection stage of cycle 1, 12 students still had scores below the KKM because they did not pay enough attention during the learning process since they did not really understand the media *Kun Anta*, which was their first time using it. From the learning observations in cycle 1, it can be concluded that the application of *Kun Anta* media to the material for reading *nun sukun* and *tanwin* needs further improvement in cycle 2. The implementation of cycle 1 still faced several problems or obstacles that hindered the achievement of research objectives. Some of the problems

encountered in cycle 1 include students not paying attention to the teacher's instructions, some students not being active, some students not being able to use media *Kun Anta*, and some students not understanding the letters idhar and idghombilaghunnah. Researchers found a solution to improve the implementation of cycle 2 and solve the problems above. These improvements include paying more attention to students who do not understand the material by motivating them, conducting ice breaking or singing to create a focused atmosphere, clarifying and giving instructions to each student who will use the media, and clarifying the material again.

### Cycle 2

After coordinating with the homeroom teacher and BTQ local content teacher, the researcher continued learning cycle 2 as a follow-up or improvement in order to achieve an increase in student learning outcomes, so that it was even better. The implementation of cycle 2 was carried out on June 2-3, 2022. In this cycle, the researchers deepened the application of *Anta Kun* media in the *nun sukun* and *tanwin* law learning materials. After the explanation of the material, students were given a post-test of 10 items. The post-test served as a benchmark for assessing student learning outcomes in the material on the law of *nun sukun* and *tanwin*. The following are the stages in cycle 2:

At the planning stage, as a follow-up effort for cycle 1, because the results were not optimal and needed to be improved, the researcher made improvements by adjusting the solutions to the problems in cycle 1 learning. To maximize student learning outcomes, the researchers planned as follows: a. Make a learning implementation plan (RPP) for 70 minutes or 2 hours of lessons. b. Create material to be delivered. c. Create student worksheets. d. Create research instruments. e. Make observation instruments in the learning process.

The implementation stage was carried out on Friday, June 3, 2022. The researcher acted as the teacher, opening the lesson by saying greetings and praying, checking attendance, neatness of clothes, and seating positions adjusted to learning activities. Next, the teacher explained the learning objectives that must be achieved, and students listened to explanations regarding the material to be studied. The teacher gave a 10-point post-test that had been adjusted to the indicators. Students worked on the questions individually, while the teacher supervised them by providing motivation so that students were confident when working on them and did not copy their friends. After the working time was over, students submitted their answer sheets to the teacher for correction.

At the observation stage, the results of cycle 2 observations will be presented in tabular form. This aims to determine whether there was an increase or not in learning between cycle 1 and cycle 2. To support these expectations, the researcher conducted another post-test to obtain student data, along with data from students.

Table 4.5

Students' Scores in Cycle 2

Participants	Score	Minimum Grade	Passing	No.
1	90	75		Passed
2	75	75		Passed
3	80	75		Passed
4	55	75		Not passed
5	85	75		Passed
6	80	75		Passed
7	75	75		Passed
8	90	75		Passed
9	80	75		Passed
10	85	75		Passed
11	80	75		Passed
12	85	75		Passed
13	80	75		Passed
14	75	75		Passed
15	75	75		Passed
16	60	75		Not passed
17	85	75		Passed
18	85	75		Passed
19	90	75		Passed
20	90	75		Passed
Total score	1.600			
Average	80			

Tabel 4.6

## Recapitulation of Cycle 2 Results

Remarks	Results of Cycle 2
Minimum Passing Grade	75
Total number of students	20
Number of passing students who passed	18
Number of not passing students	2
Percentage of passing students	90%
Percentage of not passing students	10%
Average Score	80%

Table 4.6 above shows that out of 20 students, 18 students scored above the KKM. This indicates a 90% increase in student learning outcomes. It can be concluded that the application of *Kun Anta* media to the learning material on the law of *nun sukun* and *tanwin* for class IV at SDN Alang-AlangCaruban 1 was successful in improving student learning outcomes. In general, students were able to apply learning using *Kun Anta* media, their scores also experienced a significant increase, and they exhibited high enthusiasm in learning. Therefore, the results of cycle 2 are considered good, and there is no need for another cycle.

During the reflection stage, in cycle 2 learning, the researcher used *anta kun* media by applying it to each student to make it easier for them to understand the law of reading *nun sukun* or *tanwin* (*idhar* and *idghombilaghunnah*). Students were able to apply learning by using *Kun Anta* media, and their scores also experienced a significant increase. The stage examines how the implementation of learning is carried out, whether it is carried out well or there are obstacles. From the data listed above, it can be concluded that student learning activities became more optimal and increased by using social media, and students became more active during the learning process. Additionally, the students' ability to understand the materials on the law of reading *nun sukun* and *tanwin* increased. Thus, the results of cycle 2 are declared good, and there is no need for another cycle.

**Constraints and barriers faced by students in using *Kun Anta*'s media**

During the implementation of *anta kun* media, the researchers encountered various difficulties that hindered the learning process. The obstacles that were encountered include:

Table 4.7

## Problems in Cycle 1 and Cycle 2

Cycle	Problems	Solving
Cycle 1	There were some students who did not pay attention to the teacher's instructions.	Paying more attention to students who do not understand in learning by motivating these students
	There are still students who are not active.	Doing ice breaking or singing so that the atmosphere becomes focused and students who are passive can be more active
	There are still some students who cannot use <i>Kun Anta</i> media.	Clarifying and giving instructions to each student who will use the media.
	There are still some students who do not understand the <i>idhar</i> and <i>idghomBilaghunnah</i> rules.	Re-explaining the lesson.
Cycle 2	There is one student who has not been able to read short surahs	Giving special attention to the student.

**Data Analysis**

In the process of data analysis, the researchers used analytical techniques using the flow model that has been described in chapter III. The technique was carried out in 3 steps, including:

*Data reduction*

In this study, the researcher used *Kun Anta* media, which aims to improve the learning outcomes of fourth-grade students on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1. The choice of media is based on the condition of students who feel that learning is less varied, making it seem

monotonous and affecting their learning results. By applying the *Kun Anta* media, it has been proven to improve the learning outcomes of class IV students at SDN Alang-AlangCaruban 1. This improvement can be seen in the table of student learning outcomes from the pre-cycle, cycle 1, and cycle 2 stages.

#### Data Display

The following table is the presentation of the results of student learning.

Table 4.8

Results of Student Learning Outcomes in Pre-Cycle, Cycle 1, and Cycle 2

Participants	Pre-Cycle	Cycle 1	Cycle 2
1	40	60	90
2	35	50	75
3	40	65	80
4	40	45	55
5	50	75	85
6	56	65	80
7	44	60	75
8	78	85	90
9	52	70	80
10	66	80	85
11	55	60	80
12	60	75	85
13	43	70	80
14	45	65	75
15	40	50	75
16	33	45	60
17	40	75	85
18	65	75	85
19	78	80	90
20	60	75	90
Overall Average	51	60,75	80
Number of Passing Students	2	8	18
Passing Percentage	10%	40%	90%

#### What can be inferred?

The research at SDN Alang-AlangCaruban 1 was conducted in two stages, namely cycle 1 and cycle 2. Each cycle consisted of two meetings with a duration of 70 minutes. The researchers obtained student learning outcomes by administering post-tests in each cycle to each student after the application of *Kun Anta* media. Based on the descriptions and data tables presented in each cycle, the overall conclusion can be summarized in the table below:

Table 4.9

Students' Scores in Pre-Cycle, Cycle 1, and Cycle 2.

Participants	Pre-Cycle	Cycle 1	Cycle 2
1	40	60	90
2	35	50	75
3	40	65	80
4	40	45	55
5	50	75	85
6	56	65	80
7	44	60	75
8	78	85	90
9	52	70	80
10	66	80	85
11	55	60	80
12	60	75	85
13	43	70	80



14	45	65	75
15	40	50	75
16	33	45	60
17	40	75	85
18	65	75	85
19	78	80	90
20	60	75	90
Averages	51	60,75	80
Number of Passing Students	2	8	18
Passing Percentages	10%	40%	90%

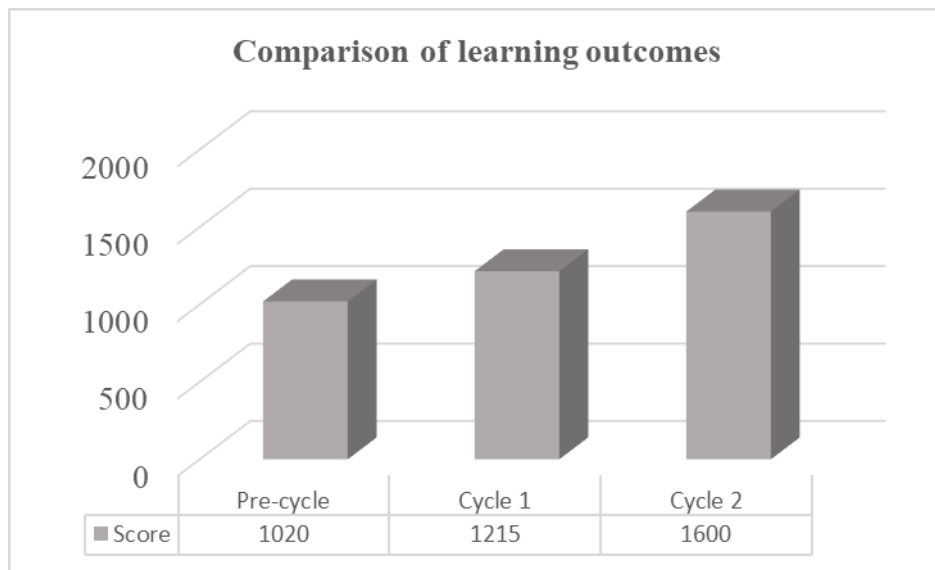
Table 4.10  
Students' Scores in Pre-Cycle, Cycle 1, and Cycle 2.

Remarks	Pre-Cycle	Cycle 1	Cycle 2
Minimum Passing Grade	2	8	18
Total number of students	18	12	2
Number of passing students who passed	10%	40%	90%
Number of not passing students	51%	60,75	90%
Percentage of passing students	1020	1215	1600
Percentage of not passing students	90%	60%	10%
Average Score	51%	60,75%	80%

The overall research results can be described in graphical form below:

Figure 4.1

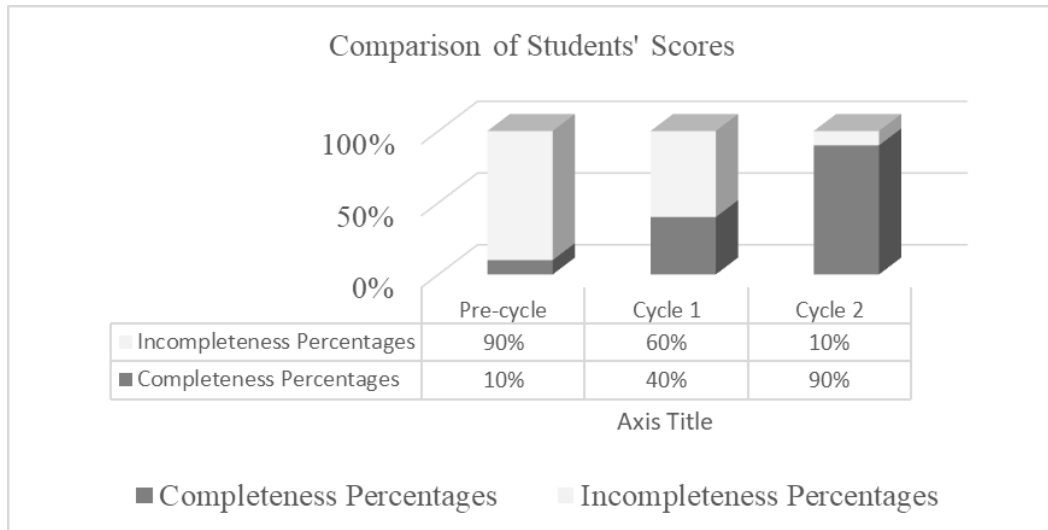
Comparison of Increasing Scores of Student Scores



Graph 4.1 shows a comparison of student learning outcomes, including the completeness of pre-cycle, cycle 1, and cycle 2 learning outcomes based on the results of the pre-test and post-test given to 20 grade IV students during the research action at SDN Alang-AlangCaruban 1 JogorotoJombang. The total value of student learning outcomes at the pre-cycle stage was low, at 1020. However, after the application of Anta media in learning during cycle 1, there was an increase to 1215, a difference of 190 from the pre-cycle stage. Furthermore, in cycle 2, the learning outcomes increased to 1600, a difference of 385 from cycle 1.

Figure 4.2

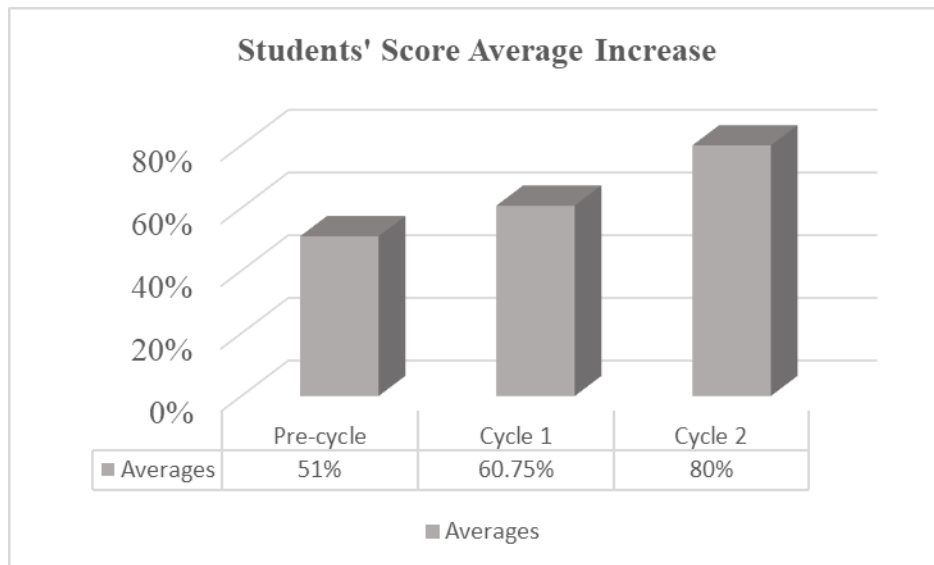
Comparison of Completeness and Incompleteness of Students Learning Outcomes in Pre-Cycle, Cycle 1, and Cycle 2



In Graph 4.2, the percentage of student completeness and incompleteness is shown. During the pre-cycle stage, many students did not complete their work, with only 2 out of 20 students completing their assignments, resulting in a completion percentage of 10% and an incomplete percentage of 90%. After applying a lot of media during pre-cycle stage 1, there was an improvement, with 8 out of 20 students completing their assignments, resulting in a completion percentage of 40% and an incomplete percentage of 60%. In cycle 2, after further improvement from cycle 1, there were only 2 students who did not complete their work. The average increase during this stage was considered very high, with a completion percentage of 90% and an incomplete percentage of 10%.

Figure 4.3

Comparison of Students' Average Scores from Pre-Cycle, Cycle 1, and Cycle 2



Graph 4.3 depicts a comparison of the average student scores per cycle, including the pre-cycle, cycle 1, and cycle 2, based on the pre-test and post-test given to grade IV students. The average student score during the pre-cycle stage was low, at 51%, with only 2 students scoring above the KKM. After the implementation of the Anta Kun media, the average student score increased by 60.75%, a difference of 9.75% from the pre-cycle stage. In cycle 2, the average student score increased by 80%, a difference of 19.25% from cycle 1.

Overall, the results from Graph 4.1, Graph 4.2, and Graph 4.3 show a comparison of the scores obtained by students, the percentages of students' completeness and incompleteness, and the average scores of students from the pre-cycle, cycle 1, and cycle 2 stages. The pre-test and post-test results from the pre-cycle, cycle 1, and cycle 2 have all increased. The implementation of the Anta Kun media has improved student outcomes in learning the law of *nun sukun* and *tanwin* in the BTQ subject.

While the implementation of Anta Kun media was successful in improving student outcomes, there were still some cognitive issues, such as "slow response" from 2 students. However, after using the Anta Kun media, there were positive changes in the students' ability to pay attention to instructions from the teacher, read and write the Qur'an, and understand the letters provided in the media.

## Conclusion

Based on the Classroom Action Research (PTK) conducted by researchers in class IV at SDN Alang-AlangCaruban 1 JogorotoJombang, it can be concluded that *Kun Anta's* media significantly improves student learning outcomes. The description is as follows:

First, the learning outcomes of grade 4 students in local content reading and writing Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang before applying the Anta media had a learning achievement of 1,020 with an average score of 51 and a completeness rate of 10%, which is classified as very low. The learning outcomes were determined by taking scores from the results of the post-test and pre-test. Before the application of the media, learning seemed monotonous. This was evident from students who were less active during learning as they could only listen, resulting in students easily getting bored quickly during the learning process.

Second, the application of *Kun Anta* media improved student learning outcomes in grade 4 in the local content subject Read and Write Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang. This can be seen from the monotonous learning conditions prior to the application of Anta Kun media, which resulted in students becoming bored and inactive in learning. Additionally, learning was not conveyed properly, causing a decrease in student learning outcomes. After the application of self-knowledge media, students became more active and enthusiastic in participating in learning, resulting in significant improvements in student learning outcomes.

Third, the increase in the learning outcomes of grade 4 students in local content reading and writing Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang after the *Kun Anta* media was implemented has increased significantly. It can be seen that in cycle 1, the learning outcomes were 1,215 with an average score of 60.75 and a completeness rate of 40%. In cycle 2, there was a further increase in student learning outcomes to 1,600, with an average score of 80 and a completeness rate of 90%.

It can be seen that the overall average score in the pre-cycle was 51, which increased to 60.75 during cycle 1. The number of students who completed the pre-cycle increased from 2 students to 8 students in cycle 1, and the completeness rate increased from 10% to 40% in cycle 1. While the overall score in cycle 1 was 60.75, there was a further increase to 80 in cycle 2. The number of students who completed cycle 1 increased from 8 students to 18 in cycle 2, and the completeness rate increased from 40% to 90% in cycle 2. Thus, the *Kun Anta* media was able to significantly improve the learning outcomes of grade 4 students in the local content subject Read and Write Al-Qur'an (BTQ) material on the law of *nun sukun* and *tanwin* at SDN Alang-AlangCaruban 1 JogorotoJombang.

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