

## Assistance In Developing Simple Formulas In Learning To Write Connected Hijaiyah Letters At Tpq Maul Jadid Widoropayung, Besuki

Aviah Asmaul Hosna<sup>1\*</sup>, Mukfiyah Maisyah<sup>2</sup> Kholadatur Rosyidah<sup>3</sup>

<sup>1,2,3</sup> Universitas Nurul Jadid Paiton Probolinggo

Email: aviahasmaulhusna@gmail.com<sup>1</sup>, mukfiyah@gmail.com<sup>2</sup>, kholadahrr@gmail.com<sup>3</sup>

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### Abstract:

Various efforts to ease the learning process for students are an absolute obligation for every teacher, especially when dealing with students who are still in the development phase, particularly in the process of learning to write Arabic letters. This effort aims to improve the skills of writing connected Hijaiyah letters at TPQ Maul Jadid Widoropayung, Besuki, through the development of a simple formula-based learning media. The method used is Participatory Action Research (PAR), which involves facilitators, teachers, and students actively. The developed media is a simple formula table containing the classification of Hijaiyah letter shapes based on their position (beginning, middle, and end) to simplify the letter connection process. The activities were conducted over 14 meetings in a period of three months. Evaluation results show an improvement in the ability to write connected letters in most students, with 42.3% of students achieving a satisfactory category and 30.8% in the good category. The simple formula media proved effective in helping students understand the concept of the changes in the shapes of Hijaiyah letters more systematically and increasing their interest and engagement in learning. This model of guidance is recommended for replication in similar educational institutions to strengthen Quranic literacy from an early age.

**Keywords:** *Connected Hijaiyah letters, Simple formula, Quranic literacy, TPQ.*

### Abstrak:

Berbagai upaya untuk mempermudah proses pembelajaran bagi siswa merupakan kewajiban mutlak bagi setiap guru, terutama dalam menghadapi siswa yang masih berada dalam fase perkembangan, khususnya dalam proses pembelajaran menulis huruf Arab. Upaya ini bertujuan untuk meningkatkan keterampilan menulis huruf Hijaiyah yang terhubung di TPQ Maul Jadid Widoropayung, Besuki, melalui pengembangan media pembelajaran berbasis rumus sederhana. Metode yang digunakan adalah Penelitian Tindakan Partisipatif (PTP), yang melibatkan fasilitator, guru, dan siswa secara aktif. Media yang dikembangkan adalah tabel rumus sederhana yang memuat klasifikasi bentuk huruf Hijaiyah berdasarkan posisinya (awal, tengah, dan akhir) untuk menyederhanakan proses penghubungan huruf. Kegiatan dilaksanakan selama 14 pertemuan dalam periode tiga bulan. Hasil evaluasi menunjukkan adanya peningkatan kemampuan menulis huruf terhubung pada sebagian besar siswa, dengan 42,3% siswa mencapai kategori memuaskan dan 30,8% berada pada kategori baik. Media rumus sederhana terbukti efektif dalam membantu siswa memahami konsep perubahan bentuk huruf Hijaiyah secara lebih sistematis serta meningkatkan minat dan keterlibatan mereka dalam belajar. Model

bimbingan ini disarankan untuk direplikasi di lembaga pendidikan serupa untuk memperkuat literasi Al-Qur'an sejak dini.

**Kata kunci:** Huruf Hijaiyah terhubung, Rumus sederhana, Literasi Al-Qur'an, TPQ.

## INTRODUCTION

The process of Quranic learning, which focuses on teaching the correct way to read according to the articulation points of letters (makhrajul huruf), has yet to yield optimal results in line with the learning objectives of the Quran for the current generation. The current generation, which experiences faster cognitive development compared to previous generations, requires adjustments in the learning process..(Imroatun, 2017) Therefore, in studying the Quran, it is not enough to only teach the technique of reading correctly, but it is also important to develop the skill of writing Quranic verses accurately. Introducing writing skills in a fun way for students learning the Quran becomes crucial to support an effective learning process.(Afrianingsih dkk., 2019)

Often, Islamic religious education in Indonesia is interpreted through the use of Pegon script. Pegon is a form of the Arabic alphabet used to write the Indonesian language in Arabic script, but it is not a direct translation. Pegon serves as a symbol connecting the influence of the Arabic language in Indonesian and the local culture. Since the Hijaiyah letters play a central role as vowels in the Arabic language, understanding them is fundamental for reading Arabic texts, including the Quran. Therefore, learning how to write the Hijaiyah letters becomes crucial in developing Arabic language skills, especially in written form.(Ramansyah, 2016). Based on this, the rules for writing Arabic vocabulary should be introduced and developed within the context of religious education, particularly in Quranic learning.

Taman Pendidikan Al-Qur'an (TPQ) plays a very important role in providing early education in reading and writing the Quran.(Malik, 2013) Definitionally, the meaning of Quranic literacy encompasses the process of pronouncing and writing Quranic verses according to the rules or regulations of the language, both orally, such as the articulation of letters (makhrajul huruf), tajwid, and so on, and in writing, such as the shape of the letters and changes in the form of letters when connected with other letters.(Lidianti dkk., 2022) This type of learning serves as a crucial foundation, making it relevant and essential to be given to children at the basic or early stages. Childhood, or the golden age, is the perfect period to provide stimulation and practice in foundational skills, along with the development of affective and cognitive aspects, especially in the study of religious knowledge and Quranic education.

This community assistance aims to bring about innovation by implementing best practices in learning to write Quranic verses correctly. TPQ Maul Jadid was selected as the location for this assistance, given its reputation in the surrounding community for the competency and skill of its students in reading the Quran and writing Arabic letters. This is supported by a conducive background, as TPQ Maul Jadid regularly holds Arabic writing activities every Tuesday night. The goal of the assistance is to introduce and develop writing

practices that are more enjoyable, simple, and effective. The use of media in learning is seen as a symbol of development, offering a more energetic and engaging learning experience compared to methods that rely solely on repetition or lectures.

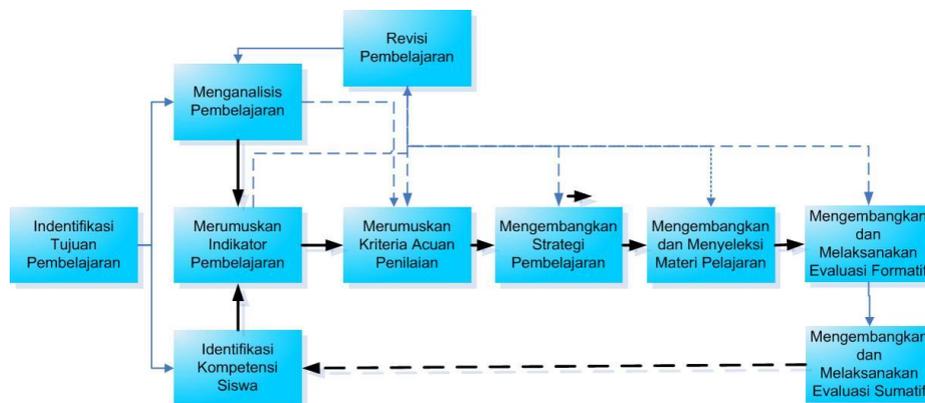
Several studies have discussed the development of media in Quranic reading and writing education. One such study, conducted in 2021, examined the use of interactive digital media in Arabic language learning at Madrasah Ibtidaiyah. The primary focus of this research was to enhance vocabulary and reading skills, but it did not address writing skills. (Junaedi & Wulandari, 2021). Another study in 2022, which used the Tamyiz method, applied a grammatical approach to understanding the structure of the Arabic language. However, it did not address the development of visual and simple media for teaching Arabic writing. (Arintistia & Kholik, 2022). In this study, the facilitator introduced a simple formula to support the practice of writing Arabic letters by connecting them. The goal was to reduce boredom and improve skills in writing Arabic letters, with the hope of achieving satisfying results.

The novelty of this study lies in the introduction of a simple formula to facilitate the practice of connecting Arabic letters, a method that has not been extensively explored in previous research. While existing studies have focused on reading skills or the use of digital media to enhance vocabulary, this study focuses specifically on the aspect of writing Arabic letters, especially in a connected form. The use of a simplified formula as a tool to make writing Arabic more engaging and systematic offers a fresh approach to overcoming the challenges faced by students, particularly in the context of early Quranic education.

## **RESEARCH METHOD**

This community service research at TPQ Maul Jadid uses the Participatory Action Research (PAR) method. According to Agusta, participation is a collaborative process that involves understanding, analysis, planning, and joint action among a number of members. Meanwhile, according to Yoland Wadworth, PAR is an approach based on a set of assumptions that underpin a new paradigm in knowledge, which contrasts with the traditional knowledge paradigm. Based on these definitions, it can be concluded that Participatory Action Research (PAR) is a study that involves both researchers and participants to gain mutual benefits from the research process and actively contribute during the research. (Putri & Sembiring, 2021) The data collection techniques used in this study are observation and documentation. This community service activity was conducted from February to April 2025, with the assistance process in practicing the writing of connected Arabic letters, using a simple formula media in the form of a table. The research data was obtained from 14 meetings over three months. This learning media involved the management of TPQ Maul Jadid, the teaching staff, and the students of TPQ Maul Jadid. (Juniatmoko, t.t.) The method applied by the researcher includes the following steps: group formation, identification of problems for each child, formulation of objectives, preparation, implementation of

guidance, as well as conducting reviews and evaluations. The researcher also utilized media as a best practice in developing the skill of writing connected Arabic letters with the Dick & Carey development model. The media used was a simple formula table to facilitate understanding of how to connect Arabic letters (Siswadi & Syaifuddin, 2024). The flow and design of this community service activity can be seen in the following figure:



## RESULTS AND DISCUSSION

### Preparation

In the preparation phase, the facilitator held an initial meeting with the students at TPQ Maul Jadid, beginning with an introduction session. During this session, the facilitator introduced themselves to all the students, and vice versa, with the aim of creating a familiar and family-like atmosphere. This effort was intended to make the students feel comfortable and not awkward in following the subsequent activities. Once a conducive atmosphere was established, the facilitator began to introduce the Hijaiyah letters through a singing method. This approach was chosen to make it easier for the students to recognize and memorize the Hijaiyah letters more quickly and enjoyably. (Husna & Hamid, 2024) This approach was chosen to make it easier for the students to recognize and memorize the Hijaiyah letters more quickly and enjoyably.

The introduction of the Hijaiyah letters in this initial phase aims to ensure that the students do not experience confusion when entering the core phase of the guidance process. Subsequently, the facilitator designed an activity in the form of an educational game containing questions related to the Hijaiyah letters that had been introduced earlier. This activity served as a tool to assess the initial level of understanding of each student. (Fortuna & Hermawan, 2023).

Next, the students were divided into three groups from a total of 26 participants, with each group being accompanied by one facilitator. This process was followed by the administration of a pretest to identify the participants' foundational abilities in understanding the Hijaiyah letters, including the differences in sound based on harakat (vowel marks) as well as the length or shortness of pronunciation. The pretest results showed variations in ability between groups, with an average score of 78.6 out of 100. This achievement reflects a good initial progress, particularly in understanding the differences in the sounds of the Hijaiyah letters according to their harakat and makhraj (articulation points),

both orally and in writing. (Bastian & Suharni, 2021)

## Implementation

The implementation phase of the guidance process began with the second meeting. During this phase, the facilitator observed and guided the students in reading the *Tilawati* book, which is a guidebook routinely used in Quran reading lessons at TPQ, both individually and in groups

(Khaerul dkk., 2022) Following that, the facilitator provided examples of the pronunciation of each Hijaiyah letter based on its *makhraj* (articulation point), along with variations in sound according to the *harakat* (vowel marks). The presentation was done slowly and clearly to help the students understand the phonetic differences in each letter, particularly as a foundation for the transcription process into written form.

The learning process continued with a demonstration of how to write the letters pronounced on the whiteboard as a model for the students. This activity was carried out actively and participatively, where the students not only observed but also practiced identifying the sounds of the letters pronounced by the facilitator and then wrote them on the whiteboard. This approach took place intensively over 10 sessions, with the main focus on reinforcing the basic understanding and accuracy in distinguishing each letter, both in terms of phonology and graphology (Fadli & Ishaq, 2019)

In the following sessions, the facilitator began guiding the students to understand the concept of connecting the Hijaiyah letters to form correctly written words. At this stage, the facilitator introduced a simple formula, structured in the form of a table, as the main medium to facilitate students' understanding. This media was developed as a best practice to simplify the process of learning to write connected Hijaiyah letters more systematically and efficiently (Husniah dkk., 2024)

The formula was classified into four main aspects:

1. Classification of Hijaiyah letters based on shape similarity;
2. The form of the letter when it is at the beginning of a word (initial position);
3. The form of the letter when it is in the middle of a word (medial position);
4. The form of the letter when it is at the end of a word (final position).

The application of this formula was designed to provide a more effective learning experience compared to conventional methods such as *imla'* (dictation) or merely copying. This media has been validated by education practitioners, specifically a Madrasah Diniyah teacher, and its effectiveness was verified by the management of TPQ Maul Jadid. Therefore, the use of this simple formula not only functions as a tool to aid in the guidance process but also as a tangible contribution to improving the quality of teaching writing of Hijaiyah letters at TPQ, particularly in the context of Quranic education. Consequently, the researcher applied this simple formula to the students of TPQ Maul Jadid as a contribution to Quranic education, especially in writing practices (Alucyana dkk., 2020) The appearance of the simple formula used by the researcher in the form of a table can be seen in the following figure:

In the core phase of the guidance practice, the researcher actively and intensively corrected the writing results of the students at TPQ Maul Jadid. The





In the board writing method, participants were given tasks consisting of several separated Hijaiyah letters. The students' task was to connect these letters into a complete and correct word according to the rules of Arabic writing. This process aimed to measure the students' understanding of the changes in the form of Hijaiyah letters when they are in the initial, medial, or final position of a word. Meanwhile, in the dictation (imla') method, the researcher read aloud a word or a portion of a verse, paying attention to the rules of makhraj, tajwid, harakat, and the correct pronunciation of long and short vowels. The students then wrote down what they heard on their answer sheets. This method was designed to train and assess the students' ability to distinguish the sounds of Hijaiyah letters and their ability to transcribe them into the correct written form. (Rosyad & Haq, 2024)

The results of the evaluation process in this mentoring activity were analyzed using a predetermined assessment category to provide a more objective picture of the students' achievements. This assessment category was designed to measure the level of understanding and skill of the participants in writing connected Hijaiyah letters correctly.

The score range used consisted of four main categories. First, the "Satisfactory" category, given to participants with a score range of 86.0 to 100.0, indicates that the participants have mastered the material very well, fully understand the concept of connecting Hijaiyah letters, and are able to apply it without significant errors. Second, the "Good" category is given to participants with a score range of 76.0 to 85.9, indicating that the participants have a strong understanding and are able to write connected Hijaiyah letters well, although there are still some minor errors that do not significantly affect the overall results. Third, the "Satisfactory" category, with a score range of 60.0 to 75.9, is given to participants who demonstrate mastery of the material at a basic level. In this category, the participants understand some of the concepts of connecting letters but still make some significant errors and require further guidance for improvement. Finally, the "Poor" category is given to participants who score in the range of 0 to 59.9. Participants in this category show that they still face significant difficulties in understanding and practicing the material, both in letter recognition and in the process of correctly connecting letters.

Based on the assessment results of 26 participants, it was found that 11 students received results in the "Satisfactory" category, meaning they were able to

understand and apply the method of connecting Hijaiyah letters very well. Then, 8 students were in the "Good" category, showing a fairly stable mastery of the material with a few minor mistakes. Next, 4 students were in the "Satisfactory" category, indicating that they still need further mentoring to strengthen their understanding. Meanwhile, 3 students were in the "Poor" category, indicating they are still facing challenges in understanding and applying the correct connection of Hijaiyah letters.

These results show that the simple formula table media developed in this mentoring activity proved to be effective as a tool to improve the skill of writing connected Hijaiyah letters for students of TPQ Maul Jadid. This media not only helped facilitate the learning process but also had a positive impact on improving the students' ability to understand the changes in the shape of Hijaiyah letters in different positions in a word. This success reflects that the mentoring method based on best practices with simple visual media can create a more engaging, interactive, and easily understood learning environment for young learners. Therefore, this approach is highly recommended for replication and further development in similar educational institutions, especially in strengthening early literacy in reading and writing the Qur'an. The documentation after completing the final test can be seen in the following image:



## CONCLUSION

The mentoring activity for the development of a simple formula in teaching connected Arabic letter writing at TPQ Maul Jadid Widoropayung, Besuki, has been carried out effectively and efficiently. Through the application of media based on a simple formula, students were able to understand the shape and method of connecting Arabic letters in various positions (beginning, middle, and end) more easily. The Participatory Action Research (PAR) approach, which actively involves mentors, teachers, and students, helped create an interactive and enjoyable learning environment. The evaluation results showed an improvement in the ability to write connected Arabic letters for most of the participants. Out of 26 participants, the majority achieved "Excellent" and "Good" categories, while a small number still required further guidance. The step-by-step learning strategy, combined with hands-on practice through the write-on-board and dictation methods, proved effective in enhancing students' accuracy, neatness, and understanding.

Moreover, the visual media in the form of a formula table not only facilitated the cognitive process but also increased students' interest in learning, making the writing activity more engaging. This teaching model has proven to be suitable for replication in other Quranic educational institutions as an effort to enhance early literacy in writing Arabic letters. This activity has contributed positively to the improvement of the quality of learning at TPQ Maul Jadid and represents an innovation in teaching the writing of connected Arabic letters.

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