

The Effects of Using Somatic, Auditory, Visual, Intellectual as Learning Model towards Students Competency Skill in SMPN 1 Koto Baru Dharmasraya.

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Abstract - The purpose of this research is to identify the effect of learning method; Somatic, Auditory, Visual, Intellectual on students' competency skill. This kind of research is Quazy experimental with Randomized Control Posted Only Design as research design. Population that is used here is Grade VII SMPN 1 Koto Baru students of 2018/2019. Sample is achieved by using Purpose Sampling technique when VII A as control, and VII B as experimental class. Skills' observation sheets are used as instrument here. Data analyzing here is using Mann Whitney U test with helps of SPSS 16 software. The result shows that there are significant differences between those two classes where experimental class is higher than control. Average score of experimental class is 3,00 (B) while Control class is 270 (B-) and Sig. 0,044 < 0,05. Thus, the using of SAVI teaching model has good impacts on student's competency skill.

Keywords - Learning, SAVI Learning Model, Competency skill.

I. INTRODUCTION

Nowadays, education is very important role in developing human resources by preparing human resources which can face environment shifting and able to adapted with it. Its implementation when educating is to motivate students developing their spiritual, self-control, and moral, intelligence that is needed for both themselves and also this country.

Related with statement above which education characteristic should provide students with important skills such as learning and innovating skills, mastering information and media, life and career skills. Science is one of the lessons that has crucial role on students development because it provides students to make a better and though movement through life events.

Government already designing learning model in advance level and has been customized with 2013 curriculum which involve students role so they need to be active in classroom

more than teacher. But in reality most teachers still use conventional method on doing learning teaching like in entire classroom time teacher talk and explain to students that make students look passive, but in 2013 curriculum they need to be more active.

Teachers has important role on learning teaching process and determined students result in the end of the study. It related with (Ayu . 2018:2) It has the same vision as *KTSP* that demand teacher to be facilitator and motivator in building students competency. Teacher need to choose effective models in learning teaching. If the model is not effective, it will give bad impact on students score. Teaching by focusing on teacher's explanation is not effective as it was anymore because it will make students to be more passive and it teacher-centered. It will affect their learning motivation and their skill will not develop well like their development in 2013 curriculum. So the use of conventional model is not suitable anymore in this time because it also affect their learning pattern and they tend to memorize has been told no

them rather than developing their critical thinking in it. So, conventional learning model in science class need to be shifted into 2013 curriculum because it will make students more active in classroom.

Based on researcher's interview with a science teacher, Ms. Endang Triwanis, S.Pd in SMPN 1 Koto Baru on July 2018 it was concluded some of the problem in science class which need to be faced; 1) Students motivation is still low, 2) Heterogeneous students style of study, 3) Teachers' teaching method is not effective yet, 4) Learning teaching is still teacher centered, 5) students score is still low.

In solving problem in SMP N 1 Koto Baru such improving students motivation is by providing student a comfort atmosphere, involving students in classroom and make them to be more active. The use of SAVI Somatic, Auditory, Visual, Intellectual come as solution here. Through this model students will be involved in learning teaching process and tend to be more active, and also it demand students to use their sense. SAVI model will facilitate any style of students in classroom. Meier (2002) stated that SAVI is a learning model that involves body senses that help in learning, learning by moving body, and involving mind and body will make it to be more effective. It shows that SAVI has 4 elements somatic, auditory, visual, and intellectual.

Somatic (S) means body movement, Auditory (A) means learning by listening and speaking, Visual (V) means observing and illustrating and Intellectual (I). The implementation of SAVI demands students to be active in experimentation, observing and presenting discussions' result then doing problem solving based on knowledge that they achieved in the classroom. By using SAVI model students will not too dependent on teacher and train them to aspirate their own idea and also improving their motivation on learning teaching process (Sayekti, 2018: 15-16)

Some researches stated that SAVI learning model has good impacts on students. Research that Dewi conducted in 2012 "The effect of SAVI implementation on Grade X Biological students if SMA N 1 Boyolali 2011/2012" shows that SAVI model has impacts on several aspects of students in cognitive, affective, and psychometric. Sihwinedar research (2015) "Improving biological students achievement by using SAVI (Somatic, Auditory, Visual, and Intellectual on Grade III Elementary Students of SDN Rejoangung 01 2013/2014" stated that SAVI model make students to be more active in learning teaching process and increase their passing grade percentage.

Based on those backgrounds, hopefully SAVI model will

be able to improve skill competency of students. The researcher has conducted research about it "The Effect of Somatic, Auditory, Visual, and Intellectual Learning Model Towards competency skill in SMPN 1 Koto Baru Dharmastraya Regency.

II. METHOD

This kind of research is quantitative research in quazy experimental. The design that used here is Randomized control-group posttest only design. The population is Grade VII SMP N 1 Koto Baru 2018/2019. In this research sample is

III. RESULT AND DISCUSSION

The data that was achieved in this research is skill data of control and experimental class data.

A. Skill data of students is present as in table below

Table 1. Students skill data

Class	N	$\bar{x}$	Scoret	Sig.
Control	30	2,70	B-	0,044
Experimental	30	3,00	B	

B. Discussion

Based on data analyzing that has been conducted, the result is skill competency of experimental class got B score where control class get B-. One of the factors that affects learning achievements on skill environment is syntax from learning model of SAVI. SAVI learning model consists of 4 syntax, 1)Preparation stage, In this stage teacher will motivate students interest, giving positive feeling towards learning taking by using purpose sampling technique, Grade VII A as control class and VII B as experimental class. Th instrument used here is skill observation sheets. Data analyzing is using statistic test that is Mann Whitney U by using SPSS 16 software.

experience and placed them in good condition of learning, 2) Conveying, in this stage, teacher need to help students to find new learning material with a interesting way, that involves all senses and suitable for any learning style, 3) Practice stage, in this stage the teacher need to help students to integrate and learn skill and knowledge with different way, 4)Presentation stage, in this stage teachers need to help students to develop their knowledge and skill on their work so the final achievement will be improved and it will improve more (Meier, 2002: 63).

On students' skill assessment, all of SAVI's syntax that has important role in assessment but the core role is brought by Aspirate and practice stage where teacher is able to do assessment of student's skill. On preparation stage, teachers can not do assessment yet, but after entering aspirate stage which is the core of learning, so teacher is able to see it by themselves. The high score of students in experimental class means that the implementation of SAVI has good impacts. In this process students will discussed in groups and present their summary of discussion through class presentation. This discussion will help students to develop their skill and help them in learning teaching process.

It supported by the research from Purwitasary (2009) which shows that group that use SAVI has a better result in learning. Another research from Kusuma (2008) said that SAVI will improve student's achievement in learning. That research shows that 86,05% students has already pass the passing grade. In SMA N 1 Boyolali, the result shows that 31% of students already pass cognitive score, but 100% students already pass both cognitive and psychomotor. In SAVI model, teachers do not give learning material to the students, but it teaches them to be more independent to find learning material by themselves through summarizing, communicating, and information exchange with other student in the classroom. Then, the result of skill achievement on control class is lower because of lack of communication between students in learning teaching process. Kunandar (2013), competency scores that teachers conduct to scale student's achievement in competency that include imitation, precision, articulation, and naturalization aspects.

In doing labwork in science lab, students are happy and motivated in learning process about water-polluted. They are doing observation on fishes that is put into 3 different glasses, in which the first glass is filled with fresh water, the second glass is filled with fresh water and a spoon of detergent, and the last glass with fresh water and 2 spoons of detergent. Student is demanded to observe fishes condition. They need to observe what happen with the fishes in the 3 glasses in first time, after filled with detergent from sixth minute and until nine minute and what happens in the end. After that students need to answer question in discussion sheet related to water pollution. Each groups doing labwork to see what happens to fish in each glaases that has prepared previously. When observing the object they are very antusiast doing labwork. The differentiation between control class and experimental class is experimental class is involved actively because of the use of learning model SAVI that improves students activity and their motivation in

learning teaching process. So when doing labwork, students will feel enjoy rather than control class that is get used conducted by conventional method, so they feel rigid and not too involved actively because with conventional method is more teacher-centered. Wahyuningsih (2011) said that joy full and motivation will maximize student's achieving in learning teaching process.

Students in experimental class is involved actively is affected by their knowledge before entering lab room (in classroom). Their high understanding toward lesson will motivate them in learning teaching process. Knowledge, attitude, and skill are related competency. It exactly like what Wahyuningsih (2011) skill competency can not be split from knowledge and attitude. Sarah (2018) said that students entusiast in learning are affected by knowledge, attitude and skill.

IV. CONCLUSION

Based on the research above it can be concluded that learning through SAVI model has positive impacts toward students' their learning competency rather classroom with conventional method.

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