

**ANALYSIS OF STUDENT LEARNING MOTIVATION USING THE
SAVI LEARNING MODEL IN CLASS IV OF SD IT BINA INSAN
BATANG QUIZ FOR THE 2023 ACADEMIC YEAR**

Budi Agnes^{1*}, Nuri Ramadhan², Layil Safitri³

¹⁻³ Elementary School Teacher Education, Faculty of Educational Sciences,
Universitas Nahdlatul Ulama Sumatera Utara
E-mail: ¹⁾ budiagnes22@gmail.com

Abstract

This study aims to determine the level of student motivation by using the SAVI learning model in the Thematic subjects Theme VI Sub-theme of the life cycle of living things class IV SDIT Bina Insan Batang Kuis. This type of research is descriptive research. The population in this study was grade IV students of SDIT Binan Insan Batang Kuis which amounted to 110 students. The sample in this study was all grade IV students of SDIT Binan Insan Batang Kuis totaling 110 students. Data collection using questionnaires, observations, interviews and documentation. Data analysis techniques use descriptive analysis techniques. From the results of the study, the percentage of motivation with internal encouragement was 78.29% with the high category, and the percentage of motivation with external encouragement was 73.49% with the medium category, while the overall learning motivation of grade IV students of SDIT Binan Insan Batang Kuis for the 2023/2024 Academic Year was a medium category of 75.89%.

Keywords: Learning Motivation, SAVI, Thematic Lessons

1. INTRODUCTION

The learning process at every level of basic and secondary education must be interactive, inspiring, enjoyable, challenging, and motivating for students to participate actively. It should also provide ample space for initiative, creativity, and independence in accordance with the students' talents, interests, and physical and psychological development (Permendiknas RI No. 41, 2007: 6). A closer look at what is stated in the regulation indicates that active student participation in learning is a necessity. This shows that ideally, teaching designed by teachers should be oriented towards student activity, or student-centered learning, where students actively engage in the learning process. In learning, the students are the subjects or the main actors in the learning activities (Oemar, 2014).

For students to take on the role of active learners, teachers should plan learning activities that require students to engage in various learning activities. The expected learning behaviors should be as follows: “(1) the information, instructions, and questions provided by the teacher should constitute only about 10 to 30%, with the rest coming from the students; (2) students seek information, select and utilize sources of information; (3) students take more initiative in implementing and evaluating the learning process; (4) there is self-assessment and peer assessment” (Rahayu et al., 2022).

Engaging in activities is highly valuable in the learning process, as through active participation, students can gain their own experiences, foster harmonious cooperation among peers, work according to their interests and abilities, develop understanding and

critical thinking, and enhance all aspects of their personal development, making the activities conducted during learning more enjoyable (Oemar, 2014).

This is especially true when learning activities involve writing, observing, reading, memorizing, thinking, practicing, and so on. Without activity, the learning process will not be successful. According to Djamarah & Zain (2010), student learning activities include the following: (1) Students learn in groups to solve problems. (2) Every student participates in completing their learning tasks in various ways. (3) Students are encouraged to express their opinions. (4) There is analysis, synthesis, evaluation, and conclusion activities in learning. (5) Each student has the opportunity to use the various available learning resources. (6) Students make an effort to ask the teacher questions and seek the teacher's opinion in their learning activities.

However, based on observations in the field on January 12, 2024, student learning activities were the opposite of the ideal; approximately 66% were still passive in the classroom. The findings include: (1) students were not yet actively working on their group tasks. In a group of 6 people, only 1-2 students were completing the tasks while the rest were chatting; (2) students were unable to complete tasks independently, often looking at their peers' work that had already been graded by the teacher; (3) students were unable to express their own opinions, tending to wait for others to answer before answering together. Only 5-8 students were able to answer the teacher's questions. The rest tended to respond only with yes or no answers, and if given HOTS (High Order Thinking Skills) questions, they did not attempt to answer; (4) students were unable to summarize the lessons they had learned when asked to summarize the day's lesson; (5) students were fixated on using only the student theme book; (6) when the teacher explained, students showed no curiosity to ask questions, instead passively accepting what the teacher conveyed.

Based on the analysis of student scores in the field, it was found that 34% of students achieved good grades, while the remaining 66% did not perform well. The findings presented above clearly do not align with the indicators of good learning activity, indicating that the learning motivation of fourth-grade students at SD IT Bina Insan is still low.

According to an interview with the fourth-grade teacher on January 12, 2024, teaching in the field generally relies on the lecture and expository methods. This results in students being less active in the learning process. Moreover, students who only passively receive lessons will not be able to fully understand what they are taught. This approach does not align with the actual objectives of learning.

Additionally, the learning process is still heavily dependent on the textbook. It is often observed that students merely follow the teacher's directions, who is accustomed to teaching using steps such as presenting learning material, providing sample questions, and asking students to work on practice problems from the textbooks they use in teaching, then discussing the solutions together with the students.

While some students appear to follow every explanation or information from the teacher well, others are not paying attention and are instead engaged in activities outside of learning. Students very rarely ask questions to the teacher, so the teacher is left to explain everything they have prepared, meaning that students only passively receive the information given by the teacher.

If this situation is left unchecked, it will negatively impact the students. They will rely on their peers to complete assignments, lack the desire to ask questions, struggle to express their opinions, become accustomed to being spoon-fed by the teacher rather than searching for information themselves, find it difficult to express their own thoughts, and be unable to develop because they are fixated on a single book and unable to draw their own conclusions.

Therefore, improvements in the learning activities are necessary. One solution is to use a variety of teaching methods. Teachers should be able to create a learning process that actively involves students, thereby creating a more enjoyable learning experience. Student activities can be categorized based on their activities in learning, such as: a) Virtual activities, b) Oral activities, c) Listening activities, d) Writing activities, e) Motor activities, and f) Emotional activities (Diedrich in (Sardiman, 2019)).

The approach that the researcher proposes to solve these problems is to implement the SAVI (Somatic, Auditory, Visual, and Intellectual) learning model to address the existing issues and enhance student learning motivation. The SAVI learning model, which stands for Somatic, Auditory, Visual, and Intellectual, is a model under the Accelerated Learning approach, or a quick and natural way of meaningful learning. Somatic: learning by moving and doing; Auditory: learning by speaking and listening; Visual: learning by seeing and observing; and Intellectual: learning by problem-solving and reflection.

The SAVI (Somatic, Auditory, Visual, Intellectual) learning model is very suitable and appropriate for various student learning styles, whether they are Visual, Auditory, or Kinesthetic learners. Therefore, students are not just passive but are actively engaged, using all their senses. The SAVI learning model requires students to use their senses of sight, hearing, speech, and their entire body.

Moreover, the SAVI learning model is student-centered, where students themselves experience or engage in real actions. Some advantages of the SAVI learning model (Meier, 2017) include: 1) Fully stimulating students' integrated intelligence through the combination of physical movement with intellectual activities; 2) Creating a better, more engaging, and effective learning environment; 3) Stimulating creativity and enhancing students' psychomotor abilities; 4) Maximizing students' concentration through visual, auditory, and intellectual learning. The theory supporting the Somatic, Auditory, Visual, and Intellectual (SAVI) learning model is Accelerated Learning.

This includes right/left brain theory, three-in-one brain theory, and modality preferences (visual, auditory, and kinesthetic). The Somatic, Auditory, Visual, and Intellectual (SAVI) learning model adheres to modern cognitive theory, which asserts that the best learning involves emotions, the whole body, and all senses. Based on the above review, the researcher concludes that the Somatic, Auditory, Visual, and Intellectual (SAVI) learning model is a learning model that integrates physical movement with intellectual activities and the use of all senses in the learning process.

Based on this description, the research objective is as follows: To determine the learning motivation of students using the SAVI (Somatic, Auditory, Visual, and Intellectual) learning model in the fourth grade at SD IT Bina Insan Batang Kuis for the 2023/2024 academic year.

2. LITERATURE REVIEW

2.1. Learning Motivation

Learning motivation is a state within an individual where there is a drive to do something to achieve a goal. According to McDonald, as cited in Kompri (2016), motivation is a change in energy within a person's personality, marked by the emergence of affective (feelings) and reactions to achieve a goal.

There are two types of motivation: extrinsic motivation and intrinsic motivation. According to Schunk, as cited by Kauchak & Eggen (2012), extrinsic motivation refers to the motivation to engage in an activity as a means to an end, while intrinsic motivation is the motivation to engage in an activity for the sake of the activity itself.

2.2. Learning Model

According to Joyce, as cited by Trianto (2009), a learning model is a plan or pattern used as a guide in planning classroom learning or tutorial sessions and in determining learning tools, including books, films, computers, curricula, and more. Irfana et al. (2019) state that a learning model is a plan or pattern that organizes classroom learning and shows how to use learning materials (books, videos, computers, practical materials).

2.3. SAVI Learning Model

The SAVI learning model stands for Somatic, Auditory, Visualization, and Intellectual. The elements of SAVI consist of Somatic, which means learning by moving and doing; Auditory, which refers to learning by speaking and listening; Visualization, which involves learning by observing and depicting; and Intellectual, which means learning by problem-solving and reflecting (Meier, 2017).

The SAVI learning model has four stages in the learning process: the preparation stage, the presentation stage, the practice stage, and the presentation of results stage (Shoimin, 2014). These stages in the SAVI learning model provide students with the opportunity to be directly involved in the learning process and to construct their knowledge by actively using their minds and senses. Such learning activities meet the needs of students and can foster their interest and learning outcomes (Tiyas & Fatimah, 2019).

In addition to its advantages, the SAVI learning model also has some drawbacks. Redika et al. (2014) explains that one of the shortcomings of the SAVI model is that some students may struggle with somatic activities (such as moving to explore media) and intellectual activities (such as solving application-based problems).

3. RESEARCH METHODS

The research method used in this study is the descriptive qualitative method. This research employs descriptive qualitative research with data collection techniques conducted through questionnaires and interviews. In descriptive research, no comparison of variables is made with other samples, nor is there an attempt to find relationships between variables (Sugiyono, 2019).

This study was conducted over three months, from February to April 2024. The research site is SD IT Bina Insan, located in the Batang Kuis subdistrict of Deli Serdang Regency.

The study was carried out at SD IT Bina Insan, a school known for its disciplined rules, similar to other schools. The subjects of the study were 110 fourth-grade students from SD IT Bina Insan, divided into two groups: Class IV A and Class IV B. In this study, data sources were selected using purposive sampling, where subjects were chosen based on specific considerations and purposes. The sample for this study comprised the 110 students of SD IT Bina Insan in the Batang Kuis subdistrict.

Research techniques refer to the steps used to collect research data (Sanjaya, 2016). Data collection instruments are tools used to obtain answers in a study. The instruments used in this study were questionnaires and interviews. An open-ended interview was conducted with students after they completed the questionnaire, while structured interviews were conducted with the fourth-grade homeroom teacher at SD IT Bina Insan to assess students' learning motivation.

The data analysis technique used in this study is descriptive analysis. Descriptive analysis is used to describe or summarize the research findings on the relationship between learning motivation and biology learning outcomes. To calculate the percentage of respondents' answers, the researcher used the formula proposed by Sudijono in Pangaribuan (2013). To draw conclusions about the criteria for each variable, the researcher compared them with the score criteria that had been modified based on the number of questionnaire statements and the number of answer choices. Therefore, the scoring criteria for students' learning motivation are as follows:

1. The lowest possible score, if all items receive a score of 1, is calculated as $1 \times 42 = 42$ score
2. The highest possible score, if all items receive a score of 3, is calculated as $3 \times 42 = 126$ score
3. The lowest score in percentage form is calculated as $42 \times 100\% = 33,33\% = 126$
4. The range is calculated as $100\% - 33,33\% = 66,7\%$
5. The interval length is calculated as $\text{range} = 66,7\% = 22,2\%$
category 3

So, the modified results adjusted from the 42 statements and 3 response options in the questionnaire have yielded the following modified questionnaire score results:

Table 1. Questionnaire Score

No	Obtained Score	Interpretation
1	77,7% - 100%	High Motivation
2	55,5% - 77,6%	Moderate Motivation
3	33,3% - 55,4%	Low Motivation

Source: Modified from Riduwan (2014)

4. RESULTS AND DISCUSSION

4.1. Analysis of Research Results

To assess students' learning motivation in the subject of Thematic Theme VI, specifically in the sub-theme of the life cycle of living beings, using the SAVI model in fourth-grade students at SD IT Bina Insan Batang Kuis for the 2023/2024 academic year, the results can be seen from the questionnaires completed by each student.

The results of the questionnaires were categorized based on sub-indicators. In the research conducted at fourth grade of SD IT Bina Insan, the questionnaire included 2 indicators with 8 sub-indicators and 42 items. The scores from both positive and negative statements were calculated to determine the percentage, which was then adjusted according to the criteria mentioned.

Table 2. Indicators and Categories

Indicator	Sub Indikator	Category
Internal Motivation	1. Desire and Ambition to Succeed	Moderate
	2. Hope and Future Aspirations	Moderate
	3. Demonstrated Interest	High
	4. Diligence in Completing Tasks	High
	5. Recognition and Rewards in Learning	Moderate
	6. Engaging Learning Activities	Moderate
External Motivation	7. A Supportive Learning Environment that Facilitates Effective Learning	Moderate
	8. Drive and Necessity for Learning	High
Percentage (%)		Moderate
Category		Moderate

Based on the data in Table 2 above, it can be observed that the highest percentage is found in sub-indicator 3, with a percentage of 81.93%, while the lowest percentage is in sub-indicator 6, with a percentage of 71.58%, resulting in an average percentage of 75.89 (moderate). The other sub-indicators fall into the moderate category. This represents the motivation score for the fourth-grade students at SD IT Bina Insan Batang Kuis for the 2023/2024 academic year.

4.2. Data Analysis

4.2.1. Descriptive Analysis of Thematic Learning Motivation for Students

In this study, data on thematic learning motivation for fourth-grade students at SD IT Bina Insan Batang Kuis were obtained through questionnaires and documentation. The distribution of the questionnaire and documentation was conducted at SD IT Bina Insan Batang Kuis on March 18, 2024. The questionnaire included items about students' thematic learning motivation, consisting of 59 statements divided into 2 indicators. These statements were categorized into two types: positive and negative concerning thematic learning motivation. The motivation questionnaire was formatted as a checklist, with each statement tailored to the specific conditions and issues present at the school. After validation testing, 42 statements were found to be valid and were distributed again to different respondents.

The questionnaire contained 42 items with three response options: Agree (S), Somewhat Agree (CS), and Disagree (ST). For positive statements (+), the scores were S = 3, CS = 2, and ST = 1. For negative statements (-), the scores were S = 1, CS = 2, and ST = 3. The results were collected from fourth-grade students at SD IT Bina Insan Batang Kuis, with a pilot test involving 15 respondents (students) and the main sample consisting of 110 respondents (students) from the same school.

A. Sub-Indicator: Desire and Ambition to Succeed

For item 1, the majority of students (41.8%, or 46 students) expressed disagreement. The overall motivation score for this item is 72.12%, placing it in the moderate category. In contrast, item 2 received a predominantly positive response from 54.5% of students (60 students), resulting in an overall motivation score of 83.33%, which is categorized as high. Item 3 also saw a predominant negative response, with 52.7% of students (58 students) disagreeing, leading to an overall motivation score of 78.48%, categorized as high. For item 4, 49.1% of students (54 students) disagreed, with the overall motivation score being 76.97%, indicating a moderate level of motivation. Item 5 showed a positive response from 52.7% of students (58 students), with an overall motivation score of 76.97%, which also falls into the moderate category. Item 6 had a majority of negative responses from 49.1% of students (54 students), and the overall motivation score for this item was 76.76%, reflecting a moderate level of motivation. Similarly, item 7 received a positive response from 42.7% of students (47 students), resulting in an overall motivation score of 73.94%, which is categorized as moderate. For item 8, 44.5% of students (49 students) disagreed, with the overall motivation score at 72.12%, indicating a moderate level of motivation. Finally, item 9 saw a positive response from 50.0% of students (55 students), yielding an overall motivation score of 77.58%, which falls into the high category. Overall, the average motivation score for sub-indicator 1 (presence of desire and aspiration to succeed) is 76.52%, placing it in the moderate category.

B. Sub-Indicator: Future Hopes and Aspirations

For item 10, the majority of students (50.9%, or 56 students) agreed, resulting in an overall motivation score of 78.48%, categorized as high. Item 11 also received a predominant positive response from 43.6% of students (48 students), with an overall motivation score of 74.55%, categorized as moderate. In contrast, item 12 had a predominant negative response from 54.6% of students (60 students), leading to an overall motivation score of 77.27%, categorized as high. Item 13 similarly saw a predominant negative response from 43.6% of students (48 students), with an overall motivation score of 72.73%, categorized as moderate.

C. Sub-Indicator: Demonstrating Interest

For item 14, a majority of students (44.5%, or 49 students) disagreed, with an overall motivation score of 71.52%, categorized as moderate. Conversely, item 15 received a positive response from 55.5% of students (61 students), yielding an overall motivation score of 81.52%, categorized as high. Item 16 had a predominant negative response from 53.6% of students (59 students), resulting in an overall motivation score of 76.06%, categorized as moderate. Item 17 showed a positive response from 41.8% of

students (46 students), with an overall motivation score of 71.82%, categorized as moderate. Finally, item 18 had a predominant negative response from 48.2% of students (53 students), leading to an overall motivation score of 77.27%, categorized as high. Overall, the average motivation score for sub-indicator 3 (showing interest) is 81.93%, categorized as high.

D. Sub-Indicator: Perseverance in Facing Tasks

For item 19, a majority of students (40.9%, or 45 students) agreed, resulting in an overall motivation score of 72.73%, categorized as moderate. Item 20 also received a predominant positive response from 43.6% of students (48 students), with an overall motivation score of 73.94%, categorized as moderate. In contrast, item 21 saw a predominant negative response from 61.8% of students (68 students), leading to an overall motivation score of 83.33%, categorized as high. Item 22 received a positive response from 51.8% of students (57 students), with an overall motivation score of 78.18%, categorized as high. Overall, the average motivation score for sub-indicator 4 (perseverance in facing tasks) is 78.99%, categorized as moderate.

E. Sub-Indicator: Presence of Rewards in Learning

For item 23, a majority of students (52.7%, or 58 students) agreed, leading to an overall motivation score of 78.79%, categorized as high. Item 24 also saw a predominant positive response from 49.1% of students (54 students), with an overall motivation score of 74.55%, categorized as moderate. Item 25 had a predominant positive response from 67.3% of students (74 students), resulting in an overall motivation score of 65.45%, categorized as moderate. Item 26 received a positive response from 70.0% of students (77 students), with an overall motivation score of 63.94%, categorized as moderate. For item 27, 40.9% of students (45 students) disagreed, resulting in an overall motivation score of 72.73%, categorized as moderate. Item 28 saw a predominant negative response from 48.2% of students (53 students), with an overall motivation score of 75.45%, categorized as moderate. Overall, the average motivation score for sub-indicator 5 (recognition in learning) is 71.81%, categorized as moderate.

F. Sub-Indicator: Presence of Engaging Activities in Learning

For item 29, a majority of students (42.7%, or 47 students) agreed, with an overall motivation score of 74.24%, categorized as moderate. Item 30 had a predominant negative response from 48.2% of students (53 students), leading to an overall motivation score of 76.67%, categorized as moderate. Item 31 received a positive response from 45.5% of students (50 students), with an overall motivation score of 61.21%, categorized as moderate. Overall, the average motivation score for sub-indicator 6 (interesting activities in learning) is 71.58%, categorized as moderate.

G. Sub-Indicator: Presence of a Conducive Learning Environment that Allows Students to Learn Effectively

For item 32, a majority of students (62.7%, or 69 students) somewhat agreed, resulting in an overall motivation score of 71.21%, categorized as moderate. Item 33 saw a predominant negative response from 50.0% of students (55 students), with an overall motivation score of 76.67%, categorized as moderate. Item 34 had a positive response

from 37.3% of students (41 students), leading to an overall motivation score of 69.70%, categorized as moderate. Item 35 saw a predominant negative response from 48.2% of students (53 students), resulting in an overall motivation score of 76.67%, categorized as moderate. Item 36 also had a predominant negative response from 47.3% of students (52 students), with an overall motivation score of 75.45%, categorized as moderate. Finally, item 37 had a majority of students (40.9%, or 45 students) disagreeing, with an overall motivation score of 63.39%, categorized as moderate. Overall, the average motivation score for sub-indicator 7 (a conducive learning environment) is 72.49%, categorized as moderate.

H. Sub-Indicator: Presence of Motivation and Needs in Learning

For item 38, a majority of students (48.2%, or 53 students) agreed, with an overall motivation score of 77.58%, categorized as high. Item 39 had a predominant negative response from 52.7% of students (58 students), leading to an overall motivation score of 78.48%, categorized as high. Item 40 saw a majority of students (47.3%, or 52 students) agreeing, with an overall motivation score of 75.76%, categorized as moderate. Item 41 had a predominant negative response from 48.2% of students (53 students), with an overall motivation score of 76.67%, categorized as moderate. Finally, item 42 received a positive response from 54.5% of students (60 students), resulting in an overall motivation score of 81.52%, categorized as high. Overall, the average motivation score for sub-indicator 8 (motivation and need for learning) is 78.10%, categorized as high.

4.3. Discussion

This research aims to investigate the learning motivation for the thematic subject of Theme VI in the Science lessons, specifically the sub-theme of the life cycle of living creatures, using the SAVI learning model with fourth-grade students at SD IT Bina Insan Batang Kuis for the 2023/2024 academic year. The research employs a questionnaire as the research instrument, utilizing a Likert scale to measure students' attitudes, opinions, and perceptions regarding certain events. The study includes four indicators and eight sub-indicators.

4.3.1. Sub-indicator 1: Presence of Desire and Will to Succeed

Based on the results of the questionnaire on internal motivation, the highest percentage for Sub-indicator 1, which is the presence of desire and will to succeed, was found in item number 2, with a percentage of 83.33%. The statement for this item is, "I do not easily give up when facing difficulties in learning the thematic subject." This result indicates that students always ask the teacher or friends who understand if they experience difficulties in thematic learning. The lowest percentage for this sub-indicator was found in items number 1 and 8, with percentages of 72.12%. The statement for item number 1 is, "When I get a bad grade, I easily give up and become lazy to study harder," while item number 8 states, "Practicing thematic subject questions takes up my time." According to interviews, not all students give up when receiving poor grades; they strive to study harder to achieve better results. Regarding item number 8, students do not feel that practicing thematic questions is time-consuming; instead, they believe it helps them think and understand the material better. The average result for Sub-indicator 1 is 76.52%,

categorized as moderate, indicating that students always try harder, are enthusiastic, and have a high desire to succeed.

4.3.2. Presence of Hopes and Future Aspirations

The highest percentage for Sub-indicator 2, which concerns hopes and future aspirations, was found in item number 10, with a percentage of 78.48%. The statement for this item is, "I study thematic subjects seriously to achieve my future goals." Interviews revealed that students believe serious studying is necessary to achieve their goals; without effort, targets will not be met. The lowest percentage for this sub-indicator was in item number 13, with a percentage of 72.73%. The statement for this item is, "I aspire to become a scientist." Most students have aspirations of becoming scientists and see natural science as a fundamental subject to achieve these goals. The average percentage for Sub-indicator 2 is 75.75%, indicating high future aspirations. Students study diligently to achieve their goals of becoming scientists.

4.3.3. Sub-indicator 3: Showing Interest

The highest percentage for Sub-indicator 3, which involves showing interest, was found in item number 15, with a percentage of 81.52%. The statement for this item is, "I am interested in subjects related to nature." Most students are interested in thematic subjects related to nature, which they find broad and easy to observe. The lowest percentage for this sub-indicator was in item number 14, with a percentage of 71.52%. The statement for this item is, "I do not study thematic subjects diligently." Despite this, students generally study diligently to achieve the best results. The average percentage for Sub-indicator 3 is 81.93%, indicating high interest in nature-related subjects.

4.3.4. Sub-indicator 4: Diligence in Facing Tasks

The highest percentage for Sub-indicator 4, which involves diligence in facing tasks, was found in item number 21, with a percentage of 83.33%. The statement for this item is, "I feel frustrated studying thematic subjects." The results indicate that students do not feel frustrated in thematic learning. The lowest percentage for this sub-indicator was in item number 19, with a percentage of 72.73%. The statement for this item is, "I complete thematic assignments well and diligently." Students strive to complete assignments well to achieve satisfactory results. The average percentage for Sub-indicator 4 is 78.99%, indicating high diligence in learning.

4.3.5. Sub-indicator 5: Presence of Rewards in Learning

The highest percentage for Sub-indicator 5, which concerns rewards in learning, was found in item number 23, with a percentage of 78.79%. The statement for this item is, "The teacher gives praise when students complete thematic questions correctly." Teachers often give praise and rewards to students for correct answers. The lowest percentage for this sub-indicator was in item number 26, with a percentage of 63.94%. The statement for this item is, "The teacher frequently gives appreciation when completing tasks." The average percentage for Sub-indicator 5 is 71.81%, indicating moderate effectiveness of rewards in motivating students.

4.3.6. Sub-indicator 6: Presence of Engaging Activities in Learning

The highest percentage for Sub-indicator 6, which involves engaging activities in learning, was found in item number 30, with a percentage of 76.67%. The statement for this item is, "I do not like games/quizzes in thematic subjects." Students generally enjoy games and quizzes, which motivate them to learn. The lowest percentage for this sub-indicator was in item number 31, with a percentage of 61.21%. The statement for this item is, "Discussion activities take up a lot of time and thought, while the material received is minimal." The average percentage for Sub-indicator 6 is 71.58%, indicating moderate engagement in learning activities.

4.3.7. Sub-indicator 7: Presence of a Conducive Environment

The highest percentage for Sub-indicator 7, which concerns a conducive environment, was found in item number 35, with a percentage of 76.67%. The statement for this item is, "I get bored with thematic learning if it only takes place in the classroom." The average percentage for Sub-indicator 7 is 72.49%, indicating that a conducive learning environment, including outdoor and laboratory settings, positively affects student motivation and comfort in learning.

4.3.8. Sub Indicator 8: There is Motivation and Learning Needs

The results of the questionnaire on external motivation variables for sub-indicator 8, which focuses on the presence of motivation and learning needs, show that the highest percentage value for this sub-indicator is found in item number 42, with a percentage of 81.52%. The statement for this item is, "The value of thematic lessons helps me achieve my goals." Based on the responses from the questionnaire, it can be concluded that the thematic lesson values help students achieve their goals, as some students aspire to become scientists related to science subjects.

In contrast, the lowest percentage value for this sub-indicator is found in item number 40, with a percentage of 75.76%. The statement for this item is, "I often discuss science lessons with my friends to enhance my understanding." The teacher always creates a conducive learning environment by conducting discussions involving all students through interactive Q&A sessions, which helps improve students' understanding. The average percentage result is 78.10%, categorized as high.

Motivation and learning needs are crucial. Students should seek broader insights beyond what is provided by the teacher. Additionally, students must complete assignments well to achieve good grades, which helps them reach their goals.

An interview with the class teacher, Umi Fitriani, S.Pd, conducted on March 18, 2024, revealed that: "Students' responses show that by learning, we can understand the material studied, allowing us to complete assignments and achieve high grades. If students do not study hard, they will not master the material provided by the teacher, which impacts learning outcomes and goals." (Interview, Umi Fitriani, S.Pd, March 18, 2024)

Some students strive to study diligently to achieve good academic performance, while others are less concerned with academic achievements, focusing primarily on advancing to the next grade. It is evident that academic success is very important to students. Therefore, many students actively participate in lessons and prepare for exams

by reviewing and discussing with peers. Each student has different methods or efforts to achieve mastery and high academic performance. Some students engage in additional classes or tutoring to support their learning.

5. CONCLUSION

Based on the analysis of the research data presented, it can be concluded that student motivation for thematic subjects using the SAVI model is 78.29% with a high category for internal motivation, and 73.49% with a moderate category for external motivation. The overall student motivation level in grade IV at SDIT Bina Insan Batang Kuis is categorized as moderate, with a percentage of 75.89%.

In light of these findings, several recommendations can be made. Teachers should enhance student motivation by employing various teaching methods and techniques to improve both motivation and learning outcomes in thematic subjects. Additionally, schools should pay closer attention to the specific needs of students during the teaching and learning process. Students who achieve good learning results should strive to maintain their performance, while those with moderate or lower results should work towards improving their academic achievements.

REFERENCES

- Djamarah, S. B., & Zain, A. (2010). *Strategi belajar mengajar*.
- Irfana, S., Yulianti, D., & Wiyanto, W. (2019). Pengembangan lembar kerja peserta didik berbasis science, technology, engineering, and mathematics untuk meningkatkan kemampuan berpikir kreatif peserta didik. *UPEJ Unnes Physics Education Journal*, 8(1), 83–89.
- Kauchak, D., & Eggen, P. (2012). *Learning and teaching. Research-Based Methods*. Boston: Pearson.
- Kompri, M. P. I. (2016). Motivasi Pembelajaran Perspektif guru dan siswa. *Bandung: PT Remaja Rosdakarya*.
- Meier, D. (2017). *The Accelerated Learning Handbook: Panduan kreatif dan efektif merancang program pendidikan dan pelatihan*. Kaifa.
- Oemar, H. (2014). Kurikulum Pembelajaran. *Jakarta: PT Bumi Aksara*.
- Pangaribuan. (2013). *Teknik Penusunan Instrumen Penelitian*. Pustaka Pelajar.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi kurikulum merdeka belajar di sekolah penggerak. *Jurnal Basicedu*, 6(4), 6313–6319.
- Redika, I. G., Suwatra, I., & Suarjana, M. (2014). *Implementasi Model Pembelajaran Savi (Somatis, Auditori, Visual, Intelektual) Untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas Vsd*.
- Riduwan. (2014). *Statistika untuk Lembaga dan Instansi Pemerintah/Swasta*. Alfabeta.
- Sanjaya, D. R. H. W. (2016). *Penelitian tindakan kelas*. Prenada Media.
- Sardiman, A. M. (2019). *Interaksi dan motivasi belajar mengajar*.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tiyas, D., & Fatimah, M. (2019). Keefektifan model savi terhadap minat dan hasil belajar

ipa sdn lawatan 01 kabupaten tegal. *Indonesian Journal of Conservation*, 8(1).
Trianto, M. P. (2009). Mendesain model pembelajaran inovatif-progresif. *Jakarta: Kencana*.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).