

APPLICATION OF SOMATIC, AUDITORY, VISUALIZATION, INTELLECTUAL (SAVI) LEARNING MODELS ON SOCIAL STUDIES LEARNING OUTCOMES FOR CLASS V STUDENTS

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Abstract

The background in this study is the low social studies learning outcomes of class V students. The learning model used to improve students' social studies learning outcomes is using the SAVI learning model. This study aims to determine the social studies learning outcomes of fifth grade students after the SAVI learning model was applied. The research method used is the one group pre-test-post-test method. The data of this study were collected through the pre-test and post-test scores for social studies learning outcomes with a total of 28 students, after being treated using the SAVI model, the students' initial abilities before being given treatment (pre-test) obtained an average value of 48,40 while after being given treatment (post-test) the average score of students was 78,94. This can be seen from the results of data processing using the Z test with a confidence level of 5% ($\alpha = 0.05$). Seems like Z_{count} of 6.01 and Z_{table} of 1,64. This means H_0 rejected and H_a accepted. Thus, the hypothesis proposed in this study can be accepted as true, that the application of the SAVI learning model to the Social Studies learning outcomes of Class V students is significantly complete.

Keywords – Learning Outcomes; Social Studies; SAVI Model

1. Introduction

Meaningful learning will determine the realization of quality education. According to (Valen & Egok, 2020) Learning is "an effort made by an individual to obtain a new change in behavior, as a whole as an individual experience in interacting with his environment". The 2013 curriculum is a curriculum that requires students to be active in learning, the teacher is only a facilitator, students are expected to be independent in the learning process. With independent learning will require students to be active both before and after the learning process takes place (Egok, 2012) . Included in social studies subjects, social studies learning emphasizes providing direct experience to develop competence so that students explore and understand their own surrounding environment.

According to (Wiratama, 2019) Social Studies is "one of the subjects that covers several disciplines in order to study social life that is useful for everyday life". There are many problems in the learning process, including social studies learning, students have not been much involved in learning activities, so that it has an impact on the acquisition of learning outcomes (Sutarna, 2018). Because social studies subjects are one of the subjects that require a pleasant learning atmosphere, most students do not fully like social studies lessons due to the lack of student interest in learning and the creativity of teachers is still not good so that student learning outcomes, especially in social studies subjects are still relatively low.

Based on the results of interviews and observations on December 7, 2021, it shows that student learning outcomes are still low in social studies learning and below the criteria for completeness. For class V social studies learning as many as 39.2% of students completed and 60.7% of students did not complete, while the Social Studies KKM at SD Negeri 12 Lubuklinggau was 68. The low learning outcomes were caused by : student learning activities while studying social studies were still not good. One of the contributing factors is that learning is still teacher-centered, so learning is still dominated by teachers which results

in a lack of student activity while studying, students don't seem to really care about the learning process, it can be seen based on the results of researcher observations, students are still noisy in class. This results in boredom in students when participating in the learning process, especially social studies. This can be seen from the weak response of students to the stimuli given by the teacher, either in the form of questions or other stimuli.

To overcome these problems, a learning model is needed. According to (Septiana et al., 2022) The learning model is "one of the determinants of the success of a learning activity, a teacher must be able to choose a learning model that is in accordance with the conditions of students to achieve learning objectives". One of them is the use of the SAVI learning model. According to (Kusumawati & Gunansyah, 2014) SAVI learning is learning that emphasizes the meaning of learning through listening, listening, speaking, presenting, arguing, expressing opinions, and responding and using thinking skills to increase concentration of mind through reasoning, investigating, identifying, presenting, creating, constructing, solving problems and applying . (Permatasari, 2017) said that "the learning process is said to be effective if students are actively involved in all things, both mental, physical and social". So that the SAVI model is appropriate to be applied in social studies learning because this model is student-centered. According to (Indrawan et al., 2018) (in Sarnoko 2016) states that the advantages of the SAVI model include (a) fully awakening students' integrated intelligence through combining physical movement with intellectual activity, (b) creating a better, interesting and effective learning atmosphere, c) being able to generate creativity and improve students' psychomotor abilities, (d) maximize the sharpness of students' concentration through visual, auditory and intellectual learning, (e) learning is more interesting with learning games, (f) the approach offered is not rigid but can vary greatly depending on the subject matter, and the learning itself, and (g) can create a positive learning environment.

In the SAVI model, students are also required to be active in the learning process, such as conducting experiments, observing, presenting the subject matter they have obtained, then solving problems based on the knowledge or knowledge gained by students during the learning process, student involvement in the learning process will attract students' interest in learning.

To arouse students' interest in learning, teachers need to use a learning model that is able to increase understanding, activeness, encourage courage, and fun in the teaching and learning process and SAVI is one of the learning models that can create this. This is in line with research conducted by (Suprihatin & Hariyadi, 2021) it is proven that the use of the SAVI learning model can improve students' learning abilities and learning outcomes, then (Nainggolan et al., 2021) also proves that the use of the SAVI learning model can improve the learning outcomes of fifth graders. Likewise, research conducted by (Sarnoko et al., 2016) also proves that the use of the SAVI model can increase student activity and learning outcomes. Research conducted by (Azizah et al., 2018) proves that the application of the SAVI model can improve students' social studies activities and learning outcomes. As well as research conducted by (Rahayu et al., 2019) also proves the savi model can improve student learning activities. What distinguishes this research from previous research is that researchers use games in learning so that students are more active in learning so that students can use their physical and intellectual movements optimally.

According to (Ifrianti, 2015) defines "play while learning is an activity that helps children achieve complete development both physically, morally and emotionally". So that researchers are interested in including games in this learning. The purpose of this study was to determine the increase in students' social studies learning outcomes after the implementation of the SAVI model.

Based on the problems that have been described, the researchers need to conduct research with the title "Application of the Somatic, Auditory, Visualization, Intellectual (SAVI) Learning Model on Social Studies Learning Outcomes for Class V Students".

2. Method

The method used in this study used a pre-experimental design. "It is said to be pre-experimental design because this design is not yet a real experiment, there are still external variables that also influence the formation of the dependent variable, so the experimental results which are the dependent variable are not solely influenced by the independent variable, because there is no control variable and the sample was not chosen randomly (Sugiono, 2017). The pre-experimental form used was a one-group pretest-posttest design, where in this study there was a pre-test, before being given treatment. Thus the results of the treatment can be known more accurately, because it can be compared with the situation before being treated. According to sugiono (Sugiono, 2017) This design can be described as follows:

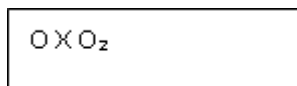


Figure 1. Pre-experimental One Group Pretest-Posttest

Information :

O_1 = Pre-test score (before treatment)

X = Treatment (SAVI learning model)

O_2 = Post-test score (after being given treatment)

The samples used in this study were fifth grade students of SD Negeri 12 Lubuklinggau. The data collection technique used is a social studies learning outcome test technique in the form of 8 question descriptions. The data analysis technique is through the normality test using the chi square formula (χ^2) as follows:

$$\chi^2 = \sum \left[\frac{(f_o - f_h)^2}{f_h} \right]$$

(Sugiyono, 2018)

Information :

χ^2 = Chi Square

f_o = observed frequency

f_h = Expected frequency

If the data is normally distributed, then proceed with the z test to see if the SAVI learning model has an effect on students' social studies learning outcomes.

The z test formula can be seen as follows:

$$Z = \frac{\bar{X} - \mu}{\frac{S}{\sqrt{n}}}$$

(Sundayana, 2016)

Information :

\bar{X} = Average value

Z = z value count

S = standard deviation

μ = Hypothesized value

n = Number of sample members

3. Result and Discussion

This research was carried out at SD Negeri 12 Lubuklinggau City by using one class as the research sample, namely class V SD Negeri 12 Lubuklinggau City in the even semester of the 2021/2022 academic year with a total of 28 students. In this study, the learning process in class V SD Negeri 12 Lubuklinggau uses the SAVI model.

In this study, data were obtained using a written test, before starting the study, the questions that would be used as a test had been tested first. The purpose of testing this instrument is to determine the quality of the questions that will be used as data collection instruments, in this study the questions used consisted of 10 essay questions, of the 10 questions there were only 8 questions that could be used for pre-test and post-test questions test. This research was conducted in 5 meetings, with details, namely one meeting for testing the instrument, one meeting for the initial ability test (pre-test), two meetings for the learning process, and one meeting for the final ability test (post-test). tests Giving questions (pre-test) to students aims to determine the initial ability of students before being given treatment on the material "economic activities".

Furthermore, students carry out the learning process twice using the SAVI model on the material "economic activities".

Then after carrying out student learning, the ability test is tested through a final ability test (post-test) which aims to determine the final ability of students in studying "economic activities" which is the result of student learning after carrying out the learning process using the SAVI learning model.

The pre-test research data was taken from the results of the tests given before the implementation of social studies learning using the SAVI model and post-test data were taken from the test results given after the implementation of social studies learning using the SAVI model. Based on the results of data analysis on the normality test using chi squared, it can be seen in the table below.

Table 1. Normality test

Class	N	\bar{X}	S	χ_{count}	χ_{table}	Information
Posttest	28	78,94	9,63	4,364	11.070	Normal Distribution

From table A1 it can be seen that for the final test, it was obtained $\chi^2_{count} = 4,364$ and $\chi_{tabel} = 11,070$ then $\chi^2_{count} < \chi_{tabel}$ means it is H_o accepted. So in the final test (posttest) the data is normally distributed. Then proceed with the z test to test the hypothesis. Hypothesis testing is the process of proving the truth of the hypothesis that has been proposed in the research. The hypothesis proposed in this study is that the social studies learning outcomes of fifth grade students after the implementation of the Somatic, Auditory, Intellectual Visualization (SAVI) learning model were significantly completed. The formulation of the hypothesis in this study are

H_o : The average value of social studies learning outcomes for class V after the application of the Somatic Auditory Visualization Intellectual (SAVI) learning model has not been completed ($\mu < 68$).

Ha : The average value of social studies learning outcomes for class V after the application of the Somatic Auditory Visualization Intellectual (SAVI) learning model is complete (μ 68)

The test criteria are if $Z_{count} > Z_{table}$ then Ha is accepted and Ho is rejected. If $Z_{count} < Z_{table}$ then Ha is rejected and Ho is accepted. From calculation Z_{count} and Z_{table} with a significant level of 5% can be seen in table A2.

Table 2. Hypothesis Test

Class	N	\bar{X}	S	Z_{count}	Z_{table}	Information
Post-test	28	78,94	9,63	6,01	1,64	H_o Received

Based on table A2 above, the results of the z-test analysis regarding the final ability (post-test) of students show that $Z_{count} = 6,01 > Z_{table} = 1,64$ then Ho is rejected and Ha is accepted. It is proven by the average pre-test score of 48,40 and the post-test average value of 78,94 which means that student learning outcomes increase.

Based on the results of the study, the results of data analysis and hypothesis testing of pre-test data showed that from 28 students there were no students who got scores above the KKM. The highest score is 65,52 and the lowest is 31,03 And the overall average value is 48,40. So descriptively, it can be said that the initial ability of students before the application of the SAVI learning model is included in the unfinished category. After being given treatment, it is described that the final score of students who get a score of > 68 with complete criteria, of 28 students who achieve completeness are 23 students (82%) and get a score of < 68 with incomplete criteria are 5 people (18%). The highest score is 96,55 and the lowest value is 62,07 and the overall average value is 78,94.

Based on the normality test with calculations using the chi squared formula (χ^2), in the final test (post-test) obtained $\chi^2_{count} = 4,364$ and $\chi_{table} = 11,070$. This means that $\chi^2_{count} < \chi_{table}$, thus χ^2_{count} accepted, then the

results of the pre-test and post-test are normally distributed. From the results of data processing using the z test, it can be seen that the value $z_{count} = 6,01$ and $z_{tabel} = 1.64$. Thus, it can be concluded that through the application of the SAVI learning model for social studies subjects, the fifth grade students of SD Negeri 12 Lubuklinggau City are significantly completed.

By using the SAVI learning model In social studies lessons students become interested and active in learning. The application of the SAVI model is also supported by the results of previous studies, based on research conducted by (Yanto, 2017) resulted in the conclusion that the application of the SAVI learning model was able to improve student learning achievement, the research carried out by (Subekti et al., 2019). resulted in the conclusion that the application of the SAVI model can improve student learning outcomes, research conducted by (Mariya et al., 2013) also proves that the application of the SAVI model can improve problem solving abilities and research conducted by (Hasan et al., 2020) also proves that the application of the SAVI learning model can improve student social studies learning outcomes. This study aims to describe the application of the SAVI model to improve student social studies learning outcomes. Social studies is a social science that emphasizes students to be active and participate in learning, because when students experience what they learn for themselves, knowledge will be more attached.

In this study, the researcher uses the SAVI learning model, and uses games that distinguish this research from previous research, here students learn by involving their body and intellectual movements, students are also more enthusiastic in learning, so learning is more fun, through the SAVI learning model students are invited to be active. move and think in finding a concept. According to (Sugesti et al., 2018) "With the help of teaching aids in the form of games, it will lead to maximum understanding of students in concepts". In addition, the SAVI model also has advantages including (Wijayanti & Sungkono, 2017) namely: a) SAVI is a student-centered learning model; b) The SAVI model can be applied

to students who have low, medium, or high abilities; c) The SAVI model is suitable to be applied to hyperactive students; d) The SAVI model integrates 4 student learning styles, namely somatic, auditory, visual, and intellectual, simultaneously in learning; e) The SAVI model trains students to interact with friends and their environment. So that the SAVI model is very suitable to be applied to social studies learning to improve students' social studies learning outcomes. So the hypothesis concludes that through the application of the SAVI model the ability to understand social studies material for fifth graders at SD Negeri 12 Lubuklinggau City can be proven to be true.

4. Conclusion

Based on the average post-test results, namely 78,94 with completeness that is 82% and incomplete, namely 18%. Then, testing the hypothesis obtained 6,01 with the formula Z_{count} after consultation with Z_{table} obtained Z_{count} (6,01) $> Z_{table}$ (1.64) for the significant level = 0.05 with dk = 28, line means H_0 rejected and H_a received. Thus the hypothesis proposed in this study can be accepted as true, the social studies learning outcomes of fifth grade students after the application of the SAVI learning model were significantly completed.

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