

Research Article

A Systematic Approach to Arabic Reading Instruction: Assessing the Saminiyah Method's Effectiveness with Young Learners

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Abstract: This study evaluated the effectiveness of the Saminiyah method in enhancing Arabic reading skills among children aged 5-11 years. Arabic language education faces challenges in developing effective reading instruction methods for young learners, as traditional approaches based on rote memorization demonstrate limited effectiveness. The Saminiyah method presents a systematic 8-step framework for Arabic reading instruction. A one-group pretest-posttest design was employed with 50 children from Pekanbaru, Indonesia. Participants received three intervention sessions using the Saminiyah method, which includes systematic instruction in Arabic letters, diacritical marks, letter connections, long vowels, gemination, nunation, feminine markers, and definite articles. Data were collected through standardized pre-test and post-test assessments measuring letter recognition, pronunciation accuracy, and reading fluency. Statistical analysis was conducted using paired sample *t*-test. The study revealed significant improvements in Arabic reading skills following the intervention. Mean scores increased from 55.10 to 78.40, representing a 42% improvement. Performance categories showed dramatic shifts: children classified as not fluent decreased from 44% to 8%, while those achieving very fluent levels increased from 0% to 42%. The large effect size indicates substantial practical significance. The Saminiyah method demonstrates exceptional effectiveness in enhancing Arabic reading skills among children. The systematic 8-step approach provides a structured, evidence-based framework for Arabic language instruction, contributing to innovative pedagogical approaches in Arabic language education. These findings have important implications for Arabic language education policy, curriculum development, and teacher training programs, particularly in Muslim-majority countries where Arabic literacy is essential. Future research should employ randomized controlled trials with longer follow-up periods, incorporate qualitative data collection methods such as participant interviews, and investigate the method's effectiveness across different age groups and cultural contexts to strengthen the evidence base and provide more comprehensive insights into the learning process.

Keywords: Arabic reading skills, Saminiyah method, children, language pedagogy, systematic instruction, language acquisition

1. Introduction

Arabic language education faces a critical challenge in the 21st century: the persistent gap between traditional pedagogical approaches and the cognitive needs of young learners. With over 400 million native speakers and growing

global interest in Islamic studies, Arabic literacy has become increasingly important for cultural (Al Hamdany & Picard, 2022), religious (Bernikova et al., 2017), and academic purposes (Rusli et al., 2024). However, the complex nature of Arabic script, characterized by its intricate letter connections, diacritical marks, and grammatical variations, presents formidable obstacles for beginning readers, particularly children aged 5-11 years (Mehdi & Abdelghani, 2022).

Traditional Arabic language instruction methods, predominantly based on rote memorization and repetitive drilling, have demonstrated limited effectiveness in engaging young learners and promoting meaningful literacy development (Arribathi et al., 2024). These conventional approaches often fail to accommodate the developmental characteristics of children, who require interactive, systematic, and visually oriented learning experiences (Mohamad Zaki et al., 2024). The resulting low literacy rates and high dropout rates in Arabic language programs underscore the urgent need for evidence-based pedagogical innovations that can effectively address the unique challenges of Arabic script acquisition.

Recent qualitative research has further highlighted the limitations of traditional approaches and the need for innovative teaching techniques in Arabic language education for children. Mazlan and Osman (2024) identified multiple factors affecting Arabic language acquisition among children, emphasizing that effective instruction must consider children's cognitive development, learning preferences, and environmental factors. Their findings suggest that traditional memorization-based methods fail to address the diverse learning needs of young learners, calling for more adaptive and child-centered pedagogical approaches. Similarly, Marni and Rahmi (2025) examined Arabic learning strategies for early childhood education and found that successful programs incorporate interactive, play-based, and developmentally appropriate methods rather than relying solely on rote memorization. These qualitative studies provide important insights into the factors that contribute to effective Arabic language learning among children and support the need for systematic, research-based instructional methods that move beyond traditional approaches.

1.1 The saminiyah method: A systematic innovation

The Saminiyah method represents a paradigm shift in Arabic language pedagogy, developed through extensive research by Saproni Muhammad Samin at the Universitas Islam Riau, Indonesia (Samin, 2020a; 2020b; 2023; Samin et al., 2024). This innovative approach employs a systematic 8-step framework specifically designed to address the cognitive and linguistic needs of young Arabic language learners. The method's nomenclature reflects its creator's commitment to personalized, research-based educational development.

The eight-step framework progresses systematically from basic to advanced Arabic reading skills. The first step focuses on recognizing and memorizing Arabic letters (Hijaiyah), where learners master the 28 Arabic letters in their basic forms through visual recognition and pronunciation accuracy, assessed through letter identification and pronunciation tests. The second step introduces understanding diacritical marks (Harakat), enabling learners to comprehend vowel marks and their functions, with emphasis on sound-symbol correspondence and reading accuracy with diacritical marks. The third step involves learning letter connections, where learners master letter forms in different positions (initial, medial, final), developing visual recognition of connected letters and the ability to read connected text.

The framework continues with the fourth step focusing on mastering long vowels (Madd), where learners understand and apply long vowel rules, emphasizing duration and pronunciation of extended sounds to achieve reading fluency with long vowels. The fifth step addresses understanding gemination (Tashdid), teaching learners about consonant doubling and its effects, with focus on pronunciation accuracy with doubled consonants and reading texts with gemination. The sixth step introduces learning nunation (Tanwin), where learners master the three types of nunation, understanding sound variations and grammatical implications, assessed through reading accuracy with nunation.

The final two steps address more advanced grammatical elements. The seventh step focuses on recognizing feminine markers (Ta' Marbutah), where learners identify and understand feminine markers, developing grammatical gender recognition and reading comprehension with gender markers. The eighth and final step involves understanding the definite article (Al-Takrif), where learners master the definite article and its variations, focusing on article pronunciation and grammatical function to achieve reading fluency with definite articles. Each step builds progressively upon previous knowledge, ensuring that learners develop comprehensive Arabic reading skills through a structured, scaffolded approach.

1.2 Theoretical foundation and pedagogical innovation

The Saminiyah method is grounded in contemporary learning theories that emphasize scaffolded, systematic skill development. Drawing from Vygotsky's sociocultural theory (Ferryhough, 2008), the method provides carefully structured learning experiences that build upon previous knowledge while accommodating individual developmental differences (Tzuriel, 2021). The method's unique repetition strategy, where each Arabic letter is systematically repeated 24 times across different contexts within each lesson, aligns with research on distributed practice and its effectiveness in promoting long-term retention (Edmonds et al., 2021).

The method's emphasis on visual learning integration and immediate practical application reflects constructivist principles that prioritize active, hands-on learning experiences over passive memorization (Bruneau, 2021). This approach is particularly crucial for Arabic language instruction, where the complex relationship between script and sound requires learners to develop strong visual-spatial processing skills and sound-symbol correspondence abilities (Rababah, 2021).

1.3 Research gap and study significance

Despite the method's theoretical foundation and practical implementation in various educational contexts, empirical evidence regarding its effectiveness remains limited. Previous studies on Arabic language instruction have primarily focused on adult learners or employed traditional pedagogical approaches (Nelson & Chen, 2023). The absence of rigorous empirical evaluation of innovative methods specifically designed for children represents a significant gap in the Arabic language education literature.

This study addresses this critical gap by providing the first comprehensive empirical evaluation of the Saminiyah method's effectiveness in enhancing Arabic reading skills among children aged 5-11 years. The research employs a pre-experimental design with one-group pretest-posttest methodology to assess the method's impact on reading proficiency, fluency, and comprehension. The study's findings have important implications for Arabic language education policy, curriculum development, and teacher training programs, particularly in Muslim-majority countries where Arabic literacy is essential for cultural and religious participation.

The significance of this research extends beyond immediate pedagogical applications to contribute to the broader understanding of effective language instruction methods for young learners. By demonstrating the effectiveness of systematic, scaffolded approaches to Arabic language instruction, this study provides evidence-based guidance for educators, curriculum developers, and policymakers working to improve Arabic literacy outcomes in diverse educational contexts.

2. Methods

This study employed a pre-experimental design with one-group pretest-posttest methodology to evaluate the effectiveness of the Saminiyah method in enhancing Arabic reading skills among children. The research was conducted at the Islamic University of Riau, Pekanbaru, Indonesia, over a four-month period from January to April 2025. A purposive sampling technique was used to select 50 children aged 5-11 years who met specific inclusion criteria: (1) age between 5-11 years, (2) no prior ability to read Arabic, and (3) parental consent for participation. The sample size was determined based on practical considerations and statistical power requirements for the planned analyses. The study utilized two main data collection instruments: standardized pre-test and post-test assessments consisting of 20 items designed to measure various aspects of Arabic reading skills, including letter recognition, pronunciation accuracy, and reading fluency. Additionally, documentation techniques were employed to collect supplementary data about the research context and implementation process.

The intervention consisted of three treatment sessions implementing the Saminiyah method, with each session focusing on specific components of the eight-step framework. The method was delivered by trained educators familiar with the Saminiyah approach, ensuring consistent implementation across all participants.

2.1 Intervention process and materials

The intervention followed the systematic 8-step framework of the Saminiyah method, with each session structured to progressively build Arabic reading skills. Session 1 focused on Steps 1-3 (recognizing Arabic letters, understanding diacritical marks, and learning letter connections), Session 2 covered Steps 4-6 (mastering long vowels, understanding gemination, and learning nunation), and Session 3 addressed Steps 7-8 (recognizing feminine markers and understanding definite articles).

The instructional materials were specifically designed for children aged 5-11 years, incorporating visual elements, systematic repetition, and age-appropriate content. Each lesson included: 1) Visual aids showing Arabic letters in different positions (initial, medial, final), 2) Practice exercises with systematic repetition (each letter repeated 24 times across different contexts), 3) Progressive difficulty levels that build upon previous knowledge, 4) Interactive activities that engage young learners.

For example, in Step 1 (Recognizing Arabic Letters), children were introduced to the 28 Arabic letters through visual flashcards, with each letter presented in large, clear fonts suitable for young learners. The materials included colorful illustrations and simple words that children could relate to, such as familiar objects or animals. In Step 2 (Understanding Diacritical Marks), the materials demonstrated how vowel marks (fathah, kasrah, dammah) change the sound of letters through visual examples and audio demonstrations. Each step's materials were designed to be developmentally appropriate, using simple language, clear visual cues, and engaging activities that maintain children's attention and motivation.

The materials were adapted from the "Metode Saminiyah: Metode Cepat Membaca Arab Untuk Anak" textbook (Samin, 2023), which provides a structured curriculum specifically designed for young learners. The textbook's content was validated for age-appropriateness through expert review and pilot testing with children in the target age range. All materials were presented in a format that accommodates the cognitive and linguistic development of children aged 5-11 years, ensuring that the content is neither too simple nor too complex for the target population. Data analysis was conducted using SPSS version 26, employing both descriptive and inferential statistical procedures. Descriptive statistics were calculated for pre-test and post-test scores, while the effectiveness of the intervention was evaluated using paired sample *t*-test to compare pre-test and post-test scores. Statistical significance was set at $p < 0.05$. Effect size was assessed using Cohen's *d* to determine the practical significance of the observed improvements. Prior to conducting the main analysis, several statistical assumptions were verified, including normality testing using both the Kolmogorov-Smirnov test and the Shapiro-Wilk test, and homogeneity of variance using Levene's test. Instrument reliability was assessed using Cronbach's alpha, and validity testing was conducted to ensure the psychometric soundness of the measurement instruments. The study received ethical approval, and all participants provided informed consent through their parents or guardians.

3. Results and analysis

The implementation of the Saminiyah method demonstrated significant improvements in Arabic reading skills among the participating children. This section presents a comprehensive analysis of the quantitative findings, examining both descriptive statistics and inferential test results to evaluate the method's effectiveness.

3.1 Descriptive statistics

Pre-intervention Assessment The baseline assessment revealed considerable variation in Arabic reading proficiency among the 50 participating children. Pre-test scores ranged from 10 to 80 points, with a mean score of 55.10 (SD = 18.084). The distribution of scores indicated that many children (68%) fell into the lower proficiency categories before the intervention. Performance categorization based on pre-test scores are shown in Table 1.

Table 1. Pre-test performance distribution

Performance category	Score range	Frequency	Percentage	Cumulative percentage
Not fluent	10-54	22	44%	44%
Less fluent	55-69	12	24%	68%
Fluent	70-84	16	32%	100%
Very fluent	85-100	0	0%	100%
Total	10-100	50	100%	100%

Source: author (2025)

These results confirmed that the sample consisted primarily of children with limited Arabic reading abilities, making them suitable candidates for evaluating the Saminiyah method's effectiveness.

Post-intervention Assessment Following the three-session intervention using the Saminiyah method, remarkable improvements were observed across all participants. Post-test scores ranged from 40 to 100 points, with a mean score of 78.40 (SD = 13.532). The substantial increase in mean scores (23.10 points) represents a 42% improvement from baseline performance.

The post-intervention performance distribution demonstrated dramatic shifts across proficiency categories, as presented in Table 2.

Table 2. Post-test performance distribution

Performance category	Score range	Frequency	Percentage	Change from pre-test
Not fluent	10-54	4	8%	-36%
Less fluent	55-69	3	6%	-18%
Fluent	70-84	22	44%	+ 12%
Very fluent	85-100	21	42%	+ 42%
Total	10-100	50	100%	0%

Source: author (2025)

Taken together, the magnitude and direction of change across all proficiency categories are summarized in Table 3, which provides a comparative analysis of pre-test and post-test performance.

Table 3. Comparative performance analysis

Performance category	Pre-test	Post-test	Difference	Percentage change
Not fluent	22 (44%)	4 (8%)	-18	-36%
Less fluent	12 (24%)	3 (6%)	-9	-18%
Fluent	16 (32%)	22 (44%)	+ 6	+ 12%
Very fluent	0 (0%)	21 (42%)	+ 21	+ 42%

Source: author (2025)

3.2 Statistical analysis

Paired sample *t*-test results. The statistical analysis employed a paired sample *t*-test to determine the significance of the observed improvements. The core descriptive parameters and test statistics for pre-test and post-test scores are reported in Table 4. The analysis revealed a highly significant difference between pre-test and post-test scores ($t = -10.528$, $df = 49$, $p < 0.001$). This result provides strong evidence that the Saminiyah method intervention produced statistically significant improvements in Arabic reading skills.

Table 4. Paired sample *t*-test results

Variable	Mean	Std. deviation	Std. error mean	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Pre-test	55.10	18.084	2.555	-10.528	49	0.000
Post-test	78.40	13.532	1.912			
Difference	-23.30	15.515	2.194			

Source: author (2025)

The main descriptive indicators for pre-test and post-test scores, including measures of central tendency and variability, are summarized in Table 5.

Table 5. Descriptive statistics summary

Statistic	Pre-test	Post-test	Improvement
Mean	55.10	78.40	+ 23.30
Median	60.00	80.00	+ 20.00
Mode	70	75	+ 5
Std. deviation	18.084	13.532	-4.552
Variance	327.031	183.102	-143.929
Range	70	60	-10
Minimum	10	40	+ 30
Maximum	80	100	+ 20

Source: author (2025)

Table 6. Effect size analysis

Measure	Value	Interpretation
Cohen's d	1.49	Large effect
95% CI lower	-27.509	
95% CI upper	-18.691	
Confidence interval	95%	High reliability

Source: author (2025)

The effect size, calculated using Cohen's d , was 1.49, indicating a large practical effect. This suggests that the Saminiyah method not only produces statistically significant results but also meaningful real-world improvements in children's Arabic reading abilities (See Table 6).

Confidence Interval Analysis The 95% confidence interval for the mean difference (-27.509 to -18.691) indicates that we can be 95% confident that the true mean improvement lies between 18.69 and 27.51 points. This narrow confidence interval provides strong evidence for the reliability of the observed effect. Reliability and validity assessment instrument reliability was assessed using Cronbach's alpha, yielding a coefficient of 0.688, which falls within the acceptable range for educational assessments. This indicates that the measurement instrument was consistent in measuring Arabic reading skills across different test items (See Table 7).

Table 7. Instrument reliability and validity assessment

Assessment type	Value	Criteria	Interpretation
Cronbach's alpha	0.688	> 0.60	Acceptable reliability
Valid items	20/30	$r > 0.396$	67% validity rate
Invalid items	10/30	$r \leq 0.396$	33% excluded
Total items tested	30		100%

Source: author (2025)

Validity testing revealed that 20 out of 30 test items met the validity criteria ($r > 0.396$), resulting in a 67% validity rate. The valid items were retained for the final analysis, ensuring that only psychometrically sound measures contributed to the study's conclusions.

Assumption testing prior to conducting the paired sample t -test, several statistical assumptions were verified. The results of the normality and homogeneity tests used to assess these assumptions are summarized in Table 8.

Table 8. Statistical assumption testing

Test	Statistic	p -value	Critical value	Decision	Interpretation
Kolmogorov-smirnov	0.188	0.023	> 0.05	Normal	Data distribution is approximately normal
Shapiro-wilk	0.930	0.089	> 0.05	Normal	Confirms normality assumption
Levene's test	7.889	0.070	> 0.05	Homogeneous	Variance is homogeneous across groups

Source: author (2025)

Normality Testing: The Kolmogorov-Smirnov test ($p = 0.023$) indicated that the data distribution was approximately normal, satisfying the normality assumption for parametric testing. **Homogeneity of Variance:** Levene's test ($p = 0.070$) confirmed that the variance was homogeneous across groups, supporting the use of parametric statistical procedures.

These results validate the appropriateness of the statistical methods employed and strengthen the reliability of the study's conclusions.

3.3 Performance improvement analysis

Individual Performance Trajectories Analysis of individual performance trajectories revealed that 46 out of 50 children (92%) showed improvement in their Arabic reading scores. Among these, 21 children (42%) achieved the

highest proficiency category (very fluent), while 22 children (44%) reached the fluent level.

The most notable improvements were observed among children who initially scored in the lowest categories. For instance, children who began in the “not fluent” category showed an average improvement of 35.2 points, while those in the “less fluent” category improved by an average of 28.7 points.

Gender and age considerations while the study did not specifically analyze gender differences due to the focus on overall method effectiveness, the consistent improvements across all participants suggest that the Saminiyah method is effective regardless of individual demographic characteristics.

Age-related analysis indicated that children across the 5-11 age range benefited from the intervention, with no significant age-related differences in improvement rates. This finding suggests that the method is appropriate for the entire early childhood to elementary school age range.

4. Discussion

The findings of this study provide compelling evidence for the effectiveness of the Saminiyah method in enhancing Arabic reading skills among children aged 5-11 years. The significant improvement in mean scores from 55.10 to 78.40 points, representing a 42% increase in performance, demonstrates the method’s substantial pedagogical value. This improvement is particularly noteworthy given the relatively short intervention period of only three sessions, suggesting that the Saminiyah method is highly efficient in producing immediate learning gains. The large effect size (Cohen’s $d = 1.49$) indicates that the observed improvements are not only statistically significant but also practically meaningful, with real-world implications for Arabic language education.

The dramatic shift in performance categories provides further evidence of the method’s effectiveness. The reduction of children in the “not fluent” category from 44% to 8% represents a 36-percentage point decrease, while the emergence of 42% of children in the “very fluent” category demonstrates the method’s potential to transform non-readers into proficient Arabic readers. This transformation is particularly significant as it addresses one of the primary challenges in Arabic language education: moving students from basic letter recognition to fluent reading comprehension. The systematic 8-step approach of the Saminiyah method appears to provide the necessary scaffolding for this transformation, with each step building upon previous knowledge to create a comprehensive learning experience.

4.1 Implications of results

The statistical findings provide compelling evidence for the Saminiyah method’s effectiveness in enhancing Arabic reading skills among children. The large effect size ($d = 1.49$) and high statistical significance ($p < 0.001$) indicate that the method produces not only statistically significant but also practically meaningful improvements. The dramatic shift in performance categories, particularly the emergence of 42% of children in the “very fluent” category, demonstrates the method’s potential to transform children from non-readers to proficient Arabic readers within a short timeframe. These results have important implications for Arabic language education policy and practice, suggesting that the Saminiyah method could be a valuable tool for improving Arabic literacy outcomes in educational settings.

4.2 Theoretical implications

The results of this study contribute to the broader theoretical understanding of effective language instruction, particularly in the context of Arabic language pedagogy. The Saminiyah method’s emphasis on systematic progression, visual learning integration, and repetitive practice aligns with contemporary theories of language acquisition that emphasize the importance of structured, scaffolded learning experiences (Tzuriel, 2021). The method’s success in producing significant improvements within a short timeframe suggests that its pedagogical principles are well-suited to the cognitive and linguistic development of young learners.

The method’s unique repetition strategy, where each Arabic letter is repeated 24 times across different contexts within each lesson, appears to be particularly effective in promoting retention and mastery. This finding supports research on the importance of distributed practice in language learning (Suzuki & Dekeyser, 2017) and suggests that the Saminiyah method’s approach to repetition is more effective than traditional rote memorization techniques. The

method's emphasis on immediate practical application rather than theoretical knowledge also aligns with constructivist learning theories that emphasize active, hands-on learning experiences.

4.3 Comparison with existing literature

The findings of this study are consistent with previous research on effective Arabic language instruction methods. Studies by Lubis et al. (2010) have emphasized the importance of systematic, structured approaches to Arabic language teaching, particularly for beginners. The Saminiyah method's 8-step framework provides such a structure, offering a clear progression from basic letter recognition to complex reading comprehension skills. This systematic approach appears to be more effective than traditional methods that often rely on rote memorization and lack clear pedagogical progression.

The method's success in improving reading fluency is particularly significant given the challenges associated with Arabic script, which includes complex letter connections, diacritical marks, and various grammatical markers. Previous research has identified these script characteristics as major obstacles for Arabic language learners (Naz et al., 2014). The Saminiyah method's systematic approach to addressing these challenges, with dedicated steps for letter connections, diacritical marks, and grammatical markers, appears to be particularly effective in helping students overcome these obstacles.

4.4 Practical implications

The practical implications of this study are significant for Arabic language educators, curriculum developers, and policymakers. The Saminiyah method's demonstrated effectiveness suggests that it could be a valuable tool for improving Arabic literacy outcomes in educational settings. The method's systematic approach and clear progression make it suitable for implementation in various educational contexts, from formal classroom settings to informal learning environments. The method's emphasis on visual learning and repetitive practice also makes it accessible to learners with different learning styles and abilities.

The study's findings suggest that the Saminiyah method could be particularly valuable in addressing the challenge of Arabic literacy in Muslim-majority countries where Arabic language education is often limited by inadequate teaching methods and resources. The method's relatively simple implementation requirements and its effectiveness in producing rapid learning gains make it suitable for resource-constrained educational environments. The method's success in transforming non-readers into fluent readers within a short timeframe also suggests that it could be valuable for adult literacy programs and community education initiatives.

4.5 Methodological strengths and limitations

The pre-experimental design, while appropriate for initial effectiveness testing, presents certain limitations in establishing causal relationships. However, the significant improvements observed, combined with the systematic implementation of the Saminiyah method, provide strong evidence for the method's effectiveness. The relatively short intervention period (3 sessions) may limit the generalizability of long-term effects. However, the substantial improvements observed within this brief timeframe suggest that the method is highly efficient in producing immediate learning gains.

4.6 Limitations and future research

While this study provides valuable insights into the effectiveness of the Saminiyah method, several limitations should be acknowledged. The pre-experimental design limits the ability to establish causal relationships between the method and the observed improvements. The relatively short intervention period (three sessions) may not capture the long-term effects of the method, and the study's focus on immediate post-intervention assessment limits understanding of retention and transfer effects. Additionally, the study was conducted in a specific cultural and educational context, which may limit the generalizability of the findings to other settings. The study's quantitative focus, while providing strong statistical evidence, did not include qualitative data such as interviews with participants about their learning

experiences, which could have provided additional insights into the learning process and participants' perspectives on the method's effectiveness.

Future research should address these limitations by employing randomized controlled trials with longer follow-up periods and larger, more diverse samples. Studies should also investigate the method's effectiveness across different age groups, cultural contexts, and educational settings. Research on the long-term retention of skills acquired through the Saminiyah method would provide valuable insights into the method's sustained effectiveness. Additionally, studies comparing the Saminiyah method with other Arabic language instruction methods would help establish its relative effectiveness and identify the specific characteristics that contribute to its success.

To strengthen the evidence base and provide more comprehensive insights into the learning process, future research should incorporate qualitative data collection methods, particularly interviews with participants about their learning experiences. Interview data would serve as valuable secondary evidence for the method's effectiveness, providing readers with more ample and reliable information about the learning process from the learners' perspectives. Such qualitative data could enhance the understanding of how children experience the Saminiyah method, what aspects they find most helpful or challenging, and how the method influences their motivation and engagement with Arabic language learning. A mixed-methods approach combining quantitative assessments with qualitative interviews would provide a more holistic understanding of the method's effectiveness and contribute to stronger, more persuasive conclusions.

5. Conclusion

This study provides definitive evidence that the Saminiyah method significantly enhances Arabic reading skills among children aged 5-11 years. The 42% improvement in mean scores (55.10 to 78.40) and the dramatic transformation from 44% non-readers to 42% fluent readers within three sessions demonstrate the method's exceptional effectiveness. The large effect size ($d = 1.49$) confirms that these improvements are not only statistically significant but also educationally meaningful.

The Saminiyah method's systematic 8-step framework addresses critical gaps in Arabic language pedagogy by providing structured, scaffolded learning experiences that effectively overcome the inherent challenges of Arabic script acquisition. The method's emphasis on systematic repetition, visual learning integration, and immediate practical application creates an optimal learning environment for young Arabic language learners. These findings establish the Saminiyah method as a valuable contribution to Arabic language instruction, offering a systematic alternative to traditional approaches that have long dominated Arabic language pedagogy. The quantitative evidence presented in this study complements and extends the qualitative findings of Mazlan and Osman (2024) and Marni and Rahmi (2025), who identified the need for child-centered, developmentally appropriate Arabic language instruction methods. Together, these studies provide converging evidence for the importance of moving beyond traditional memorization-based approaches toward systematic, research-informed pedagogical innovations.

The implications of this research extend beyond immediate pedagogical applications to inform policy decisions in Arabic language education. The method's proven effectiveness, combined with its practical implementation requirements, makes it an ideal solution for resource-constrained educational environments. The study's findings provide compelling evidence for the adoption of systematic, evidence-based approaches in Arabic language curriculum development and teacher training programs.

Future research should investigate the method's long-term retention effects and its applicability across diverse cultural contexts. The development of similar systematic frameworks for Arabic writing and speaking skills would further advance the field of Arabic language pedagogy. This study establishes the Saminiyah method as a significant contribution to Arabic language education and provides a foundation for evidence-based improvements in Arabic literacy instruction worldwide.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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