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The Influence of the SAVI Model on Students' Motivation and Learning Outcomes in Social Studies at Madrasah Tsanawiyah

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Abstract

This study aims to analyze the effect of the SAVI (Somatic, Auditory, Visualization, Intellectual) learning model on: (1) students' learning motivation and (2) students' learning outcomes in Social Studies. This model was implemented to enhance student engagement in learning and to assess its effectiveness compared to conventional methods. This research employs a quantitative approach with a quasi-experimental non-equivalent control group design. The subjects of the study were eighth-grade students at MTs Almaarif 02 Singosari Malang, divided into an experimental class and a control class. The experimental class received instruction using the SAVI learning model, while the control class was taught using the lecture method. Data were collected through motivation questionnaires and learning outcome tests. Statistical analysis was conducted using normality tests, homogeneity tests, and N-Gain tests to measure learning improvement. The results indicate that: (1) the SAVI learning model positively influences students' learning motivation, as they became more active and demonstrated greater enthusiasm in the learning process and (2) the SAVI learning model significantly improves students' learning outcomes compared to conventional methods, as evidenced by increased comprehension and academic achievement. Based on these findings, it is recommended that teachers implement the SAVI learning model as an innovative strategy to enhance students' motivation and learning outcomes. Future research can explore the effectiveness of this model across different subjects and educational levels.

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Keywords: SAVI Model; Motivation; Learning Outcomes; IPS

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Introduction

The success of the learning process is influenced by various factors that determine students' participation and performance. Motivation is one of the key aspects in this regard (Nurfauzan et al., 2022). Learning motivation refers to an individual's internal drive to act in an effort to achieve specific goals (Emda, 2017). A deep understanding of the role of motivation in learning is essential for educators, as it helps them provide appropriate support to students. Therefore, motivation plays a fundamental role for both teachers and students (Janah, 2023). Teachers need to understand students' learning motivation to maintain and enhance their enthusiasm for learning. Meanwhile, for students, high motivation fosters enthusiasm and enjoyment in learning, encouraging them to engage actively in the learning process.

Not only motivation, but student achievements also play a significant role in the learning process. These achievements are not solely restricted to academic success; they also include nurturing discipline, analytical thinking skills, practical abilities, and various other factors that contribute to positive development (Djamaluddin, 2019). According to UNESCO, education should ideally focus on four essential aspects: personal growth, acquiring knowledge, applying skills, and fostering social harmony (Budhiarti, 2023).

The statement regarding the importance of motivation and learning outcomes aligns with the Government Regulation on National Education Standards, Article 19, Paragraph 1, No. 19 of 2005, which states that the learning process must be enjoyable, interactive, challenging, and inspiring (Handayani, 2016). In 2019, Indonesia placed 74th among 79 nations in the global middle-level assessment survey conducted by PISA (Programme for International Student Assessment) (Suncaka, 2023).

These data highlight that Indonesia's education quality is still relatively behind compared to other nations. The main reason for this lower educational standard is the ineffective learning process (Sartika & Rukiyah, 2023). Several elements that contribute to this issue include ineffective teaching methods, a curriculum that is not fully relevant, inefficient school management, and low student motivation in learning.

The SAVI learning model was designed by Dave Meier in 2000 and introduced in his book *The Accelerated Learning Handbook: A Creative Guide to Designing and Delivering Faster, More Effective Training Programs* (Meier, 2002). The term SAVI is an acronym for several learning concepts: Somatic refers to learning through actions and movement; Auditory involves learning through conversation and listening; Visualization includes learning by observing and imagining; and Intellectually encompasses learning through problem-solving and critical thinking (Triwulandari & Pratama, 2021).

The implementation of the SAVI model aims to improve students' academic performance and cultivate enthusiasm in the learning process (Rahmawati, 2022). Within this model, students are encouraged to experiment, observe, present their findings, and solve problems based on the knowledge gained during the learning process. Some key benefits of this approach include: (1) promoting active student participation; (2) strengthening students' comprehension of the subject matter by combining physical activities with cognitive engagement; (3) improving students' psychomotor abilities; and (4) fostering a more dynamic, engaging, enjoyable, and effective learning environment (Juliardi, 2015).

Several previous studies have shown that student motivation and learning outcomes contribute positively when implementing the SAVI learning model. However, research specifically examining the impact of this model on students' learning motivation remains limited, particularly in the context of Social Studies. Most prior studies have focused more on subjects such as Mathematics, Biology, and Pancasila Education. Meanwhile, the application of the SAVI model in Social Studies classrooms to enhance learning motivation has yet to be widely explored.

This study aims to explore how the implementation of the SAVI learning model in Social Studies can effectively enhance students' motivation and learning outcomes by connecting abstract Social Studies concepts with direct experiences and sensory activities that engage multiple senses. By integrating concrete experiences with theoretical understanding, students' learning outcomes can improve significantly.

Based on these issues, this study aims to: (1) measure the effectiveness of the SAVI learning model in enhancing students' learning motivation in Social Studies; and (2) assess the impact of the SAVI learning model on students' learning outcomes.

Literature Review

SAVI Model

A model serves as a framework that guides the planning of learning processes, aiming to support students in achieving their learning goals. On the other hand, learning encompasses all mechanisms and processes carried out by educators for students, involving all aspects of learning to facilitate the achievement of learning objectives (Basri, 2015). The SAVI model in learning introduces a concept known as Activity-Based Learning (ABL). ABL refers to learning that actively engages physical activities, makes use of multiple sensory experiences, adn incorporates both physical movement and cognitive processes into the the educational ecperence. (Muslim, 2016).

This aligns with the fact that Dave Meier, an educator and trainer, developed the Accelerated Learning model, in which one of the approaches is SAVI (Patty et al., 2022). The SAVI learning model is a teaching method that emphasizes the use of students' entire bodies in

the learning process (Suryandani, 2023). This view is reinforced by Ngalimun, who explains that SAVI stands for Somatic, Auditory, Visualization, and Intellectually (Ngalimun, 2017). Somatic refers to physical activities that involve direct learning experiences and actions. Auditory learning occurs through listening, observing, speaking, presenting, debating, expressing opinions, and providing feedback. Visualization involves the use of visual perception in learning, such as through observation, demonstrations, drawing, reading, and utilizing media and teaching aids. Intellectually, the learning process requires active thinking, where students engage in learning through concentration, reasoning, investigation, discovery, creation, identification, problem-solving, and application.

Learning Motivation

Learning motivation originates from the term "motive" (Rahim et al., 2023). Etymologically, the word "motive" in English comes from "motion," which means movement or something that moves. The concept of motive is closely related to human actions, encompassing both movement and behavior (Ajhuri, 2021). Moreover, motivation can be defined as a series of efforts to encourage oneself or others to act toward a desired goal (Delita et al., 2024). In the context of education, success in the teaching and learning process is not solely determined by intellectual factors but also by non-intellectual factors that play a significant role in influencing learning outcomes. A key factor in this regard is an individual's ability to self-motivate (Sadijah, 2021). To determine students' level of motivation, researchers use indicators from Hamzah B. Uno as the basis for designing a questionnaire. This questionnaire is distributed to students to analyze their motivation levels. According to Hamzah B. Uno, learning motivation indicators can be categorized into several aspects: (1) the desire and enthusiasm to achieve success; (2) motivation and needs that arise during the learning process; (3) dreams and aspirations for the future; (4) recognition gained through learning activities; (5) learning activities that capture students' attention; and (6) a conducive learning environment that enables students to learn optimally (Uno, 2007).

Learning Outcomes

The meaning of learning outcomes consists of the phrase *"results"* and *"learning."* The term *"result"* refers to something produced through effort (created, developed, etc.) (Sumito, 2015). According to Mulyasa, learning outcomes reflect students' overall performance, serve as an indicator of their basic competencies, and demonstrate the extent of behavioral changes achieved (Mulyasa, 2006).

In this study, learning outcomes focus on the cognitive domain, which includes six aspects: (1) Knowledge, requiring students to recognize or recall information, such as identifying, naming, or pointing out; (2) Comprehension, referring to the ability to grasp the meaning of the material, such as explaining or summarizing; (3) Application, the ability to apply ideas or theories in new situations, such as demonstrating or solving problems; (4) Analysis, the ability to break down material or data into components, such as describing or creating diagrams; (5) Synthesis, the ability to combine components to produce something new, such as designing or drawing conclusions; and (6) Evaluation, the ability to make judgments, such as comparing, criticizing, or providing arguments (Sihotang, 2024). The assessment of learning outcomes is based on the theme *Nationalism and National Identity*, specifically the subtopic *The Influence of Geographical Conditions on Ocean Exploration*.

Method

The approach applied in this study is a quasi-experimental method with a quantitative design to analyze the relationship between variables. This research involves two groups: the experimental group and the control group, using a non-equivalent control group design, where group assignment is not conducted randomly.

Table 1. Non-equivalent Control Group Design

Class	Pretest	Treatment	Posttest
Eksperimental	O_1	X	O_2
Control	O_3	-	O_4

Notes:

O_1 : Pretest measurement for the experimental group.

O_2 : Posttest measurement for the experimental group.

X : Social Studies (IPS) lesson on *Nationalism and National Identity* using the SAVI model.

O_3 : Pretest measurement for the control group.

O_4 : Posttest measurement for the control group.

: Conventional Social Studies (IPS) lesson on *Nationalism and National Identity* without the SAVI model.

This research was conducted at MTs Al Maarif 02 Singosari Malang, with a research population encompassing all students, totaling 185 students. The sample consisted of eighth-grade students, with 24 students from class VIII A as the experimental group and 25 students from class VIII B as the control group. A questionnaire was used in this study as an instrument to assess students' learning motivation, while pretest and posttest assessments were conducted to measure their learning outcomes. The researcher employed a validated questionnaire as a data collection instrument. Validity testing was performed to ensure that the instrument could accurately measure the studied variables. Reliability testing was conducted to assess the internal consistency of the questionnaire items.

Based on the analysis of 15 motivation questionnaire items and 12 test questions, most of the instrument items demonstrated good validity, with item-total correlation values meeting the required criteria. These items consistently contributed to measuring student motivation and learning outcomes. However, some items exhibited correlations below the threshold, requiring further evaluation, while others showed a strong relationship with the overall scale. The following table presents the reliability analysis.

Table 2. Reliability Test of Learning Motivation

Variable	Cronbach's Alpha	Standard	Description
Learning Motivation	0.730	0.60	Reliable

The reliability result above was obtained after eliminating invalid items, resulting in a reliability value that meets the criteria, exceeding the Cronbach's Alpha threshold of 0.730. This indicates that the learning motivation questionnaire instrument is reliable and has a high level of consistency.

Table 3. Reliability Test of Learning Outcomes

Variable	Cronbach's Alpha	Standard	Description
Learning Outcomes	0.709	0.60	Reliable

The reliability result above was obtained after eliminating several invalid items, leading to a reliability value that meets the established criteria, resulting in a score of 0.709. This indicates that the instrument used in this study has a high level of consistency and is reliable.
The hypotheses in this study are as follows:
Null Hypothesis (H0)

1. There is no direct and significant effect of the SAVI learning model (X) on students' learning motivation (Y1) in social studies for eighth-grade students at MTs Al Maarif 02 Singosari Malang.
2. There is no direct and significant effect of the SAVI learning model (X) on students' learning outcomes (Y2) in social studies for eighth-grade students at MTs Al Maarif 02 Singosari Malang.

Alternative Hypothesis (Ha)

1. There is a direct and significant effect of the SAVI learning model (X) on students' learning motivation (Y1) in social studies for eighth-grade students at MTs Al Maarif 02 Singosari Malang.
2. There is a direct and significant effect of the SAVI learning model (X) on students' learning outcomes (Y2) in social studies for eighth-grade students at MTs Al Maarif 02 Singosari Malang.

Results and Discussion

The data obtained illustrate the initial and final conditions of the learning process applied in this study. These results reflect the effectiveness of the method used in enhancing students' understanding and skills. Additionally, the comparison between pre-treatment and post-treatment data provides insight into the extent to which the implemented learning model significantly influences students' motivation and learning outcomes.

The Effect of the SAVI Model on Students' Learning Motivation

The Effect of the SAVI Model on Students' Learning Motivation in this study could be described as follows.

Table 4. N-Gain Test Results for Motivation Questionnaire

Experimental Class				**Control Class**		
	Pretest	**Posttest**	**N-Gain**	**Pretest**	**Posttest**	**N-Gain**
Mean	44.833	64.083	0.327	40.192	47.346	0.116
Minimum	30	58	0.09	32	40	-0.09
Maximum	61	70	0.57	48	57	0.24

The results of the N-Gain test in Table 4 indicate an increase in students' learning motivation in both groups after the treatment, with a more significant improvement in the experimental class. The pretest mean score in the experimental group increased from 44.833 to 64.083, resulting in an N-Gain score of 0.327. In contrast, the control group only improved from 40.192 to 47.346, with an N-Gain score of 0.116. These findings demonstrate that the SAVI model enhances learning motivation more effectively than conventional methods. The following diagram illustrates this improvement.

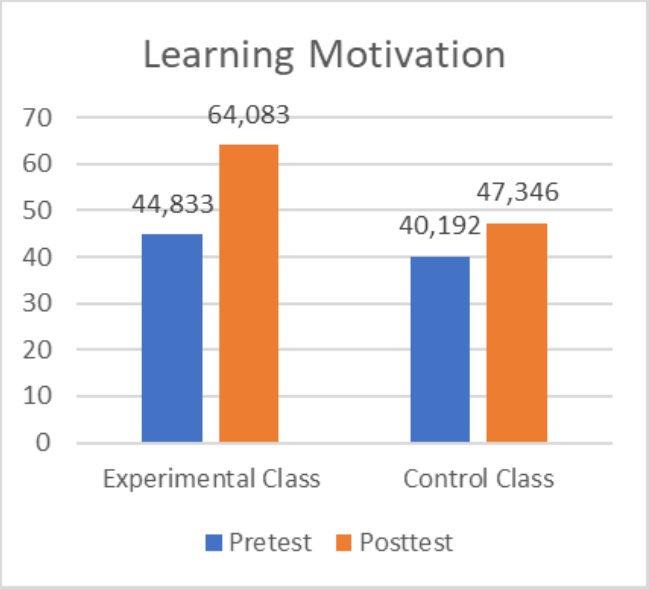

Table 5. Normality Test for Learning Motivation Variable

Kelas	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest A (Eksperimental)	.949	24	.259
Posttest A (Eksperimental)	.964	24	.524
Pretest B (Control)	.975	26	.746
Posttest B (Control)	.969	26	.606

The normality test results using Shapiro-Wilk indicate that the data distribution for learning motivation is normal. The significance values for the experimental group were 0.259 (pretest) and 0.524 (posttest), while the control group obtained 0.746 (pretest) and 0.606 (posttest). Since all significance values exceed 0.05, the data are considered normally distributed.

Table 6. Homogeneity Test for Learning Motivation Variable

	Levene Statistic	Degrees of freedom 1	Degrees of freedom 2	Sig.
Based on Median	16.046	3	96	.000
Based on trimmed mean	16.854	3	96	.000
Based on Mean	16.784	3	96	.000
Based on Median and with adjusted df	16.046	3	54.706	.000

The variance homogeneity test using Levene's Test for learning motivation shows a Sig. value of 0.000, indicating that the variance between the experimental and control groups is not homogeneous, which signifies a significant difference in variance distribution.

Table 7. Hypothesis Test for Learning Motivation in the Experimental Class

Asymp. Sig. (2-tailed)	.000
Z	-5.825
Wilcoxon W	306.000
Mann-Whitney U	6.000

Table 8. Hypothesis Test for Learning Motivation in the Control Class

Asymp. Sig. (2-tailed)	.000
Z	-5.016
Wilcoxon W	416.000
Mann-Whitney U	65.000

Tables 7 and 8 present a significance (2-tailed) value of 0.000 from the Mann-Whitney U Test, leading to the rejection of Ho1 and the acceptance of Ha1. This result confirms a substantial distinction between the SAVI group and the control group, proving that the SAVI method effectively boosts students' learning motivation. The first finding of this experimental study demonstrates that implementing the SAVI learning approach significantly impacts the motivation levels of eighth-grade students at MTs Almaarif 02 Singosari Malang. In comparison to students in conventional learning settings, those exposed to the SAVI method exhibited greater enthusiasm for learning. These results indicate that this approach proves effective in enhancing students' engagement in the learning process. The advantages of the SAVI model in fostering students' learning motivation can be outlined as follows (Rahayu et al., 2019): (1) Encouraging a holistic integration of students' cognitive and physical abilities through movement-based learning. (2) Establishing a dynamic, enjoyable, and productive learning atmosphere. (3) Stimulating students' creativity and hands-on skills. (4) Enhancing both cognitive and psychomotor competencies.

This study highlights that motivation in social studies subjects can be significantly improved through the SAVI learning model. Rahman supports this perspective, emphasizing that motivation serves as a key factor in achieving success, acting as the primary driving force that inspires, sustains, and guides individuals toward optimal learning outcomes (Rahayu et al., 2019). Additionally, research by Suardipa strengthens this claim, revealing that incorporating the SAVI learning method with the Post Box game positively influences students' motivation to learn (Suardipa, 2023). Moreover, Yulianti and colleagues discovered that the SAVI method enhances both students' motivation and speaking skills. In the experimental group, students demonstrated significantly higher levels of motivation and speaking abilities than those in the control group, confirming that the SAVI method effectively increases students' engagement and academic performance (Yulianti et al., 2023).

Other studies have revealed low learning motivation despite the implementation of the SAVI model. A previous study by Rombe found that the correlation coefficient (rxy) was 0.380, indicating a positive relationship between the SAVI method and students' learning motivation (Rombe, 2017). However, this correlation was relatively low, suggesting that while the method had an impact, its contribution to increasing learning motivation was not highly significant. Several factors may influence low learning motivation, including student characteristics, learning environment, teacher support, and the mismatch between the teaching method and students' needs. Additionally, the success of implementing the SAVI model depends on how effectively teachers integrate each SAVI element into the learning process (Kusuma, 2017).

This study demonstrates that the significant increase in learning motivation is influenced by the SAVI learning model. Throughout the learning process, the SAVI model effectively stimulates students' enthusiasm and interest by engaging multiple senses—physical, auditory, visual, and intellectual. This is reflected in the increased active participation of students, indicating deeper engagement with the lesson material and strengthening their desire to achieve academic success. By incorporating various aspects of learning, the SAVI model enhances

students' motivation to continue learning, fostering a conducive and productive learning environment.

By considering the diverse learning styles of students, this research aims to support educators in designing more effective lesson plans. The SAVI instructional approach, which combines kinesthetic, auditory, visual, and cogmitive strategies, has been shown to be well-suited for different type of learning, whether they thrive through physical movement, listening, observation, or analytical reasoning. Consequently, teachers can implement a more inclusive and comprehensive learning process, leading to a significant increase in both students' motivation and learning outcomes.

The results indicate that, compared to conventional teaching methods, the SAVI method effectively enhances students' desire to learn. This highlights the positive impact of the SAVI learning model, as it increases students' motivation by engaging multiple sensory and cognitive aspects. Thus, the implementation of the SAVI model is not only effective but also provides an innovative alternative for creating a more engaging, interactive, and supportive learning experience that fosters optimal academic achievement.

The Effect of the SAVI Model on Learning Outcomes

The data obtained reflect the initial and final results of the learning process that was implemented.

Table 9. N-Gain Test Results for Learning Outcomes

Experimental Class				**Control Class**		
	Pretest	**Posttest**	**N-Gain**	**Pretest**	**Posttest**	**N-Gain**
Mean	67.75	85.41	0.58	59.37	75	0.34
Minimum	25	66.67	0.25	16.67	50	-1.00
Maximum	91.67	100	1.00	91.67	91.67	0.67

The N-Gain test results indicate an increase in learning outcomes for both classes after the treatment, but the improvement is more significant within the test group. The average initial assessment score rose from 67.75 to 85.41, with an N-Gain score of 0.58, whereas the comparison group improved from 59.37 to 75, with an N-Gain score of 0.34. These findings suggest that the SAVI method is effective in improving academic performance. The following diagram illustrates this progress.

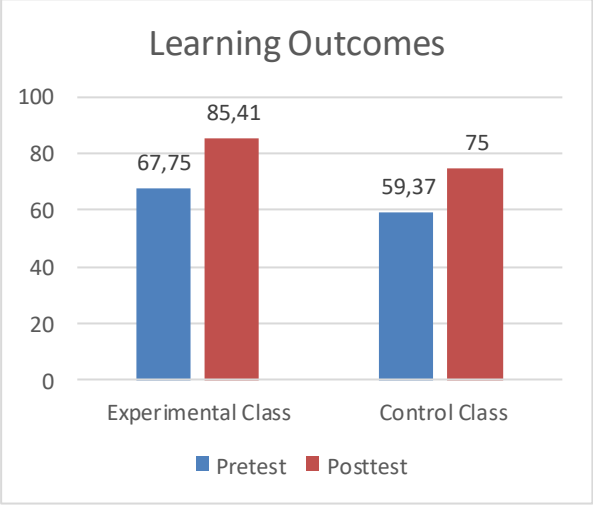

Table 10. Normality Test of Learning Outcome Variables

Kelas		Shapiro-Wilk		
		Statistic	df	Sig.
Pretest (Eksperimental)	A	.903	24	.025
Posttest (Eksperimental)	A	.921	24	.062
Pretest B (Control)		.953	26	.269
Posttest B (Control)		.915	26	.035

The results of the Shapiro-Wilk test for learning outcomes indicate that the data are not entirely normally distributed, with significance values of 0.025 (pretest) and 0.062 (posttest) for the experimental group, and 0.269 (pretest) and 0.035 (posttest) for the control group. Since some values are < 0.05, further analysis will use a non-parametric test.

Table 4.9 Homogeneity Test of Learning Outcome Variables

	Levene Statistic	Degrees of freedom 1	Degrees of freedom 2	Sig.
Based on Median	2.928	3	96	.038
Based on trimmed mean	2.926	3	96	.038
Based on Mean	3.113	3	96	.030
Based on Median and with adjusted df	2.928	3	75.765	.039

Table 4.9 shows that the significance value for learning outcomes is 0.030 (< 0.05) in the homogeneity test results. This indicates that the variance between the experimental and control groups is not homogeneous, reflecting differences in data distribution between the two groups.

Table 4.12 Hypothesis Testing of Learning Outcomes in the Experimental Class

Asymp. Sig. (2-tailed)	.000
Z	-3.820
Wilcoxon W	406.000
Mann-Whitney U	106.000

Table 4.13 Hypothesis Testing of Learning Outcomes in the Control Class

Asymp. Sig. (2-tailed)	.002
Z	-3.173
Wilcoxon W	517.500
Mann-Whitney U	166.500

Tables 4.12 & 4.13 show two-tailed significance values of 0.000 and 0.002 (< 0.05) from the Mann-Whitney U Test, indicating a significant improvement in student learning outcomes between the conventional teaching method and the SAVI model. It can be determined that Ho2 is nullified, while Ha2 is confirmed Based on these findings, the SAVI model is superior to the diverse lecture approach in improving students' comprehension and participation.

The second finding of this study explains that the SAVI learning model has a significant impact on students' social studies learning outcomes. The implementation of this method leads to a higher success rate compared to conventional teaching methods. Students who participated in learning using the SAVI method demonstrated better understanding, as reflected in their ability to answer post-test questions with a majority of correct responses.

The findings of this study are supported by research conducted by Ramadhanti, which demonstrated that students' learning outcomes at SMP Negeri 2 Cileles on the topic of the human excretory system were influenced by the SAVI learning model (Ramadhanti, 2022). The comparison of post-test mean scores between the experimental and control classes showed a significant effect, leading to the conclusion that the observed difference was meaningful. Another study by Sutarna also supports the effectiveness of the SAVI model, showing that it improved the learning outcomes of fourth-grade students at SDN Cimulya in social studies. Additionally, it enhanced students' questioning skills, critical thinking, and ability to express opinions (Sutarna, 2018).

The Accelerated Learning (AL) model serves as the foundation for the SAVI learning model, emphasizing the balance between the functions of both brain hemispheres, both left and right (Meier, 2002). Meier highlights that effective learning involves the full engagement of the body and mind, including emotions, senses, and the nervous system. In this approach, students are encouraged to actively participate in the learning process not merely collecting information passively but actively constructing knowledge. The SAVI model is based on a cognitive approach, which posits that the best learning occurs when emotions, the body, and all the students' senses are engaged (Saleh, 2022).

According to Rose and Nicholl, students' learning outcomes can be maximized when they learn using methods that align with their learning modalities (Ekwanda et al., 2020). By matching teaching strategies with students' learning styles, the learning process becomes more efficient (Amin, 2019). Based on this, the implementation of the SAVI method has a positive impact on students' learning outcomes, as it incorporates auditory, somatic, visual, and intellectual elements, which are key components of learning styles. This approach enables the SAVI model to provide a more holistic educational experience that caters to different learning styles, promoting deeper comprehension and greater student participation throughout the learning journey.

In applying the SAVI instructional approach, students demonstrated increased engagement in various activities that integrate somatic, auditory, visual, and intellectual aspects. They were more active in movement-based activities within the somatic aspect, such as creating paper pulp maps to mark the locations of spices. This approach helped reinforce concrete understanding while also enhancing motor skills and teamwork.

From the auditory aspect, group discussions after watching educational videos encouraged students to analyze the driving factors behind Western exploration while also developing critical thinking and communication skills. Meanwhile, in the visual and intellectual aspects, students observed and analyzed maps of Indonesia, then presented their findings on the relationship between geographical conditions and spice trade routes. This analysis strengthened their understanding of the economic, social, and cultural impacts of the spice trade during the colonial era.

It is determined that applying the SAVI instructional approach has a beneficial and significant effect on, enhancing students' motivation to learn. Optimal application of the SAVI model makes learning more interactive and meaningful. Students not only understand theoretical concepts but also directly experience the learning process through activities aligned with their cognitive characteristics. This proves that the SAVI model is effective in enhancing student engagement, fostering collaboration, and sharpening critical and analytical thinking skills in understanding the influence of geographical conditions on ocean exploration.

Conclusion

The findings of this research reveal that the SAVI instructional model has a substantial impact on students' learing motivation: (1) students' learning motivation, as demonstrated by increased active engagement in learning and a significant (2-tailed) value of 0.000, and (2) students' learning outcomes, which showed a significant improvement with a sig (2-tailed) value of 0.002. This learning model successfully creates a dynamic and enjoyable learning environment that enhances students' deep understanding of concepts. Thus, the SAVI instructional model is advised to enhance students' motivation and academic parformance, particularty in social studies. Future studies are encouraged to explore the impact of the SAVI approach across

different subjects and ecducational levels, as well as to create more innovative learning tools to maximize it's effectiveness in the classroom.

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