Jurnal Cakrawala Pendas
Vol. 9 No. 1, January 2023
DOI: http://dx.doi.org/10.31949/jcp.v9i1.3811

p-ISSN: 2442-7470
e-ISSN: 2579-4442

SOMATIC, AUDITORY, VISUALIZATION, INTELLECTUAL, AND MULTILITERACY MODELS TO INCREASE STUDENTS' INTEREST IN LEARNING

Perawati Bte Abustang[1*], Zuleha MS[2], Edwita[3], Gusti Yarmi[4]
[1,2,3,4]Universitas Negeri Jakarta
[1]andiferawati@gmail.com

Abstract
The idea that technology can dramatically change our lives has become a public discourse both within and outside academia. Claims that technology can effect change faster than anything else in human history often convey a sense of urgency that urges us to keep up and inspire fear that parts of our society are being left behind. The cartoon humorously depicts the gap between young people who grew up with technology and older generations who seem mysterious or threatening. Technological change has created a utopian vision of a brave new world, promoting greater equality and active participation. Underlying all these conceptions of modern life is the idea that technological progress creates social changes that require new methods and practices. This study aims to generate interest in learning the social studies model used by Somatic, Auditory, Visualization, Intellectual (SAVI), and Multiliteracy students in SD Negeri 74 Bonti-Bonti students, Maros Regency. The type of research used is action research in the classroom. The subjects in this study were all 4th-grade students who took place at SD Negeri 74 Bonti-Bonti, totaling 25 students consisting of 14 boys and 11 girls. Data collection techniques using observation, questionnaires, and documentation. The research instruments used are observation, questionnaires, and documentation. The results of the study in cycle I showed that students' interest in learning increased with an average score of 63-81 with a percentage of 43% in the interest category. In cycle II, the average interest in learning was 82-100, with a percentage of 60% being very interested. It can be concluded that using the SAVI and Multiliteration models can increase the learning interest of SD Negeri 74 Bonti-Bonti Students, Maros Regency.
Keywords: *Somatic Auditory Visualization Intellectual Models; Multiliteracy; Interest in learning IPS*

Abstrak
Gagasan bahwa teknologi dapat mengubah hidup kita secara dramatis telah menjadi wacana publik baik di dalam maupun di luar akademisi. Klaim bahwa teknologi dapat mempengaruhi perubahan lebih cepat daripada apa pun dalam sejarah manusia sering menyampaikan rasa urgensi yang mendesak kita untuk mengikuti dan menimbulkan ketakutan bahwa sebagian masyarakat kita tertinggal. Kartun itu dengan lucu menggambarkan kesenjangan antara anak muda yang tumbuh dengan teknologi dan generasi tua yang tampak misterius atau mengancam. Perubahan teknologi telah membuka visi utopis tentang dunia baru yang berani, mempromosikan kesetaraan yang lebih besar dan partisipasi aktif. Mendasari semua konsepsi kehidupan modern ini adalah gagasan bahwa kemajuan teknologi menciptakan perubahan sosial yang membutuhkan metode dan praktik baru. Penelitian ini bertujuan untuk membangkitkan minat belajar IPS model yang digunakan siswa *Somatic, Audiotory, Visualization, Intellectual* (SAVI) dan Multiliterasi pada Siswa SD Negeri 74 Bonti-Bonti Kabupaten Maros. Jenis penelitian yang digunakan yaitu Penelitian tindakan di dalam kelas. Subyek dalam penelitian ini adalah seluruh siswa kelas 4 yang bertempat di SD Negeri 74 Bonti-Bonti yang berjumlah 25 Orang siswa yang terdiri dari laki-laki 14 orang dan perempuan 11 orang. Teknik pengumpulan data menggunakan observasi, angket, dan dokumentasi. Instrumen penelitian yang digunakan yaitu menggunakan observasi, angket, dan dokumentasi. Hasil penelitian pada siklus I terdapat minat belajar siswa meningkat dengan nilai rata-rata berada pada 63-81 dengan persentase 43% kategori berminat. Pada siklus II, minat belajar rata-rata berada pada 82-100 dengan persentase 60% kategori sangat berminat. Dapat disimpulkan bahwa dengan menggunakan model SAVI dan Multilterasi dapat meningkatkan minat belajar Siswa SD Negeri 74 Bonti-Bonti Kabupaten Maros.
Kata Kunci: Somatic Auditory Visualization Intellectual (SAVI); Multiliterasi; Minat belajar IPS

Received	: 2022-11-26	Approved	: 2023-01-30
Reviesed	: 2023-01-29	Published	: 2023-01-31

Introduction

Fundamental educational changes are necessary because traditional educational institutions fail to meet the needs of a new generation of "technical" students. This younger generation must be different from previous generations because they think, behave and learn differently due to constant and extensive exposure to modern technology. The younger generation is often referred to, but the two most common are "digital natives "2 and "cyber generation." A key feature of the younger generation's perception of "digital natives" is the seemingly unbridgeable gap between them and the less technical older generation. The argument is that today's biggest problem in education is outdated technology teachers (from pre-digital technology) struggling to teach people to speak a whole new language. In the world of education the development of information technology has brought great changes in the development of the world of education. With this development, learning methods have also developed significantly, and personalized learning methods, learning environments, and learning processes. The form of information technology development used in the world of education is a solution with a very high contribution to changes in the learning process, where the learning process is no longer just listening to the explanation of material from the teacher. However, students are also involved in other activities, such as how to observe, do, and to present for others (Nursyam, 2019).

Student activity-based learning is expected to improve the quality of learning because students are involved in the learning process in the classroom and gain direct experience (Rusman, 2016); (Fitriyana et al., 2020). The learning step in class will certainly be feedback between educators and students. This shows that the guidance provided by the teacher is ideally directed at student activities, and the center is the student himself, where students have an important role in learning. (Rahayu et al., 2019). Student involvement is necessary for the learning process in class because he not only shows an active role and listens, but students will receive knowledge or material provided by the teacher.

Learning is designed to maximize students' potential skills and intelligence so that students can develop their potential in ways that turn into marketable activities. Emotions greatly affect student learning. If students are forced to follow lessons, it will be difficult for them to accept the lessons or materials provided by the teacher. Students act as learning agents, so teachers need to plan learning activities that focus on the learning activities of students. According to As'ari (2000), the expected learning behaviors are: (1) Students find, select, search, and use information sources. (2) Students act more proactively. (3) Students participate in the planning process. (4) Students ask questions, (5) implementation and evaluation of learning. (6) There is self-evaluation and joint evaluation (Rahayu et al., 2019). Therefore, teachers are expected to be able to create an atmosphere that is fun, enjoyable and effective learning. To make learning fun, it is necessary to change the way of teaching from traditional learning strategies to innovative learning strategies.

Through innovative learning versions, students are not only used as objects but are also actively involved. Learning is no longer teacher-centered but student-centered. Learning activities require a learning strategy that empowers students actively. One of them is by creating a learning pattern that emphasizes cooperation between students. In addition, it is the obligation of students to carry out learning activities in class with a variety of learning models created by educators as facilitators. Teachers prepare a learning space for students so that they are not

bored or saturated in learning and it is easy for them to understand the learning material provided. The use of models that are not in accordance with student conditions will have an impact on learning activities and student interest in the learning process in class, causing students to have difficulty accepting the learning taught by the teacher. Teachers must create innovative, active, effective, creative, and fun learning situations in the learning process. In addition to using methods, approaches, strategies and models that suit the needs of students, teachers also need to improve literacy culture for students who are still relatively low in terms of reading, writing and counting. This is evidenced by the survey results, namely the low literacy ranking of SD 74 Bonti-Bonti students in Maros Regency. According to *Most Literate Nations withinside the World and Progress in International Reading Literacy* indicates that Indonesian education is still lagging behind. (Wulandary, 2020). Efforts to increase students' interest in reading include: (a) requiring support from parents, teachers and friends (b) getting students used to reading books before studying (c) choosing reading materials that students like but are still educational (d) providing a positive effect so that students enjoy reading (e) making use of existing facilities and infrastructure. (Elendiana, 2020). Multiliteracy learning improves students' literacy and numeracy skills. To improve students' critical thinking, teachers should use learning strategies that emphasize student performance in learning. Multiliteracy learning provides a positive response and influences students' critical and creative thinking. In addition, multiliteracy learning equips students with the ability to improve their critical thinking skills.

Teachers emphasize using multiliteracy learning strategies in the learning process because these strategies can provide positive answers to increase students' interest in reading. Since elementary school, students are instilled with critical thinking skills to get used to the concept of critical thinking, but when they reach the development stage, they should use learning strategies that emphasize student activeness in the learning process. The results of previous research (Rahayu et al., 2019) stated that the increase in reading comprehension of fifth-grade elementary school students was due to using the SAVI learning model that was following the levels of the SAVI learning model. The research that applies multiliteracy learning shows that multiliteracy learning makes students more effective in improving students writing and reading skills because multiliteracy learning encourages students to think critically and creatively. (Wulandary, 2018). Based on the results of previous research, researchers are interested in developing this research by combining SAVI and Multiliteracy so that this model becomes the state of the art for this research. In addition, of course, it is expected that this model is in accordance with current learning demands where students must think critically.

Based on the results of preliminary observations conducted on August 27, 2021, through interviews with class teachers and school principals, students' interest in learning social studies is low, as seen from the learning outcomes. The results of the observation found that the low interest in learning social studies of students was caused by several factors, namely: (1) students tend to get bored when learning in class, (2) teachers only use the lecture method, (3) learning is only one-way, (4) the learning strategy used by teachers is still traditional and low (5) student literacy. Based on some of these findings, researchers are interested in conducting research by focusing on the application of learning strategies using SAVI and Multiliteracy models in the classroom in order to increase interest in learning social studies so that it has an impact on improved learning outcomes.

Research Methods

This research is a type of quantitative research using classroom action research. Quantitative research answers problems related to information in the form of numbers and statistical software. Educational action research is action research whose implementation is visible, internalized, and felt, which raises the question of whether the learning practices implemented so far have a high effectiveness value. Classroom action research can test different activities in a particular educational software, e.g., a classroom study. B. Using books with funny stories, trying local stories, etc. (Susilowati, 2018). Classroom action research can bridge the gap between learning theory and practice in the classroom. Classroom action research is conducted so that teachers want to examine, reflect, reflect, or evaluate themselves to improve their skills as teachers (Triyono & Dharma, 2018).

This research was conducted at SD Negeri 74 Bonti-Bonti Kab. Maros. In September 2021. The subjects of this study were fourth-grade students of SD Negeri 74 Bonti-Bonti Kab. Maros with a total of 25 students consisting of 14 boys and 11 girls.

The research procedures carried out in this study used classroom action research consisting of two cycles. Suharsimi Arikunto in (Paizaluddin et al., 2016: 33) can be summarized in an outline regarding the class action research cycle as follows:

1. Cycle I

Research activities began by conducting cycle I. This cycle was carried out in three meetings using three stages. The first stage is *planning, which* is an initial reflection of research activities, and based on the results of preliminary studies, planning is prepared, such as making lesson plans for the *Somatic, Auditory, Visualization, Intellectual (SAVI)* Model and Multiliteracy. Learning planning, commonly called a lesson implementation plan (RPP), is a subject learning design per unit that will be used later in the classroom learning process (Bararah, 2017). Next is to compile an observation format for student learning activities in learning by using *Somatic, Auditory, Visualization, Intellectual (SAVI),* and Multiliteracy learning strategies, then compile research instruments in the form of a cycle learning interest questionnaire to measure student interest during the learning process for two cycles.

The second stage, *Acting, is* the implementation or application of the contents of the plans that have been simulated and revised. The third step, observation, is an observation carried out to observe the effectiveness of the action or to collect information from various data about the various weaknesses and shortcomings of the actions taken. The fourth step, Reflection, is the analysis of observations to develop a new program or plan. In the reflection phase, shortcomings or problems realized in Cycle 1 are examined, and additional resources are planned for the next cycle. Learning Reflection means reviewing the learning process that has been completed, including planning, implementation, and managing to learn outcomes (Ismayanti et al., 2020).

2. Cycle II

The implementation of cycle II is no different from cycle I because it uses the same strategies and steps. The difference in cycle II is an improvement or follow-up to cycle I, which was still declared unsuccessful. After drafting the design for the second cycle and the teacher has not been successful, the teacher can continue to the next cycle.

Results and Discussion

Learning is an interactive activity that occurs between teachers and students. During the learning process, teachers and students carry out these activities. Therefore, activity is a very important principle or principle in the interaction between teachers and students during learning. Student performance during the learning process indicates the student's desire to learn.

Jurnal Cakrawala Pendas Vol. 9, No. 1, January 2023, pp. 197-204

Student activity is an activity or behavior that occurs during the teaching and learning process. The following is a description of the results of research findings in the field starting from cycle I to cycle II.

This study aims to increase the learning interest, curiosity and activeness of SD Negeri Bonto-Bonti Kab fourth-grade students. Maros. This research was conducted in two cycles. Each cycle has several stages starting from planning, acting, observing, and reflecting, and in each cycle, there are three meetings. Implementation in cycle I am still not optimal based on the results of observations and reflections to discover the learning steps that have not been implemented. The results of the Reflection in cycle I was refined in the next cycle to obtain maximum results using SAVI and Multiliteracy models. In Cycle II, the learning process was carried out well based on observations made following the aspects determined by the researcher. As for what is done in cycles I and II, SAVI and Multiliteracy are applied to increase student interest in learning social studies.

Applying SAVI and Multiliteracy learning models can increase students' interest in reading. The data is obtained through measuring students' interest in learning by using a questionnaire. At the first cycle stage, learning interest obtained a percentage score of 45 in the good category but in the implementation of the SAVI and multiliteracy models it was still not optimal and there were obstacles so that action was needed to continue to cycle II. In cycle II it was seen that the learning process was carried out in the excellent category with a score of 52 which corresponded to a total percentage of 86.66%. This is reflected in the learning that the teacher has applied the SAVI model and multiliteracy well and applied learning that activates student involvement and increases student interest in learning. The application of this model is able to increase students' interest in reading so that students' social studies learning outcomes increase. From the initial data obtained, only the average test score is 40%, so Reflection is done, and the results in cycle II increased to 86.66%. So it can be concluded that applying Somatic, Auditory, Visualizing, Intellectual (SAVI) and Multiliteracy learning models can increase students' interest in reading.

The increase in students' reading interest results from baseline data, cycle I, and cycle II can be seen through the comparison of students' reading interest test results in cycle I and cycle II in table 1:

Table 1. Comparison of Student Reading Interest Results

No	Data	Students/Completion%
1.	Initial Data	8/40%
2.	Cycle I	10/52%
3	Cycle II	15/86,66%

The increase in student reading interest results is shown in table 1, with a percentage in the pre-cycle of 40%, cycle I of 52% in cycle II increasing to 86.66% with a high category. As for the results of previous research, according to (Dyan Yuliana, 2019), the application of the SAVI model applied to the learning process can improve student learning outcomes by obtaining student learning outcomes after cycle I increased from 73% to 82% of students who were complete, in cycle II student learning outcomes obtained 91% of students who were complete and 9% of students who were not complete. The implication of this research for further research is that it can be developed with other models, especially in improving student literacy in elementary schools.

The SAVI learning model emphasizes the optimal use of the senses so that there is a synchronization between what is heard, seen, done, and what is thought. Meier revealed that SAVI is learning by combining intellectual abilities with physical activity and involving all senses to progress in learning. (Habibiyah, 2021).

According to Safitri (2015); (Alfisyahriya 2018), the results of previous studies to determine students' interest in learning in the learning process can be seen from children's activities while learning, complete notes, and children's attention during learning. A student's interest in learning is significant to achieving the expected learning objectives in the learning process. The SAVI and Multiliteracy models developed can increase student interest, where all activities in the learning process are centered on students. Other studies state that the multiliteracy learning model can increase students' interest in reading in class III because it refers to several learning resources so that students continue to focus on following learning as effectively and as integrated as possible. (Fitriyana et al., 2020); (Dafit, 2017); (Rahayu et al., 2019); (Habibiyah, 2021). Research conducted (Akhiruddin, 2022)(Akhiruddin, 2022) states that learning outcomes can improve through multiliteracy learning because multiliteracy learning provides various learning strategies to help students gain a deep understanding of important ideas and concepts in various subjects, especially sociology learning in high school. Learning is focused as intellectual tools and techniques that allow students to access, process, communicate important information and ideas to grow and enrich abilities. Research results from abroad mention the importance of media/model production in learning. The study found that most prospective teachers were able to design lessons well so that in elementary school education and social studies education the use of literacy was at a good level. (Inan & Temur, 2021). Based on the results of data analysis, students' critical thinking skills can improve in a classroom that uses multiliteracy pedagogy critical framing through students' critical reading skills. In this regard, no previous research has investigated critical framing to improve students' critical reading skills. However, the use of critical framing is proven to improve critical thinking skills (Kosimov, 2022); (Misa et al., 2022). Mastery of other higher-level language skills competencies, reading comprehension also requires affective, cognitive, and metacognitive skills such as motivation, goals, strategies, and the ability to use strategies. Turkish schools used to adopt sentence analysis (tag) method as an early literacy teaching instrument under the influence of behaviorist approach. Literacy skills are not just about reading and writing skills. Language is fully connected with all skill areas and instructional programs cannot be organized without speaking and listening skills as a result of research conducted by (ıroÇakıroğlu, 2018). In addition to the application of SAVI and Multiliteracy models, readiness is also very important so that learning outcomes increase, this statement is in line with the opinion of (Çakıroğlu, 2018). (Dafit & Ramadan, 2020) that readiness includes the physical capabilities of the school (access to reading opportunities, infrastructure, and facilities), the readiness of school residents (students, teachers, parents, and the community), and the readiness of other supporting systems (community participation, institutional support, and relevant political instruments).

Based on the results of previous research and the results of research that has been conducted, the application of SAVI and Multiliteracy models is very suitable to be applied in elementary schools because it can increase students' interest in reading and learning outcomes. The opinion results are applied in elementary schools because they can increase students' interest in learning. SAVI and Multiliteracy models have novelty for the world of education, it is proven that people who are in the 5.0 era, will definitely be faced with multiliteracy. Ideally, multiliteracy is learned since elementary school. However, information on the implementation of learning that trains multiliteracy has not been widely studied (Kurniawati et al., 2022).

Conclusion

Learning with SAVI and Multiliteracy models not only introduces students to the real world in the classroom. Here, teachers are challenged to vary more creative learning strategies, encourage students to be more active in providing feedback, stimulate interest in learning and curiosity, and engage in more active learning and group discussions. Learning outcomes of grade IV students increased by applying SAVI and Multiliteracy learning models. This is indicated by the growth of each student learning indicator in each cycle. The increase was caused by the implementation of the model. The success of this study is reflected in the final fulfillment of reading comprehension assessment criteria, namely. In Cycle II, most students achieved very good criteria, and only a small proportion did. This shows that the learning activities of grade IV elementary school students can be improved by introducing SAVI (Somatic, Auditory, Visual, Intellectual) and Multiliteracy learning models into the learning process.

Bibliography

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendidikan Praktik.* Jakarta. Rineka Cipta.

Akhiruddin, A. A. (2022). *Cypriot Journal of Educational Sociology teaching materials development based on the inside out circle model to espouse l earners' multiliteracies*. *17*(12), 4424–4436.

Alfisyahriya, K. (2018). *Meningkatkan minat belajar pada mata pelajaran ips melalui metode mind mapping pada siswa kelas iv sd* [Universitas Muhammdiyah Sidoarjo]. http://eprints.umsida.ac.id/3165/1/30.Khoirun Alfisyahriya 158620600145.pdf

Çakıroğlu, A. (2018). The language acquisition approaches and the development of literacy skills in children. *International Electronic Journal of Elementary Education*, *11*(2), 201–206. https://doi.org/10.26822/iejee.2019248600

Dafit, F. (2017). Pengaruh Model Pembelajaran Multiliterasi Terhadap Kemampuan Membaca Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, *1*(1), 87–100. https://doi.org/10.24036/jippsd.v1i1.7937

Dafit, F., & Ramadan, Z. H. (2020). Pelaksanaan Program Gerakan Literasi Sekolah (GLS) di Sekolah Dasar. *Jurnal Basicedu*, *4*(4), 1429–1437. https://doi.org/10.31004/basicedu.v4i4.585

Elendiana, M. (2020). Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, *2*(1), 54–60. https://doi.org/10.31004/jpdk.v1i2.572

Fitriyana, N., Ningsih, K., & Panjaitan, R. G. P. (2020). Penerapan Model Pembelajaran Savi Berbantuan Media Flashcard Untuk Meningkatkan Aktivitas Dan Hasil Belajar. *Edukasi: Jurnal Pendidikan*, *18*(1), 13. https://doi.org/10.31571/edukasi.v18i1.1667

Habibiyah, Z. (2021). *Model Pembelajaran Savi (Somatic, Auditory, Visualization, Intellectually) dalam Meningkatkan Minat Belajar dan Kemampuan Berfikir Siswa Kelas VIII pada Mata Pelajaran Fikih di MTs. Al-Ihsan Blambangan*.

Inan, T., & Temur, T. (2021). Examining media literacy levels of prospective teachers. *International Electronic Journal of Elementary Education*, *4*(2), 269–285.

Ismayanti, Arsyad, M., & Marisda, D. H. (2020). Pada Materi Fluida. *Karst : Jurnal Pendidikan Fisika Dan Terapannya*, *3*(1), 27–31.

Kurniawati, K., Kartowagiran, B., Wuryandani, W., Retnawati, H., & Herwin, H. (2022). Portraits of elementary schools in practicing integrated multiliteracy in learning: A phenomenological study. *Cypriot Journal of Educational Sciences*, *17*(8), 2720–2732. https://doi.org/10.18844/cjes.v17i8.7801

Misa, M., Education, L., Java, E., Purwati, O., Language, P., Program, L. E., Java, E., Retnaningdyah, P., Education, L., Java, E., & Nicosia, N. (2022). *Cypriot Journal of Educational Multiliteracy pedagogical framework in action : Critical reading in ELT*. *17*(12), 4311–4323.

Nursyam, A. (2019). *Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi Increased Interest in Student Learning Through Information Technology- Based Learning Media*. *18*(1), 811–819.

Rahayu, A., Nuryani, P., & Riyadi, A. R. (2019). Penerapan Model Pembelajaran Savi Untuk Meningkatkan Aktivitas Belajar Siswa. *Jurnal Pendidikan Guru Sekolah Dasar*, *4*(2), 102–111.

Wulandary, K. L. (2018). Meningkatkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar Melalui Pembelajaran Multiliterasi. In *News.Ge*.