SAVI Learning Model is a Solution for Teachers in Active Learning

Destiani Rahmawati[1]; Mohamad Maulidin Alif Utama[2]; Ike Hilatun Nisa[3]
[1,3]Pendidikan Agama Islam, STAI Asy-Syukriyyah, Indonesia, Pendidikan Agama Islam STAI Asy-Syukriyyah, Indonesia
[2]Pendidikan Guru Madrasah Ibtidaiyyah, STAI Asy-Syukriyyah, Indonesia
[1]Contributor Email: destiani@asy-syukriyyah.ac.id

Abstract
The learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging, and motivating students to participate actively and provide sufficient space for initiative, creativity and independence in accordance with the talents, interests, and physical and psychological development of the subject learners or perpetrators of learning activities. In order for students to act as learning actors, the teacher should plan learning activities that require students to do a lot of learning activities. SAVI is a solution in learning problems for teachers. The purpose of this research is to describe SAVI learning model. The method used is literature study. Results of this research showed that the SAVI learning model able to change and transform the learning paradigm from teacher centered to student centered so that the learning is more competitive and fun.
Keywords: SAVI, Teacher, Active, Learning

Abstrak
Proses pembelajaran pada setiap satuan pendidikan dasar dan menegah harus bersifat interaktif, inspiratif, menyenangkan, menantang, dan memotivasi pserta didik untuk berpartisipasi aktif serta memberi ruang yang cukup bagi prakarsa, kreatifitas, dan kemandirian, sesuai dengan bakat, minat, perkembangan fisik serta psikis peserta didik. Agar siswa bertindak sebagai pelaku pembelajaran, guru harus merencanakan kegiatan-kegiatan yang mengharuskan siswa untuk melakukan kegiatan belajar. SAVI merupakan solusi masalah pembelajaran bagi guru. Penelitian ini bertujuan untuk menggambarkan model pembelajaran SAVI. Metode yang digunakan adalah studi kepustakaan. Hasil penelitian menunjukkan bahwa model pembelajaran SAVI mampu mengubah dan mentranformasikan paradigm pembelajaran yang berpusat pada guru menjadi pembelajraan yang berusat pada siswa sehingga pembelajaran lebih kompetitif dan menyenangkan.

Kata kunci: SAVI, Guru, Aktif, Pembelajaran

A. Introduction

The learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging, and motivating students to participate actively and provide sufficient space for initiative, creativity and independence in accordance with the talents, interests, and physical and psychological development of the subject learners or perpetrators of learning activities (Setiawan et al., 2021, p. 286). In order for students to act as learning actors, the teacher should plan learning activities that require them to do a lot of learning activities.

The expected learning behaviors are as following: (1) the given information, orders, and questions by the teacher should only be around 10 to 30%, the rest should come from students; (2) students search for information, find, select and use information sources (3) students take more initiative; (4) students ask questions; (5) students participate in the process of planning, implementing, and evaluating learning; (6) there is self-assessment and peer-assessment.

The use of activities is of great value in learning, by carrying out activities in the learning process, students can seek their own experiences, foster harmonious cooperation among students, work according to their own interests and abilities, develop understanding and critical thinking and can develop all aspects of the students' personality, so that activities that are conducted during the learning are more engaging(Ulhusna et al., 2013, p. 32). Especially if the learning activities are related to writing, viewing, reading, remembering, thinking, practicing, and practicing. Without learning activities, the learning process will not be successful.

However, based on field observations, students learning activities are in contrast to the ideal concept, approximately 45% of the students are passive in the classroom. The findings indicate that; (1) students have not been able to actively work on their group assignments. When a group consists of 8 students, only 1 to 2 students do their assignments and the rest are chatting (2) students are not able to do their own assignments, students are used to cheat their friends' assignments that have been assessed by the teacher. (3) students cannot express their own opinions, they tend to wait for their friends to answer and then simultaneously answer. There are only 3 to 4 students who are able to answer the teacher's questions. Other students tend to answer yes and no questions. If the given questions consist of a HOTS (High Order Thinking Skill) critera, the students do not try to answer them. (4) Students cannot express the conclusions of the lessons

they have learned when they were asked to conclude the lesson learned. (5) Students are glued to only using the students' theme book. (6) When a teacher explains the lesson, the students do not have the desire to ask questions and relatively accept what the teacher says. Based on the results of the analysis of students scores in the field, it also shows that 30% of the students get good grades and the remaining 70% of students do not get good grades. Based on the findings described above, it is certainly not in accordance with the indicators of good learning activities, this shows that student learning activities are still low.

Teachers generally teach by lecture and expository methods in the field. This causes students to be less active in learning. In addition, students who only receive learning passively will not be able to understand what they learn. This is not in accordance with the real learning objectives. In addition, learning is still glued to the source book. It is still often found that students only follow the directions of teachers who are still accustomed to teaching by using learning steps such as: presenting learning materials, giving examples of questions and asking students to work on practice questions contained in the textbooks they use in teaching and then discussing them with students. Some students seem to be able to follow well every explanation or information from the teacher, the rest of the students do not listen and are busy with their respective activities outside of learning. Students rarely ask questions to the teacher so that the teacher is busy explaining what he has prepared and students only accept what the teacher says. This, if left alone, of course, will have a bad impact on students who always rely on their friends in doing assignments, students do not have the desire to ask questions and are difficult to ask questions, students are used to being fed subject matter by teachers who are not used to finding out first, students will find it difficult to express their opinions. Students find it difficult to develop because they are always fixated on one book, and cannot make their own conclusions.

Therefore, it is necessary to make improvements in learning activities. One of them is by using varied learning. Teachers should be able to create a learning process that can involve students actively, so as to create a fun learning process. Based on the academic anxiety above, the author offers one of the learning models, namely SAVI, which the author will describe in this research.

B. Method

This study used library research with reference search efforts literature related to the subject matter discussed descriptively. Concept studies or literature is done by critical and careful study of the relevant literature with the subject matter that will be studied and analyzed (Zhang et al., 2011, p. 624).

The approach in this research was a qualitative approach that was descriptive-interpretative. The type of this research was a library research and the data was descriptive narrative about teacher and SAVI learning model. As a library research, the data collection technique used was documentation by taking data from various relevant literatures.

C. Result and Discussion

Teacher's Role in Learning

Education is an interaction between educators and students to achieve educational goals, which take place in an educational environment. Students will be a determining factor that influence everything needed to achieve the goal of the learning (Karweti, 2010, p. 78).Thus, after the quality of education is improved according to the development of the times, all the potentials possessed by students as successors of the nation will progress and develop according to their respective potentials through activities learned at school, so that the learning objectives can be achieved in learning outcomes.

The role of the teacher in the learning process, among others, as an informer/communicator, organizer, conductor, motivator, director and mentor, initiator of ideas, spreader, facilitator, evaluator, and educator (Magdalena et al., 2020, p. 384). In the teaching and learning process as a whole process of the teachers' role cannot be ruled out. Because learning is an interaction between educators in this case teachers with students or students who produce changes in behavior. In schools, teachers are one of the main determining factors in improving quality of education. Therefore, the process must be designed in such a way that can produce learning achievement in accordance with the desired objectives.

Teachers are formal educators because of their educational background the society believes to them and their appointment as an educator. While other educators are informal educators. The relationship

between teachers and students in the teaching and learning process is a decisive factor. Professional abilities and the role of teachers, quality curriculum, educational infrastructure and facilities, costs, climate and school management is influential on the educational process in schools in order to improve achievement student learning. In the learning process, the teacher must be able to use methods or a good way of teaching so that students interested or not bored during the learning process. This is considerably influential on the learning process.

The relationship between teachers and students in the teaching and learning process is a decisive factor. However, good lesson material given is perfect the method used. Professional abilities and teacher roles, curriculum quality, facilities educational infrastructure and facilities, costs, climate and school management are very influential to the educational process in schools in order to improve student achievement

SAVI learning model discourse

Learning in school environment must be designed to make independent learning and use a scientific approach. SAVI learning model (Somatic, Auditory, Visual, Intellectual) emphasizes that a learning must be take advantage of all the senses that students. The main objectives of the SAVI learning model is to create students who are active in physical activity or intellectual activity in the learning process (Indrawan, 2018, p. 63). The SAVI learning model gives a good influence, learning that applies SAVI provides results in increasing motivation and learning outcomes as well as learning achievement, improvement of listening to stories, improvement of skills, improve problem solving and critical thinking skills.

The elements in the SAVI learning model are Somatic, Auditory, Visual, Intellectual.

a. Somatic

It means that learning to use body movements (hands-on, physical activity), so students learn by understanding and doing own learning experience.

b. Auditory

Auditory learning means learning by involving auditory abilities (hearing). Learning must be through listening, listening, speaking, presentation, argumentation, express opinions, and respond to the opinions of students other. In designing interesting mathematics lessons for the auditory (hearing) channel, the teacher can do actions such as talking about what material is being studied. Students are

expected to be able to express opinions on the information that is heard on the teacher's explanation.

c. Visual

Visual study is learning by involving visual abilities (vision). This means that learning must use eye senses to observe, describe, demonstrating, reading, using media and tools display. This visual learning can be done by performing actions such as asking students to explain return the material that has been taught, describe the process, principle, or the meaning it exemplifies.

d. Intelectual

It means that learning must use the ability think (minds-on). Learning must be with concentration of mind and practice using them through reasoning, investigating, identify, discover, create, construct, solve problems, and implement them (Siregar et al., n.d., p. 34).

SAVI Learning Model Solutions For Teachers In Learning Problems

The SAVI learning model gives good influence. Learning that applies SAVI provides results in increasing motivation and learning outcomes as well as learning achievement, improvement of listening to stories, improvement of skills, improve problem solving and critical thinking skills.

The SAVI learning model relies heavily on the human senses so that it can improve students' critical reasoning who were previously passive students in the learning process, students are more active and dare to express opinions in the learning process. As for the steps that must be taken in the SAVI learning model, namely (Murti et al., 2019, p. 123):

a. Preparation stage

At this stage the teacher motivates students, gives positive feelings about future learning, implementing, and placing students in optimal situations to learn. Things that can be done at the preparatory stage: teacher convey clear and meaningful learning objectives (auditory), the teacher divides the students into small groups (somatic), stimulate students' curiosity, and invite students to students to be fully involved in learning.

b. Delevery Stage

Things that can be done at this stage are: teacher conveys material with real examples (somatic, auditory, visual), from the teacher's example explaining the material (auditory, visual)

c. Training Stage

At this stage, the teacher helps students to integrate, absorb new knowledge and skills by involving the senses. Things that can be done at this stage are teacher provides LKS to be completed by discussing according to their respective groups (intellectuals), and the teacher discuss LKS (auditory, somatic, intellectual).

d. Result Appearance Stage

At this stage, the teacher helps students to apply and expand their new knowledge or skills at assigned tasks so that learning outcomes will stick and the appearance of the results will continue to improve. Things to do that is, the teacher gives reinforcement to the material that has been studied (auditory), provides an evaluation to find out level of understanding of students after the learning process (auditory, intellectual), giving homework and study messages (intellectual).

From the steps of the SAVI learning model above, it eases teacher inteaching because students will think for themselves and donot rely on results from their friends because they have respective roles and responsibilities to carry out.

Tabel 1
Stage Of SAVI

STAGE	Teacher Activity	Componen
Preparation Stage	Teacher arises students' interest, gives a positive feeling about the experience future study, and sets them on.	Auditory, Visuallization Intellectually
Delevery Stage	Optimal situation for learning. Teacher helps students to find out new learning materials by involving senses for all styles Study	Somatic, Auditory, Visuallization, Intellectually

Training Stage	Teacher helps students to integrate and absorb new knowledge and skills in various ways	Somatic, Auditory, Visuallization, Intellectually
Result Appearance Stage	Teacher helps students to apply and expand their knowledge and skills to achieve learning outcomes.	Auditory, Visuallization, Intellectually

The implementation of SAVI learning model will be effective and efficient if it follows stages above, so that learning that was previously only teacher-centered will change its paradigm into student-centered and increase students' enthusiasm in the learning process. Not all learning models are perfect but there are strengths and weaknesses. As for the weaknesses and strengths of SAVI learning, namely:

Strength:

a. It improves students' intelligence in an integrated manner through the combination of physical movement with intellual activity.
b. Students' memory of the material being studied is stronger because students build their own knowledge.
c. The atmosphere in learning is engaging because students feel cared and donot bored during the study.
d. It cultivates cooperation as more clever students can help less clever students.
e. It creates a more interesting and effective learning atmosphere.
f. It enables to increase students' psychomotor creativity and ability.
g. It maximizes students' concentration.
h. Students will be motivated to study harder.
i. It trains students to get used to thinking and expressing.
j. It elicits opinion and dare to explain answers to questions (Sugesti et al., 2018, p. 16).

There are many advantages of the SAVI learning model, in the author's opinion, from these advantages there is a common thread, namely the change or transmission of a very concrete learning paradigm so that

students further improve their skills, especially the SAVI learning model, in the author's opinion, is more suitable for primary and secondary education levels. on learning materials that are critical reasoning.

Weakness:
a. The application of this learning requires complete comprehensive learning facilities and infrastructures that must be in accordance with what is needed so that requires relatively large educational costs.
b. Because students are used to being given information in advance, it is difficult to find an answer or his own ideas.

There are shortcomings in a concept, these deficiencies can be minimized by increasing the active role of teachers in the learning process. With the SAVI learning model, teachers are also highly demanded to play a role even though the process is small but it does not eliminate the role of the teacher that has been described by the author above related to the role of the teacher in the learning process. There must be a take and give and good communication between educators and students

E. Conclusion

The learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging, and motivating students to participate actively and provide sufficient space for initiative, creativity and independence in accordance with the talents, interests, and physical and psychological development of the subject learners or perpetrators of learning activities. In order for students to act as learning actors, the teacher should plan learning activities that require the students to do a lot of learning activities. There are problems in the learning process so that it hinders the teacher in the learning process. This SAVI learning model is a solution to the problems experienced by teachers, namely the inactivity of students in the learning process. The SAVI learning model is able to change the learning paradigm from teacher-centered to student-centered.

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