

ABILITY TO WRITE CALLIGRAPHY ARABIC LITERATURE STUDENTS AT THE INDONESIAN MUSLIM UNIVERSITY MAKASSAR

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Abstrak

Penelitian ini berfokus pada kemampuan menulis kaligrafi Arab mahasiswa Sastra Arab Universitas Muslim Indonesia. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan menulis kaligrafi mahasiswa Sastra Arab Universitas Muslim Indonesia, dan faktor apa saja yang mempengaruhi kemampuan mahasiswa Sastra Arab Universitas Muslim Indonesia dalam menulis kaligrafi dengan naskhi khat. Populasi yang digunakan dalam penelitian ini adalah seluruh mahasiswa Sastra Arab. Sampelnya adalah mahasiswa semester 6. Penelitian ini merupakan penelitian deskriptif kualitatif, dengan menggunakan teknik pengumpulan data melalui observasi, tes, angket dan wawancara. Kesimpulan dari penelitian ini adalah kemampuan menulis kaligrafi Arab mahasiswa Sastra Arab Universitas Muslim Indonesia Makassar dikategorikan "Buruk". Dengan persentase 61, 75%. Faktor-faktor yang mempengaruhi kemampuan menulis kaligrafi siswa adalah: 1. Masih kurangnya perlengkapan mahasiswa dalam belajar kaligrafi, baik dari pihak kampus maupun dari mahasiswa itu sendiri. 2. Masih kurangnya siswa mengulang atau berlatih kaligrafi di rumah. 3. Masih banyak siswa yang kesulitan mempelajari kaligrafi karena latar belakang pendidikannya dari sekolah umum yang tidak mempelajari kaligrafi. 4. Materi kaligrafi yang diberikan kurang lengkap karena hanya mata kuliah peminatan.

Kata kunci: Kemampuan Menulis, Kaligrafi Arab, Khat Naskhi

Abstract

This study focuses on the ability to write Arabic calligraphy of Arabic literature students at the Indonesian Muslim University. The purpose of this study was to find out how students' ability to write calligraphy of Arabic literature at the Muslim University of Indonesia is, and what are the factors that influence the ability of Arabic literature students at the Indonesian Muslim University to write calligraphy in Naski script. The population used in this study were all students of Arabic literature. The sample is 6th semester students. This research is a qualitative descriptive study, using data collection techniques through observation, tests, questionnaires and interviews. The conclusion of this study is that the ability to write Arabic calligraphy for Arabic literature students

at the Indonesian Muslim University Makassar is categorized as "Poor". With a percentage of 61.75%. The factors that affect the ability of students to write calligraphy are: 1. There is still a lack of student equipment in learning calligraphy, both from the campus and from the students themselves. 2. There is still a lack of students repeating or practicing calligraphy at home. 2. There are still many students who have difficulty learning calligraphy due to their educational background from public schools who do not study calligraphy. 3. The calligraphy material provided is not optimal in full because it is only a specialization course. The factors that affect the ability of students to write calligraphy are: 1. There is still a lack of student equipment in learning calligraphy, both from the campus and from the students themselves. 2. There is still a lack of students repeating or practicing calligraphy at home. 2. There are still many students who have difficulty learning calligraphy due to their educational background from public schools who do not study calligraphy. 3. The calligraphy material provided is not optimal in full because it is only a specialization course. There are still many students who have difficulty learning calligraphy due to their educational background from public schools who do not study calligraphy. 3. The calligraphy material provided is not optimal in full because it is only a specialization course. There are still many students who have difficulty learning calligraphy due to their educational background from public schools who do not study calligraphy. 3. The calligraphy material provided is not optimal in full because it is only a specialization course.

Keywords: *Writing Ability, Arabic Calligraphy, Khat Naskhi*

INTRODUCTION

The focus of this research is the ability to write Arabic calligraphy of students. According to Nana about teaching methods, methods, social knowledge, religious knowledge and other general knowledge. 2. Affective abilities (attitudes), namely readiness and Sudjana (1991) say that abilities can be divided into three aspects, namely: 1. Cognitive abilities, namely intellectual abilities such as mastery of subjects, knowledge of student willingness to various issues related to assignments and responsibility. 3. Psychomotor abilities (attitudes), namely abilities in the form of skills or abilities of a person, such as student skills in learning, using various tools and media, drawing skills and so on. Including skills in writing Hijaiyah letters. Based on the description above, the writer concludes that the ability to write calligraphy is an ability in the psychomotor (behavior) aspect, which means a person's skills in writing hijaiyah letters using predetermined rules. As we know, the main goal of language learning is to explore and develop students' abilities to use language, both actively (oral) and passively (written). One of the skills in language is writing skill (maharah al-kitabah). Writing skills (maharah al-kitabah) can be broadly divided into three inseparable categories, namely, imla (imla), calligraphy (khat) and composing (insha'). But in this case the author will only write about calligraphy (khat).

Arabic khat or Arabic calligraphy in it is inseparable from writing the letters of the Qur'an (Arabic letters) which have been written according to the principles of calligraphy itself. So that in studying it requires seriousness and thoroughness. Basically Arabic script before Islam came, the form of writing developed mostly after the arrival of Islam in line with the development of religion so far, the names and styles are very many, but after going through a long period of time and passing through many generations, the names and styles that are developing today are eight, namely: khat kufi, naskhi, tsulatsi, diwani, diwani jail, diploma, and khat riq'ah. Based on observations made by the author of Arabic Literature Students and conducting direct interviews with Indonesian Muslim University Arabic Literature students, there are still many who do not understand the rules in writing Arabic calligraphy, and some of them cannot distinguish the types of khat. The low ability of students to write good calligraphy in accordance with the rules is influenced by many factors, including the lack of student motivation in learning calligraphy, and learning facilities or media that are less supportive (Sulaiman, Rizkariani., Muhajir., 2019).

Arabic is a language that must be learned by Muslims, because Arabic is the first language used to understand the Qur'an and Hadith, two books that are used as a guide for Muslims. The Al-Qur'an was revealed to humans in Arabic in order to learn Arabic as a means to increase faith and piety because the Al-Qur'an is a miracle and has beauty in terms of its language. Arabic has four skills that must be trained from an early age. Language skills or in Arabic are called maharah al-lughah have a systematic way of obtaining them. Usually begins with listening skills (maharah al-istima') then speaking skills (maharah al-kalam), reading skills (maharah al-qira'ah) and writing skills (maharah al-kitabah). These four skills are interrelated with each other and are closely related to the processes that underlie the acquisition of a person's language which can reflect his mindset. As we know, the main goal of language learning is to explore and develop students' abilities to use language, both actively (oral) and passively (written). One of the skills in language is writing skill (maharah al-kitabah). Writing skills (maharah al-kitabah) can be broadly divided into three inseparable categories, namely, imla (imla), calligraphy (khat) and composing (insha'). But in this case the author will only write about calligraphy (khat).

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Learning to write Arabic calligraphy, especially in Islamic educational institutions at the university level, is an important lesson because khat is an art inherited from Islam. Through this art, the soft and beautiful face of Islam is manifested, even learning khat is considered as worship, because learning it means learning the letters of the Qur'an.

Therefore, the purpose of this study was to find out the ability to write Arabic calligraphy of students of Arabic literature at Muslim University and to find out the factors that influence students' ability to write Arabic calligraphy.

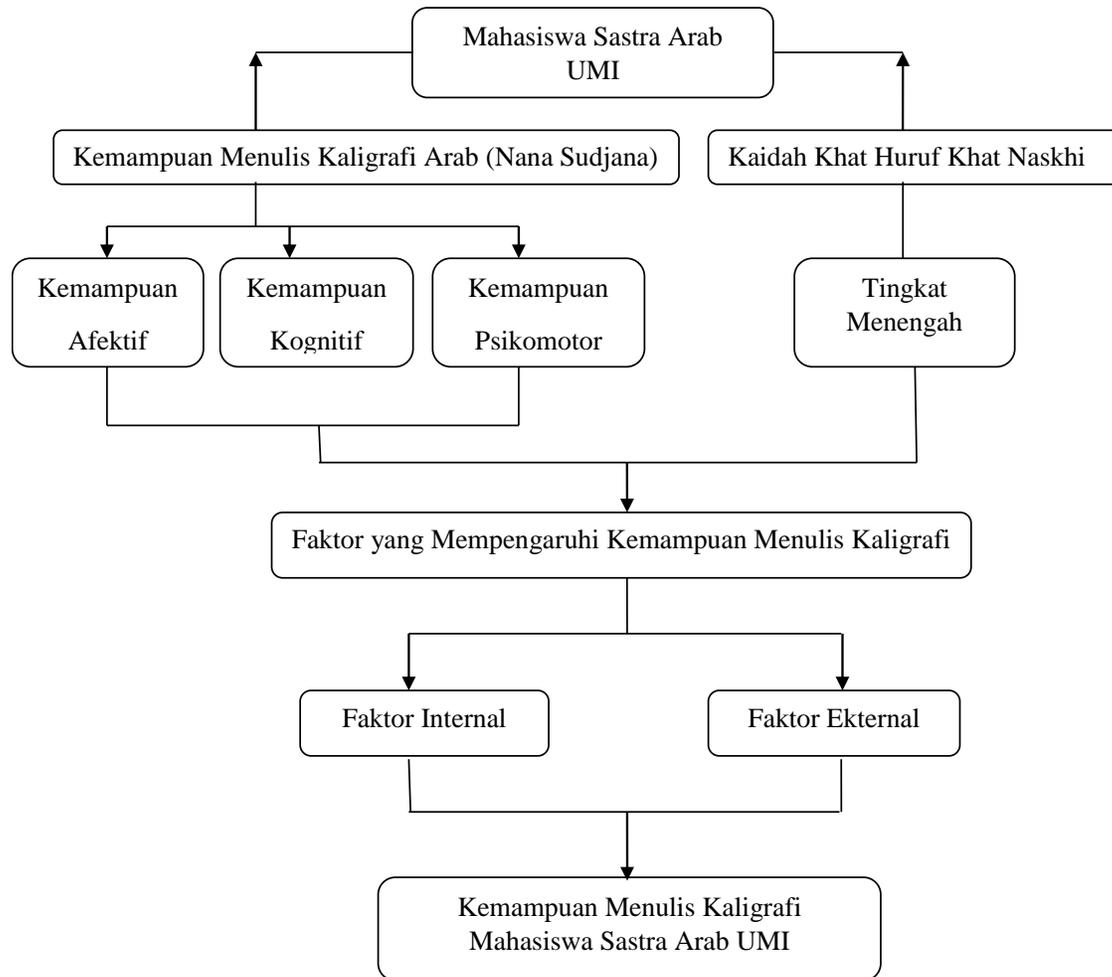


Figure1. Framework of thinking

RESEARCH METHODS

This study uses a qualitative and quantitative approach. This research was conducted at the Indonesian Muslim University Campus. The population in this study were all literature students. After determining the population, the researcher took a sample from semester 6 of 20 students who had certain characteristics (purposive sampling). There are three types of research instruments used, namely surah Al-Ikhlas writing tests, questionnaires and interviews. The data analysis technique used in this study is descriptive qualitative with percentages. The trick is when all the data has been collected and then classified into two groups, namely qualitative data and quantitative data. Qualitative data is described in words or sentences separated by category to draw conclusions. Meanwhile, quantitative data in the form of numbers is presented and interpreted.

FINDINGS AND DISCUSSION

Ability to Write Calligraphy Arabic Literature Students at the Indonesian Muslim University

Table 1. Respondent Test Scores

No.	Respondents	Score
1	R 1	50
2	R 2	60
3	R 3	60
4	R 4	30
5	R 5	60
6	R 6	70
7	R 7	75
8	R 8	70
9	R 9	40
10	R 10	90
11	R 11	60
12	R 12	70
13	R 13	30
14	R 14	95
15	R 15	60
16	R 16	30
17	R 17	75
18	R 18	80
19	R 19	50
20	R 20	80
Average value = 61.75		

Based on the data above, the researcher concluded that the highest score of 95 was obtained by R 14. The lowest score was obtained by R 4 and R 13 with a value of 30. From the table it is known that the value of the individual abilities of UMI Arabic Literature students in writing khat naskhi. From the table it is obtained that the average score of students in writing khat naskhi is 61.75.

Table 2. Recapitulation of Respondents' Test Scores

No	Ability Indicator	FREQUENCY	PERCENTAGE
1	Able (75-100)	6	30%
2	Underprivileged (56-74)	8	40%
3	Disabled (55 and under)	6	30%
Amount		20	100%

Based on the recapitulation table above, it can be seen the ability of students to write calligraphy. From the table above, data is obtained that respondents in the capable category are 6

people (30%), and the less able category are 8 people (40%), the incapacitated category is 6 people (30%). Then the highest percentage of the above recapitulation is underprivileged students, namely 8 students (40%).

Factors Affecting the Ability of Indonesian Muslim University Arabic Literature Students in Writing Calligraphy with Khat Naskhi

To find out the factors that influence students' ability to write khat naskhi, below the author describes the results of a questionnaire that was distributed via Google form to students as many as 20 respondents. The table is as follows.

Table 3. Respondents' Knowledge of the Types of Khat

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Yes	11	55%
B	Not	2	10%
C	Only partially	7	35%
Amount		20	100%

Based on the table above, it can be seen about student knowledge about the types of khat. As many as 11 (55%) of respondents answered yes (knowing all types of khat, as many as 2 (10%) of respondents answered no and as many as 7 (35%) of respondents answered only partially. Judging from the respondents' answers, it can be concluded that most students know all types of khat.

Table 4. Tools used by Respondents in learning calligraphy

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Khat guide book, Cardboard, Chinese ink, resam, and ruler	5	25%
B	Just a book and a pen	10	50%
C	Have none at all	5	25%
Amount		20	100%

Based on the table above, it can be seen about the tools used by students in learning calligraphy. The table above illustrates that 5 (25%) respondents answered khat guidebooks, cardboard, Chinese ink, resume, ruler. 10 (50%) of respondents answered only books and pens. 5 (25%) of respondents answered that they did not have all of them. Thus, the most answers are those who choose B with the answer "only books and pens" that is as much as 10 (50%). The author also interviewed one of the respondents regarding the tools they used to learn calligraphy and they said that most of them were only able to complete calligraphy pens and books.

Table 5. Frequency of Respondents Repeating/practicing calligraphy at home

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Every day	0	0
B	Sometimes	15	75%
C	Never	5	25%
Amount		20	100%

Based on the table above, it can be seen about the frequency of students repeating lessons/exercise at home. The table above illustrates that there were no respondents who answered every day. 15 (75%) respondents answered sometimes. And as many as 5 (25%) respondents answered never. The most answers are option B which answers (sometimes) as many as 15 (75%). From the results of the author's interview with one of the respondents regarding the reasons they rarely repeat/practice calligraphy at home. They answered because there were many other activities and many other college assignments that had to be done.

Table 6. Attitude of Respondents When Studying Calligraphy

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Trying to write it well and correctly	11	55%
B	Just write it normally	3	15%
C	Lazy to write	6	30%
Amount		20	100%

Based on the table above, it can be seen about students' attitudes when learning calligraphy. As many as 11 (55%) respondents answered that they tried to write it properly and correctly. 3 (15%) respondents answered that they wrote normally. And 6 (30%) of respondents said they were lazy to write. Seeing from the respondents' answers, it can be concluded that most students have a great interest and willingness to learn calligraphy.

Table 7. Motivating Respondents in Learning Calligraphy

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	I myself	12	60%
B	Parent	3	15%
C	Lecturer	5	25%
Amount		20	100%

Based on the table above, it can be seen about the motivation of students in learning calligraphy. As many as 12 (60%) respondents answered me myself. 3 (15%) respondents answered parents. 5 (25%) respondents answered lecturers. From the results of the respondents' answers, it can be concluded that most students learn calligraphy on their own accord.

Table 8. Motivation of Respondents to Learn Calligraphy

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Deepen Islamic arts	11	55%
B	Lesson demands	3	15%
C	There isn't any	6	30%
Amount		20	100%

Based on the table above, it can be seen about students' motivation to learn calligraphy. The most answers were 11 (55%) respondents answered to deepen Islamic art. 3 (15%) respondents answered because of the demands of the lesson. 6 (30%) respondents answered none. From the results of the respondents' answers, it can be concluded that the motivation of students to learn calligraphy is to deepen Islamic art.

Table 9. Respondents' Responses to Calligraphy Lessons

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Pleasant	12	60%
B	Boring	2	10%
C	Ordinary	6	30%
Amount		20	100%

Based on the table above, it can be seen about how students respond to calligraphy lessons. As many as 12 (60%) respondents answered fun. 2 (10%) respondents answered boring. 6 (30%) of respondents answered normally. Seeing from the results of the respondents' answers, it can be concluded that calligraphy lessons are fun lessons.

Table 10. Difficulty level of Respondents learning calligraphy

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Easy	3	15%
B	Difficult	13	65%
C	Currently	4	20%
Amount		20	100%

Based on the table above, it can be seen about the level of difficulty of students in writing calligraphy. Most of the answers were 13 (65%) of respondents answered it was difficult. 3 (15%) respondents answered easy 4 (20%) respondents answered moderate. As for the results of the author's interview with one of the respondents regarding their obstacles in learning calligraphy, because their school background is from a public school that does not study calligraphy.

Table 11. How Important is Learning Calligraphy for Respondents

OPTIONS	ALTERNATIVE ANSWERS	FREQUENCY	PERCENTAGE
A	Important	12	60%
B	Very important	4	20%
C	Not important	4	20%

Amount	20	100%
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Based on the table above, it can be seen how important calligraphy lessons are for students. As many as 12 (60%) respondents answered it was important. 4 (20%) respondents answered very important. 4 (20%) respondents answered not important. Looking at the results of the respondents' answers, it can be concluded that calligraphy lessons are important to learn because learning them is the same as studying the Qur'an. The ability of Arabic Literature students at the Indonesian Muslim University to write calligraphy, which is still in the underprivileged category, does not happen by itself, but there are other causes that need attention. In this study, the authors found several factors that caused the low quality of students' ability to write khat naskhi calligraphy. The factors are as follows:

1. Most of the students had difficulty writing calligraphy due to their school background from public schools where they did not learn calligraphy, it can be seen from table 8 that most students answered that it was difficult, namely 13 (65%) of respondents.
2. There is still a lack of student learning equipment, it can be seen from table 4 that most students only have books and pens, namely 10 (50%).
3. Besides that, there is still a lack of students repeating or practicing writing calligraphy at home because of other activities and there are other coursework that must be done, it can be seen from table 5 that most students rarely practice writing calligraphy at home, as many as 15 (75%) of respondents answered sometimes and as many as 5 (25%) respondents answered never.
4. The calligraphy material provided is incomplete because it is only a specialization course.

CONCLUSION

From the results of the research that has been done, the researcher can conclude that the ability to write calligraphy for students of Arabic literature at the Indonesian Muslim University is categorized as underprivileged, because it is between 56% and 74%, namely 61.75%. Thus it can be concluded that the ability level of Indonesian Muslim University Arabic Literature students in writing calligraphy can be categorized as Poor. The factors that influence the ability to write calligraphy for Arabic literature students are, there is still a lack of student equipment in learning calligraphy, both from the campus and from the students themselves, there is still a lack of students repeating or practicing calligraphy at home, there are still many students who have difficulty learning calligraphy due to educational backgrounds from public schools that do not study calligraphy, and The calligraphy material provided is incomplete because it is only a specialization course.

Therefore, students should complete the equipment first before learning calligraphy, if they are able it is even better to complete calligraphy equipment such as, Chinese ink, resam, cardboard, eraser ruler, tissue, calligraphy guidebook and extra hours of learning calligraphy plus, for lecturers to provide motivations to students, such as involving them in calligraphy competitions, such as Musabaqah Tilawatil Qur'an (MTQ), inter-campus competitions and others. Lecturers should pay more attention to students' interests and talents in learning calligraphy, especially for those from public schools, and for Arabic calligraphy courses so that they are even more maximized.

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