BirLE-Journal
Budapest International Research and Critics in Linguistics and Education
p.ISSN: 2655-2647
e.ISSN: 2655-1470
Budapest Institute

The Influence of SAVI Learning Model on Student Learning Outcomes in Learning National Mandatory Song Learning SMP Parulian 2 Medan

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Abstract: *This study aims to determine the effect of learning model SAVI (Somatic Audiotori, Visual, Intellectual Property) to the learning outcomes of students class VII SMP Parulian 2 Medan.This study is based on a theoretical foundation to explain the learning model SAVI, learning outcomes, and Song local area, along with the hypothesis. The research method in this study using an experimental research. This type of research is True Experimental Design with pretest design -Posttest Control Group Design. The population in the study were all students of class VII SMP Parulian 2 field consisting of 4 classes. Sampling was done by random sampling by taking two classes, namely the class VII4 as an experimental class that numbered 30 people and VII2 class as the control class that numbered 30 people. The instrument used to determine student learning outcomes is the achievement test in the form of multiple choice numbered 30 and 20 items that have been declared valid for the experimental class and control class that has been tested on VII1 class in junior Parulian 2 Medan.The second class are given a pretest to determine the ability of the student before the beginning of the treatment given in each grade, with an average value of 38.83 experimental class and control class 35.83. then given a different treatment, the experimental class learning model SAVI, and grade control with conventional learning (direct). After learning is completed given postes, obtained postes with an average value of 76.83 experimental class and control class 66.87. Hypothesis test results using a different test (t-test) obtained t> t table so Ha is received, so that the results showed that there was a 15.67% influence learning model SAVI the learning outcomes of students of class VII in Learning Locally in the Junior songs Parulian 2 Medan.*
Keywords: *Learning model SAVI conventional; songs*

I. Introduction

The increasingly development of Science and Technology (IPTEK) sophisticated as it is today, certainly needs to be accompanied by the development of quality Human Resources (HR). One of them is the development of the quality of education because education plays an important role in improving and developing the quality of Human Resources (HR).

Education is a conscious effort that is intentional (controlled, consciously planned, and systematically) provided to students by educators so that students can develop and be directed towards specific goals. A teacher must be required to have an understanding of students, be able to develop curriculum, design learning , carry out learning that educates, evaluates and develops the potential of students.

In certain circumstances students begin to lose the power of concentration in the learning process in class. These conditions make students less focused, so the objectives of learning are not achieved optimally. Learning conditions can be created in various ways, including involving students actively and effectively in the learning process. Therefore, one approach that can make learning fun is the SAVI Somatic, Auditorial, Visual, and Intellectual approach.

In the SAVI Somatic, Auditorial, Visual, and Intellectual approach students are required to be active in the learning process, such as conducting experiments, observing the presentation

of subject matter they have acquired, then solving problems based on knowledge or knowledge acquired by students during the learning process. Student involvement in the learning process will attract students' interest in learning. The reasonstudents don't just sit quietly listening to the teacher talk in front of the class. In addition, the presence of learning media such as teaching aids and student worksheets as intermediaries for transferring material, so students can describe everything they have learned and students can more easily understand the material and help train their thought patterns in understanding the concepts they have learned. .

One method or approach is through the Somatic, Auditorial, Visual and Intellectual (SAVI) approach. This approach involves all the senses, learning by moving physically active, using as many senses as possible, and getting the whole body or mind involved in the learning process. Learning does not automatically increase by instructing students to stand and move. However, combining physical motion with intellectual activity and optimizing all the senses can greatly influence learning outcomes.

In the learning process in the classroom, the teacher must be able to master the class, so the class becomes a means for students to develop every potential that exists in students so that student learning outcomes can be better

In the teaching and learning process, learning outcomes are a reference to the teacher whether learning is successful or not. Success or failure of the learning process depends on how the teacher is able to make learning plans as attractive as possible. One of them is art and culture subjects. One of learning art culture that will be discussed by the author is the art of music. In learning the art of music, often the teacher still uses the teacher-centered learning model or is often mentioned with the direct learning model (conventional), so that makes students unmotivated and even the learning objectives are not achieved because the material does not reach students, based on interviews conducted by the author with art and culture subject teachers in Medan Parulian 2 Middle School, the average students in art and culture lessons are very low, even remedial has even been done there are still students who score below the KKM (Minimum completeness criteria). In this case the learning model applied by the teacher may not be suitable for the needs of students. In the seventh grade syllabus, there are subject material for culture and art, namely the National Mandatory song. National Mandatory Songs were created for national purposes, national mandatory song lyrics contain elements that can arouse the spirit of struggle. Primarily for the fighters in the colonial period. Then the song is called a compulsory song because teachers in schools are required to teach the song to their students with the aim to instill a sense of patriotism, respect and remember the services of heroes and emulate the spirit of his struggle. Many students don't like National Mandatory songs because there are more interesting types of music in the world of teenagers. therefore the teacher must evaluate the appropriate learning model.

From the explanation above, the researcher wants to try to make an experiment using the SAVI learning model (Somatic, Audiotori, Visual, Intellectual) on the learning of National Mandatory Songs To see whether there is an influence or change that occurs in student learning outcomes and activenessIs the effect getting better or worse.

The SAVI learning model (Somatic, Audiotory, Visual and Intellectual) is very appropriate in teaching local regional song material, this is because the SAVI learning model (Somatic, Audiotory, Visual, and Intellectual) can meet the needs of student learning styles that do not only listen to explanations from the teacher , but can also see firsthand a concrete example of the teacher's explanation and can even participate actively in the classroom. In the National Compulsory Song learning material, the teacher not only explains about the material

but the teacher can also play examples of folk songs so that students more easily understand the explanation from the teacher and can do what the teacher will assign.

Based on the description above, there is an interesting problem to study, namely how the influence of the SAVI learning model (Somatic, Audiotori, Visual, and Intellectual) on student learning outcomes in SMP Parulian 2 Medan. Therefore, The author is interested in researching "The Effect of the SAVI Learning Model (Somatic, Auddiotoru, Visual, and Intellectual) Against Class VII Student Learning Outcomes in the Learning of the National Mandatory Songs at Parulian 2 Junior High School in Medan".

II. Methodology

2.1 Learning Outcomes Test Instrument

In the field of education the research instruments used are often compiled by themselves intended to test their validity. To obtain valid data in this study, the research instrument used is the test.

2.2 Instrument louvers

The data in this study are quantitative data in the form of student learning outcomes in the local area Song material. To obtain the data the learning achievement test is used, the learning achievement test used is multiple choice which has 4 choices namely a, b, c, and d for the pretest and post-test.

2.3 Trial Instrument

The instrument trials are intended to determine whether an instrument (1) meets the requirements for use in measurement / research. (2) whether the items of the instrument must be improved because they are proven to have some weaknesses, or (3) whether the test item should be aborted / not used at all because it proved to be not working. Because the characteristics that must be analyzed from the instrument are: (1) the level of difficulty, (2) distinguishing power, (3) validity, (4) distructor / deception and reliability.

2.4 Data Analysis Techniques

A. Normality test

Data normality test used lilefors test as follows:

Observations X1, X2, ... Xnd are made as standard numbers Z1, Z2, to Zn, with the formula:

$z_{(i)} = (x_i - \bar{x}) / s$

Information :

$\bar{X}$ = Average value

S = Standard Deviation

For each of these standard numbers using the standard normal distribution, then the odds are calculated with $F(Zi) = P(Z \leq Z_i)$

Next calculate the proportion of S (Zi) with the formula:

S (Zi) = (Number of z_1, z_2 …… .z_ (n≤z_i)) / N

Calculate the difference F (Zi) - S (Zi) and then determine the absolute price.

Take the price of the largest of the two prices - the absolute price difference, call its name L calculate the price of the L table
(a = 0.05)

If L arithmetic <L table means the data is normally distributed and if vice versa the sample is not normally distributed.

Homogeneity Test

To calculate homogeneity the formula is used:

F = (greatest variance) / (smallest variance) or F = (s_1 ^ 2) / (s_2 ^ 2)

Information :

⟦S⟧ _1 ^ 2 Variance from a larger group

s_2 ^ 2 = Variance of a smaller group

Test criteria: if F arithmetic F table, then Ho is accepted (homogeneous).

Hypothesis testing

Hypothesis testing is done by means of a post-test average similarity test (one-party t test). One-party t test was used to determine an increase in student learning outcomes seen from the presence or absence of differences in the results of posttest students in the two classes, namely the experimental class and the control class.

Ho: μ_ST≤μ_E

$H_a : \mu_{ST} > \mu_E$

II. Research Methods

This study uses quantitative methods, this method is used to determine the effect of the SAVI learning model (Somatic, Audiotori, Visual, Intellectual) on the learning outcomes of Grade VII students in learning local songs in SMP PARULIAN 2 Medan

In accordance with the research title "The Effect of the SAVI Learning Model (Somatic, Audiotori, Visual, Intellectual) on the learning outcomes of Grade VII students in the National Mandatory Songs Learning in Parulian 2 Middle School Medan the study was conducted on Jl. Garuda Raya Perumnas Mandala

The population in this study were all students of class VII SMP Parulian 2 Medan, amounting to 147 people. The researcher determines class VII4 as a sample using the SAVI learning model (Somatic, Audiotori, Visual, Intellectual) and class VII2 as a control class that uses a conventional teacher-centered learning model.

III. Results

3.1 Analysis of Research Instruments

This section will describe in detail the results of research on the effect of the SAVI learning model (Somatic, Audiotori, Visual, Intellectual) on student learning outcomes in local area song material for grade VII SMP Parulian 2 Medan 2016/2017 Learning Year. This research was conducted in two different classes, where class VII4 used SAVI learning models (Somatic, Audiotori, Visual, Intellectual) and class VII2 using conventional learning models. Before this data was obtained the research instrument was first trialled to class VII1 at the Parulian 2 Middle School in Medan, to see the validity, reliability, difficulty level of questions, and different power of questions, through the test results obtained the following picture:

A. Validity test

Validity test is done before giving treatment to 2 classes, namely the experimental class and the control class. Questions for validity are multiple choice questions with number of questions as many as 30 questions representing each indicator. The tests that have been compiled are tested on 34 students of VII1 grade of SMP Parulian 2 Medan. Of the 30 questions tested there were 20 valid questions and 10 invalid questions.

B. Reliability Test

to test reliability if rhit> rtabmaka the problem is said to be reliable. From the results of the data obtained rhit = 0.891 while rtab = 0.334, so it can be concluded that the problem as a whole has a high reliability to measure student learning outcomes.

C. Test difficulty level

Every question has a crieteria, difficult, medium, easy. If these three categories already exist in the question then the problem is a question that is worthy of use. Based on the calculation of the level of difficulty of the test, there are 30 questions that were tested, there were 5 difficult questions, 15 moderate questions, 4 easy questions and 6 very easy questions.

D. Different Test Power Test

Based on the calculation of the different power test the results obtained with a good power difference of 7 questions, enough power difference of 14 questions, the power of bad difference of 9 questions.

3.2 Description of Research Results

A. Pretest Results Data

Pretest was carried out to determine the students' initial abilities before being given material. From the calculation of the pretest values obtained an average of 38.83 for the experimental class while the control class obtained 35.83

B. Posttest Results Data

Posttest was conducted to determine the students' initial abilities after the material was given, with the acquisition of an average of 76.83 experimental class and 66.37 control class.

3.3 Research Data Analysis Results

A. Normality test

For normality test if Lhit <Ltable then the data is distributed normal. By using the Liliefors formula in the pretest and posttest questions both the experimental class and the control class, it can be seen whether the data is normally distributed or not.

B. Homogeneity Test

Homogeneity test is done by comparing the value of the variance of both the pretest data and the two posttest data from the research class, with the criteria if $F_{count} < F_{table}$ maka the data is homogeneous.

C. Hypothesis testing

After the data meets the requirements for normality and homogeneity, the hypothesis testing is carried out in which the proposed hypothesis is:

1) Work or alternative hypothesis (Ha): there is an influence of the SAVI learning model (Somatic, Audiotori, Visual, Intellectual) on the learning outcomes of Grade VII students in the local area song learning in Parulian 2 Junior High School in Medan.
2) Hypothesis zero (H0): there is no effect of the SAVI learning model (Somatic, Audiotori, Visual, Intellectual) on the learning outcomes of Grade VII students in learning the National Mandatory Parulian 2 Junior High School song Medan.

From the calculation results obtained thit = 4,8132 while ttab1,671 means thit> ttabmaka can be concluded that Ha is accepted and H0 is rejected, meaning that there is an effect of the SAVI learning model (Somatic, Audiotory, Visual, Intellectual) towards the learning outcomes of VII grade students in compulsory song learning National Parulian 2 Junior High School Medan.

IV. Discussion

This research was conducted in class VII of Parulian 2 Junior High School in two different classes. The experiments were given teaching with the SAVI learning model (somatic, audiotori, visual and intellectual) while the control class was taught with the conventional model. Before being given treatment in the experimental class and the control class, the pretest was conducted. After the results of the pretest were done, it was obtained that the test of student learning outcomes in the local song material in the experimental class was 38.83 and in the control class was 35.83.

The results of the above pretest show that both classes have almost the same initial ability because they are only slightly adrift on the average value of the two classes. Then the data is calculated by testing the normality, homogeneity and hypothesis. For the results of the posttest, the average student achievement test in the learning of local songs in the experimental class using the SAVI learning model (Somatic, Audiotori, Visual and Intellectual) was 76.83 while in the control class using the conventional learning model 66.37. Then a normality and homogeneity test is performed, the values of both normal and homogeneous classes are obtained. Next, a t test for the second posttest value of the second class was obtained tcount = 4.8132 and ttable = 1.671. Because tcount> ttabelmaka Ha was accepted and refused Ho.

So it can be concluded that there are differences in student learning outcomes taught by the SAVI learning model (Somatic, Audiotori, Visual and Intellectual) and conventional learning models in learning the National Mandatory songs in class VII SMP Parulian 2 Medan. Based on these results, it appears that student learning outcomes using the SAVI learning model (Somatic, Audiotori, Visual and Intellectual) increased greater than the average value of student learning outcomes using conventional learning.

V. Conclusion

From the results of the research carried out the following conclusions can be drawn:

A. Student learning outcomes with the SAVI learning model (Somatic, Audiotori, Visual and Intellectual) in class VII National Compulsory song learning in Parulian 2 Junior High School is classified as good with an average value of 76.83.
B. There is an influence of the SAVI learning model (Somatic, Audiotori, Visual and Intellectual) towards student learning outcomes le; as VII in SMP Parulian 2 Medan with

the results of testing the hypothesis tcount> ttabelyaitu 4,8132> 1,671 at the level of α = 0.05 which states accepting Ha while rejecting.

The application of the SAVI learning model (Somatic, Audiotori, Visual and Intellectual) has an increasingly good effect on the learning outcomes of Grade VII students in learning the local National Mandatory songs at SMP Parulian 2 Medan.

A. To the teachers in the field of arts and culture studies (SBK) in order to expect the SAVI learning model (Somatic, Audiotori, Visual and Intellectual)
B. For students to be able to make the SAVI learning model (Somatic, Audiotori, Visual and Intellectual)
C. For writers (prospective teachers) can be used as SAVI learning (Somatic, Audiotori, Visual and Intellectual)

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