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Implementation of somatic, auditory, visual, intelectual (SAVI) learning models to improve Indonesian language learning outcomes in Tomohon city

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Abstract
Based on the results of observations made, researchers found problems that became obstacles in learning Indonesian, namely the learning process still used conventional methods or lectures and the teacher only used media images to spur increased learning outcomes. The purpose of this study was to improve student learning outcomes by using the Tomohon Elementary School Demonstration learning model. This study used a classroom action research design according to Kemmis and Taggart, which was carried out in two cycles. The research procedure includes (1) planning, (2) implementation (3) observation and (4) reflection. The data collection technique in this study was observation/observation and tests with student data sources at SD Negeri Tomohon with a total of 8 students, consisting of 8 boys. Cycle I student learning completeness reached 62.62% then increased to 97.5% in cycle II. Thus, it can be concluded that the use of the Demonstration learning model can improve student learning outcomes in learning Indosian Language in class IV SD Negeri Tomohon so that they can develop the potential contained in students. Because if from basic education students are trained to prove themselves the concepts being taught then the intellectual, emotional, and skills of students can grow and develop.

Keywords: somatic, auditory, visual, intellectual (SAVI) learning model

Introduction

Basically reading poetry for some students is a very difficult thing to do, because for them it is not easy to put what is in their minds into written form and use beautiful words. Students also often feel confused and bored in learning to write poetry. Because they have to find beautiful and meaningful words for the poetry they make. This is also due to the lack of vocabulary possessed by students. In practice students have not been able to distinguish between writing essays and writing poetry. In addition, students also have not been able to arrange words so that they become a meaningful sentence. In learning, teachers often use the lecture method to convey material to their students. Without realizing it, the use of uninteresting methods can make students feel bored in receiving learning. Moreover, in learning poetry, students will not understand what is conveyed by the teacher if the teacher only uses the lecture method. The teacher should use creative and interesting learning methods or models in the learning process, so that it becomes easier for students to accept the learning material delivered by the teacher.

This condition is very far from what is expected by the teacher. Because, if students are able to write poetry, the teacher will feel that their way of teaching has been successful. Alif Danya Munsyi (2012) argues that "in making any writing, fiction or non-fiction, from the surveys we have obtained, we do not stop at just one source. Sources for one writing, should be accompanied by other readings that should strengthen our writing. This is not only about non-fiction writing, but also fiction writing. From Alif Danya Munsyi's opinion it is very clear that if we want to write a work, it must be supported by reading activities. And not just reading one reading. Because by reading, we will get ideas for our writing and we can know things that exist in this world. Therefore, writing and reading are activities that are interconnected. Furthermore, one of the things that shows that students have difficulty reading poetry is by looking at the results of students' poetry writing. From the poem, it can be seen whether the poem is in accordance with the elements of writing poetry or is it still very far away. In writing poetry, the things that must be considered are the use of themes, the use of choice of words or diction, variations in language style, and harmonization of final rhymes. These four things are the elements that must exist in making poetry. Because if these four elements are not present, then the work written by students cannot be said to be poetry.

In this case the researcher uses the SAVI learning model to overcome difficulties in learning to read poetry. The SAVI learning model was first introduced by Dave Meier in 2000. Aris Shoimin (2014) suggests that "SAVI learning emphasizes learning activities must utilize all the senses that students have", where in learning there must be activities of moving, seeing, hearing, and thinking. This is very related to writing poetry, because in writing poetry we must be able to feel what is around us, see the beauty or events that are around us, hear, and think about what we will read for our poetry. Therefore the researchers took the SAVI learning model to improve the ability to read poetry in fourth grade elementary school students, with the title "Application of the Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model to Improve Indonesian Language Learning Outcomes in Class IV of SD Negeri Tomohon".

Theoritical review

Understanding the Somatic Auditory Visual and Intellectual Model (SAVI)

De Porter (2011) in his book Quantum Learning suggests three learning modalities that a person has. The three modalities are visual modality, auditory modality, and kinestic (somatic) modality.

Meier in Rusman (2012) presents a complete system for involving the five senses and emotions in the learning process which is a natural way of learning known as the SAVI model, namely Somatic Auditory Visual and Intellectual. According to Ngalimun (2012) SAVI learning is learning that emphasizes that learning must utilize all the senses that students have.

Ngalimun (2012) also suggests that the term SAVI is short for Somatic which means body movement (hands-out), physical activity in which learning is done by experiencing and doing; Auditory which means that learning must be through listening, listening, speaking, presentation, argumentation, expressing opinions, and responding; Visualization which means learning must use the senses of the eye through observing, drawing, demonstrating, reading, using media, and teaching aids; and Intellectually which means that learning must use thinking skills (minds-on) learning must be by concentrating the mind and practicing using it through reasoning, investigating, identifying, finding, creating, constructing, solving problems, and applying.

Meier (2003) suggests that the Somatic Auditory Visual and Intellectual (SAVI) learning model combines physical movement with intellectual activity with the use of all the senses that can have a major effect on learning. The elements in this learning model are

a. Somatic: Learning by moving and doing.
b. Auditory: Learn by speaking and listening.
c. Visual: Learn by observing and describing.
d. Intellectual: Learn by solving problems and reflecting.

The theory that supports the Somatic Auditory Visual and Intellectual (SAVI) learning model is Accelerated Learning. Right/left brain theory, three in one brain theory, choice of modality (visual, auditory and kinesthetic). The Somatic Auditory Visual and Intellectual (SAVI) learning model adheres to the modern cognitive school which states that the best learning involves the emotions, the whole body, and all the senses.

From the study above, the researchers concluded that the Somatic Auditory Visual and Intellectual (SAVI) learning model is a learning model that combines physical movement with intellectual activity and the use of all the senses in the learning process.

Characteristics of the Somatic Auditory Visual and Intellectual Model (SAVI)

Each model has its own characteristics that distinguish it from other learning models. According to Meier (2003), according to the abbreviation of SAVI itself, namely Somatic Auditory Visual and Intellectual, there are four parts to its characteristics. Learning can be optimal if the four SAVI characteristics are present in one learning event.

a. Somatic

"Somatic" comes from the Greek word "soma" which means body. So somatic learning means learning with the senses of touch, kinesthetic, practical, involving the physical and using and moving the body while learning. If associated with learning, it can be interpreted as learning by doing. Thus somatic learning is learning that utilizes and involves the body (sense of touch, kinesthetic, physically involves and moves the body during learning activities).

b. Auditory

Learn by speaking and listening. In learning, students talk about what is being learned, discuss, share experiences, and gather information.

c. Visual

Learn by observing and describing. Students understand learning material better if in learning they can see real examples or the teacher uses the media as a delivery of material to students.

d. Intellectual

Learn by solving problems and reflecting. The act of the learner doing something with the mind internally when using intelligence to reflect on an experience and create relationships, meaning, plans, and value from that experience. This is reinforced by the meaning of intellectual is the part of self that contemplates, creates, solves problems, and builds meaning. This can be interpreted that students are actively involved in activities such as solving problems, formulating questions, generating creative ideas, searching for and filtering the information obtained.

In each lesson, several types of activities should be created, be it listening, seeing, up to the stage of creating their own work with the abilities of the students. The characteristics in the Somatic Auditory Visual and Intellectual (SAVI) learning model already represent all student activities in learning activities, because students do not only gain knowledge but can truly understand and experience firsthand what is being learned. Here the teacher is required to develop his creativity in facilitating students with a variety of interesting teaching aids or media in implementing science learning. For example the props that will be used in this lesson is to use picture media. Where the image media can overcome the limitations of space and time.

Visual and intellectual somatic auditory model (SAVI) steps

Rusman (2012) suggests the steps of the Somatic Auditory Visual and Intellectual (SAVI) learning model as follows.

a. Preparation: The purpose of the preparatory stage is to arouse learner interest, give students positive feelings about future learning experiences, and place students in optimal situations for learning.

b. Delivery: The goal of this stage is to help students find new learning material in ways that are interesting, fun, relevant, involve the five senses, and are suitable for all learning styles.

c. Training: The purpose of this stage is to help students integrate and absorb new knowledge and skills in various ways.

d. Results display: The purpose of this stage is to help students apply and expand students' new knowledge or skills with work, so that learning outcomes will stick and continue to improve.

As for Huda (2013) argues that the steps of the Somatic Auditory Visual and Intellectual (SAVI) learning model are as follows

a. The teacher stimulates students' interest and curiosity.
b. The teacher conveys the material in an interesting way through games.
c. Students practice finding (alone, in pairs, or in groups).
d. Students practice a skill.
e. Students practice solving problems.
f. Students are asked to reflect on what they have learned.
g. Students are asked to make a kind of diagram or one that can describe what they have reflected on.
h. The teacher gives questions about the material that has been taught and students are asked to think about the solution.

Based on the opinions of the experts above, the researcher uses the steps that have been proposed by Rusman (2012) as a reference in implementing the Somatic Auditory Visual and Intellectual (SAVI) learning model which is adapted to the subject matter. Broadly speaking there are four stages in this learning model, namely: (a) preparation, (b) delivery, (c) training, (d) display of results.

The strengths and weaknesses of the SAVI model

Each learning model has its own advantages and disadvantages. Following are the advantages and disadvantages of the Somatic Auditory Visual and Intellectual (SAVI) learning model according to Widiarni (sweetywhinie.blogspot.com).

The advantages of the somatic auditory visual and intellectual model (SAVI) include

1. Generating students' integrated intelligence in full through combining physical movement with intellectual activity.
2. Bringing up a better learning atmosphere, interesting and effective.
3. Able to generate creativity and improve students' psychomotor abilities.
4. Maximizing the sharpness of students' concentration through visual, auditory and intellectual learning.
5. Learning is more interesting with learning games.
6. The approach offered is not rigid but can vary greatly depending on the subject matter, and the learning itself.
7. Can create a positive learning environment. People learn best in a positive physical, emotional and social environment, that is, an environment that is both calm and uplifting. A sense of interest and excitement is essential for optimizing learning.
8. There is full learning involvement.
9. The creation of cooperation between learners.
10. Is a variation that is suitable for all learning styles. People can learn well if they have a wide variety of learning options that allow them to utilize all their senses and apply the learning style they have mastered.

Weaknesses of the somatic auditory visual and intellectual model (savi) include

1. Demanding a perfect teacher so that he can integrate the four components in SAVI as a whole.
2. The application of this model requires complete learning facilities and infrastructure that are comprehensive and tailored to the needs, so that it requires very large educational costs.
3. Models that are not rigid but must be adapted to the subject matter of learning material.
4. The Somatic Auditory Visual and Intellectual (SAVI) model is still relatively new, even though many teachers have not mastered the Somatic Auditory Visual and Intellectual (SAVI) model.
5. The Visual and Intellectual Somatic Auditory Model (SAVI) is more inclined to the activeness of students, so that for students who have a low level of intelligence, it makes students feel inferior.

Definition of learning outcomes

In general, student learning outcomes are the breadth and depth of competence possessed by students after learning a lesson as measured through assessment techniques. In addition to the understanding above, how many experts define learning outcomes, as described below:

Kunandar (2007) suggests that learning outcomes are students' ability to fulfill a stage of achieving learning experience in a basic competency. Meanwhile, according to Dimyati & Mudjiono (2006), learning outcomes are the result of an interaction between learning and teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the student's point of view, learning outcomes are the end of the experience and the peak of learning.

Based on the above understanding, in my opinion, learning outcomes can be concluded as a change in behavior in a person as a whole that is owned by students after he receives a learning experience from someone.

Factors influencing learning outcomes

According to Munadi in Rusman (2012) internal and external factors include

1. Internal Factors

1. Physiological factors
   In general, physiological conditions, such as excellent health, not in a state of fatigue and tiredness, not in a state of physical disability and so on. This can affect students in receiving the subject matter.

2. Psychological factors

Each individual, in this case students basically have different psychological conditions, of course this also affects their learning outcomes.

3. External factors

1. Environmental factors. Environmental factors can affect learning outcomes. These environmental factors include the physical environment and social environment. Natural environment for example, temperature, humidity and others. Studying in the middle of the day in a room with less air circulation will be very different from learning in the morning where conditions are still fresh and with enough space to breathe freely.
2. Instrumental factors. Instrumental factors are factors and their existence and use are designed according to the expected learning outcomes. These factors are expected to function as a means to achieve the planned learning objectives. These instrumental factors are in the form of curriculum, facilities, and teachers.

It can be concluded that the factors that influence the process of learning outcomes are divided into two, namely internal factors and external factors. Internal factors are factors that come from within the individual and can affect individual learning outcomes. While the external factors that influence learning include the social environment. Both of these factors influence each other in the individual process so that it determines the quality of learning outcomes.

Indonesian Language Learning

Learning or expression, which was better known earlier as teaching, is a process of interaction that takes place between the teacher and students or is also a group of students with the aim of acquiring knowledge, skills, attitudes and determining what is learned, S. Nasution (1999).

According to Dimyati and Mudjiono, as quoted by Syaiful Sagala (2005) learning is programmed teacher activity in instructional design, to make students learn actively, which emphasizes providing learning resources. Learning here is a learning process built by the teacher to develop creative thinking that can improve students' thinking skills, and can improve good mastery of the subject matter.

From the Regulation of the Minister of National Education No. 22 of 2006 (2006), the position of Indonesian as the national language and the language of the State means that language has the following functions: (1) a means of fostering national unity and unity, (2) a means of increasing knowledge and skills in Indonesian in the context of preservation and cultural development, (3) means of increasing Indonesian language knowledge and skills to achieve and develop science, technology, and art, (4) means of disseminating the use of good Indonesian for various purposes concerning various problems, and (5) means of developing reasoning. Indonesian language learning is directed at increasing students' abilities to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature. Learning a language is to train students to read, write, speak, listen, and appreciate real literature.

According to the Regulation of the Minister of National Education No. 22 of 2006 concerning Competency Standards for Indonesian subjects, it is expected that:

1. Learners can develop their potential according to their abilities, needs, and interests, and can foster appreciation for the nation's own literary and intellectual results;
2. Teachers can focus on developing students' language competence by providing various language activities and learning resources;
3. Teachers are more independent and flexible in determining language and literature teaching materials in accordance with the conditions of the school environment and the abilities of their students;
4. Parents and the community can be actively involved in implementing language and literature programs in schools;
5. Schools can develop educational programs on language and literature in accordance with the conditions of students and available learning resources;

Regions can determine materials and sources for learning language and literature in accordance with the conditions and peculiarities of the region while taking into account national interests.

Read poetry

According to Herman J. Waluyo (2002), states that poetry is a literary work with condensed language, shortened, and rhymed with coherent sounds and the choice of figurative (imaginative) words.

Poetry is an arrangement of words that are selected and arranged to create effect and touch, of course with a broader purpose. Words or more broadly language, actually have extraordinary powers, allure, and touch. These powers are explored by the poet to express his intentions and ideas in order to touch the feelings, imagination and thoughts of his readers. By choosing words, by using figure of speech, by sound exploration, by depictions that seem to be sensed by the reader, by the arrangement of structures and words that create the desired rhythm and tempo, and by various potentials or strengths of language. other. Poetry is the result of the poet's interpretation of life (Aisyah, 2007).

Another opinion was also expressed by Kosasih (2012), poetry is a form of literary work that uses beautiful words and is rich in meaning. The beauty of a poem is caused by the diction, figure of speech, rhyme and rhythm contained in the literary work. The wealth of meaning contained in poetry is due to the condensation of all elements of language. The language used in poetry is different from that used in everyday life. Poetry uses concise language, but the meaning is very rich. The words he uses are connotative words that contain many interpretations and meanings.

It can be concluded that poetry is an expressive expression of the poet's feelings.

In Indonesian language lessons, one of the materials that must be understood by students is reading poetry. Nur'aini and Indriyani (2008) stated that poetry is a literary work that uses beautiful and meaningful words. So reading poetry is reading written information using beautiful and meaningful words.

Rahayu, (2015) suggests reading poetry is an activity of reading literary works that use beautiful and meaningful words. Therefore there are several skills that must be mastered by students in order to read poetry well. Skills in reading poetry include:

First, it is necessary to understand the intent and content of the poem in order to live it. Second, understanding the contents of poetry, whether happy, afraid, sad, etc., in order to be able to express it through facial expressions. Third, understand the punctuation in the poem, for example: punctuation (/) means to stop for a while, punctuation (//) means to stop for a while. Fourth, being able to articulate/pronounce clearly when the poem is read. Fifth, being able to adjust the intonation tone of the pronunciation when reciting poetry (Rahayu, 2013).

a. Understanding the meaning and content of poetry in order to live it.

   In reading poetry students must understand what is the content of the arrangement of words contained in the series of poems to be read. Every word contained in the poem has many meanings, so students can interpret each word so that students know the mood contained in the series of poems.

b. Able to express the content of poetry with facial expressions.

   After students can understand the meaning contained in each word in a series of poems, students must be able to express the contents contained in the poem through facial expressions or facial expressions. Which means

there are various moods in a series of poems such as, in a sad atmosphere, students must be able to show sad faces, etc.

c. Understand punctuation marks in a series of poems.
   In a series of poems there are several punctuation marks that students must understand, namely: If there is a punctuation mark (/), in reading the poem students must stop for a moment. If in a series of poems there is a sign (//) then in reading the poem students have to stop for a while.
d. Pronounce clearly when the poem is read.
   In reading poetry students must be able to say the words clearly, so that listeners also understand the content contained in the poem.
e. Intonation tone of pronunciation when reciting poetry.
   Good poetry reading is being able to adjust the pitch of the pronunciation contained in the poem according to the meaning contained.
   So that in reading a poem students must be able to master the skills in reading the poem so that students can read poetry well.

Research methods

This research was carried out with reference to the Classroom Action Research (PTK) design proposed by Kemmis and Mc Taggart in Aqib Zainal (2006) In each cycle there are four stages of research namely Planning, Action (Acting), Observation (Observing) and Reflection (Reflecting).

Based on the results of Classroom Action Research (CAR), it can be arranged as follows

1. Planning
2. Implementation of actions
3. Observation
4. Reflection

The research subjects were fourth grade students at SD Negeri Tomohon, with a total of 31 students consisting of 18 boys and 13 girls.

The data obtained from the results of observations and tests were analyzed by calculating the percentage of completeness of the learning outcomes achieved by students. Improving abilities and skills in the implementation of learning and learning outcomes is done by comparing the learning achievement results in each cycle using the formula.

Information

KB = Study Mastery.

T = Number of students who achieve KKM.

Tt = The total number of students.

After calculating the percentage of completeness of learning outcomes achieved by students, then it will be seen if the learning completeness reaches 75%, then a class can be said to have completed learning.

Research results

Based on the final results of the implementation of cycle I and cycle II in class IV SD Negeri Tomohon, it was concluded that the Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model can improve the quality of learning Indonesian, especially poetry reading skills. This can be seen in the skills of the teacher cycle I obtained an average of 69 including the good category. In cycle II, the average increased to 81 and included in the very good category. In addition to teacher skills, student activity has also increased. In the first cycle the average was 2.87 with a percentage of 72% including the good category, while in the second cycle the average was 3.09 with a percentage of 77% including the good category. As teacher skills and student activities increased, students' skills in reading poetry and student formative test results also increased in cycle I obtaining 66 and cycle II obtaining 74. The researcher concluded that through the Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model, one can improve teacher skills, student activity and poetry reading skill outcomes.

The research results can be used as input for schools, especially class teachers, to improve the quality of learning by using a variety of learning methods so that learning will run effectively and be fun. Schools can also send teacher representatives in activities that can improve the quality of learning as a form of concern in the world of education.

Conclusion

The results of the research using the Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model in learning to read poetry can improve the poetry reading skills of fourth grade students of SD Negeri Tomohon. The conclusions in this study are as follows

1. The use of the Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model during the implementation of poetry reading learning activities can improve teacher skills. This can be seen in the results of observations of the teacher's skills in cycle I, a score of 33 was obtained with an average of 69 including the good category and cycle II obtained a score of 39 with an average of 81 including the very good category.
2. The Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model is a Learning Model that can increase student activity in learning to read poetry, this can be seen from the results of observations which show changes in student activity to be more active in learning to read poetry in cycles I obtained an average of 2.84 with a percentage of 71% and cycle II obtained an average of 3.14 with a percentage of 79%.
3. The Somatic, Auditory, Visual, Intellectual (SAVI) Learning Model is a Learning Model that can improve the results of student skills, especially in learning to read poetry. This can be seen in the results of students' poetry reading skills in cycle I, the average score obtained by 67 while in cycle II the average increased to 76 with KKM 65.

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