Implementation Of Fun Learning Method in BTQ Learning to Improve Student Learning Outcomes

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ARTICLE INFO	ABSTRACT
	This research examines the implementation of the fun learning method in BTQ learning to improve student learning outcomes. The Qu'an Reading and Writing subject is an important component in the school curriculum, and the quality of teaching can vary depending on various factors, including the school quality category. This research uses quantitative methods and involves ustad applying fun learning methods in learning the Al-Qur'an at MI Islamiyah Cangkringan Sukodono Sidoarjo. The research aims to evaluate and understand the practice of fun learning methods. This research also explores the perceptions of ustad, madrasah ibtidaiyah caregivers, and students regarding fun learning methods. This research uses classroom action (PTK). The research subjects were Qur'an reading and writing (BTQ) teachers at MI Islamiyah Cangkringan Sukodono Sidoarjo. Data collection was carried out through interviews with Qur'an reading and writing teachers, homeroom teachers and students. The data analysis process usually involves several stages, including data reduction, data presentation, and drawing conclusions. The results of this research are that the fun learning method can be recommended as BTQ learning (reading and writing the Qur'an) in improving student learning outcomes. This is shown in the simple t-pride test. The fun learning method can be a method in BTQ learning to improve student learning outcomes based on classroom action research.

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INTRODUCTION

The education system used by educators in Indonesia mostly still uses a conventional approach where teachers still use the cerama learning method using supporting books only, it has become a tradition and has become a tradition and has not been creative in delivering learning carried out in the classroom[1]. While an effective and interesting learning process involves planning, implementing, and assessing[2]. Teachers are expected to be able to carry out an active, fun, challenging and motivating learning process in adolescence students are more exploring new things and experiments, each has different abilities and levels, there are some students who are super active there are also students who are still passive when the learning process is less interesting to them[3]. What happens in the field shows that some students still find it difficult to actively participate in

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[1] Ayu Anjani, Gita Harnum Syapitri, and Rifka Izatul Lutfia, "Analisis Metode Pembelajaran Di Sekolah Dasar," *Fondatia* 4, no. 1 (2020): 67–85, https://doi.org/10.36088/fondatia.v4i1.442.

[2] H Hasriadi, "Metode Pembelajaran Inovatif Di Era Digitalisasi," *Jurnal Sinestesia* 12, no. 1 (2022): 136–51.

[3] D Pristiwanti et al., "Pengertian Pendidikan," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (2022): 1707–15.

learning activities because of lack because they feel that learning seems to still not arouse their enthusiasm to learn[4]. In a learning there are various factors to achieve a success in learning, among others, using approaches, strategies, and choosing the right method can overcome these problems [5].

The ability of a teacher in planning interesting learning methods is very important for student success therefore learning methods must be evaluated carefully because teaching methods are very decisive in the progress of the learning process in schools, diverse and interesting learning methods are also needed to improve learning outcomes [6]. Teaching methods are an important factor in determining student learning outcomes.[7] which requires teachers to use appropriate strategies to deliver material that is still considered lacking and still too difficult for students to understand must be carefully evaluated because teaching methods are very decisive in the progress of the learning process in schools, diverse and interesting learning methods are also used to increase learning motivation and ensure a good teacher experience.[8] Dynamic for Sisawa does play a significant role in determining student learning outcomes [9]. Other income says, the learning method is a strategy created or controlled by the teacher which is used to realize the goals of teaching and learning that are designed and applied to students so that the final goal will be created in a better learning and produce the results of students who are smart, creative, skilled and have good morals[10].

Studying the Qur'an is a learning that learns about how to read the Qur'an, especially in terms of reading it, there are rules or rules that must be understood in the pronunciation of hijaiyah letters which can be called the science of tajweed which is a branch of science to learn how to read the Qur'an properly and correctly [11]. The science of tajweed provides guidance to recite the verses of the Qur'an to be accurate and maintain the meaning intact and not change the meaning in reciting the Qur'an[12]. Proficiency in reading the Qur'an varies greatly, ranging from those who cannot read the Qur'an at all to reading it properly and correctly accompanied by understanding the meaning of the verse read[13]. Challenges in reading the Qur'an come from internal factors and external factors, internal factors are caused by physical and spiritual health conditions which include talents, attention, and emotions while external factors are caused by environmental conditions which include families, schools, and communities that are less supportive and for those who have learned the Qur'an; and there may be incorrectness in choosing the initial way to be able to read the Qur'an effectively[14]. Like the traditional Qur'an learning method as done by rote memorization and at this time it is not suitable due to inhibiting factors and takes a long time[15].

BTQ learning is often considered boring by students, one of the prominent problems is the lack of student enthusiasm for BTQ learning, especially due to the teacher-centered instructional

[4] Amalia Yunia Rahmawati, "Penerapan Model Fun Learning Dalam Peningkatan Tahfidz Alquran Pada Siswa Kelas VII Smp IT Raudhatul Ulum Kota Subulussalam Basri1" 2, no. July (2020): 1–23.

[5] Rezky Auliyah Syukri, "Penerapan Model Pembelajaran Fun Learning Dalam Meningkatkan Hasil Belajar Menulis Karangan Narasi Pada Murid Kelas V UPT SPF SD Inpres Parang Kota Makassar," *Frontiers in Neuroscience* 14, no. 1 (2021): 1–13.

[6] Nurul Aminatus Sa'diyah Eli Mufidah, "Peningkatan Hasil Belajar Siswa Melalui Metode Fun Learning Dalam Pembelajaran Tematik," *Media Komunikasi Hasil Penelitian Pendidikan Guru Madrasah Ibtidaiyah* 1, no. Volume 01, No. 01, April 2020 (2020): 51.

[7] Jusmeli Hartati, Wasith Achadi, and Muhammad Mirza Naufa, "Hubungan Prokrastinasi Dan Dukungan Sosial Teman Sebaya Pada Mahasiswa Pendidikan Agama Islam Fitk Uin Raden Patah Palembang," *Jurnal Agama Sosisal Dan Budaya* 5, no. 4 (2022): 2599–2473.

[8] Alimron Alimron, Syarnubi Syarnubi, and Maryamah Maryamah, "Character Education Model in Islamic Higher Education," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 3334–45, https://doi.org/10.35445/alishlah.v15i3.1452.

[9] Nurma Afrilia, *Implementasi Metode Fun Learning Dalam Meningkatkan Hasil Belajar SKI Di Tsanawiyah Al-Hikmah Bandar Lampung* (Lampung: UIN Raden Intan, 2021).

[10] Leni Layyinah, "Menciptakan Pembelajaran Fun Learning Based on Scientific Approach Dalam Pembentukan Karakter Peserta Didik Pada Pembelajaran Pai," *TARBAWY : Indonesian Journal of Islamic Education* 4, no. 1 (2017): 1, https://doi.org/10.17509/t.v4i1.6987.

[11] Safaruddin Yahya and Kadar Risman, "Pelatihan Penerapan Ilmu Tajwid Dalam Membaca Al Quran Melalui Metode Tahsin Qira'ah Pada Sivitas Akademika Universitas Muhammadiyah Buton," *Jurnal Pendidikan Tambusai* 7 (2023): 21719–24.

[12] ANDI ASMAWADI, "Penerapan Ilmu Tajwid Dalam Membaca Al-Qur'an Pada Mata Pelajaran Baca Tulis Al-Qur'an (Btq)," *VOCATIONAL: Jurnal Inovasi Pendidikan Kejuruan* 1, no. 1 (2021): 9–16, https://doi.org/10.51878/vocational.v1i1.31.

[13] Rafi Andi Wibawa, "Pendidikan Baca Tulis Al-Quran (BTQ) Di SMK Muhammadiyah Jawa Timur (Studi Kasus Pembelajaran BTQ Di SMK Muhammadiyah 1 Taman Sidoarjo)," *Halaqa: Islamic Education Journal* 2, no. 2 (2018): 182–89, https://doi.org/10.21070/halaqa.v2i2.1804.

[14] Aprilia, "Strategi Pembelajaran Baca Tulis Al-Qur`An Dalam Meningkatkan Kemampuan Membaca Dan Menulis Al-Quràn Pada Siswa SMP Swasta PAB 2 Helvetia" 2, no. 1 (2023): 65–82.

[15] S Mif Ullah, "Meningkatkan Minat Belajar Siswa Melalui Baca Tulis Al-Qur'an Di Mi Manna Wassalwa," *Universitas Muhammadiyah Sidoarjo*, 2018, 11.

approach, where students only play a passive role as listeners.[16] This leads to monotonous learning and reduced interest in learning due to the lack of activity of all students.[17] For example, teachers still use the lecture learning method using supporting books only, it has become a tradition and has become a habit, so that sometimes it causes student boredom, reduced concentration, and disruption in the learning environment. In addition, a crowded and irregular classroom atmosphere during BTQ learning results in children who focus distracted from children who lack focus.[18] While students who come from religious family backgrounds and learn to recite in their living environment will understand easily.[19] Conversely, students who lack family support may perceive these subjects as a burden, leading to boredom and frequent complaining. So that BTQ learning is considered less interesting, and monotonous.[20] To overcome this problem, BTQ learning should be made more meaningful, oriented, while improving students' abilities.[21] The selection of appropriate teaching methods, in accordance with the competence of the teacher, is very important in achieving learning objectives.[22]

One effective approach to encourage students to be more actively involved in the learning process tailored to the interests of each side is to apply the fun learning method [23]. The word fun means fun and learning which means learning, can be interpreted as a fun way of learning that is centered on the psychological condition of students [24]. According to dermasya fun learning part of the strategy and learning process designed to create an active and efficient learning environment, this approach involves curriculum concepts that result in increased student achievement [25]. As revealed by djamarah (20, p. 377) that fun learning is deliberately made to foster a lively and pleasant atmosphere, prevent boredom and monotony in learning [26].

The research referred to in this study includes research conducted by Andi Asmawadi, (2021) entitled fun learning through whatssap media on distance learning, because after applying this method, student learning outcomes have increased compared to before [27]. The previous researcher who became the next reference in this researcher was the researcher quoted by Juntika, (2019) entitled The Influence of Fun Learning Media on the Ability to Know Hijaiyah Hurus. The result of this study is that there are significant differences in the ability to recognize hijaiyah letters for children before and after the use of Fun Learning media, so it is concluded that there is an influence of Fun Learning media on the ability to recognize hijaiyah letters for children aged 4-5 years in RA Azkiyah, Kuantan Singnifikan Regency[28]. In addition, there is research conducted by Rahayu, Aam, and Arif, (2022) on the effect of applying fun learning methods to improve the ability

[16] Novia Ballanie, Mutia Dewi, and Syarnubi Syarnubi, "Internalisasi Pendidikan Karakter Pada Anak Dalam Bingkai Moderasi Beragama," *Prosiding Seminar Nasional* 1, no. 1 (2023).

[17] Santi Hajri Yanti, Akmal Hawi, and Syarnubi Syarnubi, "Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas Vii Di Smp N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas," *Jurnal PAI Raden Fatah* 1 (3AD).

[18] Yuniar Wulandari, Muh Misdar, and Syarnubi Syarnubi, "EFEKTIFITAS PENINGKATAN KESADARAN BERIBADAH SISWA MTs 1 AL-FURQON PAMPANGAN KECAMATAN PAMPANGAN KABUPATEN OGAN KOMERING ILIR," *Jurnal PAI Raden Fatah* 3, no. 4 (2021): 405–18, https://doi.org/10.19109/pairf.v3i4.3607.

[19] Eka Febriyanti, Fajri Ismail, and Syarnubi Syarnubi, "Penanaman Karakter Peduli Sosial Di Smp Negeri 10 Palembang," *Jurnal PAI Raden Fatah* 4, no. 1 (2022): 39–51, https://doi.org/10.19109/pairf.v4i1.5390.

[20] Muhammad Fauzi, Hasty Andriani, and Syarnubi Syarnubi, "Budaya Belajar Santri Berprestasi Di Pondok Pesantren," *In Prosiding Seminar Nasional* 1, no. 1 (2023): 140–47.

[21] Muhammad Ali and Syarnubi Syarnubi, "Dampak Sertifikasi Terhadap Kompetensi Pedagogik Guru (Studi Pemetaan (PK) GPAI On-Line Tingkat SMA/SMK Provinsi Sumatera Selatan," *Tadrib* 6, no. 2 (2020): 141–58.

[22] Fitriyani et al., "Model Pembelajaran Pesantren Dalam Membina Moralitas Santri Di Pondok Pesantren Sabilul Hasanah Banyuasin," *Jurnal PAI Raden Fatah* 2, no. 1 (2020): 103–16.

[23] Ahmad Azmi Alwahidi et al., "Optimalisasi Minat Belajar Dengan Metode Fun Learning Pada Era New Normal Di Desa Sengkerang, Kecamatan Praya Timur," *Jurnal Pengabdian Magister Pendidikan IPA* 4, no. 2 (2021): 2–5, https://doi.org/10.29303/jpmpi.v4i2.682.

[24] (Rhyu 2022)

[25] (Schools, Religion, and Pati 2023)

[26] Alya Citra Azzahra et al., "Seminar Nasional Pengabdian Masyarakat LP UMJ PENGUATAN PEMBELAJARAN BTQ PADA ANAK SDN WARU JAYA GUNA MENCIPTAKAN GENERASI YANG QUR'ANI," 2022, 1–5.

[27] Andi Asmawadi, "ELEMENTARY: Jurnal Inovasi Pendidikan Dasar Vol. 1, No. 1, Tahun 2021 1" 1, no. 1 (2021): 1–10.
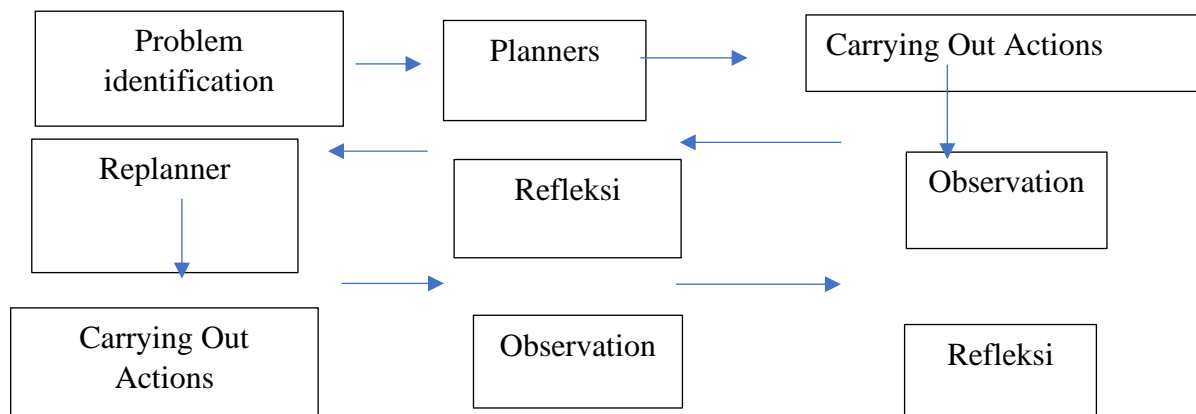
[28] Helpi Juntika, Rita Kurnia, and Ria Novianti, "Pengaruh Media Fun Learning Terhadap Kemampuan Mengenal Huruf Hijaiyah Anak Usia 4-5 Tahun," *Generasi Emas* 2 (2019): 91–98.

to read and write the Qur'an.[29] The results showed that the average score of Qur'an literacy during the pre-test was 61 and included in the sufficient category.[30] However, the average post-test score is 84 and is included in the very good category [31].

With the presence of previous researchers and problems in schools that will be studied, researchers are interested in applying fun learning techniques in BTQ learning. aims to improve student learning outcomes and foster a pleasant learning environment.

METHODS RESEARCH

This study uses a descriptive classroom action research (PTK) method with the aim of determining learning outcomes with fun learning methods in BTQ subjects tajweed material. This research was conducted in class III-A at an elementary school in Sidoarjo. In class action research (PTK) with the stages of research implementation starting from existing problems, then compile plans, carry out actions, make observations, hold reflections, namely reviewing and considering the results of the impact of actions taken, replanning, carrying out actions and so on. [32] This study focused on class III-A students totaling 21 students, consisting of 10 boys, and 11 girls. Data collection techniques include observation. [33] Then interviews with BTQ teachers, and post tests. Before conducting this study, researchers found a problem where students were still less active in learning and the method was only used by lectures. Therefore, researchers will develop plans to improve student learning outcomes. This research is carried out in 2 cycles (cycle I and cycle II), between cycle I and cycle II is a series of interrelated activities. In a sense, the implementation of cycle I is a continuation and improvement of the implementation of cycle I.

Problem identification	→	Planners	→	Carrying Out Actions
Replanner		Refleksi		Observation
Carrying Out Actions		Observation		Refleksi

FINDINGS AND DISCUSSION

In the process of classroom action research conducted by researchers, namely explaining how the initial condition of a class is in the form of data collection through observation, interviews with BTQ teachers, and students doing Postest questions. Thestudy first took preliminary data carried out during the teaching and learning process in class III-A which amounted to 22 students on Monday, May 6, 2024. Researchers made observations on BTQ learning to improve student learning outcomes and created a pleasant learning environment and interviews related to the learning outcomes of grade III-A students. Based on the results of the research instrument trial, data

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[29] Lestari Arisca et al., "Pengaruh Kompetensi Kepribadian Guru Pai Terhadap Kecerdasan Emosional Siswa Di Smp Negeri 06 Palembang," *Jurnal PAI Raden Fatah* 2, no. 3 (2020): 295–308, https://doi.org/10.19109/pairf.v2i3.3610.

[30] and Sukirman Sukirman. Malta, Malta, Syarnubi Syarnubi, "'Konsep Pendidikan Anak Dalam Keluarga Menurut Ibrahim Amini.,'" *Jurnal PAI Raden Fatah* Vol 4, no. 2 (2022): 148.

[31] (Rhyu 2022)

[32] Syarnubi Syarnubi, Martina Martina, and Nyayu Khodijah, "Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Pada Mata Pelajran Pendidikan Agama Islam Di SMP Negeri 9 Tulung Selapan Kabupaten OKI," *PAI Raden Fatah* 1 (2019): 166.

[33] Misyuraidah, Misyuraidah, and Syarnubi Syarnubi, "Gelar Adat Dalam Upacara Perkawinan Adat Masyarakat Komering Di Sukarami Ogan Komering Ilir Sumatera Selatan," *Intizar* 23, no. 2 (2017).

analysis of observational results was carried out including paired sample t tests. The paired sample t test was conducted on students obtained the results in table 1, below

Tabel 1. Uji t Paired Sample

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
air 1	Pre-cycle	66.6364	22	7.56902	1.61372
	Cycle I	76.3182	22	6.04260	1.28829

Based on the table above, the mean / average value of 66 in the pre-cycle in the results of this paired sample t test that 22 students who have a mean / average of 66 will be given guidance to researchers. The pre-cycle implementation aims to determine the ability to read and write the Qur'an before the application of the fun learning method. The initial test results before applying the fun learning method were carried out on 22 students who obtained 66 students with less categories. This pre-cycle activity is carried out by teachers and researchers by inviting students to take turns reading short letters with the correct reading laws that have been determined. Teachers and researchers assign grades based on students' ability to read short predetermined letters.[34] Pre-cycle values are obtained from the observation process by researchers and assisted by teachers.

Cycle I

The law of Mad recitation must continue to be honed through the activity of reading the Qur'an regularly (murajaah), because if it is only understood from its purpose and rarely practiced regularly it will also not be honed. If it is not honed, then automatically the ability to read the Qur'an the level of truth is also doubtful [35]. Understanding the material of tajweed is the process of learning how to sound or pronounce the letters contained in the holy book of the Qur'an. So that mastery of the science of tajweed is the ability or ability of someone to learn it and read the Qur'an properly and correctly [36].

Cycle I will be held in one meeting on Tuesday, May 7, 2024 in class III-A. The implementation of one cycle is carried out with an allocation of 2 x 35 minutes with a focus on student learning outcomes, in BTQ learning tajweed chapter legal material mad reading the implementation of cycle I class actions is carried out in accordance with a predetermined learning plan. In this study, researchers act as observers.

1. Planning

Before researchers conduct further learning in cycle I classes, researchers first prepare learning tools consisting of syllabus, lesson plans, 1 lesson plan sheet, modules, evaluation question sheets consisting of 10 multiple-choice questions and 10 essay questions on BTQ questions tajweed material.

2. Execution

Cycle I was held on Tuesday, December 14, 2021 with an allocation of 2 x 35 minutes in class III-A at one of the elementary schools in Sidoarjo with 22 students consisting of 10 male students and 12 female students.

1) First activity

Before the learning process is carried out, the teacher first prepares learning devices that will be used such as media that will be used for teaching in the first cycle. The teacher said greetings followed by the teacher saying greetings and instructing students to pray, followed by the teacher checking student attendance and tidying up clothes, student seats. The learning process is the main

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[34] Nurrahman Nurrahman, Fitri Oviyanti, and Syarnubi Syarnubi, "Hubungan Antara Kegiatan Ekstrakurikuler Dengan Keaktifan Siswa Dalam Berdiskusi Di Sekolah Menengah Pertama Muhammadiyah 4 Palembang," *Jurnal PAI Raden Fatah* 3, no. 2 (2021): 166–75, https://doi.org/10.19109/pairf.v3i2.6417.

[35] (Shahibul 2023)

[36] (Khairunnisa, Sopiyun Nahavia 2023)

activity of the school. According to Arief S Sadiman in M.Sobry Sutikno (2007: 49) learning is a planned effort in manipulating learning resources so that the learning process occurs in students. According to Iskandardalam M.Sobry Sutikno (2007: 50) learning is an effort to teach students. Learning is a process that contains a series of actions of teachers and students on the basis of mutual relationships that take place in educative situations to achieve certain goals [37].

2) Main Activities

Before learning begins, the teacher first makes a group of 4-6 student. Student are given a group assignment and given supporting tools to do the assignment on legal material reading mad.

The teacher provides material to students understanding mad, mad letters, mad reading length and mad division. The teacher invites students to read one of the surahs in the Qur'an then the teacher gives an example of the mad reading in the surah. Then each group is given a task by the teacher by looking for mad readings with different surahs in each group that has been determined by the teacher.[38] After the students work on the assignments given by the teacher, each group presents the results of the tasks that have been done. The presentation was conducted by 2 student representatives of each group. Then the other group listened by giving responses and questions.

The success of the learning process cannot be separated from the use of appropriate learning methods. [39] According to Sutisna (2014), the learning method is a method used by teachers in carrying out teaching and learning activities in class as an effort to achieve predetermined learning goals. From several learning methods, there are learning methods of assigning assignments. In terms of group assignments, some experts argue about the importance of cooperation in learning, including Landsberge (2009) stated that cooperation or learning together is a team process (grouping) in which members support and rely on each other to achieve a consensus result.

3) Last Activity

At the end of the lesson, the teacher gives a conclusion of the learning results that have been done. Then the teacher also provides reflection on learning activities. The teacher provides 10 multiple-choice questions and 5 essay questions that have been provided by the researcher.

Learning reflection is a form of teacher self-introspection on the teaching and learning process that has been carried out, including planning, implementation, and learning outcomes that they manage.[40] This action is one of the efforts to improve the quality of learning. When a teacher feels that there is a decreased enthusiasm for learning from students, or when the teacher sees a decrease in learning achievement obtained by students, the teacher will pay attention and reflect again whether there is a learning implementation that is not optimal[41].

1. Observation

Observation is carried out by researchers, to observe during the learning process. Observers make observations using evaluation questions that have been provided by researchers. It aims to find out how much progress the learning outcomes of students in class III-A at an elementary school in Sidoarjo. Learning outcomes are conceptualized by experts with varying views.[42] The concept generally says that learning outcomes are the abilities obtained by students from their learning process activities or exercises shown by changes in behavior as a result of their learning experience. Learning outcomes in this context are the level of mastery achieved by students in participating in learning activities. [43]

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[37] Ifan Junaedi, "Proses Pembelajaran Yang Efektif," *Journal of Information System, Applied, Management, Accounting and Research* 3, no. 2 (2019): 19–25.

[38] Syarnubi Syarnubi, "Manajemen Konflik Dalam Pendidikan Islam Dan Problematikanya: Studi Kasus Di Fakultas Dakwah UIN-SUKA Yogyakarta," *Tadrib* 1 (2016).

[39] Syarnubi Syarnubi et al., "Peran Guru Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Moderasi Beragama," *In Prosiding Seminar Nasional* 1, no. 1 (2023): 112–17.

[40] Sukirman et al., "Konsep Pendidikan Menurut Al-Ghazali," *Jurnal PAI Raden Fatah* 5, no. 3 (2023): 449–66.

[41] Vivi Aulia, "Refleksi Pelaksanaan Pembelajaran Pada Praktik Mengajar Mahasiswa Di Jenjang SD Sederajat Untuk Mata Pelajaran Bahasa Inggris," *Briliant: Jurnal Riset Dan Konseptual* 4, no. 3 (2019): 359, https://doi.org/10.28926/briliant.v4i3.355.

[42] Sukirman Sukirman, Baiti Masnun, and Syarnubi Syarnubi, "Pendidikan Agama Islam Dan Isu Kekerasan Dalam Hak Asasi Manusia," *Jurnal PAI Raden Fatah* 5, no. 2 (2023): 433–48.

[43] Dirgantara Wicaksono and Iswan, "Upaya Meningkatkan Hasil Belajar Peserta Didik Melalui Penerapan Model Pembelajaran Berbasis Masalah Di Kelas IV Sekolah Dasar Muhammadiyah 12 Pamulang, Banten," *Jurnal Ilmiah PGSD* 3, no. 2 (2019): 111–26.

2. Refleksi

It can be concluded that the fun learning method in BTQ learning has improved, this can be seen from the learning outcomes of grade III-A students in one of the elementary schools in Sidoarjo. However, there are some improvements in the problems in cycle I, so the researchers continue cycle 2 in the hope that it can produce implementation in cycle I. Researchers expect that there will be an increase in the learning outcomes of grade III-A students.

Fun Learning Method is a learning method where a teacher can create a warm and pleasant atmosphere in learning because of the warm atmosphere and Fun Learning Method as an effort to increase understanding of the concept of student self-introduction [44]. The purpose of the fun learning method is to motivate students and make them more interested in learning so as to increase understanding of the learning information learned. [45]

Based on the results of research conducted in elementary schools, data obtained using the paired semple t test were obtained in table 2.

Tabel 2. Uji t Paired Sample

Paired Samples Correlations					Significance	
		N	Correlation		One-Sided p	Two-Sided p
Pair 1	Pre-cycle &; cycle I	22	.230		.152	.304

In the correlation results or the relationship between the two precycle and cycle I data or variables, the output in the table above explains whether there is a pre-cycle and cycle I relationship through a correlation test. It is known that the significance value of 0.304 means that this value is greater than the value of 0.05. As the basis for decision making in the correlation test because the significance value is greater than 0.05, the indication is that there is no relationship between pre-cycle and cycle I

Remedial learning is an educational service provided to students to improve their learning achievement so as to achieve the specified completeness criteria. Makmun (2012) said remedial learning is an effort by teachers (with or without assistance / cooperation with experts or other parties) to create situations that allow certain individuals or groups of students to be more able to develop themselves as optimally as possible so that they can meet the minimum expected success criteria. Remedial learning is basically to increase the quantity and quality of each student in mastering the subject matter. If after the corrective test is still found students who have failed, the students concerned are given the next improvement activities by the teacher while students who have completed will be given enrichment to expand and deepen the concepts they have learned. [46]

Cycle II

Imla' is the art of writing that has rules or rules that have been set by previous scientists, some study the writing of words that are often used, some aim to eliminate doubts in words that have similarities and some aim to explain the origin of words. Imla' can also be interpreted as to convey or dictate to others with the help of pronunciation and sound so that the person who is dictated moves it in the form of writing properly and correctly according to applicable writing rules [47].

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[44] (Yes, it's Rosidah 2021)

[45] Noril Lailatul Chusna et al., "Penerapan Metode Pembelajaran Fun Learning Terhadap Hasil Belajar Pkn Materi Hidup Rukun Kelas Ii Sdn Telang 2," *Journal of Elementary Education* 1, no. 2 (2023): 106–13.

[46] Maria Waldetrudis Lidi, "Pembelajaran Remedial Sebagai Suatu Upaya Dalam Mengatasi Kesulitan Belajar," *Foundasia* 9, no. 1 (2019): 15–26, https://doi.org/10.21831/foundasia.v9i1.26158.

[47] Nur Khoirun Nisa and M.Thaib Rizki, "Integrasi Kaidah Imla' Dan Tajwid Dalam Kemampuan Menulis Bahasa Arab," *Al-Mu'Arrib: Journal of Arabic Education* 1, no. 2 (2021): 49–57, https://doi.org/10.32923/al-muarrib.v1i2.2068.

In Cycle II, one meeting will be held on Wednesday, May 8, 2024 in class III-A of an elementary school in Sidoarjo. The implementation of one cycle is carried out with an allocation of 2 x 35 minutes with a focus on student learning outcomes, in BTQ learning tajweed chapter legal material mad reading the implementation of cycle I class actions is carried out in accordance with a predetermined learning plan. The lesson plan emphasizes learning using the fun learning method in the BTQ subject chapter tajiwd Imla' material. In this study, researchers act as observers.

1. Planning

Before researchers conduct further learning in cycle I, researchers prepare learning tools consisting of lesson plans, syllabus, modules, evaluation question sheets, consisting of 10 multiple-choice questions and 5 essay questions. The question is in accordance with the material determined by the researcher.

2. Execution

The implementation of cycle II will be carried out on Wednesday, May 8, 2024 with an allocation of 2 x 35 minutes in class III-A in one of the elementary schools in Sidoarjo with a total of 22 students consisting of 10 male students and 12 female students.

A) First Activity

Before the learning process is carried out, the teacher first prepares learning devices that will be used such as media that will be used for teaching in cycle II. The teacher said greetings followed by the teacher saying greetings and instructing students to pray, followed by the teacher checking student attendance and tidying up clothes, student seats.

B) Main Activities

Before learning begins, the teacher first makes a group of 4-6 students. Students are given a group assignment and given supporting tools to do the assignment on the legal material of reading idzhar. The teacher provides material to students understanding idzhar, the letters of idzhar, the division of idzhar readings. The teacher invites students to read one of the surahs in the Qur'an then the teacher gives an example of the idzhar reading in the surah. Then each group is given a task by the teacher by looking for mad readings with different surahs in each group that has been determined by the teacher. After the students work on the assignments given by the teacher, each group presents the results of the tasks that have been done. The presentation was conducted by 2 student representatives of each group. Then the other group listened by giving responses and questions.

C) Last Activity

At the end of the lesson, the teacher gives a conclusion of the learning results that have been done. Then the teacher also provides reflection on learning activities. The teacher provides 10 multiple-choice questions and 5 essay questions that have been provided by the researcher.

1. Observation

Observation is carried out by researchers, to observe during the learning process. Observers make observations using evaluation questions that have been provided by researchers. It aims to find out how much progress the learning outcomes of students in class III-A at an elementary school in Sidoarjo.

2. Refleksi

Using fun learning methods can improve results studied grade III-A students at an elementary school in Sidoarjo and met the requirements. The target of KKM that has been determined by the researcher. So the researcher decided to stop application in cycle II.

Tabel 3. Uji t Paired Sample

							Significance
			Paired Differences				ce
				95%			
		S	Confidence Interval			One-
	ean	td.	of the Difference		f	Sided p

			Deviation	Lower	Upper			
air 1	Cycle I - cycle II	8.59091	3.50046	-10.14293	-7.03889	11.511	1	<,001

In the decision return, if the sig value is 0.05 <, there is a difference between the sig learning outcomes of btq in cycle I and cycle II data, while the sig value is greater than 0.05 > there is no difference between the sig learning outcomes of btq in cycle I and suiklus II data. With the results of the above research, it is concluded that through the fun learning method can improve the learning outcomes of btq. Because the results of the paired semples test show a real difference in learning outcomes obtained from each student with a sig value of 0.05 < 0.001.

This assessment of learning outcomes is used to determine students' understanding of the material that has been learned and determine the level of completeness of students' cognitive learning.[48] Student cognitive learning outcomes can be obtained from post-test assessment results. This assessment of learning outcomes is used to assess student attitudes during the applied learning process. Affective aspects assessed include punctuality of learning, participation in discussions and experiments, conveying information, asking questions, giving opinions and working together in groups.[49]

The results showed that there is an influence of fun learning methods in improving student learning outcomes. This is evidenced by the results of research that there is a positive influence. In the study, the implementation of fun learning methods in improving BTQ learning outcomes for each child. There are children who score high and low on the Qur'an literacy test. This is influenced by the knowledge of students who have not been able to apply properly when reading the Qur'an.

The results showed an influence, this study obtained 0.005 < 0.001. From the learning results obtained by researchers and informants that the fun learning method has an influence on students to facilitate learning to read and write the Qur'an (BTQ) imla lessons'. In this case, researchers contribute to helping informants in improving student learning outcomes. Based on the results of the application of class actions that students have understood Qur'an literacy learning by using the fun learning method, there is a positive influence in accordance with the results of the study which showed 0.005 < 0.001.

CONCLUSION

The findings of this classroom action research suggest that the implementation of fun learning methods can significantly enhance student learning outcomes in the BTQ (Reading and Writing the Qur'an) subject. This conclusion is supported by the results of a paired sample t-test which show a measurable improvement in students' performance across the pre-cycle, first cycle, and second cycle stages. The increased engagement and motivation observed during the application of fun learning strategies indicate that such methods are not only effective in capturing students' attention but also in improving their comprehension and retention of Qur'anic literacy skills.

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[48] Ema Indira Sari, Ismail Sukardi, and Syarnubi Syarnubi, "Hubungan Antara Pemanfaatan Internet Sebagai Media Pembelajaran Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Di Madrasah Tsanawiyah Negeri 1 Palembang," *Jurnal PAI Raden Fatah* 2, no. 2 (2020): 202–16.

[49] Syamsinar Syahrul, "Penerapan Metode Fun Learning Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas Vii Smp Negeri 1 Tompobulu Kabupaten Gowa," *Konfiks : Jurnal Bahasa Dan Sastra Indonesia* 3, no. 1 (2017): 63, https://doi.org/10.26618/jk.v3i1.385.

The practical implication of this study lies in its recommendation for Qur'an literacy teachers to reconsider traditional teaching strategies that are often perceived as monotonous and demotivating by students. By integrating elements of fun, interaction, and student-centered activities, educators can foster a more dynamic and effective learning environment. This shift is expected to lead to higher academic achievement, especially in subjects that require consistent practice and attention, such as BTQ. The researcher found that students' learning outcomes were initially unsatisfactory due to the lack of engaging learning methods. Therefore, this study advises BTQ teachers to utilize fun learning approaches to promote student interest and participation during the learning process.

The novelty of this study lies in its contextual application of fun learning methods within the Islamic educational setting, particularly in MI (Madrasah Ibtidaiyah) institutions. While fun learning is a well-documented approach in general education, its integration into Qur'anic literacy instruction is still underexplored. This research contributes to the expanding body of literature that supports innovative pedagogical approaches in religious education. Furthermore, it opens opportunities for future researchers to investigate the long-term effects of fun learning on students' spiritual development, memorization abilities, and moral character.

This study provides a concrete and practical contribution by offering a replicable model of classroom-based intervention for improving Qur'anic literacy. It presents empirical data on how structured fun learning methods—such as group discussions, gamified reading exercises, and multimedia integration—can transform the learning atmosphere in Islamic schools. The instructional strategies and methodology documented in this study can serve as a reference for BTQ educators, curriculum planners, and policymakers aiming to improve both the quality and appeal of Islamic education.

The researcher sincerely acknowledges the support and cooperation of the Qur'an reading and writing teachers, the academic supervisor, and fellow students who contributed to the successful completion of this research in the MI setting. Their involvement played a vital role in data collection, lesson implementation, and classroom observation, all of which were crucial to the study's outcomes. The author declares no conflict of interest related to this research. The study was conducted independently and ethically, with full consideration of the academic standards and institutional guidelines of the MI where the research was implemented.

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