THE INFLUENCE OF THE IMPLEMENTATION OF THE SAM'IYAH SYAFAWIYAH METHOD AND POWER POINT ON ARABIC LEARNING OUTCOMES OF CLASS X ACCOUNTING AT SMK MUHAMMADIYAH 1 GENTENG

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Abstract: This study aims to know the influence of the application of the Sam'iyah Syafawiyah Method and Power Point-based Learning on Arabic Learning Outcomes. The subjects of this study were students of Class X Accounting for Odd Semester students at SMK Muhammadiyah 1 Genteng 2020-2021 Academc Year. This research used a quantitative-causality approach, which is an approach that examines causal relationships. Determination of the research area using purposive sampling area. The population was 75 students, while the sample was 50 students. The data collection techniques were the questionnaire method, observation, documentary and test methods. While the method of analysis of this research used multiple linear regression analysis and Anova test with SPSS 23. This research resulted in three things: (1) There was an influence of the Sam'iyah Syafawiyah method on Arabic Language Learning Outcomes of Class X Accounting; (2) there was an influence of Power Point-Based Learning on Arabic Learning Outcomes of Class X Accounting; (3) there was a significant influence of the implementation of both Sam'iyah Syafawiyah Method and Power Point-Based Learning on the learning outcomes of Class X Accounting.
Keywords: Sam'iyah Syafawiyah, Power Point, Arabic Learning Outcomes

INTRODUCTION

The method is the most important thing in the success of a lesson. Applying the right method in learning not only makes it easier for a teacher to convey the material, but also helps students understand the material being taught. It is not surprising that the plural is heard the expression al-thoriqoh ahamu minal al-maddah which means that the method is more important than the material itself (Padi, 2018: 99).

Selection of appropriate learning methods is needed. This is because the selection of methods will determine the effectiveness of learning. Sobry S (2014: 55) argues that the more precise the methods used by teachers in teaching, the more effective the achievement of learning objectives is expected to be.

Learning Arabic in general depends on the method and the teacher's role in choosing the method. Teachers need this method so that it can have a positive impact on student learning outcomes, therefore it is necessary for the teacher's ability to use learning methods that are in accordance with the characteristics of their students (Nasution, 2017: 6).

One method that is often used is the "Sam'iyah Syafawiyah" method. This method aims to learn language by paying attention to the pronunciation of words, and to practice repeatedly (drill) intensively. Effendy (2012: 47) argues that language is a habit, and habits will appear if repeated many times. Therefore, in the Sam'iyah Syafawiyah method, repetition techniques are used, namely learning by repeating and practicing many times (drill).

However, this method only slightly utilizes the latest learning media. Even though the use of the latest methods such as Power Point is important. This choice is because these media can provide many benefits for language learning, in particular these media can be accommodated by displaying text, images, sound and video (Agustin, 2019: 108).

With these two methods, the researcher wants to find out the effect of the application of these two methods on the results of learning Arabic for students. The results of learning itself can be defined as something that is held, made, made and so on by effort, thought, and others. Arabic learning outcomes refer to the abilities acquired by individuals or individuals in the learning process. This can be assessed through five categories: (a) verbal information, (b) intellectual skills, (c) cognitive strategies, (d) attitudes, and (e) motor skills (Sudjana, 2017: 22).

Against this background, the researcher proposes three problem formulations: (1) is there and to what extent is the influence of the Sam'iyah Syafawiyah Method on Arabic Learning Outcomes; (2) Is there and how far is the influence of Power Point Based Learning on Arabic Learning Outcomes; (3) Is there and to what extent the influence of the Sam'iyah Syafawiyah Method and Power Point-Based Learning together on Arabic Learning Outcomes. The subject of this research is learning Arabic for class X Accounting for Odd Semesters at SMK Muhammadiyah 1 Genteng in 2020-2021

METHOD

This study uses a quantitative-causality approach. The method used is purposive sampling area method. According to Sugiyono, this method is a sampling technique with certain considerations (2017: 61). Using this technique, the respondents to this study were class X students majoring in Accounting for the Arabic Language subject in the 2019-2020 Odd Semester at SMK Muhammadiyah 1 Genteng Banyuwangi. While the research itself takes place on 25 and 26 November 2020.

The population of this study was 75 students who were class X students majoring in Accounting for the 2019-2020 Odd Semester at SMK Muhammadiyah 1 Genteng Banyuwangi. While the sample of this study used the quota random sampling method with a lottery technique. According to Arikunto (2011: 124) there are 3 ways to take samples with random sampling, namely: lottery, ordinal, randomization. As for this research, the researcher took the first technique. Based on this method, 50 samples were chosen which were divided into two: on the first day, 25 students and on the second day, 25 students.

Then the method of collecting data in this study using the method of observation, interviews, questionnaires, documentaries and tests. With these five tools, it is hoped that

comprehensive data will be obtained to support the quality of the results from the data analysis later.

Furthermore, the data analysis used is Multiple Linear Regression and ANOVA. Regression analysis is used to measure the strength of the linear association (relationship) between two or more variables. The formula for multiple regression is as follows: Y = a + b1X1 + b2X2 + e.

Information :

Y   : Learning outcomes X_1: Sam'iyah Syafawiyah method
a   : Konstantan X_2: Media Power Point
b   : Koefisiensi Regresi   e: Annoying error

Then, the analysis was continued using Anova. ANOVA is part of a statistical analysis method that is classified as a comparative analysis of more than two averages. ANOVA is used to test the differences between a number of population means by comparing their variances. The formula for determining the sample variance is ie: $S^2 = \frac{\sum_{i=1}^{n}(Y^2 - Y)^2}{n-1}$. Then the completion of data analysis was carried out using SPSS 23.

RESULTS AND DISCUSSION

Results

This research was carried out in class X Accounting at Muhammadiyah 1 Genteng Vocational School, Banyuwangi Regency in 2020/2021. The population in this study were all students of class X Accounting at Muhammadiyah 1 Genteng Vocational High School, totaling two classes, namely: Class X Accounting 1 totaling 37 students, while Class X Accounting 2 totaling 38 students. So the overall population of class X Accounting is 75 students. The samples used in this study were 25 students from Class X Accounting 1 and 25 students from Class X Accounting 2.

The research was conducted for two days. The first day was the research of the Sam'iyah Syafawiyah Method on Arabic Learning Outcomes which was conducted in class X AKL 1 on November 25 2020. Then on the following day on November 26 2020 a second study was conducted on the effect of Power Point Based Learning on Arabic Learning Outcomes in Class X AKL 2.

There are stages of the procedure in the research conducted. The first stage is the research preparation stage. At this stage the researcher prepared research instruments including preparing questionnaires, Learning Implementation Plans (RPP) and preparing test questions. After the preparations were completed, the researcher carried out his research. Then the next stage is the stage after the implementation of the research, namely the researcher analyzes, tests the hypothesis, concludes, and makes the results of the research as follows.

1. Multiple Linear Regression Analysis Test for Hypotheses 1 and 2

Multiple linear regression analysis tests were carried out to determine the influence of the independent variables, namely: Sam'iyah Syafawiyah Method (X1) and Power Point Based Learning (X2) on the dependent variable Arabic Learning Outcomes (Y). Next, the researcher presents the test in the following table:

Tabel 1: Multiple Regression Analysis Results

Coefficients[a]

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	4,994	5,273		,947	,354
	Metode Sam'iyah Syafawiyah	,386	,121	,460	3,181	,004
	Media Power Point	,453	,127	,516	3,567	,002

a. Dependent Variable: Hasil Belajar

Tabel 2: Coefficient of Determination of Multiple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,742[a]	,551	,510	2,36447	2,027

a. Predictors: (Constant), Media Power Point, Metode Sam'iyah Syafawiyah

b. Dependent Variable: Hasil Belajar

Based on the analysis of the following table, the results of the coefficient of multiple determination ($R2$) are 0.551. This can be interpreted that 55.1% of the change in Arabic learning outcomes for class X AKL SMK Muhammadiyah 1 Genteng is influenced by the variable application of the Sam'iyah Syafawiyah method and Media Power Point. While the remaining 35.9% is influenced by variables that have not been determined by researchers. Based on the table, the following equation is obtained:

InformationY=4,994+0,386X_1+0,453X_2
Y   = Hasil Belajar
X_1 = Metode Sam'iyah Syafawiyah
X_2 = pembelajaran Berbasis Power Point

1. Based on the regression model, it can be explained as follows:
2. a. a constant value of 4.994 means that the variable of the Sam'iyah Syafawiyah method and Media Power Point between independent variables is equal to 0.453.

3. b. The regression coefficient value of the Sam'iyah Syafawiyah method is 0.386, meaning that if the Sam'iyah Syafawiyah method increases by 1 unit, the Learning Outcomes variable is 0.386 assuming the other variables are constant.
4. c. The regression coefficient value of Power Point Media is 0.453, meaning that if the Power Point Media increases by 1 unit, the Learning Outcomes variable is 0.453 assuming other variables are constant.

ANOVA test

The ANOVA test was conducted to compare the average values of the dependent variable in the two groups being compared. In this test, the mean differences in the two variables will be presented, then a homogeneity test will be carried out and finally ANOVA analysis. The test results will be presented as follows:

Tabel 3: Anova test

Learning outcomes

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Sam'iyah Syafawiyah	25	30.32	4.028	.806	28.66	31.98	16	37
Power Point	25	34.40	3.851	.770	32.81	35.99	27	44
Total	50	32.36	4.411	.624	31.11	33.61	16	44

Based on the SPSS output above, there is a difference in Learning Outcomes (Y) for the method used with the following details:
1. The average (mean) of the Sam'iyah Syafawiyah method for learning outcomes is 30.32.
2. The average use of Power Point media on learning outcomes is 34.40.

With these results it is found that the average use of the application of Power Point Media on learning outcomes is higher than the Sam'iyah Syafawiyah method, namely 34.40> 30.32 with a difference of 4.08. Next, a homogeneity test will be carried out which will be presented as follows:

Table 4: Test of Homogeneity of Variances
Learning outcomes

Levene Statistic	df1	df2	Sig.
.066	1	48	.798

Based on the SPSS 23 output above, a Levene Statistic number of 0.066 can be obtained with a significance or probability (Sig) of 0.798. Because the significance value of 0.798 is greater than 0.05, it can be concluded that the variance in these two methods is the same or homogeneous.

The next step is to do an ANOVA test. The basis for decision making in the Anova Test is done by looking at the significance value. If the significance value is > 0.05 then the average is the same, while if the significance value is <0.05 then the average is different.

Table 5: ANOVA Test Results
Learning outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	208.080	1	208.080	13.399	.001
Within Groups	745.440	48	15.530		
Total	953.520	49			

Based on the following table, the results of the ANOVA test output can be seen that the value has a sig value of 0.001 <0.005. It can be concluded that the average is different. In other words, the effect of using these two methods is different.

Based on data analysis through the Anova Test which shows the difference in mean value in the Sam'iyah Syafawiyah method (X1) to Learning Outcomes (Y) is 30.32. Thus, Ho is rejected and Ha is accepted. This means that there is a significant influence on the Sam'iyah Syafawiyah method on learning outcomes significantly. This can be seen in the following table:

Tabel 6: Item Indikator Metode Sam'iyah Syafawiyah

	N	Mean	Std. Deviation
rabic is easy to learn by getting used to using Arabic.	25	2,8000	,57735
I can easily understand learning Arabic by practicing gradually and repeatedly.	25	3,0400	,61101
Learning Arabic that is taught includes four skills.	25	2,8800	,52599
I understand more about learning Arabic which emphasizes listening and speaking aspects.	25	2,8800	,66583
I understand Arabic material better by using certain exercises.	25	2,7600	,66332
I understand more about learning Arabic with maharah istima' (listening skills).	25	2,5200	,71414
After being instructed by the teacher, I practiced speaking Arabic	25	2,6000	,64550
The teacher conveys the material by using dialogue.	25	2,7600	,52281

	N	Mean	Std. Deviation
I dramatize dialogues with my friends.	25	2,5200	,71414
I understand Arabic material because it is explained using dialogue and memorization methods.	25	2,7200	,61373
I understand how to make sentences in Arabic	25	2,8400	,74610
rabic is easy to learn by getting used to using Arabic.			
I can easily understand learning Arabic by practicing gradually and repeatedly.	25		

In table 6, a description of the X1 variable questionnaire is obtained. The mean value is relatively low. In other words, teachers must improve learning approaches or methods in pursuit of using the Sam'iyah Syafawiyah Method. This method is actually a direct learning method by looking at the potential for student development. For example, there is an explanation from previous research which mentions the effectiveness of the influence of the Sam'iyah Syafawiyah method on learning outcomes.

Therefore, this increase can be seen from PowerPoint-based learning Arabic. Basically PowerPoint is a learning aid media that makes maximum use of technology. In this study, it can be seen that the mean value of the influence of Power Point media (X2) on Learning Outcomes (Y) is 34.40, thus ho is rejected and ha is accepted. This means that there is a significant influence of PowerPoint media on learning outcomes.

The following presents the details of the variable indicator items (X2) in this study.

Tabel 7: Item Indikator Power Point

	N	Mean	Std. Deviation
Power Point learning is interesting because it uses color, letter & animation games.	25	3,1200	,52599
I'm interested in knowing more about the material presented in Power Point.	25	3,2400	,59722
The display presented in Power Point is in accordance with my learning needs.	25	3,0400	,45461
The material is presented visually.	25	3,1600	,55377
Material in Power Point is presented with a mix of text and images.	25	3,2000	,50000
The material in Power Point is presented using tables to summarize the material.	25	3,1200	,52599
The display presented in Power Point is in accordance with my needs to understand the material.	25	2,9200	,57155
The material in Power Point is presented using audio and video.	25	3,1200	,60000
Power Point is used as needed in teaching Arabic	25	3,1600	,55377
Power Point is my tool for understanding Arabic subject matter.	25	3,1200	,52599
PowerPoint learning runs optimally.	25	3,2000	,57735
Valid N (listwise)	25		

Table 7 shows that the mean value is quite high.

The average value of the items shows a value of 3 and there is only one item that shows a value of 2. This can be interpreted that the acceptance of power point media is very significant. Thus it can be determined that even though simultaneously the two hypotheses are accepted, presumably power point based learning (X2) has an overall mean value of 34.40 > 30.32 from the Sam'iyah Syafawiyah learning method (X1). This means that the use of Media Power Point as a tool has effectiveness.

Learning media in which Power Point is a learning media that makes students get direct or concrete learning from this learning. This is reinforced by Dale's Cone of Experience theory in Arsyad (2013:13). In this cone, direct (concrete) experience provides the highest learning outcomes. The next experience is sequentially continued with imitation objects, dramatizations, field trips, visual symbols and words.

The function of power point media in learning Arabic is to present optimal direct experience so that students do not only get monotonous experiences from the teacher. The picture shows that the use of Power Point media is useful in presenting direct experience of learning Arabic.
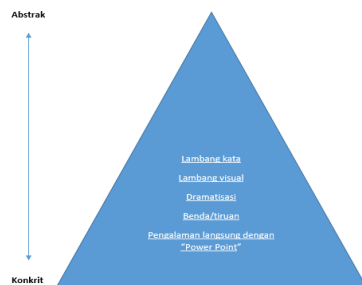

Figure 1: Dale's Cone of Experience Adoption

With this direct experience, learning Arabic can take place optimally.

The final analysis is about variable Y in this study, which is about Learning Outcomes. The following will be presented as follows:

Table 8: Learning Outcome Indicator Items

	N	Mean	Std. Deviation
The teaching method used by the teacher really helped me in gaining an understanding of mufrodat isim mudzakar and muanats.	25	3,0800	,40000
The teaching method used by the teacher helped me understand the isim isyarah mudzakar and muanats.	25	3,1000	,38188
The teaching method used by the teacher helped me understand the isim isyarah mudzakar and muanats.	25	3,1400	,42131
Using this method helps me to identify the isim isyarah mudzakar and muanats.	25	2,9600	,47697
I can evaluate the mufrodat isim mudzakar and muanats.	25	2,8200	,37859
I accept the material being taught.	25	3,0600	,39051

I respond to the material taught by the teacher.	25	3,2200	,38406
I like the material taught by the teacher.	25	3,0400	,45461
I am able to recite the mufrodat given by the teacher.	25	2,5600	,56495
I can answer questions about isim mudzakkar and muannats given by the teacher. I can compose isim mudzakar and muanats sentences	25	2,6800	,49749
I can answer questions about isim mudzakkar and muannats given by the teacher. I can compose isim mudzakar and muanats sentences	25	2,6000	,45644
Valid N (listwise)	25		

Table 8 shows that the mean table is indeed relatively higher. even so, the researcher wants to observe more deeply the three lowest mean values, namely the three final statements, the writer will arrange them based on the lowest values as follows. Statement 9 with a value of 2.56, then statement 11 with a value of 2.60 and statement 11 with a value of 2.68. The three statements are statements about "psychomotor" indicators. The 9th statement about Maharah Kalam or speaking skills gets the most minus, the 10th statement is also a statement about Maharah Kalam. Then the 11th statement contains indicators of Maharah Kitabah or writing skills. Thus, as a critical note, that the learning outcomes in both variables X1 and X2 leave gaps in psychomotor learning outcomes.

After seeing the significant influence on the two questionnaire instruments, the researcher will continue the discussion by explaining the results of the test acquisition for class X Accounting SMK Muhammadiyah 1 Genteng. Meanwhile, based on the tests that have been carried out, the following values are obtained:

Tabel 9: Hasil Test

	X_1	X_2
Jumlah	1840	1930
Mean	73,6	77,2
Max	90	90
Min	60	60
Modus	70	80

Based on Table 9, it can be seen that there is a significant difference between variables X1 and X2. This can be seen from the difference in the mean and mode values. From the mean, it can be seen that X1 is 73.6 < the mean value of X2 is 77.2. That is, from this value it can be seen that there is a difference in value of 3.6%. Another difference is seen in the value of mode X1 with a value of 70 > the value of mode X1 with a value of 80. This test reinforces the previous critical note, that the effect of applying the variables X1 and X2 is quite effective in cognitive learning outcomes, namely students get cognitive knowledge in the form of answering questions correctly

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of data analysis and discussion it can be concluded as follows:

1. There is an influence of the Sam'iyah Syafawiyah method on Arabic Language Learning Outcomes of Class X Students of Odd Semester Accounting at SMK Muhammadiyah 1 Genteng Year 2020-2021.
2. There is an influence of Power Point-Based Learning on Arabic Language Learning Outcomes of Grade X Students of Odd Semester Accounting at SMK Muhammadiyah 1 Genteng Year 2020-2021.
3. There is a significant effect of the application of the Sam'iyah Syafawiyah Method and Power Point-Based Learning together on the learning outcomes of Class X Accounting for Odd Semesters at SMK Muhammadiyah 1 Genteng in 2020-2021.

Suggestion

After conducting this research, the researcher provides several suggestions including:

1. For students should foster a high sense of enthusiasm for learning so that when the learning process takes place they are ready to receive lessons well. Moreover, learning Arabic has quite complex levels in learning other languages.
2. For teachers, learning should be carried out with new breakthroughs according to the needs of students. Including by optimizing learning media such as Power Point-based learning in this study.
3. For schools, the provision of facilities and amenities is of course very urgent, especially in the provision of learning media which really helps the effectiveness of students in understanding the material.

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