

INTEGRATION OF CALLIGRAPHY IN QURAN READING AND WRITING: ANALYSIS OF QURAN WRITING SKILLS AMONG ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the effectiveness and application of the calligraphy method in learning to read and write the Quran (QRW) at SDN Malangrejo Sleman, which leads to enhanced students' abilities in Quranic learning. This research employs a qualitative descriptive analysis method, with data collected through observation, interviews, and documentation. The results show that teaching Quran reading and writing through calligraphy can foster and develop students' creativity, namely, teaching students to appreciate the art of calligraphy. Therefore, the calligraphy method in QRW learning at SDN Malangrejo Sleman is effective and innovative. The approach, which requires understanding, reading, and writing the Quran correctly, is crucial. It also aims to prevent students from boredom when learning to read and write the Quran and fosters student autonomy. We believe schools and other Islamic education teachers can leverage this research to improve the quality of Quran reading and writing. The findings of this study are expected to prompt teachers and educational institutions to consider the calligraphy method as an alternative approach to learning to read and write the Quran, as it may enhance creativity and students' interest.

Keywords: calligraphy; elementary school; quran reading and writing, writing skills

INTRODUCTION

Learning to read and write the Quran (QRW) is one of the essential aspects of a Muslim's life. The Quran is the primary source of Islamic teachings that contain life guidelines that every Muslim, especially children, must learn and practice.¹ In addition to being an obligation of Muslims, QRW learning can also improve the academic quality of students, such as helping to improve concentration and memory, as well as Arabic language skills. However, QRW learning that is less innovative and interesting can make students easily bored and unfocused, preventing them from reading and writing the Quran optimally.² One viable medium for QRW learning is calligraphy, which presents Arabic writing from the Quran as a beautiful and artistic art form. In the current digital era, it becomes necessary to incorporate such media into QRW learning to increase student-

¹ Defy Habibi Muhammad, "Upaya Peningkatan Baca Tulis Al-Quran Melalui Metode Qiroati," *JIE (Journal of Islamic Education)* 3, no. 2 (2019): 142–62.

² Laudria Nanda Prameswati, "Analisis Kemampuan Baca Tulis Al-Quran Siswa MTs Dalam Perspektif Taksonomi Bloom," *Edudeena: Journal of Islamic Religious Education* 3, no. 2 (2019): 69–78.



engagement and comprehension of the material. Despite its potential, however, using calligraphy as a medium in QRW learning is not a common practice, especially in Public Elementary Schools in Sleman Regency. The condition points to a problem or gap in the QRW learning approach within the area.³

Therefore, there is a need for exciting and inspiring learning innovations, such as the use of calligraphy in QRW learning. Previous research has shown that using calligraphy in QRW learning can increase students' motivation, help improve their Quranic reading and writing skills, and deepen their understanding of the beauty of Arabic writing. For example, research conducted by Zumrotunnajiyah shows that using calligraphy in QRW learning can improve student learning outcomes in all aspects, such as letter recognition, reading and writing skills, and understanding the meaning of Quranic verses.⁴ However, previous research still needs to be expanded and explicitly examine the use of calligraphy creativity in QRW learning in public elementary school students in Sleman Regency.

Malangrejo State Elementary School is one of the formal education in Sleman Regency. The school has implemented an independent curriculum system, where QRW has been included in the independent curriculum for Islamic religious education and ethics subjects. Grade 1 to Grade 4 already has QRW textbooks. Through Islamic teachers, students are introduced to hijaiyah letters with calligraphy art to increase interest and motivate students to write the Quran.

Given the importance of calligraphy's role in QRW learning, this study aims to analyze and explore the use of calligraphy as QRW learning creativity of Public Elementary School students in Sleman Regency in reading and writing Quran skills and student motivation in QRW learning. By identifying the potential of calligraphy in QRW learning, this research can provide recommendations for effective and innovative teaching strategies for teachers implementing QRW learning. In addition, this research is expected to provide broader insight into the role and benefits of calligraphy in QRW learning and help overcome the gaps in QRW teaching in public elementary schools in Sleman District.

³ Meiji Saputra, "Pembelajaran Kaligrafi Al-Qur'an Pada Kegiatan Ektrakurikuler Di Madrasah Aliyah Negeri 1 Banjarmasin," 2019.

⁴ Zumrotunnajiyah, Hilmi Hilmi, and Siti Maria Ulfah, "Pembelajaran Kaligrafi Dalam Rangka Meningkatkan Kecintaan Terhadap Alquran Di Madrasah Tsanawiyah Subulussalam, Desa Mendahara Tengah Kecamatan Mendahara Kabupaten Tanjab Timur" (UIN Sulthan Thaha Saifuddin Jambi, 2020).

Other studies have discussed this topic, including research entitled “The implementation of calligraphy learning at SD Islam Al-Hidayah Banjarmasin” by Muhammad Arwani Sulaiman. It shows that calligraphy learning can improve students' ability to write Arabic through lecture methods, letter tracing, and *khat Naskhi*.⁵ Obstacles in learning calligraphy are limited time, lack of learning facilities, monotonous practices, and lack of student motivation. Furthermore, Dedi Musthofa's research emphasizes the urgency of learning calligraphy art in increasing students' interest, ease, and inspiration in learning Arabic, especially for students just starting to learn Arabic. Calligraphy learning has proven effective in improving Arabic writing skills.

From the review of previous research, we can conclude that various educational institutions have studied learning to read and write the Quran (QRW) using calligraphy. These studies focus on specific learning methods, the effectiveness and efficiency of learning, and the influence of calligraphy learning on the ability to write Arabic. Despite these, the proposed research title, "Learning to Read and Write Al-Quran (QRW) Using Calligraphy at SDN Malangrejo Sleman," differs. The unique focus here is the implementation of calligraphy methods in QRW learning within public elementary school environments, specifically at SDN Malangrejo Sleman.

Compared to Islamic educational institutions or pesantren, the differing context of public elementary schools necessitates a more specific and adaptive approach. As such, the rationale for this study becomes clear: it seeks to fill the knowledge gap and provide new insights into the effectiveness and application of calligraphy methods in QRW learning at SDN Malangrejo Sleman. The goal is to improve the Quran literacy of students in public elementary schools.⁶

This research contributes a different perspective to developing innovative methods for Quranic reading and writing instruction. Within elementary-level Islamic education, calligraphy as an approach to Quranic learning has been under-explored and under-implemented. The novelty of this research lies in the proposal to use calligraphy as an effective instructional method. The researchers anticipate that implementing the calligraphy approach will enhance the quality of Quranic reading and writing instruction

⁵Muhammad Arwani Sulaiman, “Implementasi Pembelajaran Kaligrafi Dalam Meningkatkan Kemampuan Siswa Menulis Arab Di SD Islam Al-Hidayah Banjarmasin” (Universitas Islam Kalimantan MAB, 2021).

⁶ (Zumratunnajiyah et al., 2020)

at SDN Malangrejo Sleman and serve as a model for other schools in Indonesia. If successful, this research will open new opportunities to enhance elementary-level Islamic education nationwide.

RESEARCH METHODS

This study employs a descriptive exploratory qualitative approach and content analysis method⁷ to investigate the role of calligraphy in teaching the reading and writing of the Quran at SDN Malangrejo Elementary School. The study was conducted in four months, from April to July 2022. With its exploratory character, the qualitative approach allows researchers to deeply understand and reveal the complexity of the phenomenon under study - how the integration of calligraphy into Quran reading and writing instruction can impact students' skill enhancement.^{8 9} The qualitative descriptive method aims to portray and explain the phenomena under investigation thoroughly, accurately, objectively, comprehensively, and systematically.¹⁰

Research Objectives and Questions

Previous research has highlighted the importance of effective teaching methods in Quran reading and writing. However, how calligraphy can be integrated into these teaching methods and its impact on student skill enhancement still requires further investigation. Therefore, this study aims to examine the extent to which the integration of calligraphy in Quran reading and writing instruction can enhance student skills at SDN Malangrejo. The research question is, "How is calligraphy integrated into the teaching process of Quran reading and writing, and how does it affect the improvement of student skills?"

Research Participants

To ensure data richness, this study employed a purposive sampling technique involving one Islamic Religion teacher and first to fourth-grade students at SDN

⁷ Wu-Ying Hsieh and Chang-Ming Hsieh, "Urban Early Childhood Teachers' Attitudes towards Inclusive Education," *Early Child Development and Care* 182, no. 9 (2012): 1167–84.

⁸ M Bengtsson, "How to Plan and Perform a Qualitative Study Using Content Analysis. NursingPlus Open. 2016; 2: 8–14. Doi: 10.1016," *J. NPLS* 1 (2016).

⁹ Ulla H Graneheim and Berit Lundman, "Qualitative Content Analysis in Nursing Research: Concepts, Procedures and Measures to Achieve Trustworthiness," *Nurse Education Today* 24, no. 2 (2004): 105–12.

¹⁰ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, "Qualitative Data Analysis: A Methods Sourcebook. 3rd" (Thousand Oaks, CA: Sage, 2014).

Malangrejo, with four students selected as representatives of each grade level. The study took place in a naturalistic setting, meaning that the researcher observed and documented the teaching and learning process in the students' and teachers' natural environment to get a clear and unbiased picture of how calligraphy is integrated into Quran reading and writing instruction.

Data Collection Process

The researcher used three data collection methods to obtain valid and comprehensive data. The first method was interviews conducted directly with the teacher and students to get verbal information on how they integrate calligraphy into Quran reading and writing lessons. The second method was document review, in which the researcher reviewed documents such as textbooks, curriculum, and other learning materials used in the classroom. The third method was observation, where the researcher directly observed the teaching and learning process, seeing how calligraphy skills were applied in Quran reading and writing. With these methods, the researcher understood how integrating calligraphy could enhance students' Quran reading and writing skills.

Data Analysis

The collected data were analyzed using a qualitative approach based on the qualitative content analysis method by Graneheim and Lundman (2004).¹¹ The data analysis process began by reviewing all available data from various sources, such as interviews, observations documented in field notes, personal documents, official documents, photographs, and others. The data was abundant and vast. After reading, studying, and examining the data, the next step was data reduction, which involved making abstractions. Abstraction is an effort to summarize content, processes, and questions to be retained within the study. The subsequent step was arranging the data into units. These units were then categorized in the next step, along with coding. The final stage of this data analysis was validating the data's accuracy. Upon completing this stage, the data interpretation phase began by processing preliminary results into substantive theory using specific methods. With this approach, the study attempted to extract deep insights and understanding from the data, thereby providing new and meaningful knowledge about the role of calligraphy in teaching Quran reading and writing.

¹¹ Graneheim and Lundman, "Qualitative Content Analysis in Nursing Research: Concepts, Procedures and Measures to Achieve Trustworthiness."

RESULTS AND DISCUSSION

Writing Hijaiyah Letters with Calligraphy

Enhancing creativity in learning is highly important.¹² Specifically, the Qur'anic Reading and Writing (QRW) creativity is an effort to facilitate students in learning to read and write the Quran more engagingly and innovatively. Learning through art, such as painting or creating calligraphy, can reinforce letter recognition in the Quran and introduce the beauty of the Arabic language.¹³

Writing hijaiyah letters is one of the activities in learning verses of the Quran, especially for Muslim people. The hijaiyah alphabet is a script or letter used in writing the holy texts of the Quran and in modern Arabic. Writing hijaiyah letters involves learning to recognize and write the 28 hijaiyah letters. In the learning process, students will learn the arrangement, shape, and pronunciation of each hijaiyah letter. In addition, students will also learn punctuation and harakat in Arabic, such as *kasrah*, *dammah*, and *fathah*.¹⁴

The calligraphy pen is a unique writing instrument used in calligraphy, including in writing hijaiyah letters. Calligraphy pens have a unique shape with a pointed and flexible tip that can produce different thick and thin lines by pressing or lifting the information. In learning to write hijaiyah letters, using calligraphy pens has many benefits.¹⁵

First, using calligraphy pens can help students acquire skills in producing beautiful and proportional lines in writing hijaiyah letters. The flexible calligraphy pen allows students to adjust the pressure during writing to create thick or thin lines easily.¹⁶

Second, using calligraphy pens can improve students' fine motor skills. When using a calligraphy pen, students should hold the pen correctly and press and lift the tip of the cell with reasonable control. This can help train students' fine motor skills and sensitivity in producing smooth and proportional movements.

¹² Widya Pratiwi, "Optimalisasi Pendekatan Saintifik Dengan Model Discovery-Inquiry Untuk Meningkatkan Kreativitas Di Madrasah Ibtidaiyah," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 9, no. 1 (2017): 11–20.

¹³ Yeni Rachmawati, *Strategi Pengembangan Kreativitas Pada Anak* (Prenada Media, 2012).

¹⁴ Zuraidah Zuraidah, "Optimasi Media Pembelajaran Untuk Meningkatkan Keterampilan Menulis Huruf Hijaiyah Pada Taman Pendidikan Al-Qur'an (TPQ)," *Kontribusi: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat* 2, no. 1 (2021): 46–55.

¹⁵ Ina Nur Khasanah, Ari Anshori, and Arif Wibowo, "Pembelajaran Menulis Huruf Hijaiyah Di TK Aisyiyah Bustanul Athfal Baturan" (Universitas Muhammadiyah Surakarta, 2013).

¹⁶ Nova Noor and Kamala Sari, "Rancang Bangun Media Pengenalan Huruf" 14, No. 2 (2020): 161–70.

Third, using calligraphy pens can also help students better understand and appreciate the art of calligraphy and writing hijaiyah letters. Students can better understand the beauty and meaning behind each hijaiyah letter shape and line using specialized stationery and distinctive techniques. Besides, learning to write hijaiyah letters using a calligraphy pen must be done gradually and continuously, with guidance and supervision from educators who are competent in calligraphy art.¹⁷

"Religion teachers at SDN Malangrejo Sleman utilize a calligraphy art approach in learning to read and write the Quran (QRW) to enhance students' creativity in writing hijaiyah letters. They anticipate that this calligraphy art approach to QRW learning will stimulate greater student interest and enthusiasm for learning hijaiyah letters and may expedite the learning process. The teachers incorporate this art approach in QRW learning using textbooks filled with hijaiyah writing material components. These textbooks require students to write hijaiyah letters creatively and interestingly, aiming to stimulate their interest in learning hijaiyah letters and sharpen their creativity and sensitivity towards the art of writing."¹⁸

By integrating this artistic approach into QRW learning, the teachers at SDN Malangrejo Sleman hope students will generate more beautiful, proportional, and creative hijaiyah letters. Further, it is believed that QRW learning with an artistic approach can also facilitate students' understanding of aesthetic values in writing, thus enhancing their appreciation for and engagement with calligraphy and other written arts. As a result, QRW learning at SDN Malangrejo Sleman becomes a more engaging and meaningful experience for students, assisting them in acquiring superior skills and comprehension of hijaiyah letters.¹⁹

The learning process of writing hijaiyah letters with calligraphy is carried out by religious teachers at SDN Malangrejo Sleman gradually and according to the schedule of Islamic education subjects and Ethics.²⁰ The stages of writing hijaiyah letters using the art of calligraphy at the school are as follows. *First*, the preparation of tools and materials. Before starting to write hijaiyah letters with the art of calligraphy, it is necessary to prepare the tools and materials. Some commonly used tools in calligraphy include

¹⁷ Nandya Arintistia and Jamaludin Acmad Kholik, "Inovasi Pembelajaran Menulis Huruf Hijaiyah Di TPQ As-Syifa Bangsal," *Kontribusi: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat* 2, no. 2 (2022): 75–82.

¹⁸ (Interview results with the Religion teachers at SDN Malangrejo Sleman, n.d.)

¹⁹ Arintistia and Kholik, "Inovasi Pembelajaran Menulis Huruf Hijaiyah Di TPQ As-Syifa Bangsal."

²⁰ Nova Noor Kamala Sari, "Rancang Bangun Media Pengenalan Huruf Hijaiyah Untuk Anak Usia Dini Berbasis Android," *Jurnal Teknologi Informasi: Jurnal Keilmuan Dan Aplikasi Bidang Teknik Informatika* 14, no. 2 (2020): 161–70.

calligraphy pens (*kalam*), ink, paper, or other appropriate media. Another consideration is the agency that suits the student's ability level and preferences. Besides, ensuring the ink quality is required to ensure the writing results are more durable and do not fade quickly.²¹ Figure 1 shows the tools and materials for writing Hijaiyah letters:



Figure 1.
Tools and Material for Writing Hijaiyah Letters

Second is understanding the form and structure of hijaiyah Letters. Before writing hijaiyah letters with calligraphy techniques, students must first understand the shape and structure of the letters. Teachers can provide examples of hijaiyah letters written with calligraphy art as a reference. Students are expected to be able to identify the characteristics and proportions of each letter, as well as understand the differences between similar letters.²²

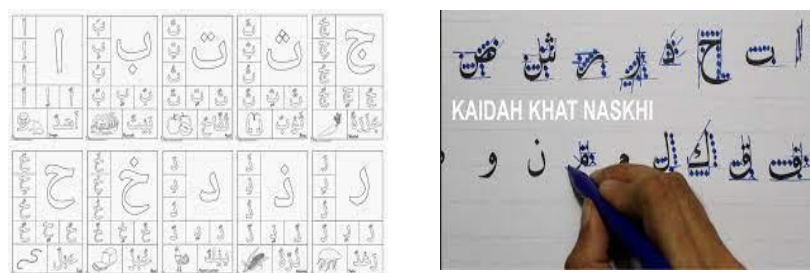


Figure 2.
Examples of hijaiyah font structure, calligraphy art

Third is practicing writing hijaiyah letters with calligraphy techniques. After understanding the form and structure of the Arabic letters, the students start the practice

²¹ Jamiluddin Yacub, "Mengenalkan Huruf Hijaiyah Pada Anak Usia Dini," *Azzahra: Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (2022): 49–59.

²² Fiani Nurafifah Ardin, Dian Indihadi, And Taopik Rahman, "Pengaruh Penggunaan Media Kartu Huruf Hijaiyah Menulis Pada Anak Usia Dini Di Ra Ath-Thoha" 4, no. 1 (2020): 15–23.

by writing simple letters and gradually progress to more complex ones. The teacher can give directions on how to grip the *qalam*, adjust the pressure and angle, and correctly paint the lines and curves. Students must practice consistently and patiently because mastering the art of calligraphy requires time and dedication.²³

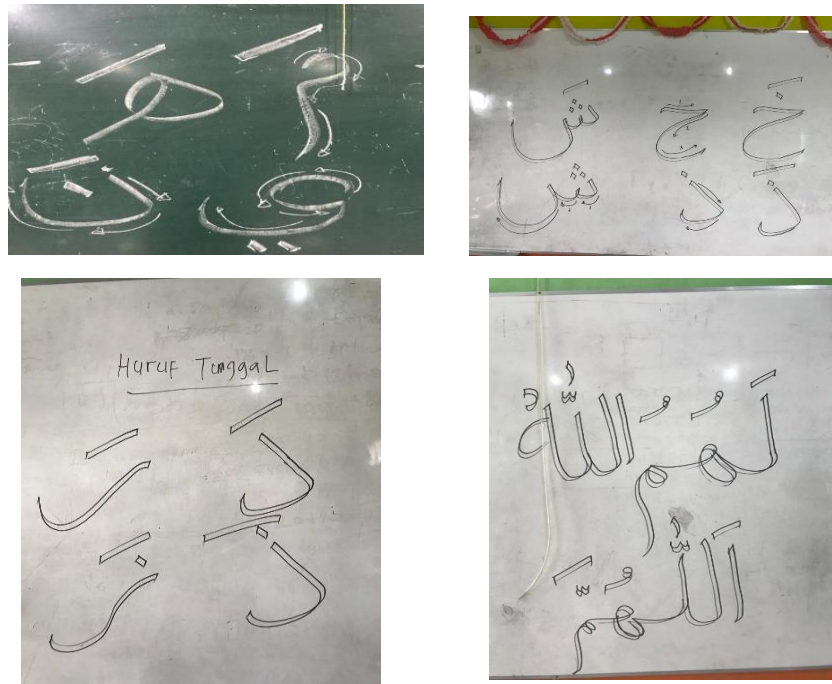


Figure 3.

The results of writing hijaiyah letters with calligraphy art grades 1-4

Fourth is evaluation and correction. While practicing writing hijaiyah letters with the art of calligraphy, the role of the teacher is significant in providing feedback and corrections to students. Constructive and timely feedback will help students understand deficiencies in their technique and identify areas for improvement. In the context of calligraphy, this includes proportion, balance, and beauty of writing following calligraphy principles.²⁴

Teachers must actively evaluate students' writing results to ensure they follow the correct calligraphy principles. This includes examining the proportions of the letters, the balance between the elements of the writing, and the overall beauty of the paper. By

²³ Damanhuri, "MENGENALKAN HURUF HIJAIYAH PADA ANAK USIA DINI," *Azzahrapendidikan Anak Usia Dinipendidikan Anak Usia Dini* 17, no. 01 (2022).

²⁴ T P Q As-syifa Bangsal, "Inovasi Pembelajaran Menulis Huruf Hijaiyah Di TPQ As-Syifa Bangsal" 2, no. 2 (2022): 75–82.

objectively assessing the results of the report, teachers can provide suggestions for specific improvements that are useful for developing students' abilities.²⁵

The stages of writing hijaiyah letters using calligraphy art include preparing tools and materials, understanding the shape and structure of letters, writing exercises with calligraphy techniques, and evaluating and correcting. Through this process, students will develop skills and aesthetic appreciation in hijaiyah letter writing, which will assist them in learning to read and write the Quran.

Coloring Hijaiyah Calligraphy Letters

One benefit of learning to read and write the Quran and writing hijaiyah letters with calligraphy art is increasing student creativity. Coloring hijaiyah letters is essential after students understand how to write letters with calligraphy techniques. This process adds interest to learning and helps students recognize and distinguish letters more easily. In addition, coloring will improve students' fine motor skills, which is essential for their development.²⁶

In coloring hijaiyah letters, the teacher will invite students to color the letters they have written before with calligraphy techniques. Students will be free to choose the colors they like, but must still pay attention to the rules of aesthetics and harmony of colors. The teacher will provide direction and assistance to students if needed and ensure that students color letters neatly and stay within the boundaries of existing lines.²⁷

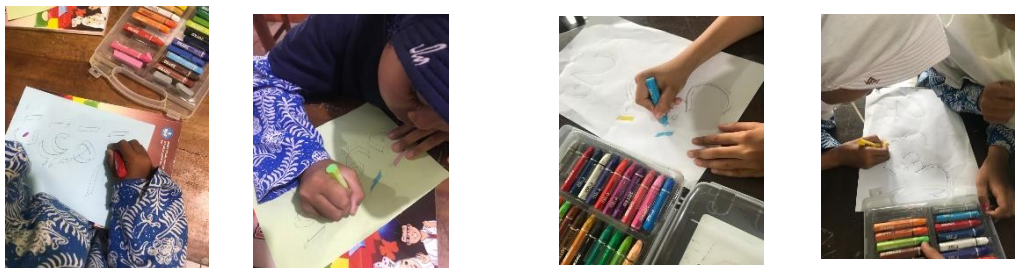


Figure 4.
The process of coloring hijaiyah letters at each grade level 1 and 2 at SDN Malangrejo Sleman

²⁵ Zuraidah, "Optimasi Media Pembelajaran Untuk Meningkatkan Keterampilan Menulis Huruf Hijaiyah Pada Taman Pendidikan Al-Qur'an (TPQ)."

²⁶ Khasanah, Anshori, and Wibowo, "Pembelajaran Menulis Huruf Hijaiyah Di TK Aisyiyah Bustanul Athfal Baturan."

²⁷ Yacub, "Introducing Hijaiyah Letters in Early Childhood."

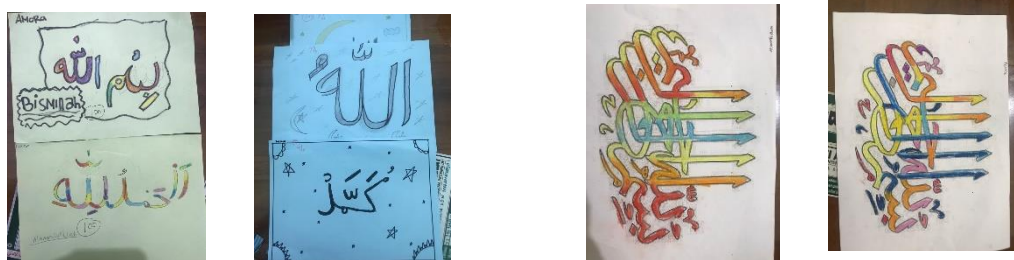


Figure 5.
The results of writing color hijaiyah letters at each grade level 3 and 4 at SDN Malangrejo Sleman

Finally, we come to the significant benefits of coloring hijaiyah letters. This activity offers several notable advantages for students. First, it enables students to recognize and distinguish letters more efficiently, thus accelerating the learning process. Secondly, coloring enhances students' fine motor skills, which are essential for developing writing and drawing skills. Third, it also acts as a relaxation and stress-relief method.²⁸

Upon understanding calligraphy techniques, coloring hijaiyah letters becomes an important step that offers numerous benefits for students. It makes the learning process more exciting and enjoyable and aids students in recognizing and distinguishing letters more readily. Moreover, it bolsters students' fine motor skills, which are crucial for their development. Therefore, educators must integrate this activity with the teaching of Quranic reading and writing.²⁹

Reading Hijaiyah Calligraphy

The first stage in reading hijaiyah calligraphy is to understand and recognize the basic shape of hijaiyah letters and calligraphy variations that may appear. Students should be introduced to hijaiyah letters in standard form and calligraphy form. Students must understand the difference between the traditional form of letters and calligraphy at this stage and identify each letter's distinctive features and proportions.³⁰

After learning the basic shapes of hijaiyah letters and calligraphy variations, students must practice reading calligraphy using text written in calligraphy style. This exercise involves observing, comprehending, and recognizing hijaiyah letters as

²⁸ Ardin, Indihadi, And Rahman, "Pengaruh Penggunaan Media Kartu Huruf Hijaiyah Menulis Pada Anak Usia Dini Di Ra Ath-Thoha."

²⁹ Damanhuri, "Mengenalkan Huruf Hijaiyah Pada Anak Usia Dini."

³⁰ Bangsal, "Inovasi Pembelajaran Menulis Huruf Hijaiyah Di TPQ As-Syifa Bangsal."

calligraphy. Students should practice reading calligraphy of various types and sizes to improve their ability to identify letters quickly and accurately.³¹

The last stage in reading hijaiyah calligraphy is the evaluation of students' abilities. Teachers need to assess students' progress in reading calligraphy by providing necessary feedback and corrections. This evaluation may involve a calligraphy reading test, in which students are asked to read text written in a different calligraphy style. Through this evaluation, students will better understand their weaknesses and strengths in reading calligraphy, allowing them to continue developing their abilities.

To master the ability to read hijaiyah calligraphy, students must recognize hijaiyah letters and calligraphy forms, practice reading calligraphy, and evaluate their capabilities. By going through the stages, students will be more proficient in reading texts written in calligraphy style and appreciate the beauty contained in the writing.³²

The Urgency of Learning to Read and Write the Qur'an (QRW) Using Calligraphy

Qur'an Literacy Learning (QRW) is one of the critical aspects of primary education, especially for students who attend faith-based schools. However, the conventional way of teaching QRW often makes students feel bored and unmotivated. Some students even need help understanding the material taught.³³

Therefore, using alternative methods in QRW learning is essential to improve education quality. One alternative way that can be used is through teaching calligraphy. In calligraphy learning, students are introduced to understanding the Arabic characters used in the writing of the Qur'an through beautiful and exciting calligraphy techniques. Thus, students can learn QRW in a more fun and creative way.³⁴

In addition, teaching calligraphy also helps students develop fine motor skills, concentration, and the ability to visualize Arabic letters better. This will positively impact QRW learning because students will more easily understand and remember Arabic

³¹ Arintistia and Kholik, "Inovasi Pembelajaran Menulis Huruf Hijaiyah Di TPQ As-Syifa Bangsal."

³² Yacub, "Mengenalkan Huruf Hijaiyah Pada Anak Usia Dini."

³³ Marfiyanti Marfiyanti, "Kreatifitas Pendidik Untuk Meningkatkan Kemampuan Peserta Didik Dalam Proses Pembelajaran Baca Tulis Alqur'an Pada Mata Pelajaran Pendidikan Agama Islam Di Era Pandemi Covid-19," *Mau'izhah* 10, no. 1 (2020): 187–218.

³⁴ Nadri Taja, Dinar Nur Inten, and Arif Hakim, "Upaya Meningkatkan Keterampilan Mengajar Baca Tulis Al-Quran Bagi Guru," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019): 68–81.

characters in the Qur'an. Thus, QRW learning through calligraphy can be an effective alternative to improve the quality of QRW learning in elementary schools.³⁵

Qur'an literacy (QRW) learning is essential to primary education, especially for faith-based school students. However, to prevent students from boredom and demotivation, using alternative techniques such as calligraphy can effectively improve the quality of QRW learning in elementary schools. In addition, teaching calligraphy also helps students develop fine motor skills, concentration, and the ability to visualize Arabic characters better. Thus, students can learn QRW in a more fun and creative way, leading to more effective and efficient QRW learning. Applying calligraphy in QRW learning provides valuable opportunities for students to understand the Qur'an better.³⁶

Calligraphy is a writing art emphasizing aesthetics, beauty, and accuracy in writing letters.³⁷ In QRW learning, students can learn through observation and imitation of the shape and structure of the letters of the Qur'an through calligraphy. This can help students better understand the correct way of writing the Qur'an and increase their sensitivity to the details of writing the letters.

Recently, the world of education is increasingly aware of the importance of innovation in learning to maintain student interest and enthusiasm. In this context, learning QRW (Reading and Writing Quran) also requires an innovative and exciting approach to encourage the students to learn. One effective way to achieve this goal is to incorporate calligraphy learning into the QRW curriculum.³⁸

The first urgency of this approach is *understanding the Qur'an well*. Because calligraphy teaches beauty in writing Arabic, applying calligraphy in QRW learning can also help students master the Qur'an reading and writing more effectively. In calligraphy learning, students will be trained to observe every detail of the letters of the Qur'an and imitate them with great precision and accuracy. This skill can help students improve their

³⁵ Dedi Musthofa, "Urgensi Pembelajaran Seni Kaligrafi Arab (Khat) Dalam Melatih Kemahiran Menulis Bahasa Arab Kelas I Di Madrasah Ibtidaiyah Sultan Agung Depok Sleman Tahun Ajaran 2012/2013" (UIN SUNAN KALIJAGA, 2014).

³⁶ Rifat Syauqi Nawawi, "Pembelajaran Baca Tulis Al-Qur'an Di SMP Islam Parung Bogor," n.d.

³⁷ Bella Dwi Pertiwi, "Peran Guru PAI Dalam Pembelajaran Baca Tulis Al-Qur'an Siswa Kelas 7 Di SMP Dharma Karya UT." (Jakarta: FITK UIN SYARIF HIDAYATULLAH JAKARTA, n.d.).

³⁸ Tati Siti Fajriyah, "Efektifitas Pembelajaran Baca Tulis Al-Qur'an (Studi Kasus Di SD Islam Al-Syukro)," 2018.

Qur'an literacy skills because they have learned how to write each letter correctly and thoroughly.³⁹

Further, applying calligraphy in QRW learning can also help improve students' understanding of the Qur'an as a sacred text. In calligraphy, every letter of the Qur'an is written beautifully and aesthetically. Hence, students will understand that the Qur'an is not only a text but also an art. Through the art of calligraphy, students can understand the values and meanings of the Qur'an more deeply and develop a sense of appreciation and love for this sacred text.⁴⁰

The second is *preventing student boredom in learning QRW*. Using calligraphy as a QRW (Read and Write the Qur'an) learning method can provide a new dimension to teaching and learning. Calligraphy is a beautiful and aesthetic writing art with a high spiritual value in the Islamic tradition. In QRW learning, calligraphy can effectively introduce Arabic letters and Qur'an reading procedures to students. In addition, involving elements of art and aesthetics in teaching can create a more exciting and fun learning atmosphere for students.⁴¹ This is important, considering that learning to read and write the Qur'an can be challenging for some children, especially those just starting.

In the QRW calligraphy learning method, students are invited to color and be creative with various Arabic letter shapes, leading to enjoyable learning activities. The coloring activities train students' creativity and imagination, help them recognize and memorize letters, and learn how to read them more easily. In addition, the activities can also be a medium to teach the discipline, patience, and thoroughness needed in studying the Qur'an. In the long run, students will feel more motivated to continue learning to read and write the Qur'an.⁴²

As a QRW learning method, calligraphy can also help develop students' pride and love for the Qur'an. As their ability to write and read the Qur'an improves, students will increasingly appreciate the beauty and values of the holy book. This will undoubtedly

³⁹ Khoiril Aini, "Pelaksanaan Kegiatan Ekstrakurikuler Kaligrafi Di Pondok Pesantren Sabilul Hasanah Kecamatan Sembawa Kabupaten Banyuasin" (UIN RADEN FATAH PALEMBANG, 2020).

⁴⁰ Muhamad Ansori, "Peningkatan Pembelajaran Baca Tulis Al-Qur'an Anak Usia Dini Di Era 5.0 Bagi Guru TK PGRI II Jember," *Al-Ijtima': Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2022): 32–56.

⁴¹ Jenal Abidin et al., "Implementasi Program Baca Tulis Qur'an Melalui Metode Iqra Dalam Meningkatkan Kemampuan Baca Tulis Qur'an Peserta Didik Di Ra Alhamidiyah," *Edu Happiness (Jurnal Ilmiah Perkembangan Anak Usia Dini)* 2, no. 1 (2023): 59–70.

⁴² Ansori, "Peningkatan Pembelajaran Baca Tulis Al-Qur'an Anak Usia Dini Di Era 5.0 Bagi Guru TK PGRI II Jember."

strengthen their relationship with the Qur'an and deepen their understanding of the teachings of Islam. Thus, the QRW calligraphy learning method can be a practical holistic approach to helping students develop Qur'anic literacy skills while fostering a sense of love and respect for the holy book.⁴³

The third is *training students' independence*. QRW learning that teaches calligraphy is a beneficial method to help students develop independence. As the art of beautiful writing, calligraphy requires perseverance, patience, and high discipline. Students will be invited to continue practicing, planning, managing time, and doing assignments independently through this learning process. Over time, students will become familiar with this process to develop independence in various aspects of their lives.⁴⁴

In addition, mastering calligraphy techniques also help students to appreciate the creative process better. Understanding that every calligraphy work requires attention to detail and expertise in writing will foster a sense of appreciation for the process behind the final result. Students will learn that success takes time but requires consistent and persistent effort. This will encourage them to always strive hard to achieve their goals, both in academics and daily life.⁴⁵

Thus, QRW learning using calligraphy can be considered one of the effective ways to help students develop independence and independent thinking skills. Through this learning process, students will not only master calligraphy techniques but will also develop essential skills such as planning, time management, and discipline. This will undoubtedly be very useful for students in facing challenges that exist in the future, both in academic environments and personal lives.⁴⁶

In education, calligraphy in QRW (Read and Write the Qur'an) learning is often considered an effective means to develop students' creativity. This is mainly due to the opportunity to explore ways to create exciting and unique calligraphy. Calligraphy

⁴³ Prameswati, "Analisis Kemampuan Baca Tulis Al-Quran Siswa MTs Dalam Perspektif Taksonomi Bloom."

⁴⁴ Muhammad, "Upaya Peningkatan Baca Tulis Al-Quran Melalui Metode Qiroati."

⁴⁵ Musthofa, "Urgensi Pembelajaran Seni Kaligrafi Arab (Khat) Dalam Melatih Kemahiran Menulis Bahasa Arab Kelas I Di Madrasah Ibtidaiyah Sultan Agung Depok Sleman Tahun Ajaran 2012/2013."

⁴⁶ S Zaenuri and MIA Pd, "Metode Pembelajaran Tutor Sebaya (Peer Tutoring) Sebagai Metode Alternatif Dalam Pembelajaran QRW (Baca Tulis Al-Quran) Pada Kegiatan Ekstra Kurikuler Pai Di Smp Riwiyat Artikel (Vol. 2, Issue 4)," 2022.

learning allows students to understand and appreciate the beauty of art and practice their skills by combining various elements of art.⁴⁷

Calligraphy learning also encourages students to think critically and innovatively in creating works of art. This process involves choosing appropriate colors, incorporating exciting shapes, and exploring varied writing styles. In addition, students develop their artistic abilities and practice broader thinking skills, such as problem-solving, analysis, and evaluation.

Moreover, calligraphy in QRW learning can enrich students' learning experience by teaching them to appreciate nature's beauty and the art around them. Calligraphy is a visual representation of the language and values contained in the text of the Qur'an. Therefore, by learning calligraphy, students can improve their understanding of the religious and cultural values associated with the Qur'an.⁴⁸

Finally, learning calligraphy in the context of QRW helps students develop their confidence and self-esteem. As a result of creating unique and exciting calligraphy works, students will feel proud and satisfied with their achievements. This self-confidence is essential for students' development, both in academic and non-academic aspects, and will help them face future challenges. Therefore, calligraphy in QRW learning is essential in developing students' creativity, thinking skills, and self-confidence.⁴⁹

Thus, it can be concluded that Calligraphy is a beautiful writing art that has long been practiced in Islamic culture. Using calligraphy in learning to read and write the Qur'an in elementary schools can benefit students significantly. First, calligraphy can help improve students' understanding of Quranic literacy. By looking at the beautiful and proportional shapes of the letters, students will quickly understand how each letter functions in forming words and verses in the Qur'an.⁵⁰

In addition, using calligraphy in learning to read and write the Qur'an can also help prevent boredom and help train students' independence. While learning to memorize and write the Qur'an, students often experience boredom. However, by incorporating the

⁴⁷ H D Sirojuddin AR, *Seni Kaligrafi Islam* (Amzah, 2022).

⁴⁸ Nurul Hidayah Puji Lestari et al., "Urgensi Seni Rupa Kaligrafi Dalam Pendidikan Islam," *Palapa* 9, no. 1 (2021): 126–36.

⁴⁹ Siti Sopiah, "Pembelajaran Seni Kaligrafi Berbasis Eksperimen Kimia Di Sekolah Dasar Negeri 8 Kawunglarang Rancah Kabupaten Ciamis," *Tsamratul Fikri/ Jurnal Studi Islam* 15 (2020): 69–82.

⁵⁰ Abidin Et Al., "Implementasi Program Baca Tulis Qur'an Melalui Metode Iqra Dalam Meningkatkan Kemampuan Baca Tulis Qur'an Peserta Didik Di Ra Alhamidiyah."

art of calligraphy into learning, students can feel more interested and motivated to learn. Besides, students can also practice their independence in exploring different letter shapes and experimenting with calligraphy writing techniques.⁵¹

Finally, using calligraphy in learning to read and write the Qur'an can also help develop students' creativity. Each calligrapher has different characteristics and writing styles in the art of calligraphy. This allows students to explore their creativity in writing and making their own calligraphy. Thus, students can feel more involved in learning and more confident developing their writing skills.⁵²

To optimize the application of calligraphy in learning to read and write the Qur'an in elementary schools, it is necessary to integrate the curriculum, teacher training, adequate facilities and infrastructures, and periodic learning evaluations.⁵³ In this case, the curriculum should be designed by combining the art of calligraphy with learning to read and write the Qur'an. Teacher training should also be conducted to improve the teachers' skills and knowledge in using the techniques of Calligraphy in learning. In addition, providing adequate facilities such as paper, pencils, and calligraphy stationery is also essential. Periodic learning evaluations also need to be carried out to evaluate the effectiveness of this method in increasing students' understanding of Qur'an Literacy.

CONCLUSION

Implementing creativity in Quranic reading and writing (QRW) through the art of calligraphy at SDN Sleman has positively impacted the learning process and students' development. This approach enhances their Quranic reading and writing skills by fostering an appreciation for the beauty of hijaiyah letters and deepening students' understanding of calligraphy art. It provides them with the means to continuously improve their skills and rectify mistakes, indicating its potential for broader application in other schools to elevate the quality of Quranic instruction.

⁵¹ Musthofa, "Urgensi Pembelajaran Seni Kaligrafi Arab (Khat) Dalam Melatih Kemahiran Menulis Bahasa Arab Kelas I Di Madrasah Ibtidaiyah Sultan Agung Depok Sleman Tahun Ajaran 2012/2013."

⁵² Sopiah, "Pembelajaran Seni Kaligrafi Berbasis Eksperimen Kimia Di Sekolah Dasar Negeri 8 Kawunglarang Rancah Kabupaten Ciamis."

⁵³ Muhammad Fauzi and Muhammad Thohir, "Pembelajaran Kaligrafi Arab Untuk Meningkatkan Maharah Al-Kitabah," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2021): 226, doi:10.24235/ibtikar.v9i2.6554.

Involving calligraphy in Quranic reading and writing represents a breakthrough in the field. Previously under-explored, this creative approach allows students to appreciate aesthetics and beauty within Quranic education. The study implies the potential for optimizing Quranic instruction in other educational contexts by employing creative approaches like calligraphy, underscoring the need for further research to examine the efficacy of this method in various settings and among different age groups.

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