

## SAVI Learning Model in Improving Students' Learning Interest and Thinking Ability in *Balaghah* Learning

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**Abstract :** This study aims to determine the effect of the SAVI learning model (Somatic, Auditory, Visualization, Intellectual) on students' learning interests and critical thinking skills in the *Balaghah* subject at the Adnan Al-Charis Bojonegoro Islamic Boarding School. This study used a quantitative approach with a quasi-experimental research type with a non-equivalent control group design. Class A is the control class with 15 students, and class B is the experimental class with 15 students. Data collection methods include observation, questionnaires, tests, and documentation. Meanwhile, data analysis used descriptive statistics, sample t-test, and the N-Gain test. From the results of this study, it was obtained 1) The SAVI learning model was effective in increasing students' interest in learning. The results of the independent sample t-test (2-tailed)  $< 0.05$ , which is 0.000; 2) The SAVI learning model is less effective in improving students' critical thinking skills. The N-Gain result for the experimental class is 59%; 3) There is an influence between the SAVI learning model on students' learning interest, the results of Sig (2-tailed)  $< 0.05$ , which is equal to 0.000, while the SAVI learning model has no influence on students' critical thinking skills, the results of Sig (2-tailed)  $> 0.05$ , namely of 0.903.

## INTRODUCTION

Learning is a human activity to obtain improvements, developments, and changes in the affective, cognitive, and psychomotor aspects<sup>1</sup>. However, not all changes that occur in humans can be said to be the goal of learning because the changes desired here are changes toward a more positive direction<sup>2</sup>. Learning develops in three views<sup>3</sup>, namely 1) learning occurs when a person strengthens or

<sup>1</sup> Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna: Jurnal Bahasa Arab*, 6, no. 2 (2022).

<sup>2</sup> Ahmad and Zulkifley bin Mohamed, "Improving Students' Creativity In Mathematic Using SAVI (Somatic Auditory Visual Intellectual) Approach," *AlphaMath: Journal of Mathematics Education*, 7, no. 1 (2021).

<sup>3</sup> Abdiyah and Subiyantoro, "PENERAPAN TEORI KONSTRUKTIVISTIK DALAM PEMBELAJARAN TEMATIK DI SEKOLAH DASAR," *ELSE (Elementary School Education Journal* 5 No. 2 (2021).

weakens the relationship between stimulus and response, 2) learning is an addition of knowledge because when a person learns, he tries to place information into long-term memory, 3) learns is the process of constructing knowledge, because when a learner he actively constructs knowledge in working memory. Abroto et all., said that learning is not memorizing and remembering, but learning is a process marked by changes in a person<sup>4</sup>. Both these changes are in the form of changes in attitude, behavior, way of thinking, etc.

In law. No. 20 of 2013 states that learning is an interactive process between students and educators and learning resources in a learning environment<sup>5</sup>. There are several important components in learning activities: students, teachers, learning resources, methods, models, media, curriculum, objectives, and evaluation<sup>6</sup>. Human life is always faced with the emergence of new problems. Therefore, problem-solving skills are an important part of educational or learning efforts. As is the current problem, we often encounter several schools that still use the classical learning model, resulting in students' interest in learning and critical thinking skills becoming less than optimal<sup>7</sup>. In the *Balaghah* subject, for example, the *Balaghah* subject has an important position because it concerns the beauty of a language that becomes urgent in Arabic literature. Especially for students who are studying at Islamic boarding schools who should be more knowledgeable about Arabic basics than those who are not studying at Islamic boarding schools.

Etymologically *Balaghah*, it comes from *balagha*, which means *washala* (until). As for terminology, *Balaghah* is defined as the suitability of eloquent sentences (accurate, correct) with situations and conditions (*muqtadhal hal*)<sup>8</sup>. *Kalam* or language that is fluent or clear according to the situation and conditions. The

<sup>4</sup> Abroto, Maemonah, and Ayu, "Pengaruh Metode Blended Learning Dalam Meningkatkan Motivasi Dan Hasil Belajar Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan*, 3 no. 5 (2021).

<sup>5</sup> Sofian, "Konsep Pendidikan Islam Dalam Perspektif Ibnu Khaldun Dan Relevansinya Terhadap UU Sisdiknas No. 20 Tahun 2003," *Tawazun: Jurnal Pendidikan Islam*, 10 no. 2 (2019).

<sup>6</sup> Muhammad Afthon Ulin Nuha and Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education and Arabic Studies* 1, no. 2 (2022): 203-24.

<sup>7</sup> Rifda Amalia, Muhammad Afthon Ulin Nuha, and Afif Kholisun Nashoih, "Development of Kosbarab Learning Media to Improve Arabic Vocabulary Mastery of Elementary Level Students Based on Android Construct 2," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya; Vol 10, No 2 (2022) DO - 10.23971/Altarib.V10i2.4529*, October 20, 2022.

<sup>8</sup> Muhammad Afthon Ulin Nuha and Nurul Musyafaah, "Majaz Isti'arah Analysis Terms of Mulaim in Arabic Oral Perspective," *LISANUDHAD: JURNAL BAHASA, PEMBELAJARAN DAN SASTRA ARAB* 9, no. 2 (2022): 164-96.

situations and conditions referred to here are *mukhathab*<sup>9</sup>. Changes in the *mukhathab* situation also require a change in language structure so that it is "connected," not "miscommunicated." The value of each *Balaghah* depends on the extent to which it can meet the demands of the situation and conditions after paying attention to its *fashahah* (grammatically correct)<sup>10</sup>.

Along with the times and the progress of science and technology that is so rapid, while the references in *Balaghah* science do not experience changes (development or stagnation), a next generation is needed who can answer the challenges of the times, namely being able to develop the scientific treasures of *Balaghah*. How many new problems arise in learning *Balaghah*, which could be more varied and exciting? Today's students must be able to provide solutions to these problems.

However, the student's lack of enthusiasm for studying *Balaghah* is one of the many problems that result in a lack of interest in learning and low students' critical thinking skills, which impacts their level of understanding<sup>11</sup>. They tend only to follow the learning flow, the material contained in textbooks, and study in theory. However, they are less faced with a problem that can increase curiosity, generate interest, and hone their thinking skills. Even though the material will be easier to master if students can be emotionally involved in learning. One Chinese proverb says, "I hear, I forget, I see, I remember, and I do, I understand"<sup>12</sup>. Therefore, it is necessary to review the problem again and then look for a solution so that it is expected that there will be changes<sup>13</sup>.

Preparing material packaged interestingly and supported by a fun learning model may positively impact increasing interest in learning and students' thinking skills, especially in the *Balaghah* subject. Interest has an important role in learning

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<sup>9</sup> Muhammad Afthon Ulin Nuha, "Analisis Bahasa Gender Dalam Fatwa Tentang 'Musawat Al Mar'ah Bi Al Rajul' Oleh: Ahmad Al-Shurbasy Dalam Kitab 'Yas' Alunak Fi al-Din Wa al-Hayat,'" *Jurnal Mu'allim*, 4 no. 2 (2022).

<sup>10</sup> Muhammad Afthon Ulin Nuha, "ANALISIS MAJAS ELIPSIS DALAM AL-QUR'AN DAN FRASA BAHASA ARAB," *Jurnal Bahasa Lingua Scientia*, 14 no. 1 (2022).

<sup>11</sup> Ummah, "Penggunaan Balaghatul Qur'an Sebagai Alternatif Pembelajaran Ilmu Balaghah," *Fikroh: Jurnal Pemikiran* (2021).

<sup>12</sup> Huda, "Filosofi Pembelajaran All One System Dalam Terapan Bahasa," *DAR EL-ILMI: Jurnal Studi Keagamaan, Pendidikan, dan Humaniora*, 7 no. 1 (2020).

<sup>13</sup> Muhammad Afthon Ulin Nuha, "Application of Immanuel Kant's Philosophy in The Thought of Religious Education (Philosophical Review of Criticism, Rationalism, and Empiricism)," *Sunan Kalijaga International Journal on Islamic Educational Research* 6, no. 2 (2023): 25-44.

because interest can help someone determine one's goals, patterns, and ways of thinking<sup>14</sup>. Interest is a state in which a person has attention accompanied by curiosity and learning more about it. Interest can encourage someone to pay attention due to a sense of interest. With this interest, a person will carry out activities or objects that are felt to have appealed so that, over time, this will lead to self-satisfaction. This interest in learning will later influence the development of their intellectual potential and mindset in learning so that they can produce better thinking skills than before.

Ahmad and Mohamed revealed that SAVI is learning by combining physical and intellectual activities and involving all the senses to progress learning<sup>15</sup>. Several studies that have been conducted show that the SAVI learning model influences increasing students' interest in learning. Among them was research conducted by Herman & Hamdani, Mulia et al., and Wulandari et al., which showed that the SAVI model could affect the increase in students' interest in learning<sup>16</sup>. While research showing that the SAVI model affects improving students' critical thinking skills includes research conducted by Dewi et al<sup>17</sup>., Erpidawati & Putri, and Lalela et all.,<sup>18</sup>. Based on the various previous studies above, it can be concluded that students' interest in learning and thinking skills will increase if teachers can create and use learning models that are active, effective, creative, and also fun. Likewise, the more senses are used and function in learning activities; the more information is captured by students.

Adnan Al-Charis Bojonegoro Islamic Boarding School is a boarding school where most students study the yellow book. Santri, in their daily lives at Islamic boarding schools, has a custom, namely *sendiko dawuh*, to what their teachers say, and often, they are not given the opportunity or special time to ask questions

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<sup>14</sup> Mulia, "Pengaruh Model Pembelajaran Mandiri Tipe Savi (Somatic, Auditory, Visualization, Intellectually) Terhadap Kemandirian Dan Minat Belajar Santri," *Journal on Education*, 5 no. 3 (2023).

<sup>15</sup> Ahmad and Mohamed, "Improving Students' Creativity In Mathematic Using SAVI (Somatic Auditory Visual Intellectual) Approach."

<sup>16</sup> Hermansyah, "Efektivitas Metode Somatic, Auditory, Visualization, Intellectually (Savi) Terhadap Kemampuan Pemahaman Siswa Pada Mata Pelajaran IPS Kelas I," *Innovative: Journal Of Social Science Research*, 2 no. 1 (2022).

<sup>17</sup> Dewi and Murda, "Pengaruh Model Pembelajaran Somatic Auditori Visual Intelektual (SAVI) Terhadap Keterampilan Berpikir Kritis IPS Siswa Kelas V Di Gugus III Kecamatan Gianyar ...," *Mimbar PGSD Undiksha*, 7 no. 1 (2019).

<sup>18</sup> Erpidawati and Putri, "Penerapan Model SAVI (Somatic, Audiotory, Visualition, Intellectual) Dalam Meningkatkan Keterampilan Berpikir Kreatif Mahasiswa Pada Pembelajaran Daring," *Edukatif: Jurnal Ilmu Pendidikan*, 4 no. 1 (2022).

which by asking can develop their critical thinking skills. In addition, many Islamic boarding schools still use learning models such as lectures. In contrast, in this era, many students will be more interested in learning, and their level of thinking ability will increase if they use the right learning model.

The limited learning model makes students seem less enthusiastic about participating in learning activities. Therefore, to increase the interest in learning and the ability to think of students in the *Balaghah* subject, especially the Adnan Al-Charis Bojonegoro Islamic Boarding School students. Implementing this learning model is hoped to help increase interest in learning and critical thinking skills of the Adnan Al-Charis Bojonegoro Islamic Boarding School students in *Balaghah* learning.

## METHOD

### *Research Sites*

This research was carried out at the Adnan Al-Charis Bojonegoro Islamic Boarding School, precisely on Jl. KH. R. Moh. Rosyid No. 556, Panggang, Ngumpak Dalem, Kec. Dander, Bojonegoro Regency, East Java 62171. In addition to considering geographical aspects that are easily accessible to researchers, this location was also chosen because it is an Islamic boarding school that teaches *Balaghah* knowledge to those who are advanced. This Islamic boarding school is located on the outskirts of Bojonegoro, where there are also many schools around the Islamic boarding school.

### *Approach and Type of Research*

Based on the title, this research is a quasi-experimental study with a non-equivalent control group design. Pseudo-experiment is the development of the true experimental design<sup>19</sup>.

### *Research Variable*

The position of the variable can be divided into two, namely, the independent variable and the dependent variable<sup>20</sup>. The independent variable is also called the stimulus. This variable is a factor that causes changes in the values of other variables. At the same time, the dependent variable is also called the

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<sup>19</sup> Anshori and Iswati, *Metodologi Penelitian Kuantitatif: Edisi 1* (books.google.com, 2019).

<sup>20</sup> Hardani, "Metode Penelitian Kualitatif & Kuantitatif," *Yogyakarta: Pustaka Ilmu*, (2020).

dependent variable, response, or reaction, namely the variable that experiences a change in value caused by a change in value in the independent variable. Based on the above understanding, this study consists of one independent variable (X) and two dependent variables (Y) with the following descriptions: 1) Independent variable (X): SAVI Learning Model. 2) The dependent variable (Y): interest in learning. 3) The dependent variable (Y): students' thinking ability.

#### *Population and Sample*

The population is all the objects or subjects that exist in an area and meet predetermined conditions. At the same time, the sample is part of the population with certain characteristics to be studied<sup>21</sup>. In this study, the population used was the Adnan Al-Charis Bojonegoro Islamic Boarding School students. The sampling in this study used a non-probability sampling technique using saturated sampling, namely the sampling technique if all members of the population are used as samples in the study because the population size is relatively small. The sample in this study was class A, with 15 students as the control class, and class B with 15 students as the experimental class.

#### *Data and Data Sources*

Data are all facts or information about something that can be used as material in compiling information<sup>22</sup>. This study used primary data because the data was obtained directly by researchers through questionnaires and tests conducted to obtain data regarding the effectiveness of the SAVI learning model in increasing students' interest in learning and critical thinking skills.

The data presented in this study is quantitative, namely, data presented in the form of numbers. In this study, there is a control class and an experimental class. The control class is the class that will be given a pre-test and post-test like the experimental class; only what distinguishes the two is the treatment given to each class. In the control class, the learning activities will use the conventional model or a model that teachers generally use as usual. In contrast, the experimental class will use the SAVI learning model.

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<sup>21</sup> Hermawan, *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif Dan Mixed Method)* (books.google.com, 2019).

<sup>22</sup> Jaya, *Metode Penelitian Kuantitatif Dan Kualitatif: Teori, Penerapan, Dan Riset Nyata*, (books.google.com, 2020).

*Research Instruments*

The research instruments and the quality of data collection influence the quality of the results in a study. The research instrument is a written guide regarding interviews, observations, or a list of questions prepared to obtain information from respondents; the instrument is also known as a measuring instrument. To produce accurate data, this research instrument uses a Likert scale; this is because the Likert scale is a type of scale used to measure attitudes. In addition, the Likert scale is a scale that can be used to measure attitudes, opinions, or perceptions of a person or group of people about a symptom or phenomenon that occurs. The Likert scale uses two types of questions: positive and negative. The score given to positive attitude questions was given a score 5, 4, 3, 2, 1, while the negative question scores were 1, 2, 3, 4, 5, with the answers in the form of strongly agree, agree, undecided, disagree, and very disagree. Each question has a score as follows:

**Table 1. Questionnaire Score**

<b>Answer</b>	<b>Score Positive</b>	<b>Score Negative</b>
Always	5	1
Often	4	2
Sometimes	3	3
Rarely	2	4
Never	1	5

*Data Collection Technique*

Data collection techniques are a special method used by a researcher to dig up the data and facts needed in his research. Carried out in this study includes observation, tests, questionnaires, and documentation, which will be described as follows: 1) Observation; this study uses observation techniques to determine learning activities carried out during the learning process. In this case, the researcher went directly to the research field, namely Adnan Al-Charis Bojonegoro Islamic Boarding School, then continued by arranging visiting times to make observations related to the research theme, namely related to increasing students' interest in learning and thinking skills through the application of the SAVI learning model; 2) Tests, in this study, there will be two kinds of tests,

namely post-tests or tests given before the treatment is given and post-tests or tests are given after the treatment is given; 3) The questionnaire is one of the measuring tools in a study. This study will use a structured questionnaire conveyed directly by the researcher to the respondents; 4) Documentation is a data collection technique with a rich value. Documentation can support the evidence and results obtained in research because it documents the activities carried out during the research.

#### *Validity and Reliability Test*

Validity is the ability of a measuring instrument to measure its target. Validity also includes the extent to which the accuracy and accuracy of a measuring instrument are used in research. While reliability is the extent to which measuring instruments can be trusted and relied upon. 1) Test Validity, to test the validity of the construct, the opinion of experts can be used. After the instrument is constructed regarding the aspects to be measured based on a particular theory, it can then be constructed with experts by asking for their opinion regarding the instrument that has been prepared.

After the construct testing from the experts has been completed, proceed with instrument trials. The instrument was tested on the sample from which the population was drawn. After the data has been obtained and tabulated, testing the construction's validity is carried out using factor analysis by correlating between scores and instruments using the person product moment formula; 2) Reliability Test, a measuring tool, is said to be reliable if the tool has consistency. Reliability refers to how consistently the tools are used to assess what is desired.

#### *Data Analysis*

Data analysis was carried out after all the data had been collected. After the data is collected, the next step is to analyze the data that has been obtained. Data analysis aims to obtain correct and justifiable conclusions from the research conducted. The stages of data analysis carried out in this study used the help of SPSS version 25 software, namely as follows: 1) Descriptive Statistics, the purpose of descriptive statistics is to provide an overview of the research object without giving meaning or conclusions and usually the presentation of the data is expressed through diagrams or tables; 2) Normality test, used to determine the



normality of the data collected based on the written test. The data will be known to be normally distributed if the P-Value or also called a significant figure (Sig)  $\geq 0.05$  Ho is accepted and Ha is rejected. But if the P-Value (Sig)  $< 0.05$ , Ho is rejected and Ha is accepted; 3) Homogeneity test is a testing process to determine whether the data taken is homogeneous.

This test is carried out if the data has been proven to be normally distributed. If the homogeneity test of the data that has been studied proves that the distribution is not homogeneous, then the t-test cannot be carried out; 4) Linearity test aims to determine whether the model built has a linear relationship or not; 5) The mean difference test, used to calculate the mean difference between the amount of data collected by the researcher.

In this study, the data compared was the amount of data in the experimental class and the control class. Usually, the mean test uses the t-test, but the t-test can only be done if the data has been proven to be normally distributed and homogeneous. If it is not normally distributed, then the data analysis is continued with the non-parametric test. In this study, the independent sample t-test was used to know the average of two unpaired samples; 6) Calculation of Gain is an analysis of the data used to determine the effectiveness of the learning model in the control and experimental group research. In this study, N-Gain calculations were carried out to compare pre-test and post-test values.

## RESULT AND DISCUSSION

### Descriptive Statistics

This descriptive analysis aims to determine the average value (mean), mode (a value that occurs frequently), median (middle value), standard deviation, maximum value, and minimum value<sup>23</sup>. This descriptive statistical analysis uses SPSS 25 software.

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<sup>23</sup> Jaya.

**Table 2. Descriptive Statistics**

	Pre Experiment	Post Experiment	Pre Control	Post Control
N Valid	15	15	15	15
Missing	0	0	0	0
Mean	56.7	80	53.3	72
Std. Error Mean	4.234	2.469	3.234	2.869
Median	50	80	50	80
Mode	70	80	50	80
Std. Deviation	15.34	12.11	16.6	11.67
Variance	252.381	157.142	295.238	145.714
Range	60	40	60	40
Minimum	30	60	30	50
Maximum	90	100	90	90
Sum	850	1200	800	1080

Based on the statistical table above, it can be concluded that there were 15 research samples in the experimental class and 15 students in the control class. In the experimental class, the maximum score was 90 (before being given treatment) and 100 (after being given treatment), while the minimum score was 30 (before being given treatment) and 60 (after being given treatment). The average value is 56.7 (before being given treatment) and 80 (after treatment). The mean value was 50 (before treatment) and 80 (after treatment). The values often come out are 70 (before treatment) and 80 (after treatment).

In the control class, the maximum score is 90 (before being given treatment) and 90 (after being given treatment), while the minimum value is 30 (before being given treatment) and 50 (after being given treatment). The average value was 53.3 (before being given treatment) and 72 (after treatment). The mean value was 50 (before treatment) and 80 (after treatment). The values often come out are 50 (before treatment) and 80 (after treatment).

Furthermore, to find out the descriptive statistics obtained from the questionnaire are as follows:

**Table 3. Descriptive Statistics of Experimental Classes**

	N	Minimum	Maximum	Mean	Std. Deviation
SAVI	15	12	28	21.64	3.548
Interest	15	18	32	25.34	3.346
Critical Thinking	15	22	38	27.86	6.046
Valid N (Listwise)	15				

Table 4. Descriptive Statistics of the Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
SAVI	15	12	26	21.23	4.832
Interest	15	16	30	24.86	5.258
Critical Thinking	15	20	34	25.85	6.012
Valid N (Listwise)	15				

From the table above, it can be concluded that the number of respondents in the experimental class was 15 students, and the control class was 15. The average of the experimental class for the SAVI learning model was 21.64, and for the control, the class was 21.23. The average interest in learning for the experimental class was 25.34 and 24.86 for the control class. The average critical thinking skills for the experimental class were 27.86 and 25.85 for the control class.

At the same time, the standard deviation of the experimental class in the SAVI learning model is 3.548 and 4.832 for the control class. The standard deviation of interest in learning for the experimental class is 3.346 and 5.258 for the control class. The standard deviation of critical thinking skills for the experimental class is 6.046 and 6.012 for the control class. Then the maximum number of SAVI learning models for the experimental class is 28 and 26 for the control class.

The maximum number of learning interests in the experimental class is 32 and 30 for the control class. The maximum number of critical thinking skills for the experimental class is 38 and 34 for the control class. The minimum number of SAVI learning models for the experimental and control classes is 12. The experimental class's minimum number of learning interests is 18 and 16 for the control class. The minimum number of critical thinking skills for the experimental class is 22 and 20 for the control class.

### Normality Test

The normality test aims to determine the normality of the data collected based on the written test. The data will be known to be normally distributed if the P-Value or also called a significant figure (Sig)  $\geq 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. But if the P-Value (Sig)  $< 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. The normality test in this study used SPSS 25 software.

**Table 5. Questionnaire Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Saphiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SAVI	.134	15	.200*	.936	15	.106
Interest	.114	15	.200*	.968	15	.668
Critical Thinking	.154	15	.200*	.959	15	.174

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Table 6. Question Normality Test**

Class	Kolmogorov-Smirnov <sup>a</sup>			Saphiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Experiment	.140	15	.200*	.926	15	.223
Post Experiment	.170	15	.200*	.957	15	.537
Pre Control	.149	15	.200*	.911	15	.134
Post Control	.127	15	.200*	.965	15	.648

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test in the table above, it can be seen that the Sig value  $> 0.05$ , the decision is  $H_0$  is accepted, and  $H_a$  is rejected, which means that the data is normally distributed.

### Homogeneity Test

The purpose of doing a homogeneity test is to determine whether the data taken is homogeneous. The hypothesis formula in the homogeneity test is  $H_0$ : the data is homogeneously distributed.  $H_a$ : data distribution is not homogeneous. With a decision, if the significant number (Sig)  $\geq 0.05$ , then  $H_0$  is accepted, and  $H_a$  is rejected, whereas if the significant number (Sig)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. The following are the results of the homogeneity test carried out using the SPSS 25 software, namely as follows:

**Table 7. Homogeneity Test**

		Levene Statistic	df1	df2	Sig.
Test Results	Based on Mean	.086	1	28	.768
	Based on Median	.124	1	28	.730
	Based on Median and with adjusted df	.124	1	27.947	.730
	Based on trimmed mean	.087	1	28	.766

From the homogeneity test table above, it can be seen that the significant value is  $> 0.05$ , so the decision is  $H_0$  accepted.  $H_a$  is rejected, which means that the data is distributed homogeneously.

## Linearity Test

The purpose of doing a linearity test is to determine whether the model built has a linear relationship. In this study, the linearity was measured using the SAVI learning model with students' learning interests and the SAVI learning model with students' critical thinking skills. In this study, the linearity test used SPSS 25 software. The decision criteria were: If the Deficiation from linearity Sig > 0.05, there is a significant linear relationship between variables. If the Deficiation from linearity Sig  $\leq$  0.05, then there is no significant linear relationship between variables.

**Table 8. ANOVA Linearity Test**

			Sum of Squares	df	Mean Square	F	Sig.
Interest in Learning * SAVI	Between Groups	(Combined)	58.253	8	6.756	.460	.863
		Linearity	.031	1	.031	.003	.976
		Deviation from Linearity	58.213	7	7.743	.493	.815
Within Groups			94.776	6	15.773		
Total			153.029	14			
Critical Thinking * SAVI	Between Groups	(Combined)	241.543	8	31.032	.623	.713
		Linearity	3.458	1	3.458	.074	.750
		Deviation from Linearity	238.547	7	33.678	.697	.678
Within Groups			281.456	6	47.423		
Total			522.999	14			

Based on the linearity test in the table above, it can be seen that the value of Sig > 0.05 means that there is a significant linear relationship between variables.

## Mean Difference Test

The purpose of the mean difference test is to calculate the mean difference between the amount of data collected by the researcher. In this study, the data compared was the amount of data in the experimental class and the control class. Usually, the mean test uses the t-test, but the t-test can only be done if the data has been proven to be normally distributed and homogeneous. If it is not normally distributed, then the data analysis is continued with the non-parametric test. In this study, the data were known to be normal and homogeneous, so the next step was to conduct a t-test using the independent sample t-test to determine the average of two unpaired samples. The independent sample t-test in this study used SPSS 25 software. The decision-making criteria were: If the Sig (2-tailed) value < 0.05, there is a significant difference. If the value of Sig (2-tailed) > 0.05, then there is no significant difference.

**Table 9. Independent Sample t-test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	7.037	.015	7.658	28	.000	52.574	6.743	38.547	66.350
Equal variances not assumed			7.268	17.985	.000	52.574	7.201	37.395	67.453

Based on the average test in the table above, it can be seen that the result is Sig (2-tailed) <0.05, so the decision is that there is a significant difference between the interest in learning in the experimental class and the interest in learning in the control class. Below are the results of the independent sample t-test post-test:

**Table 10. Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Experiment - Post-Experiment	-15.478	16.364	4.263	-24.984	-6.236	3.173	14	0.04
Pair 2	Pre-Control - Post-Control	-7.364	11.342	1.383	-13.746	-1.523	2.974	14	.070

Based on the mean test in the independent sample t-test table above, it can be seen that the result is Sig (2-tailed) > 0.05. Hence, the decision is that there is no significant difference between the average test class of the experiment class and the control class. Meanwhile, based on the paired sample t-test to test the increase in students' critical thinking skills from both classes, it can be concluded that there is an increase in learning outcomes.

**Gains Calculation**

The N-Gain calculation is a data analysis used to determine the effectiveness of the learning model in the control and experimental group

research. In this study, the N-Gain calculations used SPSS 25 software. The results of the N-Gain calculations are as follows:

**Table 11. N-Gain Results**

No.	Experiment Class N-Gain Score (%)	No.	Control Class N-Gain Score (%)
1	42.8571429	1	28.5714286
2	33.3333333	2	28.5714286
3	50	3	33.3333333
4	50	4	33.3333333
5	40	5	50
6	60	6	40
7	60	7	40
8	50	8	60
9	50	9	60
10	50	10	50
11	66.6666667	11	50
12	66.6666667	12	50
13	66.6666667	13	33.3333333
14	100	14	0
15	100	15	0
Average	59.0793651	Average	37.1428571
Minimum	33.3333333	Minimum	0
Maximum	100	Maximum	60

Based on the N-Gain test, the score shows that the average N-Gain value for the experimental class is 59%, which is included in the less effective category, the minimum value is 33.33%, and the maximum is 100%. While the average N-Gain value for the control class is 37%, it is included in the ineffective category, the minimum value is 0%, and the maximum is 60%. Meanwhile, in calculating interest in learning through a questionnaire, an average of 75% is obtained, which means that it is included in the quite effective category.

## DISCUSSION

### The Effectiveness of the SAVI Learning Model in Increasing the Learning

The SAVI learning model is a learning model that optimizes the use of the senses it has. The SAVI learning model also prioritizes each student's learning style to be suitable for learning that requires direct experience. Adnan Al-Charis Bojonegoro Islamic Boarding School is one of the Islamic boarding schools located on Jl. KH. R. Moh. Rosyid No. 556, Panggang, Ngumpak Dalem, Kec. Dander, Bojonegoro Regency, East Java. In general, the learning process at Islamic boarding schools uses conventional learning models (lectures). In this study, a

different learning model was applied using the help of several media that are expected to increase student interest in learning.

To measure the increase in students' learning interest in this study, a questionnaire was used as a measuring tool. Each statement written in the questionnaire was developed from several indicators. The questionnaire was arranged based on a Likert scale with the criteria for answer choices always, often, sometimes, rarely, and never. The scoring criteria are five points for always, four points for often, three points for sometimes, two points for rarely, and one point for never. Before being distributed to research respondents, the questionnaire was tested for validity and reliability using SPSS 25 software. After the questionnaire was tested for validity, the result was that there were seven useful items out of a total of ten statement items in the learning interest questionnaire. Then the valid questionnaire statement items are then distributed.

Based on research conducted at the Adnan Al-Charis Bojonegoro Islamic Boarding School, a research result was obtained that obtained Sig. (2-tailed) < 0.05, which is equal to 0.000, the decision is that there is a significant difference between the interest in learning in the experimental class and the interest in learning in the control class. The level of effectiveness obtained is 75%, which shows that SAVI is quite effective in increasing interest in learning. The experimental class is a class that is given treatment using the SAVI learning model, while in the control class, the learning is carried out using conventional methods.

This is the opinion of Wibowo and Pradana, who said that students' interest in learning is influenced by several factors, including the infrastructure or learning media and the learning model used by the teacher; this is because SAVI learning maximizes the use of the senses owned and assisted by the media<sup>24</sup>. Such audio-visual students will be more interested and increase their interest in learning, especially students who rarely use media in learning. The SAVI learning model is

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<sup>24</sup> Wibowo and Pradana, "Penerapan Metode Contextual Teaching And Learning (CTL) Berbantuan Media Kotak Misteri (KOMIS) Untuk Meningkatkan Minat Belajar Siswa Kelas 2 SDN ...," *Jurnal Multidisiplin Madani*, 2 no. 1 (2022).



a learning model that maximizes the potential of the senses so that synchrony occurs between what is done, seen, heard, and contemplated in the mind<sup>25</sup>.

Behind every work done by each individual, there must be a purpose and background. Likewise, learning is an important need for every child. The existence of an interest in learning is one of the factors that encourages the achievement of learning objectives to the fullest. As explained by Wulandari et., al that to arouse interest in learning in children, there are several conditions <sup>26</sup>. Namely, learning must attract children's attention, such as teaching interestingly, holding distractions, explaining starting from the easy first, and using teaching aids.

According to Wulandari's opinion above, it can be understood that one that can affect the increase in students' interest is to use the right way to attract their attention. So if the learning process in the classroom uses a model such as lectures which is only teacher-centered, it is certain that students will easily feel bored, so they have no enthusiasm and cause no interest in learning. Interest in a person will grow when he feels interested in something. That is why it is necessary to use a learning model that can arouse students' interest in learning, and as a solution, in this study, the SAVI learning model was used.

Learning using SAVI is a learning model that combines all the functions of the human senses. Therefore, in learning, students are not only loyal listeners, but students also play an active role in it. Most schools still use conventional models such as lectures, so they are not appropriate for growing interested and developing students' thinking, especially in some subjects that require practice that requires physical movement, intellectual encouragement, and observation through the senses of sight and hearing. As a result, many students still need to find the material that the teacher has explained without wanting to seek the truth

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<sup>25</sup> Erniati, Royani, and Imran, "Pengaruh Model Pembelajaran Somatic Auditory Visualization Intellectually (SAVI) Terhadap Keterampilan Sosial Dan Hasil Belajar Kognitif Siswa Kelas X," *Panthera: Jurnal Ilmiah Pendidikan Sains Dan Terapan*, 2 no. 3 (2022).

<sup>26</sup> Wulandari and Hedayani, "Efektivitas Model Pembelajaran Savi (Somatic, Auditory, Visualization, Intellectually) Berbasis Media Flashcard Terhadap Minat Belajar," *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7 no. 2 (2022).

and develop their thoughts. So, there is dependence on the teacher, resulting in low students' critical thinking skills<sup>27</sup>.

### **The Effect of the SAVI Learning Model on Improving the Critical Thinking**

This study uses the SAVI learning model, which unifies and maximizes the work of the senses of sight, hearing, movement, and the students' intellectual knowledge. Applying the SAVI learning model to Adnan Al-Charis Bojonegoro Islamic Boarding School hopes to increase students' interest in learning and critical thinking skills in *Balaghah* learning. The research results showed that the average N-Gain value for the experimental class was 59% or included in the less effective category. In contrast, in the control class, the value was 37% or included in the ineffective category. So it can be concluded that using the SAVI model in the experimental class is still in the fewer criteria, and using conventional models in the control class is ineffective.

### **The Effect of the SAVI Learning Model in Increasing Learning Interest and Critical Thinking**

SAVI is not a learning model that separates the body and mind but rather a learning model that combines the two. When viewed from the SAVI learning model elements, which include somatic, auditory, visualization, and intellectual, all of this can be used to hone students' abilities in critical thinking<sup>28</sup>. To measure the increase in students' critical thinking skills using the SAVI learning model, the research instrument used in this study was in the form of tests or questions. The questions given amounted to 20 items in the form of multiple-choice questions.

Based on the research objectives, an independent sample t-test was carried out to measure the average of two unpaired samples. The result shows that Sig (2-tailed) > 0.05; the decision is that there is no significant difference between the average test results of the experimental class and the control class. However, to test whether there is an increase in students' critical thinking skills in each class

<sup>27</sup> MAU Nuha, "مساهمة برنامج التخصص في تنمية مهارة القراءة في المدرسة العالية," *IJ-ATL (International Journal of Arabic Teaching and Learning)* 3, no. 2 (2019): 25-49.

<sup>28</sup> Aisyah, Muhandaz, and Irdamisraini, "Pendekatan Pembelajaran Somatic, Auditory, Visualization and Intellectually (SAVI) Terhadap Kemampuan Komunikasi Matematis Berdasarkan Self-Efficacy Siswa," *JURING (Journal for Research in Mathematics Learning)*, 5 no. 4 (2022).

obtained through the paired sample t-test, it can be concluded that there is an increase in learning.

Interest in learning will encourage students to understand the lesson better so that it will have a positive impact on increasing students' critical thinking skills. The ability to think critically is very important, especially when learning Arabic, especially *Balaghah*. Most students in Islamic boarding schools are less enthusiastic about learning *Balaghah* because they consider learning *Balaghah* difficult to understand, so they become less interested when studying it. In addition, in Islamic boarding schools, learning is more centered on the teacher, thus making students lack the ability to think critically.

## CONCLUSION

The SAVI learning model effectively increases students' interest in learning at the Adnan Al-Charis Bojonegoro Islamic Boarding School. The independent sample t-test showed Sig (2-tailed) <0.05, which was equal to 0.000, so the decision was that there was a significant difference between the interest in learning in the experimental class and the interest in learning in the control class. Furthermore, the SAVI learning model is less effective in improving students' critical thinking skills in the *Balaghah* subject at the Adnan Al-Charis Bojonegoro Islamic Boarding School. The results showed that the average N-Gain value for the experimental class was 59% or included in the less effective category. The SAVI learning model influences increasing students' learning interest in *Balaghah* learning at Adnan Al-Charis Bojonegoro Islamic Boarding School; the results of Sig (2-tailed) < 0.05, which is equal to 0.000, the decision is that there is an influence between the SAVI learning model on students' learning interest. However, the SAVI learning model does not affect improving critical thinking skills; the results of Sig (2-tailed) > 0.05, which is equal to 0.903, the decision is that there is no influence between the SAVI learning model on students' critical thinking abilities.

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