

STUDENTS' PERCEPTIONS OF THE APPLICATION OF THE SAVI MODEL IN THE TEACHING OF MAHARAH KALAM

Iffah Maulana Putri Hanum Soumena¹, Wildana Wargadinata², Nur Hasan³

^{1,2}Universitas Islam Negeri Maulana Malik Ibrahim Malang

³Universitas Islam Malang

¹maulanaiffah@gmail.com, ²wildana@bsa.uin-malang.ac.id,

³nur.hasan@unisma.ac.id

ABSTRACT

This study aims to explore students' perceptions of the implementation of the SAVI model in Maharah Kalam learning at the elementary school level. The study used a descriptive qualitative design, with a student questionnaire as the main research instrument. The questionnaire was distributed to 25 students to obtain data on their learning experiences, comfort, confidence, participation, and the SAVI components that helped them most in Arabic speaking practice. The data were analyzed descriptively by identifying patterns in students' responses and interpreting them according to the research focus. The findings show that students gave positive responses to the implementation of the SAVI model. Most students stated that the learning process became more enjoyable, comfortable, active, and supportive of their speaking practice. The model also helped students become more confident in speaking Arabic, even when they still made mistakes. Among the SAVI components, Visual and Auditory elements were considered the most helpful. Visual media helped students remember vocabulary, while listening, imitation, and dialogue activities improved their confidence and pronunciation. Therefore, the SAVI model can be considered an appropriate learning model for Maharah Kalam because it supports active, multisensory, and student-centered learning.

Keywords: *maharah kalam, savi model, student perception*

ABSTRAK

Penelitian ini bertujuan untuk menggali persepsi siswa terhadap penerapan model SAVI dalam pembelajaran Mahārah Kalām pada tingkat sekolah dasar. Penelitian ini menggunakan desain kualitatif deskriptif dengan angket siswa sebagai instrumen utama penelitian. Angket diberikan kepada 25 siswa untuk memperoleh data mengenai pengalaman belajar, kenyamanan, kepercayaan diri, partisipasi, serta komponen SAVI yang paling membantu mereka dalam praktik berbicara bahasa Arab. Data dianalisis secara deskriptif dengan mengidentifikasi pola jawaban siswa dan menafsirkannya sesuai dengan fokus penelitian. Hasil penelitian menunjukkan bahwa siswa memberikan tanggapan positif terhadap penerapan model SAVI. Sebagian besar siswa menyatakan bahwa proses pembelajaran menjadi lebih

menyenangkan, nyaman, aktif, dan mendukung praktik berbicara mereka. Model ini juga membantu siswa menjadi lebih percaya diri dalam berbicara bahasa Arab, meskipun mereka masih melakukan kesalahan. Di antara komponen SAVI, unsur Visual dan Auditory dinilai paling membantu. Media visual membantu siswa mengingat kosakata, sedangkan kegiatan mendengarkan, menirukan, dan berdialog membantu meningkatkan kepercayaan diri serta pelafalan mereka. Dengan demikian, model SAVI dapat dipandang sebagai model pembelajaran yang tepat untuk Mahārah Kalām karena mendukung pembelajaran yang aktif, multisensori, dan berpusat pada siswa.

Kata Kunci: mahārah kalām, model savi, persepsi siswa

A. Introduction

Every learning process has specific learning objectives. At the elementary level in Islamic schools, Arabic learning outcomes have been determined by the Ministry of Religious Affairs, and these outcomes apply across different curricula, including the 2013 Curriculum and the Independent Curriculum.(Ayuni et al., 2025) Likewise, the achievement of Arabic learning at Muhammadiyah 4 Elementary School Malang also refers to the learning outcomes established by the Ministry of Religious Affairs. Arabic learning achievement is divided according to each language skill. The indicators for speaking skills are: (1) imitating examples of simple Arabic expressions about the house, (2) conducting question-and-answer activities correctly based on examples of Arabic expressions about the house, and (3) presenting

conversational texts about the house correctly.

Although Muhammadiyah 4 Elementary School has a clear objective of developing students' speaking skills, the facts in the field show that this objective has not been fully achieved. Many students still experience difficulties in imitating simple Arabic expressions and are unable to present simple conversational texts. This condition is also reflected in their average scores. In general, students' scores range from 68 to 70, which indicates that their achievement has not consistently met the Learning Objective Achievement Criteria, known as KKTP, which is set at 70.

Several factors also contribute to the failure to achieve the learning objectives of speaking skills at Muhammadiyah 4 Elementary School Malang. These include the lack of

variety in teaching methods and students' limited understanding of the learning process. Arabic learning refers to the 2013 Curriculum, which requires learning activities to be activity-based and student-centered. However, in practice, the teaching process still tends to use conventional methods. In fact, not all learning materials can be delivered effectively through lecture-based instruction, especially materials related to speaking skills. A monotonous learning model also affects students, causing boredom because they only act as listeners without having the opportunity to express their ideas. When interaction and communication are not integrated into the learning process, this condition can significantly affect the failure to achieve educational objectives.(Junaedi et al., 2023)

Speaking skill refers to the ability to speak in Arabic. It is the ability to express ideas, thoughts, feelings, and intentions orally in Arabic accurately and appropriately. Speaking skill is considered important in Arabic language learning without disregarding other language skills.(Siregar et al., 2021) At Muhammadiyah 4 Elementary School

Malang, speaking skill is taught using practice and lecture methods. The teacher only reads conversational texts from the textbook, asks students to imitate them, and then explains the meaning of the texts. Students are not given sufficient opportunities to engage in direct speaking practice. This model is still used because students generally have not yet been able to speak Arabic and often feel confused due to their limited vocabulary. As is widely understood, speaking skill must be supported by sufficient vocabulary mastery. This means that students learning Arabic will not be able to master speaking skills without having adequate vocabulary.(Astina et al., 2022) The views and findings of scholars on this matter are difficult to refute because sentences are formed through the combination of words.(Munthe et al., 2022)

Based on the problems described above, a suitable learning model is the Somatic, Auditory, Visual, and Intellectual model proposed by Dave Meier. To make this approach easier to remember, Dave Meier named it the SAVI model.(Meier, 2003) The SAVI model can create an effective, creative, and enjoyable

learning environment that increases students' motivation to master speaking skills. In addition, this approach can address classical learning problems, such as the diversity of students' learning styles. The SAVI model is a learning model that involves all students' senses. Combining mental activity with the involvement of the senses can have a significant impact on the learning process.(Maulinda & Hikmah, 2025)

The Somatic, Auditory, Visual, and Intellectual learning model, or SAVI, is a student-centered learning model that requires students to be actively involved in the learning process.(Hwang et al., 2017) This model is considered engaging because it encourages students to use their senses properly and appropriately in learning activities. It is also important for vocabulary comprehension. Common activities in the SAVI learning model include language learning activities that require students to develop various sensory abilities, such as listening, reading, writing, processing words, and arranging words.(Dewi, 2025) Through these activities, students are expected to express themselves and develop their ideas creatively,

especially in understanding vocabulary.(Yusra et al., 2025). Therefore, this study aims to explore students' perceptions of the implementation of the SAVI model in Maharah Kalam learning. This study focuses on three main research questions: (1) How do students perceive the implementation of the SAVI learning model in Maharah Kalam learning, (2) Does the implementation of the SAVI model make students feel more comfortable and confident in learning, and (3) Which SAVI component helps students the most in the learning process.

B. Research Method

This study used a descriptive qualitative research design. This approach was chosen because the study focused on describing students' perceptions of the implementation of the SAVI model in Arabic language learning, particularly in Maharah Kalam learning. The research instrument used in this study was a student questionnaire designed to obtain information about students' experiences, responses, and opinions after participating in learning activities using the SAVI model. The

questionnaire consisted of scaled statements and open-ended questions, allowing students to express both their level of agreement and their personal views regarding the learning process. Through this instrument, the researcher collected data related to students' comfort, confidence, participation, and the SAVI components that helped them most in learning Arabic speaking skills. The data obtained from the questionnaire were analyzed descriptively by identifying patterns in students' responses, categorizing their answers, and interpreting the findings in relation to the implementation of the SAVI model in Maharah Kalam learning.

C. Finding and Discussion

Based on survey data collected from 25 students, the implementation of the SAVI model in Maharah Kalam instruction received positive feedback. The majority of students stated that the learning experience became more enjoyable, comfortable, and active, and that it helped them practice speaking Arabic. On several key indicators, such as comfort in speaking, confidence in attempting to speak, active participation in

dialogues, understanding of expressions, use of visual media, and the effectiveness of the SAVI model, students' responses were dominated by the "agree" and "strongly agree" categories.

The survey results indicate that all students responded positively to the statement that Maharah Kalam instruction using the SAVI model felt more enjoyable. A total of 5 students answered "strongly agree" and 20 students answered "agree." The same findings were observed regarding speaking comfort, with 8 students answering "strongly agree" and 17 students answering "agree." This data indicates that the SAVI model is capable of creating a more comfortable learning environment for students during Arabic speaking practice.

Regarding courage, all students also gave positive responses. A total of 10 students strongly agreed and 15 students agreed that they were more courageous in trying to speak even though they still made mistakes. In addition, pair and group activities helped students build self-confidence. This was evident from the 11 students who strongly agreed and the 14 students who agreed. These results

indicate that Maharah Kalam instruction is not sufficient when conducted solely through lectures; it involve hands-on practice, interaction, and more opportunities to speak.

These findings align with the principles of the SAVI model, which emphasizes the integration of Somatic, Auditory, Visual, and Intellectual elements in the learning process. The Somatic element is manifested through movement activities and demonstrations that help students stay focused and motivated. The Auditory element is evident through listening, imitation, and dialogue activities that help students speak sentences with greater confidence. The Visual element is seen in the use of pictures, cards, and text, which help students remember vocabulary. Meanwhile, the Intellectual element helps students construct and choose expressions more appropriately. Thus, the SAVI model supports active, multisensory, and student-centered learning. Visual and auditory components are the most prominent factors in helping students speak. Regarding visual media, 14 students strongly agreed and 11 students agreed that pictures, cards, or written text help them when they

forget vocabulary. Regarding the auditory aspect, 4 students strongly agreed and 21 students agreed that listening, imitating, and engaging in dialogue made them more confident in speaking sentences. These findings indicate that students require concrete support in Maharah Kalam learning, whether through visual media or auditory language examples they can hear and imitate.

Overall, the implementation of the SAVI model can be considered effective in enhancing the Maharah Kalam learning experience. A total of 12 students strongly agreed and 13 students agreed that the SAVI model is effective for Arabic speaking instruction. However, the survey results also indicate that there is still some variation in responses regarding pronunciation. Regarding the statement that students' pronunciation became clearer due to listening and imitation activities, 11 students strongly agreed, 13 students agreed, and 1 student disagreed. This indicates that most students felt the benefits of the SAVI model, but teachers still need to provide pronunciation practice gradually and repeatedly to ensure more consistent results.

D. Conclusion

This study concludes that the implementation of the SAVI model in Maharah Kalam learning received positive responses from students. The questionnaire results showed that most students perceived the learning process as more enjoyable, comfortable, active, and supportive of their Arabic speaking practice. The SAVI model also helped students become more confident in trying to speak, even when they still made mistakes. This indicates that learning activities involving movement, listening, visual media, and intellectual engagement can create a more effective learning environment for speaking instruction.

The findings also show that the Visual and Auditory components were the most helpful elements for students. Visual media, such as pictures, cards, and written texts, helped students remember vocabulary when speaking. Meanwhile, listening, imitation, and dialogue activities helped students improve their pronunciation and confidence in expressing Arabic sentences. Although most students benefited from the SAVI model, pronunciation practice still needs to be strengthened

through gradual and repeated exercises so that learning outcomes become more consistent.

Overall, the SAVI model can be considered an appropriate learning model for Maharah Kalam instruction at the elementary school level. It supports active, multisensory, and student-centered learning, which is relevant to the needs of students who are still developing vocabulary mastery and speaking confidence. Therefore, Arabic teachers are encouraged to apply the SAVI model as an alternative strategy to improve students' participation, confidence, and speaking experience in Arabic learning.

References

- Astina, C., Baroroh, U., & Rahman, R. A. (2022). Learning maharah Al-kalam through verb and noun forming using the Qiyas method. *Indonesian Journal of Arabic Studies*, 4(1), 17–36.
- Ayuni, A. N., Febriansyah, H., & Muslim. (2025). Pembelajaran Maharah Kalam dengan Media Audiovisual Pada Kelas 7 di Salah Satu SMPIT Bekasi. *Jurnal Pendidikan Tambusai*, 9(2), 19958–19966.
- Dewi, A. C. (2025). Efektivitas Media Visual dalam Meningkatkan Keterampilan Menulis Teks Argumentatif pada Remaja. *Jurnal*

- Kajian Pendidikan Dan Cakrawala Pembelajaran*, 1(2), 59–69.
- Hwang, G., Chang, S.-C., Chen, P.-Y., & Chen, X.-Y. (2017). Effects of integrating an active learning-promoting mechanism into location-based real-world learning environments on students' learning performances and behaviors. *Educational Technology Research and Development*, 1–24. <https://doi.org/10.1007/s11423-017-9567-5>
- Junaedi, A., Rozi, F., & Rumiyantri. (2023). Gaya Belajar SAVIO: Membentuk Pelajar Multitalent dalam Pembelajaran Bahasa Arab. *Mitra PGMI: Jurnal Kependidikan MI*, 9(2), 90–105. <https://doi.org/https://doi.org/10.46963/mpgmi.v9i2.918>
- Maulinda, N., & Hikmah, K. (2025). PENERAPAN MODEL PEMBELAJARAN BAHASA ARAB BERBASIS SAVI UNTUK MENINGKATKAN MAHAROH KALAM SISWA KELAS X MIPA 2 DI MADRASAH ALIYAH AL-KARIMI GRESIK. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(1), 112–130.
- Meier, D. (2003). *The Accelerated Learning Handbook (Terjemahan Rahman Astuti)*. Kaifa.
- Munthe, S., Bambang, & Hanafi, A. H. (2022). Pembelajaran Mufradat dalam Meningkatkan Maharah al-Kalam Santri di Pondok Pesantren. *NASKHI*, 4(2), 22–31. <https://doi.org/10.47435/naskhi.v4i2.1194>
- Siregar, H. H., Hadi, N., & Hilmi, D. (2021). Analisis Pembelajaran Berbasis SAVI (Somatis, Auditori, Visual dan Intelektual) dalam Maharah Kalam. *Shaut Al-'Arabiyah*, 9(1), 32–42.
- Yusra, H., Putri, S. Y., Rani, M. S., Alwi, N. A., & Ningsih, Y. (2025). Pemanfaatan Media Gambar dan Video sebagai Alat Bantu Pembelajaran di Kelas Rendah SD. *Inklusi: Jurnal Pendidikan Islam Dan Filsafat*, 1(2), 109–117. <https://glonus.org/index.php/inklusi>