JURNAL BASICEDU

Volume 7 Nomor 2 Tahun 2023 Halaman 1217 - 1225

Research & Learning in Elementary Education

https://jbasic.org/index.php/basicedu

The Effect of the SAVI Learning Model on Elementary School Students' Character Building

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Abstrak

Rendahnya kepercayaan diri menjadi salah satu problematika yang dihadapi oleh siswa dalam proses pembelajaran, sehingga diperlukan upaya guru memfasilitas peningkatan *character building* pada diri siswa. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *SAVI* (*Somatic, Auditory, Visualization,* and *Intellectuality*) dalam meningkatkan kepercayaan diri siswa usia dasar. Penelitian ini dilaksanakan di kelas VII MTs Yaspend Muslim, dengan sampel siswa kelas VII-3. Analisis data menggunakan jenis analisis regresi. Hasil penelitian ini menemukan bahwa pengaruh model *SAVI* terhadap *character building* siswa kategori baik, dengan uji regresi F_{hitung} sebesar 37,59 dan F_{tabel} sebesar 4,18. Dengan demikian, dapat disimpulkan bahwa model pembelajaran *SAVI* (*Somatic, Auditory, Visualization, and Intellectualy*) berpengaruh positif terhadap *Character Building* siswa, karena model pembelajaran tersebut melibatkan seluruh modalitas panca indra siswa sehingga siswa menjadi aktif.

Kata Kunci: Character Building, Model Pembelajaran SAVI.

Abstract

Low self-confidence is one of the problems faced by students in the learning process so the teacher's efforts are needed to facilitate the improvement of character building in students. This study aims to determine the effect of the SAVI (Somatic, Auditory, Visualization, and Intellectuality) learning model in increasing elementary-aged students' self-confidence. This research was conducted in class VII MTs Yaspend Muslim, with a sample of class VII-3 students. Data analysis used a type of regression analysis. The results of this study found that the effect of the SAVI model on student character building was in a good category, with the Fcount regression test of 37.59 and Ftable of 4.18. Thus, it can be concluded that the SAVI learning model (Somatic, Auditory, Visualization, and Intellectual) has a positive effect on students' Character Building because this learning model involves all students' sensory modalities so that students become active.

Keywords: *Character Building, SAVI Learning Model.*

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DOI : https://doi.org/10.31004/basicedu.v7i2.4842

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

DOI: https://doi.org/10.31004/basicedu.v7i2.4842

INTRODUCTION

Implementation of education aims to form a system of community regeneration from time to time in a survival and sustainable manner. This is based on the belief that science and technology continue to develop rapidly, and to compensate, the younger generation is stimulated to respond to change through education. Thus, synergy between communities is needed as a social element that helps children's development from time to time, starting from the aspects of parents (family/home), community (social environment), and teachers (school) (Sugesti, *et.al.*, 2018).

The tri-environmental synergy of education will be the main capital in achieving educational success to form genuine human beings who possess intellectual insights and have noble character. Parents and teachers are also expected to collaborate in instilling educational personality values in students and fostering student character through the process of guidance, teaching and training (Mustari, 2019; Assingkily & Barus, 2019). The application of learning models by teachers in the classroom and outside the classroom, in this context will help students achieve learning objectives (Kusumaningsih, *et.al.*, 2019).

The learning model can be an alternative process of accelerating development assistance and directing student character. One important character that needs to be instilled in students is self-confidence. This was followed by the development of a learning model that directs students to be actively involved in the learning process, so they don't just accept what is given by the teacher. Furthermore, the direction of the student-centered learning model requires students to directly experience each stage of the learning process (Amalia & Hastuti, 2020).

The character problems experienced by students in the past decade, known as moral degradation, are inseparable from aspects of students' inability to increase self-confidence. This is caused by the lack of appreciation of students during the learning process, as well as students' self-prioritization that prioritizes results rather than processes (less respect for the learning process). This problem is increasingly complex with the low level of student concern for other people, assisted by technological advances that seem like everything can be instantaneous without the need for help from others (Lestari, 2020; Siddiqui, *et.al.*, 2022).

The inability of students to establish effective communication, think critically, and be skilled in various scientific fields, causes students not to be ready to accept things that are beyond their predictions or orientation. For example, students who want high scores continue to hope without serious study, or do not appreciate the learning process in class, immediately get low exam results, it is difficult to accept the acquisition of these grades. This kind of attitude triggers the presence of a sense of inferiority in students, or a low level of student self-confidence. Thus, students will become lazy and even think that grades are everything, regardless of how the tips or process of achieving this happen (Kusumawati, 2018).

According to Shoimin (2018), one of the learning models that teachers can use to develop students' self-confidence is the SAVI (Somatic, Auditory, Visualization, Intellectually) learning model. The SAVI Learning Model (Somatic, Auditory, Visualization, Intellectually) is a learning model that combines physical movement with intellectual activity and the use of all the senses that can have a major impact on the learning process.

Reality in the field, we often find the use of learning models that are not appropriate and even do not realize the learning model when the learning process takes place. This is of course very influential on the development of students' self-confidence character. There are still many teachers who teach without paying attention to the use of appropriate learning models. In this case, when there is no character of self-confidence in students, then we should not blame the students first, but the teacher must be able to self-evaluate whether he has carried out the learning process properly and used the right learning model (Fitriyana, *et.al.*, 2020)

In fact, relevant research on the SAVI learning model and the level of student confidence has been discussed from various scientific perspectives. These include discussing aspects of student achievement

DOI: https://doi.org/10.31004/basicedu.v7i2.4842

(Nuraeni, *et.al.*, 2020), the level of success of students participating in the learning process (Nainggolan, *et.al.*, 2021; Sutarna, 2018), increasing problem-solving skills in elementary-age students (Kusumawati, 2014), increasing student learning activities (Rahayu, *et.al.*, 2019), multimedia assistance-based learning (Dewi & Negara, 2020), increasing the learning independence of elementary age students (Murti, *et.al.*, 2019), e-learning-based learning and simulation of digital activities during learning (Kusumantara, *et.al.*, 2017), the SAVI learning model assisted by mind mapping media (Cantona & Sudarma, 2020), children's ability to understand drama and write drama texts (Milawati, 2011), creativity and mastery of science knowledge competencies (Cemara & Sudana, 2019), development of students' independent character (Sumawardani & Pasani, 2013), mathematical creative thinking abilities (Kencanawati, *et.al.*, 2020), and students' mathematical knowledge competencies (Anggreni, *et.al.*, 2020).

Based on the observations of researchers at research locations, the use of learning models greatly influences the character of students' self-confidence. Students who do not have self-confidence are due to two factors that influence them, namely students' lack of understanding of the subject matter and the character of self-confidence that has not been embedded in students. There are some students who do not have confidence in actualizing their abilities because these students do not have knowledge about the material so that when the teacher asks students or the teacher gives students the opportunity to present or display their abilities students tend to be nervous and even stay silent. Then some students who do not have self-confidence because they have not embedded self-confidence character education. There are some students who already have knowledge but are unable to actualize their knowledge in public because they think that what will be delivered is not as expected.

Only a small number of students were able to comprehend the subject when questioned at the end of the lesson. Students are less engaged in the learning process, which makes them bored during class. It is crucial to have a learning strategy that can encourage both physical and intellectual activity in pupils for this reason. Pupils who have seen, listened, solved issues, and taken direct action will more readily assimilate information and be able to actualize their skills. The SAVI (Somatic, Auditory, Visualization, Intellectually) learning approach should be applied.

Researchers' initial findings at Yaspend Muslim Private MTs in Central Pematang indicate that instructors, particularly those who teach Islamic Religious Education, still view teaching and learning as primarily a means of imparting information. There is little doubt that learning that is solely lecture-based does not give pupils marks or understanding. The idea that knowledge is a fact to be memorized still rules learning. Due to increased note-taking and teacher explanations, students are less able to comprehend the information.

METHOD

This study uses a qualitative approach with descriptive research methods. The main sources of research data consist of school principals, teachers, and three students, while secondary data are obtained from books, notes and relevant scientific articles to support the main data, quoted from credible sources and listed in a total of 26 articles/books/thesis in the references section. Collecting research data using observation, interviews and document study methods. Data analysis using data reduction techniques, data presentation, and drawing conclusions. Furthermore, testing the validity of research data using data triangulation techniques, to see the level of data compatibility, data credibility, data dependability, and confirmability (Sugiyono, 2016).

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RESULTS AND DISCUSSION

Application of the SAVI Learning Model (Somatic, Auditory, Visualization, and Intellectualy) at Private MTs Yaspend Muslim Pematang Tengah

The SAVI (Somatic, Auditory, Visualization, Intellectually) learning model or learning that combines physical movement with intellectual activity and the use of all the senses that can have a major effect on the learning process is an excellent learning to be applied to the learning process in classes, especially in Islamic Jurisprudence subjects. The SAVI (Somatic, Auditory, Visualization, Intellectually) learning model involves all organs of the body both physically, namely moving (Somatic), Hearing (Audio), seeing (Visual), and problem solving (intellect) (Yudiari, *et.al.*, 2015).

Based on the results of an interview with the Deputy Head of Madrasah Tsanawiyah Yaspend Muslim Pematang Tengah as well as a Class VII Fiqih Subject Teacher said that already some teachers when teaching apply the elements in the SAVI learning model (Somatic, Auditory, Visualization, Intellectualy) when delivering material in the learning process. learning to teach in special classes on fiqh subjects. Fiqh subject teachers when delivering material often use infocus as a medium to convey information to students.

In using infocus as a medium for delivering material used by fiqh teachers at Yaspend Muslim Private MTs, Pematang Tengah, two of the elements in SAVI learning (Somatic, Auditory, Visualization, Intellectualy) have been implemented, namely, Hearing (Audio) and vision (visual).), but the remaining two elements have not been implemented in the learning process. Gestures (somatic) and problem solving (Intellect) are very rarely done, and this is what causes the level of self-confidence of students to be below average because they never display their abilities in public (action) and are unable to overcome a problem that occurs (Alfiani, 2016).

The fiqh teacher's hope is that students are able to understand the subject matter and be able to apply the material presented in everyday life. Here researchers conduct research by distributing questionnaires to find out how the learning process is as well as find out how the level of student confidence before implementing the SAVI (Somatic, Auditory, Visualization, Intellectually) learning model.

Data Distribution of Questionnaire Distribution of Learning Models

To test the level of student confidence through the application of the SAVI (Somatic, Auditory, Visualization, and Intellectualy) learning model, the researcher tested first, how the application of the learning model in the teaching and learning process in class in the VIIth grade Islamic Jurisprudence subject. The researcher distributed a statement questionnaire to the respondents (students).

Researchers asked 10 questions to 31 respondents. Furthermore, the researcher conducted an analysis of the answers to the questionnaire, each answer had assessment criteria, namely, alternative answers: (a) Ever (P) with a score of 3; (b) Rarely (RR) with a score of 2; and (c) Never (TP) with a score of 1. The value of the student questionnaire is presented in the form of a total score in the frequency table. The maximum total score is 30 and the minimum is 10. However, in reality after calculating the total score from the questionnaire, a score of between 15 and 26 is obtained. As in the following table:

Table 1. Questionnaire Total Score Frequency Before Implementing the Learning Model

Student Questionnaire Value (Total Score)	Frequency
15	2
17	2
18	6
19	3
20	5
21	1
22	4

DOI: https://doi.org/10.31004/basicedu.v7i2.4842

23	3
24	2
25	1
26	1
27	1
Total	**31**

To get a more thorough explanation, the values of the questionnaire respondents in the table above are grouped into three categories, namely the poor, moderate, and very good categories. Calculation of categories based on the calculation of class intervals as follows:

Looking for range = highest score - lowest score

$= 27 - 15$

$= 12$

JK $= 3$

class intervals $= \frac{\text{range}}{\text{JK}}$

$= \frac{12}{3} = 4$

From the calculation above, it is obtained that the interval class is 4. So that the poor category is between 15-18, the moderate category is between 19-22, the good category is between 23-27.

Table 2. Category of Learning Model Questionnaire Value Frequency

Category	Interval	Frequency	Percentage
Not good	15 – 18	10	32,25 %
Medium	19 – 22	13	41,94 %
Good	23 – 27	8	25,81%
Total		**31**	**100%**

Based on the results of the distribution of the questionnaire described in the table above, it can be seen that the application of the learning model in the learning process is classified based on three categories, namely 10 less with a percentage of 32.25%, while as many as 13 students with a percentage of 41.94%, and a good category of 8 students with a percentage of 25.81%. So, it can be concluded that the application of the learning model to the learning process at Yaspend Muslim Private MTs in Pematang Tengah is moderate at 41.94%. This means that when students take part in the teaching and learning process by applying a less varied learning model (only applying conventional learning models) it makes students bored so that they are in the medium category with a percentage level of 41.94%.

Normality test

The normality test is used to determine whether the data population is normally distributed or not. This test is carried out as the first requirement in determining the hypothesis test to be carried out. To test the normality of the data, the researchers used the SPSS 16.0 For Windows application. The calculation of the researcher's normality test is presented in the following table:

Table 3. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
SAVI Learning Model	.130	25	.200*	.968	25	.588
Confidence	.168	25	.067	.931	25	.092

a. Lilliefors Significance Correction

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Confidence	.168	25	.067	.931	25	.092
*. This is a lower bound of the true significance.						

Based on the provisions of the normality test using SPSS, if respondents > 50 then the test used is the Kolmogorov-Smirnov test. If the number of respondents is <50, the test used is the Shapiro-Wilk test. The number of respondents in this study were 31 people, so the test that can be used is the Shapiro-Wilk normality test. The data will have a normal distribution if P > 0.05. The test results with SPSS 16.0 For Windows, the significance value of each variable was obtained, namely: Sign SAVI learning model (Somatic, Auditory, Visualization, and Intellectually) of 0.588 and sign of self-confidence of 0.092. Because the sign variables of the SAVI learning model (Somatic, Auditory, Visualization, and Intellectually) and Confidence are greater than 0.05, the data distribution is above normal.

Hypothesis Test Analysis

To find out the effect of the SAVI (Somatic, Auditory, Visualization, and Intellectualy) learning model on students' self-confidence at MTs Yaspend Muslim Pematang Tengah, a hypothesis test will be carried out using correlation and regression analysis. First, data on the effect of the SAVI Learning Model (Somatic, Auditory, Visualization, and Intellectualy) on Student Self-Confidence at Yaspend Muslim Private MTs Central Pematang.

Table 4. Auxiliary Table Data for Calculating Regression

No.	X	Y	X^2	Y^2	XY
1.	25	26	625	676	650
2.	27	26	729	676	702
3.	24	29	576	841	696
4.	25	22	625	484	550
5.	24	23	576	529	552
6.	22	26	484	676	572
7.	25	25	625	625	625
8.	23	24	529	576	552
9.	25	23	625	529	575
10.	26	27	676	729	702
11.	23	23	529	529	529
12.	26	27	676	729	702
13.	20	21	400	441	420
14.	26	27	676	729	702
15.	21	26	441	676	546
16.	26	21	676	441	546
17.	27	27	729	729	729
18.	25	25	625	625	625
19.	20	17	400	289	340
20.	18	20	324	400	360
21.	19	20	361	400	380
22.	21	25	441	625	525

$\sum X = 731$ $\sum X^2$ = 17531
$\sum XY = 17954$
$\sum Y = 752$ $\sum Y^2$ = 18538

The findings of the following research results are based on the results obtained in hypothesis testing and data analysis through questionnaires that have been given, it is known that the influence of the SAVI (Somatic, Auditory, Visualization, and Intellectualy) learning model is well used in the learning process in schools, especially in private MTs Central Pematang Muslim Yaspend.

DOI: https://doi.org/10.31004/basicedu.v7i2.4842

23.	26	28	676	784	728
24.	26	26	676	676	676
25.	26	26	676	676	676
26.	29	29	841	841	841
27.	18	21	324	441	378
28.	25	26	625	676	650
29.	26	27	676	729	702
30.	20	20	400	400	400
31.	17	19	289	361	323
Jumlah	731	752	17531	18538	17954

Based on a questionnaire about the effect of the SAVI (Somatic, Auditory, Visualization, and Intellectualy) learning model on the character building of self-confidence in class VII students of MTs Yaspend Muslim Pematang Tengah Private MTs, the findings in this study are that there is a positive influence between the SAVI learning model (Somatic, Auditory, Visualization, and Intellectualy) on the character building of student self-confidence, and student self-confidence has a significant level with the use of the SAVI (Somatic, Auditory, Visualization, and Intellectualy) learning model at Yaspend Muslim Private MTs in Central Pematang.

In this study it was found that H_a was accepted, which means that there was a positive and significant influence between the SAVI (Somatic, Auditory, Visualization, and Intellectualy) learning model on the character building of class VII students at MTs Yaspend Muslim, Central Pematang Tengah. So after obtaining F_{count} and F_{table} (1:29) (0.05) = 4.18 it can be concluded that $F_{count} > F_{table}$ accept H_a with the result that there is a positive and significant influence between the SAVI learning model (Somatic, Auditory, Visualization, and Intellectualy) on character building in class VII students of Yaspend Muslim Private MTs in Central Pematang. Thus it shows that the research carried out fulfills the elements of good validity and can be accounted for in accordance with the data that has been processed with statistics. The results of this study have been supported by statistical data processing and carried out according to existing procedures in existing quantitative research.

CONCLUSION

Based on the description of the findings and discussion of the research above, it can be concluded that the effect of the SAVI model on student character building is in the good category, with a regression test F_{count} of 37.59 and F_{table} of 4.18. Thus, it can be concluded that the SAVI learning model (Somatic, Auditory, Visualization, and Intellectualy) has a positive effect on student Character Building, because this learning model involves all student sensory modalities so that students become active.

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