



THE ART OF TEACHING ISLAM THROUGH EXTRACURRICULAR CALLIGRAPHY ACTIVITIES AT KEDUNGWARU KIDUL 1 PUBLIC ELEMENTARY SCHOOL IN DEMAK REGENCY

Naila Farikhatun Umamah¹, Wasis Wijayanto²

¹Muria Kudus University, ²Muria Kudus University

e-mail: ¹202133255@std.umk.ac.id , ²wasis.wijayanto@umk.ac.id,

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Abstract

Calligraphy is one of the works of Islamic art that is in the spotlight of many Muslim communities. Calligraphy is the art of beautiful writing, also called Khat. It is beautiful to carve the names of Allah SWT as a form and feeling to remember His Lord more. One of the extracurricular activities that some students are interested in is calligraphy, which helps develop their interests and talents. This research analyzes students' talents through extracurricular calligraphy activities to optimize and motivate Islamic Religious Education (PAI) learning at Kedungwaru Kidul 1 Public Elementary School (SDN Kedungwaru Kidul 1). This research uses a qualitative description method. The data collection techniques used are interviews, observation, and documentation. The results of this research in extracurricular activities or additional hours for students can increase and optimize the potential of students' talents to achieve academic and non-academic achievements, and motivate them to learn PAI. Apart from that, in the development process, the role of teachers and parents is very important for students.

Keywords: *arts, teaching Islam, extracurriculars, calligraphy*

Introduction

Education is crucial in shaping humanity, attitudes, and personality into beings devoted to the motherland and the nation (Hidayatullah, 2021). Through education, whether first in the family, at school, or in the neighborhood, humans as social creatures are taught that the entire creation of this universe has a variety of knowledge that must be learned. From what is within oneself to the universe that is beyond the reach of human senses, in the end, humans can believe that everything in nature belongs to the almighty Creator (Masang, 2021).

In the learning process, formal education has a foundation bound and implemented by the rules it contains in formal and non-formal educational institutions. According to Law No. 20/2003, formal education is a structured multilevel education curriculum consisting of basic, secondary, and higher

education (Suparyo, 2005). Formal education institutions/schools have a very clear and structured level of education. Education is a learning process that is very helpful in gaining knowledge and understanding. This learning process aims to equip students with religious spiritual strength, superior ability, self-control, character, high morals, and intelligence (Surnia & Hidayat, 2023).

Formal education in schools uses two delivery models in the learning process: classroom and intracurricular and extracurricular activities. Intracurricular activities are the most important activities at school and are planned and organized according to content, subjects, and ability levels. Intracurricular activities are activities carried out to achieve learning objectives by the curriculum established by the Ministry of Education, Culture, Sports, Science, and Technology. Meanwhile, extracurricular activities occur during or outside study (Kusnadi, 2023). Extracurricular activities are activities carried out to develop certain aspects of the existing curriculum, including those related to the application of the curriculum to meet the needs of life and the environment of students. According to the opinion of (Saputri & Sa'adah, 2021), extracurricular activities are carried out by students who are not required to follow them, but for students who have certain talents, for example, the talent of writing calligraphy art.

And all elements involved in education must ensure not only the management of education but also the equity and quality of education. Educational institutions have a mission as a place for transforming students into human beings who can answer future challenges. This includes efforts not only by educational institutions, but also by families, parents, and communities. The nature of man as a creature is the most perfect created because he has been given a perfect mind by Allah SWT. With this rational mind, people always think about their own lives and the survival of their generations (Sutarto, Sari, & Anrial, 2020). In this way, humans always try to find different ways for themselves and their descendants or generations to survive, while improving the quality of life, both physical and non-physical, which occurs naturally.

This study aims to analyze the results of students' calligraphy art work further how the process of calligraphy art extracurricular activities at school has a greater and deeper contribution so that in order to improve the affective, cognitive and psychomotor domains of students have the potential that has the opportunity to be developed further. Therefore, researchers analyzed the work of students who passed the calligraphy art writing competition. The role of educators is key to fostering the development of enthusiasm in students to develop and explore their talents as a good source of potential for themselves. Extracurricular is a forum that

the school has provided for students to foster those who excel in abilities and skills in the arts.

The results of research other focuses on the results of students' work regarding calligraphy writing, which is based on the rules and criteria for writing. Some students understand color theory, legibility of letters, and how to distinguish letters that are separated and letters that cannot be separated. The line strokes in each calligraphy look sharp, but the color selection is still lacking in combining primary, secondary, and neutral colors (Yanti, Dewi, & Saputra, 2022).

Based on the formulation of the problem above, it is necessary to analyze the results of students' work when participating in competitions through extracurricular activities to determine the students' creativity ability. So, the researcher conducted a study titled "Analysis of Student Calligraphy Art Talent Potential Through Extracurricular Activities at SDN Kedungwaru Kidul 1."

Methods

This research uses qualitative descriptive research methods (Creswell, 2012). A qualitative approach is an approach that emphasizes the aspect of understanding a problem in depth, not studying it for generalization research (Bakri, 2013). This study was conducted at Kedungwaru Kidul 1 public elementary school, Karanganyar subdistrict, Demak regency. In this case, the researcher conducted a study on developing potential talents in students through extracurricular activities in elementary schools. The method used is descriptive of several previous research articles related to the development of the potential, interests, and talents of students through extracurricular activities at school. In addition to data collection techniques, researchers use interview techniques, observation, and documentation related to extracurricular activities to know the level of development of their students' potential, interests, and talents.

Result and Discussion

Self-potential is an ability that every individual has and can be developed through performance. Everyone has hidden abilities; everyone has them. Therefore, everyone and every child has the potential within themselves to develop and ultimately achieve success. According to research (Amaliyah & Rahmat, 2021). Self-potential is the basic ability that a person has that is still latent and has the opportunity to be developed if supported by participation from the environment, training, and adequate facilities (Robledo-Ardila & Roman-Calderon, 2020). Talent is a person who has the ability from birth and needs special training from an early

age, which is carried out outside and at school, to develop the talent or potential that exists in them, so that the ability can be fully explored (Mo, 2021).

The role of teachers in schools is as educators, teachers, leaders, mentors, learning processors, exemplary teachers, role models, and motivators for students with certain talents. Teachers can obtain and use information about the characteristics of learners to support the learning process. The role of teachers in developing students' talents and interests is very important in the teaching and learning process. Learners must be able to show their talents and interests. Many students today are less interested in certain subjects or extracurricular activities due to the limited role of teachers in developing students' talents and interests (Apiyani, Supriani, Kuswandi, & Arifudin, 2022).

Not only the role of teachers and educators in the process of learner development, but the role of parents is also very important in developing the potential of students, supporting decision making chosen by students themselves, developing the potential that exists in them can usually also be done at home at school or taking private lessons. In addition, learners can participate in extracurricular activities. Activities that can be followed by interested learners according to their interests, talents, hobbies, personality and creativity, and are designed to evaluate students' talents and help students demonstrate their skills systematically explore and develop the potential of learners and provide opportunities for students to develop their individuality through various activity approaches (Fikriyah, Mayasari, Arifudin, & Sabili Bandung, 2022).

Based on the results of the study, there are several discussions which include: (1) Definition of calligraphy, (2) Types of calligraphy, (3) Calligraphy as an extracurricular activity, and (4) The role of educators. A more detailed explanation of the description is as follows:

1. The Substance of Calligraphy in This Study Kedungwaru Kidul 1 Public Elementary School (SDN Kedungwaru Kidul 1)

Calligraphy (*khat*) is a means of information and one of the cultural branches with aesthetic value. As a means of information, calligraphy (*khat*) is used to convey information both past and future, as well as lafz listed in the Quran. Calligraphy or Arabic writing is the art of writing beautiful Arabic letters. The art of calligraphy originated in pre-Islamic times and continues to grow rapidly to the present day (Hasib, 2021).

Literally, calligraphy is a simplified version of calligraphy. The word was adopted from the Greek language and comes from the words kallos, meaning beauty, and graphein, meaning to write, which means script or writing (Campedelli, 2010). So it can be interpreted as writing, or the art of beautiful writing. In Arabic,

calligraphy is called *khat*, which means lines. In Arabic, calligraphy is called *khat* which means line.

According others about the art of calligraphy is beautiful letters written by hand with knowledge in the field of art. In calligraphy, the hijaiyah letters and writing rules need to be understood. In writing any hijaiyah letter that cannot be connected to the next and which hijaiyah letters are written above or below the line (Jazayeri, Michelli, & Abulhab, 2017). You should not be careless, follow the writing rules, and try to be as perfect as possible to create beautiful calligraphy art.

2. *Calligraphy as an Extracurricular Activity at Kedungwaru Kidul 1 Public Elementary School (SDN Kedungwaru Kidul 1)*

As an educational institution, a school has activities that provide opportunities for students to develop their talents, which are classified as extracurricular activities. The development of students' talents can occur at school, because schools act as educational institutions that teach general content and holistically develop students' talents and potential, or are associated with religion. One of the extracurricular activities that is also gaining popularity as a means of preserving Islamic treasures is calligraphy (Campedelli, 2010)

Calligraphy learning requires guidance and training from teachers or trainers who are proficient in the field of calligraphy (Sandi, Rapi, & Muhdy, 2018). This training is planned to develop the potential talents of students through intensive practice with calligraphy tools and certain materials. In addition, Islamic calligraphy learning activities at school also help develop learners' creativity, accuracy, perseverance, and self-confidence. These are all important values that will help to stay ahead of the needs of a rapidly evolving era and help learners acquire skills that are very important in life.

SDN Kedungwaru Kidul 1 has many extracurricular activities, including calligraphy art, where some students have the ability and talent related to this art. The school has often participated in competitions for talented students and has often won championships starting from the sub-district and provincial levels. Calligraphy art is a painting with a close relationship with God, aesthetic value, spiritual aspects, and noble values (Ni'ma, 2022).

Before carrying out calligraphy extracurricular learning activities at SDN Kedungwaru Kidul 1, all students willing to participate in calligraphy extracurricular learning are first selected. At the initial stage, announce that there are extracurricular activities for calligraphy, and collect data on the next participants in the writing skills trial stage.

Based on the results of the calligraphy ability test, students are divided into two learning groups: the beginner group and the advanced group, which already has

basic calligraphy knowledge (Fazira & S, 2023). Calligraphy learning at SDN Kedungwaru Kidul 1 usually begins with learning basic letters and then continues with the development of letter shapes by connecting letters with each other.

In addition to learning calligraphy at SDN Kedungwaru Kidul 1, you can also learn calligraphy theories such as the history, types of calligraphy, and the basic principles of creating calligraphy works. This learning usually takes place intensively and follows a solid and structured schedule. Students are expected to take part in calligraphy extracurricular learning seriously and enthusiastically, because calligraphy learning not only aims for art, but also increases students' awareness of Islamic values. Calligraphy extracurricular learning has a very useful purpose for students: (1) Educating students of various abilities, including supervision, careful consideration, and sensitivity in all matters. (2) Forming students' characters and habits such as discipline, order, cleanliness, patience, and perseverance. (3) Learners acquire proficiency and hand skills as they practice improving the quality of their writing. (4) Growing the ability to criticize and deepen the sense of art after knowing the elements of beauty in good calligraphy. (5) Gaining the pleasure of doing a good job and deepening the sense of peace in the soul when achieving some progress in practice. (6) Increasing interest in the student's soul to increase the love, attention, maintenance, and career in calligraphy.

So, extracurricular calligraphy activities are a forum for carrying out activities for students who have talent in writing Arabic letters properly, correctly, and beautifully by the rules of the *khatiiyyah* (Sandi et al., 2018). Calligraphy includes a science and also a painting art which introduces hijaiyah letters in Arabic, then arranging and assembling these hijaiyah letters by examples of the holy verses of the Qur'an into a very beautiful writing and has meaning according to its rules (Ni'ma, 2022).

From the results of observations and interviews while at the elementary school, researchers obtained information related to extracurricular activities, which are usually carried out once every two weeks, but when there are students who will be included in the calligraphy competition, extracurricular activities are held twice a week and for students who will be included in the competition are always accompanied by educators and extracurricular trainers when at school and when at home parents are given the mandate by their teachers always to be accompanied and often practice at home.

3. Creativity and Calligraphy Competition by Students of Kedungwaru Kidul 1 State Elementary School (SDN Kedungwaru Kidul 1)

Indonesia has not created a new style of calligraphy. It only uses existing calligraphy to copy and decorate Qur'anic writing. The type of khot is determined by the writing rules. Grade 5 and 6 students who participated in calligraphy writing competitions at the district and provincial levels chose to write calligraphy using two types in one work: *Diwani* and *Naskhi*. The following are the results of students who participated in the competition.



Figure 1. The work of sixth grade students

The picture above combines calligraphic writing using two types. The first type of *Diwani* calligraphy is the same writing style as other types, but at the end of the letters wau, shad, mim, lam, and ra, as a complement or cover for these letters. The second type, *Naskhi* calligraphy, has no specificity in writing other than the heads of the letters' ain and mim. The work of grade 5 students who participated in the district-level competition used the *Tsulusi* calligraphy type. Here is a picture of the work. In addition to the type of calligraphy, students are smart in choosing colors to combine with writing to look simple but have a beautiful value.



Figure 2. The work of fifth-grade students

The work of 5th-grade students is the work of calligraphy type *Tsulusi*, which is a type of calligraphy that has several specific letters that must be considered specifically in its writing; these letters include: single alif (mufrad), ain, fa, qaf, wau, and final ha (nihaa'iyah). This calligraphy artwork combines colors and decorations that are so interesting and have aesthetic elements in calligraphy art. In addition to the types used by students in participating in competition activities according to (Hasib, 2021), there are several types of calligraphy (Asdiana, Wulanda, & Jamil, 2024), namely (1) *Tsuluts*, (2) *Naskhi*, (3) *Diwani*, (4) *Faritsi*, (5) *Diwani Jali*, (6) *Kufi*, (7) *Riq'ah*, (8) *Muthaqqaq*, (9) *Raihani*, (10) *Tauqi*'.

First, *Khat Tsuluts* comes from the word *Tsluts*, which means one-third. *Khat Tsuluts* is more flexible and practical. The type can be combined with various surfaces and spaces, such as cones, rectangles, circles, squares, and ovals. During the Umayyad period, from the 7th to the 9th century, the *Tsulut* script began to develop, and the *Khat Tsulut* script did not. However, this script was useful and was used to decorate the walls of buildings in mosques.

Second, *Khat Naskhi* is one type of Arabic calligraphy writing in the Islamic world. It appeared in the 3rd century AH/10 AD. *Khat Naskhi* is derived from the verb *nasakha-yansukhu*, which means to have erased. This word is given this meaning because it has erased the *Kufi* type of *Khat*. This word also indicates that

this writing is usually used to write the Qur'an and other books, so that it becomes beautiful writing.

Thirdly, the Diwani originated from Ottoman Turkey. At first, this khat diwani was used for government needs. This Khat became popular when Constantinople was conquered by Muhammad Al-Fatih in 1453. This Khat is said to be diwani because it comes from the Arabic word diwanun, which means office. At that time, this Khat was used to write documents, official books, and for government purposes, and nowadays, diwani Khat functions as a decorative Khat.

The fourth Khat, Faritsi, Khat Farisi, also has rules for writing, namely the position tilted to the right, and does not require harakat. This Khat has a thickness in each letter, so two Khat pens are needed to write with this Khat style.

Fifth khat Diwani Jali, Khat diwani jali originated from Ottoman Turkey, which was developed from khat diwani, then worked more broadly by the famous calligrapher Syahlan Pasha, with his genius khat diwani expanded again into Khat diwani Jali. This khat diwani jali has the meaning of Jali, which means "clear"; the meaning of clear is in this Khat, which is very clearly formed of syakal (harakat).

Khat Kufi is the oldest type of Khat, and it is called Khat Kufi because it became famous in Kufa and Iraq in the 7th century. Khat Kufi is a writing style that has no dots or lines. The Kufi script is divided into tahrir (written freely) and geometrical, by prioritizing size accuracy.

The seventh Khat, Khat Riq'ah, has a technique of writing Khat rich that does not require many indentations at the ends of the letters. This Khat Riq'ah is the Khat written by the general Arab community daily. The Arab community also believes that being Khat-rich is not as difficult as being rich in other khats, such as Khat Naskhi and Tsuluts, which require special, in-depth rules.

Eighth khat Muthaqqaq, Khat muthaqqaq is a stylistic development of khat tsuluts. It was created by Ibn Bawad, the most popular calligrapher after Ibn Muqlah. The writing style is like the style of the letters of khat tsuluts, but this khat muthaqqaq writing is very faint and can only be observed by someone who is an expert in reading khat muthaqqaq writing.

Ninth khat Raihani, Khat raihani looks like khat tsuluts, but khat raihani is wider and longer and there are syakal in the letters.

The *tenth Khat Tauqi'*, the creator of this Khat Tauqi', is Yusuf al-Syajari. Tauqi' means signature, because caliphs and prime ministers often used tauqi' in signing texts.

4. *The Role of Calligraphy Teachers in Kedungwaru Kidul 1 State Elementary School (SDN Kedungwaru Kidul 1)*

Educators or teachers are responsible for students' development, also known as the second parents. Educators have a very important role for students, starting from their psychomotor development, academics, and the development of students' interests and talents. In his opinion (Ni'ma, 2022; Safadi, 1978), the role of the teacher for students includes: (1) as a facilitator, (2) as a motivator, and (3) as a communicator. In developing students' talents, teachers Kedungwaru state elementary school have a very important role as follows:

- a. Giving attention, teachers or educators are required to pay attention to each of their students so that they can find out what their students need.
- b. Cooperation between educators and parents: Teachers and parents have the same goal in educating, guiding, fostering, and leading their children into adulthood. Cooperation between parents and teachers will encourage students to always carry out their duties as students, namely studying diligently and enthusiastically, and developing their talents.
- c. Learning or practice: According to the interviewed teachers, we teachers not only teach but also provide practice to help children get used to learning. The teacher's role as a mentor helps children develop their talents through the knowledge and exercises that school teachers provide.
- d. Maintaining the stability of motivation is an impulse that can cause a certain behavior aimed at achieving a certain goal. Our teachers say motivation is the drive or impetus to perform a certain behavior. The level of individual effort and enthusiasm for the activity, and of course, the level of enthusiasm, determines the results achieved. Therefore, as teachers, we have a duty to motivate our students to develop their talents actively.
- e. According to the teachers interviewed, providing reinforcement means strengthening a response or activity by providing something that can improve the previous activity. The purpose of reinforcement to develop students' talents, among other things, is to increase students' attention and facilitate the learning process. It also creates and maintains motivation and directs students to a positive mindset.

Conclusion

Calligraphy is an art of conveying information or communication that contains aesthetic value. Kedungwaru Public Elementary School has established calligraphy as an extracurricular activity for students. This extracurricular activity accommodates the potential and talents of students. Teachers not only teach

calligraphy in extracurricular activities, but also introduce various forms of khat. Teachers at SDN Kedungwaru Kidul 1 Kidul enhance students' skills through training and participation in calligraphy writing competitions at the district and provincial levels. As a result, calligraphy has become one of the school's flagship programs. This study can be further improved by subsequent research, given the researcher's limitation to a single school as the research location. However, this study provides information that calligraphy is an art form and a skill-development activity that remains relevant to be taught to students in general schools.

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