The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung

Mohammad Sabarudin[1], Ibnu Imam Al Ayyubi[2], Irfan Suryana[3], Rifqi Rohmatulloh[4], Saepulloh[5]
[1,2,3,4,5]Sekolah Tinggi Agama Islam Darul Falah, Bandung Barat, Indonesia
[1]mohammadsabarudin@staidaf.ac.id, [2]ibnuimam996@staidaf.ac.id,
[3]irfansuryana@staidaf.ac.id, [4]rifqirohmatulloh@staidaf.ac.id, [5]saepulloh@staidaf.ac.id

Abstract

Arabic language education in schools intends to improve students' ability to communicate globally and understand in both oral and written aspects. Language skills consist of four aspects namely, listening, speaking, reading, and writing skills. This research was conducted at MTs Arrukhshatul 'Ulum West Bandung with quantitative research. This research method uses a survey method with correlation analysis to see the relationship between the independent variable, namely student learning independence, and the dependent variable, namely student learning outcomes, using the Somatic, Auditory, Visual, and Intellectual (SAVI) learning model on Arabic writing material. This study aims to evaluate and measure the impact and how much significant influence is produced by the use of the SAVI learning model on the Arabic writing skills of 8th grade students at MTs Arrukhshatul 'Ulum West Bandung. This study found that there are strong relationship a very strong relationship between learning independence and student learning outcomes, in other words, student learning independence has a very strong effect on student learning outcomes, with a correlation coefficient value of 0.914. In addition, learning independence has an influence of 83.4% onstudent learning outcomes and the other 16.6% is influenced by factors outside student learning independence with the regression equation model Y = 19.012 + 0.727X.

Keywords: Arabic, SAVI, Learning Independence, Learning Outcomes

Introduction

Language has an important role as a means of communication between individuals in society (Sabariah, 2018). By using language, a person has the ability to express ideas, views, and agreements and share information about an event with others. In addition, community members carry out communication activities using language. Language also plays a role in fulfilling the daily needs of community members. Therefore, Arabic language education in schools aims to improve students' ability to communicate globally and understand in both oral and written aspects. Language skills consist of four aspects, namely listening, speaking, reading, and writing skills (Misriani, 2022). Among the four aspects, writing is considered the most complex skill. When writing,one is expected to express their ideas, thoughts, and ideas in written form. To do this, individuals need to combine receptive skills, such as listening

and reading, with productive skills to capture and gather information that will be used in their writing. Written language skills are essential in modern life, but in practice, their training is often neglected or not given the attention that it deserves.

The subject of reading and writing in Arabic, which used to be one of the main focuses of learning and practice in Islamic religious education, now tends to receive less attention, both from students and teachers (Hartono & Saputro, 2019). The teaching of writing in the context of Arabic language learning is often not given serious attention, so that students' Arabic writing skills can be said to be less skill. One aspect that becomes a challenge is that not all students have the ability to express their ideas or thoughts in Arabic because the language that is often used every day is non-Arabic (Hsb & Harfiani, 2022). Many students feel anxious when asked to write in Arabic for the simple reason that they are afraid to start, confused in choosing the right words, and lack of confidence. In addition to student factors, there are also other factors that hinder students' ability to write Arabic, including the teaching methods used by teachers (Surur, 2021).

The learning model is one of the approaches used to address changes in learner behavior in an adaptive and generative way (Rusman, 2014). The close relationship between learning models, student learning styles, and teacher teaching styles has been recognized. Therefore, in this study, a learning model is applied that aims to encourage students to be able to actualize themselves, so that learning objectives can be achieved. Writing in the aspect of writing in general and Arabic writing in essence is an attempt to create, tell, and combine human actions in an event or experience that develops time by time (Pramowardhani, 2023). In this type of writing, there are characters who face certain things that are structured. With reference to the concept of narrative writing, especially in Arabic, it is to present ideas in time sequence with the intention of bringing the readers into a series of events that often culminate in a main event.

Based on the description above, this research was conducted on Arabic language learning with the Somatic, Auditory, Visual, and Intellectual (SAVI) learning model. This learning model includes all aspects of the senses in the learning process (Kholil & Sholeh, 2021). The concept of somatic refers to learning that involves movement or physical activity (Nada & Sitepu, 2023), Visual Auditory refers to learning through hearing, vision, and understanding (Susilowati, 2022), while Intellectual refers to learning that involves thinking and producing products from the learning process (Sampurna, 2022). This study was conducted to examine the effect of the application of learning to write Arabic narrative with SAVI model at 8th grade students at MTs Arrukhshatul 'Ulum West Bandung. This study aims to evaluate and measure the impact and how much significant influence is produced by the use of the SAVI learning model on the Arabic writing skills of 8th grade students at MTs Arrukhshatul 'Ulum West Bandung.

Research Methods

This research was conducted at MTs Arrukhshatul 'Ulum West Bandung with quantitative research. This research method used a survey method with correlation analysis

to see the relationship between the independent variable, namely student learning independence, and the dependent variable, namely student learning outcomes, using the Somatic, Auditory, Visual, and Intellectual (SAVI) learning model on Arabic writing material. The population of this study were 8th grade students at MTs Arrukhshatul 'Ulum, with a sample of 31 students. The research instruments in this study used questionnaires and tests. Testing the requirements of the data analysis used consists of a normality test with Kolmogorov Smirnov and linearity test with the hypothesis used, namely correlation and regression tests.

Research Results and Discussion
Research Results

The correlation test is used to determine whether there is a significant relationship or not. Although correlation is one of the analytical techniques in statistics in an effort to find the relationship between two variables, namely the independent variable and the dependent variable, this can occur due to causality which needs to be seen for its significance and interpretation in depth using inferential statistics. Data processing of the results of this study was carried out with the help of the SPSS version 26 program, with the test criteria, namely accept H_0 if the sig value. ≥ 0.05 and reject H_0 if the sig. value < 0.05.

Hypothesis

Alternative Hypothesis (H_1) dan Null Hypothesis (H_0) are as follows:

H_0 : There is no correlation between student learning independence and student learning outcomes using the SAVI learning model on Arabic writing material.

H_1 : There is a correlation between student learning independence and student learning outcomes using the SAVI learning model on Arabic writing material.

### Descriptive Data Analysis

Table 1. Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Learning Independence	31	2384	76,90	3,429
Learning Outcomes	31	2469	79,65	4,309
Valid N (listwise)	31			

Based on Table 1 above, it is obtained that the number of students is 31, with the total values of the independent variable and the dependent variable being 2384 and 24.65, respectively. The average value and standard deviation of the independent variable were 76.90 and 3.429, respectively, while those of the dependent variable were 79.65 and 4.309.

Normality Test

Table 2. Normality Test

	Statistic	df	Sig.
Learning Indepence	0,120	31	0,200*
Learning Outcomes	0,151	31	0,069

Based on Table 2 above, it is obtained on the Normality Test display that the significance values for learning independence and learning outcomes on Kolmogorov Smirnov are 0.200 and 0.069. From these data, it is obtained that thesignificance value is greater than 0.05, so based on the decision-making criteria, H_0 is accepted, so it can be concluded that the data is normally distributed. Because the normality assumption is fulfilled, it is continued to the Pearson product moment correlation test.
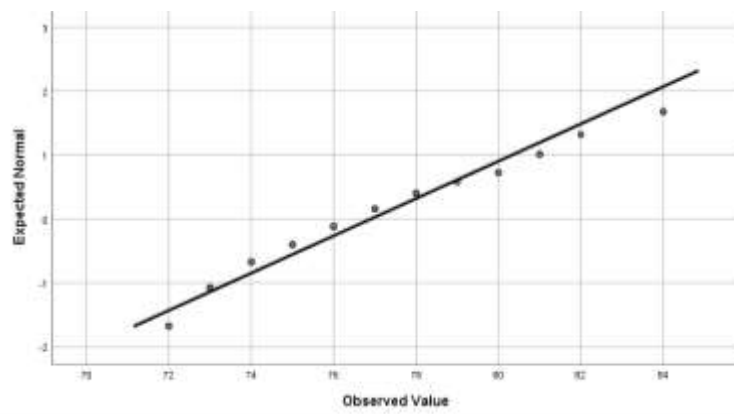
Figure 1. Normal Q-Q Plot of Learning Independence

Based on Figure 1 above, it can be seen that most of the data on students' learning independence is around the diagonal line. This indicates that the data on students' learning independence is normally distributed.
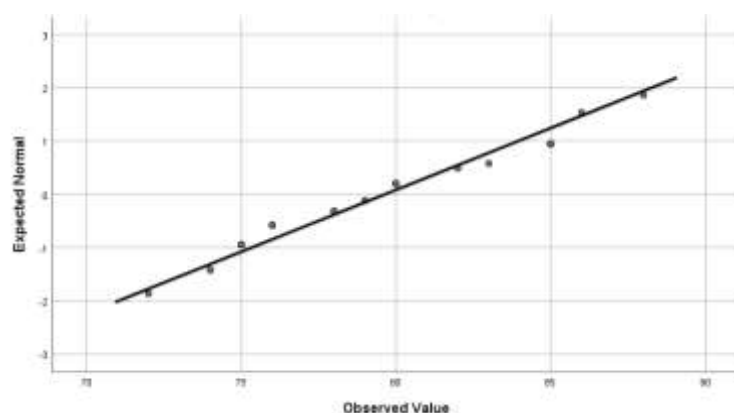
Figure 2. Normal Q-Q Plot of Learning Outcomes

Based on Figure 2 above, it can be seen that most of the data on student learning outcomes is around the diagonal line. This shows that the data on student learning outcomes are normally distributed. **Correlations**

Table 3. Correlations

		Learning Independence	Learning Outcomes
Independence	Pearson Correlation	1	0,914**
	Sig. (2-tailed)		0,000
	N	31	31
Learning Outcomes	Pearson Correlation	0,914**	1
	Sig. (2-tailed)	0,000	
	N	31	31

Based on Table 3 above, it is obtained that the Sig value. (2-tailed) is 0.000.From this data, it is obtained that the significance value is smaller than 0.05, so based on the decision-making criteria, H_0 is rejected, so it can be concluded that there is a relationship between learning independence and student learningoutcomes, or in other words, student learning independence affects student learning outcomes. While the Pearson correlation value is 0.914. Based on the correlation coefficient interpretation guidelines, the number 0.914 is in theinterval 0.80-1.00. This shows that there is a very strong relationship between learning independence and student learning outcomes. To see the strength of therelationship from the correlation value is as follows (Sugiyono, 2013).

Tabel 4. Interpretation of Correlation Coefficient

Coefficient Interval	Relationship Strength
0,00-0,19	Very Low
0,20-0,39	Low
0,40-0,59	Sufficient
0,60-0,79	Strong
0,80-1,00	Very Strong

The significance of the correlation of two variables can be seen by the presence of the ** sign in the correlated data pair. From the resulting output on the Pearson correlation value, there is a ** sign so that it can be concluded that the independent variable and the dependent variable are significantly correlated. Then, it is proceeded to the simple linear regression test.

Tabel 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,914[a]	0,834	0,829	1,419

Based on Table 5 above, the R value is 0.914. The R value can be interpreted that the relationship between learning independence and student learning outcomes is very strong. In addition, the R Square value is 0.834 which shows how well the regression model formed by the interaction between learning independence and student learning outcomes. It can be interpreted that learning independence has an influence of 83.4% on studet learning outcomes and the remaining 16.6% is influenced by factors outside student learning independence. Furthermore, Anova test was conducted to determine the level of significance or linearity of the regression.

Table 6. ANOVA[a]

Model		Sum of Square	F	Sig.
1	Regression	294,334	146,221	0,000[b]
	Residual	58,375		
	Total	352,710		

Based on Table 6 above, it is obtained that the value of Sig. Is 0.000. From this data, it is obtained that the significance value is smaller than 0.05, so based on the decision-making criteria H_0 is rejected, so it can be concluded that the regression equation model is linear or meets the linearity criteria, the regression model can be used to predict student learning outcomes.

Table 7. Coefficients[a]

Model		Unstandardized B	t	Sig.
1	(Constant)	19,012	3,966	0,000
	Learning Outcomes	0,727	12,092	0,000

Based on Table 7 above, it is obtained that the Unstandardized B value at Constant (a) is 19.012 and the regression coefficient of student learning outcomes is 0.727. The regression equation model $Y = 19.012 + 0.727X$ means that if student learning outcomes increase by 1 unit, student learning outcomes will increase by 1.727 and if student learning outcomes increase by 1.727, the results of student learning independence will increase by 1.727.

Discussion

The Somatic, Auditory, Visualization, and Intellectual (SAVI) learning model has a very strong influence on learning independence and student learning outcomes. The SAVI learning model integrates movement between physical and cognitive processes so that the use of the senses is optimized and can have a major effect on learning (Heriyanto et al., 2024). The elements of the SAVI learning model include (1) learning to observe and describe; (2) learning to speak and listen; (3) learning to observe and describe; and (4) learning to solve problems and contemplate. In other words, these elements contain all four elements including moving, listening, seeing, ad thinking or somatoc, auditory, visualization, and intellectual (Nurfadhilah, 2019).

In the Somatic, Auditory, Visualization, and Intellectual (SAVI) learning model, students are given the opportunity to maximize their five senses as much as possible to support learning activities; in other words, students are required tobe directly involved in learning with their activeness and creative-critical power in problem solving so that the expected conclusions can occur independently (Mulia et al., 2023). Student learning independence can be activated through an approach that provides opportunities or probabilities for students to be able to think independently (Nuraeni et al., 2020). This can happen by applying the SAVI learning model, because learning prioritizes optimizing the use of students' limbs or five senses in learning. Withthe SAVI learning model, students can find their type or learning style independently so as to minimize dependence on others in full (Azizah, 2022).

The SAVI learning model is part of accelerated learning, where the principles of Somatic, Auditory, Visualization, and Intellectual learning parallelthe principles of accelerated learning (Sudarmaji & Maarif, 2021), The principles include (1) students fully participate in the learning process; (2) creating activeness in learning; (3) students cooperate with each other in learning; and (4)learning is designed in a short time. In addition, the SAVI method is also implemented in several stages including preparation, delivery, training, and displaying learning outcomes. So it can be said that the SAVI learning model is avaried learning model in an effort to attract students' attention in learning, provide opportunities for students to expand their knowledge, and allow students to learn according to their level of knowledge to be culminated (Akip et al., 2022).

The advantage of the SAVI learning model is that it increases the cognitive levelof students through the integration of physical and intellectual movementsthrough the process of contemplation and internalization. In addition, the learning method of applying the four vital elements is more fun and interesting to avoid student boredom in the learning process, as is the case in Arabic language subjects in orienting Arabic writing. Writing Arabic requires the four elements in the SAVI learning model to be more optimal and find independently the pattern of Arabic writing itself. Due to the language in general, students use local languages or national languages, while Arabic is more towards the religiosity of students who need to be optimized and will seem complex if not using the method that should be used (Bukhori & Al Ayyubi, 2023; Sabarudin et al., 2023).

By using the SAVI learning model, student learning outcomes associated with student independence in learning provide a very strong relationship. Students will be more demanding towards solving problems that seem non- routine and demand many solutions or abstractions, so the SAVI learning model has implications for improving and connecting students' creative and critical thinking skills in Arabic writing. In addition, the application of this learning model has a positive influence on student learning independence and can be used as a reference in alternative learning models to develop and expand students' thinking skills in the writing aspect, especially Arabic.

In research conducted at MTs Arrukhshatul 'Ulum West Bandung at 8th grade as many as 31 students obtained the average value and standard deviation on the independent variable 76.90 and 3.429, while on the dependent variable 79.65 and 4.309, with a significance value for learning independence and learning outcomes on Kolmogorov Smirnov of 0.200 and 0.069, so it can be said that the data is normally distributed. In addition, the relationship between learning independence and student learning outcomes has a very strong effect, with a correlation coefficient value of 0.914. This is evidenced by the fact that the independence of student learning has an influence of 83.4% on student learning outcomes, and the remaining 16.6% is influenced by factors outside of student learning independence. It can be said that in this study there is a relationship between learning independence and student learning outcomes, or, in other words, student learning independence affects student learning outcomes and fulfills the linearity criteria. The regression model can be used to predict student learning outcomes with the equation $Y = 19.012 + 0.727X$, meaning that if student learning outcomes increase by 1 unit, student learning outcomes will increase by 1.727 and if student learning outcomes increase by 1.727 then the results of student learning independence will increase by 1.727.

Conclusion

In this study, it can be concluded that the Somatic, Auditory, Visual, and Intellectual (SAVI) learning model in Arabic language subjects regarding student writing of Arabic in MTs Arrukhshatul 'Ulum West Bandung in 8th grade has a very strong relationship between learning independence and student learning outcomes. In other words, student learning independence has a very strong effect on student learning outcomes with a correlation coefficient value of 0.914. In addition, learning independence has an influence of 83.4% on student learning outcomes, and another 16.6% is influenced by factors outside of student learning independence with a regression equation model $Y = 19.012 + 0.727X$. In addition, learning independence has an influence of 83.4% on student learning outcomes, and the other 16.6% is influenced by factors outside of student learning independence with the regression equation model $Y = 19.012 + 0.727X$.

References

Akip, M., Khasanah, N. L., & Rahmawati, A. (2022). Implementasi Model Pembelajaran Savi (Somatis-Auditori-Visual-Intelektual) Terhadap Hasil Belajar Siswa Pada Mata Pelajaran PAI di SMP N 6 Lubuklinggau. *Edification Journal: Pendidikan Agama Islam*, *5*(1), 37–53. https://doi.org/https://doi.org/10.37092/ej.v5i1.414

Azizah, H. H. (2022). *Pengaruh Model Pembelajaran "SAVI (Somatic, Auditory, Visual, Intellectual)" terhadap Hasil Belajar Siswa pada Mata Pelajaran PAI Kelas XI MIPA di SMA Islam Al Maarif Singosari*. http://repository.unisma.ac.id/handle/123456789/4261

Bukhori, H. A., & Al Ayyubi, I. I. (2023). Hubungan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Dengan Perilaku Siswa Di SMPN 3 Cihampelas KBB. *Al-Mubin; Islamic Scientific Journal*, *6*(1), 17–30. https://doi.org/https://doi.org/10.51192/almubin.v6i01.425

Hartono, T., & Saputro, D. A. (2019). Pengembangan Desain Pembelajaran PAI Di Pondok Pesantren Kreatif Agro Nuur El-Falah Salatiga. *Nazhruna: Jurnal Pendidikan Islam*, *2*(2), 290–309. https://doi.org/https://doi.org/10.31538/nzh.v2i2.331

Heriyanto, T., Afif, N., & Zakia, Z. U. (2024). Meningkatkan Hasil Belajar Siswa Melalui Model Pembelajaran Savi (Somatis, Auditori, Visual, Intelektual) pada Mata Pelajaran Fiqih Kelas VIII di MTs Al-Amanah Al-Gontory Tangerang Selatan. *EduInovasi: Journal of Basic Educational Studies*, *4*(1), 215–225. https://doi.org/https://doi.org/10.47467/edui.v4i1.4805

Hsb, G. A. A. Z., & Harfiani, R. (2022). Penerapan Metode SAVI dalam Upaya Meningkatkan Hafalan Hadits Pendek pada Anak Usia Dini. *Journal on Teacher Education*, *4*(2), 1301–1311. https://doi.org/https://doi.org/10.31004/jote.v4i2.9860

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

Misriani, M. (2022). *Penerapan Model Pembelajaran Somatis, Auditori, Visual, Intelektual Untuk Meningkatkan Keaktifan Siswa Pada Mata Pelajaran Pendidikan Agama Islam di SMKN 02 Bondowoso*. Universitas Kiai Haji Achmad Siddiq Jember. http://digilib.uinkhas.ac.id/9926/

Mulia, E., Aprison, W., Zakir, S., & Sesmiarni, Z. (2023). Pengaruh Model Pembelajaran Mandiri Tipe Savi (Somatic, Auditory, Visualization, Intellectually) terhadap Kemandirian dan Minat Belajar Santri pada Pembelajaran Fiqh Kelas VIII di MTsS PPMTI Bayur. *Journal on Education*, *5*(3), 6001–6011. https://jonedu.org/index.php/joe/article/view/1363

Nada, Z., & Sitepu, J. M. (2023). Pengaruh Penggunaan Model Pembelajaran Savi Terhadap Aktivitas Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 1 Secanggang. *Al-Ulum: Jurnal Pendidikan Islam*, *4*(2), 143–158. https://garuda.kemdikbud.go.id/documents/detail/3531680

Nuraeni, R., Permana, R., & Nugraha, M. F. (2020). Pengaruh Model Pembelajaran Savi dan Tingkat Kepercayaan Diri terhadap Prestasi Belajar Siswa. *Cendekiawan*, *2*(2), 88–94. https://doi.org/https://doi.org/10.35438/cendekiawan.v2i2.186

Nurfadhilah, I. (2019). *Pengaruh model pembelajaran SAVI (Somatic, Auditory, Visualization, Intellectualy) terhadap hasil belajar siswa pada mata pelajaran Al-Qur'an Hadits kelas x di SMK Islam 1 Durenan*. http://repo.iain-tulungagung.ac.id/11304/

Pramowardhani, A. (2023). Penerapan Metode Pembelajaran Somatic Auditori Visual

Intellectual (Savi) Terhadap Pemahaman Konsep Siswa. *Jurnal Fakultas Keguruan & Ilmu Pendidikan Kuningan*, *4*(2), 58–64. https://doi.org/https://www.jurnal.unisa.ac.id/index.php/jfkip/article/view/476

Rusman. (2014). *Model-Model Pembelajaran (Mengembangkan Profesionalisme Guru)*. Raja Grafindo Persada.

Sabariah, S. (2018). Pembelajaran Model SAVI dalam Mata Pelajaran Baca Tulis Alquran. *KURIOSITAS: Media Komunikasi Sosial Dan Keagamaan*, *11*(1), 68–94. https://doi.org/https://doi.org/10.35905/kur.v11i1.721

Sabarudin, M., Al Ayyubi, I. I., Rohmatulloh, R., & Indriyani, S. (2023). The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects. *At-Tadzkir: Islamic Education Journal*, *2*(2), 129–142. https://doi.org/https://doi.org/10.59373/attadzkir.v2i2.43

Sampurna, H. S. (2022). Peningkatan Hasil Belajar PAI Tentang Ketentuan Zakat Fitrah Melalui Pendekatan Somatic Auditory Visual Intelegency (SAVI) Dengan Media Audio Visual Pada Siswa Kelas VI SDS Salafiah. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*, *2*(6), 37–42. http://studentjournal.iaincurup.ac.id/index.php/guau/article/view/528

Sudarmaji, S., & Maarif, M. A. (2021). Pembelajaran Al-Qur'an Hadist Melalui Model Accelerated Learning. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, *6*(2), 66–84. https://doi.org/10.24235/tarbawi.v6i2.8874

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Surur, A. M. (2021). Manajemen Kelas dengan Pendekatan Savi dan Model Examples Non Examples. *QUALITY*, *9*(1), 57–72. https://doi.org/http://dx.doi.org/10.21043/quality.v9i1.7300

Susilowati, S. (2022). Peningkatan Hasil Belajar PAI tentang Ketentuan Zakat Fitrah melalui Pendekatan Somatic Auditory Visual Intelegency (SAVI) dengan Media Audio Visual pada Siswa Kelas VI SDN Wringinanom III. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, *2*(2), 314–318. https://doi.org/https://doi.org/10.28926/jtpdm.v2i2.405