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Orthographic Errors in Jawi Script: An Analysis of Dissertation Abstracts at UIN Raden Fatah Palembang

Masyhur¹, Merry Choironi², Septi Nurhaliza³, Muhammad Yahya⁴

¹²³⁴Universitas Islam Negeri Raden Fatah Palembang, Indonesia

***Corresponding Author**

masyhur_uin@radenfatah.ac.id

Abstract: This research was motivated by the initial findings in the form of Jawi script orthographic errors in the abstracts of the dissertations of Postgraduate students of UIN Raden Fatah Palembang. This study aims to classify common orthographic errors, analyze their causes, and provide strategic recommendations. This study uses a descriptive qualitative method. The data types are primary and secondary. Data collection was conducted using the direct observation method. The analysis used descriptive methods. At this stage, each spelling error is documented and analyzed in depth to identify frequent error patterns. The results of this study provide empirical evidence on the orthographic ability of Jawi-scripted postgraduate students and the causal factors. The proposed strategy to minimize Jawi script orthographic errors in the dissertation abstract of UIN Raden Fatah Palembang Postgraduate students is to implement, increase exposure to Jawi Texts for students in the form of practice and practice, use technology to detect and correct writing errors independently, and learn Jawi spelling rules explicitly and systematically through the curriculum.

Keywords: Abstracts, dissertation, errors, Jawi script, orthographic

INTRODUCTION

The role of Jawi script as an intellectual and cultural heritage of Malay-Islam in the archipelago cannot be separated from the history of Islamic education and civilization in Indonesia, particularly in South Sumatra. UIN Raden Fatah Palembang, as one of the leading Islamic higher education institutions in this area, has been mandated as a center for the development of

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Malay-Islamic civilization. One implementation of this mandate is an institutional policy that requires students to write their dissertation abstracts in Jawi or Arabic-Malay script, in addition to Indonesian and English (Ismail, F. et al., 2023). This policy aims to preserve and revitalize Jawi script, which is now nearly extinct amid the currents of modernization and globalization, dominated by the Latin alphabet. However, this preservation effort faces serious challenges, including low student competence in correctly and appropriately applying Jawi orthographic rules.

The decline in Jawi script usage in the academic environment can be observed in the increasingly small number of students and lecturers who can write and read Jawi well. This condition is exacerbated by the absence of a specific doctoral-level course on Jawi writing rules in the Graduate Program of UIN Raden Fatah Palembang. Consequently, the process of writing dissertation abstracts in Jawi often results in various orthographic errors, which not only disrupt reader comprehension but also reduce the quality and credibility of the resulting scientific work. These errors, such as incorrect writing of the "-an" ending or the omission of vowel symbols, indicate the writer's weak understanding of the Jawi orthographic system. If left unchecked, this situation could degrade the cultural and academic values inherent in the use of Jawi script as a medium for scientific communication.

The urgency of this research becomes even more apparent when considering the strategic role of Jawi script as a link between the current generation and the treasures of classical Malay-Islamic scholarship. Jawi script functions not only as a communication tool but also as a symbol of the identity and existence of a Malay civilization that has been rooted for centuries. Therefore, efforts to preserve Jawi script through teaching and writing practice in the higher education environment are a collective responsibility that cannot be ignored. Unfortunately, these efforts are often hampered by the lack of comprehensive, context-specific Jawi writing guidelines in Indonesia, as well as by limited competent human resources in this field. Thus, research that systematically identifies, classifies, and analyzes orthographic errors in Jawi writing is crucial for addressing existing problems.

Based on initial observations of several student dissertation abstracts in the Graduate Program of UIN Raden Fatah Palembang, various orthographic errors were identified that reflect fundamental problems in mastering the Jawi writing system. These errors include letter substitution, omission or deletion of certain phoneme symbols, addition or inclusion of unnecessary elements, and transposition or swapping of letter positions within a word. For example, the word "penelitian," which should be written as *ڤنلڤتڤان*, is often incorrectly written as *ڤنلڤتڤن*. Furthermore, errors in writing vowel symbols also frequently occur, for instance, in the word "metodologi," which should be *مڤتودولوڤي* but is often written as *متودولوڤي*. This phenomenon indicates problems in cognitive, linguistic, and pedagogical aspects that underlie Jawi orthographic errors in the academic

environment.

The existing literature shows that writing errors can be categorized into morphological and syntactic errors, with general patterns including the omission and misformation of phonological and graphemic elements. Orthographic errors in non-Latin scripts, such as Jawi, tend to be more complex than in the Latin script, as they involve transliteration and the adaptation of local phonemes into the Arabic grapheme system. In addition to internal factors such as a lack of understanding of spelling rules, mother tongue interference (interference), incorrect phonetic perception, and minimal writing skills, external factors like the availability of writing guidelines and effective teaching methods also contribute to the high frequency of orthographic errors. Therefore, mapping the types and causal factors of errors is an important foundation for formulating effective intervention strategies.

Several previous studies indicate that writing errors can be classified into morphological and syntactic types. For example, research by Gayo and Widodo found that these errors often occur in student writing, and understanding their sources can help address them. (Gayo, H., & Widodo, P. , 2018). Furthermore, Nadya and Muthalib found that the most frequent types of errors were omission and misformation (Nadya, M., & Abdul Muthalib, K., 2021). These results are relevant, especially in the context of Jawi Script, where similar errors are likely to occur. Moreover, Rashid and colleagues showed that using mobile applications for Jawi learning can improve students' mastery of Jawi orthography (Binti Mohd Rashid, N. A., Bin Md Salleh, S., & Binti Md Noor, N., 2019). This finding confirms the role of technology in reducing orthographic errors through interactive and enjoyable learning methods. Another study by Ulhaq et al. highlighted the importance of error analysis to understand the constraints students face in writing, a finding also relevant to Jawi Script (Dhiya Ulhaq, H., 2022).

Previous research has identified various strategies to improve the accuracy of Jawi orthography in higher education. Some of these include increasing intensive exposure to Jawi texts, periodic writing exercises, utilizing technology-based mobile applications for learning Jawi, and teaching spelling rules explicitly and systematically. However, the implementation of these strategies in higher education environments in Indonesia remains very limited, both in scope, quality, and sustainability. This research seeks to fill this gap by comprehensively examining the types of orthographic errors that frequently occur, their causal factors, and formulating strategic recommendations to minimize Jawi writing errors in student dissertation abstracts.

From the description above, it is clear that there is a significant research gap: the absence of a comprehensive study that maps in detail the orthographic errors in Jawi script in the scientific works of doctoral students in Indonesia, particularly at UIN Raden Fatah Palembang. Meanwhile, most previous studies still focus on the analysis of orthographic errors at the elementary or secondary

school level, or in non-academic contexts. This research is novel and original because it focuses on dissertation abstracts, which represent the highest level of student scientific work, and has direct implications for academic quality and cultural preservation.

Specifically, this research aims to: (1) identify and classify the types of orthographic errors that occur in Jawi script within the dissertation abstracts of students in the Graduate Program of UIN Raden Fatah Palembang; (2) analyze the causal factors of these errors from cognitive, linguistic, and pedagogical perspectives; and (3) formulate recommendations for effective strategies and interventions to minimize errors and improve the quality of Jawi writing in the higher education environment. Thus, this research is expected to make a theoretical contribution by enriching the literature on Jawi orthography, offering practical solutions for teaching and transliteration, and serving as an important reference for researchers and policymakers in efforts to preserve Malay-Islamic intellectual heritage.

Based on the formulation of the problems identified, this research will focus on one main question, namely: What types of orthographic errors frequently occur in the Jawi script writing within the dissertation abstracts of students in the Graduate Program of UIN Raden Fatah Palembang, and what are the dominant contributing factors? By answering this question systematically and comprehensively, it is hoped that the research results will serve as a basis for formulating academic policies and developing relevant curricula to improve the quality of Jawi writing in Islamic higher education environments in Indonesia.

METHOD

This research uses a descriptive qualitative approach to analyze orthographic errors in Jawi script within the dissertation abstracts of students in the Graduate Program of UIN Raden Fatah Palembang. This approach was chosen because it can provide an in-depth understanding of the types, patterns, and causal factors of orthographic errors in the context of Jawi Script as an academic requirement. The research population includes all dissertation abstracts written in Jawi script within the last five years (2018–2023). The research sample was purposively selected by identifying abstracts that showed orthographic errors based on initial observations, yielding 30 abstracts as primary data. Primary data were collected through documentation techniques, namely the collection and inventory of dissertation abstracts that met the criteria, while secondary data were obtained through literature reviews from sources relevant to orthographic analysis, language error theory, and Jawi Script learning.

The main instrument in this research is an orthographic error analysis sheet developed based on error categories (substitution, omission, addition, transposition, and interlingual and intralingual). The data collection procedure

began with an inventory of abstracts, followed by the reading and scrutiny of each abstract to identify and classify orthographic errors in Jawi writing. Subsequently, the identified data were analyzed using content analysis techniques to find error patterns and their causal factors, whether linguistic, pedagogical, or cognitive. To enhance data validity, triangulation was conducted by requesting validation of the findings from two Jawi Script experts within the university. Data analysis was performed inductively, starting with data grouping, interpretation, and drawing conclusions, to provide a comprehensive picture of the trends and causes of orthographic errors.

RESULT AND DISCUSSION

General Rules of Jawi Spelling

To get to know the Jawi spelling that is in force today, most writers refer to the book written by Dr. Hj. Muhammad Roihan Hasbullah Nasution entitled "Ar-Ruh Al-Amin: Learning to Read and Write Jawi in 30 Hours" published by Pustaka Syuhada Kuala Lumpur in 2014, This book was chosen because according to the author this book has a privilege that is not found in other Jawi books, where the problems that are considered necessary in Jawi writing are presented in a concise and accurate manner and in an easy-to-understand language.

Other books that are used as references are the "Improved Jawi Spelling Guidelines" published by the Dewan Bahasa dan Pustaka of the Ministry of Education Malaysia in 1986, and the Book "General Guidelines for Jawi Spelling" published by the Brunei Language and Literature Council in 2011.

1. Jawi Consonants:

In Jawi spelling, there are 16 consonant letters represented by the following consonant symbols;

م	ل	ك	ج	ه	ف	د	ب
M	L	K	J	H	F	D	B
ز	ي	و	ت	س	ر	ق	ن
Z	Y	W	T	S	R	Q	N

2. Jawi Vowels:

In Jawi spelling, there are 5 vowels represented by three vowel symbols as follows;

و	ي	و	ي	ا
O	E	U	I	A

3. Jati Letters:

In Jawi spelling, there are letters called Jawi Letters, which are consonants and consonant combinations. The Jati letter is the symbol of the Malay/Indonesian language letter, which has no meaning in the Arabic/Hijaiyah letter, so to represent the sound of these letters, the symbol of the letter called the Jati Letter was created as follows;

چ گ ف و ن غ
C G P V Ny Ng

4. How to Write Jawi Vowels

The vowel A is denoted by the letter Alif / appear, if;

1). At the beginning of the word, and all syllables are open.

Example: انق اجر اغكوت كامو بارو
Baru Kamu Angkut Ajar Anak

2). At the end of the word, if;

a. The previous syllable ends in (e) pepet

Example: كرجا كنا
Kena Kerja

b. It starts with the consonants W, L, R, D, NG, and the previous letter A

Example; بلاوا كالا چارا لادا غاغا
Nganga Lada Cara Kala Bawa

c. Not prefixed with the consonants G and K

Example; موکا بڠک
Bangga Muka

The vowels I and E are denoted by the letter ي

1). At the beginning of the word, with the addition of Alif (as an adjunct letter)

Example: ايسوق اينتڠغ ايکن اينتن
Intan Ikan Enteng Esok

2). In the middle of the word, both in closed and open tribes

Example: دڠدڠغ بڠسن کڠرا رڠبو سڠمڠن
Simpan Ribu Kira Dendeng Besan

3). At the end of the word.

Example: روتي کاري
Kari Roti

4). E (pepet) at the end of the word is denoted by Yes without a dot (Alif Maqsura).

Example: اڠکوءڠسڠمڠ اڠمونڠسڠمڠ
Komunisme Egoisme

The vowels U and O are denoted by the letter و

1). At the beginning of the word, Alif is assisted (as an auxiliary letter)

Example: اورگن اومبق اوندڠ اولر
Ular Undi Ombak Organ

2). In the middle of a word, both in open and closed syllables

Example: تومڠغ بوتول بولا بوکن
Bukan Tumbang Botol Bola

3). At the end of the word

Example: لوکو لوكو کرمبو کرباو
Kerbau Jambu Toko Logo

5. How to Write Diphthongs

a. Diphthong, AI

1). At the beginning and middle of the word is represented by the letter

ا ء ي

Example: اءير اءيب باءيك
Baik Air Aib

2). At the end of the word is symbolized by the chaos اي

Example: چر اي قنتاي
Cerai Pantai

b. Diphthongs AU

1). At the beginning of the word is denoted by the letter او

Example: اءولا
Aula

2). In the middle and at the end of the word is denoted by the letter او

Example: سءاوءر سءاوء
Sengau Saudagar

c. Diphthongs OI

1). In the middle of the word is denoted by the letter وءي

Example: ءوءين ءوءين
Poin Koin

2). At the end of the word is denoted by the letter وي

Example: اموي اموي
Amoi Amboi

6. How to Write Affixations

1). Prefixes: di-, ke, se-, and me are only written using their consonant symbols (.....ك-.....س-م -)

Example: مموءول سءواء ءناءلن ءبنتوء
Dibantu Kenakalan Sebuah Memukul

2). Suffix: an written with symbols/letters: ن - ان - نء

Example: ءانبءن ءيروان باءءان
Bacaan Tiruan Jabatan

3). The suffix i is written with symbols/letters; يء - يء

Example: ءءءاءي لالوءي اولءئي سيريءي
Sirami Ulangi Lalui Tandai

Orthographic Errors

In general, orthographic errors can be classified based on the model developed by Corder (1967) and further refined by James (2013), namely: substitution, omission, addition, and transposition, as follows:

1. Substitution is the replacement of one grapheme (letter) with another incorrect grapheme, for example, using the letter ء (jim) to replace the letter ء (ca) in a Malay word that should use ca (Baharudin, N., 2016).

- Substitution errors often occur because of limited knowledge of the unique phonemes in Malay that are absent in the standard Arabic script.
2. Omission is the deletion of a grapheme that should be present in a word. Examples include failing to write short or long vowel symbols or omitting final consonants, which can make the word ambiguous or incorrect in meaning. (Abdullah, H., & Ainon, J., 2006).
 3. Addition occurs when a writer adds an unnecessary grapheme, such as adding a vowel sign or double consonants that do not conform to Jawi rules (Rahman, M. A. et al., 2017).
 4. Transposition is the swapping of grapheme positions within a word, for example, writing the letter sequence in reverse, thus changing the meaning of the word. (Maier, H. M. J. 2013).

General Description of Informants and Research Location

This research was conducted at the Graduate Program of UIN Raden Fatah Palembang, an institution that holds the mandate as a center for the study of Malay-Islamic Civilization, of which Jawi script is a part. Therefore, paying significant attention to Jawi script is also the responsibility of the UIN Raden Fatah academic community. Primary data for this research were obtained from 25 student dissertation abstracts from the Graduate Program of UIN Raden Fatah Palembang and 25 respondents, as shown in the following table 1.

Of the 25 dissertation abstracts studied, all are required to be written in three languages: Indonesian, English, and Jawi. Initial findings indicate that the average length of the Jawi abstracts is 120–150 words. All documents were analyzed using a content analysis approach to identify and classify orthographic errors. The general overview of the collected dissertation abstract data is presented in the following table 2.

Classification of Jawi Orthographic Error Types

An initial analysis of 25 abstracts was conducted to identify errors in consonant and consonant-cluster writing [Ng and Ny], vowel writing, diphthong writing, prefix writing, and suffix writing. The selection of these aspects was based on the consideration that the rules for writing consonants, vowels, diphthongs, prefixes, and suffixes in Jawi script have specific criteria that differ from the general rules of Latin script. Furthermore, the error findings in these aspects will serve as the basis for classifying orthographic errors according to existing theory.

In the aspect of consonant and consonant cluster writing [ng and ny], errors were found in almost all the dissertation abstracts studied. Overall, the number of consonant writing errors found was 890. The most frequent errors occurred in the writing of the consonant [p], with 418 errors, while the fewest occurred in the writing of the consonants [d, m, n, s, and z], with only 1 error each for these consonants. As for the consonants [j, l, q, w, x, y], no errors were

found. Meanwhile, for the consonant clusters [ng and ny], there were 221 and 10 writing errors, respectively. This indicates that writing errors in consonant clusters are dominated by the [ng] cluster. Writing errors were also found in other consonants, namely [b, f, r, and t], with 4, 2, 3, and 6 errors, respectively. The details of consonant and consonant cluster writing errors in the dissertation abstracts of postgraduate students at UIN Raden Fatah Palembang are shown in the following Table 3.

Furthermore, errors in the aspect of vowel writing were also found in almost all the dissertation abstracts studied. Similar to the Latin script, Jawi has five vowels: [a], [i], [u], [e], and [o].

In the writing of the vowel [a], there were 419 errors. For the vowel [i], there were 196 errors. The vowel [u] had 109 errors, the vowel [e] had 138 errors, and the vowel [o] had 11 errors. Therefore, there was a total of 873 vowel writing errors in the dissertation abstracts of postgraduate students at UIN Raden Fatah Palembang. The highest number of errors occurred in the writing of the vowel [a], with 419 errors, while the fewest errors occurred in the writing of the vowel [o], with only 5 errors. The detailed counts of these writing errors are shown in Table 4.

Subsequently, in the aspect of diphthong writing [ai, au, and oi], 24 writing errors were identified with the following breakdown: 18 errors were found for the diphthong [ai], 6 errors for the diphthong [au], and no errors were found for the diphthong [oi], as detailed in the following table 5.

Then, regarding the affixation aspect covering prefixes, the suffix -an, and the suffix -i, a total of 211 writing errors were identified. Specifically, 82 errors were found in prefix usage, 112 errors in the usage of the -an suffix, and 17 errors in the usage of the -i suffix, as detailed in the following table 6

Factors Causing Errors

Based on the results of questionnaires distributed to 25 students (alumni) of the Postgraduate Program at UIN Raden Fatah Palembang and observations conducted by the researcher, the Jawi orthographic errors in the dissertation abstracts of postgraduate students at UIN Raden Fatah Palembang are caused by several factors. First, a lack of understanding of Jawi spelling rules due to the absence of specific courses or intensive training that systematically discuss Jawi orthography in the Doctoral Program. Second, the influence of the mother tongue and the habit of writing in different Latin spellings is significant, leading students to tend to apply Latin writing logic when using Jawi script. Third, the minimal exposure and practical exercises with quality Jawi texts result in students being less accustomed to recognizing and writing correctly. Fourth, the limited availability of comprehensive and easily accessible Jawi reference materials and learning resources in Indonesia makes it difficult for students to check and verify proper Jawi writing.

Expected Solutions from Informants

To reduce the occurrence of Jawi orthographic errors, the strategies proposed as part of the solution are as follows:

1. Increase exposure to Jawi texts through regular reading and analysis to strengthen students' sensitivity to correct orthographic forms.
2. Conduct regular and structured Jawi writing exercises, accompanied by feedback from lecturers or experts, to enable continuous error correction.
3. Utilize technology, such as mobile applications and Jawi spell-checking software, which plays a crucial role in independently detecting and correcting writing errors.
4. Provide explicit and systematic instruction on Jawi spelling rules through the curriculum or additional training to ensure mastery of these fundamental orthographic principles.

Interpretation of Key Findings

In terms of classification, the errors that occurred reflect two main aspects:

1. **Interlingual Errors:** These occur due to negative transfer from the Latin orthographic system to Jawi. Students tend to project Latin spelling rules onto Jawi writing, leading to misrepresentation of sounds and word structures.
2. **Intralingual Errors:** These arise from a lack of understanding of the internal rules of Jawi itself, such as the use of vowel symbols and suffix writing rules.

These findings reinforce previous studies that state that orthographic errors in non-Latin scripts, such as Jawi, are generally rooted in two areas—systemic transfer from the native language and insufficient mastery of local rules.

A detailed analysis identified several main factors causing Jawi orthographic errors in students' dissertation abstracts: 1) **Lack of Understanding of Jawi Spelling Rules:** The absence of specialized courses or intensive training on Jawi orthography in the Doctoral Program is the primary cause. Students have not received systematic preparation regarding proper Jawi spelling rules; 2) **Insufficient Exposure and Practice:** The minimal exposure to quality Jawi texts results in students being inadequately trained in recognizing and writing correct forms; 3) **Influence of Mother Tongue and Latin Spelling:** The habitual use of the Latin script in daily life contributes to negative transfer when writing in Jawi script. Students tend to apply Latin writing logic, which differs significantly from Jawi's graphemic and phonemic systems; and 4) **Limited References and Learning Resources:** In Indonesia, comprehensive and easily accessible Jawi writing references or guidelines are extremely limited, making it difficult for students to verify their writing.

These factors align closely with the literature, which states that orthographic errors in a second language are typically triggered by inadequate understanding of spelling rules, the influence of the mother tongue, and poor writing skills. These factors align closely with the literature, which states that orthographic errors in a second language are typically triggered by inadequate understanding of spelling rules, the influence of the mother tongue, and poor writing skills.

This study finds that the proposed solutions to minimize Jawi orthographic errors include: 1) Increased Exposure to Jawi Texts: Regular reading and analysis of Jawi texts has been shown to enhance students' sensitivity to correct orthographic forms; 2) Periodic Writing Practice: Structured and continuous Jawi writing practice, particularly with feedback from lecturers or experts, can progressively correct errors; 3) Utilization of Technology: Mobile applications and Jawi spell-checking software are highly beneficial in independently detecting and correcting writing errors; and 4) Explicit Spelling Rule Instruction: Systematic introduction and teaching of basic Jawi orthographic rules is essential, whether through curriculum integration or additional training. These strategies are consistent with the literature, which recommends increased exposure, guided practice, technology integration, and explicit instruction as effective strategies for addressing orthographic errors in a second language.

CONCLUSIONS

The main contribution of this study lies in providing a systematic classification of Jawi orthographic errors, an in-depth analysis of causal factors, and theory-based intervention recommendations from linguistic and pedagogical perspectives. These findings enrich the literature on language errors in non-Latin scripts in higher education and can serve as an important reference for educational institutions, teachers, and language researchers.

As solution-oriented efforts, this study recommends several strategies: (1) integration of specialized courses or training on Jawi writing rules into the postgraduate curriculum, (2) development and dissemination of comprehensive Jawi writing guidelines based on local needs, (3) development of applications or digital tools to support Jawi orthography learning, (4) increased frequency of writing practice and evaluation of Jawi manuscripts, and (5) strengthening Jawi literacy communities in academic environments. The implementation of these strategies is expected to significantly reduce orthographic error rates and encourage the preservation and revitalization of Jawi script as an important part of Malay Islamic intellectual heritage.

However, this study has limitations, including limited data coverage to students' dissertation abstracts and the absence of empirical testing of the effectiveness of the proposed interventions. Therefore, future research is recommended to expand the scope to include various academic and non-

academic documents, conduct experiments on Jawi orthography learning interventions, and more intensively explore the role of digital technology in supporting the acquisition and preservation of Jawi writing.

Overall, these research findings confirm the importance of systematic, integrated, and sustainable efforts in maintaining Jawi orthographic accuracy in higher education. Thus, the scholarly and cultural heritage of Malay Islam can remain preserved and relevant amid the challenges of globalization and digitalization today.

Significance of Findings

This research provides current empirical evidence on the Jawi orthographic competence of postgraduate students, enriching theoretical studies of interlingual and intralingual transfer in non-Latin-script contexts. The obtained data reinforce the premise that preserving Jawi writing heritage is inseparable from systematic efforts in proper orthographic learning and teaching.

By detailing error types and patterns, this study offers a solid foundation for revitalization and preservation efforts of Jawi script as part of Malay Islamic identity. The research outcomes also serve as crucial references for formulating academic policies at UIN Raden Fatah and other higher education institutions with similar mandates.

This study confirms the importance of integrating Jawi orthography training into postgraduate curricula. These findings can encourage higher education institutions to: a) Develop comprehensive Jawi orthography learning modules; b) Provide specialized training or Jawi writing workshops; c) Prepare competent lecturers and experts in teaching Jawi; and d) Adopt assistive technologies in Jawi writing learning and evaluation processes.

Research Implications

This study strengthens the theoretical model of second language orthographic errors, particularly in non-Latin scripts. By documenting various error forms, this research adds a new dimension to understanding cross-linguistic transfer processes and error mitigation strategies. The findings regarding interlingual and intralingual transfer influences serve as important references for similar research in other regions and languages.

Practical Implications: 1) For Students: This research provides insights into error-prone areas, enabling students to be more vigilant and conduct independent improvements; 2) For Lecturers and Supervisors: The research results can be used as evaluation material and a basis for developing more effective teaching methods; 3) For Policymakers: The generated empirical data can form the basis for policy formulation regarding the preservation and strengthening of Jawi literacy culture in Islamic higher education environments.; and 4) For Educational Technology Developers: This research opens opportunities for innovation in more advanced and contextual Jawi spell-

checking applications and software.

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