

Design and Development of Constructivist-Based Teaching Materials for Khat and Rasm to Improve Arabic Writing and Reading Skills

Desain dan Pengembangan Bahan Ajar Khat dan Rasm dengan Pendekatan Konstruktivisme untuk Meningkatkan Keterampilan Menulis dan Membaca Teks Arab

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Abstract

This research focuses on the development of integrated teaching materials to enhance Arabic reading (mahārah qira'ah) and writing (mahārah kitābah) skills through a constructivist approach that incorporates calligraphic aesthetics (khat) and writing conventions (rasm) as supporting elements within Arabic language instruction. This integration does not position khat or rasm as separate subjects but embeds them pedagogically to strengthen students' understanding of Arabic script. The study is motivated by challenges in Arabic language learning, particularly the fragmentation between theory and practice and the lack of comprehensive teaching materials. The research method employs the Research and Development (R&D) model, utilizing the ADDIE approach, with 72 students and two teachers from MA Al-Huda Gorontalo. Experts in material, language, and media have validated the study. The results demonstrate high validation scores from experts (material expert: 92%, language expert: 88%, media expert: 78%), as well as proven effectiveness in field trials, with positive responses from students (79%) and teachers (88%). A significant improvement was observed in Arabic writing (+81%) and reading (+78%) skills, as measured through pretest-post-test analysis. The study concludes that the teaching materials developed – which integrate khat and rasm within a constructivist framework – effectively enhance Arabic literacy, supported by systematic material organization and flexible classroom application. Recommendations include further development of interactive features and broader trials across different educational levels. These findings contribute significantly to the advancement of innovative and effective Arabic teaching materials.

Keywords: Arabic Calligraphy, Arabic Literacy, Constructivist Teaching Materials, Ottoman Rasm.

ملخص

تركز هذه الدراسة على تطوير مواد تعليمية متكاملة لتحسين مهارتي القراءة (مهارة القراءة) والكتابة (مهارة الكتابة) في اللغة العربية من خلال منهج بنائي يدمج بين جماليات الخط العربي (الخط) وقواعد الكتابة (الرسم). يأتي خلفية البحث من التحديات الموجودة في تعليم اللغة العربية، خاصة التجزؤ بين النظرية والتطبيق، ونقص المواد التعليمية الشاملة. استخدم البحث منهج البحث والتطوير (R&D) بنموذج ADDIE، بمشاركة ٧٢ طالبًا ومعلمين اثنين في مدرسة "الهدى" الثانوية في غرونتالو، مع التحقق من صحته من قبل خبراء في المحتوى واللغة والوسائل التعليمية. أظهرت النتائج مستويات عالية من الصحة وفقًا لتقييم الخبراء (خبير المحتوى ٩٢٪، خبير اللغة ٨٨٪، خبير الوسائل ٧٨٪)، بالإضافة إلى فعالية مثبتة في الاختبار الميداني بردود فعل إيجابية من الطلاب (٧٩٪) والمعلمين (٨٨٪). كما لوحظ تحسن كبير في مهارة الكتابة (+81٪) والقراءة (+٧٨٪) للنصوص العربية. تخلص الدراسة إلى أن دمج الخط والرسم باستخدام المنهج البنائي فعال في تحسين الإلمام باللغة العربية، مع تميزه في تنظيم العرض المرن للمحتوى. وتوصي الدراسة بتطوير ميزات تفاعلية إضافية وتوسيع نطاق التجربة إلى مستويات تعليمية مختلفة. تمثل هذه النتائج مساهمة مهمة في تطوير مواد تعليمية مبتكرة وفعالة للغة العربية.

الكلمات ا: الخط العربي، الرسم العثماني، المواد التعليمية البنائية، الإلمام باللغة العربية

Introduction

Developing foreign language skills, including Arabic, includes listening, speaking, reading, and writing skills.¹ In Arabic language learning, reading *maḥārah qirā'ah* and writing *maḥārah kitābah* skills are two productive aspects that are crucial in supporting overall language mastery.² According to Mahmud, these two skills are interrelated because reading enriches vocabulary and language structures, which are applied in writing skills.³ For this reason, effective development methods in this aspect require systematic and contextualized design of teaching materials.

¹ Hidayatul Khoiriyah, "Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah," لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya 10, no. 1 (2020): 32–44, <https://doi.org/http://dx.doi.org/10.22373/ls.v10i1.7804>.

² Mukhtar I Miolo, Chendra Makalalag, and Rabiatal Adawiyah, "Revitalisasi Bahasa Al-Qur'an: Meningkatkan Kemampuan Berbahasa Arab Di MAN 1 Kotamobagu Melalui Arabic Camp" 2, no. 2 (2024): 22–29, <https://core.ac.uk/download/pdf/622468132.pdf>.

³ Ayu Afifah Nining, "Penerapan Metode Langsung Untuk Meningkatkan Keterampilan Menulis Bahasa Arab Di Kelas Viii Mts Al-Amiriyyah Blokagungbanyuwangi Tahun Ajaran 2020/2021." (INSTITUT AGAMA ISLAM DARUSSALAM BLOKAGUNG BANYUWANGI, 2021), [https://repository.library-iaida.ac.id/id/eprint/220/1/BAB I Skrip Indonesia.pdf](https://repository.library-iaida.ac.id/id/eprint/220/1/BAB%20I%20Skrip%20Indonesia.pdf).

Learning khat *Arabic calligraphy* and rasm *Arabic lettering* is a fundamental basis for improving the ability to read and write Arabic texts.⁴ Arabic letters have a unique structure, form, and writing system that distinguishes them from other alphabetic scripts.⁵ Therefore, a deep understanding of khat and rasm improves the aesthetics of writing and the accuracy in reading Arabic texts. Al-Badrani emphasizes that mistakes in rasm and khat will result in errors in meaning in reading the text.⁶

The *Arabic language environment* shapes students' Arabic language skills. Consistent exposure to Arabic texts, whether in handwriting or reading printed texts, strengthens phonological sensitivity, improves orthographic accuracy, and enhances sentence structure in students' written production. However, preliminary observations at MA Al-Huda Gorontalo indicate that students continue to face difficulties in recognizing accurate Arabic letter forms, applying rasm rules, and producing legible handwriting, mainly due to the absence of structured materials that integrate theory with guided practice. Therefore, the design of teaching materials that support the contextual strengthening of khat and rasm is essential to address these gaps and enrich the learning environment.

Constructivist learning (constructivism) becomes an essential foundation in supporting learning effectiveness.⁷ Constructivist theory, as proposed by Vygotsky, states that students construct knowledge through active interaction with their environment.⁸ With this approach, students do not simply copy letters; instead, they are actively involved in understanding the meaning, rules, and context of writing Arabic texts.⁹ Students can develop

⁴ Mahmudi Mahmudi, Saiful Lutfi, and Nurul Hikmah, "Kemampuan Menulis Ayat Al-Qur'an Mahasiswa Pai Dalam Mata Kuliah Khat Imla'di Iain Palangka Raya," *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran* 5, no. 1 (2025): 177-86, <https://doi.org/https://doi.org/10.51878/educational.v5i1.4714>.

⁵ Muhammad Rizal Zaenulloh, Ujang Syahid, and Neng Nurul Hidayanti, "Keistimewaan Bahasa Arab Dan Tantangan Pengajarannya," *Jurnal Pendidikan Islam Dan Manajemen Ekonomi* 2, no. 1 (2024): 21-27, <https://doi.org/https://doi.org/10.62495/jpime.v2i1.11>.

⁶ Fatimatuzzahro Fatimatuzzahro and Arif al Wasim, "Kajian Rasm Al-Qur'an Dalam Manuskrip Mushaf Al-Qur'an Koleksi Masjid Asmalaqob Munfisi Dusun Siyono, Desa Bojasari, Kecamatan Kertek, Kabupaten Wonosobo," *Al-Muntaha (Jurnal Kajian Tafsir Dan Studi Islam)* 4, no. 1 (2023): 11-23, <https://ojs.unsiq.ac.id/index.php/mth/article/view/8318/3491>.

⁷ Pande Made Aditya Pramana, Ni Ketut Suarni, and I Gede Margunayasa, "Relevansi Teori Belajar Konstruktivisme Dengan Model Inkuiri Terbimbing Terhadap Hasil Belajar Siswa," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 2 (2024): 487-93, <https://doi.org/https://doi.org/10.51169/ideguru.v9i2.875>.

⁸ Siska Nerita, Azwar Ananda, and Mukhaiyar Mukhaiyar, "Pemikiran Konstruktivisme Dan Implementasinya Dalam Pembelajaran," *Jurnal Education and Development* 11, no. 2 (2023): 292-97, <https://doi.org/https://doi.org/10.37081/ed.v11i2.4634>.

⁹ Laillatul Latifah, "Strategi Pembelajaran Imla'dalam Meningkatkan Keterampilan Menulis Arab Di Pondok Pesantren Al-Huda, Jetis, Kutosari, Kebumen" (IAINU Kebumen, 2023), <https://eprints.iainu-kebumen.ac.id/id/eprint/920>.

critical and creative thinking skills in Arabic reading and writing through collaborative activities such as group discussions, writing projects, and text analysis.¹⁰

Previous studies have shown that learning media designed based on real context and interactive can improve learning outcomes. The literature has widely discussed the importance of structured and relevant teaching materials. A study by Yulaika showed that the development of visual-based teaching materials can significantly improve students' writing skills.¹¹ The study by Agustian found that using project-based teaching materials improved students' literacy skills.¹² Similarly, a survey by Melala revealed that teaching materials that pay attention to aesthetic elements, such as *khat* and writing structure, provide higher motivation for students to write correctly and beautifully.¹³ Anas' study revealed that applying the *Abjad* and *Tahsinul Kitābah* methods in learning Arabic calligraphy at the Jombang Qur'an Calligraphy School significantly improved the quality of student writing. The results show that both methods improve writing techniques and increase students' understanding of writing rules, with a measurable increase in writing ability of up to 50% compared to the previous method.¹⁴

Field findings at MA Al-Huda Gorontalo indicate that students struggle to produce accurate Arabic handwriting and often misapply rasm rules due to the absence of teaching materials that link aesthetic aspects (*khat*) with structural writing conventions. Therefore, it is necessary to develop teaching materials that combine the two in a systematic and measurable learning sequence. This approach aims to overcome the fragmentation of learning between the aesthetic aspects of *khat* and the rule aspects of *rasm*, so that students can learn to write and read Arabic texts more thoroughly. In this teaching material, the principles of stages *tadarruj*, continuity

¹⁰ Muhammad Tareh Aziz, Laili Mas Ulliyah Hasan, and Muhammad Rido'i, "Analisis Kurikulum Bahasa Arab Berbasis 4C (Critical Thinking, Communication, Collaboration, Creativity) Untuk Pengembangan Kompetensi Abad 21 Pada Siswa," *DAARUS TSAQOFAH Jurnal Pendidikan Pascasarjana Universitas Qomaruddin* 2, no. 1 (2024): 216-22, <https://doi.org/https://doi.org/10.62740/jppuq.v2i1.258>.

¹¹ Nina Fitriya Yulaika, Harti Harti, and Norida Canda Sakti, "Pengembangan Bahan Ajar Elektronik Berbasis Flip Book Untuk Meningkatkan Hasil Belajar Peserta Didik," *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan* 4, no. 1 (2020): 67-76, <https://doi.org/https://doi.org/10.26740/jpeka.v4n1.p67-76>.

¹² Andy Agustian and Wahyudin Sanusi, "Literature Review: Implementasi Strategi Pembelajaran Berbasis Proyek (PBL) Dalam Konteks Siswa Abad Ke-21," *AL-IBANAH* 9, no. 1 (2024): 45-56, <https://doi.org/https://doi.org/10.54801/ibanah.v9i1.253>.

¹³ Teguh Karya Melala, "Kemampuan Mahasiswa Pai Dalam Menulis Arab Pada Mata Kuliah Al-Kitabah Di FTK Uin-Ar-Raniry" (Fakultas Tarbiyah dan Keguruan, 2024), <https://repository.ar-raniry.ac.id/id/eprint/37868>.

¹⁴ Muhammad Choirul Anas, "Aplikasi Metode Abjadun Dan Tahsinul Kitābah Dalam Pembelajaran Kaligrafi Arab: Studi Kasus Di Sekolah Kaligrafi Al-Qur'an PP. Mambaul Maarif Denanyar Jombang," in *Indonesian Proceedings and Annual Conference of Islamic Education (IPACIE)*, vol. 1, 2022, 213-24, <https://prosiding.uit-lirboyo.ac.id/index.php/psnp/article/download/78/22>.

istimrariyah, and integration *takamuliyah* will be the primary foundation, in line with the theory of constructivism, which emphasizes the active role of learners in building their knowledge. Thus, students can produce Arabic writing that is both aesthetically pleasing and accurate in terms of structure and adherence to writing rules.

This study aims to design and develop teaching materials for khat and rasm that consider both theoretical aspects and practical needs in the field of education. The resulting teaching materials aim to improve students' accuracy in applying rasm rules, enhance the legibility and aesthetics of their Arabic handwriting, and strengthen their ability to recognize and read Arabic script—each of which is measured through expert validation and pretest–post-test performance assessments. In addition, this teaching material is also designed to be flexible for use in both face-to-face and online learning, adopting modern instructional design principles such as ease of access, active involvement, and orientation to learning outcomes. This teaching material is developed to address recurring problems identified in the field, including students' difficulty in producing accurate Arabic letter forms, inconsistent application of rasm rules, and the absence of structured resources that connect writing aesthetics with writing conventions.

Based on the description above, the problem formulations in this study include: how to design systematic khat and rasm teaching materials to improve the skills of writing and reading Arabic text; how to develop practical and applicable khat and rasm teaching materials in Arabic language learning; and how much is the effectiveness of the developed khat and rasm teaching materials on improving students' Arabic text writing and reading skills. The formulation of this problem serves as the basis for preparing research steps, ensuring that the set objectives can be achieved optimally.

The objectives of this research are to design khat and rasm teaching materials systematically to support students' Arabic literacy skills, to develop innovative, interesting, and user-friendly khat and rasm teaching materials in Arabic language learning, and to test the effectiveness of the developed teaching materials in improving students' Arabic text writing and reading skills. With these objectives, the research is expected to produce teaching material products that can be widely implemented in various educational institutions.

This research method employs the Research and Development (R&D) approach, utilizing the ADDIE development model (Analyze, Design, Develop, Implement, Evaluate).¹⁵ The analysis stage involves examining the needs of students and teachers regarding the Khat

¹⁵ Judijanto, Loso, et al. *Metodologi Research and Development: Teori dan Penerapan Metodologi R&D*. PT. Sonpedia Publishing Indonesia, 2024.

and Rasm material. The design stage involves creating prototype teaching materials based on the analysis results. At the development stage, teaching materials are validated by material experts, linguists, and media experts. At the implementation stage, the product was tested on all class X students at MA Al-Huda Gorontalo City, totaling 72 students. Finally, the Evaluate stage was conducted to revise the product based on the trial results.¹⁶



Figure 1. ADDIE Process

In the development process, the product was validated by three experts: material experts, Arabic language experts, and learning media experts.¹⁷ Validation aims to assess the feasibility of the product across several key aspects, including content suitability, language, design, and ease of use. The rating scale uses the following criteria:¹⁸

Table 1. Rating Scale

Scoring Range	Category	Information
76-100%	Strongly Recommended (SR)	No revision required
51-75%	Recommended (R)	Minor revisions required
26-50%	Acceptable (A)	Moderate revisions required
0-25%	Not Recommended (NR)	Major revisions required

In addition to expert validation, the product's effectiveness was tested through a limited trial in the classroom. The effectiveness of the teaching materials was measured using pretests and post-tests of Arabic text writing and reading skills.¹⁹ The data were analyzed

¹⁶ Siti Rohaeni, "Pengembangan Sistem Pembelajaran Dalam Implementasi Kurikulum 2013 Menggunakan Model ADDIE Pada Anak Usia Dini," *Instruksional* 1, no. 2 (2020): 122-30, <https://doi.org/https://doi.org/10.24853/instruksional.1.2.122-130>.

¹⁷ Mustafa Mustafa, Nur Alisa, and Andi Arif Pamessangi, "Pengembangan Media Interaktif Digital Bahasa Arab Dengan Media Smart Apps Creator Kelas X Di SMA Negeri 7 Luwu Timur," *Jurnal Sinestesia* 13, no. 1 (2023): 252-60, <https://sinestesia.pustaka.my.id/journal/article/view/319>.

¹⁸ Yudha Irhasyuarna and Ratna Yulinda, "Pengembangan Media Pembelajaran Interaktif Menggunakan Ispring Suite 10 Pada Materi Reproduksi Tumbuhan Untuk Mengukur Hasil Belajar," *Jupeis: Jurnal Pendidikan Dan Ilmu Sosial* 1, no. 3 (2022): 6-16, <https://doi.org/https://doi.org/10.55784/jupeis.Vol1.Iss3.68>.

¹⁹ Imroatul Muthoharoh and Munirul Abidin, "Efektivitas Penggunaan Media Quizlet Dalam Meningkatkan Kosakata Bahasa Arab Pada Siswa SMP Plus Alfatimah Bojonegoro," *لساننا (Lisanuna): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 13, no. 1 (2023): 99-113, <http://repository.uin-malang.ac.id/15719/>.

using a difference test (t-test) to see the significance of the improvement in students' abilities.

The following criteria measure product effectiveness:²⁰

Table 2. Effectiveness Scale²¹

Percentage Range	Category	Description
81-100%	Highly Effective	Highly significant increase
61-80%	Effective	Significant increase
41-60%	Moderately Effective	Moderate increase
21-40%	Less Effective	Slight increase
0-20%	Ineffective	No increase

Overall, these Khat and Rasm teaching materials are designed not only to meet the basic needs of learning Arabic writing but also to shape students into skilled, systematic, and appreciative writers and readers of Arabic texts. This research is expected to make a significant contribution to the development of Arabic teaching materials at the upper secondary level, which can be applied more widely across various levels of education.

Results and Discussion

1. Analysis

At the analysis stage, researchers found that students' Arabic language skills, particularly in reading *maḥārah qirā'ah* and writing *maḥārah kitābah*, remained relatively low. The main problem stems from the lack of an in-depth understanding of khat *Arabic calligraphy* and rasm *Arabic lettering*. These two aspects are essential because errors in the form of letters and their writing can lead to the wrong meaning when reading Arabic texts. In addition, an unsupportive learning environment, such as the lack of Arabic texts around students and passive memorization and copying methods, is a factor that causes low Arabic literacy skills. The observations and literature review results also demonstrate the need for learning that emphasizes students' active involvement in understanding language structures, rather than merely imitating them. Therefore, teaching materials that are systematically designed, contextualized, and aligned with constructivist learning approaches are needed to improve these skills sustainably.

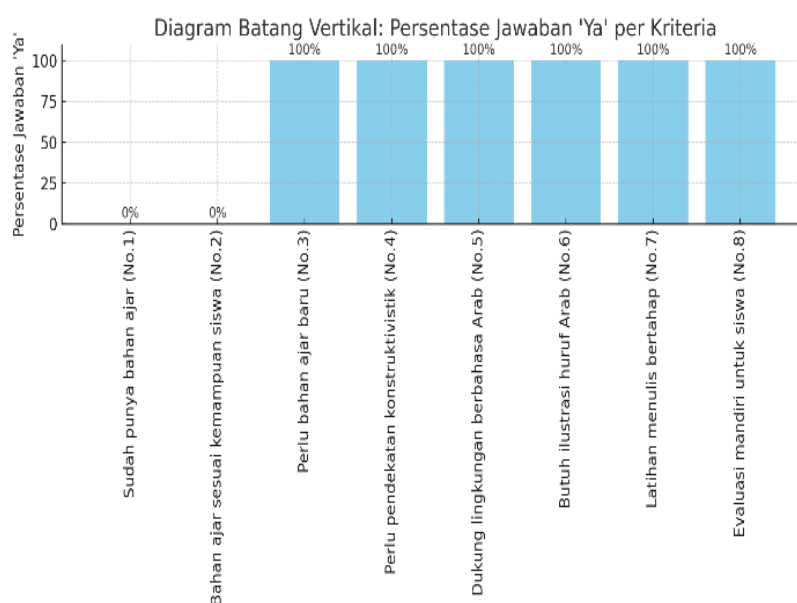
²⁰ Firda Nur Fadillah, "Pengembangan Modul (Materi Ajar) Fiqih Berbasis Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kritis Peserta Didik Kelas VIII Sekolah Menengah Pertama" (Jakarta: FITK UIN Syarif Hidayatullah Jakarta, n.d.), <https://repository.uinjkt.ac.id/dspace/handle/123456789/85213>.

²¹ Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Table 4. Results of the Teacher Needs Analysis Instrument

No	Criteria	Answer "Yes"
1	Does the school already provide teaching materials on khat and rasm?	0
2	Are the teaching materials currently used in accordance with the students' abilities and learning needs?	0
3	Is there a need to develop new teaching materials on Arabic reading and writing?	2
4	Do you need teaching materials based on a constructivist approach?	2
5	Should the teaching materials support the Arabic-speaking environment in the classroom?	2
6	Do you need teaching materials that include illustrations of Arabic letters as examples?	2
7	Do you need teaching materials that provide step-by-step writing exercises?	2
8	Do you want teaching materials that have self-evaluation for students?	2

Figure 2. Diagram of Teacher Needs Analysis Results

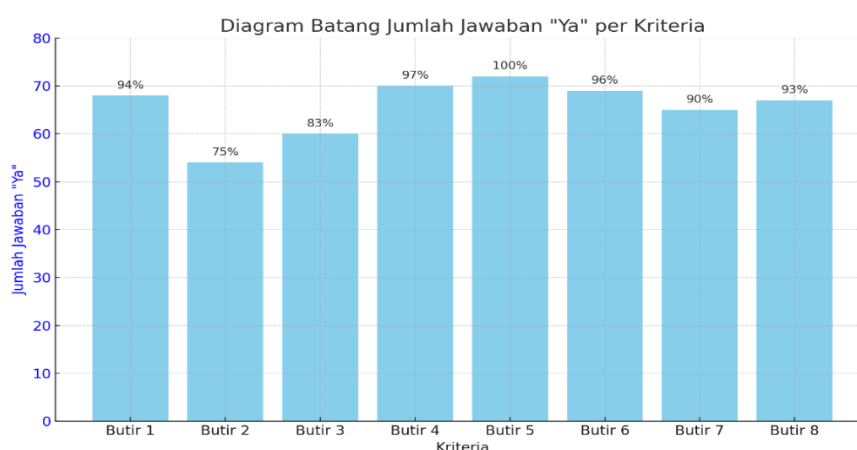


The instruments given to two teachers indicate that the current teaching materials are not aligned with students' abilities and are less effective in helping them learn to read and write Arabic letters. Both suggested the development of relevant new teaching materials, based on a constructivist approach, that support an Arabic language environment and are equipped with illustrations of letters, gradual exercises, and self-evaluation. These findings indicate the need for teaching materials that are systematic, aesthetically pleasing, and focused on Arabic productive skills.

Table 4. Results of the Student Needs Analysis Instrument

No	Criterion	Answer "Yes" from 72 Students
1	Have you learned to write Arabic letters before?	68
2	Do you find it challenging to read Arabic letters?	54
3	Do you find it challenging to write Arabic letters?	60
4	Do you want to use new teaching materials to learn Arabic writing?	70
5	Do you want to learn more about writing practice?	72
6	Do you want to learn with teaching materials with many pictures?	69
7	Would you like to participate in a group assignment to learn to read and write the Arabic language?	65
8	Do you want teaching materials that contain game questions or challenges?	67

Figure 3. Diagram of Student Needs Analysis Results



An analysis of 72 Madrasah Ibtidaiyah students revealed that although 94% had learned Arabic, 75% still struggled with reading, and 83% had difficulty writing Arabic letters correctly. As many as 97% of the students stated that they needed *new teaching materials specifically for khat and rasm* that are more attractive, easy to understand, provide abundant writing exercises, include letter illustrations, group activities, and adopt a game-based learning model. This data confirms the urgent need for interactive and enjoyable khat and rasm teaching materials to help students gradually overcome their difficulties.

2. Design

Based on the needs that have been analyzed, teaching materials are designed to address the problems students and teachers face. Although khat and rasm are not part of the formal curriculum, the development of this material is based on the functional needs of students who must master correct Arabic writing for reading classical texts,

understanding religious materials, and improving handwriting accuracy. Therefore, the content refers to widely accepted standards of Arabic calligraphy (khat) and orthographic rules (rasm) used in Islamic educational institutions. In this context, khat is understood as the aesthetic form and style of Arabic writing – such as the balance of strokes, proportions, and letter beauty – while rasm refers to the structural rules of writing, including letter connections, placement, ligatures, and compliance with Arabic orthographic conventions. These two concepts are integrated so that students learn not only the beauty of writing but also the correctness of the script according to linguistic rules.

The design of this teaching material involves preparing the material in stages, starting with the introduction of basic concepts of khat and rasm, followed by practicing reading Arabic letters and words according to the writing rules, and culminating in a final project that involves writing simple Arabic texts. In addition, this teaching material incorporates collaborative learning elements, such as group discussions and analysis of writing errors, allowing students to learn from mistakes and improve their understanding constructively. This design approach is based on Vygotsky's theory of constructivism, which emphasizes the importance of social interaction and active involvement in learning. With this design, students are not only asked to copy the writing but also invited to understand the meaning and rules of the texts they read and write, making the learning process more meaningful and profound.

Table 5. Design Stage Findings

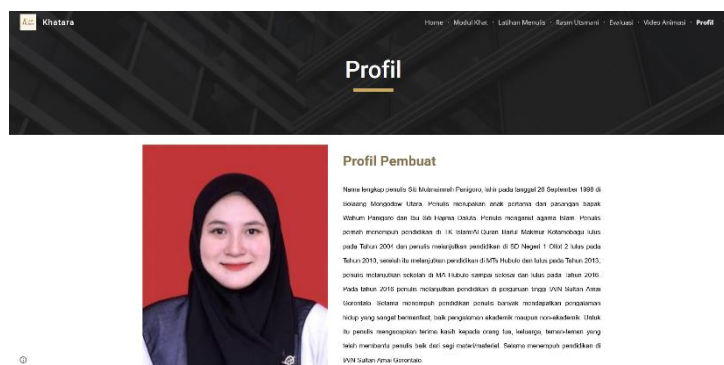
Design Aspects	Findings
Drafting Strategy	Step-by-step material: basic theory of khat and rasm, reading-writing exercises, text projects, and group discussions.
Learning Approach	Constructivist-based: students actively explore, discuss, and build understanding.
Competency Targets	Read and write Arabic texts accurately and aesthetically based on the rules of khat and rasm.

3. Development

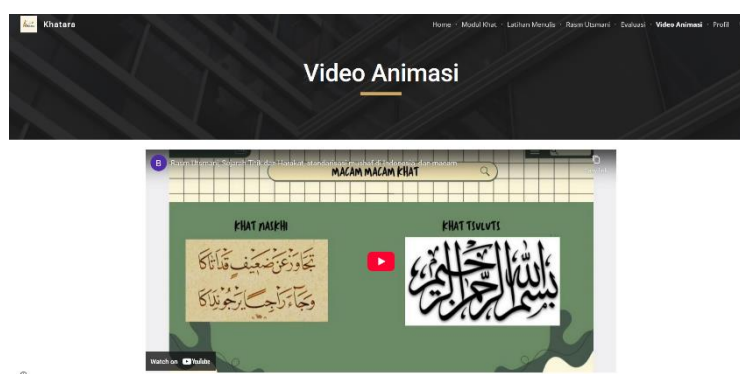
The development stage involves arranging teaching materials into printed modules and interactive worksheets that teachers and students can use. During this development process, the researcher ensures that the material's content is arranged clearly and understandably for students at the Madrasah Aliyah level. The material is supplemented with visual examples, including illustrations of Arabic letter shapes, writing words and sentences, and various exercises. In this stage of development, the researcher has created various components that support the skills of writing and systematic reading of Arabic

texts. The following are the key elements of the teaching materials that have been developed:

Creator Profile: This page introduces the author of the teaching material, explaining the relevant background and experience in teaching khat and rasm.



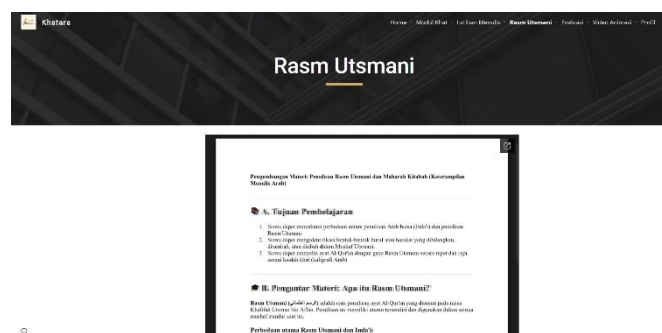
Animated Videos: The researcher provides animated videos that explain the different types of *khat*, helping students understand writing techniques in an engaging and interactive manner. Although these videos are not embedded in the printed teaching materials, they are made accessible through the Google Sites platform, which serves as a digital companion to the printed module. Students can watch the videos directly on Google Sites, where the YouTube links play automatically without the need for barcodes.



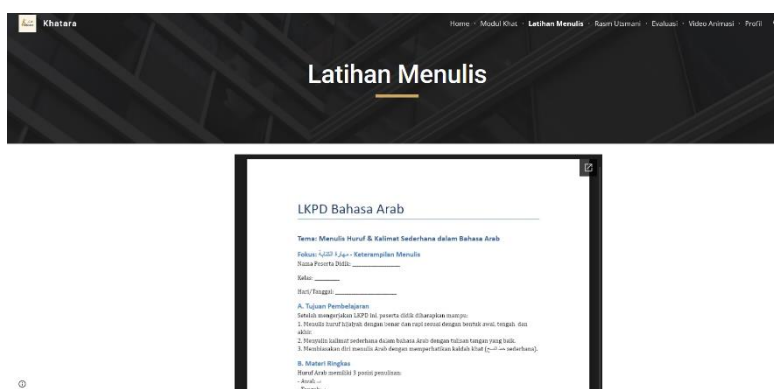
Evaluation: Researchers have developed an evaluation form to assess students' writing abilities in class. It aims to provide constructive feedback and aid in continuous improvement.



Ottoman Rasm Material: This material provides an introduction to the basics of Ottoman rasm, including learning objectives and an overview of the material. It aims to provide an in-depth understanding of Arabic text writing.



Writing and Reading Exercises: This writing practice document is designed to help students practice writing in Arabic, with various challenging and engaging themes.



Khat Module: This module explains how to write Arabic letters correctly using the khat technique. It is designed to make it easier for students to understand and practice khat.



Intuitive Navigation: The easy-to-navigate display structure ensures students can access teaching materials quickly and efficiently.



To improve the quality of teaching materials, a validity test was conducted involving experts in Arabic and educational media. Expert input is used to revise aspects of content, language, presentation, and aesthetics.

Table 6. Media Expert Validation Instrument

No	Criterion	Value (P)
1	The layout of the teaching materials is arranged neatly and proportionally.	80%
2	The display design of teaching materials is attractive and according to the characteristics of students.	60%
3	The choice of colors in teaching materials supports reading comfort.	60%
4	The illustrations/images used are relevant and support the content of the material.	80%
5	The typeface and font size are easy to read.	100%
6	The format of the presentation, including the layout between pages, is consistent.	80%
7	Navigation (if digital teaching materials are used) is easy to use.	100%
8	Tables, graphs, or icons are presented clearly and without confusion.	60%
9	The quality of the media supports the effectiveness of learning.	80%
10	Media presentation helps increase students' motivation to learn.	80%
Total		78%

Respond	Acquisition Score (f)	Maximum Score (N)	P	Category
JRH	39	50	78%	Highly Worth It

The media validator in this study was a lecturer from IAIN Sultan Amai Gorontalo, identified by the initials *JRH*. JRH is a university lecturer specializing in educational media development, instructional design, and digital learning resources. With academic experience in evaluating learning media and developing multimedia-based teaching materials, JRH is considered competent to assess the quality, feasibility, and effectiveness of the developed teaching materials.

His expertise ensures that the media used in this study have been reviewed by a professional with relevant qualifications, so the validation results can be considered academically credible and aligned with media design standards.

The teaching materials obtained an average score of 78%, indicating a good overall quality. The most powerful aspects are the readability of the letters and the ease of digital navigation (100% value), which indicates that the teaching materials are easy to access and use comfortably. However, some visual aspects, such as display design, color selection, and table/graph presentation, are still weak (60% value). This suggests that the appearance of teaching materials is less appealing and can impact students' interest and understanding. It is recommended that improvements focus on aesthetic elements and visual clarity, making teaching materials more effective and attractive.

Table 7. Linguist Validation Instrument

No	Criterion	Nilai (P)
1	The Arabic language used is according to the rules of nahwu and sharaf.	100%
2	Sentences in Arabic texts are arranged clearly and communicatively.	80%
3	The Arabic-to-Indonesian text translation is easy to understand.	80%
4	The Arabic terms used are consistent and precise.	100%
5	The use of punctuation and harping is accurate and consistent.	80%
6	No spelling errors were found in the Arabic and Indonesian texts.	80%
7	Linguistic rules use the Indonesian language.	80%
8	There is a balance between the use of Arabic and explanations in Indonesian.	100%
9	The terms "khat" and "rasm" are appropriate in this context.	100%
10	The language used is according to the student's level of cognitive development.	80%
Total		88%

Respond	Acquisition Score (f)	Maximum Score (N)	P	Category
H	44	50	88%	Highly Worth It

The linguist validator in this study was H, a lecturer at the *State Institute for Islamic Studies (IAIN) Sultan Amai Gorontalo*. H specializes in Arabic linguistics, particularly *nahwu*, *sharaf*, and Arabic lexicography. With extensive teaching experience in Arabic grammar and language structure, H is academically qualified to assess the linguistic accuracy, clarity, and consistency of the teaching materials. Therefore, the validation process is ensured to be carried out by an expert in the relevant field, strengthening the credibility and reliability of the linguistic evaluation results.

This teaching material received an average score of 88%, which shows good quality in the linguistic aspect. The main strengths of Arabic are the rules of nahwu-sharaf, consistency of terms, punctuation accuracy, and balance between Arabic and explanations in Indonesian (100% value). Meanwhile, aspects that can still be improved (80% score) include sentence clarity, ease of translation, spelling, and language conformity with language rules and students' cognitive level. Overall, the teaching materials are very suitable for use; however, they still require minor revisions to make them more communicative and easier for students to understand.

Table 8. Material Expert Validation Instrument

No	Criterion	Value (P)
1	The material follows the learning objectives of Arabic reading and writing skills.	100%
2	The material is arranged systematically and logically.	80%
3	The material reflects the principles of true khat and rasm.	100%
4	The material's difficulty level is according to the students' ability.	80%
5	The material encourages students to write and read Arabic texts actively.	100%
6	There are relevant exercises to improve students' skills.	100%
7	The material is applicable in the context of daily learning.	80%
8	The presentation of the material is tailored to the curriculum's needs.	80%
9	The material does not contain any elements of bias or misconceptions.	100%
10	The material can form continuous skills in khat and rasm learning.	100%
Total		92%

Respond	Acquisition Score (f)	Maximum Score (N)	P	Category
D	46	50	92%	Highly Worth It

To ensure that professionals with relevant expertise evaluated the teaching materials, the material validator was a lecturer from IAIN Sultan Amai Gorontalo with the initials D. The validator specializes in Arabic Education and has extensive experience in teaching Arabic reading and writing skills, including khat and rasm. With academic competence and practical experience in developing Arabic learning materials, this validator is considered qualified to assess the accuracy, relevance, and pedagogical suitability of the content. Therefore, the validation process is assured to be conducted by an expert in the field, strengthening the credibility and reliability of the material evaluation.

The teaching materials showed excellent quality with an average score of 92%. Prominent aspects (100% score) include the suitability of the material for learning to read and write Arabic, the accuracy of the principles of khat and rasm, and exercises that are relevant and applicable. Additionally, the material is also considered to foster sustainable skills and

does not contain misconceptions. However, there is still room for improvement in the aspects of systematic preparation, the level of difficulty of the material, application in daily contexts, and adjustments to the curriculum (each with a value of 80%). Overall, the material is very usable and needs some refinement to make it more optimal.

4. Implementation

After the teaching materials are declared valid, the implementation stage is carried out in the Madrasah Aliyah classroom environment by involving teachers and students directly. Teachers are provided with training on how to utilize teaching materials based on a constructivist approach, ensuring that the learning process is not one-way but encourages active student participation. During the implementation process, students are encouraged to explore Arabic letters more deeply, in terms of their form, function, and the context in which they are used. Learning activities include exploration of Arabic texts, writing exercises, reading together, and reflection on mistakes in writing and reading. Students seemed enthusiastic about participating in the activity because the presentation of the material was more interesting and easier to understand. Teachers also feel the convenience of managing classes and providing activity-based assessments and student writing products.

Researchers also implement products that are developed and validated by experts. The field test researcher included two Arabic subject teachers and 72 students. This implementation stage aims to review the responses of teachers and students to the developed teaching materials. The results of the students' responses are as follows:

Table 9. Student Response Results

No	Criterion	Value (P)
1	The appearance of the teaching materials is interesting and makes me enthusiastic about learning.	79%
2	The material presented in the teaching materials is easy to understand.	80%
3	Using this teaching material improved my ability to write Arabic letters.	81%
4	Using this teaching material improved my ability to read Arabic texts.	78%
5	The exercises provided helped me better understand the material.	75%
6	I am interested in learning about khat and rasm after using these teaching materials.	78%
7	The explanations in the teaching materials are clear and within my understanding.	80%
8	I can easily access and use this Google Sites-based teaching material.	81%
9	I found it helpful to have pictures, examples, and videos in this teaching material.	79%
10	I want teaching materials like this to be used in other learning.	81%
Total		79%

Respond	Acquisition Score (f)	Maximum Score (N)	P	Category
72 Students	40	50	79%	Highly Effective

Based on the evaluation of 72 student respondents on 10 assessment indicators of teaching materials, an average score of 79% or equivalent to the category of "Very Effective," was obtained. In general, teaching materials are considered attractive, easy to understand, and effective in improving students' ability to write and read Arabic letters. The highest score (81%) was found in the indicators of ease of access, improvement of writing skills, and students' desire to use similar teaching materials in other lessons. Meanwhile, the lowest score (75%) was observed in the indicators of the exercise's effectiveness in enhancing understanding of the material, indicating room for improvement in this aspect. Overall, this teaching material supports the learning process and has received positive responses from most students.

Table 10. Student Response Results

No	Criterion	Value (P)
1	This teaching material features an attractive visual design and is tailored to the students' characteristics.	90%
2	The structure of the material in this teaching resource is systematic and easy to use.	90%
3	The content of the teaching materials is based on learning outcomes and basic competencies.	100%
4	This teaching material supports the improvement of students' Arabic writing skills.	80%
5	This teaching material helps students improve their ability to read Arabic texts systematically.	90%
6	Interactive or multimedia features (if any) in teaching materials help facilitate learning.	70%
7	It helped me deliver the Khat and Rasm material using this teaching material.	100%
8	These teaching materials can be used flexibly in learning activities.	80%
9	Students show good enthusiasm and engagement when using these teaching materials.	80%
10	I recommend this teaching material for other teachers who teach similar material.	100%
Total		88%

Respond	Acquisition Score (f)	Maximum Score (N)	P	Category
2 Teacher	88	100	88%	Highly Effective

Based on the evaluation of the teaching materials, an average score of 88% was achieved, categorized as "Very Effective". The highest score of 100% was given for content

suitability in relation to learning outcomes, ease of delivering Khat and Rasm materials, and recommendations for use by other teachers, indicating that these teaching materials are relevant and applicable in the classroom. Attractive visuals, a systematic presentation structure, and the ability to improve reading skills also receive high scores (90%), indicating a good quality of material presentation. However, interactive or multimedia features scored the lowest (70%), suggesting that this aspect still needs improvement to maximize the learning experience further. Overall, teachers consider this teaching material to be beneficial and suitable for use in learning activities.

5. Evaluation

The evaluation stage in the ADDIE model is conducted to assess the effectiveness of teaching materials in enhancing students' reading (*mahārah qira'ah*) and writing skills (*mahārah kitābah*). This evaluation includes two aspects: formative evaluation, which focuses on developing teaching materials, and summative evaluation, which assesses the results of implementation in the field.

Formative evaluation is conducted through validation by experts in media, language, and materials. The results of validation by media experts (78%) show that the teaching materials have intuitive navigation (100%) and easy-to-read text (100%). However, the visual design (60%) and the presentation of tables/graphs (60%) still need improvement to make them more attractive. Meanwhile, linguists scored 88%, which was advantageous in using Arabic by the rules of *nahwu-sharaf* (100%) and the balance of Arabic-Indonesian (100%). However, it is necessary to simplify sentences to facilitate student understanding. Subject matter experts gave the highest rating (92%) because the teaching materials met the learning objectives (100%) and provided relevant exercises (100%). However, the systematics of preparation (80%) and curriculum adjustments (80%) still need improvement.

A summative evaluation was conducted after implementation to assess the impact of the teaching materials on learning. Student responses (79%) indicated that teaching materials are easily accessible (81%) and effective in improving writing skills (81%), although the variety of exercises (75%) needs to be enriched. Teachers gave a higher rating (88%) by highlighting the suitability of the teaching materials in relation to the curriculum (100%) and their ease of use in teaching (100%). However, interactive features (70%) still need development to increase student engagement.

Based on the evaluation results, it can be concluded that this teaching material has met the eligibility and effectiveness criteria. However, improvements are needed in terms

of visual design, variety of exercises, and interactive features. Revising these shortcomings will make teaching materials more optimal in supporting the future learning of mahārah qira'ah and kitābah.

Table 11. Test Description

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	72	0	72	35.86	21.333
PostTest	72	37	100	75.78	21.181
Valid N (listwise)	72				

The results of the descriptive analysis showed that 72 respondents participated in both the pretest and post-test. In the pretest, the lowest score was zero and the highest was 72, with an average of 35.86 and a standard deviation of 21.333. After the intervention, the post-test score increased significantly, with a minimum score of 37, a maximum score of 100, and an average of 75.78, accompanied by a standard deviation of 21.181.

Table 12. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti	df	Sig.	Statistic	df	Sig.
	c					
PreTest	.067	72	.200*	.953	72	.009
PostTest	.126	72	.006	.895	72	.000
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the normality tests carried out using two methods, namely the Kolmogorov-Smirnov and Shapiro-Wilk tests, varied results were obtained. For the pretest data, the significance value from the Kolmogorov-Smirnov test was 0.200 (exceeding 0.05), indicating a normal distribution. In contrast, the significance value from the Shapiro-Wilk test was 0.009 (below 0.05), indicating a statistically significant abnormality. Meanwhile, for the post-test data, both Kolmogorov-Smirnov (sig. = 0.006) and Shapiro-Wilk (sig. = 0.000) showed values below 0.05, so the post-test data were not normally distributed according to the two tests.

Table 13. Sample T Tests

Test Statistics	
	PostTest - PreTest
Z	-7.388 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Therefore, the Wilcoxon Signed-Rank Test tests the significance of the difference between pretest and post-test scores. The test results showed a Z-value of -7.388 with a significance level of 0.000 (Asymp. Sig. 2-tailed), which is below 0.05. This demonstrates a significant difference between the pretest and post-test, indicating that the intervention has a substantial impact on participant outcomes. A negative Z-value indicates that most post-test scores are higher than pretest scores, confirming improved performance after treatment.

Discussion

This study provides conclusive evidence of the effectiveness of khat and rasm teaching materials, based on a constructivist approach, in enhancing students' Arabic literacy, with a success rate of 79% as determined by student evaluations. These findings confirm the results of Yulaika's (2022) research on the effectiveness of *visual media approaches*, and they extend those findings by presenting a comprehensive integration between the aesthetic aspects of calligraphy and the structural rules of writing, which have traditionally been separated in conventional learning. *The main advantage of this teaching material lies in its constructivist features, which address three fundamental problems:* (1) the dichotomy between theoretical and practical learning, (2) the lack of an authentic language environment, and (3) the dominance of memorization-based methods that do not actively involve students.

The constructivist approach in this material is manifested through guided discovery tasks, collaborative group activities, error-analysis exercises, and step-by-step scaffolding, allowing students to construct meaning and understanding actively rather than merely copying letter forms.

Validation by experts, reaching 88–92%, and positive teacher responses (88%), indicate that this teaching material model has met high feasibility standards for broader implementation. However, the study also highlights the need for further development of interactive multimedia to enhance student engagement.

Based on these results, this study recommends expanding experimentation to other educational levels to test the adaptability of the teaching materials in more diverse learning contexts. This expanded coverage is important to ensure that the integrated khat-rasm learning model can be applied not only in madrasah aliyah but also in various educational institutions with different student characteristics. Thus, the findings of this study not only provide practical solutions for improving the quality of Arabic language learning but also open opportunities for developing other integrated learning models in language education.

Conclusion

This study answered three main problem formulations by developing teaching materials for *khat* and *rasm* based on a constructivist approach. First, the teaching materials were systematically designed by integrating the aesthetic dimension of Arabic writing (*khat*) with the structural writing rules (*rasm*) to address the common separation between the two in conventional learning. Second, the validity of the materials was strengthened through expert assessments, which ranged from 78% to 92%, as well as field test results showing that 79% of students experienced significant improvement in their ability to read and write Arabic letters. Third, the effectiveness of the materials was further supported by teacher evaluations, which yielded an average score of 88%, emphasizing the alignment of the materials with curriculum needs and their practical usability in classroom instruction.

The main findings of this study indicate that the constructivist approach—rooted in the ideas of Vygotsky and Piaget regarding active knowledge construction—was realized through learning experiences that required students to explore, analyze, and build understanding independently and collaboratively. The gradual learning sequence (*tadarruj*) does not stand alone as a constructivist method. However, it becomes constructivist when students are guided to discover patterns in *khat* strokes and *rasm* rules through progressively challenging tasks that require reflection. Likewise, collaborative activities are not the core of constructivism, but they operationalize Vygotsky's concept of the Zone of Proximal Development (ZPD), where peer interaction helps students construct meaning through social negotiation. The integration of visual elements in *khat* and project-based exercises in *rasm* also supports knowledge construction by allowing learners to connect form, meaning, and function through hands-on tasks rather than memorization. In addition, the flexibility of the materials—which can be used in both print and digital formats—makes them adaptable to various learning contexts, both within and beyond the madrasah environment.

Despite these findings, this study is limited by its trial scope, which involved only one institution, making broader generalization difficult. Future studies are recommended to replicate the implementation across multiple educational levels and diverse student populations to obtain more comprehensive evidence. Practically, the teaching materials developed in this study provide a concrete solution for integrating *khat* and *rasm*, and they may serve as a model for developing other Arabic language learning materials that require an integrated, student-centered, and constructivist orientation.

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