

APPLICATION OF THE PREDICT, OBSERVE, EXPLAIN (POE) LEARNING MODEL IN IMPROVING THE ARABIC LANGUAGE ABILITY OF STUDENTS OF SDIT AL-FAJAR ACADEMY MATARAM

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ABSTAC

This study aims to determine the effectiveness of the Predict, Observe, Explain (POE) learning model in improving students' Arabic language skills at SDIT Al-Fajar Academy Mataram in the 2025/2026 academic year. Vocabulary is the main basis in improving Arabic language skills. Visual learning media is needed so that students are able to understand and remember POE learning in a real and communicative context. The research method used is a quantitative method with a One Group Pretest-Posttest design. The research sample was 25 sixth grade students selected through a simple random sampling technique. The instrument used was a multiple-choice test of 16 items whose validity and reliability had been tested. The results of the study showed that the application of the predict, observe, explain (POE) learning model in improving students' Arabic language skills was effective. This can be seen from the results of the paired sample t-test with a significant value of 0.000 less than 0.05, which can be interpreted that the hypothesis is variable (H_a) is accepted.

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Introduction

Arabic is an international language used officially in various parts of the world. Besides being a means of communication, Arabic is also a language that Muslims must understand, as it is the language of the Quran..(Agustini, 2023)ByTherefore, mastery of Arabic is not merely a skill but also a means to deeply understand religious teachings. In madrasah education, Arabic is one of the subjects included in the curriculum..(Ni'am, 2022)

In Arabic language learning, there are several important components that support each other, including learning objectives, materials, methods, evaluation, and media. The harmony and integration between these components significantly impact learning success. If all components are well-designed and implemented, the Arabic language learning process will be effective and achieve the desired goals.(Rohman, 2018)

One of the Islamic schools that teaches Arabic is SDIT Al-Fajar Academy Mataram. Arabic language learning at SDIT Al-Fajar Academy Mataram still uses visual methods such as textbooks and whiteboards as the primary learning media. During teaching and learning activities, teachers typically only present the material through lectures, such as having students reread what the teacher has read, such as vocabulary lists, sentence structure, and grammar and grammar rules..(Anuz, 2023)

The explanation is then written on a whiteboard so students can take notes and pay attention. Students are then asked to copy the material, memorize vocabulary, and complete exercises assigned by the teacher. Consequently, this type of learning tends to make students feel bored while learning Arabic..(Bachelor, nd)

The relationship between POE and the predict observe explain (POE) learning model in Arabic language learning is one of the learning efforts that can improve and activate students in understanding Arabic because in this learning model students not only listen but also observe events that occur through experiments.(Hasna, 2017)

One of the elements of Arabic language learning, namely, the Predict Observe Explain (POE) model is a constructivism-based learning strategy that aims to help students build conceptual understanding through three main stages, namely: predict, observe, explain, this model was first introduced by (White, RT, & Gunstone, R. F (1992). *Probling Understanding*. Landen: Falmer Press. The main figures in the development of POE are (Roger T. White and Richard F. Gunstone, they are the main figures in developing the POE model, and they designed it to explore students' scientific understanding.

The POE learning model is not only suitable for development in science learning but in Arabic learning it is also very effective for teaching new vocabulary, understanding grammatical structures, practicing listening skills as well as practicing reading and speaking skills..(Salamun et al., 2023)

Previous research has shown that the predict, observe, explain (POE) learning model can improve student motivation and learning outcomes in various subjects. However, the application of the POE learning model to improve students' Arabic language skills is still relatively new and has not been widely researched, particularly at the elementary school level.(Islamiyah et al., 2019)Therefore, this study was conducted to examine the effectivenessThe Application of the Predict Observe Explain Learning Model to Improve the Arabic Language Skills of Students at SDIT Al-Fajar Academy Mataram in the 2025/2026 Academic Year.

Based on the above phenomenon, the researcher is very interested in presenting empirical findings on "The Application of the Predict Observe Explain Learning Model in Improving Students' Arabic Language Skills"The results of this study are expected to serve as a reference for teachers, schools, and education practitioners in developing innovative, engaging, and modern Arabic language learning strategies and quality.

Research methods

This study uses quantitative experimental research. Experimental research is research used to find the effect of certain treatments on others under controlled conditions..This study uses a one group pretest-posttest type.(Waruwu et al., 2025)The research was conducted with one sample group that was tested before and after being given treatment in the form of learning using the POE learning model, so that changes that occurred in predict observe explain and students' Arabic language skills could be seen.(Anantasia & Rindrayani, 2025)

Data collection techniques in this study include observation, interviews, and documentation.(Sugiyono, 2016)Tests were used to obtain quantitative data that served as the basis for effectiveness analysis. Observations were conducted to assess student responses during the lesson, while interviews with Arabic language teachers were conducted to obtain additional information regarding previous instruction. Documentation was used to supplement data related to the school profile, student population, and learning materials.

The collected data was analyzed using two main techniques: the paired sample t-test and N-Gain analysis. Data analysis began with a normality test using Shapiro-Wilk to determine data distribution. Next, a t-test was used to determine whether there was a significant difference between students' pretest and posttest scores. If the significance value is less than 0.05, it can be concluded that the use of animated video media significantly influences students' vocabulary mastery.(Putri et al., 2023)Meanwhile, N-Gain analysis is used to determine the level of improvement in student learning outcomes, which are categorized into three levels, namely high ($N\text{-Gain} > 70\%$), medium ($30\% < N\text{-Gain} \leq 70\%$), and low ($N\text{-Gain} \leq 30\%$)(Nasarudin, 2025).

Results and Discussion

This study aims to determine the effectiveness of the predict, observe, explain (POE) learning model in improving the Arabic language skills of students at SDIT Al-Fajar Academy Mataram. Results were obtained through a comparison of pretest and posttest scores, as well as statistical tests in the form of a paired sample t-test and N-Gain analysis.

1. Paired Sample t-Test

Before conducting a hypothesis test, a normality test is first performed. A normality test is performed to determine whether to use parametric or non-parametric statistics. The Shapiro-Wilk formula is used to test for normality. To determine whether the data used is normal, the significance of the analysis results is assessed. If the significance value is >0.05 , the data is normally distributed.

Table 1. Paired Samples Statistics
Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Pretest	.146	25	.175	.895	25	.014
Posttest	.133	25	.200	.928	25	.080

a. Lilliefors Significance Correction

Based on the results of the normality test above, it shows that the pretest and posttest data have a significance value above 0.05. In the pretest data, the Shopiro-Wilk significance value is 0.014, while in the posttest data, the Shopiro-Wilk significance value is 0.80. Since all significance values are greater than 0.05, it can be concluded that the pretest and posttest data are normally distributed.

Because the average value of the pretest was $57.52 <$ the posttest of 81.32, it means that descriptively there is a difference in the average between the pretest and

posttest. Therefore, to prove whether the difference is truly real (significant) or not, the study concluded that the results of the paired sample t-test are listed in the Paired Samples Test table.

Table 2. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-23,800	4,924	.985	-21,767	-25,833	-24,165	24	.000

This table shows that the average difference in results before and after treatment is 23,800, with a standard deviation of 4,924, and a standard error of 985. The calculated t value is 24,165 with a degree of freedom (df) of 24 and a significance value (Sig.2-tailed) of 0.000. Because the significance value is smaller than 0.05, H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant difference between the results of the pretest and posttest of students. This means that the application of the predict, observe, explain (POE) learning model has been proven effective in improving the Arabic language skills of grade VI students of SDIT Al-Fajar.

2. N-Gain Test

The N-Gain test is used to determine the extent to which students' Arabic language skills have improved after treatment. The following table shows the results of the N-Gain Score test calculation.

Table 3. N-Gain Score Test

Descriptives				
			Statistics	Std. Error
Gain_Percent	Mean		81.9691	3.107834
	95% Confidence Interval		72.7506	
	Lower Bound			
	Upper Bound		90.1875	

5% Trimmed Mean	74.9237	
Median	87,5000	
Variance	180,754	
Standard Deviation	25.39171	
Minimum	65.34	
Maximum	100.00	
Range	43.83	
Interquartile Range	45.24	
Skewness	-1,336	.464
Kurtosis	.727	902

Based on the results of the N-Gain test calculation above, it shows that the average N-Gain Score is 81.9691 or 81%, included in the effective category. And the minimum N-Gain value is 65.34% and the maximum is 100.000%. Thus, it can be concluded that the application of the POE learning model is effective in improving the Arabic language skills of students at SDIT Al-Fajar Academy Mataram.

Based on the research results, there was an increase in the average score of students from 43.40 in the pretest to 90.80 in the posttest after the application of the POE learning model in improving students' Arabic language skills. The results of the paired sample t-test showed a significance value of 0.000 ($p < 0.05$), which means there was a significant difference between the scores before and after the treatment. In addition, the N-Gain analysis showed an average score of 81.96% which is included in the high category. This shows that the use of animated video media has high effectiveness in improving students' Arabic language skills.

These results confirm that the application of the POE model to students' Arabic language skills is able to attract students' attention, focus them on the material, and facilitate understanding through interactive visual displays. Model-based learning allows students to acquire vocabulary not only through memorization, but also through also through understanding the context of its use in sentences. The material in POE is presented concretely through visual media. This greatly helps students associate words and their meanings more naturally and communicatively.

This aligns with research conducted by Jean Piaget, which demonstrates the development of cognitivism, which focuses on how to discuss the language being studied through thought processes and understanding language structures. The Predict,

Observe, Explain learning model, a visual method, is very helpful in stimulating cognitive system capabilities, making it easier for students to understand, recognize, and improve new vocabulary in a fun and meaningful learning environment.(Fitriani, 2023)

This is in line with research conducted by Setyarini, which showed that the efficiency of Arabic language learning for students in grade IV Klero 01, Semarang Regency, increased. In her research, Setyarini found that POE scores increased significantly after students were treated using the POE learning model. Based on the results of the statistical test, a significant value of less than 0.05 was obtained, so the alternative hypothesis was accepted. The difference in this research lies in the type of thematic use that includes several learning contents within a single theme..(Setyarini, 2013)

Furthermore, these similar results align with research conducted by Setyarini on the use of the POE learning model to improve Arabic language learning. The study used a paired sample t-test and obtained a significance value of $0.000 < 0.05$, indicating that the use of POE significantly improved students' speaking (kalam) abilities.

The advantages of the POE model compared to conventional models. Conventional methods applied in the classroom tend to make students passive because teachers often lead learning through lectures and examples. In contrast, the POE learning model provides space for students to think, discuss, and explain, so that learning activities are much more enhanced and more lively. Furthermore, through POE, students are required not only to receive information but also to test hypotheses (predictions), observe facts or texts, and explain the results of their findings..

This stage supports deeper understanding compared to conventional learning, which emphasizes vocabulary memorization. It fosters student motivation and confidence because they are involved in the process of discovering meaning through prediction and observation. This contrasts with the control class, which tended to rely solely on teacher explanations. Reading ability improved significantly, as demonstrated by posttest results in the experimental class, which scored higher on vocabulary comprehension, main idea identification, text comprehension, and the ability to re-explain reading content.

Thus, learning using the Predict, Observe, Explain (POE) learning model has been quantitatively proven to significantly improve students' Arabic language skills.

These results support the alternative hypothesis (Ha) that there is a significant influence from the implementation of this learning model.POE on improving students' Arabic language skills.

Conclusion

The application of the Predict Observe Explain (POE) Learning Model in Improving Arabic Language Learning for Students of SDIT Al-Fajar Academy Mataram in the 2025/2026 Academic Year is effective, because the accepted Ha with the t-test results of 0.000 is smaller than Sig. 2 tailed 0.05. This acceptance of Ha is supported by the existence of a significant difference caused by the superiority of two variables, namely POE and Arabic language skills presented with visual media so as to facilitate student understanding.

Improving Students' Arabic Language Skills Using the Predict Observe Explain (POE) Learning Model and Students Taught Using Conventional Methods at SDIT Al-Fajar Academy Mataram in the 2025/2026 Academic Year. Based on the results of the N-Gain value analysis, the average score is 81.9691%. This increase occurred because this media presented very engaging learning, making it easier for students to understand.

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