

## Development of Teaching Materials to Improve Asmaul Husna's Calligraphy Writing Skills based on Rainbow Scratch Note Media for TPQ Baitul Haq Students

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### Abstract

The use of technology in education has become a must in the digital age to improve the quality of learning. One of the technologies used is learning media, which acts as an intermediary between teachers and students in understanding learning material. This paper discusses the use of Rainbow Scratch Notes as a learning medium in developing Asmaul Husna's calligraphy drawing skills at TPQ Baitul Haq. The research method used is Classroom Action Research (PTK) with qualitative and quantitative approaches. The results showed an improvement in students' skills, while increasing students' interest and motivation in learning to Read and Write Quran (BTQ). This medium provides an interactive and fun learning experience, allowing students to practice writing and reciting Quran verses more effectively. This media evaluation shows a high level of satisfaction from students and teachers. Thus, Rainbow Scratch Note is effectively used as a learning medium in developing Asmaul Husna's calligraphy drawing skills, as well as increasing the overall effectiveness of BTQ learning. This is an important step in enriching religious learning methods with innovative and interactive technological approaches.

Keywords: Learning media, BTQ, Scratch Note Rainbow

### Introduction Section

In today's digital era based on technology, human resources who are skilled in utilizing and developing technology are very important. Technological advances in education allow greater access to information, thereby increasing knowledge and creating global competitiveness.(SEMBIRING, 2022) To produce superior human resources and global competence in the field of education, an educator must be able to utilize information technology as a learning medium. Learning media is a link between information and messages that seeks to educate both recipients and sources. More specifically, learning media is a technology that can be used as an intermediary between teachers and students in understanding learning material so that it is more effective and efficient.(Musfiqon, 2012)

The use of learning media is intended to improve the quality of learning in the teaching profession. The purpose of the learning process is to increase access to education and improve the quality of learning. The problem encountered during the learning process is that dominant learning is not yet interactive, and students tend to be passive because of the lack of creativity of teachers in producing learning media, because learning does not include students' real experiences. Instead of just reading the content, it would be better if the teacher can package the learning material by directly incorporating the student experience. Compiling learning materials based on local wisdom allows teachers to encourage students to respond critically to topics.(Musfiqon, 2012) Teachers can use *rainbow scratch note* media-based learning media to integrate learning resources into BTQ learning. The use of *rainbow scratch notes* can encourage students to play an active role in their education.

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Calligraphy has developed to no longer just study beautiful writing with rules, but now it has begun to be developed into the concept of fine art or art itself by paying attention to the various components of art that exist. (Putra & Sawarjuwono, 2019) According to Habibah, the development of Arabic calligraphy cannot be separated from the influence of ornaments limited by the basic standards of calligraphy writing, but can also be an expression of the artist who created it. (Habibah et al., 2021)

Sirojuddin interpreted calligraphy as the skill of writing attractively with a pen. This calligraphy art has several purposes, including not only decorating the room to make it look beautiful, but also as a medium of worship and da'wah to glorify the name of Allah SWT and a means of channeling artistic creativity. (Sirojuddin, 2014) Meanwhile, according to Aprilia, calligraphy is one form of fine art that emphasizes the beauty of the letterform so that it has an aesthetic meaning. (Aprilia et al., 2022) According to Auliya, calligraphy is a way of conveying beautiful and culturally meaningful information. (Auliya, 2019)

Based on this description, the author carries out a program of calligraphy learning activities in the classroom using a child-centered approach strategy that includes demonstration learning methods as well as drill or training methods. In this method, students are required to produce written works based on teacher demonstrations and media used *scratch note rainbow*.

*Rainbow scratch notes*, commonly known as scratch art paper, are made of sheets of paper coated in a layer of black that can be erased. This black coating usually consists of wax or removable ink. When you wipe the surface of the paper with a blunt tool such as the tip of a pencil, a special stick, or certain scratch boards, the black coating peels off and reveals the color underneath. Some types of rainbow scratch paper have a rainbow-colored coating under a black coating, resulting in a bright, contrasting image. People often use this medium to produce unique images, designs, and messages. It is a fun and interactive medium to produce works of art that do not require special painting skills. Rainbow scratch paper can also be used for various art projects, such as greeting cards, classroom decorations, and other creative activities. This task will help you develop discipline, patience, creativity, and perseverance when writing calligraphy. Another influence of calligraphy art training is to shape the character of students. (Isnaini et al., 2022)

## Research Methods

This kind of research is known as Classroom Action Research (PTK). PTK is an effort to observe the learning activities of a group of students by offering an action (treatment) that is deliberately constructed. (Mulyasa, 2020) This research organizes, implements, and evaluates the learning process using qualitative and quantitative methodologies. This research cycle has five stages, namely orientation, planning, action, observation, and reflection. Research data was collected through observation, field recording, and assignment in the form of observations and field notes.

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## Theoretical Framework

### 1. Understanding Calligraphy

In Arabic, calligraphy refers to writing, lines, baselines, and handwritten strokes. According to etymology, the word "calligraphy" comes from the Greek *Kaligraphia* or *Kaligraphos* which means "writing", so calligraphy has two meanings: writing and beauty. Calligraphy is one type of writing that uses hijaiyah letters and is painted with various techniques to achieve results that are so beautiful that they can captivate the hearts of readers and observers. (Bagus Sanjaya, 2023)

Calligraphy is a form of writing art in the form of Arabic script. Calligraphy comes from two Greek words, "*kalios*" and "*graphos*", where "*kalios*" means *beautiful* and "*graphos*" means *writing*. Thus, calligraphy is beautiful writing, and the word beautiful describes that calligraphy is not ordinary Arabic writing, but carved writing as beautiful and beautiful as possible and as attractive as possible. (Wandana, 2023)

Calligraphy is the art of writing interestingly using Arabic script. Calligraphy is a science that teaches the shape and location of the right letters, so as to produce well-organized writing. The art of calligraphy has double implications for Muslims, such as remembering verses of the Qur'an, receiving blessings from the Qur'an, adding beauty to the room, and providing nutrition for the artist. Calligraphy is a complex art form that requires unique methods and techniques. Many people believe that this is difficult to master. Therefore, in learning calligraphy requires sincerity to learn it which requires patience, perseverance, and mastery of correct writing techniques. Learning calligraphy can increase creativity in children. (Nurhasanah & Setiawan, 2023)

### 2. Understanding *Rainbow scratch notes*

*Rainbow scratch notes*, commonly known as scratch art paper, are made of sheets of paper coated in a layer of black that can be erased. This black coating usually consists of wax or removable ink. When you wipe the surface of the paper with a blunt tool such as the tip of a pencil, a special stick, or certain scratch boards, the black coating peels off and reveals the color underneath. Some types of rainbow scratch paper have a rainbow-colored coating under a black coating, resulting in a bright, contrasting image. People often use this medium to produce unique images, designs, and messages. It is a fun and interactive medium to produce works of art that do not require special painting skills. Rainbow scratch paper can also be used for various art projects, such as greeting cards, classroom decorations, and other creative activities. This task will help you develop discipline, patience, creativity, and perseverance when writing calligraphy. Another influence of calligraphy art training is to shape the character of students. (Isnaini et al., 2022)

### 3. Media Teaching Materials

Teaching materials are a collection of tools that include methods, materials, activities, and assessments to help students and teachers. Teaching materials must be tailored to the needs and characteristics of students in order to direct them to achieve the desired competencies and learning objectives. Teaching materials made by educators sequentially explain material that includes competencies or abilities obtained by students in a learning activity, has several functions, including saving educator time in the learning process, changing the role of the teacher from just teaching to being a guide. in the classroom, and make the learning process in the classroom interactive and effective. Another function is that teaching materials represent teacher efforts in achieving competency requirements and learning objectives. Teaching resources designed for online learning can introduce students to new scenarios and experiences, such as learning apps. An application is often defined as a collection of tools that

work according to the capabilities of the application. Application also refers to a program that can be utilized to execute an activity command for application users.(Lathief Dwi Putra & Nurafni, 2021)

The use of learning media is intended to improve the quality of learning in the teaching profession. The purpose of the learning process is to increase access to education and improve the quality of learning. The problem encountered during the learning process is that dominant learning is not yet interactive, and students tend to be passive because of the lack of creativity of teachers in producing learning media, because learning does not include students' real experiences. Instead of just reading the content, it would be better if the teacher can package the learning material by directly incorporating the student experience. Compiling learning materials based on local wisdom allows teachers to encourage students to respond critically to topics.(Musfiqon, 2012) Teachers can use *rainbow scratch note* media-based learning media to integrate learning resources into BTQ learning. The use of *rainbow scratch notes* can encourage students to play an active role in their education.

## Results and Discussion

Exposure to learning data is determined using the action cycle of the learning process. The presentation of data is specific to the subject of research, including planning data, learning processes, and assessment. Data on planning is a written learning preparation which is often referred to as a Learning Improvement Plan (RPP).

The data in table 1 are the number of individual completions based on pre-cycle test assessments on 16 students:

**Table 1.** Pre-Cycle Test Assessment

No.	Valuation	Individual Fitness	
		Finish	Unfinished
1	Process	14	2
2	Result	12	4
3	Rekapitulasi	12	4

The data in table 2 are the number of individual completions based on post-cycle test assessments on 16 students:

**Table 2.** Post-Cycle Test Assessment

No.	Valuation	Individual Fitness	
		Finish	Unfinished
1	Process	16	0
2	Result	14	2
3	Rekapitulasi	12	4

Exposure to learning data is determined using the action cycle of the learning process. The presentation of data is specific to the subject of research, including planning data, learning processes, and assessment. Data on planning is a written learning preparation which is often referred to as a Learning Improvement Plan (RPP). Based on the table above, we can understand the process of using Rainbow Scratch Note media as a learning medium to develop Asmaul Husna's calligraphy drawing talent, with the number of students completing learning as many as 14 people. The results showed that

12 students had completed and 4 students had not completed. Based on the statistics presented above, the recapitulation results show the benefits of using Rainbow Note Scratches learning media to improve the calligraphy drawing skills of Asmaul Husna TPQ students, with 12 students completed and 4 incomplete. This shows the completeness of learning of TPQ Baitul Haq students meeting the complete criteria.

The use of Rainbow Scratch Notes as a learning medium to improve students' ability to draw Asmaul Husna calligraphy is planned and implemented in the form of a Learning Improvement Plan (RPP). In this study, students were asked to describe Asmaul Husna's calligraphy with various interesting techniques. There are many markers to achieve. The indicators are as follows: (1) students can explain Asmaul Husna to be constructed, (2) students can explain the type of calligraphy, and (3) students can make a calligraphy artwork.

During the opening activity, researchers establish classroom settings, communicate learning objectives, and inspire students. The basic activity is separated into three stages: discovery, which focuses on the use of Rainbow Note Strokes as a means of learning to understand the concept of art, aspects of calligraphy art, and calligraphy of Asmaul Husna. The second level is elaboration, which usually helps students complete homework by providing rainbow scribbled paper. The third stage is confirmation, which focuses on concluding the student's work. The final learning activity involves helping students complete their calligraphy work.

Post-cycle assessment consists of two parts: process assessment and outcome assessment. Process assessment involves evaluating students' discipline, ethics, and inventiveness as they learn. While the assessment of the results evaluates the ideas, expressions, and aesthetics of student work.

Based on research data, an overview of the process of implementing the use of Rainbow Scratch Notes as a learning medium can be obtained to develop Asmaul Husna's calligraphy drawing skills, namely 16 students who have finished their studies and 2 students who have not finished their studies. Based on the findings, 14 students were complete, while two students were incomplete. The data above shows that the results of the recapitulation of the value of using Rainbow Note Strokes as a learning medium to develop the calligraphy drawing skills of Asmaul Husna, TPQ Baitul Haq students, totaled 12 completed students and 4 incomplete students.

Based on these findings, the authors and observers conducted collaborative reflection activities at the end of each learning session. Based on the results of the collaboration, it can be seen that the process of using Rainbow Scratch Notes as a learning medium to improve the calligraphy drawing skills of Asmaul Husna TPQ Baitul Haq students has been carried out in accordance with the steps outlined in the RPP, and in general, it has been implemented well. However, while using Rainbow Scratch Notes as a learning medium, students seem to have difficulty finding ideas to create.

Based on the findings of this reflection, it can be concluded that both the teacher's efforts as researchers and student activities during the post-test cycle were successful. Student learning outcomes have met the completeness standards set by researchers and completeness standards set in the curriculum. As a result, the use of Rainbow Scratch Notes as a learning medium to develop the calligraphy drawing skills of Asmaul Husna TPQ Baitul Haq students succeeded in reaching the post-test cycle.

## **Conclusion**

This research shows that the use of Scratch Note Rainbow learning media has been successful in improving the calligraphy drawing skills of Asmaul Husna students at TPQ Baitul Haq. By involving 16 students in Classroom Action Research (PTK), the results showed that most students had achieved the level of completeness expected in the learning.

The use of Rainbow Scratch Notes as a learning medium has a positive impact in increasing student interest and motivation in learning to Read and Write Quran (BTQ). In addition, this media also provides an interactive and fun learning experience, and allows students to practice writing and reading Quran verses more effectively.

However, the findings of collaborative reflection show that some students have difficulty coming up with ideas for creating while using Rainbow Scratch Notes. This shows that although this learning medium is effective in improving skills, adjustments and refinements are still needed in providing guidance and support to students in the creative process.

Overall, this research makes an important contribution to the development of more modern and interesting BTQ learning, as well as improving students' understanding and skills in reading and writing the Quran. Scratch Note Rainbow can be an effective alternative in BTQ learning today, opening up opportunities for the use of technology in religious education with an innovative and interactive approach. It is hoped that the results of this research can be the foundation for further development in calligraphy and BTQ learning in various educational institutions.

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