

The Effect of Savi Model (Somatic, Auditory, Visualization, Intellectual) on Creative Thinking Skills Based on Student Learning in IV Class in Basic School

Witraria Rahmi¹, Yanti Fitria², Daharnis³

State of University Negeri Padang

Abstract: *The purpose of the study The effect of the savi model (somatic, auditory, visualition, intellectual) on creative thinking skills based on the learning outcomes of Class IV students in elementary school. Research Methodology The type of quantitative research in the form of Quasi Expansional Design. The sample in this study is simple random sampling technique. Subjects in this study were class IV A and class IV B at SDN 08 Alang Lawas Padang. Technique of collecting test and questionnaire data, data analysis techniques to test data normality, hypothesis homogeneity. Research Results The creative thinking ability of students who learn to use the SAVI model is better than the creative thinking ability of students who learn to use the expository model. The creative thinking ability of students with high learning outcomes who learn by using the SAVI approach is better than the creative thinking ability of students with high learning outcomes who learn with expository models. The ability to think creatively of students with low learning outcomes who learn using the SAVI approach is better rather than the creative thinking ability of students with low learning outcomes who learn with expository models. There is no interaction between the SAVI approach and student learning outcomes in influencing students' creative thinking abilities.*

Keywords: Creative Thinking, SAVI Mode

1. Introduction

Education is very important to maintain the existence of a country. The development of education in Indonesia is carried out with the 2013 Curriculum. Competency-based curriculum means that the curriculum focuses on developing competencies, also emphasizes the competence of graduates with noble, skilled characters, and thematic learning processes. 2013 curriculum builds the character of students so that it will be implemented for their daily lives. One of the demands in the 2013 Curriculum is a learning process that is centered on students who use a scientific approach. Supporting the curriculum provided by the government is a book for students and teachers. The teacher plays his role as a facilitator, motivator, and learning resource.

Education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible (Law No.20 of 2003) . In order to produce competitive graduates, renewal is needed in the management of education. One of them is the factor of teacher interaction with students. Teacher and student interaction in relation to the presentation of learning experiences, curriculum has a central position. The world of education at the moment is always experiencing developments and changes towards the improvement of the curriculum. The curriculum improvement has always changed, especially in the era of curriculum globalization which has experienced three times, namely, Competency-Based Curriculum (KBK), Education Unit Level Curriculum (KTSP), and now the 2013 Curriculum that was born based on Ministry of Education and Culture no 20-24 in 2016.

Special Curriculum 2013 Primary School has been implemented and has been revised from 2013 to 2016. Depdiknas (2006: 5) states that, thematic learning as a learning model is included in one type / type rather than an integrated learning model. The term thematic learning is basically an integrated learning model that uses themes to associate several subjects so as to provide meaningful experiences to students. Thematic learning whose implementation is no longer separated but becomes a holistic and integralistic one. Tyler (in Jacobs, 1989: 25) has suggested that separate learning be more integrated, because if experiences are not linked, learners will develop learning activities that are not related to one another and are not effective in dealing with everyday life.

Thematic learning allows students to understand directly what they want to learn through interesting and direct activities, such as observation or observation, not just notifications from educators, this learning also examines concepts from various sides of the subject, allowing students to understand a concept more mature and in the future students will be wiser in addressing various things, not just seeing things from one side. Learning in Curriculum 2013 is done by integrating several subjects into predetermined themes. In order to achieve togetherness and improve the quality of education in Indonesia, there is a need for careful educators in compiling learning activities. Optimal learning is largely determined by the quality of the process and learning outcomes, one of which is to foster students' creative abilities. Students' creative thinking skills also influence learning outcomes. Creative thinking is able to enrich ways of thinking with diverse alternatives. In other words, creative thinking gives wider and deeper answers (Ahmad Susanto, 2013: 109). Creativity is the result of interactions between individuals and their environment.

Volume 8 Issue 1, January 2019

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

Someone influences and is influenced by the environment in which he is located, thus both changes in the individual and in the environment can support or can hinder creative efforts. The implication is that creative abilities can be improved through education (Utami Munandar, 2012: 12).

But in reality, these expectations have not been able to materialize optimally. The teacher is still dominant using learning with the lecture method where all learning is only centered on the teacher without activating the students so that learning is still less meaningful for students. The current condition of learning that takes place in schools is still dominated by learning by the lecture method. Such learning is characterized by a dominant role in the teacher, students are seen as objects and learning is interpreted as a transfer of knowledge. Awareness of the need for strategies in learning is based on the fact that most students are less able to connect between what learners learn and how they are used in real life. This is because the learning outcomes that students get are only abstract. The learning strategies that they have received so far are only the prominence of memorizing the level of the subject matter, but not followed by deep understanding or understanding that can be applied when dealing with new situations in life (Muslich, 2007: 40). Teachers are expected to be able to plan learning in such a way that students are interested in learning so that students' initial understanding is formed and students are able to think creatively during the learning process. There are various learning strategies used in learning to improve learning outcomes and creative skills of students in integrated thematic learning.

Based on observations on September 4-15 in SD Negeri Alang Lawas Complex that has implemented the 2013 curriculum. The reality that occurs during teacher observation explains the material but students are less able to identify arguments. Students lack direct experience of a real as a basis for understanding abstract so students are less able to identify which logic is wrong. Students in the discussion of group discussions were less able to express themselves to vent themselves to appear in front of the class to present the results of their group discussions. In accordance with this statement, the creative thinking skills of students who have not developed well, one of which is caused by learning in schools that lacks empowerment of students' thinking skills. The reality is this is what should be the ability to think creatively for teachers to carry out updates on learning. Innovation needs to be done in order to create a fun, interesting learning atmosphere, making students focus on learning, able to create a conducive learning atmosphere and lead to the creation of an optimal learning atmosphere.

One of them is through the "SAVI" approach (Somatic, Auditory, Visualition, Intellectual). Somatis is by presenting material that can involve students to be more active with all their abilities, not only active in asking questions but also active in terms of finding out the knowledge. Auditory learning by listening and speaking with this is expected that students can ask questions that they do not know from the explanations described by the teacher. Visually observe and pay attention to the knowledge taught. Intellectual. Learning by solving problems and thinking about them so that

problems can be solved (Dave Meir, 2002: 91). SAVI elements have the potential to practice science skills because in SAVI learning not only uses minds-on skills, but also uses hands-on. The SAVI approach also has the potential to overcome the diversity of student learning types in the classroom. Each student in a class basically has a tendency to learn different styles in understanding the subject matter. Through the SAVI approach students can develop students' science process skills with their learning styles such as somatic, auditory, visual, and intellectual. Based on the description, it is necessary to do a study that examines the influence of the SAVI model (Somatic, Auditory, Visualition, Intellectual) on creative thinking skills based on student learning outcomes

2. Research Methodology

Types of Research Based on the problems and objectives to be achieved, this study uses a quantitative approach in the form of Quasi Expansional Design. Observations were carried out 2 (two) times, namely before the experiment and after the experiment, namely: the experimental conditions with the SAVI learning model and the conditions of comparison (control) with student learning outcomes, Place and Time. , City of Padang, Province of West Sumatra Population The population in this study were all fourth grade students of Alang Lawas Elementary School in Padang City who were enrolled in even semester 2018/2019. Samples In this study researchers took the subject using simple random sampling technique. Subjects in this study were class IV A and class IV B at SDN 08 Alang Lawas Padang.

Systematic procedures can be used to achieve research objectives. In general, the research procedure is divided into three stages, namely the preparation, implementation and research stages. Data analysis techniques Data analysis aims to test the proposed hypothesis, whether accepted or rejected. Before conducting a hypothesis test, a normality test and a variance homogeneity test are conducted on the sample class, to see whether the sample is normally distributed or not and whether the two groups of data have a homogeneous variance or not

3. Research Result

The creative thinking ability of students who learn to use the SAVI model is better than the creative thinking ability of students who learn to use the expository model The hypothesis that the ability to think creatively of students who learn to use the SAVI model is better than the creative thinking abilities of students who learn to use expository models taught with conventional learning the findings illustrate that creative thinking skills obtain thitung which is 2.517, while t table is 2.02. From these data obtained tcount> t table means the hypothesis is accepted, meaning that the creative thinking ability of students who learn to use the SAVI model is better than the creative thinking ability of students who learn to use expository models.

The findings above are in line with the research of I Dewa Gede Satria Juniarta, 2012 with the title "The Influence of the SAVI Approach to Science Learning Outcomes of Grade V Students of SD Cluster 5 in Kediri District, Tabanan

Regency". This study aims to determine the differences in science learning outcomes between groups of students who were taught using the SAVI approach and the group of students who were taught using conventional learning models. The results of this study found that: (1) the students' learning outcomes in the experimental group were classified as good / high with an average (M) of 20.44. (2) Science learning outcomes of the control group students are quite / moderate with a mean (M) 16.14. (3) There are significant differences in science learning outcomes of class II semester II students between groups of students who follow the SAVI approach with groups of students who take conventional learning models ($t_{count} > t_{table}$, $t_{count} = 3.85$ and $t_{table} = 2.005$). It can be concluded that the SAVI model has an effect on learning outcomes.

The learning process is the overall development process of interaction and learning experience. The learning process is not determined by the tastes of the teacher, but is very much determined by the students themselves, which is called teaching students (Sanjaya, 2009: 214). Recognizing the importance of involving students in the learning process, research has been carried out in a study that uses a learning model that can arouse student creativity by applying somatic, auditory, visual, and intellectual learning models (SAVI). In the control class, the class IV class was also carried out by the research method. It aims to see the influence of somatic, auditory, visual, and intellectual learning models (SAVI) in improving students' creative thinking skills. The results showed that students' creative thinking skills in learning increased student learning outcomes by using somatic, auditory, visual, and intellectual learning models (SAVI) in the experimental class, in a composite manner in the control class. By paying attention to students' initial ability to have a positive impact on students' creative thinking abilities. The initial ability of students in the learning process is very important for teachers to be able to provide the right lessons, not too difficult and not too easy (Harjanto, 2010: 128).

This only happened in the experimental class, different in the control class students were more silent and relied on other friends, because of a lack of understanding of the material that caused students not to know what to ask and did not know what would be answered if someone asked or the teacher asked. So that the differences in the results of the creative thinking ability of the experimental class students with the results of the creative thinking skills of the control class students. Integrated science in learning is needed for teachers to plan, design, and implement learning processes absolutely (Yanti Fitria, 2018) SAVI Learning adheres to the flow of modern cognitive science which states that the best learning involves emotions, the whole body, all senses, and all personal depth and breadth, respecting the learning styles of other individuals by realizing that people learn in different ways. Linking something to the nature of nonlinear, non-mechanical, creative and life reality.

The creative thinking ability of students with high learning outcomes who learn by using the SAVI approach is better than the creative thinking ability of students with high learning outcomes who learn with expository models. Hypotheses that say that the ability to think creatively of

students with high learning outcomes who learn using the approach SAVI is better than the creative thinking ability of students with high learning outcomes who study with the expository model the results of the t test of creative thinking ability of students with high initial ability get tcount which is 5.01 while t table is 2.13. From the data obtained $t_{count} > t_{table}$ means the hypothesis is accepted, that is there is influence. The ability to think creatively of students with high learning outcomes who learn using the SAVI approach is better than the creative thinking ability of students with high learning outcomes who learn with expository models.

Based on the results of the high-preliminary SAVI learning model in the experimental class the results were higher than the high-preliminary students in the control class with extracurricular learning. Likewise, the low initial ability students in the experimental class are better than the low initial ability students in the control class. This is because the SAVI model learning model in the experimental class gives students more time to think about understanding the material and solving problems according to their initial abilities individually. SAVI elements have the potential to practice science skills because in SAVI learning not only uses minds-on skills, but also uses hands-on. The SAVI approach also has the potential to overcome the diversity of student learning types in the classroom. Each student in a class basically has a tendency to learn different styles in understanding the subject matter. Through the SAVI approach students can develop students' science process skills with their learning styles such as somatic, auditory, visual, and intellectual.

The difference in the SAVI learning approach with the expository learning model in learning is the basis of the thinking framework in the development of this research. Learning that uses the expository learning model is teacher-centered learning so that the teacher is the only learning resource and determinant of the course of the learning process, in this case the expository learning model cannot provide broad access to learning information so students cannot develop independently, to actualize the knowledge or experience he has. Implementing the SAVI model, students who have high learning outcomes can easily master the lessons being learned, because they are helped by exploration activities where the teacher provides stimulus in the form of activities and tasks such as through demonstrations / tracing of a problems that show data and facts related to the conception to be studied. Thus students are challenged to find out for themselves the concepts that are being studied. This condition makes it easier for them to improve their understanding so that they can ultimately improve students' creative thinking skills. Students smoothly explain material conclusions, but the explanation is not based on material conclusions or based on the results of his own thoughts (Yanti, Fitria, 2018).

Torrance in Failsaisme (2008: 109) creative thinking is a process that involves elements of originality, fluency, flexibility, and elaboration. Creative thinking is one of the processes of being sensitive or aware of problems, shortcomings, and gaps in knowledge for which there are no solutions learned, bringing information, finding solutions, guessing, creating alternatives for problem solving,

perfecting and finally communicate the results. The use of the SAVI model for students with low learning outcomes can also increase their understanding of the concepts learned. They are increasingly challenged by following the steps that have been determined structurally by the teacher. Stages that are not difficult for students to make them with low learning outcomes are enthusiastic in learning coupled with motivation by the teacher. This can improve students' creative thinking skills, because they can find new concepts from their own analysis and this will affect the understanding of the material being studied.

Differences The creative thinking ability of students with low learning outcomes who learn using the SAVI approach is better than the creative thinking ability of students with low learning outcomes who learn with expository models. The hypothesis that reads The ability to think creatively of students with low learning outcomes who learn using the approach SAVI is better than the creative thinking ability of students with low learning outcomes who study with the expository model the results of the t test of creative thinking ability of students with low initial abilities get tcount which is 3.571, while ttable is 2.13. From the data obtained tcount > t table means the hypothesis is accepted, i.e. there is influence The ability to think creatively of students with low learning outcomes who learn using the SAVI approach is better than the creative thinking ability of students with low learning outcomes who learn with expository models. The findings above illustrate that the ability to think creatively in low ability students is not better or equally does not affect the initial low ability of the control class using the expository method.

According to Susanto (2013: 115) creative thinking is a way of building ideas that can be applied in life. A creative process will emerge if there is a stimulus. The creative process is summarized in five stages, namely: stimulus, exploration, planning, activity and review. Casdan and Welsh (2001: 60), in their study found that students who have high creativity tend to be more independent, seek change in their environment, and their interpersonal relationships are more open and active. The following is described the behavior of creative children who have a high level of intelligence, as follows: (a) Active thinking that is characterized by great curiosity and responsiveness in solving problems, (b) Be careful in taking an action, (c) Excited in solve problems, (d) try to be better from time to time, so that they always want to do new things and (e) have high sensitivity so that it is easy to read the opportunities that exist. The SAVI model is an approach to learning by combining physical movements with intellectual activity and use of all sensory devices. The elements contained in "SAVI" are somatic, auditory, visual and intellectual. These four elements must be present in learning events, so learning can be optimal. Based on the description above about the difference between the SAVI model and the expository learning model, it can be used as a conceptual framework that the SAVI approach has a high contribution to students' creative thinking abilities.

Interaction between SAVI Learning Model and Learning Outcomes on Creative Thinking Ability Students hypothesizes that there is interaction between learning and creative

thinking skills with the learning outcomes of fourth grade students of SDN 08 Alang Lawas Padang. The findings illustrate that interaction A (Model SAVI) x B (Initial Ability creative thinking), $F_h = 0.262$ and $F_{0.05}(2,24) = 3.15$ because of $0.262 < 3.15$. So that H_0 is accepted and H_1 is accepted, thus it can be concluded that there is no interaction between the SAVI learning model and the remaining learning outcomes. In the experimental class students participate directly in the learning process because in the SAVI learning model requires students to require students to apply the SAVI model to student learning activeness. . Students feel challenged to explore the material by conducting learning activities that have been determined by the teacher. The activities carried out at the time of applying the SAVI learning approach, starting with exposing students to a real or simulated problem that is challenging, so that students are motivated to solve it because it can be seen from various perspectives. Students with high learning outcomes can improve their creative thinking skills because students can explore knowledge by connecting and integrating the knowledge they have in solving problems faced in groups and individually.

According to Shoimin (2014: 177), SAVI stands for Somatic, Auditori, Visualition and Intellectual. SAVI learning is learning that emphasizes that learning must utilize all the sensory tools students have. The theory that supports SAVI learning is Accelerated Learning, right / left brain theory; choice of modalities (visual, auditory and kinesthetic); the theory of multiple intelligences; holistic education; learning based on experience; learn with symbols. SAVI learning adheres to the flow of modern cognitive science which states that the best learning is involving emotions, the whole body, all senses, and all the depth and breadth of the person, respecting the learning styles of other individuals by realizing that people learn in different ways. Linking something to the nature of nonlinear, non-mechanical, creative and life reality. The "SAVI" approach is one of the approaches applied in science learning. Dave Meier (2002: 91) states that, "SAVI Approach" is an approach to learning by combining physical movements with intellectual activity and the use of all sense devices. The elements contained in "SAVI" are somatic, auditory, visual and intellectual. These four elements must be present in learning events, so learning can be optimal. In addition, contextual learning encourages students to find connections between the material being studied and real-world situations. Students are required to be able to capture the relationship between learning experiences in schools with real life and encourage students to be able to apply it in life. Not only expect students to understand the material they are learning, but how the subject matter can color their behavior in everyday life (Desyandri, 2012). Learning with multicontext makes students low learning outcomes motivated to learn so that they are expected to improve students' creative thinking skills. Because students learn with the conditions of everyday conditions, so that the knowledge gained is increasingly meaningful because it can be applied in their lives. If the increase in creative thinking skills of students with low learning outcomes is good enough. Then the application of SAVI learning interacts with learning outcomes, which means that the SAVI learning approach

model works well if students previously have Learning Outcomes for the material to be studied.

4. Conclusion

These findings can be summarized as follows: The creative thinking ability of students who learn to use the SAVI model is better than the creative thinking ability of students who learn to use the expository model. The creative thinking ability of students with high learning outcomes who learn by using the SAVI approach is better than the creative thinking ability of students with high learning outcomes who learn with expository models, the ability to think creatively of students with low learning outcomes who learn using the SAVI approach better rather than the creative thinking ability of students with low learning outcomes who learn with expository models. There is no interaction between the SAVI approach and student learning outcomes in influencing students' creative thinking abilities.

References

- [1] Anderson, O.W. & Krathwohl, D.R; 2001. *A Taxonomy For Learning, Teaching, and Assessing (A Revision of Bloom's Taxonomy of Educational Objectives)*. New York: Addison Wesley Longman, Inc.
- [2] Aris Shoimin, (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-RuzMedia.
- [3] Armiya. (2011). *Pengaruh Strategi Pembelajaran Ekspositori Dan Gaya Belajar Terhadap Hasil Belajar Pendidikan Agama Islam Siswa Smp Negeri 1 Kecamatan Peureulak Kabupaten Aceh*.
- [4] Aryati, Muchtar Ibrahim & Andry Irwan. (2015). *Effectivity of Peer Tutoring Learning to Increase Mathematical Creative Thinking Ability of Class VI IPA SMAN 3 Kendari 2004*. International Journal of Education and Research. Vol.3, No. 1 Januari 2015.
- [5] Dadang. I. (2016). *Implementation of Model SAVI (Somatic, Audiotory, Visualition, Intellectual) to Increase Critical Thingking Ability in Class IV of Social Science Learning on Social Issues In The Local Enverionment*. Journal of Education, Teaching, and Learning. Vol.1, No. 1:2016. p-ISSN: 2477-5924. e-ISSN: 2477-4878.
- [6] Desyandri. (2012). The Usage of Contextual Teaching and Learning (CTL) Approach to improve the process and learning outcome of Singing to the Student Class III Elementary School YPKK of Padang State University. *Pedagogi: Jurnal Ilmu Pendidikan*, 12(1), 36–52. Retrieved from <http://pedagogi.ppj.unp.ac.id/index.php/pedagogi/article/view/231>
- [7] Kuswana, W. S. (2011). *Taksonomi Berpikir*. Bandung: PT Remaja Rosdakarya.
- [8] Meir, D. (2002). *The Accelearning Handbook*. Bandung: ISBN 0-07- Mulyasa, E. (2009). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya.
- [9] Yanti Fitria, dkk. (2018) Critical Thinking Skills of Prospective Elementary School Teachers in Integrated Science-Mathematics Lectures. *Journal of Education and Learning (EduLearn)* Vol.12, No.4, November 2018, pp. 597~603 ISSN: 2089-9823 DOI: 10.11591/edulearn.v12i4.9633
- [10] Yamin Martinis, (2011). *Paradigma Baru Pembelajaran*. Jakarta: Gaung Persada (GP) Press Jakarta
- [11] Yusnaenti, (2017). *Creative Thingking of Low Academic Student Undergoing Search Solve Creative and Share Learning Integrated with Metacognitive Strategy*. International Journal of Instruction. Vol.10, No. 2. p-ISSN: 1694-609X. e-ISSN: 1308-1470
- [12]