



DEVELOPMENT OF STUDENT WORKSHEETS BASED ON THE SAVI LEARNING MODEL FOR GRADE V ELEMENTARY SCHOOL STUDENTS

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Abstract

During the learning activities, only teachers are active and still use lectures in the learning process, while students are still less active in engaging in learning activities. Besides, information was obtained that so far teachers only use student worksheets sold in the market, meaning that teachers have never developed worksheets that are suitable for topics and learning models that are suitable for student characteristics. Student worksheets that are sold freely are very general, not yet able to reach the characteristics of students in each region. The formulation of the problem in this study is what is the level of validity of the worksheets based on the SAVI learning model (somatic, auditory, visual, and intellectual) on the knowledge competencies of Grade V students of SD Negeri

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19 Banda Aceh? and can worksheets based on the SAVI learning model (somatic, auditory, visual, and intellectual) improve the knowledge competence of grade V students of SD Negeri 19 Banda Aceh?. The objectives of the study were to determine the validity level of student worksheets based on the SAVI learning model (somatic, auditory, visual, and intellectual) on the knowledge competencies of Class V students at SD Negeri 19 Banda Aceh and to find out whether the worksheets is based on the SAVI learning model (somatic, auditory, visual, and Intellectual) can improve the knowledge competence of fifth-grade students of SD Negeri 19 Banda Aceh. Data collection techniques using tests and checklists. Data analysis uses a scale to see whether the student worksheets are valid or not. As for the test results using statistical tests. The results showed that the worksheets based on the SAVI learning model was feasible to use to improve the knowledge competence of fifth-grade students of SD Negeri 19 Banda Aceh. This is reinforced by the test results which show there are differences in learning outcomes before and after students are taught using worksheets based on the SAVI learning model, where the results of student tests after being taught using worksheets based on the SAVI learning model are better than before.

Keywords: *Student Worksheets, SAVI Learning Model, Elementary School*

A. Introduction

Education is a guideline that is carried out consciously and planned for each individual. Education is a necessity in life because with education a person will have a skill that can be used to live in the community, nation, and state. According to Langeveld in Hasbullah education is effort, influence, protection, and assistance provided to children aimed at maturing the child or more precisely helping children to be competent enough to carry out their own life tasks. At the elementary school level (SD), various subjects have been designed that must be given to students as regulated in Permendiknas Number 22 of 2006, which states that the primary school curriculum contains 8 core subjects. Learning in primary school is carried out in order to foster the ability to think, work and have a scientific attitude and communicate it as an important aspect of life conversation (Depdiknas, 2007). In teaching and learning activities, teachers should train knowledge competencies as an effort to direct students to have abilities (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to phenomena and studies that appear real.

Based on the results of previous observations and initial interviews with class V teachers of SD Negeri 19 Banda Aceh on the learning process of grade V students, it is known that during learning activities only teachers are active and still use lectures in the

learning process, while students are still less active in engaging in activities. learning. In addition, information was obtained that so far teachers only use student worksheets sold in the market, meaning that teachers have never developed worksheets that are suitable for topics and learning models that are suitable for student characteristics. Student worksheets that are sold freely are very general in nature, not yet able to reach the characteristics of students in each region. As we know, elementary students have different characteristics. One of the student worksheets that can be developed is a worksheet based on the SAVI learning model (somatic, auditory, visual, and intellectual). The development of these worksheets is expected to increase students' competence in knowledge. Based on the explanation of the previous data, the researcher will conduct research with the title "Development of worksheets Based on SAVI Learning Models (Somatic, Auditory, Visual, and Intellectual) on the Knowledge Competencies of Class V SD Negeri 19 Banda Aceh".

Based on the description of the background of the problem above, the formulation of the problem in this study is what is the level of validity of the worksheets based on the SAVI learning model (somatic, auditory, visual, and intellectual) on the knowledge competencies of Grade V students of SD Negeri 19 Banda Aceh? and can worksheets based on the SAVI learning model (somatic, auditory, visual, and intellectual) improve the knowledge competence of grade V students of SD Negeri 19 Banda Aceh? Based on the problem formulation above, the purpose of this study is to determine the validity level of the worksheets based on the SAVI learning model (somatic, auditory, visual, and intellectual) on the knowledge competencies of class V students of SD Negeri 19 Banda Aceh and to find out whether the worksheets is model-based. SAVI learning (somatic, auditory, visual, and intellectual) can improve the knowledge competence of fifth-grade students of SD Negeri 19 Banda Aceh.

Learning activities in their implementation recognize many terms to describe how teaching is done by teachers, currently, there are so many kinds of learning models that aim to improve the quality of learning for the better, including the use of interesting worksheets and make it easier for students to absorb any material provided by the teacher. According to the Department of Education in Trianto "Student Worksheet is a sheet containing guidelines for students to carry out programmed activities" (Trianto, 2010). Student activities are student learning tools that contain various activities that will be carried out by students actively. These activities can be in the form of observation, experimentation, and asking questions. Therefore, worksheets are related to the choice

of learning strategies that are integrated into the whole learning process. Based on the quote, the worksheet is a teaching material that contains assignments and contains steps and instructions for using them in solving problems. Rofi'ah (Rofi'ah, 2012) also states the worksheets are intended to activate students, help students find and develop concepts, become alternatives in presenting subject matter that emphasizes student activeness, and can motivate students. The Student Worksheet used should meet the following criteria: (1) refers to the curriculum, (2) encourages students to study and work, (3) the language used is easy to understand, and (4) is not developed to test existing concepts. tested by the teacher by means of duplication.

The above statement is a criterion that must be present in every worksheet development. With these criteria, it can be used as a reference and makes it easier to write good worksheets. Besides, a good student worksheet must have a good design and clear writing. In developing worksheets, three requirements must be met, namely pedagogical requirements, construction requirements, and technical requirements. The role of worksheets is very big in the learning process because it can increase student activity in learning and its use in learning, worksheets can also develop process skills, increase student activity and can optimize learning outcomes. As for the benefits of using worksheets according to Suyitno, namely helping teachers in preparing learning plans, activating students in the teaching and learning process, as a guide for teachers and students to add information about the concepts learned through systematic learning activities, helping students in obtaining notes about learning material which will be learned through activities or teaching and learning processes, and activate students in developing concepts. In this study, the worksheets developed were worksheets based on the SAVI learning model.

According to Meier SAVI learning (somatic, auditory, visual, intellectual) is learning which emphasizes that learning must take advantage of all the sensory organs possessed by students (Meier, 2002). The term SAVI itself stands for; Somatic, which means body movements (hands on, physical activity) in which how to learn by experiencing and doing; Auditory which means learning must be through listening, listening, speaking, presenting, arguing, expressing opinions, and responding; Visualization which means learning must use the eye senses through observing, drawing, demonstrating, reading, using media and visual aids; and Intellectually which means that learning must use the ability to think (minds-on), learning must be with the concentration of the mind practicing using it

through reasoning, investigating, identifying, discovering, creating, constructing, solving problems, and applying.

Aris (Aris, 2014) states that SAVI learning has several advantages, namely increasing student intelligence in an integrated manner through combining physical movement with intellectual activity, students' memory of the material being studied is stronger, because students build their knowledge, the atmosphere in learning becomes fun because students feel cared for so they don't get bored in learning, foster cooperation, and it is hoped that smarter students can help other students who are less intelligent, create a more attractive and effective learning atmosphere, can increase student creativity and psychomotor abilities, maximize student concentration, students will motivated to study harder, train students to get used to thinking and express opinions and dare to explain the answers.

B. Research Method

This research is a type of research development or Research and Development (R&D). This research design adopts the 4D development model, namely the define, design, develop and disseminate model (Sugiyono, 2017). The population in this study were all fifth-grade students of SD Negeri 19 Banda Aceh. The sampling technique used in this study was positive sampling. The samples in this study were 30 students of grade V SDN 19 Banda Aceh consisting of 12 male students and 18 female students.

The data collection techniques in this study were tests, checklists. Tests are given to students to measure students' knowledge competencies before and after using worksheets based on the SAVI learning model. The checklist in this study is a validation checklist for student worksheets that is filled in by each validator. To test the achievement of using worksheets based on the SAVI learning model, an experimental research design was used with the one group test design type. Meanwhile, to find out the validity of the worksheets, validation was carried out by the validator.

C. Result and Discussion

Before the developed worksheets are tested in schools, they are validated by experts from lecturers and teachers. The validation of this worksheet focuses on three main aspects, namely design/appearance, content/material, and language. Validation is carried out in two stages. The first stage is the assessment process of the worksheets that have been developed, and the second stage is an assessment of improvements based on validator input in the first stage.

The results of the first stage of validation, there were several improvements, including the appearance and use of language that was not in accordance with the characteristics of grade V elementary school students. After the revision process was based on suggestions from the validator, the second stage of validation was then carried out.

Table 1. Results of worksheets validation based on the SAVI Stage 2 learning model

Rated Aspect	Score	Average	Criteria
Design/ Display	53	3,53	Excellent
Content	58	3,87	Excellent
Language	57	3,80	Excellent

Based on the table above, it can be concluded that the worksheets based on the SAVI learning model has met the criteria for a good and proper worksheet, with an average value for each aspect is >3.50. The next step was to conduct trials at SD Negeri 19 Banda Aceh in order to obtain further data on improving the knowledge competence of elementary school students through the developed worksheets.

After carrying out learning using worksheets based on the SAVI learning model, students are given tests to see the increase in knowledge competencies. Based on test scores, students who were taught using worksheets based on the SAVI learning model obtained better scores than before being taught using worksheets based on the SAVI learning model. The results obtained can be seen in the following table.

Table 2. Data Analysis of the Pretest and Post test

Student	Pretest	Post test	Gain (d)	d-Md	X ² d
1	75	80	5	-3,17	10,05
2	85	90	5	-3,17	10,05
3	75	80	5	-3,17	10,05
4	85	90	5	-3,17	10,05
5	70	85	15	6,83	46,65
6	65	75	10	1,83	3,35
7	70	75	5	-3,17	10,05
8	65	70	5	-3,17	10,05
9	70	70	0	-8,17	66,75
10	75	80	5	-3,17	10,05
11	65	85	20	11,83	139,95
12	70	85	15	6,83	46,65
13	75	80	5	-3,17	10,05

Student	Pretest	Post test	Gain (d)	d-Md	X ² d
14	60	75	15	6,83	46,65
15	65	75	10	1,83	3,35
16	70	80	10	1,83	3,35
17	70	80	10	1,83	3,35
18	70	80	10	1,83	3,35
19	75	85	10	1,83	3,35
20	70	75	5	-3,17	10,05
21	70	75	5	-3,17	10,05
22	75	75	0	-8,17	66,75
23	75	80	5	-3,17	10,05
24	70	75	5	-3,17	10,05
25	65	70	5	-3,17	10,05
26	80	85	5	-3,17	10,05
27	75	80	5	-3,17	10,05
28	75	85	10	1,83	3,35
29	70	90	20	11,83	139,95
30	75	90	15	6,83	46,65
Total	2155	2400	245	-	774,2
Average	71,83	80,00	-	-	-

The results of data analysis showed that there was an increase in the average value of student learning outcomes in Class V after being taught using worksheets based on the SAVI learning model. The mean value at the initial test was 71.83, while the average value at the final test was 80.00 with a value of $t_{\text{test}} = 2.74$ and $t_{\text{score}} = 1.699$. This shows that the value of $t_{\text{test}} > t_{\text{score}}$ and concludes that the use of worksheets based on the SAVI learning model can improve the knowledge competence of grade V students at SD Negeri 19 Banda Aceh.

Referring to the results above, it shows that the use of worksheets based on the SAVI learning model can actively involve students in learning. This is because students are involved in a study group that provides opportunities for them to work together and solve difficulties. The SAVI approach to learning raises a learning concept called activity-based learning. Activity-based learning means being physically active while studying, making the most of the senses as possible, and getting the whole body and mind involved in the learning process. SAVI learning can motivate students in learning. This is because the learning model emphasizes that learning must take advantage of all the sensory

organs that students have. In each lesson, several types of activities should be created, both listening, seeing, to the stage of creating a work with the students' abilities. Furthermore, the use of worksheets based on the SAVI learning model can stimulate students to think critically and actively, because the worksheets based on the SAVI learning model emphasizes that learning must utilize all the sensory tools possessed by students.

D. Conclusion

Based on the discussion previously described, it can be concluded that the worksheets based on the SAVI learning model that has been developed is suitable for use in learning in elementary schools. This is reinforced by the results of tests which show differences in learning outcomes before and after students are taught using worksheets based on the SAVI learning model. The mean value at the time of the initial test was 71.83. Meanwhile, at the time of the final test, it increased to 80.00. This shows an increase in student learning outcomes in grade V SD Negeri 19 Banda Aceh.

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