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THE INFLUENCE OF *ḤAMIDIYYAH* METHOD ON STUDENTS' WRITING SKILL: AN EXPERIMENTATION IN *MAHĀRAH KITĀBAH* CLASS

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Abstract

The lack of attention from teachers and students to aspects of calligraphy has resulted in students struggling to write Arabic letters correctly and efficiently. This issue is critical, as calligraphy is an essential component in kitābah (writing) lectures. This research aims to implement and evaluate the influence of the Ḥamidiyyah method on students' mahārah kitābah (writing skills). To address this, a quasi-experimental design with a non-equivalent control group was employed. The experimental group comprised 23 students from an English Education D class, while the control group included 23 students from an English Education C class. These groups were selected through purposive sampling, based on their consistent attendance in all five mahārah kitābah classes. Data were collected through observation, interviews, tests, and documentation, and analyzed using an independent sample t-test. The results demonstrated that kitābah lectures were conducted by the lecturer who demonstrated the rules for writing each letter. Initially, the lecturer wrote the letters on the blackboard while explaining the writing rules. Students were then given time to practice writing in their books, after which the lecturer checked and corrected their mistakes using a red pen. The findings

indicate that the Hamidiyyah method significantly improved students' kitābah learning outcomes and also positively impacted their enthusiasm for attending lectures.

Keywords: Calligraphy, *Hamidiyyah Method*, *Mahārah Kitābah*.

Abstrak

Kurangnya perhatian pengajar maupun peserta didik terhadap aspek kaligrafi berimplikasi pada sulitnya peserta didik dalam menulis huruf-huruf Arab dengan baik dan benar. Sementara itu, kaligrafi dalam perkuliahan *kitābah* merupakan aspek yang tidak kalah penting. Penelitian ini bertujuan untuk mengimplementasikan dan mengetahui pengaruh metode *Hamidiyyah* terhadap *mahārah kitābah* mahasiswa. Untuk itu, metode penelitian ini adalah *quasi-experiment tipe non-equivalent control group design*. Adapun yang menjadi kelas eksperimen dalam penelitian ini adalah kelas Tadris Bahasa Inggris (TBI D) 23 yang berjumlah dan sebanyak 23 siswa TBI C sebagai kelas kontrol. Kedua kelas tersebut ditentukan berdasarkan teknik *purposive sampling* dengan kriteria menghadiri semua pertemuan pada kelas *mahārah kitābah*, yaitu sebanyak lima pertemuan. Sehubungan dengan itu, teknik pengumpulan datanya adalah observasi, wawancara, tes, dan dokumentasi. Lalu, data dianalisis menggunakan uji *independent sample t-test*. Hasil penelitian menunjukkan bahwa perkuliahan *kitābah* dilaksanakan dengan cara dosen mendemonstrasikan kaidah penulisan masing-masing hurufnya. Pertama, dosen menulis huruf di papan tulis sambil menjelaskan kaidah penulisannya. Setelah itu, dosen memberikan waktu kepada mahasiswa untuk menuliskannya di buku. Kemudian, dosen memeriksa huruf-huruf yang ditulis dan mengoreksi kesalahan yang dilakukan mahasiswa menggunakan pena merah. Lebih lanjut, penggunaan metode *Hamidiyyah* dalam perkuliahan *kitābah* berpengaruh pada peningkatan hasil belajar *kitābah* mahasiswa secara signifikan dan berpengaruh pada antusiasme mahasiswa dalam mengikuti perkuliahan.

Kata Kunci: Kaligrafi, *Mahārah Kitābah*, Metode *Hamidiyyah*.

INTRODUCTION

Mahārah kitābah (writing skills) has the highest position of the four language skills.^{1,2} In the writing process, a person does not just write but also involves the thought process.³ In this era of globalization and technological advances, writing skills are an important skill. For anyone working in the education sector, writing skills are a must. In writing activities, writers must be active and productive. A person is said to be productive if the writer is able to produce writing based on his

¹Muhammad Ali al-Khuli, *AsālibTadrīs Al-Lughah al-'Arabiyyah* (Riyadh: Jamī'u Khuqūq Mahfuzah lil Mu'allif, 1989), 129.

²Juhaeti Yusuf, Ahmad Zaki Alhafidz, and Muhammad Fahmi Luthfi, "Menulis Terstruktur Sebagai Urgensi Pembelajaran Maharah Al-Kitabah," *An Nabighoh* 21, no. 02 (December 31, 2019): 203–14, <https://doi.org/10.32332/an-nabighoh.v21i02.1683>.

³Zakiah Mardiah Nasution et al., "Urgensi Mahāratul Kitābah Dalam Pembelajaran Bahasa Arab," *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam* 4, no. 2 (September 30, 2023): 153–63, <https://doi.org/10.31943/counselia.v4i2.115>.

thoughts with a logical system so that he is able to create written work that can be accepted by readers.⁴

However, *mahārah kitābah* is often referred to as the most challenging task⁵ because it requires complex skills,^{6,7} especially those related to aspects of calligraphy. This happens because the calligraphy aspect rarely gets attention from teachers and students. One of the impacts is that students have difficulty writing Arabic letters properly and correctly.^{8,9} This phenomenon was also experienced by English Education students of Imam Bonjol Padang State Islamic University in the *Qirā'ah wa Kitābah* course, even though the calligraphy aspect can help students improve their *mahārah kitābah* because they understand better the structure of letters, spacing, and good writing balance.^{10,11} Therefore, researchers apply the *Hamidiyyah* method in the lecture process. Students receive intensive¹² training starting with the simplest stage, namely writing Arabic letters (*huruf hijaiyyah*).¹³

The *Hamidiyyah* method is a method to make it easier for students to improve their writing, learning in stages by looking at their ability to balance their eyes and hands.¹⁴ This method was formulated by a famous calligrapher from Morocco, namely Sheikh Belaid Hamidi. This method is a scientific genealogy method that has a clear scientific pedigree and is taught *taqlidiy* so that students are able to have a deep understanding of letters and how to write them. Furthermore, this

⁴Asianna Manik, Devi Putri Thesia, and Elsa Prida Br Tarigan, "Kajian Penulisan Teks Akademik Bagi Mahasiswa Terhadap Peningkatan Keterampilan Menulis," *Bhinneka: Jurnal Bintang Pendidikan Dan Bahasa* 2, no. 3 (May 27, 2024): 115–22, <https://doi.org/10.59024/bhinneka.v2i3.845>.

⁵Judit Kormos, "The Role of Cognitive Factors in Second Language Writing and Writing to Learn a Second Language," *Studies in Second Language Acquisition* 45, no. 3 (July 2023): 622–46, <https://doi.org/10.1017/S0272263122000481>.

⁶Nurul Hafizhah Salsabila Sitorus et al., "Eksistensi Kaligrafi Dalam Peningkatan Maharah Al-Kitabah," *Madani: Jurnal Ilmiah Multidisiplin* 1, no. 12 (December 22, 2023): 43–51, <https://doi.org/10.5281/zenodo.10421530>.

⁷Erlik Widiyanti Styati and Rojab Siti Rodliyah, "Investigating The Writing Quality Of Students With Different Proficiency Levels In Interaction-Based Pair Works," *Indonesian Journal of Applied Linguistics* 11, no. 1 (June 2, 2021): 39–48, <https://doi.org/10.17509/ijal.v11i1.34659>.

⁸Muhammad Fauzi and Muhammad Thohir, "Pembelajaran Kaligrafi Arab Untuk Meningkatkan Maharah Al-Kitabah," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (January 4, 2021): 226–40, <https://doi.org/10.24235/ibtikar.v9i2.6554>.

⁹Atik Umamah et al., "EFL University Students' Self-Regulated Writing Strategies: The Role of Individual Differences," *Journal of Language and Education* 8, no. 4 (December 26, 2022): 182–93, <https://doi.org/10.17323/jle.2022.13339>.

¹⁰Ismi Khairani et al., "The Role of Calligraphy in Increasing the Maharah Kitabah," *Quality: Journal Of Education, Arabic And Islamic Studies* 1, no. 2 (November 30, 2023): 157–68, <https://doi.org/10.58355/qwt.v1i2.34>.

¹¹Arum Tri Budi Arti et al., "Fungsi Pembelajaran Kaligrafi Dalam Meningkatkan Maharah Al Kitabah," *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa* 1, no. 4 (December 4, 2023): 297–307, <https://doi.org/10.59059/perspektif.v1i4.757>.

¹²"The Effects of Extensive Journal Writing on the Vietnamese High-School Students' Writing Accuracy and Fluency | Journal of Language and Education," (February 9, 2024): 116–129, <https://jle.hse.ru/article/view/12361>.

¹³Ahmad Rathomi, "MAHARAH KITABAH DALAM PEMBELAJARAN BAHASA ARAB," *Tarbiya Islamica* 8, no. 1 (June 24, 2020): 1–8.

¹⁴Rifqi Nur Aini, "Pembelajaran Kaligrafi dengan Kitab At-Thoriqoh Al- Hamidiyyah Fi Tahsinil kitabah Al- I'tiyadiyah di Ma'had al-Jamiah Syaifuddin Zuhri IAIN Jember." (undergraduate, IAIN Jember, 2019), <http://digilib.uinkhas.ac.id/14391/>.

method is equipped with a guide book entitled "*Tahsin al-Kitābah al-I'tiyadiyyah*" and a written deposit book that presents the material coherently and gradually so that this method is easy to learn for both beginners and professionals.¹⁵ In general, this method has three formulations, namely: clockwise calligraphy (ب-ذ-ر-و-ف-ن-ق-ص-س-ه-ي), anti-clockwise calligraphy (ع and خ), and vertical calligraphy (ا-ل-ك-ط-م-لا) so that students can master the calligraphy completely.

In this case, a previous study conducted by Rahmawati, et al. revealed that almost 50% of Tadris English students graduated from public high schools, so for them, Arabic courses, including *kitābah*, are not an easy course.¹⁶ In this regard, Amrullah, et al. stated that the *Hamidiyyah* method makes it easier for students from the general public to write letters well and correctly.¹⁷ In this case, Mujib revealed that the *Hamidiyyah* method has advantages, namely learning under the guidance of qualified, systematic, certified, and certified teachers, providing a faster learning experience, and is effective and efficient enough to be applied in the millennial era.¹⁸ Additionally, Anshory found that the *Hamidiyyah* method can motivate students and can even improve spiritual aspects.¹⁹ These advantages led to an increase in the quality of writing, as mentioned by Chudaifi and Mujib.²⁰

Based on the explanation above, the difference between this research and other research is that the researcher tried out the use of the *Hamidiyyah* method in learning *kitābah* among English education students to find out the implementation and determine the influence of the *Hamidiyyah* method on students' *mahārah kitābah*. In this regard, this research contributes both theoretically and practically to the use of the *Hamidiyyah* method in learning the *kitābah* and is expected to be an alternative learning method that can help lecturers in conveying *kitābah* material, especially in the calligraphy aspect, and help students understand the material so that they can improve student *mahārah kitābah*.

¹⁵ Ana Safira Ningrum, "Jurusan Pendidikan Bahasa Arab Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sunan Kalijaga Yogyakarta 2019," n.d.

¹⁶ Rina dian Rahmawati and Amrini Shofiyani, "Strategi Pembelajaran Menulis Bahasa Arab Untuk Mahasiswa Program Studi Bahasa Inggris," *Jurnal Education And Development* 8, no. 3 (August 10, 2020): 298–298, <https://doi.org/10.37081/ed.v8i3.1902>.

¹⁷ Ahmad Yasir Amrullah, Muhammad Fauzi, and Sarifudin, "Peningkatan Keterampilan Kitabah Melalui Calligraphy Riq'ah Dengan Manhaj Hamidi Di Sekolah Kaligrafi AL-Qur'an (SAKAL) Jombang," *Edulab : Majalah Ilmiah Laboratorium Pendidikan* 6, no. 1 (July 9, 2021): 43–58, <https://doi.org/10.14421/edulab.2021.61.04>.

¹⁸ Zainul Mujib, "Kontribusi Karya Syekh Belaid Hamidi Dalam Pengembangan Pendidikan Kaligrafi Islam Di Sakal (Sekolah Kaligrafi Al-Qur'an) Denanyar Jombang," *Jurnal Pendidikan Tambusai* 5, no. 1 (June 23, 2021): 2104–2108.

¹⁹ Abdul Muntaqim Al Anshory, "Technology-Based Arabic Calligraphy Learning in a New Era" (International Conference on Engineering, Technology and Social Science (ICONETOS 2020), Atlantis Press, 2021), 190–94, <https://doi.org/10.2991/assehr.k.210421.027>.

²⁰ Muhammad Abdul Rohman Al Chudaifi and Zainul Mujib, "Peran SAKAL dalam Penyebaran Kaligrafi Arab Bermanhaj Taqlidy Hamidi," *Tifani : Jurnal Penelitian dan Pengabdian Kepada Masyarakat* 2, no. 1 (March 11, 2022): 29–41, <http://www.tifani.org/index.php/tifani/article/view/16>.

METHOD

This research was carried out by applying a quantitative approach. Furthermore, the research method in this study is quasi-experimental because the researcher cannot fully control external variables that influence the course of the experiment,²¹ especially in determining the experimental group and control group which were not chosen randomly (random assignment).²² In line with this, the researcher also designed this research in the form of a non-equivalent control group design. The following is a picture of the research design:

Figure 1. *Non-Equivalent Control Group Design*

$$\begin{array}{lcl} \text{E} & & \text{O}_1 - \text{X} - \text{O}_2 \\ \text{K} & & \text{O}_3 - - - \text{O}_4 \end{array}$$

Information:

- E : Experimental group
- K : Control group
- O1 : Pre-test experimental group
- O2 : Post-test of the experimental group
- O3 : Pre-test control group
- O2 : Post-test control group
- X : Treatment with Prezi
- : no treatment or conventional treatment

The experimental class in this research was 23 English Education D students and 23 English Education C students as the control class. These two classes were determined based on a purposive sampling technique because the samples were chosen deliberately according to the research objectives. In this case, the research sample criteria were students who attended the *mahārah kitābah* class five times. Apart from that, students have relatively the same educational background, age, and gender and have the same class situation and learning duration.²³ Apart from that, primary data regarding students' calligraphy results was obtained from lecturers. Meanwhile, secondary data was collected from scientific work related to research variables, namely the *Hamidiyyah* and *mahārah kitābah* methods. Both primary and secondary data were collected through participant observation techniques, unstructured interviews, tests, and documentation.

Participant observation was used to observe students' attitudes during the treatment and to make the observations more focused, the researcher provided an observation sheet as an instrument. The unstructured interview was to ask students' responses regarding the application of the

²¹A. Muri Yusuf, *Metode Penelitian; Kuantitatif, Kualitatif, Dan Penelitian Gabungan* (Jakarta: Prenadamedia Group, 2015), 183.

²²Uhar Suharsaputra, *Metodologi Penelitian Kuantitatif Dan Tindakan* (Bandung: PT. Refika Aditama, 2012), 163.

²³Purwanto Purwanto, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2011), 75.

Ḥamidiyyah method in lectures. The researcher also used an interview guide and voice recorder so that the interview ran smoothly. Meanwhile, tests are the main technique used to obtain data regarding the *mahārah kitābah* because tests are used to measure and assess the field of education.²⁴ The test was carried out twice, namely a pre-test and a post-test given to the experimental class and control class in the form of instructions to make all the *hijaiyyah* letters. Meanwhile, documentation takes the form of pictures of the learning process and student data.

The collected data was analyzed first through prerequisite data analysis tests in the form of a normality test to determine whether the data was normally distributed or not²⁵ using the Kolmogorov-Smirnov technique and a homogeneity test to show that the groups came from the same²⁶ variance using the one-way ANOVA technique. After that, proceed with hypothesis testing using the independent sample t-test.

RESULT AND DISCUSSION

Implementation of the *Ḥamidiyyah* method in *Mahārah Kitābah* Class

The *Ḥamidiyyah* method in *kitābah* lectures in the experimental class (English Education D) was applied in five meetings. The five treatments consist of three stages, namely introduction, core activities, and conclusion. Preliminary activities begin with reading prayers and the Koran, reviewing the material discussed at the previous meeting, and conveying learning achievements, namely the ability to form letters. At the first meeting, the lecturer explained the rules of writing. In meeting II, students wrote the letters هـ - ب - و - ر - د. At meeting III, students wrote the letters ن - ق - ي. In meeting IV, students wrote the letters ل - ا - ع - م - ج - ي. At meeting V, students wrote ك - ط - لا.

The next stage is the core activity where the lecturer and students carry out several activities, namely the lecturer demonstrates the rules for writing each letter, as can be seen on this link https://youtu.be/_qhJyqRBoMI?si=512mitM8GouYXFzV. In this case, demonstration is one of the techniques that can be applied in *kitābah* lectures.²⁷ First, the lecturer writes letters on the blackboard while explaining the writing rules. For example, the lecturer wrote the letter ا. The rule for writing these letters is that they are written above the lines. First, make a curved line from the

²⁴“Menyusun Dan Menganalisis Tes Hasil Belajar | Kadir | Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan,” (June 20, 2021): 70-81, <https://ejournal.iainkendari.ac.id/al-tadib/article/view/411>.

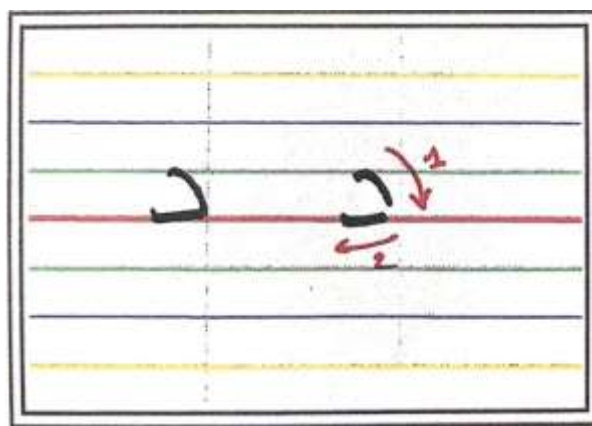
²⁵Juliansyah Noor, *Metodologi Penelitian; Skripsi, Tesis, Disertasi, Dan Karya Ilmiah* (Jakarta: Kencana, 2012), 174.

²⁶Sumanto Sumanto, *Statistik Terapan* (Yogyakarta: CAPS, 2014), 149.

²⁷Khairani et al., “The Role of Calligraphy in Increasing the Maharah Kitabah.” *Quality: Journal of Education, Arabic and Islamic Studies* 1, no. 2 (2023): 157-168, <https://quality.pdfaii.or.id/index.php/i/article/view/34>.

top. Next, make a straight horizontal line that exceeds the length of the first section. The results of writing the letter د correctly can be seen in Figure 2. After that, the lecturer gave the students time to write it in a continuous upright book. This type of book is used because there are lines that make it easier for students to write each letter. Then, the lecturer checks the letters written and corrects the students' mistakes using a red pen.²⁸

Figure 2. Steps for Writing the Letter د



Next is the closing stage. At this stage, the teacher asks students to repeat writing each letter they have learned. Apart from that, the lecturer also gives independent assignments to students to write five letters well and correctly for each letter to be corrected and corrected if they are still not quite right. To master it, you need continuous writing practice.^{29,30} The stages of writing from incorrect ones were developed into correct Arabic writing and even reached perfect Arabic writing.³¹ Then, the lecturer conveys the letters that will be studied at the next meeting. The lesson ended with saying Hamdalah and the lecturer said hello to the students.

The Influence of the *Hamidiyyah* Method on Student *Kitābah* Learning Outcomes

Data Descriptive Statistics

After the pre-test and post-test data from the experimental class and control class were collected, the data was analyzed by first presenting it in tabular form to show a general overview of the data, as shown in Table 2.

²⁸Observasi Partisipan, Maret-June 2023.

²⁹Denise Paige Way, Elizabeth G. Joiner, and Michael A. Seaman, "Writing in the Secondary Foreign Language Classroom: The Effects of Prompts and Tasks on Novice Learners of French," *The Modern Language Journal* 84, no. 2 (2000): 171–84, <https://doi.org/10.1111/0026-7902.00060>.

³⁰- Imam Machali [editor] and [et al] M. Syadullah Fauzi, *Ensiklopedia Tematik Teori-Teori Pendidikan* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2021), <https://digilib.uin-suka.ac.id/id/eprint/50345/>.

³¹Azizah Nur Kholifah et al., "Implementasi Media Teka-Teki Silang Dalam Meningkatkan Maharah Kitābah Siswa Kelas X MA Darul Ulum Waru," *LUGHATI: Jurnal Pendidikan Bahasa Arab* 1, no. 02 (2023): 123–33.

Table 2. Descriptive Statistics of Student *Kitābah* Learning Outcome Data

No	Student Outcome	N	Min	Max	Mean
1	Pre-test experimental group	23	30	70	48,26
2	Post-test experimental group	23	55	90	71,3
3	Pre-test control group	23	30	65	47,17
4	Post-test control group	23	50	75	59,13

Table 2 shows descriptive statistics of the pre-test and post-test *kitābah* learning outcomes data for the experimental class and control class. The lowest score in the pre-test for the experimental class was 30. This number was the same as the lowest score in the pre-test for the control class. The highest score in the pre-test for the experimental class was 70. This score increased in the post-test where the lowest score was 55 which was not much different from the post-test score for the control class. Meanwhile, the highest score was 90. As a result, the average score increased from 48.26 to 71.3. This means that this value increased by 23.04. Meanwhile, the highest score in the control class pre-test was 65 and increased during the post-test to 75. The average score in the control class also rose from 47.17 to 59.13. In other words, the increase in the control class value was 11.96.

Data Analysis Prerequisite Tests: Normality Test and Homogeneity Test

Next, the researcher carried out a data normality test using the Kolmogorov Smirnov technique and a homogeneity test using a one-way ANOVA technique using IBM SPSS 24 as a condition that must be met before carrying out a parametric test, namely that the data is normally distributed and has a homogeneous variance. The test results on the pre-test and post-test data for the experimental class can be seen in Table 3.

Table 3. Pre-test and Post-test Normality Test Results

No	Data	N	Sig.	Description
1	Experimental class	23	0,806	Normal
2	Control class	23	0,051	

Table 3 shows the results of the pre-test and post-test normality tests for the experimental class and control class. The results of the normality test on the experimental class data had a significance of 0.806, while the control class showed a significance of 0.051. Both values are ≥ 0.05 , meaning that the data in the experimental class and control class are normally distributed.

Meanwhile, the results of the homogeneity test of pre-test and post-test data for the experimental class and control class are in Table 4, namely:

Table 4. Data Homogeneity Test Results for Experimental Class and Control Class

No	Data	Sig.	Description
1	Pre-test	0,619	Homogenous
2	Post-test	0,137	

Table 4 proves the results of the homogeneity test of the experimental class and control class data, both pre-test and post-test data. The pre-test data for both classes has a significance value of 0.619, while the post-test data is 0.137. Both data are known to be ≥ 0.05 . Thus, the pre-test and post-test data for the experimental class and control class have homogeneous variance. So, the t-test, which in this research is an independent sample t-test, can be carried out.

Independent Sample T-Test

This test was carried out to find the significance of the average *Kitābah* lectures for the experimental class using the *Hamidiyyah* method and the control class using the *Hamidiyyah* method. The results of the independent sample t-test can be found in Table 5, as follows:

Table 5. Independent Sample T-Test Results on Pre-Test Scores

No	Data	Mean	Sig. (2 tailed)	Description
1	Pre-test experimental group	48,26	0,719	Insignificant
2	Pre-test control group	47,17		

Table 5 shows the results of the independent sample t-test on the pre-test scores of the experimental class and control class. It is known that sig. (2 tailed) are both worth 0.719 which is a number > 0.05 . This means that H_a is rejected, which indicates that there is no significant difference between the pre-test scores of the experimental class and the control class. In addition, these results further confirm that the experimental class and control class have the same initial abilities.

Table 6. Independent Sample T-Test Results on Post-Test Scores

No	Data	Mean	Sig. (2 tailed)	Description
1	Post-test experimental group	71,3	0,001	Significant
2	Post-test control group	59,13		

Table 6 shows the results of the independent sample t-test for the experimental class and control class after being given treatment. Sig value. (2 tailed) in the post-test for the experimental class and control class was 0.001 which was < 0.05 so H_a was accepted. This means that there is a

significant difference between the post-test of the experimental class which applied the *Ḥamidiyyah* method and the control class which applied the traditional method.

Based on the results above, experimental research has succeeded in identifying the influence of the *Ḥamidiyyah* method on students' *mahārah kitābah*. In this case, the *Ḥamidiyyah* method has a significant effect on improving students' *kitābah* learning outcomes. The results of this experiment are the same as the findings by Amrullah, et al that *mahārah kitābah* experienced a significant increase by applying the *Ḥamidiyyah* method, although Amrullah, et al did not present data on this increase quantitatively.³² Likewise, the results of research by Zuhriyah and Ma'arif explain that the *Ḥamidiyyah* method is effective and efficient to use. In addition, this method is said to be able to train and improve students' *mahārah kitābah*.³³

In this regard, several factors encourage increased student learning outcomes in these *kitābah* lectures. This factor is a characteristic in the application of the *Ḥamidiyyah* method, namely the *taqlidiy* technique which allows students to understand the material in depth because in practice students imitate how to write each letter. Then, students submit the results of their work to the lecturer for correction. In other words, students carry out their duties under the guidance of lecturers.³⁴ Based on Rahma's research, assignments can improve a person's writing ability because they can create hand flexibility so that the writer's ability becomes better than before.^{35,36} However, students are required to pay attention to lectures. In this case, Nisa' in her research stated that to beautify writing it is not enough to practice more, but also to pay attention to the details in each letter because it will help in the process of improving the beauty of the writing.³⁷

Furthermore, apart from influencing student learning outcomes, the *Ḥamidiyyah* method also contributes to the enthusiasm shown by students during lectures, especially when the lecturer corrects their work.^{38,39} In this regard, Multazam and Nasrullah explained that in this modern era,

³²Ahmad Yasir Amrullah, Muhammad Fauzi, dan Sarifudin, "Peningkatan Keterampilan Kitabah Melalui Calligraphy Riq'ah Dengan Manhaj Hamidi Di Sekolah Kaligrafi AL-Qur'an (SAKAL) Jombang," *Edulab : Majalah Ilmiah Laboratorium Pendidikan* 6, no. 1 (9 Juli 2021): 43–58, <https://doi.org/10.14421/edulab.2021.61.04>.

³³Nunik Zuhriyah and Syariful Ma'arif, "دور منهج حميدي في تعليم الخط العربي لطلاب المدرسة الخط القرآن بدينانيار," *Jiluna Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 1 (December 20, 2023): 60–70.

³⁴Faizatul Khoiroh, "Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember Fakultas Tarbiyah Dan Ilmu Keguruan Juni 2022," n.d.

³⁵"Zakya Rahma_084 141 212.Pdf," accessed January 30, 2024, http://digilib.uinkhas.ac.id/20935/1/Zakya%20Rahma_084%20141%20212.pdf.

³⁶Muhammad Rois and Muhammad Thohir, "Komparasi Hasil Pembelajaran Kaligrafi Antara Online dan Offline di Pesantren Sakal," *HIKMAH: Jurnal Pendidikan Islam* 12, no. 2 (December 10, 2023): 396–409, <https://doi.org/10.55403/hikmah.v12i2.578>.

³⁷"Qonitatun Nisa'_084141064.Pdf," accessed January 30, 2024, http://digilib.uinkhas.ac.id/22702/1/Qonitatun%20Nisa%E2%80%99_084141064.pdf.

³⁸Observasi Partisipan.

calligraphy is increasingly being forgotten, whereas studying calligraphy is very important for Muslims because it is closely related to the Koran.⁴⁰ Apart from that, calligraphy also occupies a special position in Islam because its appearance aims to make people happier with the Koran. Therefore, calligraphy needs to be studied so that its sustainability is maintained. The implementation of the *Ḥamidiyyah* method in this lecture is able to bridge students' interest in calligraphy because there are fewer and fewer enthusiasts.⁴¹

This research confirms previous findings that the *Ḥamidiyyah* method has a significant effect on increasing *mahārah kitābah* and students' enthusiasm in studying *mahārah kitābah*, especially calligraphy. Despite its limitations, this research shows that the *Ḥamidiyyah* method can also improve students' *mahārah kitābah* at the tertiary level. However, a more comprehensive study is still needed regarding this *Ḥamidiyyah* method, especially one that discusses the effectiveness of its use in learning and its development which can attract students' interest in studying calligraphy so that one aspect of *mahārah kitābah* gets attention and is preserved as a high quality art in Islam.

CONCLUSION

In conclusion, this research aims to implement and determine the influence of the *Ḥamidiyyah* method on students' *mahārah kitābah*. It is known that the use of the *Ḥamidiyyah* method in *kitābah* lectures has a significant effect on improving students' *kitābah* learning outcomes. The implications of this research are the use of metode *Ḥamidiyyah* in *mahārah kitābah* class to beautify student's Arabic writing skills because in this research there is a significant difference between the learning outcomes of the experimental class and the control class. Apart from that, the use of the *Ḥamidiyyah* method also influences the enthusiasm shown by students during the *kitābah* lecture. Therefore, lecturers can help students to beautify their Arabic writing by implementing this *Ḥamidiyyah* method in learning *mahārah kitābah* which starts with clockwise letters, anti-clockwise letters, and upright letters. There is a book that can support this learning, namely the book "*Taḥsin al-Kitābah al-I'tiyadiyyah*" which was written directly by Sheikh Belaid Hamidi. The media needed are pens, continuous upright books, and video tutorials. This research only discusses the implementation and influence of the *Ḥamidiyyah* method in practice. Therefore, further research is recommended to examine the development and effectiveness of the *Ḥamidiyyah* method in learning.

³⁹Izza Izza, Wawancara Tidak Terstruktur, June 23, 2023.

⁴⁰Multazam Multazam dan Nasrullah Nasrullah, "Analysis Full Letter An-Naba' In Mushaf Maghribi Karya Belaid Hamidi Al-Calligraphy," *ATLAS: Journal of Research and Islamic Thought Studies* 1, no. 1 (2023): 2-20, <https://openrecruitment.radenfatah.ac.id/index.php/atlas/article/view/19510>.

⁴¹Hilyah Ashoumi, Muhamad Masyhuri Malik, and Siti Latifatul Maulidiah, "Implikasi Intrakurikuler Kaligrafi Dalam Pelestarian Seni Budaya Islam Di Madrasah Tsanawiyah Darun Najah Karangploso Malang," *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 16, no. 2 (December 29, 2022): 235–54, <https://doi.org/10.35316/lisanalhal.v16i2.235-254>.

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