

Application of QR Code-Based Magic Card Media to Improve Writing Skills Upright Letters Continuous for Grade II Students SDN 15 Salolo

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Abstract

The classroom action research conducted in this study aims to solve the problem of students, namely the lack of students' ability to write consecutive upright letters. This study made 2nd grade students of SDN 15 Salolo as research subjects totaling 16 students with details of 7 male students and 9 female students. This research uses research instruments such as observation sheets on learning implementation, observation sheets on student activities and test sheets. Based on the test results obtained, the application of QR Code-based magic card media has been proven to be able to improve the ability to write continuous upright letters. This can be seen from the average learning implementation score of 100 with the very good category and the average student activity score of 100 with the very active category, which shows an increase in the learning process. In addition, the average score of the continuous upright writing test by all students was 74.1 with the highest and lowest scores of 100 and 40 respectively. Then at the level of student completeness, out of 16 students, only 3 students (18.75%) have not reached the KKTP score, which is ≥ 66 , while the other 13 students (81.25%) have reached the KKTP score, which when compared to the data before being treated, the number of students who have completed is only 6 students and 10 students who have not completed it.

Keywords: QR Code-Based Magic Card Media; Writing Continuous Upright Letters, Writing Skills.

INTRODUCTION

Writing is one of the four essential language skills that elementary school students must master, alongside listening, speaking, and reading. This skill plays a crucial role in the learning process because it serves as a medium through which students can express ideas, thoughts, feelings, and experiences in written form. At the elementary school level, writing is not only a means of communication but also a foundation for developing academic competencies across

various subjects. One of the writing skills taught in lower elementary grades is cursive handwriting. This skill is important because it helps develop fine motor coordination, accuracy, neatness, concentration, and students' ability to produce legible written work. Therefore, mastery of cursive handwriting is considered one of the fundamental competencies that students should acquire from an early age.

However, cursive handwriting skills among elementary school students remain a common challenge in the learning process. Based on preliminary observations and interviews conducted in Grade II at SDN 15 Salolo on November 1, 2025, many students were found to have difficulties writing in cursive. These difficulties were reflected in incorrect letter formation, inconsistent letter size, improper use of capital letters, and poor handwriting neatness. In addition, writing instruction was largely limited to copying text from the board or textbooks without the support of engaging instructional media. As a result, students tended to become bored quickly, lacked motivation to practice, and were less active during learning activities. In fact, cursive handwriting requires continuous practice, systematic guidance, and instructional media capable of providing clear visual examples so that students can understand letter forms and writing movements effectively.

Numerous studies conducted over the past ten years have shown that appropriate teaching methods and instructional media can improve elementary students' cursive handwriting skills. Retnaningsih (2023) found that the guided practice method significantly improved students' cursive handwriting through structured and continuous exercises. Similarly, Shavira, Santi, and Taznim (2024) demonstrated that flashcard media effectively enhanced students' ability to write cursive letters by helping them recognize letter forms through attractive visual representations. Furthermore, Hanifah and Firmanti (2025) reported that the use of card-based learning media improved cursive handwriting achievement among second-grade elementary school students. In addition, Alwani et al. (2023) revealed that digital learning media can increase student participation, motivation, and engagement in the learning process. These findings suggest that concrete, visual, and interactive instructional media have considerable potential to improve students' writing skills.

Despite the proven effectiveness of guided practice, flashcards, and card-based learning media in improving cursive handwriting skills, studies integrating card-based instructional media with QR code technology remain very limited. Most previous studies have focused on conventional learning media without incorporating digital technology as a means of enriching the learning experience. Meanwhile, advances in educational technology offer significant opportunities to create learning experiences that are more interactive, engaging, and flexible. QR code technology enables students to access videos, animations, and instructional guidance instantly through digital devices. Therefore, a research gap exists in the limited integration of physical and digital media for teaching cursive handwriting in elementary schools. This gap provides a strong rationale for conducting the present study.

To address this issue, the present study proposes the use of QR code-based Magic Cards as an innovative instructional medium for teaching cursive handwriting. Magic Cards are learning cards containing letters, words, and examples of cursive writing, each equipped with a QR code that can be scanned using smartphones or other digital devices. Through scanning the QR code, students can access videos and interactive tutorials demonstrating the correct way to write cursive letters. The integration of physical and digital media is expected to enhance students'

learning motivation, provide clearer writing demonstrations, and allow students to learn independently through a more engaging and enjoyable learning experience.

Based on the foregoing discussion, this study aims to improve the cursive handwriting skills of Grade II students at SDN 15 Salolo through the implementation of QR code-based Magic Cards. The study focuses on improving students' performance in letter formation, letter size consistency, capitalization, punctuation usage, and handwriting neatness. In addition, this study seeks to address the limitations of previous research by introducing an innovative instructional medium that integrates traditional card-based learning with QR code technology. Accordingly, the action hypothesis of this study is that the implementation of QR code-based Magic Cards can improve the cursive handwriting skills of Grade II students at SDN 15 Salolo. This article is organized into several sections. The first section presents the introduction, including the background of the problem, previous studies, research gap, research objectives, and focus of the study. The second section discusses the literature review that provides the theoretical foundation for the study. The third section explains the research methodology. The fourth section presents the research findings and discussion. Finally, the last section provides the conclusions and recommendations derived from the results of the study.

METHOD

This study employed Classroom Action Research (CAR), which aims to improve both the learning process and students' handwriting skills in cursive writing through the implementation of Magic Cards integrated with QR Codes. The research adopted the Kemmis and McTaggart model consisting of four stages: planning, acting, observing, and reflecting. These stages were conducted repeatedly in two cycles until the predetermined indicators of success were achieved. The research was conducted at SDN 15 Salolo during the second semester of the 2025/2026 academic year. The research subjects consisted of 16 second-grade students, including 7 male and 9 female students. The researcher acted as the planner, practitioner, data collector, data analyst, and report writer, while the classroom teacher served as a collaborator and observer throughout the implementation of the actions.

The research was conducted in two cycles, with each cycle comprising four stages: planning, acting, observing, and reflecting. During the planning stage, lesson plans, Magic Cards integrated with QR Codes, observation sheets, assessment instruments, and other supporting learning materials were prepared. The acting stage involved implementing the learning activities using the developed instructional media. During the observation stage, the collaborator observed both the implementation of the learning process and students' learning activities. Finally, reflection was conducted by analyzing the observation and test results to identify strengths and weaknesses, which served as the basis for improving the subsequent cycle.

The data were collected through observation and tests. Observation was conducted to obtain information regarding the implementation of learning activities and students' participation during the intervention, while the test was administered to measure students' improvement in cursive handwriting skills at the end of each cycle. The research instruments consisted of a learning implementation observation sheet, a student activity observation sheet, and a cursive handwriting achievement test. The instruments were developed based on the learning objectives and indicators, then reviewed by academic supervisors and the classroom teacher through expert judgment before being implemented.

To ensure the credibility of the findings, data trustworthiness was established through technique triangulation by comparing observation and test results, as well as source triangulation involving both the researcher and the classroom teacher as collaborator. In addition, all research instruments underwent expert validation to ensure their relevance, clarity, and alignment with the research objectives before data collection.

The data from the observation of the implementation of learning were analyzed in a quantitative descriptive manner by calculating the percentage of achievement of each aspect of the teacher's activities at each meeting. The formula used is:

$$\text{Percentage} = \frac{\text{Number of implemented aspects}}{\text{Total number of aspects}} \times 100\%$$

The implementation of learning is said to be successful if it reaches the category of implemented or very implemented. The result of the percentage is then as follows:

Table 1. Categories of Learning Implementation Observation Results

Percentage (%)	Category
80 – 100	Highly implemented
66 – 79	Implemented
56 – 65	Quite feasible
40 – 55	Poorly implemented
0 – 39	Very poorly implemented

The data from the observation of student activities were analyzed in a quantitative descriptive manner by calculating the percentage of achievement of each aspect of student activity at each meeting. The formula used is:

$$\text{Percentage} = \frac{\text{umber of Activities Performed}}{\text{Total number of activites}} \times 100\%$$

Student activities are said to be successful if they reach the active or very active category. The percentage results are then categorized as follows:

Table 2. Categories of Student Activity Observation Results

Percentage (%)	Category
80 – 100	Very active
66 – 79	Active
56 – 65	Quite active
40 – 55	Less active
0 – 39	Very less active

The data on the results of the continuous upright writing skills test was analyzed using quantitative descriptive analysis by calculating the value of the students' continuous upright writing skills test results. The formula used, namely:

$$\text{Value} = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

Table 3. Categories of Continuous Upright Writing Skills Test Scores

Value	Category
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
0 – 39	Fail

The success indicator in this study is shown through the improvement of students' skills in continuous upright writing after the application of *QR code-based magic card media*. Students are said to have completed their studies if they obtain a score of ≥ 66 according to the KKTP and the action is said to be successful if 75% of the 16 students have completed or at least 12 students have achieved the KKTP.

FINDINGS

The research that has been carried out is a class action research carried out in Sdn 15 Salolo in grade II students. This research aims to improve the ability to write upright letters in a row using card media *magic* based *Powered by QR code*.

The research achieved success indicators through 1 cycle consisting of 4 meetings in each cycle, where each cycle was further divided into 4 stages, namely planning, action, observation and reflection.

The Process of Improving Continuous Upright Letter Writing Skills through the Application of QR Code-Based Magic Card Media

This research aims to improve the ability to write consecutive upright letters in 2nd grade students of SDN 15 Salolo, this research of course goes through a long process starting with the researcher conducting initial observations at the research school on November 1, 2025. Then the researcher again visited the school to submit the research permit on April 19, 2026. The granting of this research permit was also to discuss with the principal and homeroom teachers about the actions that would be realized on the research subject.

Description of cycle I actions

Actions in the first cycle were carried out from April 20 to April 27, 2026, with details of 4 meetings, namely 3 meetings to provide material and 1 meeting for the procurement of the final test of the first cycle.

a. Planning stage of cycle I

Planning in the first cycle is carried out before the researcher takes action in the classroom, the goal is to provide optimal results through mature preparation. Some of the planning that the researcher carried out was to prepare a teaching module that was in accordance with the discussion material at school which the researcher then related to the research objectives, besides

that the researcher also prepared research instruments, namely observation sheets on learning implementation, observation sheets for student activities, final tests for cycle I, and assessment rubrics to assess the level of writing skills of continuous upright letters of grade II students SDN 15 Salolo. The action carried out in the first cycle; the researcher acted as a teacher/teacher while the homeroom teacher acted as an observer along with one of the researcher's colleagues who was also in the field of education.

b. Stage of implementation cycle I

1) Meeting I

The first meeting of the first cycle was held on Monday, April 20, 2026 which was attended by 14 students. Teaching and learning activities in the first cycle follow the teaching module that has been created by the researcher with three stages of activities, namely initial activities, core activities, and closing activities.

The initial activity of the first meeting began with the teacher giving greetings, asking students to pray, then continued by checking the students' attendance. Furthermore, the teacher conducts perception, conveys learning objectives and provides *ice breaking* to increase students' enthusiasm for learning.

The core activity, the teacher first showed a QR code-based magic card. The teacher then explains to the students how to scan the *QR code* to see the writing animation. Next, the teacher gives magic cards to students. Next, the teacher explains how to form letters, stroke directions, and letter components. Don't forget that the teacher also accompanies students to practice writing in a continuous upright notebook. Then the teacher distributes magic cards containing a series of letters/syllables/words. Next, the teacher assigns students to copy the letters independently by paying attention to the shape, size, and inclination of the letters. The teacher also provides direct feedback on the results of students' writing.

The final activity at the first meeting, the teacher invited students to reflect on learning, provide reinforcement, and praise to students. Next, the teacher gave advanced exercises and closed the learning with prayers and greetings.

2) Meeting 2

The initial activity of the second meeting was held on Tuesday, April 21, 2026 where the number of students who participated in learning activities was 13 students. The learning activity began with the teacher greeting the teacher, asking the students to pray, then continued by checking the student's attendance. Furthermore, the teacher conducts perception, conveys learning objectives and provides *ice breaking* to increase students' enthusiasm for learning.

The core activity, the teacher first showed a QR code-based magic card. The teacher then explains to the students how to scan the *QR code* to see the writing animation. Next, the teacher gives magic cards to students. Next, the teacher explains how to form letters, stroke directions, and letter components. Don't forget that the teacher also accompanies students to practice writing in a continuous upright notebook. Then the teacher distributes magic cards containing a series of letters/syllables/words. Next, the teacher assigns students to copy the letters independently by paying attention to the shape, size, and inclination of the letters. The teacher also provides direct feedback on the results of students' writing.

The final activity at the second meeting, the teacher invited students to reflect on learning, provide reinforcement, and praise to students. Next, the teacher gave advanced exercises and closed the learning with prayers and greetings.

3) Meeting 3

The initial activity of the third meeting was held on Friday, April 24, 2026 which was attended by 15 students. The beginning of the activity began with the teacher greeting the student, asking the students to pray, then continued by checking the student's attendance. Furthermore, the teacher conducts perception, conveys learning objectives and provides *ice breaking* to increase students' enthusiasm for learning.

The core activity, the teacher first showed a QR code-based magic card. The teacher then explains to the students how to scan the *QR code* to see the writing animation. Next, the teacher gives magic cards to students. Next, the teacher explains how to form letters, stroke directions, and letter components. Don't forget that the teacher also accompanies students to practice writing in a continuous upright notebook. Then the teacher distributes magic cards containing a series of letters/syllables/words. Next, the teacher assigns students to copy the letters independently by paying attention to the shape, size, and inclination of the letters. The teacher also provides direct feedback on the results of students' writing.

The final activity at the second meeting, the teacher invited students to reflect on learning, provide reinforcement, and praise to students. Next, the teacher gave advanced exercises and closed the learning with prayers and greetings.

4) Meeting 4

The fourth meeting in the first cycle will be held on Monday, April 27, 2026. At this meeting, the researcher gave a test to determine the level of writing of the students' consecutive upright letters after being treated for three meetings. The test was given to as many as 16 students. The researcher conducts an individual test, where the researcher distributes a test sheet to each student which they will then answer and the researcher scores based on the assessment rubric that has been made beforehand. The following results of the assessment of students' reading ability can be seen in the table

Table 4. Results of the assessment of the ability to write continuous upright letters in cycle I

No.	Student Name	KKTP	Value	Category
1	APSSS	≥ 66	70	Complete
2	ALG	≥ 66	70	Complete
3	ASA	≥ 66	75	Complete
4	THE	≥ 66	100	Complete
5	THE	≥ 66	85	Complete
6	EEP	≥ 66	85	Complete
7	IS	≥ 66	40	Incomplete
8	IYG	≥ 66	75	Complete
9	MP	≥ 66	70	Complete
10	MEL	≥ 66	40	Incomplete
11	NML	≥ 66	50	Incomplete
12	NARAL	≥ 66	95	Complete
13	YAY	≥ 66	80	Complete

'14	YT	≥ 66	95	Complete
15	A	≥ 66	70	Complete
16	JOINT	≥ 66	85	Complete
Total Value		1185		
Highest Score		100		
Lowest Score		40		
Average Score		74,1		

Table 4 above, shows that the average score of students' abilities to write consecutive upright letters is 74.1 with the highest score being 100 and the lowest being 40. More details can be seen in table 5 which shows the frequency and percentage of students' scores based on the results of the assessment of the tests that have been given by the researcher.

Table 5. Frequency of test results for continuous upright letter writing skills

Interval	Frequency	Percentage (%)	Category
80-100	7	43,75	Very good
66-79	6	37,5	Good
56-65	0	0	Enough
40-55	3	18,75	Less
0-39	0	0	Fail
Quantity	16	100	

Table 5 above shows that no students had scores in the range of 0-39 categories failed, then 3 students (18.75%) had scores in the range of 40-55 categories lacking. Then in the range of 56-65, there are no students in that value range. Furthermore, as many as 6 students (37.5%) were in the score range of 66-79 in the good category. Finally, in the very good category, in the score range of 80-100, there were 7 students (43.75%).

Meanwhile, to see more clearly the level of completeness of the KKTP can be seen in the table of 6 percent of student completeness under cycle I below.

Table 6. Percentage of completion of cycle I

Interval	Completeness Category	Frequency	Percentage (%)
KKTP < Value	Incomplete	3	18,75
Value of $\geq$ KKTP	Complete	13	81,25
Quantity		16	100

Based on the table above, the number of students who completed was 13 students (81.25%) and 3 students (18.75%) did not complete. This shows that QR code-based magic card media is able to improve students' ability to write consecutive upright letters.

Figure 3 follows to see more clearly the results of improving students' ability to write continuous upright letters through the media of QR code-based magic cards.

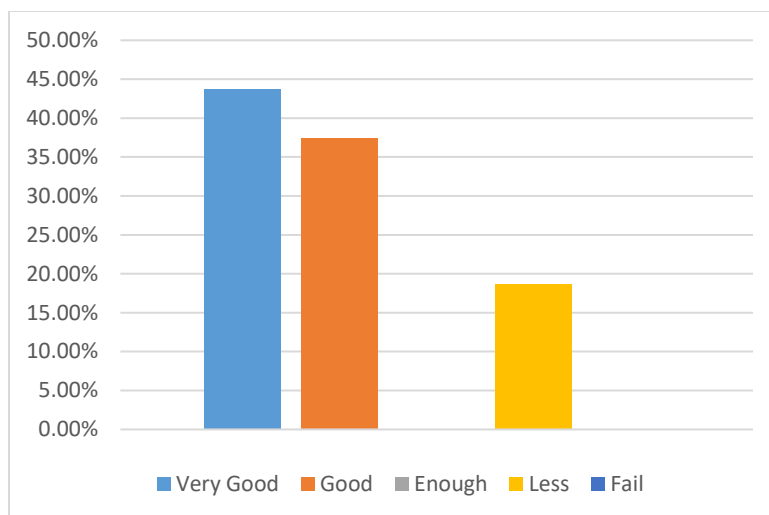


Figure 3. Improvement of students' continuous upright writing skills

Based on figure 3 above, it shows an increase in students' ability to write consecutive upright letters that as many as 43.75% of students have very good category skills, as many as 37.5% are categorized as good, and 18.75% are categorized as poor. So that if the percentage of the ability category is summed up very well and good, a result of 81.25% is obtained which shows the achievement of the percentage of student completeness that has been determined at SDN 15 Salolo, which is $\geq 75\%$ so that the research that has been carried out is declared successful and stopped in cycle I. *magic* with based *Powered by E-Mail* can improve the ability to write continuous upright letters for 2nd grade students of SDN 15 Salolo.

c. Observation stage of cycle I

1) Results of observations on the implementation of learning cycle I

Table 7. Results of observation of the implementation of learning cycle I

No.	Meetings	Number of Aspects Implemented	Percentage (%)	Category
1.	I	16	100	Highly Implemented
2.	II	16	100	Highly Implemented
3.	III	16	100	Highly Implemented
Average Score			100	Highly Implemented

Table 7 shows that from meeting 1 to meeting 3, observation data on the implementation of learning obtained a percentage of 100% with the category of very implemented so that the average value of learning implementation in the first cycle obtained a value of 100 with the category of very implemented.

2) Results of observations on the activities of students in the first cycle

The results of observation and observation of the results of the activities of the first cycle of students can be seen in the following table 8.

Table 8. Results of observation of student activities in cycle I

No.	Meetings	Number of Aspects Implemented	Percentage (%)	Category
1.	I	16	100	Highly Active
2.	II	16	100	Highly Active
3.	III	16	100	Highly Active
Average Score			100	Highly Active

Table 8 shows the percentage of student activity observation results from meetings 1 to 3. From the data, the results were obtained that the percentage of student activity results always obtained the same score, namely 100% with the very active category. So that the average score of the observation results of students' observations obtained a score of 100 with the very active category.

d. Reflection stage cycle I

The results of reflection on the application of *QR code-based magic card learning media* to improve the ability to write continuous upright letters showed that the average test score of 16 students and the percentage of completion reached 81.25%, which means that the KKTP target of $\geq 80\%$ has been achieved. Then the average score of student activities in the first cycle of 100% is categorized as very active, while the implementation of learning reaches 100% in the very good category.

The significant improvement that students get can be seen in the students' writing ability which looks much neater, beautiful and according to the rules of writing continuous upright letters. From the results of observation after the treatment, students have been able to write all the upright letters in a sequence from a–z with the correct shape, able to connect between letters precisely, able to distinguish capital letters and lowercase letters in conjunctions, maintain spacing between words and write relatively uniform letters. Meanwhile, some of the obstacles that still do not show significant improvement are that students still have difficulty writing following the lines of the book stably so that students' writing is still a little rough and at the end of writing students still often do not use punctuation marks after writing one sentence.

However, looking at the achievement at the level of student completeness, the learning process with the aim of improving the ability to write continuous upright letters in 2nd grade students of SDN 15 Salolo through the application of magic card learning media based on *QR code* learning the word institution has been successful, therefore the action given was stopped in cycle I.

Comparison of Students' Continuous Upright Writing Ability Improvement

A comparison of the improvement of students' continuous upright writing skills can be seen in the following figure 4.

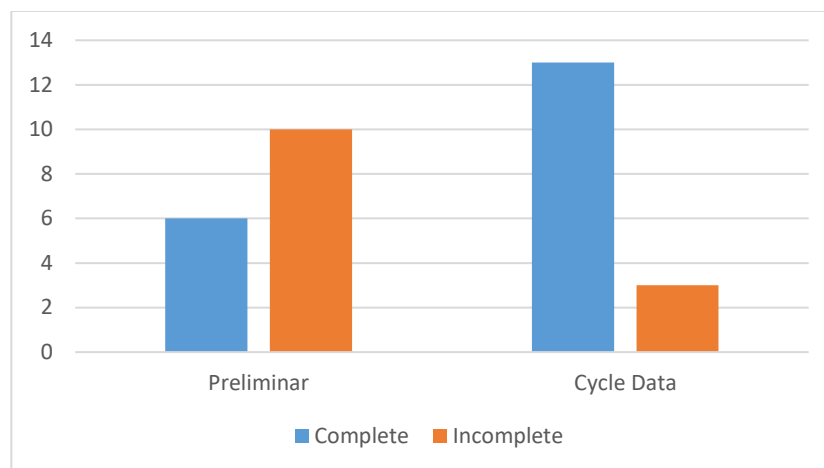


Figure 4. Students' Improvement

The improvement in students' ability to write consecutive upright letters is clearly seen through the comparison of data in Figure 4. In the initial condition, only 6 students were recorded to have reached completion, while the other 10 students had not completed. After being given action in the first cycle using *QR Code-based* magic card media, the number of students who completed jumped significantly to 13 people, leaving 3 students who had not completed it. This improvement proves that *QR Code-based* magic card media is able to improve students' ability to write continuous upright letters.

DISCUSSIONS

Skills in writing are one of the skills that students have to master since they are at the elementary school level. One of the writing skills in question is the skill in writing consecutive upright letters. This ability not only trains students' ability to move stationery to create a writing, but also trains students' consistency, neatness, patience, flexibility, and fine motor coordination. However, if you look at the reality, there are still a few students who are able to write upright letters in a row, only children but students at the junior high school and even high school levels are not necessarily able to write upright letters in a row. This problem occurs because of the low teaching of how to write upright letters in schools, and there are even some schools that no longer teach it. Seeing this problem, the researcher was moved to teach and improve students' ability to write upright letters that are not good enough to be better through the application of *QR code-based magic card media*.

Of course, to achieve this goal, research uses a classroom action research model by going through several steps to achieve perfect results including planning, action, observation and reflection. At the planning stage, the researcher prepares a learning plan such as teaching modules, learning media used, assessment instruments, assessment rubrics, and tests that will be used to see the level of development of students' continuous upright writing skills. Next, the researcher steps to the implementation stage, where the researcher teaches the research subject based on the teaching module that has been made. This action stage lasts for 4 days with details of 3 days for the provision of materials and 1 day for the provision of tests. The action was

carried out from April 20 to April 27, 2026, while the number of students in grade 2 was 16 students.

In each learning activity process, there are 3 activities, namely opening, core and closing activities, where learning activities are carried out by referring to the teaching modules that the researcher has prepared beforehand. The first meeting of the first cycle was held on Monday, April 20, 2026 which was attended by 14 students. Teaching and learning activities in the first cycle follow the teaching module that has been created by the researcher with three stages of activities, namely initial activities, core activities, and closing activities.

The initial activity began with the teacher greeting the teacher, asking students to pray, then continued by checking the student's attendance. Furthermore, the teacher conducts perception, conveys learning objectives and provides *ice breaking* to increase students' enthusiasm for learning.

The core activity, the teacher first showed a QR code-based magic card. The teacher then explains to the students how to scan the *QR code* to see the writing animation. Next, the teacher gives magic cards to students. Next, the teacher explains how to form letters, stroke directions, and letter components. Don't forget that the teacher also accompanies students to practice writing in a continuous upright notebook. Then the teacher distributes magic cards containing a series of letters/syllables/words. Next, the teacher assigns students to copy the letters independently by paying attention to the shape, size, and inclination of the letters. The teacher also provides direct feedback on the results of students' writing.

The final activity of the teacher invited students to reflect on learning, provide reinforcement, and praise to students. Next, the teacher gave advanced exercises and closed the learning with prayers and greetings.

In addition to providing material to students, at the same time the researcher asked two observers to fill in the observation sheets that had been prepared. The filling in of the observation sheet is in accordance with the activities that occur during the learning process. The results of the implementation of learning and student activities in the first cycle showed an average score of 100, meaning that all activities in the teaching module had been applied by the researcher in the classroom.

Furthermore, after 3 days of providing material, the researcher gave the final test at the fourth meeting to the students to see the students' progress. The results of the test showed an increase in the ability to write continuous upright letters in students. The average score data obtained by all students was 74.1 with the highest and lowest scores of 100 and 40 respectively. Then at the level of student completeness, out of 16 students, only 3 students (18.75%) have not reached the KKTP score, which is ≥ 66 , while the other 13 students (81.25%) have reached the KKTP score, thus meaning that the research conducted has achieved success in cycle 1 only.

Based on the results of reflection, the incompleteness of these 3 students was due to the condition of students who always played in the classroom. In addition, the motor condition of the three students has not developed optimally, such as students still have difficulty controlling stationery so that the writing produced is too large or too small. This is because students lack writing practice both at school and at home.

However, as many as 13 other students who have achieved KKTP scores and the level of completeness of the research prove that the application of *QR code-based* magic card media is able to improve the ability to write continuous upright letters of 2nd grade students of SDN 15

Salolo. This achievement is in line with several previous studies, such as those conducted by Retnaningsih (2023) entitled "Improving Upright Writing Skills Connected with Guided Training Methods in Grade II Students of Kaliagung State Elementary School". The results of the study show that the use of guided practice methods can improve continuous upright writing skills. Then a research conducted by Shavira, Santi, & Taznim (2024) entitled "The Use of *Flashcard Media* in Improving the Ability to Write Continuous Upright Letters in Grade 2 MI Muhammadiyah Semanu". The results of the study showed that at the pre-cycle stage, it was found that students had low understanding of the material of continuous upright letters.

Based on the results of various previous studies, the results of the research conducted by the researcher further confirm that the application of QR code-based *Jartu Nagus* media is able to improve the ability to write consecutive upright letters of grade II students of SDN 15 Salolo. The increase in results and the fulfillment of success indicators in the first cycle showed that this research had reached the set indicators, so the implementation of the research was stopped in the first cycle.

CONCLUSION

The skill of writing continuous upright letters of second grade students of SDN 15 Salolo is in the very good category after the implementation of QR Code-based magic card media. Indicators of process success can be seen from the implementation of learning and student activities which both touched an average score of 100, each in the category of very good and very active. Meanwhile, the students' test results reached an average score of 74.1. In terms of completeness, it was recorded that 13 children (81.25%) had exceeded the Learning Goal Achievement Criteria and only 3 children (18.75%) had not completed it. This achievement shows a significant improvement when juxtaposed with the initial condition, where only 6 students completed and the other 10 failed to reach the minimum limit.

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