

Somatic, Auditorist, Visual, And Intellectual (SAVI) Learning Strategies In Source Sources Using Lalove Music to The Learning Results of Private Vocational School Students of Sigi District

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ABSTRACT

The purpose of this study was to develop SAVI learning strategies on sound source material using Lalove musical instruments on learning outcomes of elementary school students in Sigi Regency. SAVI learning is learning that combines physical movement and intellectual activity and involves all the senses which has a major influence in learning. Lalove musical instrument is a traditional musical instrument that is blown by someone to find out the source of the sound. Samples were taken from grade V students at SDN 1 Biromaru as a limited learning trial class and grade V students at SDN 1 Binangga, SD Inpres Kapiroe, and SD Inpres Sibowi as a wider learning test class. Student data collection uses student worksheets and process assessment sheets. Meanwhile, the learning outcome data was carried out by means of the pre-test and post-test techniques in the form of multiple choices. Based on the results of the research data analysis, the implementation of post-test students was assessed through limited trial activities at SDN 1 Biromaru reaching 90.71% (very good) and the implementation of research on post-test students through wider learning tests in 3 elementary schools reached average 87.73% (very good). The development of SAVI learning strategies using the Lalove musical instrument is suitable for use in the process of learning science content in elementary schools.

Keywords

SAVI learning strategy; Lalove Musical Instruments; Student Learning Outcomes

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Introduction

Elementary school aged children understand that learning needs to be emphasized through direct experience, especially in science subject content. Direct experience will make the knowledge they can last longer in their brain than listening to a lecture from a teacher. The learning process emphasizes that the child learns with his whole body, all sense organs are involved and not just sitting still, but with activities that move all his senses. Contextual learning strategy is a learning concept which considers that children learn better if the environment is created naturally, meaning that learning is more meaningful if students work and experience for themselves what they learn and experience. Learning Strategy is a conception that helps teachers relate content / content to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and the workforce (Hanafy, 2017).

One of the strategies that can be used in the learning process is Somatic, Auditorial, Visual, and Intellectual (SAVI). SAVI is a learning process that combines physical and intellectual activities that involve all the senses. The SAVI approach to physical movement develops mental processes. The part of the human brain that is involved in body movement (motor content) is used for thinking and solving problems (Khusna & Heryaningsih, 2018). The basic principle of SAVI learning is that students are always active in their respective physical and intellectual activities and by understanding the subject matter they are learning through

moving their bodies and hearing. Involving the body in learning usually enhances integration. Learning by moving and doing is called somatic, learning through listening and speaking is called an auditorist, learning by visualizing observing and taking pictures, and intellectual learning by solving problems and reflections (Samosir et al., 2017). According to the opinion (Iskandar et al., 2016), the SAVI model is most suitable in the local environment, because it combines four characters of a person.

Sound source material is one of the materials studied in elementary school in science content in class V. In the sound source material, it is taught that there are sound sources produced from both modern and traditional musical instruments. According to Bartleet et al., (2020) that music learning is increasingly recognized for its value. The beneficial effects of musical instruments on the intellectual, social and personal development of children and adolescents have been confirmed by numerous independent studies. Musical instruments can stimulate the activities of students during the learning process (Swart, 2019). Learning using musical instruments is not only limited to the school environment, but is everywhere. There is no culture that does not recognize musical instruments so that music is an element of culture which is commonly called traditional music (Simon, 2016).

Learning music in elementary schools is an important process to inform and remind students of the richness of Indonesian traditional music (Nugraha et al., 2019). Students can play a musical instrument as a demonstration of basic knowledge about managing sound sources to get

different tones that are clarified and applied in learning strategies. According to Rickard in Kwon et al., (2019) that music is a stimulus that has been properly managed to interact with the brain or human thought and as a modulation of various kinds of complexes, cognitive, and responses. Students can play a musical instrument as a demonstration of basic knowledge about managing sound sources to get different tones that are clarified and applied in learning strategies. A musical instrument is a tool that can produce musical sounds that are accepted by individuals and vary based on history, location, culture and one's tastes. One of the cultural values possessed by the community in Sigi Regency is the local culture regarding the arts of the Kaili tribe, including the Lalove musical instrument. The Lalove musical instrument is one of the traditional Kaili musical instruments, which was obtained from previous parents from generation to generation. Lalove is often played by old men from the Kaili tribe who live along the valley plains of Sigi Regency, Central Sulawesi province.

The use of Lalove, which is commonly found in the field, is that this tool is only played by certain people. Lalove is considered a sacred musical instrument that is only played on certain traditional events, namely the Balia custom. When the Lalove musical instrument is blown at this traditional event, the Balia participants go into a trance when the rhythms of Lalove, Gimba (Gendang), and Tawatawa (gong) are excited and change. All the participants of the ceremony have to perform rough, irregular dances and eventually become unconscious. This dance is also associated with Animism, namely before the entry of religion in Central Sulawesi (Fitriyana et al., 2020). It is a phenomenon that Lalove is not played or sounded by just anyone. However, if these certain people ceased to exist, it was certain that the Lalove musical instrument would eventually become extinct.

Research objectives is to determine the development of SAVI learning strategies at sound sources using Lalove musical instruments for students in elementary schools in Sigi Regency and to describe the improvement of SAVI learning strategies in sound source material using Lalove musical instruments on learning outcomes of elementary school students in Sigi Regency.

Method

This study examines the strategy of developing SAVI learning on sound source material using the Lalove musical instrument. The 4 stages carried out in the research are data analysis, product development, validation of learning tools, and product testing, dissemination and socialization. According to Borg & Gall (1983), research development can be done more simply involving 5 main steps, namely: analyzing the product to be developed; Development the initial product; expert validation and revision; small-scale field trials and product revisions, large-scale field trials; and the final product.

The location of the research was carried out at 4 elementary schools in Sigi Regency with the research subjects being students of grade V elementary school.

Table 1 Learning strategy development research

No.	Activities	Implementation	Information
1.	Pre-Survey	05 August 2020	SDN 1 Biromaru
2.	Study of literature formulation of SAVI Learning Strategies uses musical instruments based on local wisdom on learning outcomes	06-11 August 2020	
3.	Implementation of SAVI Learning Strategies using musical instruments based on local wisdom on learning outcomes		
a.	Learning Trial (limited)	12 August 2020	SDN 1 Biromaru
b.	Learning Test (more extensive)	24 August 2020 25 August 2020 26 August 2020	SD N 1 Tinggede SD Inpres Sibowi SD Inpres Kapiroe

The stages in the study were carried out in 3 stages (Table 1). The first stage is the preparatory stage which includes reviewing the learning material that will be adjusted to curriculum 13 on science subject content and developing science learning tools, namely, RPP, LKPD, LPP, Lalove media, and evaluation questions and analysis of the results of the pre-test and post-test evaluation. The second stage is the implementation stage. The activities carried out at this stage are about the validation of learning devices, product testing, and the data analysis stage. Data collection instruments as a research data collection tool used in research for the assessment of student respondents to obtain data about students' opinions or comments regarding teaching materials, learning strategies, media, process assessment sheets, student worksheets, and analysis of the results of the evaluation of the pre-test and post-test. Descriptive statistical analysis techniques are used to process and analyze data collected through test data on student learning outcomes.

Results

Data from research on the development of Somatic, Auditorist, Visual, and Intellectual (SAVI) learning strategies on sound source material using Lalove musical instruments for elementary school students in Sigi Regency

Product Development

This research and development product resulted in a product in the form of a SAVI learning strategy on sound source material using local wisdom-based Lalove musical instruments. The description of product development by the researcher departs from the development of learning tools through the development strategy of R & D (research and development) which refers to the modified Borg & Gall (1983) steps as needed. The application of Borg and Gall's development strategy in product development is the collection of information carried out to define and define

learning needs. Determining the needs of students is carried out by paying attention to and adjusting the appropriate learning for elementary school students by analyzing the objectives, material limitations, and development designs which include: 1). Establishing learning goals of students which include cognitive, affective and psychomotor; 2). Designing teaching and learning activities including learning tools, learning materials and learning outcome evaluation tools that are systematically arranged in the lesson plan (RPP); 3). Determine the learning strategy of SAVI learning strategies using the Lalove musical instrument, the sound source material; and 4). The selection of learning devices was developed using the Lalove musical instrument, the sound source material.

Validation of Learning Devices

The tools developed are in the form of a Learning Implementation Plan (RPP), learning tools, process assessment sheets (LPP), student worksheets (LKPD), and learning evaluation questions using the SAVI strategy for validation to determine whether or not they are used in the learning process. All validated instruments have a good valid category if the average expert judgment for each aspect is within the minimum valid criteria with a value of $M > 2.5$. The learning tools used get a good predicate and it can be concluded that all of the learning tools are in the very valid category so that they meet the validity criteria. Based on the data from the validator, the average validation score can be explained in Figure 1 as follows.

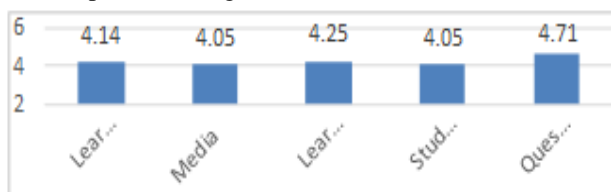


Figure 1. Frequency Chart of Validation Achievement by Validators

Based on figure 1, the validated learning tools are suitable for use / applied to the learning process by developing SAVI learning strategies using Lalove musical instruments.

Field Test Results

Limited Learning Trial Results

The limited trial was held at SDN 1 Biromaru on Monday, 12 August 2020 with 28 grade V students. Before starting learning, students worked on the pre-test questions first. The beginning of the lesson was opened by doing apperception featuring the Lalove musical instrument. together so that the concentration of students can focus on the teacher and be ready to learn. The task of the researcher (teacher) in this learning is only as a facilitator who is in charge of directing students. At the end of learning, students work on post test questions and reflect on the direction of the teacher. Through this limited trial, it produces data from the pre-test and post-test results. This data can be seen whether the Lalove musical instrument is suitable for use in classroom learning or not. The limited trial was carried out in one

school only as a guideline for the appropriateness of the use of the SAVI learning strategy, so that it was sufficient to represent the population of the target tool that was made and presented to grade V students in each subsequent school. Limited trial data conducted using learning instruments approved by validators. The results of post-test learning obtained in limited trials in class V SDN 1 Biromaru can be seen in Table 4.7 below.

Table 2. List of the Average Value of Students' Learning Outcomes during the Limited Trial at SDN 1 Biromaru

Variable	
Number of students (N)	28 students
Pres test	61.43
Post test	90.71

Table 2 show that learning activities that implement the SAVI learning strategy have a value below the pre-test average and an increase in average learning outcomes is higher in post-test activities. The difference between the pre-test and the post-test scores was between 61.43 and 90.71. The improvement of student learning outcomes in limited trial activities conducted at SDN 1 Biromaru which implemented the SAVI learning strategy looked very satisfying seen through the average post test results.

Broader Learning Test Results

The wider learning test was carried out for 3 days, namely SDN 1 Binangga (30 students), SD Inpres Kapiroe (27 students), and SD Inpres Sibowi (25 students). The teacher's role in the SAVI learning strategy using Lalove musical instruments based on local wisdom is more as a motivator and facilitator in teaching. This is done so that students' understanding of the material is deeper. Through this wider learning trial, it produces pre-test and post-test data. From these data it can be seen that whether the Lalove traditional musical instrument is suitable for continuous use in classroom learning or not. The learning outcomes of students in the wider learning test obtained the value of the pre-test and the difference in the post-test value. The data on student learning outcomes in the three classes can be seen in Table 3.

Table 3 List of the Average Value of Student Learning Outcomes

Variable	SDN 1 Binangga	SD Inpres Kapiroe	SD Inpres Sibowi
Number of students (N)	30	27	25
Pres test	51.67	54.29	48.93
Post test	89.60	87.90	85.70

The wider learning test treatment had a low average post-test score when implementing the pre-test and a higher average learning outcome increase in the post-test results when implementing the SAVI learning strategy using Lalove musical instruments. The results obtained, in the first

and third schools, then the average value of the pre-test and the average post-test score was obtained.

Based on table 3, it can be seen that the students' average pre-test scores for the four schools are still low and have not reached the minimum completeness criteria. This shows that the knowledge of students, both in the limited trial class and the three treatment classes, the wider learning trial about the sound source material using the Lalove musical instrument is still lacking because students do not have thorough preparation before learning begins regarding the sound source material, so that they are unable to complete the pre-test questions properly and also the students find it difficult to understand learning without any prior explanation.

At the end of the lesson, a post test was carried out on the four classes which were treated with the SAVI learning strategy according to the SAVI learning steps to see how much increase in knowledge the students gained during the teaching and learning process that had been carried out. The results of the average post-test scores for the class for implementing the limited learning trial and for the three classes for the implementation of the wider learning test were significantly increased. The comparison of the value of the pre-test and post-test of the four classes experienced a maximum increase and the average value was above the minimum completeness criteria.

Discussion

This research was conducted on the basis of a needs analysis conducted by researchers at 4 elementary schools in Sigi Regency. Researchers have found that the sound source material has often been included in the National Examination questions in the last two years. This research and development is carried out with reference to the research and development stages. Research and development begins with the planning stage by researchers by finding and collecting information related to the development of research products in these schools which consists of a needs analysis. This is in line with the opinion of Borg & Gall (1983) who suggested limiting research and development on a small scale including limiting the steps of research in thesis and dissertation research. The four stages of research and development include: a). information gathering stage; b). planning stage; c). development stage; d). validation and testing phase. After the information gathering stage is complete, the planning stage is then carried out. This stage involves making / compiling learning tools for research. Furthermore, the product development stage consists of making a story board, making layouts, writing materials, and procuring Lalove musical instruments as learning media based on local wisdom of sound source material.

The validity of learning tools is carried out on learning instrument instruments, validation of learning devices, and revision of learning devices. Learning tools that have been validated are feasible to be used / applied to the learning process by developing SAVI learning strategies using the Lalove musical instrument to determine the sound in the sound source material. The research process of developing SAVI learning strategies for sound source material using the Lalove musical instrument was carried out according to the contents of the SAVI activity sequence stages that had been

compiled in the RPP. In these learning activities, all students are given the responsibility to solve problems in accordance with the SAVI learning steps. SAVI learning is designed naturally to align the learning atmosphere with specific instructions based on the needs during the learning process without neglecting the privacy aspects of students (Kusumaningsih et al., 2019). SAVI learning is a learning process that can combine terms, so that students and teachers can make classroom conditions pleasant. SAVI trains students to interact with other students, informants, and their environment to get various information (Sahara et al., 2018).

The implementation of limited trials was carried out at SDN 1 Biromaru in Sigi Biromaru Subdistrict and the research carried out more extensive trials in 3 primary schools each at SDN 1 Binangga, Marawola District, SD Inpres Kapiro, Palolo District, and SDN Inpres Sibowi, Tananbulava District, Sigi Regency. The learning process that studies the sound source material so far uses textbook references. In the textbook, the sound source material is studied using modern and traditional musical instruments. There are several traditional musical instruments loaded that are adapted to the source material of the sound. However, this traditional musical instrument is oriented towards traditional musical instruments that are only in other regions, but traditional musical instruments from outside the Central Sulawesi region. In this study, the Lalove musical instrument as a learning medium in the sound source material of science content.

The use of the Lalove musical instrument media at the time of this research as a props to find out the source of the sound and so that students in the Sigi Regency area know that there is a distinctive musical instrument which is an icon of local wisdom that must be cultivated from time to time and also needs to be maintained. sustainability. Lalove musical instruments can be used for the preservation of local culture, especially students in elementary schools. Lalove is a traditional musical instrument originating from Central Sulawesi. The Lalove musical instrument is used to introduce students to the local wisdom of the Kaili tribe culture in Sigi Regency, in particular. Lalove is defined as a whistling sound heard from a distance. There are no definite records of when Lalove was first created. However, this musical instrument is thought to have existed since the pre-historic civilization of the Kaili tribe. In everyday life, Lalove can only be played by special people called foreigners. The Lalove function from ancient times until now, is played to summon spirits and Lalove is played during the healing process known as the Balia ceremony, even being blown / played for hours. Lalove musical instrument is considered a musical instrument that can only be blown by certain people. In addition, Lalove musical instruments are used in traditional ceremonies, such as worship, and as accompaniment to dance / song music. According to Safrillah (2017) that the culture of balia is a culture of controversy. His presence was awaited, but also simultaneously rejected because this tradition involved a "spirit from another world" as an instrument of healing.

The classroom situation when the learning process is more lively than usual. All students in the class are willing and able to blow the Lalove musical instrument to find out the source of the sound (Daniel & Parkes, 2017) state that

students who are learning to use musical instruments feel like music players and are not learning. In fact, they are in the process of learning the sound source material, the literature shows that many students are interested in learning using interesting media. The use of the Lalove musical instrument at the time of research, can attract students' interest in learning both in the limited learning trial class and the wider learning test class. Where as previously, Lalove musical instruments were not played or blown arbitrarily. Researchers believe that if the person who is skilled as a Lalove blower is gone, how can the instrument be preserved. By itself it will become extinct. The local wisdom of the Kaili tribe will slowly disappear. Musical instruments developed for elementary school students are only for entertainment and the achievement of educational goals, so that music also has a positive impact on learning in other subjects. In addition, custom is a form of wisdom in the maintenance and management of natural resources, as well as a framework for the orientation of cultural values which is shared by community members (Saleh, 2013). This study was considered successful because the students' average post test scores increased. It can be stated that the learning outcomes of grade V students at the four primary schools where the research is conducted are very good when using Lalove as a learning medium on sound source material compared to using other regional musical instruments and it is feasible to keep knowing local wisdom in the district Sigi.

Conclusions

The development of SAVI learning strategies on sound source material using Lalove musical instruments can be used as strategies, sources, and learning media. The learning development was demonstrated by the learning process carried out in grade V elementary schools in a limited trial treatment at SDN 1 Biromaru and wider learning trials at SDN 1 Binagga, SD Inpres Kapiroe, and SD Inpres Sibowi. There is an increase in the learning outcomes of fifth grade students in the four elementary schools of Sigi Regency through the SAVI learning strategy using Lalove musical instruments based on local wisdom seen from the difference in the average value of the pre-test and post-test.

Based on the conclusions of this study, some suggestions can be made for further researchers, it is necessary to develop SAVI learning strategies for sound source material using Lalove musical instruments to introduce students to local wisdom in the Sigi Regency area and it is necessary to develop learning strategies that can improve learning outcomes. learners through the Lalove musical instrument and it is necessary to carry out further research on a broader scale about the development results for the purposes of learning progress without forgetting local wisdom.

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