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Implementation of Visual and Intellectual Auditory Somatic Learning Model to Improving Christian Religious Education Learning Outcomes

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Abstract: The SAVI learning model is still rarely known and used in learning at both the elementary, junior high and high school levels. Because this learning model as a whole maximizes the use of the senses of each existing student. Therefore, it is necessary to have a teacher who teaches with joy, activeness and creativity in managing the class in terms of combining the models, methods and learning media used. The thing that is a problem at Hasael Puru Vocational School besides inadequate facilities and infrastructure is the monotonous teaching and learning model of PAK teachers, namely only using the lecture method when teaching makes students become bored and sleepy in class so that it has an impact on decreasing student learning outcomes. This research was conducted to find out whether there was an increase in the learning outcomes of PAK Hasaek Vocational Students when the SAVI learning model was implemented. This study uses quantitative research that is a descriptive survey, with 25 student respondents who were given questionnaires totaling 30 questions (Variable X 15 questions and Variable Y 15 questions) and also took the results of students' summative scores for comparison, namely the summative scores of the even semester of the school year 2021/2022 and summative grades for the odd semester of the 2022/2023 academic year. With the research results it was found that when the SAVI learning model was implemented, student learning outcomes increased.

Keywords: Learning model; Learning outcomes; SAVI

Introduction

The development of education from era to era has an impact that can be felt by every human being. It cannot be denied that education has paved the way for everyone to have new knowledge and bring positive changes to humans (BP et al., 2022). Therefore, as written in Law no. 20 of 2003 concerning the National Education system states that, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the community, the nation and the state. This means that education is carried out consciously in which there is already planning that is carried out in order to achieve a goal which is of course useful for itself and has an impact on the environment. Education will affect students so that they experience changes that take place continuously towards a positive direction. Through National Education, it is possible to form a dignified Indonesian society and also have good religious spiritual strength.

Implementation is an action that has been planned beforehand and is equipped with the necessary facilities or infrastructure, the person who is implementing it, the place of implementation, the time of implementation and completion, and the method for carrying it out (Mamonto et al., 2018; Lestari et al., 2020). So it can be said that this implementation is closely related to a plan in which there is an effort made to give effect to something.

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Teachers according to Law no. 14 Article 1 of 2005 is "professional educators with the main task of educating, teaching, guiding, directing, training, evaluating students in early childhood education, formal education, basic education, and secondary education" (Law No. 14 of 2005 , 2009) (Sumiati, 2018). Based on this law, it can be said that the learning part in class is the main thing that must be done by the teacher. The performance of a teacher will be seen in the teaching and learning process (Uno & Lamatenggo, 2016; Muhiddinur, 2019; Alif & Maimunawati, 2020). Where the teacher prepares himself with all learning accessories such as syllabus, learning implementation plan (RPP), props needed according to the material, learning models applied in class, questions to provide stimulation to students to be active, and assignments given both job assignments Home (PR) and School Work (PS) assignments (Intarti, 2016; Lumbantobing, 2017; Simamora, 2019).

In a narrower sense, the teacher is a person who transfers knowledge to students. In the process of teaching and learning, the teacher transfers his knowledge to students so that students receive many new things that broaden their horizons. The position of a teacher is very important in terms of providing an interesting and creative learning atmosphere, moreover the teacher is given the responsibility of teaching and managing the class (Helmiati, 2012; Ngalimun, 2016; Rohmah, 2017; Djamaluddin & Wardana, 2019). Teachers are not only good at teaching, but teachers are also required to be good at managing the class. When class management is good, then learning in class runs smoothly. The teacher guides, teaches, and directs students so that learning objectives are achieved (Adam & Syastra, 2015; Maesaroh, 2016; Nurdyansyah & Fahyuni, 2016; Sugiarto, 2021).

A model is an artificial model that imitates an actual position, and is used as a mirror for a solution to a problem. The model is used as a means of finding a way out when in a learning experience problems. The learning model is a sequential arrangement in classifying students' knowledge to achieve goals, and is useful as a benchmark for teachers in carrying out their duties (Hendracipta, 2021). So it can be said that the learning model is a systematic plan carried out by the teacher as a guide in the teaching and learning process in the classroom, whether in the form of books, films, computers, curriculum, and others. The learning model is very helpful for teachers in teaching in class to achieve the learning objectives that have been set.

The SAVI learning model (Somatic, Auditory, Visual, and Intellectual) was first introduced by Dave Meier, who said that the SAVI model provides a complete set that includes the five senses and emotions in the learning process which is a natural way of learning known as the SAVI model (Rahmani, 2002; Ali et al., 2023). This means that there is involvement of the senses in the human body in learning, the senses are not only left alone but are used. The five senses are the sense of sight (eyes), the sense of hearing (ears), the sense of smell or smell (nose), the sense of taste (tongue), and the sense of touch (skin). The term SAVI itself is short for Somatic Auditory Visualization Intellectualy. There are 4 criteria for the SAVI learning model which can be explained sequentially, including (Yudiari, 2015; Dewi & Negara, 2020):

a) Somatic

The word Somatic comes from the Greek which means body. Somatic means that students take physically active actions in the learning process. In this case students make body movements that make the brain fresh and stay alive. Somatic learning is learning by using body movements by utilizing the sense of touch (Rahmani, 2002). Therefore students will be more active in class and follow the teaching and learning process well. For example doing learning outside the classroom, and applying games in learning.

b) Auditory

Auditory comes from the word audio which means can be heard. Everything that is heard through the senses of hearing can make students more interested in any existing learning. This auditory learning means learning by speaking and listening, both as a speaker and as a listener (Rahmani, 2002). So, it can be said that Auditory is learning by utilizing the sense of hearing.

c) Visualization

Visual learning is learning using the senses of the eye, which includes listening activities both from the surrounding environment, programs on the computer and images that have been provided. People with high visual abilities will enjoy and easily understand what they observe.

d) Intellectualy

Intellectual learning means that when learning, students use their thinking skills. Students are taught to find, investigate, create, and solve problems.

The Advantages of the SAVI Learning Model

The advantages of the SAVI learning model are that it can fully develop the intelligence of students because in this model it has several combined elements such as physical movement, with educational activities, structured so that during learning activities it becomes fun, interesting, so that students find it difficult to forget learning, because the learning is already attached to themselves (Ariani, 2020). This SAVI learning model can build cooperation between students. Smarter students are expected to help less intelligent students. Students are also trained to think critically, and dare to submit

their opinions. In this learning model, students will not get bored easily because the teacher pays attention to them. And also students will also concentrate more on learning in class.

Disadvantages of the SAVI Learning Model

The SAVI learning model is included in the learning model which is rarely used, so there are many teachers who do not know about this learning model. In implementing the SAVI learning model, teachers are required to be perfect in integrating the four components in SAVI completely so that it makes the teacher overwhelmed in integrating this SAVI model, students who have low abilities will experience inferiority from students who have high abilities, because this learning model leads to activeness of students, and this learning model requires complete and attractive school facilities that are aligned with learning needs (Rahayu et al., 2019; Halamon & Fadilah, 2019; Payon et al., 2021). Finally, this learning model can be applied well in advanced schools. Learning outcomes are determined by the level of intellectual intelligence, emotional intelligence, and spiritual intelligence (Djamaluddin & Wardana, 2019; Kosilah & Septian, 2020). Written assessment is used to measure cognitive and affective learning outcomes, while observation is used to measure psychomotor learning outcomes.

Method

Type of Research

In writing this research, the writer uses quantitative research which is a descriptive survey. Surveys are generally the collection of data from a number of individuals at the same time. In this study the authors collected data through a questionnaire and also collected data on student scores in the even semester of the 2021/2022 school year and the odd semester of the 2022/2023 school year.

Population

The population is the parts that will be studied and made as research material which will finally draw conclusions from those parts (Sinaga, 2014). In this case the population chosen by the author is the entire Hasael Private Vocational School students, totaling 26 students.

Sample

The sample is a selection taken from the population which already includes a portion of the population itself (Sinaga, 2014). Due to the limitations of the authors, in carrying out research on the existing population, the authors took a portion of the population as a representative, which is called a sample. The sample chosen by the author from all Hasael Private Vocational School students totaled 25 people.

Research Procedures

Literature Review

In this literature review, the writer looks for sources, reads books related to the title of the scientific work written. The author also reads trusted journals that can be accounted for.

Field Research Using

Observation: This method is a power of collecting data through observation. Observation is the process of observing an event directly in the field. Questionnaire: This questionnaire is presented in a format in the form of questions addressed to respondents. The questions given are in accordance with the topic of discussion that the author is researching. Documentation of Grades: The author encloses the grades or learning outcomes of Christian Religious Education (PAK) in the even semester of the 2021/2022 school year and the odd semester of the 2022/2023 school year from all Hasael Private Vocational School students to compare developments or changes in grades before the author taught at this school.

Questionnaire Formula

To get the results of the questionnaire distributed by the author to the respondents. The author presents the data in tabular form using a percentage (%). The formula that the author uses is as follows.

$$P = \frac{F}{N} \times 100\% \quad (1)$$

Description:
P = Percentage
F = Number of Answers
N = Respondents

Result and Discussion

Result

By distributing questionnaire with 30 questions (X Variable 15 questions and Variable Y 15 questions) to 25 students at Hasael Puru Private Vocational School, Kupang, NTT, the result obtained is in Table 1.

Table 1. Presentation of Questionnaire Data Results SAVI Learning Model

Number of	Answer A		Answer B		Answer C		Total	
Question	R	%	R	%	R	%	R	%
1	25	100	0	0	0	0	25	100
2	19	76	6	24	0	0	25	100
3	23	92	2	8	0	0	25	100
4	23	92	2	8	0	0	25	100
5	22	88	3	12	0	0	25	100
6	21	84	3	12	1	4	25	100

Number of	Answer A		Answer B		Answer C		Total	
Question	R	%	R	%	R	%	R	%
7	21	84	2	8	2	8	25	100
8	20	80	5	20	0	0	25	100
9	21	84	3	12	1	4	25	100
10	22	88	2	8	1	4	25	100
11	18	72	6	24	1	4	25	100
12	20	80	4	16	1	4	25	100
13	21	84	2	8	2	8	25	100
14	20	80	3	12	2	8	25	100
15	18	72	7	28	0	0	25	100
Total	314	1.256	50	200	11	44	375	1.500

After seeing the results of the data above, writing will include the results of the summary for all questions, namely:

In answer A, the 314 answers are comparable to:

$$\frac{314}{375} \times 100\% = 84\%$$

In answer B, the 50 answers are comparable to:

$$\frac{50}{375} \times 100\% = 13\%$$

In answer C, the 11 answers are comparable to:

$$\frac{11}{375} \times 100\% = 3\%$$

In the results of the recap it can be seen that the "Yes" category is 84%, the "Sometimes" category is 13%, and the "No" category is 3%, thus it can be seen that the implementation of the SAVI Learning Model in the classroom has been realized properly so that it can provide an understanding and increasing student learning outcomes in learning Christian Religious Education (Homrighausen & Enklaar, 2011).

After seeing the results of the data in Table 2, the author will include the results of the summary for all questions, namely:

In answer A, 314 answers are comparable to:

$$\frac{314}{375} \times 100\% = 84\%$$

In answer B, 57 answers are comparable to:

$$\frac{57}{375} \times 100\% = 15\%$$

In answer C, 4 answers are comparable to:

$$\frac{4}{375} \times 100\% = 1\%$$

In the results of the recap it can be seen that the "Yes" category is 84%, the "Sometimes" category is 15%, and the "No" category is 1%, thus it can be seen that the implementation of the SAVI Learning Model is very helpful in improving Christian Religious Education learning outcomes for SMK students Hasael Private and has a positive influence that has a good impact when the learning process takes place in class.

Discussion

Exploring information on the implementation of the SAVI learning model through summative data on Christian Religious Education in the 2021/2022 school year and 2022/2023 school year at Hasael Private Vocational School students found that the class average score in the even semester of the 2021/2022 school year was (1,687) while the grade the class average in the odd semester of the 2022/2023 academic year is (2,252). From this, it can be seen the comparison of student learning outcomes at Hasael Private Vocational School, as follows.

Average score of the even semester summative test for the 2021/2022 academic year

$$Q = \frac{\text{Total number}}{\text{The number of students}} = \frac{1{,}687}{19} = 88$$

Average odd semester summative test scores for the 2022/2023 school year

$$Q = \frac{\text{Total number}}{\text{The number of students}} = \frac{2{,}252}{25} = 90$$

So it can be concluded that the learning outcomes of Hasael Private Vocational School students increased from the summative value of the even semester of the 2021/2022 school year with a score of 88 increasing to 90 in the summative value of the odd semester of the 2022/2023 school year.

Table 2. Presentation of Study Outcomes Questionnaire Data

Number of	Answer A		Answer B		Answer C		Total	
Question	R	%	R	%	R	%	R	%
1	24	96	1	4	0	0	25	100
2	22	88	3	12	0	0	25	100
3	16	64	9	36	0	0	25	100
4	25	100	0	0	0	0	25	100
5	22	88	2	8	1	4	25	100
6	24	96	1	4	0	0	25	100
7	19	76	5	20	1	4	25	100
8	20	80	4	16	1	4	25	100
9	21	84	4	16	0	0	25	100
10	22	88	3	12	0	0	25	100
11	15	60	10	40	0	0	25	100
12	23	92	1	4	1	4	25	100
13	24	96	1	4	0	0	25	100
14	17	68	8	32	0	0	25	100
15	20	80	5	20	0	0	25	100
Total	314	1.256	57	228	4	16	375	1.500

Conclusion

Hasael Private Vocational School students, through research it is proven that the implemented SAVI

learning model can help improve learning outcomes in Christian Religious Education. It can be seen from the calculations that have been made such as the actions they perform at every meeting, and the results of the Christian Religious Education scores of Hasael Private Vocational School students compared in the even semester of the 2021/2022 Academic Year and the odd semester of the 2022/2023 Academic Year. The learning outcomes of Christian Religious Education that arise in Hasael Private Vocational School students are increasing, and this indicates that the SAVI learning model that is implemented in the classroom is very good and has a positive influence on ongoing learning. This SAVI learning model can be applied today to help the teaching and learning process in class.

Author Contributions

Lasino and Novi Sitri Harisa conceptualized the research idea, designed of methodology, management and coordination responsibility, analyzed data, conducted a research and investigation process; Meilanda Kristanti Ndiling conducted literature review and provided critical feedback on the manuscript.

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Conflicts of Interest

The authors declare no conflicts of interest.

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