

Application of the Sam'iyah Syafawiyah Method at SDIT Tahfizh Al Fatih Pekanbaru

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ABSTRACT

The purpose of this study is to analyze the implementation of the Sam'iyah Syafawiyah Method in teaching Arabic at SDIT Tahfizh Al-Fatih Pekanbaru and its impact on students' language proficiency. This research employs a qualitative descriptive method, with data collected through interviews, observations, and documentation. The findings indicate that the Sam'iyah Syafawiyah Method is effective in improving students' listening and speaking skills. Teachers deliver the material using simple language and guide students to repeat pronunciations accurately and correctly. Additionally, this method is supported by the use of media such as audio tools and projectors, as well as teacher motivation emphasizing the importance of Arabic in Islam. The application of this method not only enhances students' language competence but also builds their confidence, expands their vocabulary, and ensures that teaching becomes more effective and engaging. Through a systematic approach and error avoidance, the Sam'iyah Syafawiyah Method provides a positive contribution to students' mastery of the Arabic language.

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INTRODUCTION

Until now, Arabic learning at the elementary school level, especially in integrated Islamic-based schools such as SDIT Tahfizh Al-Fatih Pekanbaru, continues to face challenges in creating effective and fun methods for students. One of the keys to success in learning Arabic is to determine the method that suits the conditions of students or students (Rohman 2022). Methods are a series of methods used by teachers to transfer knowledge to students in the learning process or teaching and learning activities (Anwar 2019)

At SDIT Tahfizh Al-Fatih Pekanbaru, the method that began to be applied was the *Sam'iyah Syafawiyah* method, which focuses learning on listening (*sam'i*) and speaking (*syafahi*) as the first step in language mastery. This method is considered relevant for developing students' language skills naturally, in line with children's ability to be more responsive to audio-visual learning. Therefore, it is expected to improve the motivation and learning achievements of students in understand Arabic as part of the Islamic curriculum.

At SDIT Tahfizh Al-Fatih Pekanbaru, the application of the *sam'iyah syafawiyah* method has not been paid much attention by researchers, especially regarding the influence of this method to improve overall Arabic language skills. However, this method has the potential to have a significant influence on improving Arabic language skills by listening and speaking.

Although many studies have been acknowledged on the *sam'iyah syafawiyah* method, there is still no in-depth understanding of the use of the *sam'iyah syafawiyah* method in integrated Islamic-based schools. The purpose of this study is to analyze the application of the *sam'iyah syafawiyah* method in Arabic language teaching at SD IT Tahfizh al-Fatih Pekanbaru.

Previous studies have shown that the implementation of the *sam'iyah syafawiyah* method in learning *mufradat* is able to improve the ability to communicate in language. However, the final result of students can be different because they are influenced by various factors, such as learning objectives, the role of educators, characteristics of students, learning activities, the use of evaluation tools and materials, and conditions when the evaluation takes place (Septeten 2022).

Previous studies have shown that the *sam'iyah syafawiyah* method is used at the Bidayatul Hidayah Rokan Islamic Boarding School to accelerate students' Arabic language skills and can provide significant progress in students' Arabic language. With the application of this method, students can use Arabic more confidently and they also

have other Arabic language skills such as istima', kalam, qiroah, and kitabah (Limah Nurlatipah 2024).

Previous studies have shown that the communicative approach and the sam'iyah shahawiyah method have a positive impact on students' Arabic speaking ability. The results of the partial test calculation, where the value of $t_{cal} = 2.969$ is greater than $t_{table} = 2.012$, shows this (Khoirunisah 2024). Previous studies have shown that the influence of the communicative approach and the shabhawiyah sam'iyah method on the level of Arabic speaking skills has been proven to have a positive effect on the level of Arabic speaking skills of students. This is evidenced by the results of the partial test calculation with a t_{cal} value = $2.969 > t_{table} = 2.012$ (Ratnaningtyaas 2020).

Previous studies show that the influence of the Sam'iyah Syafawiyah method on the mastery of Arabic vocabulary of grade VII students of Madrasah Tsanawiyah Negeri 2 Malang City can be seen from the increase in pre- and post-test scores (Rahmahwati and Ahsanuddin 2022)

Although many Arabic language learning methods have been applied in various educational institutions, research on the application of the sam'iyah syafawiyah method in the context of Arabic language learning in Islamic-based elementary schools, especially at SDIT Tahfizh Al-Fatih Pekanbaru, is still limited. Therefore, the researcher asked several study questions as follows:

1. How is the application of the sam'iyah syafawiyah method in Arabic language learning at SDIT Tahfizh Al-Fatih Pekanbaru?
2. What is the effect after the application of this method in learning to master Arabic?

Based on the background and study of the questions above, it can be hypothesized that the application of the sam'iyah syafawiyah method to Arabic language learning at SDIT Tahfizh Al-Fatih Pekanbaru will show a significant influence on students to understand Arabic, especially in students' listening and speaking skills.

RESEARCH METHODOLOGY

This research method was carried out at SDIT Tahfizh Al-Fatih, Pekanbaru. This research was conducted using a descriptive qualitative methodology. The primary data sources in this study are Arabic teachers at SDIT Tahfizh Al-Fatih, Pekanbaru and secondary data sources in this study are books and articles related to the sam'iyah syafawiyah method.

The data collection technique in this study is interview. Interviews were conducted with Arabic teachers (RY) and 3 students

(DA), (AH), (AI) in order to get answers from the formulation of the problem, the researcher asked detailed questions to the respondents, as follows " 1) How is the application of *the sam'iyah syafawiyah* method in Arabic language teaching at SDIT Al-Fatih, Pekanbaru? and (2) How has the application of this method affected learning to master Arabic?"

The steps of data analysis were carried out by participant observation, structured interviews and documentation. Data analysis is carried out in three main stages, namely data condensation, data presentation, and drawing conclusions or verification. These three processes are carried out to ensure that the data obtained is valid, through measurable and structured steps, and produces accountable information. Information gathered from various sources, including teachers and other parties, is linked to each other to identify potential negative evidence, which is ultimately not found.

RESULTS AND DISCUSSION

Application of *the Sam'iyah Syafawiyah* Method in Arabic Language Learning at SDIT Tahfizh Al-Fatih, Pekanbaru.

The methods used to learn foreign languages, especially Arabic, are very diverse. Sam'iyah Shafawiyah is one of the methods that can be used. This method has similarities in concept with the audiolingual approach that emerged and developed during World War II. At that time, the United States faced an urgent need for skilled foreign language communicators to support various tasks in various countries, both in translating documents and interacting directly with local communities. To meet these needs, the United States Department of Defense established the Army Specialized Training Program (ASTP). In 1943, it cooperated with 55 colleges. The program prioritizes intensive learning that focuses on oral delivery, which encourages participants to become proficient in speaking a variety of foreign languages through a new, more practical approach. The success of the program prompted linguists to develop and disseminate this method outside of the military context, which came to be known as the audiolingual method (Wibowo and Irfan 2024)

In the context of learning Arabic, Sam'iyah shahafawiyah is a method that focuses on mastering the skills of listening (sam'iyah) and speaking (syafawiyah), using intensive exercises such as repetition, dialogue, and hands-on practice (Sayekti 2023).

The sam'iyah syafawiyah method has several characteristics, including: a) The learning objectives are focused on mastering and strengthening listening and speaking skills, b) The delivery of material

is prioritized through the development of listening skills first, c) Students are trained to speak by listening to conversations in foreign languages, which can then be spoken again by students, d) Teachers apply teaching techniques using systematic audio. Furthermore, students can practice the material through imitation and repetition techniques (Kulsum and Hendra 2024).

The method of sam'iyah syafawiyah has a number of advantages and disadvantages. The advantages of this method include: a) Students become better at forming the sentence forms that have been taught, b) Participants are able to have good and correct pronunciation, c) Students are not passive in dialogue, but actively respond to stimuli from teachers, d) Facilitate access to language learning for many students, including in classes with a large number of participants, so that participation through drill techniques can be optimized, e) Provide a lot of practice and practice in listening and speaking skills (Ilmiani 2020), f) Can be applied to ongoing classes (Baroroh and Rahmawati 2020).

The disadvantage lies in: a) Students can only interact well, if the sentences used have been taught before in class. b) Students can speak well and correctly only if the sentences used have been practiced before in class. c) The meaning of the word taught is independent of the context, so that students can only understand one meaning, even though a sentence or expression can be more than what is taught. d) The activity of students in the classroom tends to be false, because participants only respond to stimuli from teachers. All exercises, subject matter, and question and answer models are determined by the teacher, without any initiative and creativity from the students. e) Because mistakes are considered "sins," students are not encouraged to interact verbally or in writing before mastering a large number of sentence patterns. This makes students feel afraid and uncreative in using language. f) Sentence pattern training is uncontextual, manipulative, and unrealistic. As a result, students have difficulty applying these patterns in the context of real communication (Hifni 2015; Rohayati 2017).

Interview results (Interview, RY: 2024). *"As a teacher of Arabic subjects, there are many methods used in learning Arabic, but more often used is the sam'iyah syafawiyah method. In its implementation, sometimes additional media such as infocus and speakers are used, but this is only occasional."*

From the results of the interview, at SDIT Tahfizh Al-Fatih teachers use the sam'iyah syafawiyah method in learning Arabic. In its implementation, it is sometimes supported by the use of additional

media such as infocus and speakers. However, the use of this media is not carried out regularly, but only occasionally. Therefore, further efforts are needed in maximizing the use of learning media to increase the effectiveness of *the sam'iyah syafawiyah* method. With optimal support, it is hoped that learning Arabic can be more interesting and provide better results for students.

Things that need to be considered in the application of this method: 1) Students must go through the sequence of listening, then speaking, followed by reading, and ending with writing. 2) Language structure should be presented in the form of sentence models or dialogues that are appropriate to everyday life situations. 3) Exercises using drill techniques or at-Tadribat must be based on the principle of operant-conditioning, where giving praise or rewards is highly recommended. 4) Stay away from the possibility of wrong responses from students, because positive reinforcement is more effective than negative reinforcement. This principle is known as "error avoidance"(Thohir 2021), (5) All aspects of the language should be given gradually, starting from the easy level to the more difficult level (graded exercise or tadarruj or al-tadrib) (Panigoro and Saputera 2020).

According to the narration (Interview, DA: 2024): *"In learning Arabic, I like and enjoy learning, because the Ustadz teaches in the right way and is easy to understand, one of the ways the ustadz teaches by reading the hiwar or stories contained in the book, then the ustadz guides his students until they are fluent in pronouncing the sentences"*

In its application, *the Sam'iyah Syafawiyah* method in learning Arabic at SDIT Tahfizh Al-Fatih, Pekanbaru, is carried out by reading hiwar or stories from books related to the learning material. The teacher gives examples of correct pronunciation to students, then guides them gradually until they are able to pronounce the sentence fluently. This method makes it easier for students to understand the lesson and feel more confident in speaking Arabic. Not only that, but this method creates a pleasant learning atmosphere, as students not only listen, but are also actively involved in the learning process, especially in reciting words and sentences in Arabic. This process not only improves students' listening and speaking skills, but also builds their enthusiasm and motivation to keep learning. With intensive guidance from teachers, students can achieve more optimal learning outcomes, both in Arabic listening and speaking skills.

Interview results (Interview, RY: 2024). *"Learning at SDIT Tahfizh Al-Fatih Pekanbaru applies the sam'iyah syafawiyah method"*

starting from grade 1 to grade 6. Each meeting is held for 75 minutes. In its application, the teacher reads the material contained in the book, then the students follow it and repeat what the teacher says".

Based on the results of the research conducted, it is known that SDIT Tahfizh Al-Fatih Pekanbaru has implemented the Sam'iyah Syafawiyah method thoroughly, starting from grade 1 to grade 6. In its implementation, each learning session lasts for 70 minutes. This method is carried out by the teacher reading the text from the material contained in the learning book, then students follow the reading repeatedly.

Penerapan metode ini terbukti efektif dalam meningkatkan kemampuan siswa, terutama dalam aspek menyimak dan berbicara bahasa Arab. Karena siswa tidak hanya mampu memahami apa yang didengar, tetapi juga mulai menunjukkan keberanian dan kelancaran dalam mengungkapkan kata atau kalimat dalam bahasa Arab. Hal ini menunjukkan that the Sam'iyah Syafawiyah method makes a significant contribution to the development of students' Arabic language skills at SDIT Tahfizh Al-Fatih Pekanbaru.

According to the confession (Interview, RY: 2024) *"In the application of this method in order to be used effectively, it should be combined with other methods, usually I use the qiro'ah method. Related to the obstacles faced, namely in grade 1 material because I think the material is too high for them, but if the material for other classes there is no masala, so they can accept it well"*

From this opinion, it can be concluded that the application of this method will be more effective if combined with other methods such as the qiroah method, because it provides a comprehensive approach in learning Arabic. Although there are obstacles for first-grade students, simplification steps are a good solution so that students can still follow their learning well.

The influence after the application of the Sam'iyah Shafawiyah method to master the Arabic language.

Interview results (Interview, RY 2024) *"After the application of this method, students have improved their listening skills, students also practice more to improve their speaking skills. For other things related to the influence after applying this method, students become more confident to use Arabic in their daily lives, such as everyday expressions, the use of dhamir and so on."*

From the results of the interview, it can be said that the Arabic language skills of students have undergone significant changes. In terms of hearing, students show improved ability. They find it easier to

understand simple dialogues or conversations in Arabic because this method provides a lot of intensive listening exercise. In addition, students' confidence in speaking Arabic also increased. They are more courageous to speak because they are used to sentence patterns and pronunciation through listening exercises that are done consistently.

From the results of interviews conducted by researchers on students, (Interview, AH 2024) *"When we learned Arabic, the ustadz taught well and slowly but surely. Ustadz teaches in a variety of ways, but usually it is more concise to use the way of reading to his students, then the students follow. As is the case when entering the material in a'dhaul jismi, the ustadz guides us until we can really recite and memorize it, so that we can add new vocabulary."*

A positive influence is also seen in students' ability to understand vocabulary. Through an approach that involves the repetition of words and phrases, students are faster to remember and understand the meaning of new vocabulary. This method also makes students more responsive to instruction in Arabic. They become more responsive because they are used to the context of sentences that are often used. The ability to build simple sentences is also well developed. Students are able to structure sentences with the correct structure thanks to exercises that focus on the practical use of language.

The results of the lecture on other students about the influence of the application of this method (Interview, AI 2024) *"When learning Arabic with Ustadz, we became more motivated and interested in learning, Ustadz taught in a way that was not boring, sometimes Ustadz gave us audio to listen to so that we could say it. Besides the way that the ustadz taught, the ustadz also motivated us by saying that Arabic is the language of our Prophet, the language used to read the Quran, and so on."*

The results of the interview showed that the application of the *Sam'iyahSyafawiyah* method had a positive influence on learning Arabic at SDIT Tahfizh Al-Fatih, Pekanbaru. Students feel more motivated and interested in learning because learning is delivered in a fun and not boring way. In addition to reading the material, teachers also provide audio as a supporting medium so that students can listen and imitate pronunciation correctly. This helps students in practicing Arabic listening and speaking skills more effectively. In addition, the teacher also provided additional motivation by explaining the importance of Arabic as the language of the Prophet, the language used in reading the Qur'an, and the language that has a special position in Islam. This motivation strengthens students' enthusiasm to learn Arabic more actively and enthusiastically.

Interview results (Interview, RY 2024) *"In this learning, I also give motivation by saying that Arabic is the first language used by humans since the time of Adam. In addition, so that learning Arabic is not monotonous."*

Overall, the results of the interviews show that *the Sam'iyah Syafawiyah* method has a great positive influence on Arabic language learning at SDIT Tahfizh Al-Fatih. In addition to improving listening and speaking skills, this method also succeeds in fostering confidence, expanding vocabulary, and motivating students to be more enthusiastic about learning. With an approach that involves repetitive exercises, audio media, spiritual motivation, and a dynamic classroom atmosphere, this method has created a significant change in students' Arabic language proficiency.

CONCLUSION

Based on the results of research and interviews that have been conducted, the application of the *Sam'iyah Syafawiyah* method in Arabic language learning at SDIT Tahfizh Al-Fatih Pekanbaru shows significant effectiveness in improving student competence, especially in listening and speaking skills. This method emphasizes intensive listening and repetition exercises, which help students understand Arabic patterns better. The learning process that begins with listening, then imitating, reading, and writing provides a systematic structure so that students are able to absorb the material more optimally.

In addition, the application of this method has also succeeded in building students' confidence in using Arabic in their daily lives. The teacher guides students through pronunciation exercises, recites dialogues or *hiwars*, and provides examples of correct pronunciation until students are fluent in pronouncing sentences. With an approach that focuses on avoiding mistakes and positive reinforcement, students are more motivated to learn and dare to speak in Arabic. This reflects the success of the *Sam'iyah Syafawiyah* method in providing effective, enjoyable learning conditions, and supporting the development of practical language skills.

Not only that, but this method also contributes to improving students' vocabulary. Through the process of repeating words and phrases in the context of everyday dialogue, students find it easier to remember and understand new vocabulary. Supporting media such as audio and motivation from teachers, such as explanations about the importance of Arabic as the language of the Prophet and the language of the Qur'an, also encourage students' enthusiasm for learning. This spiritual motivation not only provides an academic boost, but also

builds students' awareness of the important value of Arabic in their lives.

Overall, the application of the Sam'iyah Syafawiyah method at SDIT Tahfizh Al-Fatih Pekanbaru has had a significant positive influence. This method not only improves listening, speaking, and vocabulary mastery, but also fosters students' confidence, motivation, and enthusiasm in learning Arabic. With a structured approach, as well as supported by the right media and motivation, this method has proven effective in helping students achieve better Arabic language mastery.

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