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The Effectiveness of a SAVI-Based Teaching Module on Arabic Language at Madrasah Aliyah Ismailiyah Jombang

Ani Rohmah Wati [1] ✉
Nurul Hidayah [2] ✉
Aufia Aisa [3] ✉
Qur'ani Parang Wilwadikta [3] ✉

[1,2,3] Universitas KH. Abdul Wahab Hasbullah, Indonesia, [4] Bolu Abant İzzet Baysal University, Turkey

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Correspondence Author : Ani Rohmah Wati **anirohmaw08@gmail.com**

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Abstract

Despite decades of formal Arabic instruction in Indonesia, many Madrasah Aliyah students still struggle due to unprepared teachers and monotonous, non-contextual teaching materials. This study aims to analyze the effectiveness of teaching materials based on the Somatic, Auditory, Visual, Intellectual (SAVI) approach in improving Arabic language learning outcomes at Madrasah Aliyah Ismailiyah. Through a collaborative method that optimizes all sensory modalities, the SAVI approach is designed to create a fun, independent, and flexible learning environment. This research employs a quantitative approach with a pre-experimental design, specifically the One Group Pretest - Posttest model. The sample included the entire population through saturated sampling. Data collection was primarily conducted through pre-test and post-test instruments, supplemented by observation and documentation to provide context. The research instruments underwent rigorous testing for validity, reliability, item difficulty, and discrimination power. Data analysis was performed using normality tests as a prerequisite, followed by a Paired Sample T-Test to determine significance and an N-Gain test to measure the effectiveness of the teaching materials. The results of the N-Gain analysis indicate that the use of SAVI-based teaching materials significantly improved learning outcomes, with an effectiveness percentage of 79.80%, categorized as "effective." These findings indicate that the SAVI approach is an effective alternative for improving Arabic instruction at the Madrasah Aliyah level.

A. Introduction

Language is a tool for pouring out one's heart and thoughts to a listener (Iswanto, 2017). It serves as a medium of communication between individuals, playing a vital role in human life by facilitating interaction and connection. Furthermore, language is the primary and most efficient instrument used by humans to express ideas, notions, and feelings to others (Muliatno Muliatno, 2023). However, the potential of language as a flexible and rapid communication tool is often difficult to realize within an academic context, particularly in the teaching of Arabic as a foreign language in Indonesia.

Etymologically, Arabic language learning is a combination of two primary terms: *ta'allum*, which refers to the effort or process of acquiring knowledge, and *al-'arabiyyah*, which means the Arabic language (Zakiyah et al., 2026). Learning is inseparable from two interconnected events: teaching and learning, where both maintain a close relationship, interaction, and mutual influence that support one another (Wahab et al., 2025).

Arabic is one of the languages most sought after by people, particularly the Muslim community (Al Munawar et al., 2024). The teaching of Arabic as a foreign language has long been established in Indonesia, across both formal and non-formal education systems, ranging from the *Ibtidaiyah* (elementary) level to higher education. This is due to the significant role Arabic plays for the Indonesian people—not only as a language of religion and culture but also as a medium for science and communication with Arab nations. Arabic has been a core subject since the inception of Islamic boarding schools (*pesantren*) and *Madrasahs*. However, Arabic language learning often presents challenges for students due to linguistic structural differences and low levels of interest or motivation. Consequently, the development of relevant instructional materials is crucial to overcoming these obstacles.

Instructional materials are comprehensive and structured learning tools designed based on effective teaching methodologies. These materials consist of systematically organized content, enabling students to study the subject matter in a logical sequence. To be effective, Arabic instructional materials for students must be carefully adapted to their cultural diversity and beliefs. This adaptation includes the lesson content, examples, and activities that are relevant to the students' daily lives (Fanani et al., 2022). Instructional materials represent a vital component of the learning process; therefore, teachers must be capable of presenting these materials as effectively as possible to align with the learning objectives (Kholison et al., 2023).

Instructional materials are one of the essential elements in the learning process that must be carefully prepared by educators. Through these materials, the direction and objectives of achieving learning outcomes can be clearly established. The development of instructional materials that align with the goals and needs of students is crucial in educational practice (Erlina, 2018). Conventional instructional materials, which tend to be monotonous, often diminish student interest and hinder understanding; therefore, it is necessary to adopt more innovative and student-centered learning models. Arabic instructional materials consist of subject matter that integrates knowledge, skills, and attitudes, organized systematically so that both teachers and students can effectively utilize them in the Arabic language learning process (Hamka Ilyas, 2022).

A teaching module is a flexible learning design that can be adapted by educators based on the developmental stages and characteristics of students. This module serves as a learning guide that outlines the intended learning objectives, complete with instructional materials, practice exercises, and implementation instructions for teachers to support a systematic and focused learning process (Dian Nur Hikmah & Nor Azmah, 2025).

A learning model itself is a conceptual framework that is systematically organized and developed in accordance with current trends and the specific needs of students. Inappropriate learning models lead to pedagogical problems, resulting in suboptimal learning outcomes. Therefore, it is essential to provide solutions through the development of learning models that align with both the curriculum and the students' needs (Nana Sutarna, 2018).

One of the learning models, SAVI (Somatic, Auditory, Visual, Intellectual), was first introduced by Dave Meier. He proposed that humans possess four interconnected elements: physical movement (somatic), hearing (auditory), sight (visual), and thinking (intellectual) (Nurhikmah et al., 2023). Furthermore, SAVI is an educational approach emphasizing that learning must engage all available senses. Using the SAVI method means learning through active movement, utilizing as many senses as possible, and ensuring that the entire body and mind are fully involved in the learning process (Irmansyah, Muhammad Alfath Qaaf, 2023). The SAVI learning model is a design or pattern used as a guideline for planning classroom instruction or tutorial-based learning (Nurhikmah et al., 2023). DePorter and Hernacki state that students with a visual learning style tend to remember instructional materials better through sight, compared to hearing or physical movement (Soelendro et al., 2022).

In the application of this teaching module, the four elements are operationally designed to activate all of the students' senses as follows: Somatic is realized through physical activity instructions that involve body movement to comprehend the material. Auditory is integrated through the use of QR code technology, which contains recordings of native speakers to train students' listening skills. Visual is implemented through QR code integration that connects students to educational videos, as well as the use of relevant illustrations designed by the researcher to reinforce concrete conceptual understanding. Intellectual is manifested through problem-solving exercises that challenge students' critical thinking abilities. By integrating these senses, the module does not merely present material passively but encourages students to express their understanding comprehensively

Students are encouraged to express themselves and integrate learning materials using all available senses. However, teachers often focus solely on the learning model while neglecting the suitability of instructional materials for their students, which consequently results in a sluggish and ineffective learning process (Syifa Kamilah Sophian et al., 2025).

In developing a learning model, teachers must actively involve students so that they can better express themselves and integrate learning materials by utilizing all of their senses. However, while focusing on the learning model, teachers often neglect the suitability of instructional materials for their students, which results in a sluggish learning process. A lack of teacher competency in developing instructional materials leads to conventional and monotonous learning experiences for the students (Syifa Kamilah Sophian et al., 2025).

Beyond the learning model itself, unsuitable instructional materials also cause students to feel bored and disinterested during the learning process. Therefore, materials that encourage student engagement can significantly influence their interest in learning, as student engagement is a key factor in successful education. It is essential for teachers to develop instructional materials that optimize the learning process and enhance the effectiveness of Arabic language teaching in *Madrasah Aliyah*. In doing so, educators must adhere to the fundamental principles and foundations of curriculum development to ensure that the materials align precisely with the students' needs (Syairi, 2013).

In this learning model, students are required to express themselves more effectively and integrate learning materials by utilizing all of their available senses. However, while focusing on the learning model, teachers often neglect to consider the suitability of instructional materials for their students, which results in a sluggish and inefficient learning process. Furthermore, a lack of teacher competency in developing instructional materials leads to a conventional and monotonous learning experience for the students (Syifa Kamilah Sophian et al., 2025).

This research was conducted at Madrasah Aliyah Ismailiyah Ngusikan, located in Jombang Regency. Based on the researcher's initial observations, several complex problems were identified within the Arabic language learning process for tenth-grade students. A primary constraint is that the subject teacher does not possess a relevant academic background in Arabic education, which leads to suboptimal material delivery and limits students' comprehension. Despite the prevalence of teacher background issues, practical solutions such as the provision of structured, self-directed instructional materials to assist non-linear teachers remain extremely limited at the research site.

Furthermore, the scarcity of relevant instructional materials that align with the students' needs exacerbates the learning situation. The absence of contextual and engaging teaching modules causes the learning process to remain monotonous and fails to stimulate student interest. Consequently, many students exhibit passive behavior and a lack of enthusiasm during Arabic language learning activities.

Conventional and monotonous learning approaches are highly unappealing to students. Although various literatur underscores the importance of simultaneous physical and mental engagement, the integration of the SAVI (Somatic, Auditory, Visual, Intellectual) approach into Arabic teaching modules at the *Madrasah Aliyah* level particularly in the Jombang region—remains scarce. Several previous studies have demonstrated the effectiveness of the SAVI model in Arabic language instruction. For instance, Nurhikmah's research indicates that the application of SAVI has a positive impact on student learning outcomes in *Madrasah Aliyah* by actively involving all of their senses (Dian Nur Hikmah & Nor Azmah, 2025).

This is further reinforced by the findings of Nurfadillah and Munawwir at Madrasah Aliyah Pesantren Muhammadiyah Tana Toraja, who concluded that the SAVI model has a significant impact on the learning outcomes of tenth-grade students compared to conventional methods (Nurhikmah et al., 2023). Both studies confirm that physical involvement (somatic) and cognitive processes (intellectual) are the keys to success in language learning. However, despite its proven effectiveness across various regions, the implementation of this model in the form of a teaching module remains scarce in the Jombang area.

Beyond the pedagogical model itself, the lack of innovation in instructional material development causes students to feel bored and disinterested during the learning process. Therefore, instructional materials that encourage student engagement can significantly influence their motivation to learn, as student interest is a critical factor in successful education. It is essential for teachers to develop materials that optimize the learning process and enhance the effectiveness of Arabic language instruction in *Madrasah Aliyah*. In doing so, educators must adhere to the fundamental principles and foundations of curriculum development to ensure that the materials align precisely with the students' specific needs (Syairi, 2013).

The gap between the need for active learning and the availability of innovative instructional materials remains a critical weakness in the school's educational process. To date, there has been no specific effort to integrate the SAVI model into a practical teaching module for tenth-grade students at MA Ismailiyah.

An effective solution to optimize this situation involves developing modern and engaging instructional materials using the SAVI (Somatic, Auditory, Visual, Intellectual) method, tailored to the specific needs of *Madrasah Aliyah* students. In addition to materials, teachers play a pivotal role in optimizing learning; competent educators are essential in ensuring students achieve optimal learning outcomes.

Therefore, the researcher recognizes the urgent need for concrete steps in providing adaptive learning media. Consequently, this study aims to develop a SAVI-based Arabic teaching module that is valid, practical, and effective for tenth-grade students at Madrasah Aliyah Ismailiyah Ngusikan, Jombang. Through this research, it is expected that a more active, enjoyable, and meaningful learning environment will be created, ultimately significantly enhancing student motivation and learning outcomes.

Reading classical Arabic texts (turāth) involves more than decoding linguistic structures (e.g., nahw and sarf). It also requires interpreting the moral, social, and historical layers of the text so that its message becomes meaningful and applicable in everyday life (PK et al., 2025; Yaseen, 2025). This challenge is particularly salient for adult learners, whose time is constrained by work, family, and social responsibilities, and whose motivation is typically driven not by credential attainment but by spiritual and ethical needs (Evans, 2025; Nannaparaju, 2025).

B. Method

This research employs a quantitative approach with a pre-experimental design, specifically utilizing the One-Group Pretest-Posttest design (Nana Sutarna, 2018). This study utilizes a single class without a control group to test a specific variable. The design involves one group of students who are tested both before and after the treatment is administered to determine its effectiveness. The sampling technique applied in this research is saturated sampling (sampling jenuh), a procedure in which the entire population is utilized as the sampling unit (Dewi & Pristiyono, 2016). Given the relatively small population of 13 tenth-grade students at Madrasah Ismailiyah Ngusikan Jombang, the use of saturated sampling is considered the most representative approach. This method aims to comprehensively capture the characteristics of the research subjects without any data reduction (Suriani et al., 2023).

The data collection method in this study integrates observation, interviews, and documentation as supporting instruments to strengthen the quantitative analysis results. Observation contributes to objectively recording the implementation of the SAVI-based teaching module, ensuring that the treatment proceeds according to the experimental plan. This contribution is further deepened through interviews with relevant parties to obtain background data and subject responses that are not captured by numerical data, thereby providing qualitative depth to the test results (Saefuddin et al., 2023). Meanwhile, documentation serves as a validation instrument that provides physical evidence and supporting administrative data throughout the research stages, from the pretest to the posttest (Abusyairi, 2013). The combination of these three techniques strengthens the validity of the paired t-test and N-Gain results. Consequently, the conclusions regarding the module's effectiveness in improving student learning outcomes are supported by a robust and comprehensive empirical foundation.

C. Findings and Discussion

Prior to conducting the research at Madrasah Aliyah Ismailiyah Ngusikan Jombang, the researcher performed two essential tests: validity and reliability tests on the test instruments to be used. In quantitative research, validity refers to the extent to which an instrument can precisely and accurately measure what it is intended to measure.(Gede Subhaktiyasa, 2024) These instruments may consist of either questionnaires or test items.

These instruments may consist of either questionnaires or test items. The Validity Test employed in this research is the Pearson Product Moment Correlation. To test the validity, the researcher utilized IBM SPSS Statistics software. The criteria for the validity test stipulate that an item is declared valid if $r_{hitung} > r_{table}$ at a significance level of 5% or 0.05. Based on the test validity data in this study with an r_{table} value of 0.444, the following is the summary of the test item validation results.

Table 1. Validity Test of Test Instruments

Valid Items	Invalid Items	Total
15	5	20

In this study, the valid test items are identified as items: 1, 2, 4, 5, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, and 20. Conversely, the invalid items are: 3, 6, 12, 15, and 19. The items that have been declared valid will be utilized for both the pretest and posttest instruments.

Following the validity test, the process continued with the reliability test. Reliability refers to an index that represents the extent to which a measuring instrument can be trusted or relied upon. Reliability testing is essential to evaluate the consistency of the instrument specifically, whether the tool yields the same results when measurements are repeated. A measuring instrument is considered reliable if it produces similar results even when measurements are conducted multiple times (Janna & Herianto, 2021).

To determine the reliability test results, the researcher utilized IBM SPSS Statistics software. The testing criteria stipulate that if the Cronbach's Alpha value is greater than the threshold (in this case, 0.60), the instrument is declared reliable. Conversely, if the Cronbach's Alpha value is less than 0.60, the instrument is

considered unreliable. The following are the reliability test results for the research instrument.

Table 2. Reliability Test Results of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
,766	15

The reliability test results show a Cronbach's Alpha coefficient of 0.766, which is greater than the 0.60 threshold. Therefore, the instrument is declared reliable with a high correlation level. Subsequently, the research was conducted starting on February 20, 2025, beginning with obtaining research permits and conducting observations at the target school. The pre-test was administered on February 24, 2025, followed by the implementation of the SAVI-based (Somatic, Auditory, Visual, Intellectual) teaching module and the post-test on February 25, 2025.

Table 3. Descriptive Statistics of Pretest and Posttest Results

Statistic	Pretest	Postest
Number of Students	13	13
Number of Items	15	15
Mean	39,6	81,73
Minimum Score	19,8	66
Maximum Score	72,6	92,4

Based on the descriptive analysis results in Table 3, it is evident that the learning outcomes prior to the implementation of the SAVI-based (*Somatic, Auditory, Visual,* Intellectual) Arabic teaching module for tenth-grade students at Madrasah Aliyah Ismailiyah Ngusikan Jombang yielded an average pretest score of 39.6. After the implementation of the SAVI-based module, the average posttest score rose significantly to 81.73. These results indicate that the use of the SAVI-based teaching module is effective in improving Arabic language learning outcomes.

Furthermore, to measure the effectiveness of the SAVI-based teaching module, several statistical tests were conducted, including the normality test, the paired sample t-test (hypothesis testing), and the N-Gain score analysis. The following data analysis results provide a detailed look at the effectiveness level of the SAVI-based teaching module implementation.

Normality Test

The data normality test aims to demonstrate that the sample data is derived from a population with a normal distribution (Nuryadi et al., 2017). The data utilized for the normality test consist of the pre-test and post-test scores of the students in the experimental class. The analysis was performed using IBM SPSS Statistics software, and the results obtained from the Shapiro-Wilk test are as follows.

Table 4. Normality Test Results

Tests of Normality					
Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
,203	13	,147	,906	13	,160
,170	13	,200*	,907	13	,167

In this study, the significance values were obtained through the Shapiro-Wilk normality test. Based on the analysis, the pre-test yielded a significance value of 0.160, which is greater than 0.05 0.160 > 0.05. Similarly, the post-test significance value was 0.167, which is also greater than 0.05 0.167 > 0.05. Consequently, it can be concluded that the data for both the pre-test and post-test are normally distributed.

Paired sample T-test

The objective of the paired sample T-test is to evaluate the mean difference between the pre-test and post-test scores within a research study. This test determines whether the observed changes in student performance are statistically significant following the implementation of the treatment (Andriyanti & Prihastari, 2023). The decision-making criteria for the paired sample t-test stipulate that if the significance value (p-value) is less than 0.05, it indicates a significant impact or effectiveness between the pre-treatment and post-treatment conditions. Furthermore, the paired sample t-test was calculated using IBM SPSS Statistics software, yielding the following results:

Table 5. Paired Sample T-Test Results

		Paired Differences					*T*	*Df*	*Sig. (2-tailed)*
		Mean	*Std. Deviation*	*Std. Error Mean*	*95% Confidence Interval of the Difference*				
					Lower	*Upper*			
Pair 1	*PreTest - PosTest*	-42,138	14,890	4,130	-51,136	-33,141	-10,204	12	,000

Based on the data presented above, the paired sample T-test results in this study indicate a significance value (Sig. 2-tailed) of 0.000, which is less than 0.05 ($0.000 < 0.05$). Therefore, the statistical decision is that there is a highly significant impact following the implementation of the SAVI-based (*Somatic, Auditory, Visual, Intellectual*) teaching module in the Arabic language subject for tenth-grade students at Madrasah Aliyah Ismailiyah Jombang.

N-Gain Test

After determining the impact generated by the research, the N-Gain test was conducted to measure the effectiveness of the SAVI-based (Somatic, Auditory, Visual, Intellectual) teaching module in the Arabic language subject at Madrasah Aliyah Ismailiyah before and after the treatment. The N-Gain test is utilized to determine whether the treatment using the SAVI model is effective in improving the students conceptual understanding (Nababan et al., 2024). The N-Gain test is a common method used to measure the effectiveness of learning models or interventions in improving student learning outcomes. The results of the N-Gain test obtained in this study are as follows

Table 6. N-Gain Score Analysis Results

No	Name	*Pre-test*	*Post-test*	*N.Gain Score*	Improvement	*%N.Gain*
1	Student 1	46,2	92,4	1	High	100

2	Student 2	33	92,4	1	High	100
3	Student 3	46,2	79,2	0,714	High	71,42
4	Student 4	19,8	79,2	0,81	High	81,81
5	Student 5	26,4	72,6	0,7	High	70
6	Student 6	39,6	66	0,5	Medium	50
7	Student 7	33	92,4	1	High	100
8	Student 8	72,6	92,4	1	High	100
9	Student 9	52,8	92,4	1	High	100
10	Student 10	33	66	0,55	Medium	55,55
11	Student 11	19,8	66	0,63	Medium	63,63
12	Student 12	59,2	79,2	0,6	Medium	60
13	Student 13	33	92,4	1	High	100
Mean				**0,798079**	**79,8076**	

Based on the data presented in the table, the Normalized Gain (N-Gain) calculations for the 13 students show varying degrees of improvement. The average N-Gain score is 0.798079, which rounds to 0.80. This result indicates that, overall, a significant improvement in learning outcomes has occurred.

On an individual basis, several students demonstrated exceptionally high improvement. Students 1, 2, 7, 8, 9, and 13 achieved an N-Gain score of 1.00, meaning they reached the maximum possible score in the post-test after previously receiving low scores in the pre-test. This level of improvement is categorized as 'High.' Additionally, other students showed improvements in the high and medium categories. Students 3, 4, and 5 exhibited high improvement with N-Gain scores of 0.714, 0.81, and 0.7, respectively. Other students, specifically Students 6, 10, 11, and 12, experienced moderate improvement with N-Gain scores of 0.5, 0.55, 0.63, and 0.6, respectively.

In terms of percentage, the average N-Gain percentage is 79.8076% (rounded to 79.81%). This percentage reflects the high effectiveness of the treatment or intervention provided through the SAVI-based teaching module.

The findings of this study demonstrate a highly significant difference in the learning process of tenth-grade students at Madrasah Aliyah Ismailiyah Jombang before and after the implementation of the SAVI-based (*Somatic, Auditory, Visual, Intellectual*) teaching module. The application of this module successfully and significantly improved student learning outcomes, moving them from a state of not meeting the achievement criteria to successfully exceeding them.

Based on the pre-test and post-test results, the following data were obtained: the average pre-test score before the implementation of the SAVI-based module in the Arabic language subject was 39.6. In contrast, after the implementation of the SAVI-based module, the average post-test score rose to 81.7, with the highest score reaching 92.4 and the lowest at 66. From these results, it can be concluded that there is a significant increase in student learning performance following the application of the SAVI-based teaching module in the tenth-grade Arabic subject at Madrasah Aliyah Ismailiyah.

The SAVI-based (*Somatic, Auditory, Visual, Intellectual*) teaching module has proven to be effective in improving the quality of Arabic language learning for

tenth-grade students at Madrasah Aliyah Ismailiyah Jombang, as evidenced by an N-Gain percentage of 79.81%. This indicates that the use of the SAVI-based module enables students to comprehend and memorize the material more effectively compared to conventional teaching methods.

However, the researcher acknowledges that the effectiveness observed in a small-scale classroom may differ from that in a larger classroom setting. Therefore, for larger classes (exceeding 40 students), it is recommended to implement a Station Learning strategy. In this approach, each corner of the classroom represents a different SAVI element, and students rotate through them systematically. This strategy aims to prevent overcrowding and excessive noise, ensuring that each element of the SAVI model is delivered optimally to every student.

These findings are consistent with the research conducted by Munawwir, titled *'The Influence of Implementing the SAVI (Somatic, Auditory, Visualization, Intellectual) Learning Model on Arabic Learning Outcomes for Tenth-Grade Students at Madrasah Aliyah Pesantren Muhammadiyah Tana Toraja.'* His study demonstrated that the application of a SAVI-based textbook in tenth-grade Arabic learning successfully increased the students' average scores from 60 to 85, significantly outperforming the control class that utilized conventional textbooks (Nurfadillah & Munawwir, 2023). In addition to the aforementioned research, other studies have also examined the implementation of the SAVI (*Somatic, Auditory, Visual, Intellectual*) learning model regarding Arabic learning outcomes for Madrasah Aliyah students. These studies highlight several key advantages of the SAVI model, including: creating an enjoyable learning atmosphere and encouraging students to engage actively in group learning or discussions, thereby strengthening the sense of community and collaboration among learners. Furthermore, within the SAVI framework, students become more autonomous and are no longer solely dependent on the teacher as the primary source of information (Nurhikmah et al., 2023).

The significant effectiveness of the SAVI-based (*Somatic, Auditory, Visual, Intellectual*) module in this study is rooted in its ability to accommodate students' diverse learning styles. In Arabic language learning, the Somatic element breaks classroom rigidity by involving physical activities that assist in the internalization of vocabulary. Meanwhile, the Auditory and Visual elements, integrated through digital media, help students master pronunciation and conceptual visualization without a heavy translation burden. The Intellectual aspect then solidifies this understanding through cognitive problem-solving. Despite its strengths in fostering total engagement, this model demands strict time management and technological infrastructure readiness to ensure that physical activities remain focused on the learning objectives.

The implications of these findings suggest that the SAVI model possesses the flexibility to be adapted on a broader scale. In the context of larger classrooms, the Somatic aspect can be modified through peer-learning methods or small-group discussions to maintain a conducive learning environment. Furthermore, the integration of gamification elements via QR codes proves that technology serves as an effective bridge to deliver visual and auditory stimuli independently. This underscores that an approach integrating all five senses is not only relevant for

Arabic language instruction but also holds significant potential for application in other disciplines requiring deep comprehension and high memory retention.

The SAVI (*Somatic, Auditory, Visual, Intellectual*) learning method focuses on utilizing all of the students' senses. It represents a pedagogical paradigm that prioritizes the active engagement of both sensory and cognitive faculties in the learning process. By integrating physical, auditory, visual, and intellectual aspects, SAVI aims to create an optimal learning environment where students can construct a deep and meaningful understanding of the subject matter (marantika & kuswidyanarko, 2022).

In addition to its advantages, every method also possesses certain limitations. In the SAVI (*Somatic, Auditory, Visual, Intellectual*) learning model, the teacher's role is primarily that of a facilitator, while students are expected to be highly proactive. Consequently, if students fail to participate actively, they risk falling behind their peers. In this model, the teacher does not merely instruct students to learn; instead, students are required to learn independently under the teacher's guidance. Furthermore, the implementation of the SAVI model necessitates that teachers continuously innovate by integrating various teaching methods with an approach that engages all of the students' senses simultaneously (Haemi, 2022).

This study provides a significant contribution to the development of more effective pedagogical methods, particularly in the field of Arabic language instruction. The implementation of the SAVI-based (*Somatic, Auditory, Visual, Intellectual*) teaching module has proven capable of creating a more participatory learning process by integrating all five senses. This approach serves as a superior alternative to conventional teacher-centered methods, which often lead to low instructional efficiency and poor student comprehension.

Despite these significant results, this study possesses several limitations that warrant consideration. First, the research subjects were limited to a single class within one institution with a relatively small number of students; therefore, any generalization of these findings on a broader scale should be approached with caution. Second, the implementation of the Somatic and Visual elements within this module is highly dependent on technological infrastructure readiness and the availability of student-owned devices to access the integrated QR codes

Based on these limitations, the researcher suggests that future studies evaluate the effectiveness of this SAVI-based module across larger and more diverse populations. Furthermore, subsequent research is encouraged to explore the integration of more advanced technologies, such as Augmented Reality (AR), to strengthen the visual and intellectual aspects of Arabic language learning. Conducting a longitudinal study is also recommended to observe the duration of student memory retention over a longer period following the use of this module.

The implementation of the SAVI-based teaching module has proven capable of creating a learning environment that is interactive, engaging, and student-centered. This conducive atmosphere has a positive implication for improving conceptual understanding. Moreover, the module integrates gamification elements through game-based quizzes accessible via QR codes, which effectively stimulate student activity, innovation, and mastery of concepts. Therefore, the SAVI-based teaching module is not only recommended for Arabic language subjects but also possesses broad potential for adaptation across various other academic disciplines.

D. Conclusion

Based on the data analysis and discussion regarding the development of the SAVI-based (Somatic, Auditory, Visual, Intellectual) Arabic teaching module at Madrasah Aliyah Ismailiyah Ngusikan Jombang, it can be concluded that the implementation of this module empirically and significantly improved tenth-grade students' Arabic learning outcomes, as evidenced by the increase in average scores from a pre-test of 39.6 to a post-test of 81.74, representing a gain of 42.14 points and moving students' comprehension from a 'low' to an 'excellent' category, exceeding the predetermined achievement criteria; the module's effectiveness is classified as 'High Effectiveness' with an average N-Gain score of 79.81%, demonstrating its capacity to optimize students' learning potential to nearly 80% of the maximum comprehension target, largely due to its simultaneous accommodation of diverse learning styles through somatic, auditory, visual, and intellectual elements; the statistical significance of the module's impact was confirmed via a Paired Sample T-test, yielding a Sig. (2-tailed) value of 0.000, well below the 0.05 threshold, providing scientific certainty that the improvements were a direct result of the module's quality and methodology rather than chance; therefore, the SAVI-based teaching module represents a valid and effective innovative solution to the monotonous nature of conventional Arabic instruction, enhancing students' cognitive competence while fostering a more participatory, interactive, and student-centered learning environment.

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