

IMPROVING STUDENT LEARNING RESULT WITH USING THE SAVI APPROACH LESSON OF SCIENCE OF SOCIAL KNOWLEDGE IN CLASS V SDN. 060908 KEC. MEDAN DENAI T.A 2014/2015

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ABSTRACT

The problem in this study is the low learning outcomes of students in learning Indonesian. The purpose of this study is to improve student learning outcomes by using the SAVI approach on the subject matter of technological developments in social studies subjects in class V SDN 060908 kec. Medan Denai T.A 2014/2015. This research is a Classroom Action Research (PTK). The subjects of this study are the students of grade V of SDN 060908 kec. Medan Denai T.A 2014/2015, with a total sample of 32 students. This study was conducted for two cycles. Each cycle consists of 2 meetings with each meeting conducted 4 stages of planning, implementation, observation, and reflection. The data collection tool used is a test to measure the improvement of student learning outcomes and observation sheets to measure the activities of teachers and students during learning. From the result of the action done by the researcher to get the preliminary data through the giving of pretest, the mean score of the student's grade is 57,5 with 7 students (21,88%) the student's degree of the material, 25 students (78,12%) Student's level of mastery over the material is not complete. In the first cycle, the researcher got the data of meeting I as many as 13 people (40,63%) the level of student's ruling on the finished material, while 19 people (59,37%) the student's mastery level to the material is not complete. Meanwhile, the result of student learning at meeting II obtained the result of 18 people (56,25%) student's degree to the finished material, while 14 (43,75%) student's mastery level to the material is not complete. In cycle II, the results obtained at the meeting I as many as 24 people (75%) level of student ruling on the material thoroughly, while the remaining 8 people (25%) level of mastery of students to the material is not complete. Meanwhile, the result of student learning in meeting II obtained very satisfactory result where all students 32 people (100%) level of ruling students to the material is complete, meanwhile no more students (0%) whose level of mastery of material is not complete. From the results of teacher observations in the first cycle obtained the percentage of success of the meeting I by 52% and in the second meeting by 60%. Furthermore, the results of teacher observation in cycle II obtained the percentage of success at the first meeting by 73% and in the second meeting by 87%. The result of student observation in cycle I obtained the percentage of success .he first meeting was 45.3% and the second meeting was 57.3%. Furthermore, the result of student observation in cycle II obtained the percentage of success at the first meeting amounted to 73.3% and in the second meeting of 90.7%.Based on the results of research conducted in class V SDN 060908 kec. Medan Denai T.A 2014/2015 can be concluded that the SAVI approach can improve the learning outcomes of children in the subjects of social studies especially on the material expansion technology.

Keywords : -Savi Approach , Approach Lesson of Science of Social Knowledge

1. INTRODUCTION

Based on the important role and objectives of Social Studies in daily life, it is expected to students to understand well the Social Science materials that have been given during the learning process at school. One way that is used to measure the ability of learning mastery is through IPS learning outcomes.

The success of the learning process depends not only on the teacher but also on the student. Teachers must be able to know and realize that each student has different abilities. That's why the teacher should be able to choose the method of learning that is suitable for students by paying attention to the ability of the students. The reality found in school shows that most of the teaching of social studies is given by classical methods used by teachers Less varied, without much seeing the possibility of applying other methods that match the individual student's individual differences. Teacher-dominated learning results in low understanding of student learning outcomes at IPS.

Based on observations and interviews conducted by researchers on January 8 in grade V SDN 060908 Kec. Medan Denai Semester of the academic year 2014/2015 with Indonesian teacher class V and also the guardian of class V SDN 060908 Kec. Medan Denai. Ibu Anisah Nasution, it is found that the ability of students in learning technology still low. That proved at the time of the teacher to do learning outcomes (in accordance with Minimum completeness standard) SKBM set by the school is 70 for class V. This is seen from 32 people Students in the class are only 10 people who have the motivation to follow the learning. As many as 10 students tend to make a commotion in the classroom. As well as 12 students without any interest to learn.

SAVI approach (abbreviation of somatic words) learning by moving and doing) Auditory (learning by speaking and listening), visual (learning by observing and describing) and intellectual (learning by solving problems and contemplating) or it can be said a student learning process by combining Physical motion with intellectual and activity and the use of all the senses can have a major impact on meaningful learning that learning with concentration of mind and practice with. Using through reasoning, investigating identifying, discovering, creating, constructing problem solving and applying. More effective student learning outcomes.

2. DISCUSSION

2.1 Types of research

This type of research is a classroom action research, where the researcher has research stages in the form of cycles. In each cycle are: planning, execution, observation and reflection.

2.2 Subjects and Research Objects

The subjects of this study are the students of grade V SD N 060908. Which consists of 32 students with the number of male students 16 people and the number of female students 16 people in the second semester. The object of this research is to improve student learning outcomes in IPS lesson in class V SDN. 060908 Kec. Medan Denai.

2.3 Operational Definition of Variables

Learning outcomes are the efforts that a person achieves through the learning process to achieve results in the form of new behaviors. SAVI's approach stands for Somatis, Auditori, Visual, and Intellectual. SAVI belongs to a student-centered approach (Student Centered Approach). Models in this learning using learning activities that are done naturally by involving psychological and psychological elements of students in learning activities.

2.4 Data collection technique

The data collected in this research is qualitative type, related with teacher and student activity during the learning activity. To get the relevant result, the technique used in this research is the method of

observation and test. The test used by researchers in this research is written test in the form of objective (multiple choice).

2.5 Research design

This research is in the form of Classroom Action Research. All stages are done in this PTK, is a cyclical action. For more details the following will be presented classroom action research using Model Arikunto, (2008: 16)

2.6 Research procedure

In accordance with this type of research is Classroom Action Research then this research through two cycles where each cycle has four stages such as cycle schemes that have been described before, the stages of planning, implementation of action, observation and evaluation, and reflection. This cycle is done in collaboration with classroom teachers. In each cycle there are 2 meetings so that from two cycles there are 4 times of meetings, each cycle is carried out with the changes to be achieved.

2.7 Data analysis technique

This analysis is used to determine the success or failure of actions performed in this study. This can be seen from how percent success rate achieved is seen from the change of students who absorb the lesson.

To know the development of student learning outcomes in each cycle used the formula quoted from Purwanto (2011: 207), namely:

$$\text{Value} = x \dots \dots \dots \text{scale}$$

The scale used in this learning result assessment is 100 With Minimum Exhaustiveness Criteria (KKM) = 70, where if the data $0 \leq \text{Values} < 70$: Students have not yet completed in learning $70 \leq \text{Value} \leq 100$: Students complete in study.

2.8 Schedule of Research Implementation

This research was conducted on the students of grade V of SD Negeri no. 060908 Medan Denai T.A 2014/2015 in second semester (even) from February to March.

3. RESEARCH RESULT

From the result of the action done by the researcher to get the preliminary data through the giving of pretest, the mean score of the student's class is 57,5 with 7 students (21,88%) the student's degree of the material, 25 students (78,12%) Level of mastery of students to the material does not complete. From the preliminary data obtained from the pretest, the researchers then apply the somatic, auditory, visual, and intellectual approach (SAVI) as an effort to improve student learning outcomes.

In the first cycle, the researcher got the data of meeting I as many as 13 people (40,63%) the level of student's ruling on the finished material, while 19 people (59,37%) the student's mastery level to the material is not complete. Meanwhile, the result of student learning at meeting II obtained the result of 18 people (56,25%) student's degree to the finished material, while 14 (43,75%) student's mastery level to the material is not complete. Based on the analysis of data cycle I obtained the conclusion that the use of somatic approach, auditory, visual, and intellectual (SAVI) on learning can improve student learning outcomes. However, because the results studied are still not maximized then the researchers decided to make improvements in teaching methods and improving learning outcomes in cycle II.

In the second cycle, researchers take action with attention to all the shortcomings that exist in cycle I for better student learning outcomes. From the result of the improvement on the action in cycle II, the result obtained at the meeting I was 24 people (75%) of the student's degree of the finished material, while only 8 people

(25%) the students' mastery level of the material was not complete. Meanwhile, the result of student learning in meeting II obtained very satisfactory result where all students 32 people (100%) level of ruling students to the material is complete, meanwhile no more students (0%) whose level of mastery of material is not complete. Based on this very significant improvement, it is concluded that learning with somatic, auditory, visual, and intellectual approach (SAVI) can improve students' learning outcomes well.

4. CONCLUSION

1. Using a somatic, auditory, visual, and intellectual approach (SAVI) can improve student learning outcomes in IPS subjects on materials of technological development.
2. From the assessment results can be seen an increase in student learning outcomes on the initial test the average score of 57.5 students at the first meeting I cycle I average score of students to 65.3 and at the second meeting of cycle I the average value of students to be 72.3. While for meeting I cycle II obtained the average score of 81.5 students and at second meeting II cycle II obtained an average student score of 91.8.
3. From the results of teacher observation in cycle I obtained the percentage of success of meeting I by 52% and in the second meeting of 60%. Furthermore, the result of the observation of teachers in cycle II obtained the percentage of success at the first meeting by 73% and in the second meeting by 87%.
4. The results of student observation in cycle I obtained the percentage of success of meeting I by 45.3% and in the second meeting of 57.3%. Furthermore, the result of student observation in cycle II obtained the percentage of success at the first meeting amounted to 73.3% and in the second meeting of 90.7%.
5. Using somatic, auditory, visual, and intellectual approach (SAVI) IPS learning is more fun, students' learning experiences are more memorable and students become active in teaching and learning process.

5. RESULT

1. In the implementation of teaching and learning, teachers are encouraged to use somatic, auditory, visual, and intellectual approach (SAVI) in teaching IPS lesson so that the learning process more students.
2. For the school in order to increase the facilities and infrastructure of the lesson to improve the quality of student learning and give encouragement to the teacher to use approach of learning according to requirement of learning one of them is somatic, auditory, visual, and intellectual approach (SAVI).
3. For advanced researchers it is advisable to conduct similar research materials and different schools so that related problems can be resolved.

6. REFERENCES

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