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## THE USE OF *THARIQAH SAMIYYAH SYAFAWIYAH* WITH PLOTAGON STORY MEDIA TO IMPROVE STUDENTS *MAHARAH ISTIMA* AT SDS IT AL MANAR TAKENGON

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### Abstract

*This study aims to determine the effectiveness of using thariqah sam'iyah shafawiyah with Plotagon Story media to improve maharab istima' of fourth grade students of SDS IT Al-Manar Takengon, Aceh Tengah. This study is motivated by the low ability of students' istima' and not maximizing the use of appropriate learning methods and media. The research method used is quasi experiment with research design Non-equivalent Control Group Design. The data collection technique carried out in the form of a test using a multiple choice instrument of 20 questions. This instrument has been reviewed to ensure the accuracy in terms of content and language as well as testing the level of difficulty of the questions. The research subjects involves two classes: class IV-A as the experimental class and VI-B as the control class, each consisting of 25 samples. Data analysis was conducted using SPSS version 20 with normality test, homogeneity test, and independent sample T-test. The results showed that there was a significant difference after the use of thariqah sam'iyah shafawiyah with Plotagon Story as the media. Thus, the application of appropriate methods and media that used in learning can help in achieving student learning outcomes.*

### Abstrak

*Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan thariqah sam'iyah syafawiyah dengan media Plotagon Story untuk meningkatkan keterampilan istima' siswa Kelas IV SDS IT Al-Manar Takengon Aceh Tengah. Penelitian ini dilatar belakangi oleh kemampuan istima' siswa yang masih rendah dan belum maksimalnya penggunaan metode dan media pembelajaran yang sesuai. Metode penelitian yang digunakan adalah quasi eksperimen dengan desain penelitian Nonequivalent Control Group Desain. Teknik pengumpulan data yang dilakukan berupa tes menggunakan instrument soal yang berbentuk pilihan ganda sebanyak 20 soal. Instrument ini telah melalui validasi pakar dari segi isi dan bahasa serta uji tingkat kesukaran soal. Subjek penelitian yang digunakan adalah dua kelas, yaitu kelas IV-A sebagai kelas eksperimen dan VI-B sebagai kelas kontrol yang masing-masing terdiri dari 25 sampel. Analisis data dilakukan melalui, uji normalitas, uji homogenitas, dan uji independent sample T-test. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan setelah penggunaan thariqah sam'iyah syafawiyah dengan media plotagon story. Dengan demikian, penerapan metode yang tepat dan media yang sesuai digunakan dalam pembelajaran dapat membantu dalam mencapai hasil belajar siswa.*

## INTRODUCTION

Language is an essential medium for human interaction (Hilmani et al., 2025; Shefia & Ahsanuddin, 2023). Learning Arabic is very important to gain proficiency in Arabic (Alhamdi & Afril, 2025; Baroroh & Rahmawati, 2020), and study the sciences that are in Arabic references (Kosim, 2021). The purpose of learning Arabic is to master four basic skills, known as *maharah lughawiyah*. The skills are *maharah istima'*, *maharah kalam*, *maharah qira'ab*, and *maharah kitabah* (Mustaufiy, 2022). Each skill is closely related to one another, as the development of language skills generally a structured progression, such as the activities of *istima'* and *kalam* can be done together, as well as *qira'ab* and *kitabah* (Alhamdi & Afril, 2025; Hamid, 2008).

*Maharah istima'* is the main skill which mastery is required by students in learning Arabic before mastering other skills (Nafisah et al., 2025). The terms *sima'* and *istima'* are distinguished by linguists to indicate two different processes (Alhamdi & Afril, 2025). *Sima'* means hearing sounds, while *istima'* means paying close attention to what others say or read (Susanti, 2019). *Istima'* is a form of receptive skill, where students are required to be able to receive and absorb the material that has been delivered (Baroroh & Rahmawati, 2020). *Istima'* is not something that is considered easy for students at the primary level. Therefore, *istima'* learning must be improved even better at every school level (Ningsih & Nasih, 2023).

*Maharah istima'*, should be the foundation in designing and developing audio media in Arabic language learning, yet in the reality it is the opposite, so that the Arabic language learning process becomes slower (Wahida, 2021). For teachers, the use of electronic media is quite expensive (Taufik & Jannah, 2024), even though many media are available to improve students' *istima'*. Therefore, the low utilization of audio-visual media as learning media is often a problem (N. Rahmawati, 2019). Additionally, field observation data found in class IV students at SDS IT Al-Manar Takengon, demonstrated a majority of students still encounter challenges in listening to *mufradat* and *hivar* texts delivered by the teacher. Therefore, interesting and fun methods of media utilization are needed, which correlate to students being motivated to listen and concentrate during the learning process.

*Thariqah Sam'iyyah Syafawiyah* can be used as an alternative to improve students' *maharah istima'* is *thariqah sam'iyyah syafawiyah*, an Arabic language learning method that focuses on hearing (*sam'iyyah*) and oral (*syafawiyah*) as the main source of learning (Khoiroh, 2024). Etymologically, the term *as-sam'iyyah asy-syafawiyah* originated from Arabic. The word "*as-sam'iyyah*" stems from the verb *sami'a-yasma'u-sam'an*, which means 'to hear', with the addition of *ya' nasab* indicating the nisbah

form. Meanwhile, "*asy-syafawiyah*" is also an Arabic term that means something related to the lips, mouth, or spoken word (Latif, 2023).

*The Sam'iyah Syafawiyah* is one of the most effective method to understand Arabic language, especially for improving *maharah istima'*. Because this method encourages students to learn by listen and say (Effendy, 2012). *The Sam'iyah Syafawiyah* method is a way of teaching a foreign language through listening activities followed by practice in pronouncing words and sentences in the foreign language being learned (Ramadhan, 2024).

The use of learning media enhances the efficiency of the learning process that plays an important role in language learning (Muthmainah, 2021). The use of media such as the Plotagon Story application contributes in helping students' *maharah istima'* improvement (Al-Khalidi et al., 2022). Plotagon Story is an application that allows users to create animated videos with easy-to-use features, it can be utilized as a valuable tool that supports to produce creative and engaging learning content. This application is equipped with various interesting features such as adding sound, background, and music. Users can create their own animated characters or choose from built-in characters that are already available in the application, making it very applicable for instructional use (Mauliana et al., 2024) and provided a technology-based learning media that can increase student engagement and learning outcomes (Amrullah et al., 2025; Yasmin et al., 2024).

Previous researchers have conducted studies on *thariqah sam'iyah syafawiyah* and Plotagon Story media in Arabic and other language learning studies. Previous studies showed that researchers conducted studies on the use of *thariqah sam'iyah syafawiyah* in Arabic language learning (Iqbal & Saputra, 2025), *maharah istima'* (Nurlatipah, 2024), and *maharah kalam* (Khoiroh, 2024). Similar studies on the use of media Plotagon Story are widely conducted using a variety of research methods. The majority of researchers use RnD and experimental methods in the study of Plotagon Story media. Development studies based on Plotagon Story media include; development of interactive media (Shefia & Ahsanuddin, 2023), development of animated videos (Hasibuan & Rahmaini, 2024), and development of 3D animated videos (Rokhani et al., 2024). The studies that use experimental methods include; studies on the effect of Plotagon Story video media on improving *maharah kalam* (Fitri et al., 2023), project-based learning model assisted by Plotagon Story media (Mauliana et al., 2024), and the effectiveness of using Plotagon Story based on animated media in improving listening skills (Nafisah et al., 2025). Based on these studies, there are still a lack of research that use *thariqah sam'iyah syafawiyah* assisted by Plotagon Story media in Arabic language learning.

Based on the problems previously described, the purpose of this study is to assess the effectiveness of using *thariqah sam'iyah syafawiyah* media Plotagon Story in improving students' *mabarab istima'*. The effectiveness in students learning is often influenced by the instructional learning methods and media applied by the teacher. Therefore, the problem formulation of this study is; "Is the use of *thariqah sam'iyah syafawiyah* with Plotagon Story media effective to improve students' *mabarab istima'* at SDS IT Al-Manar Takengon?"

## METHODS

This study is a quantitative research with an experimental approach conducted to see the effectiveness of using *Thariqah Sam'iyah Syafawiyah* with Plotagon Story media applied to improve *mabarab istima'*. The research design used in this study is a quasi-experimental design with the type of Non-equivalent Control Group Design, this involved two purposively selected classes, both of which received a pre-test to determine the basic knowledge and post-test to determine the outcomes after getting treatment (Sugiyono, 2020). The comparison of learning outcomes between the experimental class and the control class serves as the basis for evaluation (Adnot et al., 2017).

This research was conducted at SDS IT Al-Manar Takengon Aceh Besar. The samples used were class VI-A with 25 students as the experimental class and class IV-B with 25 students as the control class. The sample selection was completed by considering the same ability for both classes. The design of this study can be described in the table below:

**Table 1.** Quasi-Experiment Design

Group	Pre-Test	Treatment	Post-Test
Experiment	O <sub>1</sub>	x	O <sub>2</sub>
Control	O <sub>3</sub>		O <sub>4</sub>

The experimental class was taught using a learning design that incorporated *thariqah sam'iyah syafawiyah* with media Plotagon Story, while in the control class, learning is taught using conventional methods, where the implementation of learning focuses more on the teacher, and the teacher uses the lecture method and only reads the text in front of students then students listen.

This study uses data collection techniques in the form of tests, with research instruments of 20 questions in total. The instrument underwent content and language validation by experts and was piloted on a similar sample to determine the question difficulty before its use in the primary study. The pilot test was conducted as an initial step in an experimental research conducted on a limited scale (Tseng & Sim, 2021). This instrument was given in the pre-test and post-test for the control class and the experimental class.

The variables for this study consist of the independent variable that are, *thariqah sam'iyah syafawiyah* with media Plotagon Story as the dependent variable, and *mabarab istima'* students. Meanwhile, the control variable is the variable that kept constant to ensure the influence of the independent variable is not affected by external, unexamined factors (Nurfadhilah et al., 2024). In this study, the control variables include the equal number of students, the same classroom conditions with the same grade level, and using the same teaching materials.

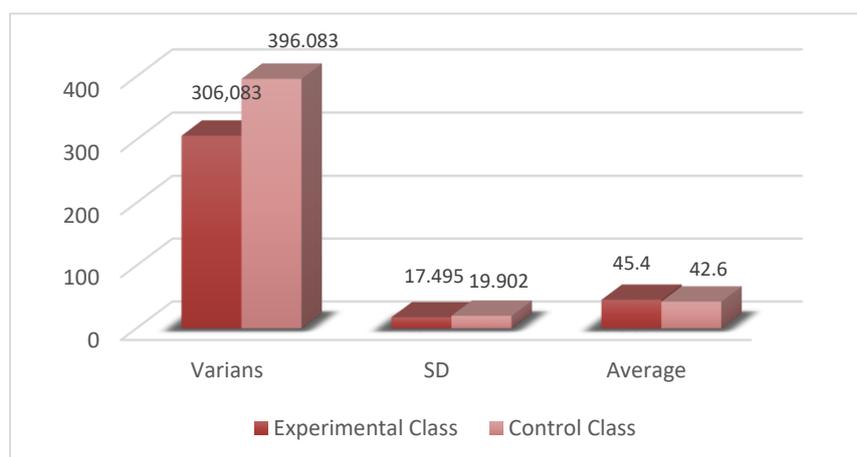
Following the data collection from both classes, data analysis was carried out through statistical tests by processing data using SPSS software, version 20. The data analysis process used normality test, homogeneity test and parametric test, known as *independent sample T-test* test because the study data was normally distributed and had the same variance.

## RESULTS AND DISCUSSION

The researcher will review and discuss the findings conducted at SDS IT Al-Manar Takengon. The data of this study was analyzed using SPSS, which includes the results of the pre-test, post-test, normality test, homogeneity test, and T test. The main focus of the discussion lies in the comparison of learning outcomes between the two classes as well as the impact of using *Thariqah Sam'iyah Syafawiyah* with Plotagon Story media during the learning process.

### Pre-Test Test Results

The results of this pre-test test focus on comparing descriptive statistics between experimental and control classes based on three indicators, started from variance, followed with standard deviation (SD), and average indicators.

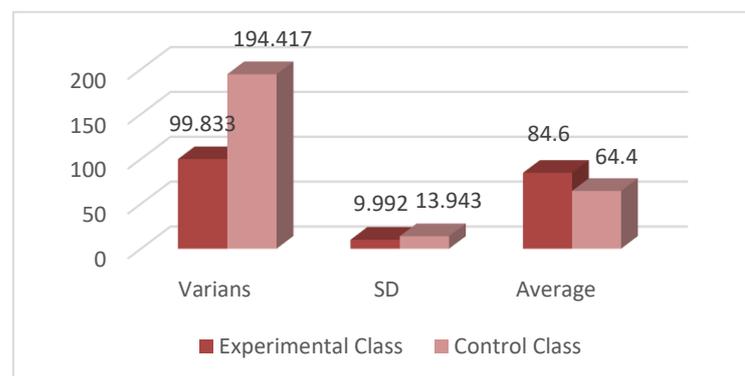


**Graph 1.** Pre-Test Results

As illustrated in the graph above, the pre-test result indicate that the experimental class has a lower variance value in 306.083, while the control class is 396.083. This shows that the data in the control class is more spread or varied than the experimental class. The standard deviation value also shows the same thing. The experimental class had a standard deviation of 17.495, while the control class had 19.902. This finding further indicates that the distribution of student scores in the experimental class was more concentrated around the mean, reflecting greater consistency. On the mean score, the experimental class was slightly higher at 45.4, while the control class was 42.6. This shows that the initial ability of students' *istima*' of the two classes is not much different or almost equal before using *thariqah sam'iyah syafawiyah* and learning video media based on Plotagon Story application.

### Post-Test Test Results

The results of this post-test test remain centered on comparing descriptive statistics between experimental and control classes based on three indicators: variance, standard deviation (SD), and average.



**Graph 2.** Post-Test Test Results

The graph above illustrates that, based on the post-test results, the experimental class has a smaller variance of 99.833 compared to 194.417 in the control class. This shows that, the value of student learning outcomes in the control class is more spread or varied than the experimental class. The standard deviation value also shows the same thing. The experimental class has a standard deviation of 9.992, while the control class is 13.943. This implies that the score in the experimental class were more consistent, showing little variation from one student to another. In contrast, the scores of students in the control class were more varied. Meanwhile the experimental class achieved a significantly higher average score of 84.6, compared to the control class, which scored only 64.4. This shows that the students' *maharah istima*' after the treatment of *thariqah sam'iyah syafawiyah* and

learning video media based on Plotagon Story application is much different between the control class and the experimental class.

### Normality Test Results

This normality test used the Shapiro-Wilk test, to determine whether the data is normally distributed. This is important before conducting further statistical tests such as the t-test, because the requirements for using parametric statistical tests such as the independent t-test, it is essential that the resulting data follow a normal distribution.

**Table 2.** Normality Test Results

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Results of Students' <i>Istima'</i> Ability	Pre-test_Control	.937	25	.126
	Pre-test_Experiment	.938	25	.130
	Post-test_Control	.936	25	.122
	Post-test_Experiment	.951	25	.265

According to the normality test results above, df (degrees of freedom) or commonly called the number of samples, each consists of 25 students in each group. The results of the pre-test data in the control class obtained an Asymp Sig Shapiro-Wilk value of  $0.126 > 0.05$  and in the experimental class the value was  $0.130 > 0.05$ . The post-test data results in the control class were  $0.122 > 0.05$  and in the experimental class were  $0.265 > 0.05$ . Both above the Sig. (p-value)  $> 0.05$  threshold, the data for each group is considered to follow a normal distribution.

### Homogeneity Test Results

The homogeneity test used is the levene test, which aims to obtain information whether the experimental and control groups have the same variance (homogeneous). This is also important before conducting further statistical tests, because the requirements for using parametric statistical tests such as the independent t-test, not only normal data, but also must be homogeneous.

**Table 3.** Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
.952	1	48	.334

Based on the homogeneity test results in the table above, the levene statistic value is 0.952 and the significance (sig) is  $0.334 > 0.05$ . These findings indicate that the variance between the groups is

homogeneous. With both normality and homogeneity tests fulfilled, the next step involves conducting an *Independent Samples T-test*.

### Hypothesis Testing

This independent T-test aims to test the hypothesis that the use of *thariqah sam'iyah syafawiyah* with media plotagon story is effective to improve *maharah istima'*. The data used were pre-test scores in the experimental and control classes and post-test scores in the experimental and control classes to see comparisons between groups.

**Table 4.** T-test Results

t-test for Equality of Means								
	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Pre Value	.438	.528	48	.600	2.800	5.300	13.456	7.856
Experiment Control		.528	47.224	.600	2.800	5.300	13.460	7.860
Post Value	.334	5.888	48	.000	20.200	3.431	27.098	13.302
Experiment Control		5.888	43.505	.000	20.200	3.431	27.116	13.284

As shown in the T-test results in the table above, the comparison of pre-test scores between the experimental and control classes reveals that Sig. (2-tailed)  $0.600 > 0.05$  with a t value of  $0.528 < 1.711$  and the difference in the average value is only 2.8. These results show that no significant difference between the experimental and control classes and both groups have equal initial abilities.

Meanwhile, the t-test results for post-test scores between the experimental and control classes are Sig. (2-tailed)  $0.000 < 0.05$ , the t-value is  $5.888 > 1.711$  and the difference in the average value in the experimental class is much higher at 20.2. The contrast in results between the two classes points to the effectiveness of utilizing *thariqah sam'iyah syafawiyah* with Plotagon Story media is effective for improving students' *maharah istima'*.

These findings suggest that focusing on audiolingual methods, along with suitable media, helps students improve their Arabic listening ability known as *maharah istima'*. *Thariqah Sam'iyah Syafawiyah* is often referred to as the "learning Arabic through hearing" method. The goal is to train students' *maharah istima'* through hearing and pronunciation (Nurlatipah, 2024). The instructional method is a determining factor in the overall success of student learning outcomes (Baroroh & Rahmawati, 2020). Implementing methods that are misaligned with learning objectives can

significantly delay or disrupt the achievement of educational goals (Bahri, 2010). This method emphasizes its use on *mabarab istima'* and *mabarab kalam* (Afroni, 2019) which is able to provide a stimulus for students to learn to listen and say (Ramadhan, 2024). In addition, by fostering creative thinking in *mabarab al-kalam* (Khoiroh, 2024), this method also creates a more lively engaging learning environment (Latif, 2023).

The use of *thariqah sam'iyah syafawiyah* in this study is assisted by Plotagon Story application media designed in the form of 3D animation videos. This media is a digital application that is considered important in physical and virtual learning (Al-Khalidi et al., 2022). This video media displays *hiwar* text that is practiced in the form of 3D animation. The following is an image of the media Plotagon Story:



Image 1. Plotagon Story Media for *Mabarab Istima'*

Plotagon Story media serves as a valuable aid in supporting students' acquisition of *istima'* skills (Lesmana & Imamah, 2024; Nafisah et al., 2025). This media can improve students' ability in *istima' mufradat* (Hasibuan & Rahmaini, 2024; A. Rahmawati & Hikmah, 2022), and *hiwar* presented in videos (Fitri et al., 2023; Thohir et al., 2021). The effectiveness of using Plotagon Story media in improving students' *mabarab istima'* was found in the study (M. Baihaqi et al., 2023; Rokhani et al., 2024; Shefia & Ahsanuddin, 2023) and proven to support students in understanding the material in the textbook (Salma et al., 2022). Even among students this media remains effective (Afifah, 2023). The use of this media is not *only* used in Arabic language learning to increase *mabarab istima'*, but the Plotagon Story application is also used to increase students' attention, involvement, motivation, encouraging active engagement and better comprehension of the subject matter (Al-Khalidi et al., 2022; Rejeki, 2022). This media serves as an effective tool for promoting student

engagement and delivering a more interactive learning experience (Nafisah et al., 2025) with over 85% of students expressing strong interest in the lessons (Sari et al., 2024).

## CONCLUSION

*Thariqah Sam'iyah Syafawiyah* method integrated with animated media based on Plotagon Story application has been tested for its effectiveness in enhancing students' competence in *maharah istima'*. The results of the study revealed that the use of *Thariqah Sam'iyah Syafawiyah* with Plotagon Story Media significantly enhanced students' *maharah istima'* in SDS IT Al-Manar Takengon Aceh Tengah, with the results of the t-test sig. (2-tailed) = 0.000 < 0.05. These methods and media are worth considering as alternatives in Arabic language learning, especially to improve *maharah istima'*. This method and media are also suitable to be applied to *maharah kalam* because the *maharah* cannot be separated from *maharah istima'*. This study was conducted using experimental methods with limited material, so further research is recommended to develop Arabic teaching materials using more varied Plotagon Story application media.

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