ALENA – Journal of Elementary Education
Vol. 3 No. 2, July, 2025, Pages 271-286
e-ISSN: 2963-0649| DOI: 10.59638/jee.v3i2.432

EFFECTIVENESS OF SAVI METHOD WITH READING GROUP MAP INVESTIGATION (RGMI) LEARNING MODEL IN IMPROVING STUDENTS' ACTIVITY AND LEARNING ACHIEVEMENT OF GRADE V

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ARTICLE INFO

Article History **:**
Received : 2025-04-21
Accepted : 2025-05-19

Keywords :
Keywords *1; SAVI*
Keywords *2; RGMI Learning Model,*
Keywords *3; Activeness, Achievement.*

ABSTRACT

In initial observation in October 2024, students showed a lack of enthusiasm, focus on learning and difficulty in understanding subjects concepts. This study aimed to determine the application and effectiveness of the somatic, auditory, visual, intellectual (savi) method and the reading group map investigation (RGMI) learning model in improving the activity and learning achievement of fifth grade students of UPT SPF SD Kalukuang 1 Makassar. The type of research used was pre-experiment using quantitative research methods. The population and sample of this study were all fifth grade students totaling 28 people. The results of the study showed that the application of the SAVI method and the RGMI learning model had an effect seen from the activity and achievement of students. The SAVI method and the RGMI learning model of fifth grade students of SD Kalukuang 1 Makassar had a significant effect on the activity and achievement of fifth grade students after obtaining the results of the hypothesis test with a significance of 0.000 <0.5 meaning. There was a significant effect between the SAVI method and the RGMI learning model in improving the activity and achievement of fifth grade students of SD Kalukuang 1 Makassar.

1. INTRODUCTION

Education is one of the important aspects in human resource development. Education has an important role in shaping the character and ability of individuals to face global challenges, one of the main challenges in the world of education is how to improve learning activity and achievement. Many approaches and learning models have been developed to achieve this goal, one of which is the SAVI

Method (Somatic, Auditory, visual, Intellectual) and the RGMI (Reading Group Map Investigation) learning model.(Zain et al., 2022)

Parents or family are one of the first and most important educational institutions in a child, because a child is raised and born from parents, and will grow into adulthood. Parents are role models for a child. Children usually admire their parents at first so that all their parents' behavior is imitated by their children. The behavior of parents greatly influences how their children behave. A child will be good, if the behavior of their parents is good, and vice versa the child's behavior will be bad if the parents behave badly. In other words, parents are the ones who have the task and responsibility in determining the good and bad character of their children. Children are a mandate from God given to their parents. Therefore, parents must guard, maintain, and convey this mandate. Parents must guide their children through guidance, direction, and education to serve Allah SWT, family, society and nation.(Asriana Syam,2Nasaruddin R, 2023)

Awareness of the importance of education encourages every level of society to improve the quality of education because education is one of the main components in the progress of a country's civilization and culture. Based on the National Education System as stated in Law Number 20 of 2003 In the law, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. From the overall observation results, students are less capable in speaking skills. For example, students are less able to answer questions from the teacher, and students only answer when pointed. Only one or two students answer, and even then it is the same student. Students often refuse when asked to speak in front of their friends or in front of the class. This happens because students do not practice speaking in front of the class. Students are afraid of being laughed at by their friends if they make mistakes when speaking in front. If this problem is not resolved, it will have an impact on student learning outcomes. Learning outcomes are changes in behavior as a whole, not just one aspect of human potential that is obtained after learning activities Suprijono. This means that the learning outcomes categorized by educational experts as mentioned above are not seen fragmentarily or separately, but comprehensively. Meanwhile, according to Lindgren, learning outcomes include skills, information, understanding and attitudes.(Afriandini et al., 2024)

The Somatic, Auditory, Visual, Intellectual (SAVI) method is a very relevant learning approach in the context of modern education, where activity-based learning and multimodality are increasingly important. Learning emphasizes the SAVI method combining various learning modalities, such as physical movement, hearing, visualization, and intellectual thinking, to help students learn actively and effectively. By involving all sensory and intellectual aspects, this method enhances and can be applied at various levels of education from elementary to secondary schools.(Wardani et al., 2021)

The SAVI method is an approach designed to increase student engagement through the integration of various learning styles. SAVI is rooted in the theory that each individual has a different way of learning. A multisensory approach helps create a richer and more meaningful learning experience. In an educational setting, student engagement is essential to improving learning outcomes and outcomes, the SAVI method facilitates this engagement by creating an interactive and enjoyable learning experience. This method aims to develop cognitive, affective, and psychomotor skills simultaneously so that students not only learn in theory, but can also apply their knowledge in practice. The SAVI method is effective in improving student learning outcomes by accommodating various learning styles and encouraging active engagement(Setyawan & Yoyok Susatyo, 2015). By integrating various aspects of learning, students can understand and remember information better. This approach also encourages collaboration and communication among students, creating a positive classroom atmosphere and supporting continuous learning. Through the application of the SAVI method, it is hoped that students can achieve their maximum potential in the teaching and learning process.

The RGMI learning model is a learning strategy that facilitates students to actively interact with texts. Through concept mapping, students can identify main ideas and explore relationships between

information, which supports deeper understanding (Rustan & Mirnawati, 2024). This model not only improves reading skills but also critical and collaborative thinking skills. By discussing in groups, students learn to appreciate different perspectives and build knowledge collectively(Judith, 2025). RGMI also emphasizes the importance of individual and group reflection after reading. By reflecting, students can evaluate their understanding and determine strategies for future improvement (Sarhan et al., 2024). Thus, RGMI is a model that combines aspects of collaboration, concept mapping, and reflection to improve students' reading and understanding skills holistically.

Natural Science (IPA) is a branch of knowledge that originates from natural phenomena. Natural Science (IPA) is defined as a collection of knowledge about objects and natural phenomena obtained from the results of scientists' thoughts and investigations carried out with experimental skills using scientific methods. In essence, Natural Science (IPA) is a science about nature that is poured into several facts, concepts, principles and laws that have been tested for truth and through a series of activities in the scientific method. The process of learning Natural Science (IPA) in schools emphasizes providing direct experience to develop competencies in order to explore and understand the natural environment scientifically. Natural Science (IPA) is needed in everyday life to meet human needs through solving identifiable problems. Learning Natural Science (IPA) should be carried out through scientific inquiry to foster the ability to think, work, and behave scientifically and communicate it as an important aspect of life skills.(Misra et al., 2023)

In teaching and learning activities, children are the subject and object of teaching activities, therefore the core of the teaching process is none other than the learning activities of students in achieving a goal. Teaching and learning is an activity that has educational value. Educational values color the interactions that occur between teachers and students. In essence, the goal of learning is the occurrence of changes in behavior through the teaching and learning process(Muliana et al., 2021).Activeness and learning achievement are interrelated and both are very important in the educational process. Students' activeness in learning not only improves their understanding and social skills but also contributes to better academic achievement. Conversely, high learning achievement can motivate students to stay active and involved in their educational process. Therefore, creating a learning environment that encourages students' activeness should be a priority for educators to ensure students' academic success and overall personal development. The general phenomenon of activeness and learning achievement shows that these two aspects are interrelated and affect the quality of students' education. Students who are active in the learning process tend to have better achievement, while challenges such as lack of self-confidence, less interactive teaching methods, and lack of environmental support can hinder activeness and learning achievement. In this modern era, the use of technology and support from teachers, parents, and schools play an important role in creating an active learning environment and supporting the improvement of academic achievement. Government Expectations Regarding the Importance of Active Learning and Achievement The government has a central role in developing a quality education system in Indonesia, and one of the main focuses is to increase student activeness and learning achievement and can improve the quality of education. The government hopes that student activeness in learning can be one of the indicators of better education quality. (Putri & Sri, 2017)

2. METHODS

The subjects of quantitative research were fifth grade students. The research design was one-group pretest-posttest, and the research method was pre-experiment. This approach uses a research model that is the only one that can test hypotheses about cause-and-effect relationships accurately. In this study, tests, documentation, and observation sheets were used as data collection methods. While the test was only for students and in the form of a pretest and posttest, the observation sheet was intended for teachers and students.

The sample used to select 28 respondents from students for this study. Saturated sampling is the process of selecting research samples from the total population. It is expected that the information collected from this observation sheet will be able to provide a quantitative picture of the SAVI method

and the RGMI learning model. With an emphasis on the relationship between these factors, the data will then be examined statistically to test the hypotheses developed in this study.

The test instrument consisting of multiple-choice questions was then used for data collection in this study. The ten questions on this test are intended to measure how well students understand the content that has been discussed. There are four possible answers to each question, and only one is selected as the correct answer. Curriculum standards and related ideas relevant to the research objectives form the basis for the creation of this assessment tool. To ensure that the research findings can accurately reflect the population as a whole, it is expected that this test will produce objective data on the level of student understanding of the subject matter. Respondents received a brief explanation of the purpose and methodology of the test before taking it.

To ensure the level of student understanding of the topics taught, test results were collected and checked after completion. To determine the correlation pattern between the variables studied, the test result data were analyzed using descriptive, inferential and Data Analysis Requirements Test approaches. The test results will serve as a measure to assess how the SAVI method and the RGMI learning model have improved student learning activity and achievement. The research data collection method also utilizes documentation as real evidence.

3. RESULTS AND DISCUSSION

RESEARCH RESULT

1) Application of the Somatic, Auditory, Visual, Intellectual (SAVI) Method and the Reading Group Map Investigation (RGMI) Learning Model in improving student activity and learning achievement.

This research was conducted on October 8 – October 14, 2024 and consisted of six meetings, where the first meeting was the pretest, the second, third, fourth, and fifth meetings were the treatment and the sixth meeting was the posttest.

a. Teacher Activity Observation Results

Picture 3.1 Application for research permit by the principal of Kalukuang 1 Elementary School

Picture 3.2 Implementation of the pretest test

The data collected using this observation is adjusted to the needs to complete the research. The results of teacher activity observations show that the application of the SAVI method can help improve student activity and learning achievement significantly. In learning with the SAVI method, teachers play an active role as facilitators who create a varied learning environment. Teachers guide activities that combine somatic, auditory, visual, and intellectual elements, allowing students to learn through diverse approaches. For example, teachers provide opportunities for students to move or practice certain movements (somatic aspects) using visual aids such as pictures and diagrams, inviting students to listen to explanations and discuss (auditory aspects), and involving them in problem solving and analysis tasks (intellectual aspects). With this method, teachers direct students to be more active, not only in listening but also in participating and interacting with the material.

Table 3.1 Teacher observation score

	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI
Score obtained / Maximum score	Pretest	12/16	13/16	12/16	13/16	Posttest
Percentage (%)		75	81,25	75	81,25	
Qualification		Tall	Tall	very high	very high	

Based on the table above, the indicators of the implementation of teacher activities using the somatic, auditory, visual, intellectual (SAVI) method at the first meeting conducted a pretest on teachers, meeting II with a percentage of implementation of 75% included in the high category, because at the second meeting the teacher only gave assignments without explaining the meaning of the assignments given, the third meeting obtained a score of 13 with a percentage of 81% included in the high category because the teacher applied the SAVI Method by following the learning procedure by the teacher explaining the material after that giving assignments to students and asking students whether students understood the assignments given so that at the first and second meetings there were good changes until the next meeting, meeting IV obtained a score of 12 with a percentage of 75% included in the high category, meeting V obtained a score of 13 with a percentage of 81% included in the high category and at meeting VI conducted a posttest on students.

b. Results of Observations of Student Activities and Learning Activeness

Picture 3.3 IPAS Treatment (Introduction to basic food chain concepts).

Picture 3.4. implementation of the Posstest

Based on the results of observations of student activities observed by researchers, students carry out the learning process with enthusiasm. For this reason, student learning activities are very important to be improved in the learning process so that there is interaction between students and teachers which will increase students' insight and knowledge in the material given by the teacher. The results of observations of student activities using the somatic, auditory, visual, intellectual (SAVI) method in increasing student activity can be seen in the following table:

Table 3.2 Student observation score

	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI

Score obtained / Maximum score	Pretest	12/17	13/17	14/17	15/17	Posttest
Percentage (%)		70,58	76,47	82,35	88,23	
Qualification		Tall	Tall	Tall	Very High	

Based on the table above, the implementation of student activities using the SAVI Method at the first meeting, the researcher conducted a pretest on students, at the second meeting, a score of 12 was obtained with a percentage of implementation of 70.58%, including the high category, because students were unable to solve problems given by the teacher without explaining, at the third meeting, a score of 13 with a percentage of 76.47% was included in the high category, because students listened to the teacher's explanation well so that students got a high category in doing assignments, the fourth meeting obtained a score of 14 with a percentage of 82.35% included in the high category, the fifth meeting obtained a score of 15 with a percentage of 88.23%, included in the very high category and at the sixth meeting, the researcher conducted a posttest on students. This shows that student learning activities in their implementation at the first meeting to the sixth meeting during the teaching and learning process in the actions carried out using the student learning activity observation sheet experienced a very good increase so that researchers know the activeness and achievements of class V students of SD Kalukuang 1 Makassar.

c. Pretest of the results of the activeness and learning achievement of grade V students of Kalukuang 1 Elementary School before the application of the Somatic, Auditory, Visual, Intellectual (SAVI) Method and the Reading Group Map Investigation (RGMI) Learning Model.

Based on the results of research conducted by researchers at SD Kalukuang 1, Makassar City from October 8, 2024 - October 14, 2024, the data collected through test instruments can be obtained so that student learning outcomes can be known in the form of grades from class V of SD Kalukuang 1.

Data on the results of improving the learning achievement of class V students at Kalukuang 1 Elementary School can be seen as follows:

Table 3.3 Pretest Score Value

Statistics

N	Valid	28
	Missing	0

Mean	68,18
Median	68,00
Std. Deviation	3,652
Variance	13,337
Range	13
Minimum	62
Maximum	75
Sum	1909

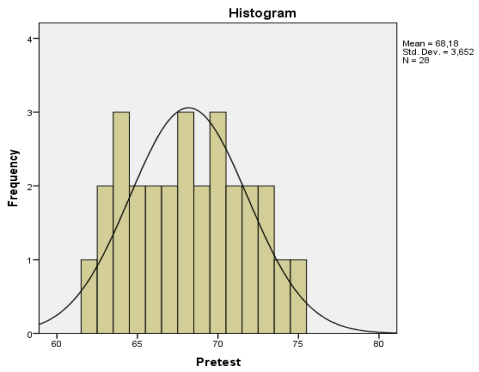
From the calculation results above, the N value (number of students) is 28, the mean value is 68.18, the median value is 68.00, the standard deviation value is 3.652, the variance value is 13.337, the range value is 13, the minimum value is 62, the maximum value is 75, and the sum value is 1909. As categorized in the guidelines of the Department of Education and Culture (Depdikbud), the student information can be seen in the following table:

Table 3.4 Level of Mastery of Pretest Material

No	Interval	Frequency	Percentage %	Learning outcome category
1	0 – 35	0	0%	Very low
2	36 – 56	0	0%	Low
3	57 – 66	10	35,71%	currently
4	67 – 86	18	64,28%	Tall
5	87–100	0	0	Very high
Amount		28	100	

Based on the data that can be seen in the table above, it can be concluded that the results of student learning achievement at the pretest stage using the test instrument are categorized as very very low 0%, low 0%, moderate 35.71%, high 64.28%, and very high at 0%. Looking at the percentage results, it can be said that the level of student understanding before the RGMI Learning Model was applied in improving student achievement was classified as high.

Picture 3.5 Pretest Diagram



Based on the diagram above, it shows the results of the student pretest which states that the answers of 10 students fall into the medium category with results of 57-66, and 18 students fall into the high category with results of 67-86.

d. Posttest results of the activeness and achievement of fifth grade students of Kalukuang 1 Elementary School after applying the Somatic, Auditory, Visual, Intellectual (SAVI) Method of the Reading Group Map Investigation (RGMI) Learning Model.

During the research, there were changes to the class after being given treatment. These changes were in the form of learning outcomes whose data were obtained after being given a posttest. These changes can be seen in the following data:

Data on the results of the activeness and achievement of class V students at Kalukuang 1 Elementary School, Makassar City after implementing the SAVI Method and RGMI Learning Model:

Table 3.5 Posttest Score Value

Statistics

N	Valid	28
	Missing	0
Mean		80,75
Median		80,50
Std. Deviation		3,797
Variance		14,417
Range		14
Minimum		74
Maximum		88
Sum		2261

From the calculation results above, the learning outcomes of grade V students of Kalukuang 1 Elementary School, Makassar City after implementing the reading group map investigation (RGMI) learning model are obtained, the mean value is 80.75, the median value is 80.50, the standard deviation value is 3.797, the variance value is 14.417, the range value is 14, the minimum value is 74, the maximum value is 88, and the sum value is 2261. As categorized in the guidelines of the Department of Education and Culture (Depdikbud), the student's information can be seen in the following table:

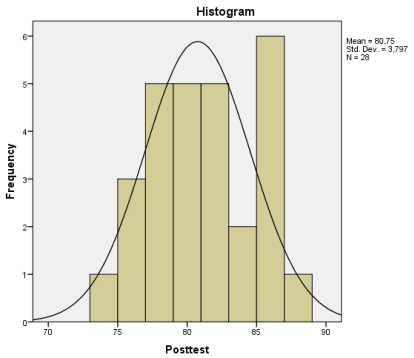
Table 3.6 Posttest Material Mastery Level

No	Interval	Frequency	Percentage %	Learning outcome category
1	0 – 35	0	0%	Very low
2	36 – 56	0	0%	Low
3	57 – 66	0	0%	Currently
4	67 – 86	27	96,42%	Tall

5	87–100	1	3,57%	Very high
Amount		28	100	

Based on the data that can be seen in the table above, it can be concluded that the learning outcomes of students at the posttest stage using the test instrument are categorized as very low 0%, low 0%, moderate 0%, high 96.42% and very high at 3.57%. Looking at the percentage results, it can be said that the level of student understanding of learning outcomes after the RGMI learning model is applied is classified as high.

Picture 3.6 Posttest Diagram



Based on the diagram above, it shows the results of the student posttest which states that the answers of 27 students are in the high category with results of 67-86, and 1 student is in the very high category with results of 87-100**.**

2) The effectiveness of the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model can improve the activeness and learning achievement of grade V students of Kalukuang 1 Elementary School, Makassar City.

a. Instrument Validity Test

a) Pretest Results

This study conducted a validity test with the aim of measuring the strength of the pretest questions used in assessing student learning outcomes. A total of 10 question items in the questions were tested on 28 respondents. The results of the validity test indicate that if , then the question is considered valid, while if ,, then the question is considered invalid. This validity test was carried out using the SPSS 21.0 for Windows program, it was found that all the questions given were valid. The table of results of the validation test of the students' reading ability pretest questions can be seen in the appendix. After obtaining information that all the questions given were valid, representing every aspect of the learning achievement indicator.

b) Posttest Results

This study conducted a validity test with the aim of measuring the strength of the posttest questions used in assessing student learning outcomes. A total of 10 question items in the questions were tested on 28 respondents. The results of the validity test indicate that if , then the question is considered valid, while if ,, then the question is considered invalid. This validity test was carried out using the SPSS 21.0 for Windows program, it was found that all the questions given were valid. The table of results of the validation test of the posttest questions on students' reading ability can be seen in the appendix. After obtaining information that all the questions given were valid, representing every aspect of the indicator of learning achievement.

b. Instrument Reliability Test

a) Pretest Reliability Test Results

The pretest reliability test aims to evaluate the extent to which the questions provide consistent and reliable results in measuring the level of learning achievement accurately. The reliability test process involves collecting data from respondents who answer questions with the same questions. The data is then analyzed using the Cornbach Alpha (α) statistical method. A question is reliable if the Cornbach Alpha value is > 0.8. The results of the reliability test of the student learning motivation questionnaire are shown in the table presented below. In the reliability test, the Cornbach Alpha value was found to reach 0.898. So it can be believed that the test results are a reliable or trusted data collection tool in research.

b) Posstest Reability Test Result

The posttest reliability test aims to evaluate the extent to which the questions provide consistent and reliable results in measuring the level of student achievement accurately. The reliability test process involves collecting data from respondents who answer questions with the same questions. The data is then analyzed using the Cornbach Alpha (α) statistical method. A question is reliable if the Cornbach Alpha value is > 0.8. The results of the student posttest reliability test are shown in the table presented below. In the reliability test, the Cornbach Alpha value was found to reach 0.890. So it can be believed that the test results are a reliable or trusted data collection tool in research.

c. Test Data Requirements

a) Normality Test

The normality test is used to determine whether the data obtained is normally distributed or not. The normality test data was obtained from the results of the pretest and posttest of student learning outcomes. The normality test uses the Statistical Package for Social Science (SPSS) version 2 system, with the test criteria that the data is normally distributed if the significance obtained is >0.05. The following are the results of the pretest and posttest data normality test.

Table 3.7 Results of Pretest and Posttest Data Normality Test

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pretest	0,094	28	0,200*	0,967	28	0,512
	Posttest	0,118	28	0,200*	0,966	28	0,485

The table above shows that the pretest and posttest data are normally distributed. Based on the results of the normality test, the p-value for the pretest is 0.512 and the posttest is 0.485 or described as in the pretest 0.512>0.05 and the posttest 0.485>0.05 so that the "p-value (Sig)" value is 0.05. Thus it can be concluded that the data obtained from the pretest and posttest are normally distributed.

b) Homogeneity Test

Homogeneity test is conducted to determine whether the data from the sample class is homogenous. The data to be tested for homogeneity are the results of the pretest and posttest. The homogeneity test is conducted using the Statistical Package for Social Science (SPSS) version 21 system, with the test criteria that if the significance value based on mean> 0.05 then the data is homogenous if otherwise then the data is not homogenous. The following are the results of the pretest and posttest homogeneity tests.

Table 3.8 Results of Pretest and Posttest Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	0,062	1	54	0,804
	Based on Median	0,073	1	54	0,788
	Based on Median and with adjusted df	0,073	1	53,968	0,788
	Based on trimmed mean	0,064	1	54	0,801

The table above shows that the results of the homogeneity test obtained 0.804, based on the results of the homogeneity test, the significance value is known to be 0.05>0.804. So it can be concluded that the value based on mean is normally distributed.

c) Hypothesis Testing

The test is used to test two related data samples. This analysis is done by testing the pretest and posttest results using the Statistical Package for Social Science (SPSS) version 21 system. Paired Sample T-Test is to test data samples to see the differences. The data requirement is said to be significant if the Sig. (2-tailed) value <0.05. This analysis aims to determine the difference in student learning outcomes between before and after treatment. The following are the results of the pretest and posttest hypotheses.

Table 3.9 Hypothesis Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-12,571	0,790	0,149	-12,878	-12,265	-84,189	27	0,000

Based on the table above, the tcount value> ttable, then the results obtained in the table are -84.189>0.367, indicating that the results of the hypothesis test with a significance value of 0.000<0.05 means that H0 is rejected and H1 is accepted, which means that there is a difference in the average between the learning outcomes of the pretest and posttest, which means that there is an influence of the use of the SAVI method and the RGMI learning model, it can be concluded that the hypothesis test is as follows:

Hypothesis H0: there is no influence of the SAVI method and the RGMI learning model in increasing the activeness and achievement of class V students of SD Kalukuang 1, Makassar City.

Hypothesis H1: there is an influence of the SAVI method and the RGMI learning model in increasing the activeness and achievement of class V students of SD Kalukuang 1, Makassar City.

Based on the test results, H0 is rejected and H1 is accepted. So there is an influence of the Somatic, Auditory, Visual, Intellectual (SAVI) method and the Reading Group Map Investigation (RGMI) learning model in increasing the activeness and achievement of fifth grade students of Kalukuang 1 Elementary School, Makassar City.

DISCUSSION

a. **Application of the Somatic, Auditory, Visual, Intellectual (SAVI) Method and the Reading Group Map Investigation (RGMI) learning model in improving student activity and learning achievement.**

Based on the results of descriptive analysis conducted on the Somatic, Auditory, Visual, Intellectual (SAVI) method and the Reading Group Map Investigation (RGMI) learning model. The findings of this study indicate that the application of the SAVI method and the RGMI learning model can improve learning activity and achievement. Learning activity and achievement, where activity is the full involvement of students in various aspects of the learning process, both physically, cognitively, and socially(Nurhasanah et al., 2024). This activity includes active participation in discussions, asking questions, giving opinions, and carrying out tasks with awareness and a sense of responsibility. Activity also means the motivation and willingness of students to dig deeper into the learning material provided, not just receiving information passively. In line with the opinion in the study published by (Sareong & Supartini, 2020), learning activity is explained as a process of student involvement that is not only physical, but also cognitive and affective, where students play an active role in building knowledge through interaction with the environment and fellow students. While the achievement of student activity and achievement. In line with (Nauli Thaib, 2013), he stated that "learning achievement is a description of the achievement of learning outcomes obtained by students as a result of the interaction between student abilities, teaching methods, and the learning environment. This learning achievement reflects the extent to which learning objectives have been achieved. This leads to more meaningful and in-depth learning.

Based on the pretest results, the average score of students' results was 68.18 with categories namely very low 0%, low 0%, moderate, 35.71%, high 64.28%, and very high at a percentage of 0%. Looking at the percentage results, it can be said that the level of student understanding before the SAVI method and RGMI learning model were applied in increasing student activity and achievement was classified as moderate. Furthermore, the average score of the posttest results was 80.75, so student learning outcomes after the SAVI method and RGMI learning model were applied had good results compared to before the SAVI method and RGMI learning model were applied. Because one of the steps of the SAVI method and RGMI learning model is comprehensive in increasing student motivation, involvement, and creativity. This approach provides a balance between physical involvement, use of the senses, and cognitive and emotional development of students. Learning becomes more active, fun, and meaningful, allowing students to not only remember information, but also understand and apply it in the context of their lives. So that in the learning process using the SAVI method and RGMI learning model, it affects student activity and achievement. Recent research on SAVI and RGMI methods supports previous research on the effectiveness of both approaches in increasing student engagement and achievement. However, the latest findings highlight how the implementation of these methods can be adapted to developments in educational technology, the needs of 21st-century students, and collaborative learning approaches to produce greater impact.

SAVI Method (Somatic, Auditory, Visual, Intellectual): The Latest in Increasing Learning Activity, namely, Comprehensive Multisensory Activity Integration: According to Yulia and Rafi (2023), the SAVI method does not only involve one or two learning styles, but integrates all learning styles (somatic, auditory, visual, intellectual) simultaneously. This approach makes students more active, because each learning style is optimized through physical activity (direct practice), group discussions, visual media, and cognitive reflection. Use of Technology as Multisensory Media: According to, the latest SAVI method uses technology such as augmented reality (AR), interactive video, and digital simulation. This allows students to interact directly with abstract concepts visually and kinesthetically, increasing their active participation in learning.

Innovation in Improving Learning Achievement: Focus on the Connection of Material to the Real World(Dita, 2022): emphasized that the SAVI method applied in a real-world context helps students understand the material more deeply, especially in subjects such as science. Students not only learn

theoretically, but also apply knowledge in real situations, which has a positive impact on learning achievement. Project-Based Application: Recent research adds project-based learning elements to the SAVI method, so that students not only learn concepts but also use them to solve real projects or problems, such as ecosystem simulations. RGMI (Reading Group Map Investigation) Learning Model: Innovation in Improving Learning Activeness: Combination of Investigation and Concept Maps: According , the latest RGMI model combines group investigations with digital-based concept maps. This makes students more active in exploring the relationships between the concepts being studied, especially in science topics such as food chains and life cycles. More Interactive Collaboration: Recent findings highlight that RGMI is now utilizing collaborative technologies such as Google Jamboard and other mind mapping applications to support group discussions. This technology makes students more actively involved in the investigation process . Recent Developments in Improving Learning Achievement: Collaborative Problem Solving: Recent studies have shown that the problem-solving-based RGMI model helps students understand concepts better. Collaboration in groups allows students to share ideas and solutions, which has a direct impact on their academic achievemen. Strengthening Analysis and Synthesis Competencies: (Cahyani, 2023)According to research, the application of RGMI in science learning helps students develop analysis and synthesis skills, because they are trained to read, investigate, and map concepts in depth.

b. **The influence of the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model in improving student learning activity and achievement.**

Based on the results of inferential statistical analysis using paired sample T-Test, it can be seen that the t-value is -84.189 with a frequency of 27, at a significance level of 0.05, a t-table of 0.367 is obtained. Therefore, the results of the hypothesis test with a significance value of 0.000>0.05 means that H0 is rejected and H1 is accepted, which means that there is an average difference between the pretest and posttest learning outcomes, which means that there is an influence of the use of the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model in increasing learning activity and achievement.

The results of the analysis above indicate the influence of the application of the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model in increasing learning activity and achievement, in line with the results of the observations made. Based on the results of the observations, there were changes in students where at the beginning of the learning activity there were several students who did other activities or were indifferent during the learning process. At the beginning of the meeting, only a few students were active in solving problems given by the teacher. However, in line with the implementation of the SAVI method and the RGMI learning model, students began to be active in following the learning provided.

Therefore, the researcher formulated a framework for how to apply the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model in improving student learning activity and achievement. Student learning activity and achievement are designed through the results of teacher and student observations in class V of SD Kalukuang 1. In teacher and student observations, researchers will focus on student activity in class V to assess student continuity with proportional methods and models, therefore the results of observations become one of the indicators to assess the achievement of student activity in class V of SD Kalukuang 1 and also the results of observations will be the basis for the formation of learning treatments.

Based on the results of the descriptive statistical analysis and inferential statistics obtained and the results of the observations that have been carried out, it can be concluded that the application of the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model has an influence on the activeness and learning achievement of fifth grade students of SD Kalukuang 1 Makassar City. Recent research shows that the SAVI method is effective in increasing student activeness through a multisensory approach, which allows students to learn in a more active and involved way. By combining somatic (physical), auditory (hearing), visual (sight), and intellectual

(cognitive) activities, students are better able to absorb and understand the subject matter as a whole. The RGMI model, which emphasizes group discussion and concept map investigation, has been shown to increase student collaboration in understanding science subject matter. Recent research highlights the application of RGMI in project-based learning, which improves learning achievement through collaborative and active problem solving. Both the SAVI method and the RGMI model show that multisensory teaching and collaborative approaches can significantly improve student engagement and achievement. (Widiara, 2018)The latest findings complement previous research by adding elements of technology and the application of project-based methods in both models, making learning more relevant and effective in the context of science learning.

4. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

A more detailed conclusion relates to the influence of the SAVI method and the RGMI learning model in improving the activeness and learning achievement of class V students at UPT SPF SD Kalukuang 1, Makassar City.

1. Based on the data obtained, it shows that the SAVI method and the RGMI learning model have an impact on increasing learning activity and achievement. Student learning outcomes before being given treatment (pretest) are classified as moderate because there are still many students who are less active and achieve, and student learning outcomes after being given treatment (posttest) are classified as effective in applying the SAVI method and learning model (RGMI), students understand better and find a quick way to answer reading questions. The results of the researcher's observations show that students learn well. The SAVI method and the RGMI model make a significant contribution to active learning and student achievement. Both are able to change the learning process which initially tends to be passive to be more interesting and meaningful. The combination of multisensory learning (SAVI) and group work that focuses on investigation (RGMI) is ideal for creating a dynamic, innovative, and results-oriented learning environment. Implementing these two approaches consistently can be a solution to improve the quality of learning, especially in facing the challenges of student activity in the classroom.
2. Based on the results of normality and hypothesis testing, it shows that the Somatic, Auditory, Visual, Intellectual (SAVI) Method and the Reading Group Map Investigation (RGMI) learning model have a positive effect on learning activity and achievement with a significance of 0.000 > 0.5, meaning that H0 is rejected and H1 is accepted, which means that there is an effect of using the SAVI Method and the RGMI Learning Model on the activity and achievement of fifth grade students of Kalukuang 1 Elementary School, Makassar City.

SUGGESTIONS

Based on the findings related to the results of the research on the application of the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model that influence the activeness and learning achievement of fifth grade students at Kalukuang 1 Elementary School, the following suggestions are put forward:

1. Teachers are advised to combine elements of the SAVI and RGMI methods in their lesson plans. By combining the kinesthetic, auditory, visual, and intellectual approaches of SAVI with the exploratory and investigative strategies of RGMI, students can more easily become actively involved and develop a deeper understanding of the subject matter.
2. Teachers are advised to provide opportunities for students to actively participate through group discussions and Q&A sessions. This step is in line with the RGMI model which encourages students to interact with each other and share ideas, so that they can increase their self-confidence and critical thinking skills.
3. Researchers are expected to be able to develop the somatic, auditory, visual, intellectual (SAVI) method and the reading group map investigation (RGMI) learning model by applying it to other subjects to find out whether other materials are suitable for this method and learning model in order to achieve the expected goals.

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