

# Teachers' Pedagogical Strategies for Enhancing Students' Motivation: Learning Qur'an through Calligraphy Collage Art

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## Abstract

This study examines teachers' efforts to enhance students' motivation in learning the Qur'an through the integration of collage calligraphy art at Musholla Al-Hikmah Curah Rejo Jember. The research responds to the challenge of limited student engagement in conventional Qur'anic instruction, which often emphasizes repetitive recitation and writing. To create a more engaging learning environment, teachers incorporated collage-based Arabic calligraphy using recycled materials as an instructional medium. This study employed a qualitative case study design. Data were collected through classroom observations, semi-structured interviews with teachers and students, and documentation analysis of learning records and student artwork. The data were analyzed using an interactive qualitative model involving data reduction, data display, and conclusion drawing, supported by triangulation to ensure credibility. The findings indicate that collage calligraphy effectively enhanced students' motivation across cognitive, affective, and behavioral dimensions. The strategy combined direct reading-writing practice, creative artistic engagement, structured assignments, positive reinforcement, and continuous evaluation. Students demonstrated increased attendance, greater persistence in completing tasks, improved reading accuracy, and higher memorization consistency. The artistic approach stimulated intrinsic motivation through creativity and aesthetic satisfaction, while recognition and feedback strengthened extrinsic motivation. The study concludes that collage calligraphy represents an effective pedagogical innovation in non-formal Qur'anic education, highlighting the importance of teacher creativity and contextual adaptation in fostering meaningful and sustainable learning motivation.

**Key words:** Collage calligraphy; learning motivation; Islamic education; non-formal religious setting

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## INTRODUCTION

Education plays a fundamental role in shaping individuals' intellectual, spiritual, and moral development. Within the Indonesian educational framework, education is defined as a conscious and planned effort to create learning environments that enable students to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and necessary life skills (Departemen Agama RI, 2016). This national mandate reflects the importance of holistic education that integrates cognitive, affective, and psychomotor dimensions.

In the context of Islamic education, learning the Qur'an occupies a central position. The Qur'an is not only regarded as the primary source of Islamic teachings but also as a guide for moral and spiritual life. The command to read and write, as revealed in the first verses of Surah Al-'Alaq (1-5), underscores the foundational role of literacy in Islamic civilization (Zen, 2013). Therefore, developing students' ability to read and write the Qur'an accurately and meaningfully becomes a crucial objective of Islamic education.

Non-formal Islamic educational institutions, such as musholla-based Qur'anic learning centers, contribute significantly to this mission. According to PMA RI No. 13 of 2014, Qur'anic education conducted in mosques, musholla, and community-based institutions aims to improve learners' abilities in reading, writing, memorizing, and understanding the Qur'an. Such institutions function as complementary educational spaces that strengthen religious literacy outside formal schooling environments.

Despite the normative clarity of these objectives, practical challenges persist. Observations at Musholla Al-Hikmah Curah Rejo Jember reveal that during Qur'anic learning sessions, some students demonstrate low engagement, limited concentration, and insufficient enthusiasm toward reading and writing activities. These issues indicate that cognitive instruction alone is insufficient; motivational dimensions must be addressed to enhance learning effectiveness.

Motivation is widely acknowledged as a determining factor in successful learning processes. Motivation refers to an internal drive that stimulates individuals to act toward achieving specific goals (Purwanto, 2007). It influences learners' persistence, effort, interest, and engagement. In educational psychology, motivation is closely associated with students' willingness to initiate learning activities, sustain attention, and overcome difficulties (Dimiyati & Mudjiono, 1999). Without adequate motivation, even well-designed instructional strategies may fail to produce meaningful learning outcomes.

From an Islamic educational perspective, motivation is not merely psychological but also spiritual. Learning the Qur'an is considered an act of worship, and therefore intrinsic motivation rooted in faith plays a vital role (Harmalis, 2019). However, in practice, external factors such as technological distractions, online games, and limited parental supervision often reduce students' learning motivation. Consequently, teachers are required to adopt innovative pedagogical strategies that stimulate both intrinsic and extrinsic motivation.

Teachers hold a strategic position in fostering learning motivation. As professional educators, teachers are expected to function not only as transmitters of knowledge but also as motivators, facilitators, and creative designers of learning environments (Fauzi, 2017). Their efforts in planning instruction, selecting appropriate

media, providing reinforcement, and establishing supportive relationships significantly influence students' learning behavior (Sardiman, 2008). Effective teachers clarify learning objectives, provide constructive feedback, use varied methods, and create enjoyable classroom atmospheres (Suprihatin, 2015).

One innovative approach to enhancing motivation in Qur'anic learning is the integration of calligraphy art. Islamic calligraphy represents a synthesis of aesthetic beauty and religious devotion. Historically, calligraphy has functioned not only as artistic expression but also as a medium for preserving and transmitting Qur'anic texts (Ambary, 2006). Writing calligraphy requires precision, concentration, and adherence to the correct forms of hijaiyah letters, which indirectly strengthens reading and writing competencies.

The educational potential of calligraphy lies in its aesthetic and creative dimensions. Art-based learning approaches are known to stimulate students' interest, imagination, and emotional engagement (Arsyad, 2002). By transforming textual learning into artistic production, students may experience a more enjoyable and meaningful learning process. Furthermore, creative activities encourage active participation and personal expression, which are essential components of intrinsic motivation (Harisuddin, 2019).

In the present study, calligraphy is combined with collage techniques using recycled materials such as plastic waste and eggshells. Collage art involves arranging and attaching various materials to create artistic compositions (Departemen Pendidikan dan Kebudayaan RI, 1996). This technique not only enhances fine motor skills but also introduces environmental awareness and creativity. The integration of Qur'anic calligraphy and collage art therefore represents an interdisciplinary approach that merges religious literacy, artistic creativity, and ecological consciousness.

Previous studies have demonstrated the positive impact of calligraphy learning on students' Qur'anic writing skills. Tresia (2018) found that direct practice in calligraphy improved students' ability to write Qur'anic letters accurately. Similarly, Syamsu (2016) reported that extracurricular Arabic calligraphy programs enhanced students' writing proficiency and artistic talents. However, most existing research emphasizes technical writing skills rather than motivational aspects. Studies specifically investigating how teachers' strategies in calligraphy-based instruction influence students' motivation to learn the Qur'an, particularly in non-formal settings, remain limited.

Motivation theories provide theoretical support for this approach. According to Maslow's hierarchy of needs, learners' motivation is influenced by the fulfillment of physiological, safety, social, esteem, and self-actualization needs (Harisuddin, 2019). Artistic activities such as calligraphy collage can address these needs by creating safe and enjoyable environments (safety), fostering peer collaboration (social), providing recognition through assessment and appreciation (esteem), and enabling creative expression (self-actualization).

Moreover, reinforcement strategies such as praise, rewards, constructive feedback, and fair evaluation contribute significantly to sustaining learning motivation (Sardiman, 2008). Teachers' professional competence and ability to create engaging learning experiences also play a decisive role (Iskandar, 2018). Therefore, examining

teachers' concrete efforts in implementing calligraphy collage activities becomes crucial for understanding how motivation is cultivated in Qur'anic education.

Based on the above considerations, this study aims to analyze teachers' efforts in enhancing students' motivation to learn the Qur'an through collage calligraphy art at Musholla Al-Hikmah Curah Rejo Jember. Specifically, it seeks to (1) describe the pedagogical strategies employed by teachers to foster motivation, and (2) analyze the indicators of increased learning motivation observed among students.

This research is significant for several reasons. Theoretically, it contributes to the development of Islamic educational studies by integrating motivational psychology with art-based pedagogical approaches. Practically, it offers insights for non-formal Qur'anic educators seeking innovative strategies to improve student engagement. Institutionally, it supports the broader objective of strengthening religious literacy in community-based educational settings.

By exploring the intersection between art, motivation, and Qur'anic education, this study proposes that creative pedagogical innovation – grounded in professional teaching practices and supported by motivational theory – can effectively enhance students' enthusiasm, persistence, and competence in learning the Qur'an.

## **METHODS**

This study employed a qualitative research approach with a case study design to explore in depth the efforts of teachers in enhancing students' motivation to learn the Qur'an through collage calligraphy art at Musholla Al-Hikmah Curah Rejo Jember. A qualitative paradigm was selected because the research aimed to understand social phenomena from the participants' perspectives, focusing on meanings, experiences, and contextual realities rather than numerical measurement. Qualitative research allows for naturalistic inquiry in which the researcher becomes the primary instrument for data collection and interpretation (Moleong, 2007; Raco, 2010). The case study design was appropriate because the investigation centered on a specific educational setting with unique characteristics, namely a non-formal Qur'anic learning environment that integrates calligraphy collage art into religious instruction.

The research was conducted at Musholla Al-Hikmah located in Curah Rejo, Jember, Indonesia. This site was purposively selected due to its distinctive learning innovation, combining Qur'anic literacy instruction with collage-based calligraphy activities using recycled materials. As a community-based non-formal Islamic educational institution operating under the framework of Qur'anic education regulations (PMA RI No. 13, 2014), the musholla provides structured yet flexible learning sessions focused on reading, writing, memorizing, and understanding the Qur'an. The integration of artistic methods within this context offered a relevant setting for examining teacher-driven motivational strategies.

Participants were selected using purposive sampling, emphasizing individuals directly involved in the learning process. The primary informants consisted of the calligraphy teacher, the Qur'an teacher, the Iqro' instructor, and selected students actively participating in collage calligraphy sessions. These participants were chosen because of their firsthand experience in implementing and experiencing the instructional model under study. The inclusion of multiple informants enabled

triangulation of perspectives and enriched the depth of data regarding both pedagogical strategies and motivational outcomes.

Data were collected through passive participant observation, in-depth semi-structured interviews, and document analysis. Observation was conducted during Qur'anic learning and calligraphy collage sessions to capture authentic classroom dynamics, teacher-student interactions, instructional techniques, reinforcement strategies, and student engagement behaviors. The researcher did not intervene in the instructional process but systematically recorded field notes concerning motivational indicators such as attentiveness, participation, persistence, enthusiasm, and task completion. Observation allowed the researcher to examine how motivational strategies—such as praise, rewards, task assignments, group collaboration, and corrective feedback—were enacted in practice, consistent with established motivational frameworks in educational psychology (Sardiman, 2008).

Semi-structured interviews were conducted with teachers and students to obtain deeper insights into their experiences, perceptions, and reflections. Teachers were asked about their instructional planning, objectives, strategies for motivating students, challenges encountered, and evaluation methods. Students were asked about their feelings toward Qur'anic learning, their interest in calligraphy collage activities, and perceived changes in motivation. The semi-structured format ensured consistency across interviews while allowing flexibility to explore emerging themes. Interviews were recorded, transcribed verbatim, and analyzed to identify recurring patterns related to motivational enhancement and instructional innovation.

Document analysis complemented observation and interviews by examining lesson plans, attendance records, student assessment sheets, photographs of student artwork, memorization records (such as Juz 'Amma submissions), and teacher evaluation notes. These documents provided additional evidence regarding learning progress, reinforcement practices, and indicators of increased motivation. Documentation also enabled the researcher to verify observational findings and support claims regarding improvement in reading accuracy, writing precision, and memorization consistency.

Data analysis followed the interactive model of qualitative analysis consisting of data condensation, data display, and conclusion drawing/verification (Sugiyono, 2017). Data condensation involved selecting, focusing, simplifying, and transforming raw data obtained from field notes, interview transcripts, and documents. During this stage, the researcher coded data into thematic categories such as teacher motivational strategies, instructional creativity, reinforcement mechanisms, student engagement behaviors, supporting factors, and inhibiting factors. Data display involved organizing these categories into descriptive matrices and narrative structures to facilitate interpretation. Finally, conclusions were drawn by identifying relationships between teacher efforts and observed changes in student motivation, followed by continuous verification through cross-checking data sources.

To ensure the trustworthiness and credibility of findings, this study applied triangulation of techniques and sources. Triangulation of techniques was achieved by comparing data obtained from observation, interviews, and documentation. Triangulation of sources involved cross-verifying information between teachers and students to minimize bias and subjectivity (Moleong, 2007). Prolonged engagement in

the field and persistent observation further enhanced the accuracy of interpretations. Member checking was conducted informally by confirming key findings with participants to ensure that interpretations accurately reflected their experiences.

Ethical considerations were observed throughout the research process. Participants were informed about the purpose of the study, and their consent was obtained prior to data collection. Confidentiality was maintained by anonymizing personal identifiers in research documentation. The researcher ensured that participation did not interfere with instructional activities or cause discomfort to students.

Through this systematic qualitative case study approach, the research sought to comprehensively capture how teacher-led integration of collage calligraphy art functioned as a motivational strategy in Qur'anic education. The methodological design enabled a nuanced understanding of instructional practices, student responses, contextual influences, and the dynamic interplay between artistic engagement and religious learning motivation within a non-formal educational setting.

## RESULTS AND DISCUSSION

### **Implementation of Collage Calligraphy as a Motivational Strategy**

The findings reveal that the integration of collage calligraphy art into Qur'anic learning at Musholla Al-Hikmah Curah Rejo Jember functioned not merely as an artistic enrichment activity but as a structured motivational strategy. Based on observation and interview data, teachers deliberately designed learning sessions that combined reading, writing, memorization, and artistic creation in a sequential and interconnected manner.

During classroom observations, students were required to read selected Qur'anic verses aloud before beginning their calligraphy work. The teacher first demonstrated correct pronunciation and tajwid, then modeled the writing technique on the board. Only after students showed sufficient reading accuracy were they allowed to proceed to the collage stage. This practice ensured that artistic expression did not replace textual precision but rather reinforced it. As stated by the calligraphy teacher in an interview:

"They cannot write beautifully if they do not read correctly first. So when they want to make a good collage, they must improve their reading."

This pedagogical sequencing reflects the principle that meaningful practice enhances learning outcomes (Dimiyati & Mudjiono, 1999). The requirement to master reading before artistic production encouraged students to take Qur'anic literacy seriously. Observation notes indicate that students voluntarily repeated verses several times before writing, demonstrating increased persistence – one of the core indicators of learning motivation (Sardiman, 2008).

The integration of collage techniques using recycled materials such as plastic waste and eggshell fragments created an innovative and engaging learning environment. Students carefully arranged small material pieces to form Arabic letters and decorative patterns. The tactile and visual elements of this process appeared to stimulate enthusiasm and creativity.



**Figure 1. Calligraphy learning process**

From observational data, students displayed heightened attention and collaboration during collage activities compared to conventional writing exercises. They discussed color selection, debated letter proportions, and helped peers' correct mistakes. One student commented during an interview: "Learning like this is fun because we can create something beautiful. I want to finish my work carefully so it looks good."

This statement suggests that aesthetic satisfaction contributed to intrinsic motivation. According to Arsyad (2002), instructional media that engage multiple senses increase students' interest and sustain attention. The collage medium transformed abstract textual learning into concrete creative production, allowing students to experience achievement visibly and tangibly.

Furthermore, the artistic process fulfilled psychological needs associated with self-esteem and self-actualization. When students completed a calligraphy piece, their work was displayed publicly within the musholla environment, generating pride and recognition. In motivational theory, such recognition strengthens self-confidence and reinforces positive learning behavior (Harisuddin, 2019).

The teacher's role extended beyond instruction to facilitation and modeling. Demonstrations were clear and repetitive, ensuring comprehension for students of varying abilities. This reflects the professional competence expected of educators in Islamic educational settings (Fauzi, 2017; Hikmat, 2018). The teacher acted not only as a transmitter of knowledge but also as a motivator and creative innovator capable of adapting methods to contextual needs.

### **Reinforcement, Evaluation, and Behavioral Regulation**

In addition to creative engagement, teachers implemented systematic reinforcement strategies. Positive reinforcement was evident in verbal praise, public acknowledgment, and formal recognition of memorization achievements. When students successfully completed Qur'anic recitation or memorized sections of Juz 'Amma, teachers recorded their progress and provided signatures as symbolic validation.

During interviews, students consistently mentioned that receiving a teacher's signature or praise increased their enthusiasm to continue memorizing. One student stated: "If my memorization is signed, I feel proud. I want to memorize more so my book is full of signatures."

This finding aligns with reinforcement theory, which emphasizes that recognition strengthens desired behaviors (Sardiman, 2008). Although intrinsically motivated engagement was encouraged through artistic expression, extrinsic reinforcement remained an important catalyst for sustained effort.

Constructive punishment was also applied when students disrupted learning or neglected assignments. However, observational data indicate that punishment was corrective rather than punitive. For instance, students who disturbed peers were asked to complete additional writing practice or recite verses repeatedly. The Qur'an teacher explained: "Punishment is to teach responsibility. We do not want them to fear learning, but to respect it."

Such proportional discipline corresponds with educational psychology principles that emphasize balanced behavioral regulation (Purwanto, 2007). Properly administered corrective measures foster accountability without undermining motivation.

Evaluation procedures further contributed to motivational enhancement. Teachers assessed calligraphy works using structured criteria, including letter accuracy, proportionality, cleanliness, and creativity. Written comments accompanied numerical scores to provide constructive feedback.

Observation notes reveal that students carefully reviewed teacher feedback and often requested clarification about specific corrections. Some attempted voluntary revisions to improve their scores. This indicates the emergence of mastery-oriented motivation, in which learners focus on improving competence rather than merely obtaining grades.

The learning atmosphere was intentionally designed to be supportive and non-threatening. Teachers adjusted seating arrangements to facilitate interaction and occasionally organized sessions during school holidays to maintain continuity.



**Figure 2. Classroom learning experience**

Students appeared relaxed and confident when reading aloud, suggesting reduced anxiety compared to traditional recitation-only models. A supportive climate fulfills students' need for psychological safety, which is foundational for motivation (Harisuddin, 2019).

### **Observed Indicators of Increased Learning Motivation**

The integration of artistic media, reinforcement strategies, and supportive instruction resulted in observable changes in student behavior. First, attendance consistency improved during collage sessions compared to ordinary recitation days. Teachers reported fewer absences and increased punctuality.

Second, students demonstrated greater persistence in completing tasks. Observation records show that even after formal session time ended, several students voluntarily stayed to refine their collage details. This behavioral persistence reflects internalized motivation (Sardiman, 2008).

Third, improvement in Qur'anic literacy skills was documented. Students who initially struggled with letter formation exhibited more precise writing after repeated collage practice. Reading fluency also improved because students repeatedly recited verses before writing them. These findings support previous studies highlighting the positive role of calligraphy in enhancing Qur'anic literacy skills (Tresia, 2018; Syamsu, 2016).

Fourth, social cooperation strengthened among participants. Group collage assignments required negotiation, division of tasks, and collective responsibility. Such collaboration enhances social motivation and peer support, factors identified as important in sustaining engagement (Suprihatin, 2015).

From a broader Islamic educational perspective, the findings demonstrate that learning motivation can be strengthened when religious instruction is delivered creatively and contextually. The integration of art does not diminish the sacredness of the Qur'an; rather, it deepens appreciation and reverence by inviting students to engage aesthetically and emotionally (Muarif Ambariy, 2006; Zen, 2013).

Overall, the data confirm that teacher-led innovation through collage calligraphy significantly contributed to enhancing students' motivation to learn the Qur'an. The synergy between intrinsic stimulation (creative engagement), extrinsic reinforcement (recognition and evaluation), and supportive classroom climate formed a comprehensive motivational system. This integrated approach reflects the multidimensional nature of learning motivation described in educational psychology literature (Purwanto, 2007) and underscores the pivotal role of teacher professionalism in Islamic educational settings (Hikmat, 2018).

### **Supporting and Inhibiting Factors in the Implementation of Collage Calligraphy**

The effectiveness of collage calligraphy as a motivational strategy was influenced by several supporting and inhibiting factors identified through observation, interviews, and documentation. Understanding these contextual elements is essential to interpret the sustainability and replicability of the program.

One major supporting factor was teacher professionalism and commitment. The teachers demonstrated strong pedagogical competence, patience, and creativity in managing diverse student abilities. As emphasized in Islamic educational discourse, teachers occupy a central role not only as knowledge transmitters but also as moral

exemplars and motivators (Hikmat, 2018). Observation data indicate that teachers consistently arrived early, prepared instructional materials, and maintained structured lesson flow. Their readiness contributed to a stable and predictable learning environment, which is crucial for sustaining student motivation (Purwanto, 2007).

Another supporting factor was parental encouragement. Several parents reportedly appreciated the integration of art into Qur'anic learning because it attracted their children's interest. According to interview data, some parents even assisted their children in collecting recycled materials at home. This form of collaboration extended learning beyond the musholla setting and strengthened external motivational support. In educational psychology, such environmental reinforcement significantly influences persistence and achievement (Sunaryo, 2004).

The availability of low-cost, recycled materials also functioned as a practical advantage. The use of plastic waste and eggshell fragments minimized financial barriers while simultaneously promoting environmental awareness. Students perceived the activity as innovative and meaningful. The accessibility of materials ensured that artistic learning did not depend on expensive tools, making the program sustainable within a community-based educational context.



**Figure 3. Collection of recycled materials prepared for collage**

However, certain inhibiting factors were also identified. Time limitation emerged as a recurring challenge. Because collage work requires precision and patience, students often needed extended periods to complete a single piece. The teacher stated in an interview: "Sometimes the time is not enough, especially when the students are very focused on small details."

This limitation occasionally caused incomplete tasks, potentially reducing students' sense of accomplishment if not carefully managed. To address this, teachers allowed continuation in subsequent sessions, ensuring that unfinished work did not lead to frustration.

Another inhibiting factor was variation in students' initial Qur'anic literacy skills. Some students struggled with basic letter recognition, which slowed their participation in collage activities. According to Ahmad Lahmi et al. (2020), disparities in foundational competencies can hinder Qur'anic learning progression if not accompanied by differentiated instruction. In response, teachers provided additional guidance for beginners while allowing advanced students to proceed independently.

Environmental distractions also posed challenges, as the musholla environment was not a fully enclosed formal classroom. Noise from surrounding areas occasionally interrupted concentration. Despite this, students generally remained engaged during artistic tasks, suggesting that intrinsic interest partially mitigated environmental disturbances.

### **Theoretical Interpretation and Comparative Analysis**

The findings of this study reinforce the multidimensional nature of learning motivation. Motivation in this context did not emerge from a single instructional technique but from the interaction of cognitive, affective, and behavioral components. From a cognitive perspective, students developed deeper understanding of letter structures and tajwid rules through repeated practice. From an affective perspective, artistic creation generated enjoyment and emotional attachment to learning. Behaviorally, persistence, attendance consistency, and voluntary revision indicated increased engagement.

This aligns with the framework proposed by Sardiman (2008), who argues that effective learning motivation requires a combination of internal drive and external reinforcement. Collage calligraphy simultaneously stimulated intrinsic motivation (through creativity and aesthetic satisfaction) and extrinsic motivation (through recognition, assessment, and discipline).

Moreover, the approach reflects the broader educational principle that learning media significantly influence engagement (Arsyad, 2002). When instructional media are interactive and visually stimulating, students are more likely to sustain attention. The collage method transformed the abstract act of writing Qur'anic verses into a tangible artistic project, thereby increasing personal investment.

The results also resonate with previous empirical findings. Tresia (2018) reported that calligraphy activities improved students' Qur'anic writing skills and reading motivation in a pesantren context. Similarly, Syamsu (2016) found that extracurricular Arabic calligraphy enhanced students' writing proficiency and learning interest. The present study extends these findings by demonstrating that collage techniques—using unconventional materials—further amplify engagement through creativity and environmental awareness.

In addition, the findings correspond with Islamic motivational perspectives emphasizing sincerity (*ikhlas*), discipline, and perseverance (Harmalis, 2019). Teachers emphasized not only artistic excellence but also the spiritual value of interacting with Qur'anic verses. This spiritual framing may have contributed to deeper internalization of learning goals, differentiating this program from purely secular art instruction.

From the standpoint of teacher competence, the study illustrates effective implementation of professional roles described by Fauzi (2017): educator, facilitator, motivator, evaluator, and innovator. Teachers did not rely exclusively on traditional lecture-based recitation but integrated creative pedagogy aligned with contemporary educational strategies (Sumar & Razak, 2016). Such adaptability reflects responsiveness to students' developmental needs.

Importantly, the integration of artistic media into Qur'anic instruction demonstrates compatibility between tradition and innovation. As Muarif Ambary (2006) notes, Islamic calligraphy historically embodies both aesthetic expression and spiritual devotion. Therefore, the adoption of collage techniques does not contradict religious authenticity but represents contextual modernization consistent with educational evolution (Departemen Pendidikan dan Kebudayaan RI, 1996).

### Measurable Indicators of Motivational Enhancement

Although the research employed a qualitative design, several observable indicators suggest increased learning motivation. First, attendance records show improved regularity during calligraphy sessions compared to conventional recitation-only sessions. Teachers reported fewer absences and greater punctuality.

Second, behavioral engagement increased. Students voluntarily asked questions regarding letter proportion and tajwid corrections. During observation, several students requested additional verses to write beyond assigned tasks, indicating initiative.

Third, performance outcomes improved gradually. Documentation of student work demonstrates visible progression in letter accuracy and layout organization over time.



**Figure 4. Student calligraphy works**

Fourth, memorization milestones increased. Teachers noted that students who actively participated in collage sessions tended to complete Juz 'Amma memorization more consistently. This suggests that enhanced engagement in writing and artistic expression may indirectly support memorization retention.

These indicators collectively demonstrate that collage calligraphy functioned not merely as entertainment but as an integrated motivational instrument influencing cognitive, affective, and behavioral dimensions of learning.

## CONCLUSION

This study examined teachers' efforts to enhance students' motivation in learning the Qur'an through the implementation of collage calligraphy art at Musholla Al-Hikmah Curah Rejo Jember. The findings demonstrate that the integration of artistic media within Qur'anic instruction significantly contributed to motivational enhancement across multiple dimensions.

Teachers employed a comprehensive strategy combining direct practice-based instruction, creative collage activities, structured assignments, positive reinforcement, constructive discipline, systematic evaluation, and supportive classroom management. These elements formed an interconnected motivational framework that stimulated both intrinsic and extrinsic motivation.

The collage method transformed conventional Qur'anic learning into an engaging and meaningful experience. By requiring accurate reading prior to artistic production, the approach reinforced literacy skills while sustaining enthusiasm. The tactile and aesthetic aspects of collage increased attention, persistence, and pride in achievement. Recognition mechanisms such as signatures and public display of artwork strengthened self-confidence and encouraged continuous effort.

Supporting factors—including teacher professionalism, parental collaboration, accessible materials, and structured evaluation—enhanced program effectiveness. Inhibiting factors such as time constraints, skill disparities, and environmental distractions were managed through adaptive instructional strategies.

Theoretically, the findings affirm that motivation in Islamic educational contexts can be strengthened through innovative pedagogical integration without compromising religious authenticity. The synergy between aesthetic creativity and spiritual engagement reflects the historical tradition of Islamic calligraphy while addressing contemporary educational needs.

Practically, this study suggests that non-formal Qur'anic institutions can adopt art-based instructional models to increase student motivation and literacy outcomes. Future research may explore quantitative measurement of motivational gains or comparative studies across different institutions to assess generalizability.

In conclusion, collage calligraphy art represents an effective pedagogical innovation capable of enhancing students' motivation to learn the Qur'an. The success of the program underscores the central role of teacher creativity, professional competence, and contextual adaptation in fostering meaningful and sustainable learning experiences.

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