



THE INFLUENCE OF SOCIETY 5.0 ON THE SAVI LEARNING MODEL AND STUDENT CHARACTER VALUES ON LEARNING OUTCOMES FOR CLASS VII MTS NEGERI 2 ASAHAN

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Abstract

This research was conducted at MTS Negeri 2 Asahan which is located at Jl. Melur No. Ex. Kisaran Naga, Kisaran Timur District, Asahan Regency, North Sumatra postal code 21219. The time of the study was carried out from February 2022 to March 2022. The research method was quasi-experimental. The data analysis technique used is ANOVA. The results of this study are: 1) There are differences in student learning outcomes of class VII MTS Negeri 2 Asahan students who are treated with the SAVI model using video and the SAVI model using power point. It is obtained from $F_h = 7.55$ and $F_t = 4.09$, and the conclusion is $F_h > F_t$. 2) The results of the study where $F_h = 22.07$ and $F_t = 4.09$ where the conclusion is $F_h > F_t$. so it can be concluded that there is an interaction between the SAVI model and the character values of class VII MTS Negeri 2 Asahan students. 3) In this study, the Tukey test was continued, where the conclusion was obtained: there was a significant difference because $Q_{count} > Q_{table}$. Obtaining $Q_{table} = 2 : 20 = 2.95$ and $Q_h = 3.76$. So it can be concluded that the learning outcomes of students who have high character values taught by the SAVI model and video media are better than students who have high character values taught by the SAVI model and power point media. 4) In this study, the Tukey test was continued, where the conclusion was obtained: there was a significant difference because $Q_{table} = 2 : 20 = 2.95$. In conclusion, there was a

significant difference because $Q \text{ count} > Q \text{ table}$. Obtaining $Q_h = 9.54$.

Keywords: SAVI, Society 5.0, Student Character

A. Introduction

The main way to prepare skills that are easiest to take is to have good behavior (behavioral attitude), increase self-competence and have a literacy spirit. Along with the development of technology, the way of teaching and learning in the era of the industrial revolution 4.0 is also changing. Internet and computers are tools that will facilitate the teaching and learning process. The learning process that used to have to be done face-to-face directly between teachers and students, now in the industrial revolution 4.0 era learning can be done with online classes through social media or other media that support the online learning process. But in the industrial revolution 4.0 there are still many social gaps where in the industrial revolution 4.

Actually, the concepts of the industrial revolution 4.0 and the era of society 5.0 do not have much difference. The industrial revolution 4.0 uses artificial intelligence (artificial intelligence) while the era of society 5.0 focuses on the human component. The concept of the era of society 5.0 has become a new innovation from society 1.0 to society 4.0 in the history of human civilization.

In the field of education in the era of society 5.0, it is possible for students or students in the learning process to directly deal with robots that are specifically designed to replace educators or are controlled by educators remotely. It is not impossible that the teaching and learning process can occur anywhere and anytime, whether there is a teacher or not.

In addition to the role of students and technology, professional and competent educators will also be very influential for the future of the world of education in the era of the industrial revolution 5.0. The concept of society 5.0 makes humans a source of innovation, which is not only limited to manufacturing/industrial factors but also solves social problems with the help of the integration of physical and virtual spaces. The living conditions of society in the era of society 5.0 are very influential on all areas of human life, including in the field of education, so educators must further improve their competence.

The role of the teacher that can never be replaced by technology, including direct interaction in the classroom, the emotional bond between the teacher and students, and also the cultivation of the character and role model of a teacher. Character is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and are "machines" that drive how a person acts, behaves, says and responds to something (Juwita, 2020: 73).

Initial observations were made regarding the problem of student learning outcomes regarding ethnic, religious, racial, and inter-group diversity within the Bhinneka Tunggal Ika frame. Observations were made on September 2-7, 2021, and researchers found that Civics teachers at MTS Negeri 2 Asahan responded that online learning did not use interesting technological media. The use of learning media by teachers is still limited to the use of social media through Facebook (messenger), then WhatsApp groups where the division of tasks is carried out through WhatsApp groups and the form of assignments is also limited to answering questions and taking notes so that according to researchers the influence of the era of society 5.0 education has not been carried out by

education actors in Indonesia MTS Negeri 2 Asahan.

Based on interviews conducted with several seventh grade students at MTS Negeri 2 Asahan, many of them were not interested in participating in learning material on ethnic, religious, racial, and inter-group diversity within the framework of *Bhinneka Tunggal Ika*. Students also complain that sometimes they feel lazy to do notes and task assignments because they are bored with working at home.

Another problem found is that the use of learning models that are carried out by teachers for students is still more conventional, especially in limited face-to-face meetings where the teacher expresses a lot of opinions and explains the material. more lectures than problem solving by students.

Soft skills problems are still something that often happens in class VII MTS Negeri 2 Asahan, where the process of inculcating character values through Civics subjects goes quite well using a learning approach. The learning approach that is carried out is closely related to inculcating values by example, positive and negative reinforcement. 1) One of the things that happens in Civics learning is getting used to deliberation in solving problems. Character values that are instilled are religious, honest, tolerant, disciplined, democratic, national spirit, love for the homeland, care for the environment, and responsibility. 2) The obstacle in inculcating character values is that teachers sometimes still prioritize the completion of the material without paying attention to aspects of planting character values that are difficult to control.

Departing from these problems, appropriate models and learning media are needed. One of the learning models that can be applied is the SAVI learning model (somatic, auditory, visual, intellectual) with the help of innovative media. According to Suherman (2009:78) SAVI learning is

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learning by utilizing all the senses that students have. In general, according to Meier SAVI is a learning model that combines motor (physical) movement, intellectual activity, and utilizes all the senses possessed by students in order to solve mathematical problems through creative thinking. More specifically, this learning model can be interpreted based on the compilers of the abbreviation SAVI itself (Sutrisno, 2013:662-663).

Teachers should innovate in learning and use a teaching approach according to the characteristics and needs of students. Teachers should create learning by applying innovative learning models, one of which is the SAVI model and is supported by relevant media (Kurnianingsih, 2020: 131). The use of media in this research is emphasized on video and power point media

B. Method

This research was conducted at MTS Negeri 2 Asahan which is located at Jl. Melur No. Ex. Kisaran Naga, Kisaran Timur District, Asahan Regency, North Sumatra zip code 21219. This research is planned for three meetings from February to March 2022. The population used in this study were all 7th grade students of MTS Negeri 2 Asahan as many as 198 students. The research sample is a large part of the population taken as a data source. Sampling was carried out using a randomize group design technique, Winer's (1971:221) random group design is a design in which subjects are randomly assigned to different groups intended for different conditions or values of independent variables.

In this sampling, it is oriented to the number of population, then the teacher takes a lottery which contains the words "SAVI class media video" and the words "SAVI class media power point". So, for the SAVI

class of video media, there are 36 students of VII-5, and 36 students of the SAVI class of power point media for students of class VII-6.

The research design used is by level 2 x 2 with three research variables, namely one moderator variable, one dependent variable and two independent variables. As the dependent variable is the student's character value, one moderator variable is the influence of the era of society 5.0 and the two independent variables are the SAVI model.

C. Finding and Discussion

1. Result

- a. **A1B1, The group of students who were treated with the SAVI model of video media that had high character values.**

Table 1. Frequency Distribution of the group of students who study with the SAVI model which has a high character (A1B1)

No	Interval Class	FA	FR%
1	65-69	1	10%
2	70-74	2	20%
3	75-79	3	30%
4	80-84	2	20%
5	85-89	0	0
6	90-95	2	20%
Amount		10	100%

Based on table 1 it can be seen that students who get learning outcomes below the average are 1 student (10%).

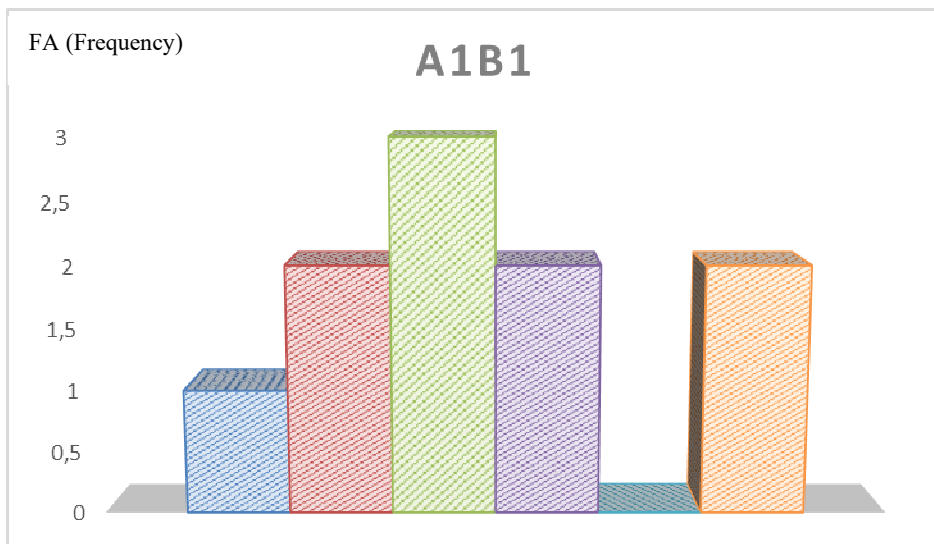


Chart 1. Frequency Distribution The group of students who study with the SAVI model of video media has a high character (A1B1)

b. A2B1, The group of students who were treated with the SAVI model of power point media that had high character values

Table 2. Frequency Distribution of the group of students who study with the SAVI model with PPT which has a low character (A2B1)

No	Interval Class	FA	FR%
1	60-65	4	40%
2	66-71	0	0%
3	72-77	3	30%
4	78-83	2	20%
5	84-89	1	10%
Amount		10	100%

Based on table 2 it can be seen that students who get learning outcomes below the average are 4 students (40%).

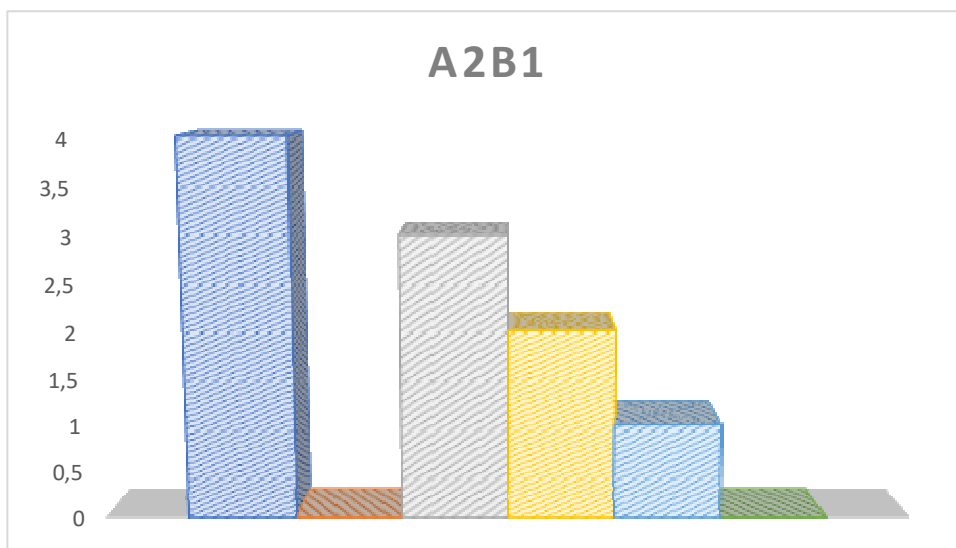


Chart 2. Frequency Distribution Group of students who study with the SAVI model with ppt having low character (A2B1)

c. A1B2 The group of students who were treated with the SAVI model of video media that had low character values

Table 3. Frequency distribution of groups of students who study with the SAVI model with videos that have low character (A1B2)

No	Interval Class	FA	FR%
1	55-61	2	20%
2	62-68	2	20%
3	69-75	5	50%
4	76-82	0	0%
5	83-89	1	10%
Amount		10	100%

Based on table 3, it can be seen that students who get learning outcomes below the average are 2 students (20%).

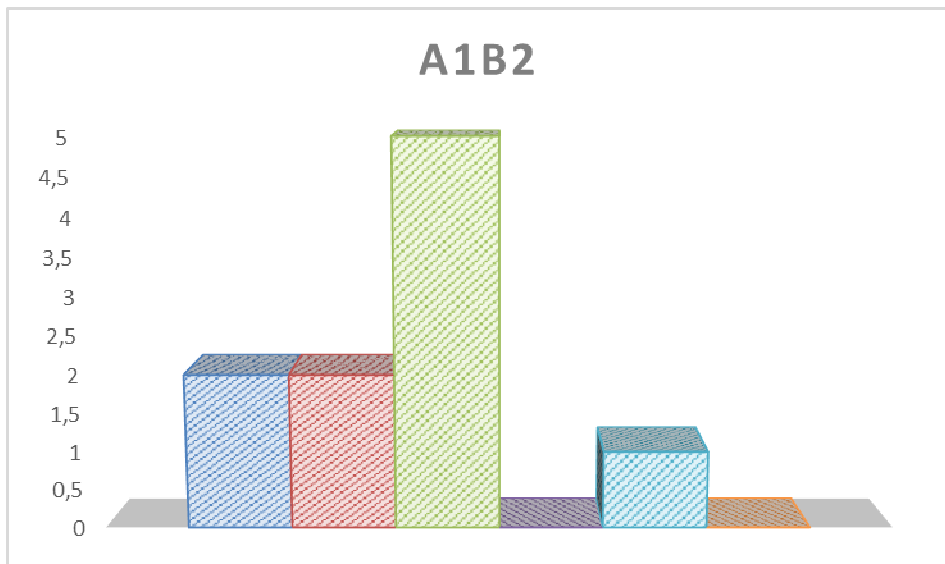


Chart 3. Frequency Distribution Groups of students who study with the SAVI model with videos that have low character (A1B2)

d. A2B2 The group of students who were treated with the SAVI model of power point media that had low character values

Table 4. Frequency distribution of groups of students who study with the SAVI model with power points that have low character (A2B2)

No	Interval Class	FA	FR%
1	75-80	2	20%
2	81-86	1	10%
3	87-92	2	20%
4	93-98	2	20%
5	99-104	3	30%
Amount		10	100%

Based on table 4 it can be seen that students who get learning outcomes below the average are 2 students (20%).

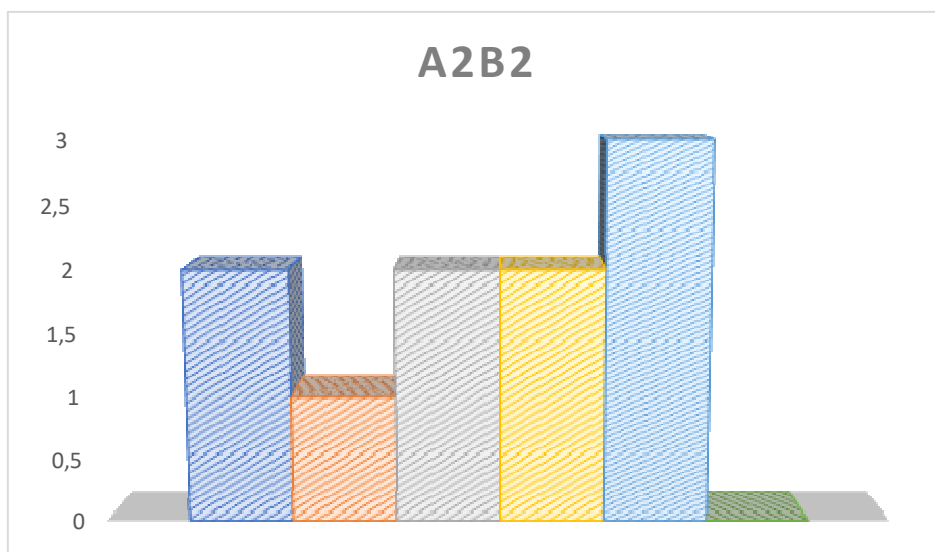


Chart 4. Frequency Distribution Groups of students who study with the SAVI model of power point media that have low character (A2B2)

Then the results of the study were tested for normality and homogeneity as follows:

1. Normality test

Test the normality of learning outcomes scores for grade VII students of MTS Negeri 2The sharpening was carried out using the Liliefors test at a significant level of $\alpha = 0.05$. Summary of sample normality test results can be seen in the table (list of attachments)

Table 5. Summary of Sample Normality Test Results

Group	N	Lo	Lt	Conclusion
A1B1	10	0.1936	0.258	NORMAL
A1B2	10	0.1843	0.258	NORMAL
A2B1	10	0.1852	0.258	NORMAL
A2B2	10	0.1515	0.258	NORMAL
A1A2B1	20	0.1590	0.190	NORMAL

A1A2B2	20	0.0978	0.190	NORMAL
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Information :

Lo = observation liliefors

Lt = table liliefors

Based on the table above, it is obtained that Lo for the entire sample group is smaller than Lt. Thus it can be concluded that the sample comes from a normally distributed population. So these results imply that parametric statistical analysis can be used to test the hypotheses proposed in this study, so that the first requirements for testing have been met.

2. Homogeneity Test

The homogeneity test of variance for each group of learning outcomes data in class VII MTS Negeri 2 Asahan students from each treatment using the Barlett test at a significance level of = 0.05.

Bartlett's Test used to test whether the sample group comes from a population with the same variance. The sample group can be any number. because usually the Bartlett test is used to test samples / groups that are more than 2. The same variance in all samples is called homoscedasticity or homogeneity of variance. The Bartlett test was first introduced by MS Bartlett (1937). Bartlett test is required in some statistical tests such as analysis of variance (ANOVA) as a condition if you want to use Anova.

a) Homogeneity Test 4 Groups

Table 6. Summary of Homogeneity Results for 4 Groups

Group	N	X ² _h	X ² _t	Conclusion
A1B1	10	0.09	7.81	Homogeneous

A1B2	10
A2B1	10
A2B2	10

b) Homogeneity Test of 2 Groups (A1A2B1 and A1A2B2)

Table 7. Summary of Homogeneity Results for 2 Groups (A1A2B1 and A1A2B2)

Group	N	X^2h	X^2t	Conclusion
A1A2B1	20	1.84	3.84	Homogeneous
A1A2B2	20			

Information :

X^2h = Homogeneity of observations

X^2t = Table homogeneity

Hypothesis test

To test the hypotheses of the research conducted using the two-way technical analysis of variance (ANOVA). The results of the study where $F_h = 22.07$ and $F_t = 4.09$ where the conclusion is $F_h > F_t$. so it can be concluded that there is an interaction between the SAVI model and the character values of class VII MTS Negeri 2 Asahan students.

The interaction diagram in this study is:

	Tall	Low
int	77.5	72
cont	70	91

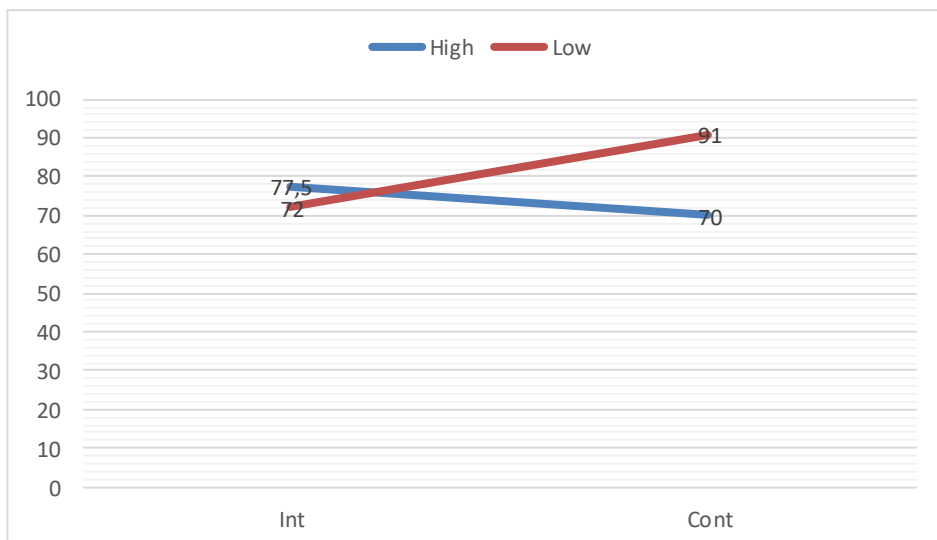


Chart 5. Interaction Graph

1. There are learning outcomes of students who have high character values who are taught with the SAVI model and video media are better than students who have high character values who are taught using the SAVI model and power point media.

In this study, the Tukey test was continued, where the conclusion was obtained: there was a significant difference because $Q_{\text{count}} > Q_{\text{table}}$. Obtaining $Q_{\text{table}} = 2 : 20 = 2.95$ and $Q_h = 3.76$. So it can be concluded that the learning outcomes of students who have high character values taught by the SAVI model and video media are better than students who have high character values taught by the SAVI model and power point media.

2. There are learning outcomes of students who have low character

values who are taught with the SAVI model and power point media are better than students who have low character values who are taught by video media.

In this study, the Tukey test was continued, where the conclusion was obtained: there was a significant difference because $Q_{table} = 2 : 20 = 2.95$, the conclusion was there was a significant difference because $Q_{count} > Q_{table}$. Obtaining $Q_h = 9.54$. So it can be concluded that the learning outcomes of students who have high character values taught by the SAVI model and video media are better than students who have high character values taught by the SAVI model and power point media.

2. Discussion

a. There are differences in the learning outcomes of grade VII students of MTS Negeri Asahan who were treated with the SAVI model using video and the SAVI model using power point.

There are differences in student learning outcomes for grade VII students of MTS Negeri 2 Asahan who were treated with the SAVI model using video and the SAVI model using power point. It is obtained from $F_h = 7.55$ and $F_t = 4.09$, and the conclusion is $F_h > F_t$.

In the field research, the SAVI model with video and SAVI with power point has a significant difference in learning outcomes. The test results in the statistical step show that there are differences. The reality in the field that researchers found was that for SAVI with power point media the results were higher than SAVI media with video. This is because, the researchers found that not all video media were captured by the students. However, for power point media, because the duration of the performance is not too short, students who are grouped with the SAVI model with power point show an increase in good learning outcomes.

SAVI learning is learning with Somatic, Auditory, Visual, Intellectual (SAVI) is one of the learning methods that can be applied in the learning and teaching process. The SAVI method itself is a learning approach that emphasizes that learning must utilize all the senses you have. For each group has shown a significant difference in learning outcomes.

If the four elements of SAVI are applied during the learning process, the learning activities will be maximized. The SAVI approach with these four elements can provide space for students to hone and develop critical thinking skills (Kurnianingsih, 2020: 131).

In general, according to Meier (in Sutrisno, 2013:662-663), SAVI is a learning model that combines motor (physical) movement, intellectual activity, and utilizes all the senses possessed by students in order to solve mathematical problems through creative thinking. More specifically, this learning model can be interpreted based on the compilers of the abbreviation SAVI itself.

From the above understanding we can conclude that the role of the senses is a success in achieving learning outcomes. As the findings of this study that SAVI with power point shows better results than SAVI with video. It is reasonable that in the field, students are easier to digest the PPT concept with a duration of appearance that is not too short so that it is easier to store in students' memory. Meanwhile, in the application of SAVI with video, it is possible that the video provides an understanding of the school so that it does not stick in students' memories.

b. There is an interaction between the SAVI model and the character values of the seventh grade students of MTS Negeri 2 Asahan.

The results of the study where $F_h = 22.07$ and $F_t = 4.09$ where the conclusion is $F_h > F_t$. so it can be concluded that there is an interaction

between the SAVI model and the character values of class VII MTS Negeri 2 Asahan students. In general, according to Meier (in Sutrisno, 2013:662-663), SAVI is a learning model that combines motor (physical) movement, intellectual activity, and utilizes all the senses possessed by students in order to solve mathematical problems through creative thinking. More specifically, this learning model can be interpreted based on the compilers of the abbreviation SAVI itself. Based on the opinion expressed by Meier (in Rahmi, 2019:1765), Somatic implies that in learning that applies this model, Learning materials are presented to students in an effort to facilitate students to be actively involved in utilizing all their abilities to ask questions and build knowledge. Auditory implies that in this learning, students are provided with maximum opportunities to listen, express opinions, and ask questions if there are things that are not understood. Visual means that in learning that implements the model, students are facilitated to make observations and pay attention visually to the knowledge they are building. Intellectual means that students are facilitated to utilize their intelligence or thinking skills to think about and solve problems.

Character education is a system of inculcating character education values to students which includes components of knowledge, awareness of students which includes components of knowledge, awareness or willingness, actions to implement these values. In character education at the Ministry of Education (LKP) institutions, all components (educational stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, handling or managing subjects, managing the ministry of education institutions (LKP), implementation of learning activities, empowerment of infrastructure, financing and work ethic of all citizens.

- c. There are learning outcomes of students who have high character values who are taught with the SAVI model and video media are better than students who have high character values who are taught using the SAVI model and power point media.**

In this study, the Tukey test was continued, where the conclusion was obtained: there was a significant difference because $Q_{\text{count}} > Q_{\text{table}}$. Obtaining $Q_{\text{table}} = 2 : 20 = 2.95$ and $Q_h = 3.76$. So it can be concluded that the learning outcomes of students who have high character values taught by the SAVI model and video media are better than students who have high character values taught by the SAVI model and power point media.

In reality, students who have high character values given the SAVI video model are better than the SAVI ppt model. this is because students who have high character are more disciplined in learning so that they are easy to interpret what is the target of learning achievement in the video, while those given power points are not so maximal in interpreting what is described in power points.

- d. There are learning outcomes of students who have low character values who are taught with the SAVI model and power point media are better than students who have low character values who are taught by video media.**

In this study, the Tukey test was continued, where the conclusion was obtained: there was a significant difference because $Q_{\text{table}} = 2 : 20 = 2.95$, the conclusion was there was a significant difference because $Q_{\text{count}} > Q_{\text{table}}$. Obtaining $Q_h = 9.54$. So it can be concluded that the learning outcomes of students who have low character values who are

taught using the SAVI model and power point media are better than students who have low character values taught by video media.

From the results in the field, researchers found that students with the SAVI power point model had better learning outcomes because the material could be recorded and digested by students because they had a long time. And from the results of this study it can be proven that the factors that cause low student learning outcomes consist of two factors, namely internal factors that come from themselves and external factors that come from outside the students themselves. As stated by Slameto (2013: 54) the factors that influence learning outcomes include internal factors such as fatigue factors consisting of health/calm and psychological factors consisting of interests, talents, motivation and concentration. The external factors include family factors consisting of the way parents educate children, relations between families, home atmosphere and school factors. It could be that during the research, children with low character with the application of SAVI ppt were calmer and more motivated than children with the application of SAVI video. And this proves that children with low character do not necessarily have low learning outcomes. Things in learning can change according to the learning conditions experienced by students directly.

D. Conclusion

From the results of research hypotheses and discussion of research results, it can be concluded that:

1. There are differences in student learning outcomes for grade VII students of MTS Negeri 2 Asahan who were treated with the SAVI model using video and the SAVI model using power point.

2. There is an interaction between the SAVI model and the character values of the seventh grade students of MTS Negeri 2 Asahan.
3. There are learning outcomes of students who have high character values who are taught with the SAVI model and video media are better than students who have high character values who are taught using the SAVI model and power point media.
4. There are learning outcomes of students who have low character values who are taught with the SAVI model and power point media are better than students who have low character values who are taught by video media.

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