



## THE INFLUENCE OF THE *ḤAMIDIYYAH* METHOD ON STUDENTS' WRITING SKILL: A QUASI-EXPERIMENTAL STUDY IN A *MAHĀRAH KITĀBAH* CLASS

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### **Abstract**

*The declining attention of both instructors and students to the calligraphic dimension of Arabic script has significantly limited learners' ability to write accurately and efficiently. As calligraphy plays a vital role in mahārah kitābah (Arabic writing proficiency), this study investigates the effectiveness of the Ḥamidiyyah method in improving students' Arabic writing skills. Using a quasi-experimental design with a non-equivalent control group, the research involved 46 English Education students assigned to experimental and control groups based on consistent attendance across five kitābah sessions. Data were collected through observation, interviews, writing assessments, and documentation, and analyzed using an independent sample t-test. Findings show a statistically significant improvement in the post-test scores of the experimental group, affirming the pedagogical strength of the Ḥamidiyyah method. Additionally, increased engagement and enthusiasm in class suggest that the method enhances not only structural proficiency but also learner motivation. This study supports the integration of traditional calligraphy methods into modern Arabic pedagogy and encourages further exploration of its long-term cognitive and aesthetic impacts.*

**Keywords:** Arabic Calligraphy, Ḥamidiyyah Method, Mahārah Kitābah, Writing Pedagogy, Quasi-Experimental Study.

## Abstrak

Menurunnya perhatian dari pengajar dan mahasiswa terhadap aspek kaligrafi dalam penulisan huruf Arab telah membatasi kemampuan mahasiswa dalam menulis dengan akurat dan efisien. Padahal, kaligrafi merupakan komponen penting dalam pembelajaran *mahārah kitābah* (kemahiran menulis Arab). Penelitian ini bertujuan untuk menguji efektivitas metode *Ḥamidiyyah* dalam meningkatkan keterampilan menulis Arab mahasiswa. Dengan desain kuasi-eksperimental berkelompok kontrol non-ekivalen, penelitian ini melibatkan 46 mahasiswa Pendidikan Bahasa Inggris yang dibagi secara merata ke dalam kelompok eksperimen dan kontrol berdasarkan kehadiran konsisten selama lima sesi *kitābah*. Data dikumpulkan melalui observasi, wawancara, tes tulis, dan dokumentasi, lalu dianalisis menggunakan uji-t sampel independen. Hasil penelitian menunjukkan peningkatan signifikan pada skor pasca-tes kelompok eksperimen, yang menegaskan efektivitas metode *Ḥamidiyyah* secara pedagogis. Selain itu, metode ini juga mendorong peningkatan keterlibatan dan antusiasme mahasiswa dalam proses perkuliahan, menunjukkan bahwa metode ini tidak hanya memperkuat aspek struktural penulisan, tetapi juga motivasi belajar. Studi ini mendukung integrasi metode kaligrafi tradisional dalam pedagogi modern bahasa Arab, dan merekomendasikan kajian lanjutan untuk mengeksplorasi dampaknya secara kognitif dan estetis dalam jangka panjang.

**Kata Kunci:** *Kaligrafi Arab, Metode Ḥamidiyyah, Mahārah Kitābah, Pedagogi Menulis, Studi Kuasi-Eksperimental.*

## INTRODUCTION

*Mahārah kitābah* Arabic writing proficiency holds a critical place among the four language skills, as it demands systematic thinking and productive output<sup>1,2</sup>. Arabic writing is more than copying characters; it engages both cognitive and psychomotor processes<sup>3</sup>. In today's globalized and technologically driven landscape, writing is an essential skill especially for students in educational contexts<sup>4</sup>. Yet, among Arabic language skills, writing is often seen as the most challenging<sup>5</sup>. This difficulty arises from the complexity of Arabic script, which requires knowledge of letter formation, structural consistency, and spatial balance<sup>6,7</sup>. One of the core challenges lies in

<sup>1</sup> Muhammad Ali Al-Khuli, *Asālib Tadrīs Al-Lughah Al-'Arabiyyah* (Riyadh: Jami'u Khuquq Mahfuzah lil Mu'allif, 1989), 129.

<sup>2</sup> Juhaeti Yusuf, Ahmad Zaki Alhafidz, dan Muhammad Fahmi Luthfi, "Menulis Terstruktur sebagai Urgensi Pembelajaran Maharah Al-Kitabah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 21, no. 02 (2019): 203, <https://doi.org/10.32332/an-nabighoh.v21i02.1683>.

<sup>3</sup> Nasution, Zakiah Mardiah, Fahriza Ramadhan, Nur Azizah Putri, Aulia Marhamah, and Sahkholid Nasution. "Urgensi Mahāratul Kitābah dalam Pembelajaran Bahasa Arab." *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam* 4, no. 2 (2023): 153–63. <https://doi.org/10.31943/counselia.v4i2.115>.

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

<sup>5</sup> Judit 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 (2023): 622–46, <https://doi.org/10.1017/S0272263122000481>.

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

the lack of emphasis on *khatt* (calligraphy) in writing instruction an issue stemming from both teachers and students<sup>8,9</sup>. This is evident among English Education students at Universitas Islam Negeri Imam Bonjol Padang, particularly in the *Qirā'ah wa Kitābah* course, where limited attention to script structure negatively impacts comprehension and performance<sup>10,11</sup>.

To address this gap, the *Hamidiyyah* method was introduced as an alternative pedagogical approach focused on intensive, step-by-step handwriting practice<sup>12</sup>. This method emphasizes mastery of basic skills from recognizing the shapes of *hurūf hijā'iyah* to developing aesthetically correct and structurally sound handwriting<sup>13</sup>. Originating from the Moroccan calligrapher Sheikh Belaid Hamidi, the method is rooted in a traditional *taqlīdiy* genealogy-based framework<sup>14</sup>. Its strength lies in its structured progression, which supports learners in coordinating visual perception with hand movement<sup>15</sup>. The method is further supported by two core instructional tools: the guidebook *Tahsīn al-Kitābah al-I'tiyādiyyah* and a writing logbook, both of which organize content logically and incrementally. This combination of traditional lineage, pedagogical structure, and teaching tools makes the method particularly effective for students without a formal Arabic education background.

Previous research has documented the benefits of the *Hamidiyyah* method in improving Arabic handwriting. Rahmawati et al. found that nearly half of English Education students came

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

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

<sup>9</sup> Umamah, Atik, Niamika El Khoiri, Utami Widiati, and Anik Nunuk Wulyani. "EFL University Students' Self-Regulated Writing Strategies: The Role of Individual Differences." *Journal of Language and Education* 8, no. 4 (2022): 182–93. <https://doi.org/10.17323/jle.2022.13339>.

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

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

<sup>12</sup> Pham, Vu Phi Ho, Tuyen Thi Thanh Tran, and Ngoc Hoang Vy Nguyen. "The Effects of Extensive Journal Writing on the Vietnamese High-School Students' Writing Accuracy and Fluency." *Journal of Language and Education* 8, no. 1 (2022): 116–29. <https://doi.org/10.17323/jle.2022.12361>.

<sup>13</sup> Rathomi, Ahmad. "Maharah Kitabah dalam Pembelajaran Bahasa Arab." *TARBIYA ISLAMICA: Jurnal Keguruan dan Pendidikan Islam* 8, no. 1 (2020): 1–8. <https://doi.org/10.37567/ti.v1i1>.

<sup>14</sup> Rifqi Nur Aini, "Pembelajaran Kaligrafi dengan Kitab At-Thoriqoh di Ma'Had Al-Jamiah Syaifuddin Zuhri IAIN Jember" (undergraduate, IAIN Jember, 2019), <http://digilib.uinkhas.ac.id/14391/>.

<sup>15</sup> Ana Safira Ningrum, "Jurusan Pendidikan Bahasa Arab Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Kalijaga Yogyakarta 2019," (2020), <http://digilib.uin-suka.ac.id/view/divisions/jur%3D5Fpba/2020.html>.

from general secondary schools and struggled with Arabic, including *kitābah*<sup>16</sup>. In that context, Amrullah et al. noted that the method helps students from non-religious backgrounds understand Arabic letter forms more effectively<sup>17</sup>. Mujib highlighted the value of certified instructors, structured lessons, and the method's compatibility with modern learners<sup>18</sup>. Anshory found that it boosts not only student motivation but also spiritual engagement, which in turn influences the quality of writing<sup>19</sup>. Chudaifi and Mujib emphasized the method's impact on letter structure, aesthetic quality, and fluency<sup>20</sup>. However, few experimental studies have specifically examined its effects on *mahārah kitābah* among English Education students making this research both timely and necessary.

Theoretically, this study is grounded in psycholinguistic and pedagogical approaches that emphasize the interrelation between sensory, motor, and cognitive stimulation in writing instruction. The *Ḥamidiyyah* method is examined as a form of multisensory learning that integrates visual elements (letter forms), kinesthetic engagement (hand movements), and auditory reinforcement (verbal explanations from the instructor). Within this framework, writing skills are developed not only through cognitive training but also through guided mechanical repetition, systematically supervised by the teacher. This study also incorporates principles of Islamic pedagogy, particularly the cultivation of character through perseverance, patience, and attention to aesthetic detail in Arabic calligraphy. Viewed through this lens, the *Ḥamidiyyah* method is not merely a practical technique, but a holistic approach that weaves together ethical, aesthetic, and spiritual dimensions in Arabic language education. With this theoretical grounding in mind, the study now turns to practical implementation and outcomes.

The main objective of this study is to evaluate the impact of the *Ḥamidiyyah* method on improving *mahārah kitābah* among English Education students. Specifically, the research seeks to answer two core questions: how is the method implemented in the classroom, and to what extent is

<sup>16</sup> Rahmawati, Rina Dian, and Amrini Shofiyani Rahmawati. "Strategi Pembelajaran Menulis Bahasa Arab untuk Mahasiswa Program Studi Bahasa Inggris." *Jurnal Education and Development* 8, no. 3 (2020): 298–303, <http://journal.ipts.ac.id/index.php/ED/article/view/1902>.

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

<sup>18</sup> Mujib, Zainul, Karya Syeikh, and Belaid Hamidi. "Kontribusi Karya Syeikh Belaid Hamidi dalam Pengembangan Pendidikan Kaligrafi Islam di Sakal (Sekolah Kaligrafi Al-Qur'an) Denanyar Jombang." *Jurnal Pendidikan Tambusai* 5, no. 1 (2021): 2104–2108, <https://jptam.org/index.php/jptam/article/view/1246>.

<sup>19</sup> Al Anshory, Abdul Muntaqim. "Technology-Based Arabic Calligraphy Learning in a New Era: Study on the Online Khat Learning Community." *In Proceedings of the International Conference on Engineering, Technology and Social Science (ICONETOS 2020), Advances in Social Science, Education and Humanities Research* 529, 190–94. Paris: Atlantis Press, (2021), <https://doi.org/10.2991/assehr.k.210421.027>.

<sup>20</sup> 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 (2022): 29–41, <https://tifani.org/index.php/tifani/article/view/16>.

it effective in enhancing students' Arabic writing skills? The academic contribution of this research lies in its enrichment of Arabic language pedagogy literature and its empirical validation of a silsilah-based instructional method among students from non-religious educational backgrounds. Practically, the study offers an alternative teaching strategy for lecturers in *kitābah* courses and opens the door to more inclusive and application-oriented curriculum development.

The central hypothesis of this research posits that the application of the *Ḥamidiyyah* method significantly improves students' Arabic writing skills compared to conventional methods. This argument is supported by preliminary observations indicating that students trained with this method show clear improvements in the neatness, balance, and aesthetic quality of their handwriting. Early data also suggest higher evaluation scores and greater participation in writing activities. The study responds to the growing need for instructional methods that align with the learning profiles of today's students those who benefit from structured, visual, and practical approaches. By bridging the gap between theory and practice, and between traditional and contemporary models of Arabic calligraphy instruction, this study aims to make a meaningful contribution to the advancement of Arabic teaching methodologies in general, and to the development of *kitābah* skills in higher education in particular.

## METHOD

This study employed a quantitative approach, using a quasi-experimental method due to the researcher's limited control over external variables influencing the experiment<sup>21</sup>. Specifically, the experimental and control groups were not selected through random assignment, making a non-equivalent control group design the most appropriate framework for this research<sup>22</sup>. The design is illustrated as follows:

Table 1. Non-Equivalent Control Group Design

Group	Pre-test	Treatment	Post-test
E	O <sub>1</sub>	X	O <sub>2</sub>
K	O <sub>3</sub>	-	O <sub>4</sub>

Legend:

E = Experimental group

K = Control group

O<sub>1</sub> = Pre-test (experimental group)

<sup>21</sup> Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan* (Jakarta: Prenadamedia Group, 2015), 183.

<sup>22</sup> Uhar Suharsaputra, *Metodologi Penelitian Kuantitatif Dan Tindakan* (Bandung: PT. Refika Aditama, 2012), 87.

O<sub>2</sub> = Post-test (experimental group)

O<sub>3</sub> = Pre-test (control group)

O<sub>4</sub> = Post-test (control group)

X = Treatment using the *Ḥamidiyyah* method

- = No treatment or conventional instruction

The experimental group consisted of 23 students from English Education class D, while the control group comprised 23 students from class C. These groups were selected using purposive sampling, based on specific criteria aligned with the research objectives namely, students who had attended at least five *mahārah kitābah* sessions. Both groups were similar in terms of educational background, age, gender, classroom environment, and instructional duration<sup>23</sup>. Primary data on students' calligraphy performance were collected from course instructors. Secondary data were drawn from relevant literature addressing the *Ḥamidiyyah* method and *mahārah kitābah*. Data collection methods included participant observation, unstructured interviews, writing tests, and documentation.

Participant observation was used to assess students' behavior during the treatment period. To guide and focus observations, an observation sheet was provided. Unstructured interviews were conducted to gather student feedback on the implementation of the *Ḥamidiyyah* method in class. An interview guide and audio recorder were used to ensure a smooth and systematic interview process. The primary technique for evaluating Arabic writing proficiency was a writing test, as it remains a standard tool in educational assessment<sup>24</sup>. The test was administered twice once before the intervention (pre-test) and once afterward (post-test) to both experimental and control groups. Students were instructed to write all Arabic *ḥurūf hijā'iyah*. Documentation consisted of photographs from the learning sessions and relevant student records.

Data analysis began with prerequisite tests to examine the normality and homogeneity of the data. The Kolmogorov–Smirnov test was used to determine whether the data were normally distributed<sup>25</sup>. A homogeneity test using one-way ANOVA was then conducted to confirm that both groups shared similar variance<sup>26</sup>. Hypothesis testing was carried out using an independent samples t-test to evaluate the effect of the *Ḥamidiyyah* method on students' writing skills. To understand how this method was operationalized, the following section describes its classroom implementation.

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

<sup>24</sup> Abdul Kadir, "Menyusun dan Menganalisis Tes Hasil Belajar," *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015): 70–81, <https://core.ac.uk/download/pdf/231137378.pdf>.

<sup>25</sup> Noor Juliansyah. *Metodologi Penelitian: Skripsi, Tesis, Disertasi, dan Karya Ilmiah* (Jakarta: Kencana Prenada Media Group, 2011), 174.

<sup>26</sup> Sumanto, *Statistika Terapan*, ed. Tri Admojo (Yogyakarta: CAPS, 2014), 149.

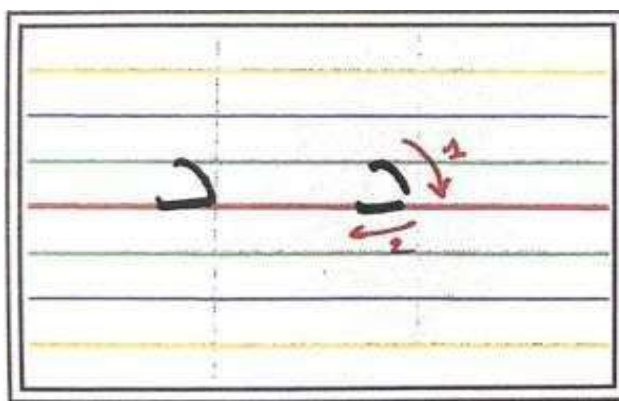
## RESULTS AND DISCUSSION

### Implementation of the *Ḥamidiyyah* Method in the *Mahārah Kitābah* Class

The *Ḥamidiyyah* method was implemented over five sessions in the experimental group (English Education D) as part of the *kitābah* course. Each session followed a structured three-part sequence: introduction, core activities, and conclusion. The introductory segment began with Qur'anic recitation and prayer, followed by a review of the previous session's material and a brief overview of the day's objectives specifically, the ability to form Arabic letters. During the first session, the lecturer introduced the fundamental rules of Arabic writing. In session two, students practiced the letters د - ر - و - ب - ه. Session three focused on ق - ن - ص - س - ف. Session four covered ي - ج - م - ع - ا - ل, and in the final session, students worked on ك - ط - لا.

The core instructional phase emphasized demonstration-based learning. The lecturer modeled the formation of each letter on the blackboard while explaining the associated writing rules, as illustrated in the video provided at this link: [https://youtu.be/\\_qhJyqRBoMI?si=512mitM8GouYXFzV](https://youtu.be/_qhJyqRBoMI?si=512mitM8GouYXFzV)<sup>27</sup>. For instance, in demonstrating the letter ل, the lecturer explained that the letter is written above the line: first by drawing a curved line from the top, followed by a straight horizontal stroke that extends beyond the first segment. The proper formation of this letter is shown in Figure 2. After the demonstration, students practiced writing the letter in continuous upright notebooks, which include guiding lines to aid accuracy. The lecturer then reviewed the students' work, marked errors with a red pen, and provided feedback to improve their form.

Figure 1. Steps for Writing the Letter ل



<sup>27</sup> Khairani, Ismi, Ainur Rahma, Desi Susanti, Farhatul Fadhilah, and Sahkholid Nasution. "The Role of Calligraphy in Increasing the Maharah Kitabah." *Quality: Journal of Education, Arabic and Islamic Studies* 1, no. 2 (2023): 157–68. <https://doi.org/10.58355/qwt.v1i2.34>.

The concluding segment of each session involved repetition and independent reinforcement. Students were asked to rewrite the letters they had learned to reinforce muscle memory and consistency. Additionally, they were assigned homework: to write five letters clearly and correctly for individual evaluation. Mastery of Arabic script, as emphasized in this method, depends on continuous, repetitive practice<sup>28,29</sup>. Over time, students progressed from inaccurate forms to increasingly accurate and even near-perfect Arabic script<sup>30</sup>. The session concluded with a preview of the upcoming lesson, followed by a recitation of *ḥamdalah* and a farewell greeting from the lecturer.

## The Influence of the *Ḥamidiyyah* Method on Student *Kitābah* Learning Outcomes

### Descriptive Statistics

Following the administration of pre-tests and post-tests to both the experimental and control groups, the resulting data were organized into a table to provide a general overview of student performance, as shown in Table 2.

Table 2. Descriptive Statistics of Student *Kitābah* Learning Outcomes

No.	Student Group	N	Min	Max	Mean
1	Pre-test (Experimental)	23	30	70	48.26
2	Post-test (Experimental)	23	55	90	71.30
3	Pre-test (Control)	23	30	65	47.17
4	Post-test (Control)	23	50	75	59.13

Table 2 presents a summary of the descriptive statistics for both groups. In the experimental class, the lowest pre-test score was 30 identical to the lowest score in the control group's pre-test. The highest pre-test score in the experimental group was 70, which later rose to 90 in the post-test. Notably, the minimum score in the post-test also increased to 55, which is comparable to the control group's post-test minimum score of 50. The average score in the experimental group rose significantly from 48.26 to 71.30, indicating a gain of 23.04 points. In the control group, the highest pre-test score was 65, which improved modestly to 75 in the post-test. The average score increased from 47.17 to 59.13, reflecting a gain of 11.96 points. These descriptive results suggest a more substantial improvement in writing performance among students exposed to the *Ḥamidiyyah* method compared to those receiving conventional instruction.

<sup>28</sup> Denise 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," *Modern Language Journal* 84, no. 2 (2000): 171–84. <https://doi.org/10.1111/0026-7902.00060>.

<sup>29</sup> M. Syadullah Fauzi et al., *Ensiklopedia Tematik Teori-Teori Pendidikan*, ed. Imam Machali (Fakultas Ilmu Tarbiyah dan Keguruan, 2021), 90.

<sup>30</sup> Azizah Nur Kholifah et al., "Implementasi Media Teka-Teki Silang dalam Meningkatkan Maharah Kitabah Siswa Kelas X MA Darul Ulum Waru," *Lughati, Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2023): 123–33, <http://ejournal.unkafa.ac.id/index.php/lughati/article/view/767/522>.

### Data Analysis Prerequisite Tests: Normality and Homogeneity

Before conducting the parametric analysis, the researcher first performed prerequisite tests to ensure that the data met the assumptions of normal distribution and homogeneity of variance. The Kolmogorov-Smirnov test was used to assess normality, while the homogeneity of variance was tested using one-way ANOVA. Both tests were conducted using IBM SPSS version 24. The results for the pre-test and post-test in the experimental and control groups are presented in Table 3.

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

No.	Data Group	N	Sig.	Description
1	Experimental Group	23	0.806	Normal
2	Control Group	23	0.051	Normal

As shown in Table 3, the significance value for the experimental group is 0.806, and for the control group, 0.051. Both values exceed the 0.05 threshold, indicating that the data for both groups are normally distributed.

Next, the homogeneity test results for the pre-test and post-test scores of the two groups are summarized in Table 4.

Table 4. Homogeneity Test Results for Pre-test and Post-test Data

No.	Data Type	Sig.	Description
1	Pre-test	0.619	Homogeneous
2	Post-test	0.137	Homogeneous

As presented in Table 4, the significance value for the pre-test is 0.619 and for the post-test is 0.137. Since both values are greater than 0.05, the data meet the assumption of homogeneity of variance. Based on these results, the dataset satisfies the assumptions required for conducting a parametric test. Therefore, an independent sample t-test was deemed appropriate for the subsequent hypothesis testing.

### Independent Sample T-Test

To evaluate the significance of differences in *kitābah* learning outcomes between the experimental group (using the *Ḥamidiyyah* method) and the control group (using the conventional method), an independent sample t-test was conducted. The results are presented in Tables 5 and 6.

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

No.	Data Group	Mean	Sig. (2-tailed)	Description
1	Experimental Group	48.26	0.719	Not Significant
2	Control Group	47.17		

As shown in Table 5, the pre-test scores of the experimental and control groups yielded a significance value of 0.719, which is greater than the 0.05 threshold. This indicates that there is no statistically significant difference in the initial *kitābah* proficiency between the two groups. Thus, both groups started with comparable baseline abilities.

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

No.	Data Group	Mean	Sig. (2-tailed)	Description
1	Experimental Group	71.30	0.001	Significant
2	Control Group	59.13		

Table 6 displays the post-test results following the intervention. The significance value (0.001) is well below 0.05, confirming a statistically significant difference between the experimental group and the control group. These results suggest that the *Ḥamidiyyah* method had a positive impact on the students' Arabic writing outcomes.

This finding aligns with prior studies, such as Amrullah et al., who observed improvements in students' *mahārah kitābah* following the application of the *Ḥamidiyyah* method, although they did not report their findings with quantitative precision<sup>31</sup>. Similarly, research by Zuhriyah and Ma'arif concluded that the method is both effective and efficient, particularly in developing students' Arabic writing proficiency<sup>32</sup>.

Several factors contributed to the improvement in learning outcomes observed in the experimental group. A defining characteristic of the *Ḥamidiyyah* method is its *taqlīdiy* (imitative) technique, where students learn by closely replicating each letter as demonstrated by the instructor. This process involves iterative feedback: students submit their written work for correction, allowing instructors to guide them through refinements. According to Rahma's findings, repetitive written assignments improve motor coordination and handwriting quality<sup>33,34</sup>. However, consistent attention to detail remains crucial. Nisa' emphasized that refining the beauty of Arabic script is not solely a matter of practice, but also of observing fine structural features in each letter<sup>35</sup>.

Beyond improved test scores, the *Ḥamidiyyah* method also fostered increased student engagement and motivation, particularly during feedback sessions when instructors corrected their work. As Multazam and Nasrullah noted, calligraphy has been increasingly neglected in contemporary contexts, despite its central role in Islamic culture, particularly as an art form

<sup>31</sup> Ahmad Yasir Amrullah, Muhammad Fauzi, dan Sarifudin, "Peningkatan Keterampilan Kitabah melalui Khat Riq'ah dengan Manhaj Hamidi di Sekolah Kaligrafi Al-Qur'an (SAKAL) Jombang," *Edulab: Majalah Ilmiah Laboratorium Pendidikan* 6, no. 1 (2021): 43–58, <https://ejournal.uin-suka.ac.id/tarbiyah/edulab/article/view/2021.61.04/2136>; <https://doi.org/10.14421/edulab.2021.61.04>.

<sup>32</sup> Nunik Zuhriyah, "Peran Metode Hamidi dalam Pembelajaran Khat Arab Bagi Siswa Madrasah Khat Qur'an di Denanyar Jombang," *Jiluna Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (2023): 60–70, <https://ejournal.staiat-tahdzib.ac.id/index.php/jiluna/article/view/360/269>.

<sup>33</sup> Zakya Rahma, "Peningkatan Kemampuan Menulis Siswa melalui Seni Kaligrafi (Tahsin Al-Khat) di SMP PLUS Darus Sholah Tegal Besar Jember Tahun Ajaran 2017/2018," *Skripsi* (Jember: IAIN Jember, 2018), 46, [http://digilib.uinkhas.ac.id/20935/1/Zakya\\_Rahma\\_084\\_141\\_212.pdf#](http://digilib.uinkhas.ac.id/20935/1/Zakya_Rahma_084_141_212.pdf#).

<sup>34</sup> Muhammad Rois and Muhammad Thohir, "Komparasi Hasil Pembelajaran Kaligrafi antara Online dan Offline di Pesantren SAKAL," *Jurnal Pendidikan Islam* 12, no. 2 (2023): 396–409, <https://doi.org/10.55403/hikmah.v12i2.578>.

<sup>35</sup> Qonitatan Nisa', "Penerapan Seni Kaligrafi: Menggunakan Metode Taqlidy Hamidi di Indtitute of Culture and Islamic Studies (ICIS)," *Skripsi*, (Jember: IAIN Jember, 2018), [http://digilib.uinkhas.ac.id/22702/1/Qonitatan\\_Nisa'\\_084141064.pdf#](http://digilib.uinkhas.ac.id/22702/1/Qonitatan_Nisa'_084141064.pdf#).

connected to the Qur'an<sup>36</sup>. Calligraphy is not only a medium for aesthetic appreciation but also a means to deepen spiritual engagement, making it imperative to preserve. The structured and visually engaging nature of the *Ḥamidiyyah* method appears to rekindle student interest in this declining art form<sup>37</sup>.

In conclusion, this study reinforces previous findings on the pedagogical value of the *Ḥamidiyyah* method in enhancing both skill and enthusiasm in Arabic writing instruction. Despite certain limitations, the method shows strong potential to improve *mahārah kitābah* at the tertiary level. Nonetheless, further research is needed to examine the method's long-term impact and to explore strategies for making calligraphy instruction more appealing to contemporary students, ensuring that this valuable aspect of Islamic artistic heritage is sustained and celebrated.

## CONCLUSION

This study has demonstrated that implementing the *Ḥamidiyyah* method in *mahārah kitābah* (Arabic writing skills) instruction significantly improves student performance. The experimental group, which received structured training in Arabic calligraphy using the *Ḥamidiyyah* approach, showed a substantial increase in post-test scores compared to the control group. In addition to measurable improvements, students also exhibited greater engagement and enthusiasm throughout the learning process. These outcomes suggest that targeted, systematic handwriting instruction contributes not only to technical precision in Arabic letter formation but also to a deeper cognitive and aesthetic appreciation of the writing process. The method's step-by-step sequence covering clockwise, counterclockwise, and vertical stroke practices helped students internalize writing conventions and apply them with increased accuracy and confidence. These findings affirm that the *Ḥamidiyyah* method is an effective pedagogical strategy for strengthening Arabic writing skills. This is particularly true at the university level, where learners often struggle with Arabic orthography.

The broader significance of this research lies in its contribution to Arabic language education and its reaffirmation of calligraphy as a valuable component of *kitābah* pedagogy. In academic contexts where handwriting is often overlooked, this study supports a renewed integration of culturally grounded methods like *Ḥamidiyyah* into contemporary curricula. It addresses a

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<sup>36</sup> Multazam and Nasrullah, "Analysis Full Letter An-Naba' in Mushaf Maghribi Karya Belaid Hamidi Al-Khattat," *ATLAS: Journal of Research and Islamic Thought Studies* 1, no. 1 (2023): 1–20, <https://jurnal.radenfatah.ac.id/index.php/atlas/article/view/19510>.

<sup>37</sup> Ashoumi, Hilyah, Muhamad Masyhuri Malik, dan 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 (2022): 235–54, <https://doi.org/10.35316/lisanalhal.v16i2.235-254>.

pedagogical gap by highlighting how structured calligraphic training can enhance students' discipline, visual literacy, and fine motor skills. Theoretically, the study highlights the value of traditional *taqlīd*-based learning in today's goal-driven educational environments. Practically, it offers a replicable instructional framework that educators can use to improve learners' motor coordination, attention to detail, and clarity in written expression. Thus, the *Ḥamidiyyah* method emerges not merely as an artistic tradition but as a functional and culturally resonant teaching tool that enriches the didactic repertoire for Arabic writing instruction.

Nevertheless, the study recognizes several limitations. The sample was restricted to a single cohort of English Education students at one Islamic university, which may limit the generalizability of the findings. Furthermore, the research focused on short-term outcomes without assessing long-term skill retention or the sustained impact of the method. Future studies could address these gaps by expanding participant diversity, employing mixed-method designs to include learners' qualitative feedback, and testing the method's applicability across educational levels and cultural settings. Comparative research between the *Ḥamidiyyah* method and other traditional or technology-based writing pedagogies would also provide deeper insight into its relative effectiveness. Integrating digital tools with calligraphy instruction could offer additional pathways for innovation and accessibility in *kitābah* education.

In conclusion, while this study establishes the pedagogical efficacy of the *Ḥamidiyyah* method, its continued relevance will depend on further refinement, contextual adaptation, and alignment with evolving educational needs. As Arabic language educators seek effective, culturally grounded approaches to support student development, the *Ḥamidiyyah* method presents a compelling model worthy of broader implementation and exploration.

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