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The Effect Of The SAVI (Somatic Audio Visual Intellectual) Learning Model On Critical Thinking Abilities In Sciences Class V

Jesa Julsakseso Saragih[1], Asister Fernando Siagian[2], Lisbet Novianti Sihombing[3]
Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas HKBP Nommensen Pematang Siantar, Pematang Siantar, Indonesia
Jesasaragih747@gmail.com, lisbetsihombing@uhn.ac.id

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Abstract

This study aims to determine the effect of the SAVI (Somatic Audio Visual Intellectual) learning model on critical thinking abilities in grade V SCIENCE at STATE ELEMENTARY SCHOOL 091544 Pardomuan. This study used a quantitative research method using an experimental method. This study employed a pre-experimental design with a one-group pretest-posttest. Data analysis was quantitative, with the aim of testing the established hypotheses. The study population was grade V SCIENCE at STATE ELEMENTARY SCHOOL 091544, located in Pardomuan Huta Bayu Raja. The sample in this study was taken from one class used as a One Group class, thus comprising all fifth-grade students at SD Negeri 091544 Pardomuan. The data analysis technique used in this study was 20 students. The results showed that students' critical thinking skills were measured at an average pretest score of 35.30 and a posttest score of 89.75. The effect of the SAVI (Somatic, Audio, Visual, Intellectual) Problem Learning model on students' critical thinking skills, using the N-Gain test, was categorized as high, at 0.8430.

Keywords: *Learning Model, Somatic, Audio, Visual, Intellectual, and Students' Critical Thinking Skills*

INTRODUCTION

Education plays a crucial role in the development of every country and is key to national progress (Sari et al., 2019) . Education enables human resources to develop for the better. Whether a country is advanced or not can be determined by the quality of its education. In the era of globalization, the education system is required to continuously evolve to meet the learning needs of students. Every human being has the right to experience education to develop character, personality, morals, mental abilities, intelligence , and skills (Husain, 2020) . Law of the Republic of Indonesia Number 20 of 2003 Article 3 which reads: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aims to develop the potential of students to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." Therefore, education is an activity that has the aim of developing the potential, talents and interests that exist in each student. (Savira, 2022) .

Education in Indonesia aims to integrate critical thinking skills so that students can analyze, evaluate, and make decisions effectively (HC & Gusaptono, 2020). This includes the ability to question assumptions, consider multiple perspectives, and make reasoned judgments (Fauzi et al., 2021) . In other words, the primary goal is to prepare students to become independent thinkers capable of facing real-world challenges. Education is the primary foundation for developing one's abilities. Because through education, one can develop and explore their abilities and potential.

Higher-order thinking skills consist of various aspects, one of which is critical thinking. "Critical thinking is a rational and reflective thought process focused on deciding what to believe or do" (Reskyna et al., 2020). . " Critical thinking is a process that aims to draw conclusions about self-confidence and belief in what we will do. It is not just about getting answers and grades, but more importantly, questions about existing answers, facts, or information (RAMADHANTI, 2022) . In critical thinking skills, students first reflect on the causes and effects of the problems they face and then make decisions to draw objective conclusions. If teachers and students realize the importance of this, then the guarantee of high critical thinking skills is already within reach.

The quality of education in Indonesia has not met public expectations, namely integrating critical thinking skills that aim to produce students who are able to analyze and make their own decisions. This is evident from the results of international surveys such as the 2022 PISA (Philosophy of Mathematics and Science), in which Indonesia ranked 69th out of 81 countries (the 12th lowest) with a total score of 1,108. In other words, the quality of education in Indonesia is still very low, especially in critical thinking skills. Although critical thinking skills are very important, in reality, students' abilities in science subjects are still far from satisfactory. This condition is also reinforced by data from the 2022 TIMSS (Trends in International Mathematics and Science Study), where Indonesia ranked 44th out of 49 countries with a score of 397. This score places Indonesia in the low category based on TIMSS standards. Unfortunately, after the 2022 TIMSS study, Indonesia no longer participates in this survey (Suharko, 2021) . Critical thinking skills in science subjects should be evident in the learning process in the classroom, starting from the activities and activeness of students during teaching and learning activities. Based on interviews conducted by researchers with the homeroom teacher of class V of UPTD SD Negeri 091544 Pardomuan, researchers found that several students were less interested in participating in the learning process, especially in science learning, and the class conditions were less conducive during the teaching and learning process.

One way to address these issues is by implementing innovative learning models. One such model is the SAVI (somatic, audio, visual, and intellectual) learning model. SAVI is an acronym for Somatic, Audio, Visual, and Intellectual. According to Yudiari (Sianturi & Saragih, 2024), Somatic means learning with the sense of touch, kinesthetic, practical and involves physical and using and moving the body while learning.

According to Ngalimun (Wardani, Faiz, & Yuningsih, 2021) SAVI learning is learning that emphasizes that learning must utilize all the senses that students have. The SAVI learning model combines various human senses, such as

the use of physical movements (somatic) which means body movements (hands-on, physical activity) where learning is done by experiencing and doing:, auditory which means learning by listening, paying attention, speaking, presenting, arguing, expressing opinions and responding: meaningful visualization must use the sense of sight through observing, drawing, demonstrating, reading, using media, or teaching aids, and intellectual intelligence (intellectualy) which means learning must use thinking skills (mindson) learning must be with concentration of mind and practice using it through reasoning, investigating, identifying, finding, creating, constructing, solving problems and applying. Through the SAVI learning model, in addition to increasing student activity in learning, it also increases critical thinking skills, especially at the elementary school level (Pretty, 2023) .

Based on the results of previous research by Sianturi (Saragih, Panjaitan, & Purba, 2023) This is proven by the average pretest score of 59 and the average posttest score of 74, which means that the SAVI Learning Model has an influence on students' critical thinking abilities.

Based on these phenomena, to determine the influence of learning models on students' critical thinking skills at school, it is necessary to do something to measure or see the achievement of student learning outcomes. Therefore, the author is interested in conducting research with the title "The Influence of the SAVI Learning Model (Somatic, Audio, Visual, Intellectual) on Critical Thinking Skills in Class V Science at UPTD SD Negeri 091544 Pardomuan".

METHOD

This research was conducted in fifth-grade students at SD Negeri 091544 Pardomuan. The research used a quantitative approach using experimental methods. The reason for using quantitative research is that it allows for objective and measurable measurements of students' critical thinking skills in science learning. This aligns with Sugiyono's view (Satriawan & Yunerni, 2023) . Quantitative research is a research method based on the philosophy of positivism, used to research certain populations and samples, sampling techniques are usually carried out randomly, data collection uses instruments in research, data analysis is quantitative/statistical with the aim of testing the hypotheses that have been made (Rahmawati & Kasriman, 2022) .

The research design used in this study is the pre-experimental design One Group Pretest-Posttest, namely a research design that only involves one class as an experimental class and is carried out without a comparison group with the aim of gaining an understanding of the picture of "The Effect of the SAVI Learning Model (somatic, audio, visual, intellectual) on the Critical Thinking Ability of Class VV Science at SD Negeri 091544 Pardomuan (Savitri & Sawitri, 2014) .

Pre-Experimental is an experimental study with a relationship between independent variables and dependent variables. One Group Pretest-Posttest is a type of research by comparing conditions before and after treatment (Amrin et al., 2023) . The pretest (initial test) questions are given before learning using the SAVI (somatic, audio, visual, intellectual) learning model, while the posttest (final test) is given after using the SAVI (somatic, audio, visual, intellectual) learning model.

RESULTS AND DISCUSSION

This research was conducted in fifth grade students of SD Negeri 091544 Pardomuan. The purpose of this study was to determine the effect of the Somatic, Audio, Visual, Intellectual (SAVI) learning model on the critical thinking skills of fifth grade students. This research was conducted from August 4 to August 9, 2025. This type of research is quantitative research, as explained in the research methods section. The sample in this study was all fifth grade students, with a total of 20 students. The research data were obtained through the implementation of a pretest and posttest, each consisting of 10 essay questions (Nainggolan et al., 2021) .

The research data collection was obtained using experiments. This study used a descriptive test that was first validated by two validators: one lecturer, Mr. Dr. Aprido Bernando Simamora, S.Pd., M.Pd., and one teacher, Mrs. Elfrida Hutasoit, S.Pd. The validators assessed the descriptive questions through a previously designed validation sheet. After the validators declared that the questions were suitable for testing, the researchers then proceeded to the next stage.

This study began with the administration of a pretest to students in the form of 10 descriptive questions. Next, the researcher implemented the Somatic, Audio, Visual, Intellectual (SAVI) learning model to determine its impact on the critical thinking skills of fifth-grade students. After all the necessary data were collected, the next step was to analyze the data. In this study, the researcher conducted a test to see the improvement in students' critical thinking skills through the results of the pretest and posttest, which were analyzed using the N-Gain test (MRDW Lestari et al., 2023) .

The validation test of the assessment instrument was conducted by two experts, namely 1 lecturer and 1 teacher on April 9, 2025. The validator validated the instrument. The validation sheet can be seen in appendices 9 and 10.

Instrument Validation Result Data

The Validation Test of the research instrument was conducted by two experts, namely Dr. Aprido Bernando Simamora, S.Pd., M.Pd., as an expert lecturer and a teacher on April 9, 2025. Based on the results in Tables 4.2, 4.3, and 4.4, the instrument was declared valid and suitable for use to examine the effect of the Somatic, Audio, Visual, Intellectual learning model on students' critical thinking abilities. In addition, the validators also provided input in the form of criticism and suggestions for improving the essay questions (Amalia et al., 2020) .

N-Gain Test

"N-Gain" is an abbreviation of " *Normalized Gain* " or normalized increase, is a tool used in educational research (Ramadhanti, 2022) . The N-Gain test is used to measure the effectiveness of a learning and help measure the increase in student learning outcomes in science learning in grade V of SD Negeri 091544 Pardomuan. Calculating the normalized N Gain score uses the following formula:

$$\text{N-Gain} = \frac{\text{Skor Postest - Skor Pretest}}{\text{Skor Maksimal - Skor Pretest}} \times 100$$

Based on the calculations, the gain test results data were obtained as in Table 4.1 below:
Based on the calculations, the gain test results data were obtained as in Table 5.1 below:

Table 1. Results of *the Pretest* and *Posttest*

Class	Class V
Spread	35.3
Spontaneously	89.75
Gain	0. 8430
Information	Tall

Based on these data, the results of the calculation of class V gain obtained an average *pretest* of 35.3. The average value and *posttest value* are 8 9.75 . This shows that students' critical thinking skills have increased very well after using the *Somatic, Audio, Visual, Intellectual (SAVI) learning model* in science learning at SD Negeri 091544 Pardomuan. This increase is quite high, with a gain value of 8 9.7 5 , which means it is in the range of 0.7 ≤ N-gain < 1. Thus, it can be concluded that the *Somatic, Audio, Visual, Intellectual* (SAVI) learning model very effective in improving students' critical thinking skills.

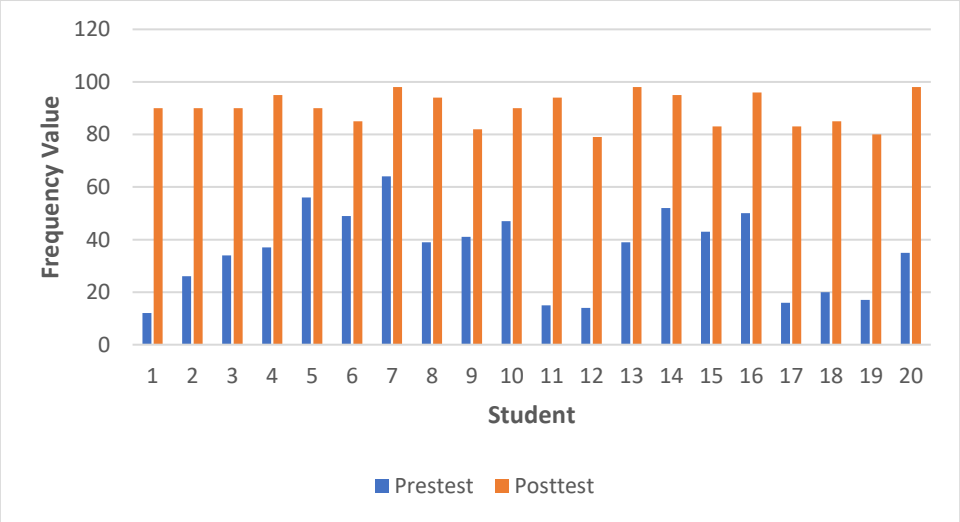

Figure 1. Pretest and Posttest Comparison Diagram

Based on these data, the results of the gain calculation in the experimental class show that the average *pretest score* is 35.3 and the average *posttest score is* 89.75 . From these results, a gain value of 0.8430 is obtained , which indicates that the experimental class experienced

a moderate increase in critical thinking skills, because the gain value is in the range of 0.7 ≤ N-gain < 1.

Discussion of Research Results

This research was conducted in class V of SD Negeri 091544 Pardomuan in the 2025/2026 academic year from 4-9 August 2025. The population used was all class V students of SD Negeri 091544 Pardomuan , with a sample of class V students of 20 people. This research was conducted to determine how the influence of the *Somatic, Audio, Visual, Intellectual (SAVI) learning model* on the critical thinking skills of class V of SD Negeri 091544 Pardomuan through *pretests* and *posttests* that had been conducted on students in class V of SD Negeri 091544 Pardomuan (EP Lestari et al., 2018) . From the results of the study, there was a positive influence on learning outcomes with the learning model. Regarding critical thinking skills in science in this study, researchers used the *Somatic, Audio, Visual, Intellectual (SAVI) learning model,* which is expected to enable students to learn through direct experience and provide simple explanations of the food chain in rice field, garden, and forest ecosystems (SARI, 2020) . During the process, students are faced with challenges that require them to think critically. Researchers also used *a one-group pretest-posttest research design* (Seran Nuak et al., 2020) .

The first step taken by the researcher was to validate 10 descriptive questions to the validator, namely Mr. Dr. Aprido Bernando Simamora, S.Pd., M.Pd., and one teacher, namely Mrs. Elfrida Hutasoit, S.Pd.SD. After the questions were validated, the researcher then conducted research in class V, the results of the analysis on *the pretest* and *posttest* of class V SD Negeri 091544 Pardomuan with a total of 20 students, before being given treatment, *a pretest was given* with an average score of 37.5 with the highest score of 64 and the lowest score of 12. After being given treatment using the *Somatic, Audio, Visual, Intellectual* learning model , the average score was 89.75 with the highest score of 98 and the lowest score of 79, then after getting the students' science learning results, the score was tested using the N-gain test with a score of 0.8430 (Kazachiner & Tkachenko, 2020) . This means that the class showed a significant increase in critical thinking skills after learning compared to before learning, with a moderate increase category because the gain value was in the range of 0.7 ≤ N-gain < 1. This shows that there is an influence of the *Somatic, Audio, Visual, Intellectual* learning model on the critical thinking skills of science in class V of SD Negeri 091608 Sinaksak (Ari Suryani & Putra, 2020) .

Thus, it can be concluded that there is an increase in student learning outcomes before and after learning after the application of the *Somatic, Audio, Visual , Intellectual learning model* which has been proven to be very effective in the learning process (Achmad Ali Fikri, Syamsul Arifin, 2022) . Based on the analysis of the research results above, the use of the *Somatic, Audio, Visual, Intellectual model* has been proven to improve students' critical thinking skills and provide a significant impact (Beresford, 2020) .

By implementing *Somatic, Audio, Visual, Intellectual,* students become active in the learning process, students become motivated in solving a problem. This is in accordance

with the opinion of Sianturi, (Handayani et al., 2024) who stated that the SAVI learning model (*somatic, audio, visual, intellectual)* can make students learn independently, able to control their learning process, and motivated to complete the learning. Likewise, the *Somatic, Audio, Visual, Intellectual learning model* can teach students through an existing real problem, so that students become more active, brave to express opinions so that it can improve students' critical thinking skills.

CONCLUSION

1 This research was conducted in class V of SD Negeri 09 1544 Pardomuan , with the population used being all class V students with a sample of class V students of 20 people. The results of the study showed that the use of the SAVI *(Somatic, Audio, Visual, Intellectual)* learning model had a positive influence on students' critical thinking skills in the subject of science. This was evidenced by the results of the tests before and after learning (*pretest* and *posttest*). Before the application of the learning model SAVI *(Somatic, Audio, Visual, Intellectual* , the average *pretest score* of students was 35 , 3 and after the application of the learning model SAVI *(Somatic, Audio, Visual, Intellectual* increased to 8 9 , 7 5. From these results, a gain value of 0.8430 was obtained , which is included in the high category (because it is in the range of 0.7 ≤ N -gain < 1). This means that students experienced a significant increase in critical thinking skills.

2 Based on these data, it can be concluded that there is an influence of the SAVI learning model *(Somatic, Audio, Visual, Intellectual)* on students' critical thinking skills in science lessons for class V of SD Negeri 091 544 Pardomuan.

Suggestion

Based on the conclusions that have been outlined, the researcher provides suggestions for using the *Somatic, Audio, Visual, Intellectual* (SAVI) Learning Model as follows:

1. For educators, especially teachers SD Negeri 091544 Pardomuan, so that it can use the *Somatic, Audio, Visual, Intellectual* (SAVI) Learning Model in learning at school because *Somatic, Audio, Visual, Intellectual* (SAVI) is able to invite students to learn more fun and different learning methods make students not feel bored and can improve the critical thinking skills of students at SD Negeri 091544 Pardomuan.
2. For students of SD Negeri 091544 Pardomuan, during the learning process, students are expected to always be active in order to improve their learning outcomes with effort. maximum.
3. For schools, to be able to provide facilities and infrastructure that can support learning in order to improve student and school achievement.
4. For subsequent researchers, to apply and develop the *Somatic, Audio, Visual, Intellectual* (SAVI) Learning Model in other materials or themes to improve students' critical thinking skills

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