The using of the SAVI Model to Improve Thematic learning Outcomes in Elementary Students

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Abstract: This study aims to improve student learning outcomes in thematic learning by using the SAVI model in elementary students. This type of research is a Class Action Research conducted two cycles with four stages, namely planning, implementation, observation and reflection. Data collection techniques used multiple choice tests. The results of the study are there are increased learning outcomes in the acquisition of scores on thematic learning using the SAVI learning model. Based on data analysis, in cycle 1 there were 46.43% of students who were still incomplete and 53.57% of students who were categorized as complete. In the second cycle there were 10% students who were still incomplete working on the test results of learning outcomes and 90% students who were categorized as complete. Based on the results of the study it can be concluded that the use of the SAVI model can improve student learning outcomes in thematic learning in elementary students.

Keywords: Model, SAVI, learning, thematic, elementary students

1. Introduction

The learning process is a step to develop cognitive, effective, and psychomotor abilities. The important role that the teacher has to go through this step is as a facilitator. To be a good facilitator the teacher must make an optimal effort to prepare a learning plan that matches the characteristics of the students in order to achieve the learning objectives. Integrated thematic learning is a learning approach that integrates various competencies from several fields of study into specific themes.

Thematic learning emphasizes the involvement of students in the active learning process, so students can gain hands-on experience and be trained to be able to discover for themselves the variety of knowledge they learn. Through direct experience students will understand the concepts they are learning and relate them to other concepts they have understood.

Problems encountered in thematic learning processes include: first, the learning process is done conventionally which makes students feel bored and bored when the learning process takes place, the teacher should use a varied learning model, second, the lack of facilities and infrastructure in the learning process. To overcome this problem, one of the efforts used is the SAVI learning model (Somatic, Auditory, Visual, and Intellectual). The following is a description of the variables studied.

1.1. Understanding Learning

According to Hamalik (2010), learning is a modification or reinforce behavior through experience. Furthermore Wesly (2015) said learning is a series of activities carried out by a person in interacting with the environment that results in changes in him, both knowledge, attitudes and skills. According to Amri (2013) learning is a process of gaining knowledge and experience in the form of changes
in behavior and the ability to react that is relatively settled because there is an interaction of individuals with their environment. Purwanto (2017) said that learning outcomes are behavioral changes that occur after participating in the learning process in accordance with educational goals.

Based on the above opinion that learning is a process of changing individual behavior due to individual interactions with their environment.

The learning process is a process that occurs in learners, and each individual displays a change in themselves. Suprijono (2010) describes that learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Sudjana (2016) says that learning outcomes are behavioral changes that cover the cognitive, affective, and psychomotor fields.

The low learning outcomes achieved by students are also influenced by several factors such as the classroom atmosphere that is not conducive during the learning process so that students find it difficult to listen to the explanation delivered by the teacher and the concentration of learning becomes disrupted. Therefore, teachers need to direct and attract students' attention to the lessons presented. The teacher as a facilitator tries to create learning conditions, develop learning materials well and improve students' ability to listen to the learning material to be achieved.

1.2. Understanding of the SAVI Learning Model (Somatic, Auditory, Visual, and Intellectual)

The learning model is a systematic procedure in organizing learning experiences to achieve learning objectives. Lubis (2015). The opinion above is also in accordance with that raised by Cahyo (2013) that the learning model is interpreted as a systematic procedure in organizing learning experiences to achieve learning objectives.

Based on the opinion above, it can be concluded that the learning model is a systematic design that is used by teachers in providing learning experiences to students to achieve the learning objectives that have been formulated.

The SAVI learning model emphasizes that learning must utilize all of the senses possessed by students. Rusman in Istarani, (2015) said that a complete system to involve the five senses and emotions in the learning process is a natural way of learning known as the SAVI model, namely Somatis, Auditory, Visual, and Intellectual. Huda (2017) suggested ways that could become a starting point for teachers in implementing SAVI learning, namely 1) Somatic (learning by doing); 2) auditory (learning by hearing); 3) Visual (learning by seeing); 4) intellectually (learning by thinking).

Somatische learning is learning through physical involvement, especially the sense of touch, during learning. In somatic learning the body and mind are fused. Auditory learning is learning by talking and listening. Auditory thoughts are stronger than we realize. Auditory which means that learning must be through listening, speaking, presentation, argumentation, expressing opinions, and responding.
Visual learning is learning by observing and describing. Meaningful visual learning must use the eye's senses through observation, drawing, demonstrating, reading, using media and teaching aids. Intellectual learning is learning by solving problems. The act of learning that does something with the student's mind internally when using intelligence to reflect on an experience and create relationships, meanings, plans, and values from that experience. Based on the description above it can be concluded that learning with the SAVI model is learning that requires students to utilize all the senses they have.

**Stages of Implementation of the SAVI model**

According to Huda (2017) the stages of the implementation of SAVI are as follows:

a) **Somatic**: Learning by doing; a) Design a project that can encourage students to move in different places; b) demonstrate a process, system, or set of concepts; c) ask students to write on a card about what they are learning; d) ask them to display their ideas in the form of theater, expression or touch.

b). **Auditory**: Learning by Hearing; a) ask students to explain what they have learned from others; b) ask students to read books or handouts aloud, if necessary with expressions that can show the character of a reading; c) listen to the material presented and summarize it; d) when reading the text, occasionally ask students to read the main ideas in the text aloud; e) involve students in discussions and polls with other students;

c). **Visual**: Learning by Seeing; a) Assign students to read one or two paragraphs, then ask them to make a brief synopsis of what they are reading. Continue to repeat this process; b) ask students to continue to record every important explanation delivered in the classroom; c) invite students to make a kind of mural, picture, or painting, then place it on the classroom wall; d) spread the text of the subject matter, and make sure the text has been highlighted in different colors on important concepts; e) draw a mindmap on the board, and ask students to pay close attention.

d) **Intellectual**: Learning by Thinking; a) ask students to make a kind of diagram, or pictogram, that can illustrate what they reflect; b) try asking probing questions about the subject matter that has been taught and ask students to think about the solution; c) each time completing a learning experience, ask students to sit for a moment reflecting on what they have learned and relating it to what they already know.

**1.3. Understanding Integrative Thematic Learning**

Jusuf (2009) said that thematic learning is integrated learning that uses the theme of linking several subjects so that it can provide meaningful learning experiences for students from the complex into something real, simple, systematic, and as clear as possible. According to Kadir (2015) Thematic learning is a learning program that departs from a particular theme/topic which is then elaborated from various aspects or reviewed from various perspectives of subjects that are normally recommended in schools.
According to Trianto (2012) Integrative thematic learning is a learning system that allows students both individually and in groups to actively seek, explore, and discover scientific concepts and principles holistically, meaningfully and authentically. Integrated learning as a concept can be said as a learning approach that links several fields of study into one theme. Students play an active role in exploration activities, learning learning material and learning processes in several fields of study at the same time. Ahadi and Amri (2014) state that integrative thematic learning is one of the efforts to integrate knowledge, skills, values, or learning attitudes, and creative thinking using themes. Based on the above opinion it can be concluded that, integrative thematic learning is a learning activity by combining the material of several lessons in one theme, which emphasizes the involvement of students in learning

2. Methodology

This research was conducted in July - September 2018 at SDN 106162 Medan Estate. The subjects of this study were Grade VI students, totaling 28 students. The object of this study is action as an effort to improve student learning outcomes in thematic learning using the SAVI learning model. Data collection techniques in this study is to use tests and observations. In this study conducted on 2 parts, namely pre-test and post-test using multiple choice questions. Pre-test is given before giving an action that aims to find out the extent of the students' initial ability in learning, while the test given at the end of the meeting namely post-test cycle I and II aims to find out whether the student's ability to improve after being given action using the SAVI learning model.

Researchers conduct data analysis of learning outcomes that aim to see the completeness of student learning outcomes. The analyzed data is taken from the answers of tests that have been done by students. From the results of student answers, it can be obtained the level of achievement of learning outcomes. The level of students' ability to solve problems is determined by criteria for determining the level of mastery of students over the material taught.

3. Results and Discussion

3.1. Results

Based on the results of the actions taken, the average value of students was 58.57, with 4 students (14.28%), and 24 students (85.72%) whose level of mastery was incomplete with learning material. After holding a pretest the researcher then uses the SAVI model in learning to improve student learning outcomes. In the first cycle, the average value of students was 68.57 and as many as 13 students (46.43%) the level of mastery of students was complete on the material, and 15 students (53.57%) the level of mastery of students was incomplete on learning material.

In cycle II, researchers take action by paying attention to all the deficiencies that exist in the first cycle so that learning outcomes are even better. From the results of improvements in the second cycle of action, the average value of students was 77.68 and as many as 25 students (90%) the level of mastery of students was complete on the material, and 3 students (10%) the level of mastery of students was incomplete on the material. In summary, the improvement in
student learning outcomes of class VI-A of SD Negeri 106162 Medan Estate can be considered in the following table:

Table 1. Frequency of Learning Outcomes

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Pretest</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average</td>
<td>58,57</td>
<td>68,57</td>
<td>77,68</td>
</tr>
<tr>
<td>2</td>
<td>Complete</td>
<td>4</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Percentage</td>
<td>14,28%</td>
<td>46,43%</td>
<td>90%</td>
</tr>
</tbody>
</table>

More clearly the improvement in student learning outcomes can be seen from the average pretest scores, the results of the first cycle test and the results of the second cycle test, as in the diagram below.

Figure 1. Diagram of Improving Learning Outcomes

3.2 Discussion

Based on the analysis of cycle I data, it was concluded that the use of SAVI models in learning can improve student learning outcomes. However, the learning outcomes obtained were still not optimal, so improvements were made in the second cycle. In cycle II, action was taken to pay attention to all the deficiencies that existed in cycle I so that learning outcomes would be even better. Thus it can be concluded that from the pre-test to the results of the second cycle
test using the SAVI model can improve student learning outcomes. This research is in line with research conducted by Nana Sutarna (2018). The results of his research are that there is an increase in student learning outcomes after applying the SAVI (somatic auditory visual intellectual) learning model in social science subjects, social issues material in class IV SD Cimulya, Cimahi District, Kuningan.

Furthermore, research conducted by Djamaluddin Husita (2014). Applying the SAVI learning model. The results of the research in the first cycle of student mastery of 17 people (71%). While observing overall teacher activity 71.2% (good category) and 59.3% activity category enough students. In the second cycle an increase in mastery of student learning both students and teacher and student activities.

In the second cycle of student mastery learning 22 students out of 24 students or 92%.. 89% teacher activities are good categories and 97% student activities are very good categories. Based on the research it was concluded that using the peer tutoring learning model can improve learning outcomes, teacher activities and class X-6 activities MAN Rukoh Banda Aceh on chemical bonding materials. Research conducted by Nur Azizah, Atep Sujana, Isrok’atun (2016). The results of his research are that each cycle of action taken has increased in teacher performance, student activities, and student learning outcomes. The increase that occurred in cycle III has reached the desired target, so the cycle is stopped until cycle III. Based on research conducted, the application of the SAVI model can improve student learning outcomes.

Dadang Iskandar, Acep Roni Hamdani, Teti Suhartini, (2016). Conducting research on SAVI model. The results of his research are as follows: the percentage of the overall level of mastery learning increased from 52.2% in the first cycle, 78.3% in the second cycle and 100% in the third cycle. The average grade class of students increased from 44.3 pracycle of data with less criteria, up to the third cycle, which reached 91.3 with the criteria very well. With the improvement of students’ critical thinking skills that are calculated based on the n-gain of 0.53 with the criteria of being in the first cycle, and 0.65 with the criteria of being on the second cycle, and 0.81 with the high criteria of the third cycle.

The results of this study are also supported by research conducted by Linda Septiyana (2017). The findings of this research are: (1) SAVI is more effective than TSTS (2) The students with high critical thinking have better writing skill than those having low critical thinking; and (3) There is an interaction between teaching methods and students’ critical thinking in teaching writing. Penelitian yang dilaksanakan oleh Hartati, Nugraheti Sismulyasih (2017). The results of this study indicate that the effective SAVI learning model has the following procedures: (a) Preparatory stage: preparing learners for learning, conveying apperception, conveying goals, and explaining learning steps to be undertaken. (b) Delivery stage: the teacher helps the student to find new material. (c) Training stage: guide students to determine themes and keywords from audiovisual observations, guide students developing keywords into sentences and paragraphs, incorporating paragraphs into whole essays. (d) final stage: giving reinforcement, summarizing learning materials, and reflection. By controlled the intelligence variables and initial knowledge of SAVI learning
model assisted audiovisual media was more effective than the conventional learning model in improving the writing skills of fifth grade.

4. Conclusion

Based on the results of data analysis it can be concluded. By using Somatic, Auditory, Visual and Intelectually (SAVI) model, it can improve student learning outcomes in thematic learning. Based on research results, it can be seen that there is an increase in student learning outcomes which in pretest the average value of students is 58.57. While in learning, in the first cycle obtained an average value of students at 68.57 and in the second cycle obtained an average value of students at 77.68. It is thus recommended that teachers use the SAVI learning mode in thematic learning.

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