Electronic Journal of Education, Social Economics and Technology
Vol. 6, No. 1, (2025), pp. 457~467
ISSN 2723-6250 (online)
DOI: https://doi.org/10.33122/ejeset.v6i1.473

SAINTIS publishing

Research Article

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

Renata Tiand Indriansyah*, Saiful Amin

Department of Social Sciences Education, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang, Jawa Timur, Indonesia, 65144
*Corresponding Author: 210102110007@student.uin-malang.ac.id | Phone: +6281933970890

ABSTRACT

The study aims to (1) analyze the effect of the SAVI (Somatic, Auditory, Visualization, Intellectual) model on students' motivation and (2) analyze the effect of the SAVI model on social studies learning outcomes. This research employs a quantitative approach with a quasi-experimental non-equivalent control group design. The subjects of the study were 49 eighth-grade students at MTs Almaarif 02 Singosari Malang, consisting of 25 students in the experimental class and 24 students in the 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.

Keywords: SAVI Model; Students' Motivation; Learning Outcomes; Social Studies

1. INTRODUCTION

Succes in the learning process is influenced by several factors that can determine student participation and peformance. One of the keys to success in the learning motivation (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 contribute to impact on educational development. 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. Considering these challenges, it is crucial to develop and implement innovative learning models that can effectively improve both motivation and learning outcomes. Without significant improvements in instructional strategies, the gap in education quality may persist, hindering students from reaching their

full academic potential. To achieve the desired learning targets, one possible instructional model that could be utilized is SAVI (Somatic, Auditory, Visualization, Intellectual). This model integrates four main components: physical activity (Somatic), listening (Auditory), visualization (Visualization), and critical thinking (Intellectual), which can help accommodate various learner's preferred styles while also enhance the efficiency 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 (Dewi & Tirtoni, 2023; Listiana, 2023; Pujarama, 2019; Puspitasari et al., 2018). 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 research is essential as it aims to bridge the gap in previous studies by focusing on how the SAVI model can be effectively applied in Social Studies education, a subject that often faces challenges in maintaining student engagement and interest.

The purpose of this research is to explore how applying the SAVI instructional framework within 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, pupils' educational outcomes can improve significantly. Based on these issues, this study aims to: (1) measure the effectiveness the influence of the SAVI approach on enhancing students' learning motivation in Social Studies; and (2) assess the impact of the SAVI learning model on students' academic achievement.

2. RESEARCH 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
Experimental	O_1	X	O_2
Control	O_3	.	O_4

Note:

O_1 : Pretest measurement for the experimental group.

O_2 : Posttest measurement for the experimental group.

X : Social Studies 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 lesson on Nationalism and National Identity using the lecture method.

This research was conducted at MTs Al Maarif 02 Singosari Malang, Indonesia 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. In this study, the instruments used consisted

of questionnaires and tests. The questionnaire was developed based on the indicators of learning motivation by Hamzah B. Uno, which include: (1) the desire and enthusiasm to achieve success, (2) motivation and needs that arise during the learning process, (3) dreams and aspirations to be realized in the future, (4) recognition gained through learning activities, (5) learning activities that can attract students' attention, and (6) a conducive learning environment to support optimal learning processes (Uno, 2007). Meanwhile, to assess students' learning outcomes, tests in the form of pretests and posttests with multiple-choice questions were used. The combination of questionnaires and tests is expected to provide a comprehensive overview of students' motivation and 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 Outcomes and Learning Motivation

Variable	Cronbach's Alpha	Standard	Description
Students' Motivation	0.730	0.60	Reliable
Learning Outcomes	0.709	0.60	Reliable

The consistency measurement 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 and 0.709. This indicates that the learning motivation and learning outcomes reliable and high level of consistency. In this study, evaluations was performed to assess the impact of applying the SAVI instructional approach to students' motivation and academic performance. The analysis process included validity and reliability tests for the questionnaire and test items. Additionally, prerequisite tests such as distributional and variance assessments were conducted. Since the collected information where not normally distributed, the difference between both groups was carried out utilizing the Mann-Whitney U non-parametric test. Hypothesis testing was supported by the SPSS 22.0 for Windows program.

The proposed hypotheses in this research include:

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.

3. RESULTS AND DISCUSSION

The collected information illustrates the initial and final conditions regarding the instructional procedure applied within this research. 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 degree to which the applied educational framework notably influences puplis engagement and academic performance.

3.1 The Effect of the SAVI Model on Students' Learning Motivation

Table 3. 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.

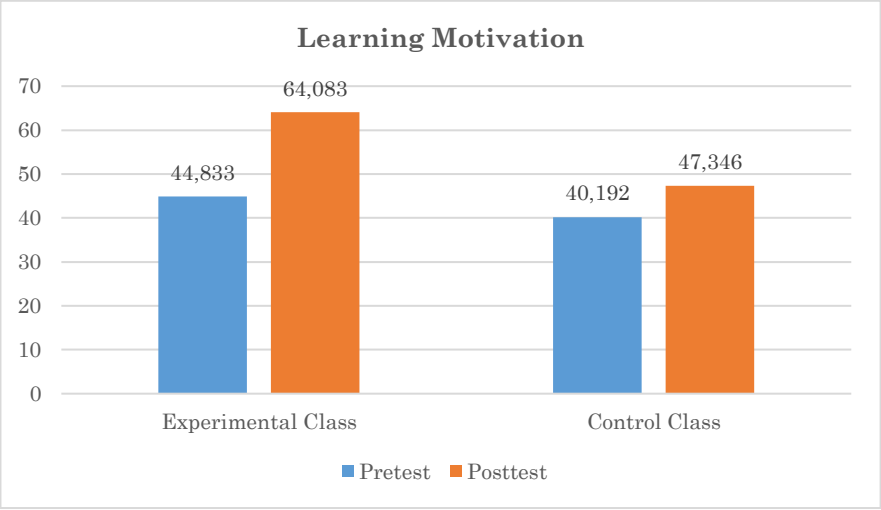

Figure 1. Learning Motivation

Table 4. Normality Test for Learning Motivation Variable

Class	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest A (Experiment)	.949	24	.259
Posttest A (Experiment)	.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 and Table 7 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. Raspati 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 (Raspati, 2023). Additionally, research by Suardipa, (2023) strengthens this claim, revealing that incorporating the SAVI learning method with the Post Box game positively influences students' motivation to learn. 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). Similarly, Kholil and Sholeh (2021) discovered that students exposed to multimodal learning methods, such as SAVI, showed a more significant increase in academic enthusiasm compared to those in teacher-centered instruction. These studies align with the present research, reinforcing the notion that the integration of various sensory elements in learning can enhance motivation and active participation.

Table 5. 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 6. 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 7. 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

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 (Sophian et al., 2025). This study found that the success of the SAVI method in enhancing students' learning motivation is highly dependent on external factors such as teachers' instructional skills, students' readiness to adopt new methods, and the availability of school

facilities and infrastructure. These findings are supported by the research of Nauli (2024), which indicates that the implementation of innovative learning methods is only effective when supported by a conducive learning environment. Therefore, although this study demonstrates a significant increase in motivation, other factors must still be considered to ensure the sustainability of the method's positive impact.

This study also shows 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.

3.2 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 8. 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.

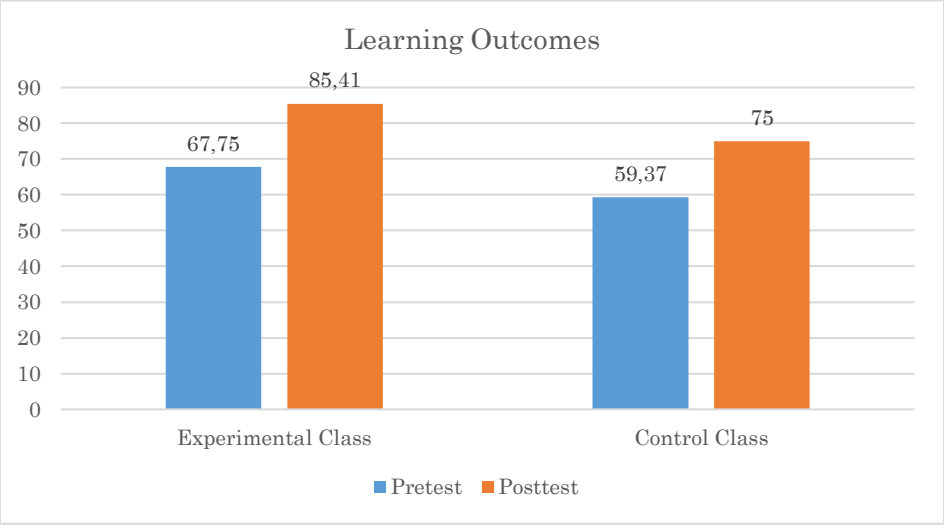

Figure 2. Learning Motivation

Table 9. Normality Test of Learning Outcome Variables

Class	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest A (Experiment)	.903	24	.025
Posttest A (Experiment)	.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 10. 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 10 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 11. 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 12. 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 11 & Table 12 shown 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 implementing SAVI methodology creates a substantial impact regarding pupils social studies academic performance. 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, (2022). Which demonstrated how students' learning outcomes at SMP Negeri 2 Cileles on the topic of the human excretory system were influenced by the SAVI learning model. The comparison of post-test mean scores between test groups and standard instruction cohorts showed a noteworthy effect, leading to the conclusion that the observed difference was meaningful. Another study by Sutarna, (2018). also supports the effectiveness of the SAVI model, showing that it improved the academic achievement of year four learnes in SDN Cimulya in social studies. Additionally, it enhanced students' questioning skills, critical thinking, and ability to express opinions.

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 regarding pupils 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.

Based on the auditory aspects, 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. Moreover, this study contradicts the research conducted by Anjasari and Mulyasari (2018), who found that while interactive learning models like SAVI enhance student engagement, they require additional instructional time for effective implementation. Although Anjasari and Mulyasari's study raised concerns about the feasibility of extensive active learning strategies in time-constrained classroom environments, this research demonstrates that, with proper structuring, the SAVI model can be efficiently integrated into standard lesson plans without significantly extending instructional hours. It is determined that applying the SAVI instructional approach has a beneficial and significant effect on enhancing students' learning outcomes. 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.

4. 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.

RECOMMENDATION

According to this research results, it is suggested that teachers implement the SAVI (Somatic, Auditory, Visualization, Intellectual) learning model as an innovative strategy to improve students' engagement and academic achievement for Social Studies. Future studies are encouraged to explore the effectiveness of the SAVI model across various subjects and educational levels, as well as to develop innovative learning tools to maximize its effectiveness in the classroom.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Social Science Education Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, for the opportunity and support provided in conducting this research as part of my undergraduate thesis. My appreciation also goes to MTs Almaarif 02 Singosari Malang for granting permission and providing the necessary facilities during the research process. I extend my deepest gratitude and appreciation to my academic supervisor for their invaluable feedback, guidance, and suggestions, which greatly contributed to the completion of this article. Furthermore, I sincerely thank all individuals who have assisted in this research. May the contributions and support from various parties in this study bring meaningful benefits to the field of education and the future development of learning models.

AUTHOR'S CONTRIBUTIONS

All authors contributed equally to the conception, design, analysis, and writing of this manuscript. All authors have read and approved the final version of the manuscript.

CONFLICT OF INTEREST

The authors declare that they have no competing interests.

REFERENCES

Amin, S. (2019). Pengaruh Group Investigation Dan Gaya Belajar Terhadap Hasil Belajar Geografi Mahasiswa Pendidikan Ips. *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)*, *5*(2), 79. https://doi.org/10.18860/jpips.v5i2.6976

Andryannisa, M. A. (2023). Upaya Meningkatkan Hasil Belajar Siswa Dengan Menggunakan Metode Resitasi Pada Mata Pelajaran Akidah Akhlak Di Sd Islam Riyadhul Jannah Depok. *Pendidikan Sosial Dan Humaniora*, *2*(3), 11716–11730. https://doi.org/10.35931/pediaqu.v2i3

Anjasari, N., & E Mulyasari. (2018). Penerapan Model Pembelajaran SAVI Untuk Meningkatkan Hasil Belajar PPKN Siswa Kelas V. *Ejournal.Upi.Edu*, *III No. II*(Iii), 1–11. https://doi.org/10.17509/jpgsd.v3i3.20744

Ajhuri, K. F. (2021). Urgensi Motivasi Belajar. *Yogyakarta*.

Budhiarti, Y. (2023). Analisis Hasil Belajar Ips Siswa Kelas Iv Pada Masa Pandemi Di Sekolah Dasar Negeri 59 Entakai II. *Jurnal Pembelajaran Prospekti*, *8*. https://doi.org/10.26418/jpp.v8i1.64290

Basri, H. (2015). *Paradigma Baru Sistem Pembelajaran*. CV Pustaka Setia.

Dewi, A. L. R., & Tirtoni, F. (2023). Pengaruh Model Pembelajaran Somatic, Auditory, Visualization, Intellegency (Savi) Terhadap Hasil Belajar Pendidikan Pancasila Kurikulum Merdeka Belajar. *Jurnal Ilmiah Pendidikan Citra Bakti*, *10*(3), 569–568. https://doi.org/10.38048/jipcb.v10i3.1707

Delita, S., Bila, A., & Ningsih, Y. (2024). Pengaruh Profesionalisme dan Motivasi Kerja terhadap Kinerja Karyawan RSI Ibnu Sina Payakumbuh. *JESS (Journal of Education on Social Science)*, *8*(1), 93–103. https://doi.org/10.24036/jess.v8i1.503

Djamaluddin, A. (2019). Belajar dan Pembelajaran. In *New Scientist* (Vol. 162, Issue 2188). CV Kaaffah Learning Center.

Ekwanda, R. R. M., Nurlaili, N., & Muflihah, M. (2020). Hasil belajar siswa berdasarkan gaya belajar yang diajar dengan model pembelajaran visual, auditori, dan kinestetik pada materi larutan elektrolit dan non elektrolit. *Bivalen: Chemical Studies Journal*, *3*(2), 36–38. https://doi.org/10.30872/bcsj.v3i2.446

Emda, A. (2017). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, *5*(2). https://doi.org/10.22373/lj.v5i2.2838

Handayani, M. (2016). Pencapaian Standar Nasional Pendidikan Berdasarkan Hasil Akreditasi SMA di Provinsi DKI Jakarta. *Jurnal Pendidikan Dan Kebudayaan, 1*, 179–202. https://doi.org/10.24832/jpnk.v1i2.766

Janah, R., Nurfadilah, K., & Qomariyah, S. (2023). Peran motivasi belajar berpartisipasi dalam peningkatan prestasi peserta didik di SMK Azzainiyyah. Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam, 1(3), 87-99.https://doi.org/10.59059/al-

tarbiyah.v1i3.311

Junaidi, F., & Kresnadi, H. *Pengaruh Penerapan Pendekatan Somatic Auditory Visual Intelektual Terhadap Hasil Belajar IPS Di Sekolah Dasar*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK), 4(9). https://doi.org/10.26418/jppk.v4i9.11403

Kholil, M., & Sholeh, M. (2021). Analisis Model Pembelajaran SAVI (Somatis, Auditori, Visual, dan Intelektual) dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Fikih. *Fondatia*, *5*(2), 197–209. https://doi.org/10.36088/fondatia.v5i2.1415

Listiana, L. (2023). *Pengaruh Model Pembelajaran Savi (Somatik, Audio, Visual, Dan Intelektual) Terhadap Motivasi Dan Hasil Belajar Matematika Pada Materi Pecahan Di Mi Al-Hidayah Kota Batu*. http://etheses.uin-malang.ac.id/47105/1/200103220002.pdf

Meier, D. (2002). *The Accelerated Learning Handbook*.Bandung: MMU (Mizan Media Utama).

Mulyasa. (2006). *Kurikulum Yang Disempurnakan*. Bandung: PT Remaja Rosda Karya.Poerwadarminta, W.JS. Kamus Umum Bahasa Indonesia.

Muslim, B. (2016). *Pengaruh Model Pembelajaran Savi Terhadap hasil Belajar Ips Terpadu Siswa kelas VIII MTs NW Kabar*.

Nadia Nauli, Oktaviana Imroatun Cahyati, & Gusmaneli Gusmaneli. (2024). Penerapan Pembelajaran Aktif, Inovatif, Efektif, Kreatif, Menyenangkan, dan Islami (PAIKEMI). *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, *4*(2), 202–212. https://doi.org/10.56910/pustaka.v4i2.1398

Ngalimun. (2017). *Strategi dan Model Pembelajaran*. Banjarmasin: Aswaja Pressindo.

Nurfauzan, A. Z., Almubarak, M., Abdillah, K., & Anggraini, A. (2022). Pengaruh Motivasi dalam Pembelajaran Siswa The Influence of Motivation in Student Learning. *Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, *2*(2), 613–621. https://doi.org/10.56832/edu.v2i2.198

Patty, I. N., Supriati, N., & Ningrat, K. (2022). Keterampilan Menulis Puisi Pada Siswa Kelas V Melalui Model Pembelajaran Savi (Somatic, Auditory, Visualization, Intelletually). *Journal of Elementary Education*, *05*(03), 564–573. https://doi.org/10.22460/collase.v5i3.5591

Pujarama, I. (2019). *Penerapan Pendekatan Somatis, Auditori, Visual, Dan Intelektual (Savi) Untuk Meningkatkan Hasil Belajar Matematikasiswa Kelas Viii Smp Negeri 9 Palopo*. http://repository.iainpalopo.ac.id/1678/1/SKRIPSI%20ISNI%20PUJARAMA.pdf

Puspitasari, A., Purnanto, A. W., Guru, P., Dasar, S., Magelang, U. M., Kunci, K., & Puzzle, S. (2018). Pengaruh Model Pembelajaran SAVI (Somatic, Auditory, Visualization, Intellectual) Dengan Media Dan Seek Puzzle Terhadap Hasil Belajar IPA. *Jurnal Pendidikan*, *10*(2), 137–148. https://doi.org/10.31603/edukasi.v10i2.2545

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. https://doi.org/10.17509/jpgsd.v4i2.20489

Raspati, I. (2023). *Faktor-Faktor Yang Mempengaruhi Motivasi Dalam Belajar Pada Siswa Kelas XII SMAN 11 Kab Tangerang*. https://eprints.walisongo.ac.id/id/eprint/24860/1/Skripsi_1607016028_Imam Raspati_Lengkap.pdf

Rahmawati, K. (2022). Pengaruh Model Pembelajaran SAVI (Somatic, Auditory, Visual, Intelectual) Berbantuan Media Power point Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas IV. *Jurnal Basicedu*, *6*(3), 4574–4581. https://doi.org/10.31004/basicedu.v6i3.2897

Ramadhanti, R. (2022). Pengaruh Model Pembelajaran Savi Terhadap Hasil Belajar Siswa Pada Konsep Sistem Ekskresi Manusia. *SECONDARY: Jurnal Inovasi Pendidikan Menengah*, *2*(4), 430–438. https://doi.org/10.51878/secondary.v2i4.1654

Rombe, E. (2017). Implementasi Metode SAVI (Somatis, Auditori, Visual, Intelektual) dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Teologi Dan Pengembangan Pelayanan*, *2017*, 89–104. https://doi.org/10.37465/shiftkey.v7i2.8

Saleh, S. (2022). Implementasi Model Savi Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPS Tentang Kenampakan Alam dan Keragaman Sosial Budaya Kelas IV SD Negeri 50 Kota Ternate. *Jurnal Ilmiah Wahana*

Pendidikan, *8*(21), 242–247. https://doi.org/10.5281/zenodo.7273054

Sadijah, N. A. (2021). *Motivasi Belajar Anak Sekolah Negeri Cilewo-Tlagasari*. 1706–1714.

Sartika, N., & Rukiyah, S. (2023). *Problematika Rendahnya Mutu Pendidikan di Indonesia*. *1*(4).

Suardipa, I. P. (2023). Pengaruh Model Savi (Somatic, Auditory, Visualization, Intellectualy) Berorientasi Permainan Kotak Pos Terhadap Motivasi Belajar Siswa. *Widyacarya: Jurnal Pendidikan, Agama Dan Budaya*, *7*(2), 185. https://doi.org/10.55115/widyacarya.v7i2.3017

Sihotang, A. P. (2024). Pengaruh Model Pembelajaran SAVI (Somatis , Auditori , Visual , Intelektual) terhadap Keterampilan Menulis Teks Eksposisi Siswa Kelas X SMA N 14 Medan. *Jurnal Rumpun Ilmu Bahasa Dan Pendidikan*, *2*(2). https://doi.org/10.61132/pragmatik.v2i2.449

Sophian, S. K., Hidayah, R. R., Fia, A., Safitri, D., & Suryanda, A. (2025). *Model Pembelajaran SAVI (Somatic , Auditory , Visualization , dan Intellectually) untuk Meningkatkan Hasil Belajar Siswa*. *4*(1), 1–7. https://doi.org/10.54259/diajar.v4i1.2751

Sumito, J. (2015). Upaya meningkatkan hasil belajar ips melalui model pembelajaran Jigsaw Di Kelas V SD Negeri Growong Kidul 02 Juwana. *Jurnal Ilmiah Pendidikan Dasar*, *2*. https://doi.org/10.30659/pendas.2.2.85-92

Suncaka, E. (2023). Meninjau Permasalahan Rendahnya Kualitas Pendidikan DiIndonesia. *Jurnal Manajemen Dan Pendidikan*, *02*(03), 36–49. https://doi.org/10.14421/njpi.2024.v4i2-6

Sutarna, N. (2018). *Pengaruh Model Pembelajaran Savi (Somatic Auditory Visual Intellectualy) Terhadap Hasil Belajar Siswa Kelas Iv Sekolah Dasar*. *5*(2), 119–126. https://doi.org/10.23917/ppd.v1i2.6068

Triwulandari, R., & Pratama, D. (2021). *Pengaruh Model Somatis , Auditori , Visual , Intelektual (SAVI) pada Muatan Bahasa Indonesia terhadap Hasil Belajar Peserta Didik*. *5*(3), 340–346. https://doi.org/10.23887/jppp.v5i3.39407

Uno, H. B. (2007). *Teori Motivasi dan Pengukurannya*. Bumi Aksara.

Yulianti, Asdar, A., & Hamsiah, A. (2023). Pengaruh Model Pembelajaran Savi (Somatic, Auditory, Visual, Intelektual) Terhadap Peningkatan Motivasi Belajar Dan Keterampilan Berbicara Bahasa Indonesia Pada Siswa Kelas V SD Gugus I Kecamatan Makassar. *Bosowa Journal of Education*, *4*(1), 176–183. https://doi.org/10.35965/bje.v4i1.3823