Kalam Cendekia: Jurnal Ilmiah Kependidikan **P-ISSN: 2338-9400**

Volume 14 Nomor 1 Tahun 2026 **E-ISSN: 2808-2621**

The Effectiveness of the Flashcard-Assisted SAVI Model on Student Learning Activity in Accounting

Suci Indah Sari, Daru Wahyuni

Yogyakarta State University
suci0171feb.2023@student.uny.ac.id

Article History
accepted 1/2/2026 approved 1/3/2026 published 30/4/2026

Abstract
The low level of student activity indicates the need to use the SAVI learning model supplemented with flashcards. The purpose of this study was to determine the effectiveness of the SAVI learning model using flashcards in increasing the activity of 11th-grade students at SMKN 1 Lemahabang. The research method used was a quasi-experimental method with a nonequivalent control group design. The sampling technique employed was purposive sampling. The analysis results show that the SAVI learning model supported by flashcards is effective in increasing the activity of 11th-grade students at SMKN 1 Lemahabang, as indicated by a higher change in the average initial and final scores in the experimental class (0.673) compared to the control class (0.251). It can be concluded that the SAVI (Somatic, Auditory, Visual, Intellectual) learning model supported by flashcards is quite effective in increasing student activity.
Keywords: *Flashcards, Activity, SAVI Learning Model*

Abstrak
Rendahnya tingkat keaktifan peserta didik mengindikasikan perlunya penggunaan model pembelajaran SAVI berbantuan *flashcard.* Tujuan penelitian ini adalah untuk mengetahui efektivitas model pembelajaran SAVI dengan menggunakan *flashcard* dalam meningkatkan keaktifan peserta didik kelas XI di SMKN 1 Lemahabang. Metode penelitian yang digunakan yaitu metode *quasi eksperimen* dengan desain *nonequivalent control group design*. Teknik pengambilan sampel menggunakan *purposive sampling*. Hasil analisis menunjukkan bahwa model pembelajaran SAVI berbantuan *flashcard* efektif untuk meningkatkan keaktifan peserta didik kelas XI SMKN 1 Lemahabang, ditunjukkan oleh perubahan nilai rata-rata *awal* dan *akhir* yang lebih tinggi pada kelas eksperimen (0,673) dibandingkan dengan kelas kontrol (0,251). Dapat disimpulkan bahwa model pembelajaran SAVI (*Somatic, Auditory, Visual, Intelectual*) berbantuan *flashcard* cukup efektif dalam meningkatkan keaktifan peserta didik.
Keywords: *Flashcard*, Keaktifan, Model Pembelajaran SAVI

INTRODUCTION

One of the most crucial resources for any country hoping to advance and succeed in international competition is education. Through education, individuals can develop their potential and competitiveness in the fields of knowledge and technology (Group, 2018). The development of science and technology is fueled by high-quality education, which raises the caliber of human resources and makes Indonesia competitive on a worldwide scale (Pendidikan, 2023). At the vocational high school (SMK) level, the learning process is directed not only at mastering theoretical knowledge, but also at developing thinking skills, activeness, and the capacity to use ideas in the world of work (Juliah & Sukarni, 2019; Nadhiah & Wulandari, 2020).

Based on initial observations in the 2024 Grade XI Accounting class, there are problems during the process of learning. Pupils are often passive, lack enthusiasm in learning, rarely ask questions, rarely answer questions, rarely help friends, rarely do assignments, and do not listen to the teacher's explanations (Jannah et al., 2025; Sinta et al., 2023; Subekti et al., 2024; Yustika & Prihatnani, 2019). These conditions have an impact on low activity levels (Sihaloho et al., 2021).

This problem indicates that teacher-centered learning is not yet fully capable of meeting the learning needs of vocational school students, who have diverse learning styles and characteristics (Satriawan & Yunerni, 2023; Wibowo, 2016). Teacher-centered learning, which emphasizes lectures and exercises, tends to provide less space for students to actively participate and build understanding independently (Anggraini et al., 2025; Fajriah et al., 2020; Murjani, 2019; Nena et al., 2018; Sophian et al., 2025). Effective learning should encourage active student involvement through interaction, hands-on experience, and contextual problem solving (Afni & Suprayetno, 2024; Ardiansah & Mahpudin, 2024; Ismawanti et al., 2022; Sahara & Lubis, 2024) . Conventional teaching methods in science classes have not yielded optimal results; one reason for this is that students are passive (Ali et al., 2023). The study's findings on the application of a teacher-centered learning approach show low student activity, a lack of excitement, and conceptual difficulty (Sulfiana et al., 2025). One learning model considered capable of addressing these is a method of learning called SAVI (Somatic, Auditory, Visual, Intellectual). The SAVI paradigm places a strong emphasis on students' whole participation through intellectual, visual, auditory, and physical (somatic) activities. This method is in line with the accelerated learning hypothesis, which holds that learning is more successful when it incorporates student actions and various senses. (Meier, 2000). The SAVI learning model is considered more comprehensive because it not only emphasizes cognitive aspects but also integrates students' physical, visual, and intellectual activities. Multisensory approaches like SAVI can enhance learning retention and understanding of abstract concepts (Marlina & Utami, 2025). The learning process has significantly improved when the SAVI learning model was put into practice, as evidenced by improved conceptual understanding among students, increased student engagement, and heightened participation, which reflects greater motivation and enthusiasm among students in participating during the process of learning (Triyono et al., 2024).

One learning approach is SAVI (Somatic, Auditory, Visual, Intellectual) that is thought to be able to handle these problems. The SAVI approach places a strong emphasis on students' complete engagement through intellectual, visual, auditory, and physical (somatic) activities. This strategy is consistent with the accelerated learning theory, which states that learning will be more effective if it involves various senses and activities of students (Meier, 2000). Multisensory approaches such as SAVI can strengthen learning retention and understanding of abstract concepts (Marlina & Utami, 2025). The application of the SAVI learning model has a significant positive impact on the learning process, as demonstrated by an increase in students' conceptual

understanding, active student involvement, and increased activity, reflecting increased student motivation and enthusiasm in participating in learning (Triyono et al., 2024). Davie Meir developed the learning model known as SAVI (Somatic, Auditory, Visual, Intellectual) in 2000. It incorporates body movement, sight, hearing, and intellectual exercises so that all of the learners' senses actively participate in the process of learning. Learners gain extra new information the more senses they employ in educational activities. The SAVI learning approach integrates students' use of everyone their senses to solve issues, intellectual exercises, and physical movement (Ismawanti et al., 2022). As stated by Retnowati et al. (2025), the learning approach known as Intellectual, Visual, Auditory, and Somatic (SAVI) is an innovative model that offers solutions to various problems faced by students. According to Satriawan & Yunerni (2023), intellectual, visual, auditory, and somatic learning styles are all backed by the learner-centered SAVI learning model. According to Putri et al. (2020), the SAVI learning approach makes use of and maximizes brain stimulation to enable kids to take an active role in solving problems. In summary, this SAVI learning model It's a cutting-edge, learner-centered approach that integrates cerebral exercises, movement, and the use of all senses. In addition to accommodating different learning styles, the SAVI model maximizes brain stimulation in order for pupils to actively participate in problem-solving.

The learning of SAVI model's benefit is its capacity to support students' diverse learning preferences and foster an inventive learning environment. According to Rahmawati & Kasriman (2022), the advantages of the SAVI learning model are increasing student concentration, encouraging the ability to express opinions, increasing student creativity, and improving learning outcomes. According to Nurhasanah et al. (2024), the SAVI learning model's benefits include teaching students to be bold in voicing their opinions, enhancing their thinking and absorption abilities, motivating them to work more actively on assignments, enhancing their capacity to engage with peers, boosting their self-confidence, and being an effective learning model. As stated by Rahmawati et al. (2022), The learning model SAVI's benefits include raising students' IQs, improving their retention of the subject matter, making the classroom more engaging, encouraging collaboration, boosting creativity, increasing focus, preparing students to become accustomed to thinking, and teaching them to be brave enough to voice their opinions and provide explanations for their answers to question. But, the SAVI learning model also has several limitations. According to Rahmawati et al. (2022), the shortcomings of The learning model SAVI's are that its implementation requires more comprehensive facilities and infrastructure, and students often find it difficult to determine answers or develop ideas independently. According to Nurhasanah et al. (2024), The learning model SAVI's drawbacks include the need for educators to be proficient in its application and the requirement that students be prepared to learn. The benefits of the SAVI learning paradigm are that it enhances students' focus, intelligence, creativity, and absorption ability, according to the experts' explanations. Additionally, the SAVI model encourages students to be proactive, courageous in voicing their thoughts, and capable of collaborating and interacting with their classmates. Meanwhile, the disadvantages of the SAVI learning model are that its implementation requires complete facilities and infrastructure as well as competent educators to implement it. In addition, the SAVI learning model also requires more time and can only be optimally applied to students who are truly ready to learn. Given these limitations, testing the SAVI learning model's efficacy is important, especially in the real context of learning in schools. Each school has different characteristics in terms of students, facilities and infrastructure, and learning culture, so research results in one context cannot necessarily be directly applied in another context.

Optimizing the visual and intellectual aspects of the SAVI model, the use of flashcards is considered a relevant support. Learning media plays an important role for

students because it can accommodate various senses, overcome passive attitudes, and increase student enthusiasm in the learning process (Maryanto & Chrismastianto, 2018). Students can gain a more tangible and engaging understanding of accounting vocabulary, concepts, and procedures by using flashcards. It is anticipated that using flashcards to supplement the SAVI learning paradigm will enhance the visual component and provide students a more methodical and tangible understanding of accounting principles. Thus, in order to gather empirical evidence regarding the efficacy of the SAVI learning model in connection to the activity of SMKN 1 Lemahabang's eleventh-grade accounting students, it is required to test its efficacy with the aid of flashcards. It is anticipated that the findings of this research will serve as the foundation for instructors and educational institutions to select the most successful and student-centered learning model.

METHOD

This study employs a quasi-experimental, quantitative methodology (Anggraini et al., 2025; Muliarta et al., 2020; Wulandari et al., 2022a). The study method employed is the Nonequivalent Control Group method, which compares pretest and posttest findings in two non-randomly selected groups to evaluate a treatment (Bahari et al., 2018; Muliarta et al., 2020; Nuha et al., 2023; Ora et al., 2025; Wulandari et al., 2022b). Experimental research is a more accurate method for determining cause-and-effect relationships (Akbar et al., 2023). The 180 students in the 11th grade Accounting class at SMKN 1 Lemahabang for the 2025–2026 school year, split into five classes, made up the study's population. Purposive sampling was the method employed. A total of 72 students from two courses with comparable characteristics made up the sample. An observation sheet for student activities was the instrument employed in this study, and observation was the method of data collection. Descriptive analysis, prerequisite analysis, hypothesis testing, and n-gain testing were used to analyze the data (Aulia et al., 2021; Maisyaroh et al., 2024; Rahmawati & Kasriman, 2022; Sadjirah et al., 2022).

RESULTS AND DISCUSSION

Accounting Class XI 5 served as the experimental group in this study, whereas Accounting Class XI 4 served as the control group. Many students in Accounting Class XI tended to be passive during learning activities, according to the findings of observations made at the start of the study. One of the suspected causes was the use of a teacher-centered learning model. In addition, the long learning period made students feel bored during learning activities, causing them to become passive and only listen to explanations from educators due to one-way learning. Learning models that did not involve students made learning activities less interesting and students became less active and only received material without understanding it first. The material taught in this study was material on “managing credit cards.”

In order to ascertain the initial activity levels of pupils in the control group and the experimental group, observations were made during three meetings before to the research. Indicators of passion for learning, actively asking and answering questions, actively assisting friends, actively completing tasks, and actively listening to the teacher's explanations were used to gauge student engagement. An observer helped the researcher monitor student activity throughout each learning task. Table 1 displays the information gathered based on the observation of students' activities.

Table 1. Descriptive Analysis of Student Activity

Statistics				
	Initial Activity (Control)	Final Activity (Control)	Initial Activity (Experiment)	Final Activity (Experiment)
N	36	36	36	36
Mean	19,42	22,25	19,03	86,78
Minimum	16	16	16	75
Maximum	24	31	24	100
Std. Deviation	3,237	4,279	2,833	8,609
Variance	10,479	18,307	8,028	74,121

The findings of discoveries made throughout the process of learning are displayed in Table 1. The experimental class's pupils were a lot more active compared to those in the control group. With the help of flashcards, the class under experimentation employed the learning model of SAVI, students' activities were particularly evident in the indicators of enthusiasm in learning, asking questions, completing assignments, and listening to the teacher's explanations. Meanwhile, the indicators that were not yet very apparent were answering questions and helping friends.

The start and final activity levels of pupils in the class under control and the initial and final activity levels of pupils in the test group were the data groups that underwent normality tests. The following table displays the findings of the normalcy tests.

Table 2. Normality Test of Student Activity Data

Variable	Group	Data	*Statistic*	Sig.	Description
Activity	Control	Initial	.791	.000	Abnormal
		Final	.899	.003	Abnormal
	Experiment	Initial	.868	.001	Abnormal
		Final	.862	.000	Abnormal

Both the control and experimental classes' initial and final activity data had sig. The Shapiro-Wilk test findings showed values less than 0.000, suggesting that the information were abnormal.

To ascertain the degree of variance similarity between the groups under control and those under test, a homogeneity test was carried out following the normalcy test. The results of the homogeneity test are displayed in the table below.

Table 3. Homogeneity Test of Student Activity Data

Variable	Data	*Levene Statistic*	df1	df2	Sig	Description
Activity	Initial	3.206	1	70	.078	Homogeneous
	Final	8.798	1	70	.004	Not Homogeneous

The control group's ultimate activity findings are displayed in Table 3, with a value of sig 0.004 and a Levene statistic worth of 8.798. These results show that there is non-homogeneous variance in the final activity data for both the control and experimental groups.

Because it was found that of the study's data exhibited non-homogeneous variance and were not normally distributed, the difference test in this study used non-parametric statistical tests, namely the Wilcoxon signed ranks test and Mann-Whitney test. The following table displays the Mann-Whitney test findings for the activity of students in the experimental and control classes.

Table 4. Mann-Whitney Test of Student Activity

Variable	Data	*Test Statistic*			Description
		Mann-Whitney U	***Z***	***Asymp.Sig. (2-tailed)***	
Activity	Before treatment	595.00	-.606	0,544	No difference in initial activity

Table 4 shows the significance value in the data on student activity before treatment as 0.544. This value is greater than 0.05, Thus, it may be said that both the experimental and control groups had likewise beginning activity. The difference in mean values shown in the table is a normal variation that can occur in two different classes, such as differences in student characteristics. Therefore, the statistical test results show that both classes have equivalent initial conditions, making them suitable for comparing the effectiveness of the treatment in the next stage.

To ascertain if the outcomes of the pretest and posttest within the same group differed significantly, the Wilcoxon signed ranks test was employed. The ensuing are the findings of the Wilcoxon signed rank test for the experimental and control groups' activity scores before and after the test.

Table 5. Wilcoxon Signed Rank Test of Student Activity

Hypothesis	Group	*Test Statistic*		Description
		Z	***Asymp.Sig. (2-tailed)***	
Activity	Control	-4,796	0,000	There is a difference in activity before and after treatment in the control class
	Experimental	-5,240	0,000	There is a difference in activity before and after treatment in the experimental class

The Wilcoxon signed ranks test significant value for activity in each class is 0.000 (< 0.05), as shown in Table 5. This indicates that the start and end values in there are notable differences between the experimental class and the control class. As a result, following the learning process, both classes saw an increase. However, the growth in the class under experimentation that was utilized the SAVI learning model with the help of flashcards served as the foundation for determining the treatment's efficacy in the subsequent analysis stage.

The class that was tested outperformed the control class in terms of average improvement scores (n-gain). There was a substantial variation in learning improvement between the experimental and control groups, according to the findings of the n-gain difference test between the two classes, which revealed a 0.000 significance level. As a result, the SAVI learning model with flashcards helps boost student activity.

Table 6. Changes in the Average Activity Level of Students

Variable	Group	Mean	Description
Activity	Control	2,83	The SAVI learning model with flashcard support works well in increasing activity levels.
	Experimental	67,75	

According to Table 6, the experimental class's average activity increase was 67.75, significantly greater than the control class's 2.83 rise. This growth variation implies

that using flashcards in addition to the SAVI learning approach increases student activity. The experimental and control groups were compared using the n-gain differential test. A significance value of 0.000 is displayed in the test results. Thus, it can be said that in terms of increasing student activity, the flashcard-assisted SAVI learning model performs better than learning in the control cohort.

The level of learning effectiveness in the experimental class as well as the control class can be seen with the n-gain test. The following table shows the findings of the n-gain test on student activity in the experimental and control classes.

Table 7. Results of the N-gain Test of Student Activity

Variable	Group	*N-gain Score*		*N-gain Score (%)*		Category
		Mean	*Std.Dev*	*Mean*	*Std.Dev*	
Activity	Control	.251	.261	25,15	26,15	Low
	Experimental	.673	.212	67,34	21,25	Moderate

Student activity increased more compared to the control group in the experimental class group, according to the n-gain test findings, which are shown in Table 7. The SAVI learning model with flashcard support demonstrated a more significant improvement than learning in the control group. Consequently, it may be stated that using flashcards in the SAVI model of learning increases student activity more effectively. The experimental class's increased student activity yielded an n-gain value of 0.673, whereas the control class's student activity produced a 0.251 n-gain value. These findings demonstrate that the experimental class's pupils were more engaged in educational activities, such as enthusiasm in learning, asking questions, answering questions, helping friends, doing assignments, and listening to the teacher's explanations.

Behaviorist theory, which states that learning happens through stimulus-response interactions that are reinforced by reward and repetition, is consistent with increased activity. The SAVI (Somatic, Auditory, Visual, Intellectual) learning model using flashcards serves as a stimulus. Students receive various somatic, auditory, visual, and intellectual stimuli, as well as flashcards as visual stimuli that attract their attention. Next, the educator provides questions or instructions through flashcards, and learners respond directly by raising answer cards, arranging the cards properly, and discussing to determine the correct answer. Learners' responses are indicators of behavioral change in accordance with behaviorist principles.

The SAVI learning model's elements help students' comprehension and problem-solving abilities grow, which eventually leads to a notable improvement in their learning outcomes (Retnowati et al., 2025). The SAVI model not only accommodates various learning styles but also optimizes brain stimulation, enabling students to take an active role in finding solutions and solving problems. Educators engage all of the students' senses in the SAVI learning model, thereby fostering students' ability to form well-reasoned, agile, accurate, and consistent responses when answering questions (Rahmawati & Kasriman, 2022). The SAVI Learning Model provides students with the opportunity to develop all indicators of critical thinking, problem-solving, and creativity, thereby enhancing their critical thinking skills (Sadjirah et al., 2022). The findings of this study are consistent with the research conducted by Ali et al. (2023), which showed that the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model has a positive impact on learning activities and can increase student engagement. The importance of educational media for students remains significant because it can accommodate various senses, overcome passive attitudes, and increase student enthusiasm in the learning process (Maryanto & Chrismastianto, 2018). This flashcard-assisted SAVI learning model aligns with behaviorist theory because it utilizes

behaviorist principles to foster positive behavior and enhance students' understanding. Menurut Yusra et al. (2022) behaviorist learning theory emphasizes changes in student behavior through the relationship between stimuli and responses. The learning process that uses stimuli, demands active responses, uses positive reinforcement, and involves repeated practice creates learning activities that can change students' learning behavior to be more active. Because of this, the SAVI learning paradigm that is supported by flash cards is more effective than the approach that is based on a teacher. This is in line with research by Dewi dkk. (2021), which indicates that the SAVI learning model is based on behaviorist theory since SAVI learning is a result of the relationship between stimulus and response.

CONCLISION

The activities of the students in the experimental class using the SAVI (Somatic, Auditory, Visual, Intellectual) learning paradigm with the help of flashcards can be inferred from the above description was in line with behavioristic principles. The learning process that used stimuli, demanded active responses, used positive reinforcement, and involved repeated practice created learning activities that were able to change the learning behavior of students to be more active. Therefore, the SAVI (Somatic, Auditory, Visual, Intellectual) learning model assisted by flashcards is more effective than the teacher-centered learning model. The main limitation encountered in this study was the lack of adequate teaching staff, so that the observation of student activity was not optimal because it was only carried out by two observers. Further studies with larger sample sizes and more observers could provide deeper insights into the effectiveness of the SAVI model, enabling broader generalizations across various educational contexts.

REFERENCES

Afni, Y., & Suprayetno, E. (2024). Pengaruh Model Pembelajaran SAVI terhadap Kemampuan Menganalisis Struktur dan Kebahasaan Teks Eksplanasi pada Siswa. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *4*(3), 1060–1068. https://doi.org/10.53299/jppi.v4i3.681

Akbar, R., Weriana, Siroj, R. A., & Afgani, M. W. (2023). Experimental Reseacrch Dalam Metodologi Pendidikan. *Jurnal Ilmiah Wahana Pendidikan*, *9*(2), 465–474. https://doi.org/https://doi.org/10.5281/zenodo.7579001

Ali, W. A., Syam, N., & Yulia. (2023). Penerapan Model Pembelajaran Somatic , Auditory, Visual ,Intelektual (SAVI) untuk Meningkatkan Keaktifan Belajar Siswa Sekolah Dasar di Kabupaten Sidenreng Rappang. *Pinisi Journal of Education*, *3*(2), 109–120.

Anggraini, W., Mirza, A., Siregar, N., Yusmin, E., & Jamiah, Y. (2025). Efektivitas Model SAVI terhadap Kemampuan dan Disposisi Berpikir Kritis Siswa SMP pada Materi Rasio. *Jurnal Fibonaci : Jurnal Pendidikan Matematika*, *6*(1), 10–19. https://doi.org/10.24114/jfi.v6i1.66428

Ardiansah, A., & Mahpudin, A. (2024). Penerapan Model Pembelajaran SAVI (Somatic , Auditory , Visual , And Intellectual) untuk Meningkatkan Hasil Belajar Siswa Kelas X SMA Negeri 1 Ciawigebang pembelajaran . *Indo-MathEdu Intellectuals Journal*, *5*(5), 5319–5325.

Aulia, F. D., Setiadi, A. E., & Rahayu, H. M. (2021). The Differences of Brain Based Learning and Somatic Auditory Visual and Intellectual Based on Brain Gym toward Students ' Learning Outcomes and Retention. *Jurnal Pendidikan Indonesia (JPI)*, *10*(1), 180–189. https://doi.org/10.23887/jpi-undiksha.v10i1.23416

Bahari, N. K. I., Darsana, I. W., & Putra, D. K. N. S. (2018). Pengaruh Model Discovery Learning Berbantuan Media Lingkungan Alam Sekitar terhadap Hasil Belajar IPA. *Jurnal Ilmiah Sekolah Dasar*, *2*(2), 103. https://doi.org/10.23887/jisd.v2i2.15488

Dewi, R. K., Sunarno, W., & Budiawanti, S. (2021). Pengaruh Model SAVI dan VAK dengan Pendekatan Ilmiah Terhadap Hasil Belajar Fisika Siswa Ditinjau Gaya Belajar. *Jurnal Materi Dan Pembelajaran Fisika*, *11*(2), 80–88. https://doi.org/https://doi.org/10.20961/jmpf.v11i2.49008

Fajriah, L., Nurfitriani, M., & Permana, R. (2020). Somatic, Auditory, Visual and Intellectual (SAVI) Learning Models Affect Students 'Mathematics Learning Achievement. *International Journal of Elementary Education*, *4*(3), 376–383. https://doi.org/10.23887/ijee.v4i3.28683

Group, W. B. (2018). *Human Capital Index Launched at The 2018 World Bank-IMF Annual Meetings*. World Bank Group. https://www.worldbank.org/en/news/video/2018/10/11/human-capital-index-launched-at-the-2018-world-bank-imf-annual-meetings

Ismawanti, F. L., Nur, M., & Yuanita, L. (2022). The Effect of SAVI Learning Model on Students' Critical Thinking Skills. *IJORER : International Journal of Recent Educational Research*, *3*(2), 239–247. https://doi.org/https://doi.org/10.46245/ijorer.v3i2.208

Jannah, M., Pravitasari, A. P., Astuti, Y. D., Utami, R. D., & Suprapti. (2025). Peningkatan Keaktifan Siswa Kelas III Sekolah Dasar Pada Pembelajaran IPAS Melalui Media Interaktif Wordwall. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(1), 1639–1651.

Juliah, B., & Sukarni. (2019). Analisis Kesulitan Belajar Akuntansi Siswa Kelas X SMK Perbankan Riau Kota Pekanbaru. *Jurnal Pendidikan Ekonomi Akuntansi*, *7*(1), 21–26.

Maisyaroh, N., Nafiah, Kasiyun, S., & Mariati, P. (2024). Pengaruh Model Pembelajaran SAVI Terhadap Keterampilan Membaca Siswa SDN Kupang 3 Jabon. *Indonesian Research Journal on Education Web:*, *4*(3), 446–453.

Marlina, M., & Utami, I. I. S. (2025). Persepsi Guru Sekolah Dasar dalam Memperkuat Pemahaman Konsep Abstrak IPS melalui Model SAVI. *Jurnal Pengajaran Sekolah Dasar*, *4*(1), 138–148. https://doi.org/https://doi.org/10.56855/jpsd.v4i1.1564

Maryanto, R. I. P., & Chrismastianto, I. A. W. (2018). Penggunaan Media Flashcard Untuk Meningkatkan Pengenalan Bentuk Huruf Siswa Kelas I Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Abc Manado. *Pedagogia: Jurnal Ilmu Pendidikan*, *16*(3), 305. https://doi.org/10.17509/pdgia.v16i3.12073

Meier, D. (2000). The Accelerated Learning Handbook A Creative Guide to Designing and Delivering Faster, More Effective Training Programs. In *McGraw-Hill*. The McGraw-Hill Companies.

Muliarta, K. A., Negara, I. G. A. O., & Wiarta, I. W. (2020). Pengaruh Model Pembelajaran SAVI Berbantuan Multimedia Terhadap Kompetensi Pengetahuan IPA. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, *8*(2), 131–142. https://doi.org/10.23887/mi.v25i1.24479

Murjani, N. M. S. (2019). Penerapan Model Pembelajaran Direct Instruction dengan Media Gambar untuk Meningkatkan Prestasi Belajar IPS. *Jurnal Penelitian Dan Pengembangan Pendidikan.*, *3*(3), 264–270.

Nadhiah, P. R., & Wulandari, S. S. (2020). Pengaruh Model Pembelajaran SAVI (Somatic, Auditory, Visual, Intelectual) Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Korespondensi di SMK Negeri 10 Surabaya. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, *8*(3), 421–432. https://doi.org/10.26740/jpap.v8n3.p421-432

Nena, N. P. N., Wiyasa, I K. N., & Ganing, N. N. (2018). Pendekatan Pembelajaran Somatic Auditory Visual and Intellectual (Savi) Berpengaruh Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sd No.1 Kuta. *Jurnal Undiksha*, *1*(1), 1–10.

Nuha, M. A. U., Nisa, I. F., Anwar, S., & Musyafaah, N. (2023). SAVI Learning Model in Improving Students' Learning Interest and Thinking Ability in Balaghah Learning.

International Journal of Arabic Language Teaching, *5*(1). https://doi.org/10.32332/ijalt.v5i01.6491

Ora, S. M., Sepe, F. Y., & Missa, H. (2025). Pengaruh Model Discovery Learning Berbantuan Media Alat Peraga Terhadap Hasil Belajar Peserta Didik SMP. *JUMIN: Jurnal Media Informatika*, *6*(2), 1345–1351.

Pendidikan, P. A. (2023). *Perilisan Hasil PISA 2022: Peringkat Indonesia Naik 5-6 Posisi*. Pusat Assesment Pendidikan. Badan Standar, Kurikulum, dan Asesmen Pendidikan%0A%0AKementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

Rahmawati, & Kasriman. (2022). Pengaruh Model Pembelajaran SAVI (Somatic, Auditory, Visual, Intelectual) Berbantuan Media Power point Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas IV. *Jurnal Basicedu*, *6*(3), 4574–4581.

Retnowati, E., Usodo, B., & Chumdari. (2025). Study on the Effectiveness of the SAVI Model in Improving Problem-Solving Skills in Mathematics for Sixth Grade Students: A Focus on Independent Learning Aspects. *Social, Humanities, and Educational Studies*, *8*(1), 448 – 456.

Sadjirah, N. H., Nurhaedah, & Pagarra, H. (2022). The Effect Of Application SAVI Model On The High Order Thinking Skills 5th Grade Student In Thematic Learning SDN 69 Galesong 1 Takalar Regency. *Excellent Education, Science and Engineering Advances Journal*, *x*(x), 1–11.

Sahara, N., & Lubis, M. (2024). Efektivitas Model Pembelajaran SAVI (Somatik Auditory Visualization Intelectually) terhadap Kemampuan Logical-Mathematical Intellegency Siswa di SMP Negeri 3 Padangsidimpuan. *Jurnal Pendidikan Sains Dan Komputer*, *4*(1), 39–43. https://doi.org/10.47709/jpsk.v4i01.3664

Satriawan, N., & Yunerni, T. (2023). Pengaruh Penerapan Model Pembelajaran Savi (Somatic , Auditori , Visual , dan Intelektual) Terhadap Hasil Belajar Pada Mata Pelajaran Melakukan Instalasi Sistem Operasi Dasar Kelas X TKJ di SMKN 1 Sintuk Toboh Gadang. *Jurnal Pendidikan Dan Kebudayaan Nusantara (JPKN)*, *1*(1), 26–33. https://doi.org/https://doi.org/10.38035/jpkn.v1i1

Sihaloho, I. M., Asyril, & Azainil. (2021). Pengaruh Keaktifan dan Minat Belajar Siswa Terhadap Hasil Belajar Matematika. *Prosiding Seminar Nasional Pendidikan Matematika Universitas Mulawarman*, *1*, 33–42.

Sinta, C. A. N. N. H., Anafiah, S., & Nugraheni, A. A. (2023). Peningkatan Keaktifan Siswa Kelas II SD Negeri Daratan Pada Pembelajaran PPKN Melalui Model Pembelajaran Talking Stick. *Prosiding Seminar Nasional Pendidikan Profesi Guru Universitas Sarjanawiyata Tamansiswa*, *2*(1).

Sophian, S. K., Hidayah, R. R., Fia, A., Safitri, D., & Suryanda, A. (2025). Model Pembelajaran SAVI (Somatic , Auditory , Visualization , dan Intellectually) untuk Meningkatkan Hasil Belajar Siswa. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, *4*(1), 1–7. https://doi.org/10.54259/diajar.v4i1.2751

Subekti, I., Sutanto, Y. K., & Hariyanto. (2024). Pengaruh Keaktifan Siswa dalam Google Classroom terhadap Prestasi Belajar Matematika Siswa. *This Research Aims to Determine the Effect of Student Activeness in Google Classroom on the Mathematics Learning Achievement of 1st-Grade Students at One of the Christian Schools in Medan. This Research Uses a Quasi-Experimental Approach with an Equivalen*, *5*(1), 25–33.

Sulfiana, R., Supriadi, & Nasaruddin. (2025). Effctiveness Of SAVI Method With Reading Group Map Investigation (RGMI) Learning Model In Improving Students ' Activity And Learning Achievement Of Grade V. *ALENA – Journal of Elementary Education*, *3*(2), 271–286. https://doi.org/10.59638/jee.v3i2.432

Triyono, A., Fatmawati, A., & Nuryadi. (2024). Systematic literature review : implementation of savi learning model (somatic , auditory , visual , and intellectual) to improve students ' ability to understand concepts and actively learn

mathematics. *Jurnal Mercumatika : Jurnal Penelitian Matematika Dan Pendidikan Matematika*, *9*(1), 50–56. https://doi.org/10.26486/jm.v8i2.4519

Wibowo, N. (2016). Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar Di SMK Negeri 1 Saptosari. *Jurnal Electronics, Informatics, and Vocational Education (ELINVO)*, *1*(2), 128–139.

Wulandari, I., Heldayani, E., & Fakhrudin, A. (2022a). Efektivitas Model Pembelajaran Savi (Somatic, Auditory, Visualization, Intellectually) Berbasis Media Flashcard Terhadap Minat Belajar IPS Siswa Kelas V Sdn 137 Palembang. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *7*(2), 567–578. https://doi.org/10.23969/jp.v7i2.6555

Wulandari, I., Heldayani, E., & Fakhrudin, A. (2022b). Efektivitas Model Pembelajaran SAVI (Somatic, Auditory, Visualization, Intellectually) Berbasis Media Flashcard Terhadap Minat Belajar IPS Siswa Kelas V SDN 137 Palembang. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *7*(2), 567–578. https://doi.org/10.23969/jp.v7i2.6555

Yustika, G., & Prihatnani, E. (2019). Peningkatan Hasil dan Keaktifan Belajar Siswa Melalui NHT. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *3*(2), 481–493. https://doi.org/10.31004/cendekia.v3i2.136