



INTRODUCING *HIJAIYAH* LETTER AND TRAINING IN WRITING ARABIC LETTERS FOR STUDENTS OF THE ISLAMIC ECONOMICS STUDY PROGRAM

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia

Email Korespondensi: tiranurfitria@gmail.com✉

Info Artikel	ABSTRACT
<p>Histori Artikel:</p> <p>Masuk: Masuk: 27 Juni 2023 Diterima: 30 Juni 2023 Diterbitkan: 01 Juni 2023</p> <p>Kata Kunci:</p> <p>Arabic; Arabic letter; Islamic Economic Students; Writing Arabic Letter.</p>	<p>This activity introduces <i>hijaiyah</i> letters and teaches how to write Arabic for non-Arabic study program students in ITB AAS Indonesia. This activity is held on 22 February 2023 in offline meetings, Zoom Meetings, and Live Streaming on YouTube. There are 20 students in the Islamic Economics Study Program in the 2nd semester involved in this activity. This activity is carried out through demonstrations and discussions. In the implementation of this activity, the speaker introduces <i>Hijaiyah</i> Letter and Harakat (Arabic vowel) to grow students' attention to the importance of learning <i>Hijaiyah</i> and writing Arabic. After explaining, the speaker gives assignments. The speaker gives two assignments for students to write <i>hijaiyah</i> letters and Arabic, especially Surah Yasin. The purpose of giving these assignments is to help the students master the rule of writing <i>hijaiyah</i> and can write Surah Yasin correctly. Based on the students' writing, shows that students consider the rule of writing <i>hijaiyah</i> letters correctly and can write Arabic well. Writing <i>hijaiyah</i> letters has a higher level of difficulty compared to Latin letters because almost all of the letters can change shape based on the position of the letter when it is in the front, middle, or end of the word.</p>

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BACKGROUND

Learning Al-Qur'an is very important for human life because learning the Qur'an is a process of developing the creative potential of students which aims to realize human beings who fear Allah SWT, and are intelligent, virtuous, independent, and responsible for themselves, as well as religion. Thus, an educator must improve the quality of learning so that the potential of students can develop optimally. Arabic and the Qur'an are inseparable, like two faces of a coin; learning Arabic is a prerequisite for comprehending the contents of the Qur'an, and learning the language of the Qur'an requires learning Arabic (Rozani, 2021). Thus the role of the Al-Qur'an in Arabic besides being a means of communication to fellow human beings both in the academic and non-academic world, is also a means of communication for human beings who believe in His Creator.

Hijaiyah letters are Arabic letters that are grouped so that they have a specific meaning and are contained in the Koran which are useful for spelling practice in reading and writing the Koran (Sari et.al., 2021). Recognizing and mastering *hijaiyah* letters which are the basis for reading and studying the holy book of the Koran from an early age is very important. One of the main materials that cannot be separated from Islamic Religious Education is learning to write *hijaiyah* letters (Khasanah, 2013).

Teaching students to recognize and memorize *hijaiyah* letters, is closely related to the process of teaching how to read and write them. To introduce *hijaiyah* letters to students, methods are needed that are useful for them to do, so that students can easily recognize and understand *hijaiyah* letters (Nasution, 2020). *Hijaiyah* letters total 28 single letters or 30 if we include double letters lam-alif and hamza as

stand-alone letters. The person who first arranged *hijaiyah* letters was Nasr bin 'Ashim al-Laitsi sequentially from *Alif* to *ya* (Nasution, 2020). The way to write Arabic letters is different from Latin letters. Latin letters are written from left to right, but Arabic letters are written from right to left.

Writing is one part of the basic language skills that need to be mastered by students in the early stages of elementary school. Writing is also part of the four skills essences speaks. It is important to learn because of skills language is a source of knowledge for students, and also a prerequisite for achieving information skills to transform knowledge to the community. Students must master various information contained in other subjects. Therefore, writing is a basic ability provision for student learning at the next level. Skills in writing can only be obtained after going through the process exercises and mastering certain concepts. So it is not surprising even that a student can write but if it is not balanced with practice and exercises, then it can be the cause of the lack of skilled students in writing (Zubaidah, 2022).

Arabic lessons are not only found in Islamic Religious Schools but also found in several public schools, especially at the school-level Senior High School (SMA) which uses Arabic as a specialization foreign language for students who are interested in learning it. Several Colleges and State Universities in Indonesia also provide Arabic as one of their Study programs, both Literature and Education. Language set Arabic as the official language is one of the impacts that make the language Arabic increasingly recognized and made the program of choice by the Institute of General Education (Nurhanifah, 2021). In studying foreign languages, especially Arabic, there are 4 skills to be introduced. These skills include proficient listening skills (*istima'*), speaking skills (*kalam*), reading skills (*qiro'ah*), and also writing skills (*kitabah*).

This activity of studying the Quran and Arabic is essential to comprehending the meaning of Islamic economics. The qawliyyah verses are written in Arabic, so we must first master Arabic to become more proficient in Islamic economics, since we cannot be considered specialists in Islamic economics if we do not master the original language used to study Islamic economics (Mehilda, 2017). Arabic lesson refers to the values of Islamic teachings, in which the Qur'an and Hadith are references and material sources of education. The scope of Islamic Economics (Sharia) is identical to the teaching aspects of Islam because the material contained therein is a combination of complements each other. Scope Islamic Economics (Sha'ia) in schools contains several materials which include the Al-Qur'an and Al-Hadiths.

Teaching Arabic writing is also actually loaded in religious subjects in schools or other Islamic educational institutions, both formal ones or informal. Practice learning to write Arabic at school is often found in several eye units Religious lessons in Islamic educational institutions such as Arabic, which are learning activities. It certainly includes writing activities in Arabic sentences and texts. Religious Education Islam or Al-Qur'an Hadith may also contain written Arabic letters. Within these two subjects, the arguments for the verses of the Qur'an or the hadiths are frequently explained, and teachers frequently assign writing or memorization of verses from Al-Qur'an and Hadith as part of the activity learning.

Education in the religious sciences, specifically the *Hijaiyah* letters, is essential as a readiness to be comprehended by humans as the foundation of life to confront future life because the Quran is written in Arabic, the difficulty encountered is reasonable (Sari et.al., 2021). Generally, schools that are thick with Islamic culture such as Madrasah and School-based Other Islam, have a group of religious subjects more than public schools. So that from some of these subjects, students are also often involved with reading activities and writing Arabic. But that will be different for students who attend public schools because there is only one type of religious subject. So that opportunities for students to get teaching and practice Arabic writing at school were very much limited. Based on this can be predicted it is clear that there will be significant differences in the level of ability to write Arabic between students who attend public schools with students who attend Islamic-based schools such as madrasahs, Islamic boarding

schools, and others. However also did not rule out for students who attended the public school, were able to write Arabic letters well thanks to the results of learning with people parents or by following the learning process in non-formal schools such as TPA/TPQ (Taman Al-Qur'an Education).

Writing Arabic is a skill that is considered "difficult" for Arabic learners especially not students majoring in Arabic (Adawiyah et.al., 2021). This is because writing skills require a large vocabulary, appropriate structure, and various expressions. Arabic writing is very different from Indonesian writing. Matter This can be seen from the characteristics of the use of *hijaiyah* letters in Arabic which is very different from the Latin writing in Indonesian (Nurhanifah, 2021). Several *hijaiyah* letters have no equivalent in writing Latin which adds obstacles for non-Arabic writers or learners in producing writing. These differences make the author or non-Arabic learners cannot easily write Arabic letters otherwise accompanied by regular writing training.

Learning to write Arabic is not a thing foreign among Muslims and in particular Indonesian Muslims, because as is well known that the majority of Indonesia's population is Muslim. The Arabic text itself has a close relationship with Islam and Islamic scholarship. The findings of the study from Irfan (2019) indicate students continue to deal with writing the Arabic alphabet, according to Irfan (2019). The category of difficulty for the student is writing the Arabic alphabet either standing or wandering, with incorrect letter placement. Then the letter writing which is considered difficult is the letters د, ذ, س, ش, ص, ض, ط, ظ, ف, ق, م, و, هـ ي. Internal and external factors contribute to students' difficulties with writing Arabic letters. Students' inability to memorize the Arabic alphabet, as well as their lack of talent, interest, and motivation, are internal factors. External factors consist of fewer resources, a less conducive learning environment, and the instructor's use of fewer instructional methods and media.

According to Amar (2019), there are some difficulties experienced by students when learning Arabic takes place, especially writing skills. Students' writing is difficult to read because it is not stretched out between words; students make mistakes when writing continuous letters; students have trouble writing the *hijaiyah* letters spoken by the teacher because the place where the *hijaiyah* letters come out is the same, producing almost the same sound; and some students have not memorized the *hijaiyah* letters. The lack of space between lines in student writing is a problem. Students' writing also contains errors when writing continuous letters; students make errors when writing continuous letters; students make errors when writing. Not fluent in reading and mastering vocabulary or *mufrodat*, so that writing is disorganized; students still have difficulty constructing perfect sentences without consulting the textbook because they cannot differentiate between isim, fi'il, muftada, khabar, etc.; the majority of students who complete elementary school lack interest and motivation to learn Arabic.

Writing *hijaiyah* letters consecutively or in a sequence is difficult because not everyone is capable of doing so, even if they can read the *hijaiyah* letters or the Koran well. Because sequentially penning *hijaiyah* letters is governed by norms or regulations. When single-form *hijaiyah* letters are connected or assembled in series, they undergo alterations, and not all *hijaiyah* letters can be assembled or connected (Indriati, 2022). Proficiency in writing in Arabic can include the ability to form the alphabet (letters *hijaiyah*, spelling skills, and expressing thoughts or feelings through writing Arabic (Rini, 2020). In this paper, the author specifically discusses the applicative method which can be used by teachers of Arabic to teach writing skills. Arabic consists of Arabic (*Hijaiyah*) letters that have unique characteristics distinct from writing Latin; consequently, the writing of Arabic text presents several challenges. Second, one letter has many different forms depending on its placement in a word (some are in the beginning, in the middle, and at the end of a word), plus there are various writings that must be connected and separated. Third, adjacent and resembling letters.

Several previous studies show writing *hijaiyah* letter and Arabic. Khasanah (2013) explains that learning to write *hijaiyah* letters at Aisyiyah Bustanul Athfal Batur Kindergarten, is done in an interesting and fun way for children. So that within two weeks, 15 out of 22 children can write *hijaiyah*

letters completely and correctly. This learning requires the readiness of the child to focus on receiving the material. Due to the fact that some lessons are not taught in the first hour, children are not in the best position to absorb the material being taught and therefore cannot write all of the *hijaiyah* letters. Wiasih (2015) explains that a teacher can improve the learning of Arabic letter writing skills by providing examples, reproductions, and *imla*. This can be seen in the activities of students during the learning process. Azzah & Zuraidah (2021) explains the socialization on how to write *hijaiyah* letters was created to share knowledge or insights as well as bonus data to students as well as the use of tools such as books "books for learning to read and write *hijaiyah* letters". This activity proves that some students experience anxiety and anxiety about writing *hijaiyah* letters. In addition, the media that we distribute matches the modules that were informed in TPQ. The book application "Books for Learning to Read and write *hijaiyah* letters" proves that the students in TPQ are very enthusiastic and actively interact with the teaching staff during the upgrading process. Not only that, but the use of the book also increases students' descriptions of how to write *hijaiyah* letters. Adawiyah et.al. (2021) explains that training and mentoring can be concluded that the ability of the participants students show rapid development after holding typing training in Arabic. The ability of students before the holding of this training is relatively low, after the holding of this typing training, the ability of most students has experienced a good change. Munasib et.al. (2021) explains that training on writing the Koran (*hijaiyah* letters) the technical implementation is also divided into two, a small class and a big class. Students in small classes are trained to write *hijaiyah* letters from alif to yes' according to the rules of writing Arabic with good and right. Writing basic Arabic letters is focused on them, remembering most from students in small classes who are still children (toddlers) and cannot write letters *hijaiyah*. In contrast to large-class students, they are trained to write the Koran (letters *hijaiyah*) beautifully. Then the method used in this training is the method of *khot* (calligraphy). The hope is that they will not only be able to write down the Qur'an (letters *hijaiyah*) properly and correctly but by including elements of art and beauty inside it. In addition, they were also given language training, imitating, *imla*' in writing the Koran or *hijaiyah* letters. Arintistia & Kholik (2022) innovated learning media for writing *hijaiyah* letters in the form of providing special companion books for children. They carry out innovations in learning to write *hijaiyah* letters in the form of a companion book for writing *hijaiyah* letters with colorful illustrations and an introduction to simple Arabic vocabulary for children. In addition, the team also assists in using the available learning media for educators, to be able to maximize its application in carrying out the process of learning to write *hijaiyah* letters. Ahmad & Idrus (2022) explains that game development functions to train children in cursive writing with a playing atmosphere. This smart recitation application can also be a media evaluation for children learning to write cursive letters by knowing the mistakes in writing Arabic cursive letters. This application will present all the *hijaiyah* letters in the Qur'an and divide the cursive letters into several levels of difficulty contained in the levels. The children's ability to write Arabic cursive characters improved after instructors and students utilized the application. Sumantri (2022) explains that the implementation of the follow the line method for teaching young students to write Arabic letters is highly effective in attaining the desired learning outcomes. The purpose of learning Arabic letters using the follow the line method is to make it simpler for children to write Arabic letters by following the lines or patterns already written in the book. In order for prospective students to be proficient in writing Arabic letters without lines.

Arabic has a complex and unique type of writing in its writing system (Musahar et.al., 2019). To spell and connect these Arabic letters requires learning specifically about these Arabic letters through writing proficiency exercises. This is because Arabic letters have different forms of writing characters for each letter and there are still many students who have difficulty writing, especially in connecting Arabic letters from one letter to another. Learning to write the Al-Qur'an is defined as a process of providing guidance, motivation, and facilities to children on how to form the Arabic alphabet, namely the *hijaiyah* letters contained in the Al-Qur'an. In the next process, children are taught how to write

writing instruments in arranging Arabic letters following Al-Qur'an standards on paper, blackboards, and so on. When writing *hijaiyah* letters or Arabic letters singly (separately) or continuously, the form of each letter written will have a different way of writing it from one letter to another. Therefore, serious practice is needed in learning to write this letter so that one can write it (Nurman, 2017).

In the Institut Teknologi Bisnis AAS Indonesia, especially in the Islamic Economics/Sharia study program, Arabic is an extracurricular subject (additional courses) taught to students of the Islamic Economics study program, especially in the first semester. This additional lesson needs to be taught because Arabic has a connection with Islamic Economics lectures which are synonymous with knowledge of the Al-Qur'an and Hadith which use Arabic script. Based on the results of interviews with several students of the ITB AAS Indonesia Islamic Economics study program, it shows that most of the students are graduates of non-Islamic schools, in this case, they are graduates of senior high schools or vocational high schools. Most of them came from junior high schools and elementary schools, and not from *Madrasah Tsanawiyah* or *Madrasah Ibtidaiyah*. For them, Arabic is a foreign subject that they have never encountered before at school. The results of interviews with students also showed that most of them knew *hijaiyah* letters, and they could read Arabic, in this case, they could read the Qur'an but they could not write Arabic.

Based on the explanation above, it is necessary to hold community service activities, especially students of the ITB AAS Indonesia Islamic Economics study program to knowing basic Arabic language material such as the re-introduction of *hijaiyah* letters, as well as how to write Arabic letters at the beginning, middle or end of a sentence. Writing cursive *hijaiyah* letters has a higher level of difficulty compared to Latin letters because almost all of the letters can change shape based on the position of the letter when it is in the front, middle, or end.

IMPLEMENTATION AND METHOD

The implementation of community service is carried out through demonstrations and discussions. Fitria (2022) states that the demonstration method is a teaching technique that uses visual resources to explain participants' understanding or demonstrate how to do a task. In this activity, the lecturer gave an example of writing *hijaiyah* letter at the beginning, middle, and end of the word. In addition, the implementation of activities is carried out through discussions. A discussion method is a form of teaching in which two or more participants solve a problem by exchanging their perspectives (Fitria, 2022b). In this activity, the lecturer and students discuss the *hijaiyah* letters, the rule of writing *hijaiyah*, and Arabic in the Holy Qur'an.

ACTIVITY RESULTS

The activity of introducing *hijaiyah* letters and training in writing Arabic letters for students is held on 22 February 2023. The activity is held offline (face-to-face) meetings. Besides, the activity also is held on Zoom Meetings and Live Streaming YouTube. There are 20 students in the Islamic (Sharia Economics Study Program in ITB AAS Indonesia in the 2nd semester. The implementation of this activity can be seen in the description below:

Introducing *Hijaiyah* Letter and *Harakat* (Vowel in Arabic)

In this activity, the speaker does several activities including: 1) introducing *hijaiyah* letters. The purpose of this stage is to grow students' attention to the importance of learning writing and preparing them to receive the material about learning to write.



Figure 1. Introducing Hijaiyah Letter and Harokat

Source: <https://www.youtube.com/watch?v=GUaJAOiI5Q>

The figure above shows that the speaker explains about *hijaiyah* letter. The *hijaiyah* letters are in the Arabic alphabet which has 28 single letters in the Al-Qur'an or 30 letters if the double letters lam alif (لا) and hamzah (ء) are included. *Hijaiyah* letters can be connected with the previous letters, but not all *hijaiyah* letters can be connected with the following letters. In Islamic religious education, reading *hijaiyah* letters, including how to write them, is very important for a Muslim to master. This is because, like any other language, the difference in one letter or punctuation can affect the overall meaning. As for writing in Arabic letters or *hijaiyah* letters, they are: 1) *Hijaiyah* letters are written from right to left. 2) *Hijaiyah* letters total 28 or 30 letters when added with hamzah and lam alif. 3) There are *hijaiyah* letters that can be connected and connected, there are also letters that can be connected but cannot be connected with the letters after it. 4) All *hijaiyah* letters are consonants, including alif (ا), wau (و), and ya (ي). Therefore, these letters need vowel marks (*sakal*). 5) Each has a letter shape according to its position, whether it's at the beginning, in the middle, at the end, or separately.

The figure above shows that the speaker explains about writing *hijaiyah* letter. After students know the letters, another thing that needs to be known as 'vowel'. Because one letter can be read differently according to the Arabic vowel (*harakat*), such as 1) *Fathah*. This punctuation mark is located above the *hijaiyah* letters and is pronounced by opening our mouths by exhaling while reading each *hijaiyah* letter. For example, when reading the letter 'Mim' with the *harakat fathah*, the way to read it is "Ma". This applies to other letters. 2) *Kasrah*. This vowel is located under the *hijaiyah* letters. For example, the letter 'Ta', then how to read it becomes 'Ti'. This applies to all *hijaiyah* letters. 3) *Dhammah*. Although both are above the *hijaiyah* letters, what distinguishes *fathah* from *dhammah* is

the form of *dhammah* which is like the letter 'wawu'. In reading it is also like getting an additional letter 'u' in each letter. For example, the letter 'Ba' is read as 'Bu'. 4) *Fathah Tanwin*. *Fathah tanwin* is part of the *hijaiyah* punctuation marks. When a letter has the vowel tanwin *fathah*, it will be suffixed with "N". For example the letter 'Nun' with the vowel fathah tanwin, then when it is read it will cause a sound to come out of the lips, namely 'Nan'. 5) *Kasrah Tanwin*. *Kasrah Tanwin* is also part of the *hijaiyah* letter punctuation which has the suffix 'n' and is under the letter. For example, when reading the letter 'Ta', it reads 'Tin'. 6) *Dhammah Tanwin*. In reading it will add 'n'. For example, when we see the letter 'Nun' with dhammah tanwin, it will be read 'Nun'. 7) *Sukun*. This vowel will turn off or hold back the *hijaiyah* letters to be read. For example, when reading the letter 'Nun', we just need to read 'n' and this applies to all *hijaiyah* letters. 8) *Tasydid*. The reading of letters using the *tasydid* sign is pronounced like a doubled or long-pressed letter. For example, when reading the letter 'Mim' with *tasydid*, it reads 'Mmim'.



Figure 2. Explaining of Writing *Hijaiyah* Letter

Source: <https://www.youtube.com/watch?v=GUaIjAOII5Q>

The table results also show that *Hijaiyah* letters splicing can be done at the beginning, middle, or end of a word. Six *hijaiyah* letters cannot be connected with the following letters, namely: *Alif, dal, dzal, ro za,* and *wau* (ا د ذ ر ز و). These six *hijaiyah* letters cannot be connected if they are in the middle. Thus, often the six letters must be cut off when they are in the middle and must form new letter connections. However, some letters can only be connected at the beginning or end. In addition, some letters cannot be connected from any side, namely the letter ء (hamza). *Hijaiyah* letters that can be connected at the beginning, middle or end and change shape consist of: ب (ba), ت (ta), ث (Ša), ج (jim), ح (Ha), خ (kha), س (sin), ش (syin), ص (Šad), ض (Dad), ط (Ta), ظ (Za), ع ('ain), غ (gain), ف (fa), ق (qaf), ك (kaf), ل (lam), م (mim), ن (nun), ه (ha), and ي (ya). Furthermore, *hijaiyah* letters cannot be connected with the following letters and can only be connected with the previous letters, namely: ا (alif), د (dal), ذ (Zal), ر (ra), ز (zai), و (wau). Even though it will be difficult at first, if learning the *Hijaiyah* letters continues to get used to it, then reading the Koran will feel easier. The activity of introducing *hijaiyah* letters and Arabic vowels (vowels), shows the enthusiasm of the participants (students) in learning basic Arabic.

Giving Evaluation

In this activity, the speaker gives an evaluation for students to write *hijaiyah* letter. The purpose of this stage is to help the students master the forms of writing correctly. Learning to write Arabic, as has been mentioned above, is divided into three types of learning activities namely forming letters, stringing letters and words, and pouring ideas or ideas in written form. At first, the speaker started by explaining about the letters to be learned both in the initial written form, in the middle, or at the end of a word. The speaker gives two assignments related to writing *hijaiyah* letters and Arabic. The speaker shows an example of the students' assignment of the word or sentences with various forms of writing.

1. First Assignment

In the first assignment, the speaker asks the students to write *hijaiyah* letter. Several examples of students' writing can be seen in the table below:

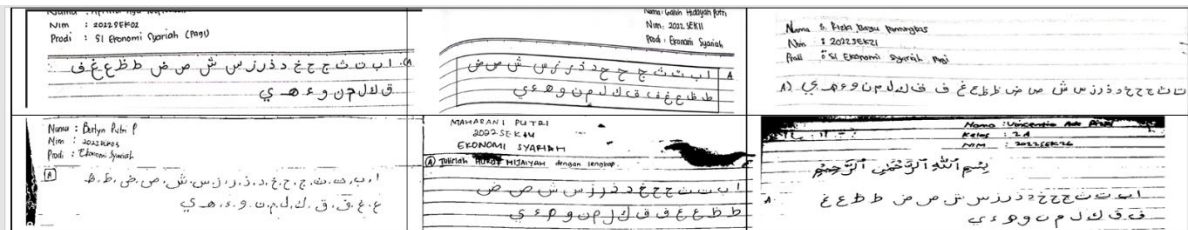
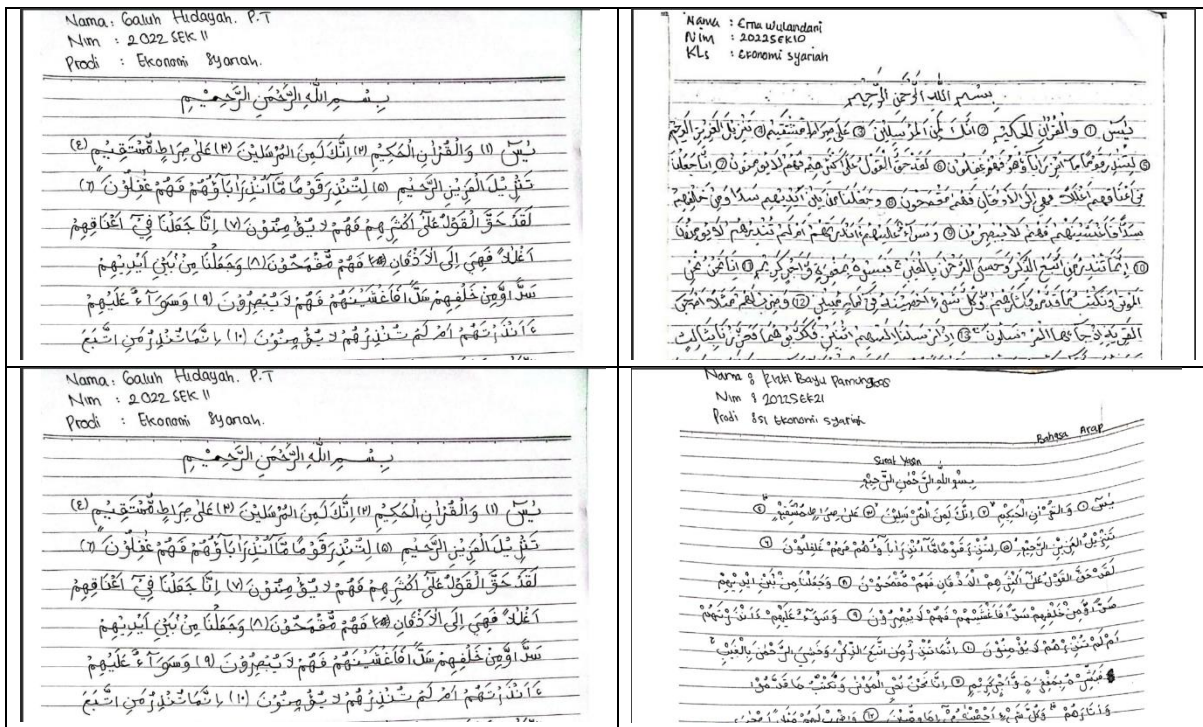


Figure 3. Students' Assignment on Writing *Hijaiyah*

2. Second Assignment

In the first assignment, the speaker ask the students to write Arabic especially writing Al-Qur'an Surah Yasin - Surah Yaasiin consists of 83 verses. The several example of students' writing can be seen in the figures below:



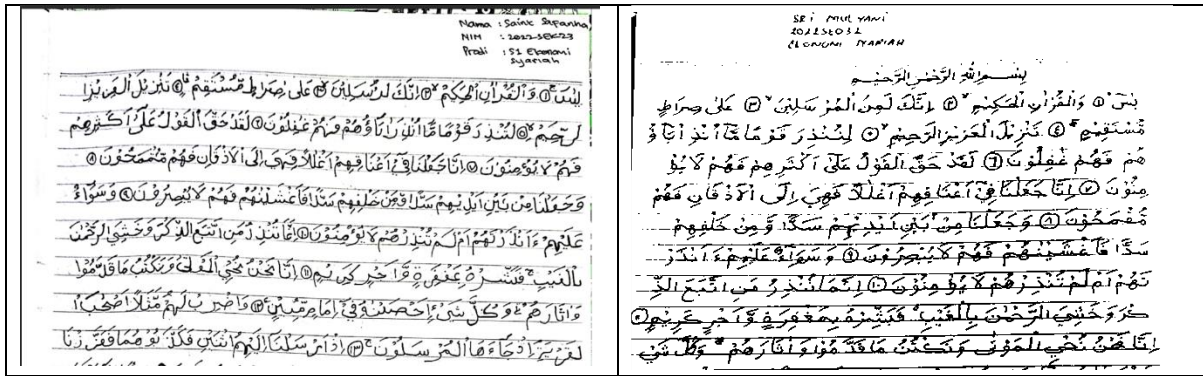


Figure 4. Students' Assignment on Writing Arabic

In writing, the series and not series letters of the *Hijaiyah* have a fundamental difference from the writing of the letters of the Latin alphabet. If the writing of Latin letters is always separate from each other, while Arabic letters have different provisions. To form a word, *hijaiyah* letters can be written independently or written in series depending on the condition and nature of the letters. How to write this letter is different from the usual Latin letters. Writing *hijaiyah* letters must be following applicable rules or regulations. One of them must be written from right to left by connecting. Each *hijaiyah* letter has a letter shape according to its location. There are those in front, in the middle, behind, or separately. All *hijaiyah* letters can be connected with the previous letters. However, some *hijaiyah* letters cannot be connected with the letters after them.

The difference between Arabic and Latin writing is of course one of the reasons students have difficulty writing Arabic, especially when students have to compose Arabic letters starting from right to left (Irfan, 2019). In contrast to their daily habits when writing Latin letters starting from left to right. This certainly requires a long process so that students are accustomed to and proficient in composing the Arabic alphabet. Arabic letters or *hijaiyah* letters are different from the Latin alphabet, including: 1) Arabic writing according to the writing system, is done from right to left so that the width of the book goes from right to left. 2) In Arabic letters there are no capital letters with a certain form to start a sentence or writing the name of a person or place. 3) Differences in the form of Arabic letters in a word when they stand alone, middle, and end. 4) Slight differences between handwriting and print or type.

The activity of giving assignments to write *hijaiyah* letters, and Arabic script, shows the enthusiasm of the participants (students) in doing Arabic assignments. In the first assignment, students can write *hijaiyah* letters properly and neatly by paying attention to the rules for writing *hijaiyah* letters. In the second task, students can write Arabic script, especially Surat Yasin as many as 83 verses properly and neatly and pay attention to writing *hijaiyah* letters at the beginning, middle, and end of words.

CONCLUSION

This activity is to introduce *hijaiyah* letters and write Arabic for non-Arabic study program students in ITB AAS Indonesia to be held on 22 February 2023 in offline (face-to-face) meetings. Besides, the activity also is held on Zoom Meetings and Live Streaming YouTube. There are 20 students in the Islamic Economics Study Program in ITB AAS Indonesia in the 2nd semester involved in this activity. This activity is carried out through demonstrations and discussions. In the implementation of this activity, the speaker introduces *Hijaiyah* Letter and *Harakat* (Arabic vowel) to grow students' attention to the importance of learning *Hijaiyah* and writing Arabic. After explaining, the speaker gives assignments. The speaker gives two assignments for students to write *hijaiyah* letters and Arabic, especially *Surah Yasin*. The purpose of giving these assignments is to help the students master the rule

of writing *hijaiyah* and can write *Surah Yasin* correctly. Based on the students' writing, shows that students consider the rule of writing *hijaiyah* letters correctly and can write Arabic well. Writing *hijaiyah* letters has a higher level of difficulty compared to Latin letters because almost all of the letters can change shape.

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