Application of SAVI Learning Model to Improve Students' Arabic Learning Outcomes

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ARTICLE INFO	ABSTRACT
	The SAVI-based e-module model as an improvment, maintenance and enrichment of the Arabic language learning process at SMPIT, is able to overcome the problems of low motivation, difficulty retaining material, low skills, and increase student learning achievement. The purpose of this study was to determine the effect of the application of SAVI learning model on Arabic learning outcomes of Mutiara Quran Solok Junior High School students.. The research method uses quasi-experimental research. The independent variable is the SAVI learning model and the dependent variable is Arabic learning outcomes. The author's sampling technique used a total sampling technique, namely all 19 class VIII students as the experimental class. The results of data analysis obtained a value (2-tail < 0.05, namely 0.003 < 0.05) which can be concluded that the application of the SAVI learning model has a significant influence on the Arabic learning outcomes for class VIII SMPIT Mutiara Quran Solok students in Solok. This states that there is an increase in students' Arabic learning outcomes when the SAVI learning model is applied.
Keyword	SAVI Learning Model; Arabic Language; Learning

مستخلص البحث

إن نموذج الوحدة الإلكترونية القائم على SAVI كتحسين وصيانة وإثراء عملية تعلم اللغة العربية في SMPIT، قادر على التغلب على مشاكل الحافز المنخفض، وصعوبة الاحتفاظ بالمواد، وانخفاض المهارات، وزيادة التحصيل التعليمي للطلاب. كان الغرض من هذه الدراسة هو تحديد تأثير تطبيق نموذج التعلم SAVI على نتائج تعلم اللغة العربية لطلاب مدرسة مطيرة القرآن سولوك الإعدادية. يستخدم أسلوب البحث البحث شبه التجريبي. المتغير المستقل هو نموذج التعلم SAVI والمتغير التابع هو نتائج تعلم اللغة العربية. استخدمت تقنية أخذ العينات التي استخدمها المؤلف تقنية أخذ العينات الإجمالية، أي جميع طلاب الصف الثامن التسعة عشر كفصل تجريبي. حصلت

نتائج تحليل البيانات على قيمة (٢-tail ٠٥.. ، وهي ٠.،٠.٣ ، ٠.،٠.٥) والتي يمكن استنتاج أن تطبيق نموذج التعلم SAVI له تأثير كبير على نتائج تعلم اللغة العربية لطلاب الصف الثامن SMPIT Mutiara Qur'an Solok في سولوك. يشير هذا إلى أن هناك زيادة في نتائج تعلم اللغة العربية للطلاب عند تطبيق نموذج التعلم SAVI.

كلمات أساسية	نموذج التعلم SAVI؛ اللغة العربية؛ تعلُّم

INTRODUCTION

Arabic is one of the subjects that occupies an important position in the world of education in Indonesia (Latief, 2023). Both educational institutions in Indonesia, namely public and private, at certain levels and study programs all propose Arabic as part of other subjects. (Yuniarti dkk., t.t.), especially in Islamic educational institutions, Arabic is a necessity to be taught to students. Arabic language learning cannot be separated from learning to improve the four proficiencies (mahārah) or skills (skills) that exist in language. (Awaliyah, 2016).

Students at SMPIT Mutiara Quran Solok learn Arabic and face challenges in learning it, just like any other foreign language. The differences in Arabic sounds, word forms, sentence patterns and writing systems present challenges for language learners because Arabic is not like a native language (Asyrofi & Pransiska, 2021). Although every language has different levels of difficulty and ease based on the features of the language system itself, including phonology, morphology, syntax, and semantics, there is an increasing stigma in society that learning Arabic is still difficult and complicated. (Setia Wati dkk., 2023). A student's interest, talent and motivation are examples of internal factors that can influence the process and outcome of learning Arabic. External factors include teachers, curriculum, syllabus, teaching materials, learning models, including strategies, media, and evaluation. (Agustianti, 2020).

According to Kim and Frick in (Agustianti, 2020). "*Internal factors are related to the features of the course it self that can influence the learner's motivation. External factors refer to aspects of the learning environment that can influence the learner's motivation*". Internal factors can affect learner motivation, motivation can be influenced by environmental aspects as external factors.

There are three levels of Arabic language proficiency that must be met. First, linguistic competence refers to the students' ability to distinguish and understand phonemes, syntax, basic grammar, theoretical foundations, vocabulary, and their intended use. Second, communicative competence, which refers to the students' ability to convey ideas, thoughts, and experiences in Arabic easily and fluently so that they easily understand and assimilate the language. Third, cultural competence is the ability to decipher the connotations of Arabic culture and the speaker's intentions about arts, ethics, values, and customs (Siregar dkk., 2021).

The four components of Arabic language acquisition are listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) (Solong & Gorontalo, t.t.). The four components of Arabic language acquisition are listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). These components cannot be separated. One type of talent that can be acquired through contemporary Arabic language learning is speaking. Speaking ability is the ability to articulate words or ideas into a concept and express, convey, and express it (Agustianti, 2020b). Speaking a foreign language is a fundamental

ability required for most interpersonal communication. Learning how to do this requires practice. The absence of a system of problem-solving techniques and extensive oral practice is a shortcoming in Arabic as a foreign language (Ubadah, 2020). Students who study Arabic as a second language will certainly face challenges, especially in the field of linguistics (phonetics, vocabulary, grammar, and writing) (Siregar dkk., 2021).

Learning is a process that encompasses the whole person, body, mind, and spirit as well as the entire intelligence (Siburian & Wicaksono, 2019). The four intelligences of somatic, auditory, visual and intellectual are combined in this learning process. Learning becomes more meaningful when students are allowed to move, speak, hear, observe, and think freely about what they learn. The Somatic, Auditory, Visual, and Intellectual (SAVI) Arabic language acquisition paradigm is the name given to this approach (Siregar dkk., 2021).

Based on the results of interviews with three Arabic language teachers at SMPIT Mutiara Quran Solok, it was found that Arabic language teachers in teaching experienced many problems, including 1) low motivation of students to explore the knowledge and skills of Arabic language learned; 2) students find it difficult to remember (retention) the content or material; 3) students are unable to apply the knowledge and skills of Arabic language that have been learned in the context of interaction relationships in class and outside school; 4) so that it has implications for students' low Arabic language learning achievement.

Another obstacle found in learning Arabic at SMPIT Mutiara Quran Solok is the lack of student activeness towards learning Arabic language skills, namely in listening skills, speaking skills, reading skills and writing skills. Among these language skills, the most difficult skill for students to master is writing skills because what they hear is not the same as what they write, students lack understanding of the material, lack of understanding vocabulary (mufradat) because in understanding good vocabulary (mufradat) can support in learning to write, students are still weak in understanding the writing system and sentence structure.

Teachers are required to be able to provide effective learning to overcome Arabic language learning problems and facilitate student learning through innovative development of learning models that are in accordance with the times (Koderi, 2017). SAVI e-module learning model for Arabic language learning at SMPIT, which is an electronic module equipped with links and multimedia, run using a computer, smartphone, or other electronic multimedia tools, accessed via the web, used for Arabic language learning at SMPIT whose learning process encourages somatic, auditory, visual and intellectual activities, be it listening (al-istima'), speaking (al-kalam), reading (al-qiro'ah) and writing (al-kitabah).

SAVI e-module model as improvment, maintenance, and enrichment of Arabic learning process at SMPIT, able to overcome the problems of low motivation, difficulty in retention of material, low skills, and improve student learning outcomes (Koderi, 2017). In this case, the researcher wants a variation in the use of problem-based learning models that are rarely applied to class students at SMPIT Mutiara Quran Solok.

Based on the description of the background and the problems, the author is interested in conducting research entitled "Application of SAVI Learning Model to Improve Arabic Learning Outcomes of Students in SMPIT Mutiara Quran Solok".

METHOD

This research is a quasi-experimental research. The independent variable is the SAVI learning model and the dependent variable is Arabic learning outcomes. The author's sampling used a total sampling technique, namely all VIII grade students as an experimental class of 19 people, the place of implementation at SMPIT Mutiara Quran Solok for 5 meetings in the odd semester 2023/2024. Research instruments using questionnaires, interviews, observation, and documentation. The expert validation instrument uses a Likert scale format. One to one learner trial instrument, small group, field trial instruments use the Guttman scale format. All instruments before use are first validated by experts to test whether or not the instrument is feasible. Calculating the results of the response score with the percentage formula. The results of the model implementation to see the effectiveness of the product were calculated using the F-test.

RESULTS&DISCUSSION

Normality Test

Tabel 1. Normality Test of Student Learning Outcomes Data with the Application of SAVI Learning Models to Improve Student Arabic Learning Outcomes SMPIT Mutiara Quran Solok

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.68	19	2.029	.465
	Postest	59.00	19	.471	.108

Based on table 1, the data obtained before given Arabic language learning with SAVI Learning Model with a p-value 0.46, because the p-value> 0.05, it can be concluded that the data is normally distributed. Also obtained the results of further analysis with data after giving Arabic language learning with SAVI Learning Model with a p-value 0.108> 0.05, it can be concluded that the data is normally distributed.

Univariate Test

Tabel 2. Frequency Distribution of Student Learning Outcomes before the Application of SAVI Learning Model at SMPIT Mutiara Quran Solok

KAT_TOTAL_PRETest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Meningkat	11	57.9	57.9	57.9
	Meningkat	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

Based on table 2 shows the results that before the application of the SAVI learning model in Arabic language learning, most students, 57.9%, had no improvement.

Tabel 3. Frequency Distribution of Student Learning Outcomes after the Application of SAVI Learning Model at SMPIT Mutiara Quran Solok

KAT_TOTAL_POSTTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Belum Meningkat	2	10.5	10.5	10.5
	Meningkat	17	89.5	89.5	100.0
	Total	**19**	**100.0**	**100.0**	

Based on table 3 shows the results that after the application of the SAVI learning model in Arabic language learning, most students, namely 89.5%, have increased in Arabic language learning outcomes.

F Test

Tabel 3. The Influence of Improving Arabic Language Learning of Class VIII Students with the Application of SAVI Learning Model at SMPIT Mutiara Quran Solok

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.216	1	26.316	13.970	.003[b]
	Residual	3.784	17	.223		
	Total	4.000	18			

Based on further analysis, the value (2-tail < 0.05, namely 0.003 < 0.05) is obtained, so HO is rejected. It can be concluded that the implementation of the SAVI learning model has a significant effect on Arabic learning outcomes in class VIII students of SMPIT Mutiara Quran Solok.

It is known that the results of the analysis show the value (2-tail <0.05, namely 0.003 <0.05) which can be concluded that the application of the SAVI learning model has a significant effect on Arabic learning outcomes in class VIII students of SMPIT Mutiara Quran Solok. This states that there is an increase in students' Arabic learning outcomes when the SAVI learning model is applied.

The SAVI (Somatic, Audiotory, Visual, Intellectual) learning model was first introduced by Dave Meier. Presenting that humans have four dimensions, namely the body or somatic (S), hearing or auditory (A), vision or visual (V), and thinking or intellectual (I) based on these four dimensions, a somatic, auditory, visual, intellectual active learning model abbreviated as SAVI was found (Nurhikmah. & Muhammad Ibrahim, 2020).

Electronic modules are believed to be able to improve learner learning outcomes independently, facilitating learning according to intelligence, level, readiness and time that does not have to be the same (Sudipa dkk., 2023). The electronic module that learners need and pay attention to intelligence is the SAVI e-module model. This model is able to encourage somatic, auditory, visual and intellectual intelligence activities of learners in improving Arabic language learning skills and outcomes (Tasni & Tahir, t.t.). Arabic language learning is required to use all the senses, then what is achieved must be applied to problem solving and communication. SAVI learning adheres to the modern cognitive school of learning, which states that learning best involves emotions, the body, all senses, and individual learning styles. (Susanti & Isa, 2022).

This study shows the results with the calculation using the t-test obtained t-test = 4.698 and from the distribution table at a significant level known t table = 2.00 because thit> t table. Furthermore, the overall calculation results show that the two treatments are clearly different (significant), therefore H0 is rejected, which means that the application of the SAVI learning model has a different effect with the conventional learning model on student learning outcomes in Arabic language subjects in class VIII SMPIT Mutiara Quran. The results of these calculations also show the conclusion that the application of the SAVI learning model can significantly affect the improvement of students' Arabic learning outcomes, because the SAVI learning model can make students more creative, independent, more active and feel unfettered in the learning process in the classroom.

Other research also shows the same results that the results of the SAVI model effectiveness trial obtained the average initial test score = 48, the average final test score = 70, and the calculated average value of the difference between the initial test score and the final test score = 22.175. The result of thit = 5.93, with a df 39 at the critical price of the significance t table which is 5% = 2.03, at the 1% significance level which is 2.72. After comparing the magnitude of thit = 5.93, and the ttable at 5% significance = 2.03, and the ttable at significance 1% = 2.72, it is known that thitung is greater than ttable, namely 2.03 < 5.93 > 2.72. So the learning outcomes of students can be improved in the very good category by using the SAVI e-module model for Arabic language learning at SMPIT Mutiara Quran.

Previous research also shows that the results of inferential statistical analysis using the t test formula, it can be seen that the thitung value is 28.8. With a frequency (dk) of 41 - 1 = 40 at the 5% significance level, t Table 2.70 is obtained. Because t hitung> t table at a significance level of 0.05, the zero hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted, which means that there is an effect of the SAVI learning model (Somatic, Auditory, Visualization, Intellectualy) on the Arabic learning outcomes of VIII class students of SMPIT Mutiara Quran Solok.

There are several things that need to be considered for the application of this SAVI learning model, namely so that the learning process using the application of the SAVI model is not interrupted by slow connectivity, it is recommended for students and teachers to be able to download materials, audio, video and dictionaries, when internet network connectivity is strong, so that learning continues offline. Arabic lessons at SMPIT Mutiara Quran Solok use the SAVI learning model, which is an electronic module equipped with multimedia to support somatic, auditory, visual, and intellectual learning activities in online form. Therefore, proficiency in using electronic gadgets is necessary and it is recommended that educators and students are proficient in using electronic devices, including laptops, Android phones, smart phones, and multimedia players. The application of learning with the SAVI model, is learning by using electronic modules that require computer devices, laptops, androids, smartphones, multimedia and require internet networks. Therefore, it is recommended that the head of SMPIT or related institutions to complete these facilities.

The implementation of the SAVI model development, starting from preliminary research, design and development, validation, evaluation and revision and implementation, many limitations were found : 1) This product is not the only learning resource, and it is recommended to keep using other learning resources to complement each other. 2) This product uses the internet network, when the internet is good it is recommended to immediately download materials, audio, video and dictionaries. 3) This product uses a

computer, smartphone, android needs special skills. 4) This product, must be upgraded continuously.

CONCLUSIONS

The conclusion of the analysis shows that :

1) The application of the SAVI learning model in Arabic language learning has an influence on the learning outcomes of students in class VIII SMPIT Mutiara Quran Solok. Arabic learning outcomes in students will be better with the application of the SAVI learning model.

2) Based on the results of the analysis that before the application of the SAVI learning model in Arabic language learning, most students, 57.9%, had no improvement.

3) Based on the results of the analysis that after the application of the SAVI learning model in Arabic language learning, most students, 89.5%, experienced an increase in Arabic language learning outcomes.

4) Based on the results of data analysis, the value (2-tail < 0.05, namely 0.003 < 0.05) can be concluded that the application of the SAVI learning model has a significant effect on Arabic learning outcomes in class VIII students of SMPIT Mutiara Quran Solok.

ACKNOWLEDGMENT

1) The research is expected to provide input to Arabic language teachers to try to apply the SAVI learning model, so that students are more active and creative in the learning process so as to improve learning outcomes.

2) To get good Arabic learning outcomes in students, a learning model is needed that is able to activate body movements or activities, auditory, visual and intellectual intelligence so that students are motivated to carry out the learning process.

3) To further improve the effectiveness of Arabic learning outcomes, it is necessary to conduct further product development research, which is the SAVI e-module model development research. SAVI e-modules are electronic teaching materials compiled based on learning design by integrating somatic, auditory, visual and intellectual activities, which are used through computers and android.

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