Somatic Auditory Visualization Intellectual (SAVI) learning for student's activity and understanding

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ABSTRACT: SAVI learning is closely related to student's activities and understanding. This study objective was to describe the student's activities and understanding through the application of SAVI learning with simulation methods on market materials, in the fifth grade elementary school. This research applied classroom action research with research instrument in the form of observation sheets of student and teacher activities, and student's understanding test result. The results of this researchshowed the absence of teacher activity improvement but improvement on student activity and understanding. This happenend because the learning activities are repeated in second cycle.

1. INTRODUCTION

Student activity is very limited and the dominant role of teacher in learning become weakness in social study learning (Alshammari, 2015: 60). This causing weak process and learning experience and low learning result (understanding). This kind learning process leads to boredom and exhaustion of mind, the skills gained are merely the collection of abstract facts and knowledge. Student just memorizing, in other words, learning is trapped in the process of memorizing without being exposed to problems for more thinking and acting, so learning only touched low-level cognitive development. Understanding becomes superficial so it can not know other knowledge that can actually help to solve the problem.

SAVI learning is a learning that combines physical movement with intellectual activity and also the use of all the senses in learning (Rasiman, 2014: 578). This learning has four elements, namely: somatic learning (learning by moving and doing); Auditory Learning (learning by listening and speaking); Visualization learning (learning by observing and describing); Intellectual learning (learning by problem solving and reflection). Somatis comes from the Greek which mean body. Somatic learning means learning with the sense of touch, kinetesis, practically involving the physical and using the body while studying periodically. According to Meier (2002: 95), Auditory learning is a standard way of learning for everyone since the beginning of history. As we know, before humans know how to read–write, a lot of information submitted from generation to generation orally such as myths, fairy tales, folk tales. Everyone has a very strong visual acuity. Meier further revealed that some students (especially visual learners) will find it easier to learn if they can see what the teacher is talking about or a book. Intellectuals show what students do in their mind internally as they use their intelligence to reflect on an experience and create the relationship of meaning, plan and value of the experience.

SAVI learning is appropriately used in the delivery of materials more easily (Sapti, 2011). SAVI Learning trains students to interact with their friends,

informants, and the environment in order to obtain various information (Kurniawati, 2013: 446). The information gathered will be used as the material used in the discussion. In this case, students are placed as the center of attention in the learning process as what has described in the constructivist paradigm. The students build their knowledge based on their own experiences to formulate the best solution. Students feel there is a benefit for themselves because the material is related to real life (Camm, 2011).

As a teaching method, simulation can be interpreted as a way of presenting a learning experience using artificial situations to understand certain concepts, principles, or skills. The simulation method is a real-world adventure that is delivered into the classroom. This learning method is student-centered. This method provides an interactive experience that encourages students to solve problems (Huei Chen, 2010: 135). This research combines SAVI learning with simulation method. Students play a role in the market situation and they must use all of their senses. Students are asked to work in groups.

2. METHOD

The research type that conducted in this research was Classroom Action Research. This study applied Kemmis and Taggart design (Koshy, 2005: 4) can covered a number of cycles, that consisting of stages: planning, implementation and observation (act and observe), and reflection. These stages occur repeatedly, until the objectives of the study are achieved. Research subject wasfifth grade students of Warugunung 1 Elementary School, District Karangpilang, Surabaya. Fifth grade students were amounted of 38 students with 24 male and 14 female students. Male students was outnumbered and more active than female students.

Data collection techniques in this researchwere observation and tests.

Observations was used to observe and assess the teachers and students activities. The test was used to measure student's understanding. The test is delivered in the final activity of learning. The test questions consisted of 10 multiple choice items and 5 short questionnaires. Data analysis techniques for teacher and student activity using percentages. The data analysis technique for the test wasthe comparisonof student score to maximum score. Students are said to be mastered if the score that achieved was 76.

3. RESULTS AND DISCUSSIONS

This study consisted of two cycles, each cycle consisted of fourstages namely planning, action, observation, and reflection. Stages of action and observation were activities that undertaken collectively. The learning process in each cycle was carried out in two meetings. The first cycle was carried out on 7 and 8 March 2017, while second cycle was conducted on 15 and 16 March 2017.

The activities of the teacher was poured in the observation sheet which is then observed by two observers. The involvement of teacher and student activities in the learning not only happened only in two-way interaction, but also happened in continuity and mutual self-actualizing, teacher as mentor with student as learners. Learning is a process of interaction between teachers and students, both direct interactions such as face-to-face or indirect activities, using various methods of learning.

The teacher's observation sheet contains all teacher activities during the lesson. Teacher activities will be recorded by peer-reviewed observers. The observations are in the form of checklist data prepared by the researcher. With the teacher observation sheets of activities that have been observed in the learning then it will be used as a

direction in the application of learning SAVI.

Teacher's activity is very important when in the classroom. Any form of teacher activity that is memorable to students in learning will make students understand the material. When students are impressed with learning, it will make the students become focus and concentration in paying attention to the explanation of the teacher, so that student learning result will increase. If the learning result increase, then it can be ascertained that the level of student understanding is also increasing, because that understanding what make students can answer the tests given. Likewise, on the contrary, the results of learning will not be increased if the concept of student understanding does not increase. If students do not experience improvement then the teacher activity is still lack and must be repaired.

This research showed that observation result in first cycle,the percentage of teacher activity reach 80,2%. On second cycle, the percentage of teacher activity reached 80.2%. The average of teacher activity observation result in this research reached 80,2%. The percentage of teacher activity in this study was static, because the student's activity in second cycle is a breakdown of first cycle activity. When shown in graphical form, it will look like Figure 1.
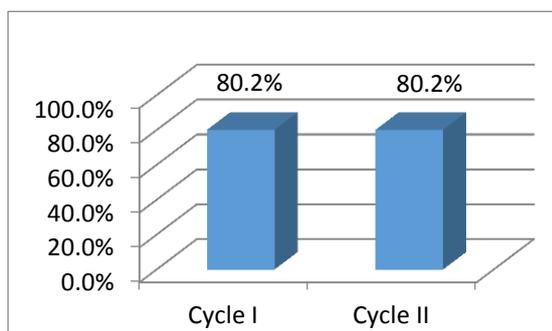

Figure 1 Teacher's activity

One of the reference of learning success in the classroom is the activity of students in learning. In order for learning

to be done properly in accordance with the appropriate procedures, it will required teachers and student's activities that inter-related and directly involved. The involvement is not only limited to two-way interaction, but occurs in continuity and mutual self-actualization of teachers as mentors with students as learners.

In the learning implementation, activity is one of the things used as a reference for the process of teaching and learning. In order for learning to be done properly in accordance with the appropriate procedures, it willrequired activities teachers and students are inter-related and directly involved. In SAVI learning, students will try to learn and grow self-understanding with the help of teachers. Thus, students learning through SAVI learning will make students feel happy and do not consider learning to be something boring, thus applying SAVI is very supportive for students in improving students' understanding.

The application of SAVI learning with the simulation method on students of Warugunung 1 Elementary School to market material proved to increase student's activity. Students who are passivel become active in learning. As an observation result to student's activity, we can see it as in Figure 2 below.
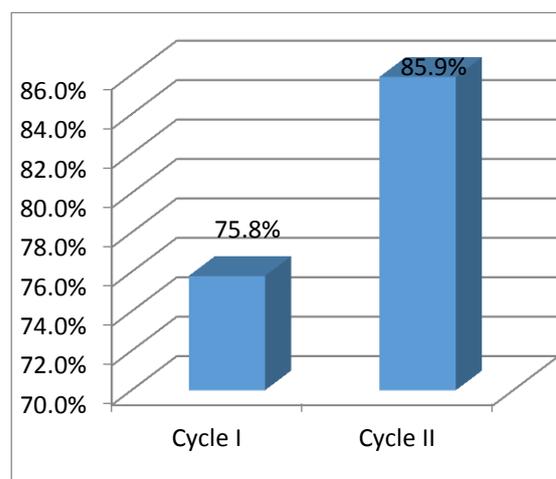

Figure 2 Student's activity

Based on Figure 2, it showed that the observations results on the first cycle, student's activity reached 75.8%. On the second cycle, student's activity reached 85.9%. From these results, the researchers can conclude that the student's activity in learning cycle I and II has increased by 10.1%. Thus, learning in second cycle can be said to achieve success.

Learning result are the results that have been achieved by reference that used as a benchmark to determine the level of success in learning, thus, achievement is a result that has been achieved by someone after doing a certain job / activity. Student learning result are influenced by students' cognitive abilities and other factors such as learning situations created by teachers. In this study, using learning outcome benchmarks that focused on the cognitive aspect.

Understanding the material can not be separated from student learning result. Students can be said to understand the material if they experienced improvement in learning result. In this study, the understanding to the material will used as a measure of research success indicator that included in the learning result. Success in material understanding can be seen from improvements in learning result. The procedure that applied was to find out how far the level of students' understanding to material.

Understanding provides benefits in helping to use knowledge in different situations (Demir, 2012). But knowledge still needs to be questioned, because to be able to understand need to know or to recognized first. Understanding is the ability of self in understanding or knowing correctly to something. Therefore, to improve understanding it will required active, creative, and fun learning process. Understanding is one of indicators to see the success of the learning process. A good understanding will improve student achievement (Moss,

2012: 19). When a person gets a good achievement, then it can be said to have experienced success in learning. The results of the student's understanding tests in this studywill showed on Figure 3.
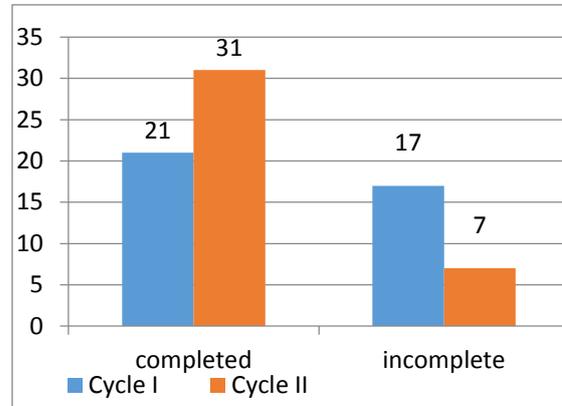

Figure 3   Student's understanding

Based on Figure 3,it showed that in first cycle, the total number of students who completedon thefirst cycle was reached 21 students, while the number of students who are not completed in learning as many 17 students. In second cycle, the number of students who completed in second cycle reached 31 students, and who not completed in learning as many as 7 students. The mean of student learning result in the first cycle reached 74.07. While the average of student learning result in second cycle reached 80.61.

From these results, the researchers can conclude that the learning result in the first and second cycle showed an improvement in student achievement mastery. In the first cycle there were 21 students who completed the study, while in the second cycle as many as 31 students. There is an improvement of 10 students who experienced learning mastery. In second cycle, there were 17 students who did not completed learning, while in second cycle there were 7 students who were not completed. It showed that there was an improvement of 10 students who previously not mastering the learning.

4. CONCLUSION

In this research, the teacher's activity tostudent's activity tends to remain. This happened because the repetition of learning activities in second cycle. In contrast, the activity and understanding of students in second cycle was increased. So the relationship of teacher and student's activities in this research tends to be inversely proportional. Student-activated learning should be accompanied by a decline in teacher dominance.

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