

Revealed the Effect of Savi Learning Model using Powtoon Animation Media on Learning Results

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Keywords: SAVI Learning Model Using Powtoon Animation Media, Conventional Learning Method, Learning Outcomes

Abstract: This study aims to determine the effect of the SAVI learning model using powtoon animation media on the learning outcomes of students of SMKN 7 Medan Academic Year 2018-2019. sample was taken by purposive sampling, so that the class XI-PM1 was chosen as the experimental class with the number of students 34 people taught with the SAVI learning model using powtoon animation media and XI-PM2 class as the control class with 34 students taught with the learning model conventional. The results showed that the learning outcomes taught by the SAVI learning model using powtoon animation media were higher than students' learning outcomes taught by conventional methods. Statistical test results show student learning outcomes with SAVI learning model using powtoon animation media is a pre-test of 45.58, Standard Deviation = 18.65 and post-test is 78.97, Standard Deviation = 12.41, while student learning outcomes using conventional methods are pre-test for 46.76, Standard Deviation = 16.46 and post-test at 65.88, Standard Deviation = 10.69. The results of testing the hypothesis obtained by $t_{(count)} > t_{table}$ is $6.48 > 1.668$ at 95% significance level and $\alpha = 0.05$. Based on the results of the analysis and statistical test data and discussion, it can be concluded that there is a positive and significant instructor of the SAVI learning model using powtoon animation media on the results of learning the merchandise structuring of students of Medan 7 SMKN Academic Year 2018-2019.

1 INTRODUCTION

The development and rapid growth in various aspects of life requires the availability of human resources with knowledge and skills so as to support the development and growth itself. Superior human resources will lead a nation to be developed and able to compete globally. Education is an important tool in preparing human resources to be able to face the era of globalization and industrialization. Through education, quality human resources can be produced that can realize national development and be able to compete against the challenges of advancing the times.

One of the goals of education is to help students develop their potential to become members of the community who have academic or professional abilities that can apply and develop science and technology. Law No. 20 of 2003 concerning the national education system states,

National education serves to develop the ability and shape the character and civilization of the nation's dignity in order to develop students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become a democratic and responsible citizen.

The purpose of education can be achieved if the education process has been well systemized. One important part of the educational process that can support the achievement of educational goals is the learning process. A quality learning process will also produce quality education graduates. Factors that influence the learning process include teachers and students. In the learning process the teacher and students make reciprocal relationships that are educational in order to achieve the learning objectives. The reciprocal relationship requires students to be more active while the teacher acts as a mentor, manager and facilitator in the learning

process. Thus the teachers are required to present learning materials, prepare a variety of media, as well as using a learning approach that enables the creation of an atmosphere of active learning, interesting, fun and motivating students to learn and conduct a proper evaluation in order to improve education.

But the reality in the field is different, learning activities that should be active, interesting, creativity and bright ideas are less visible. The learning process is still centered on the teacher (Teacher Centered) that the learning activities are dominated by teachers, presentation of the material is still often done with the lecture method, and students are still low engagement in learning activities. Where the mind of a child is considered a blank white paper that is clean and ready to wait for the graffiti of his teacher. In other words, children are considered empty bottles that are ready to be filled with all knowledge by their teachers.

This can be seen from the average score of students' replication in the subject of marketing class XI merchandise structuring (PM). In accordance with the KKM that has been established in schools if student learning outcomes <70 then students do not meet the KKM. Students who complete 41 and those who do not complete 56 students

Many factors influence student learning outcomes, including those that can come from within students (internal factors) and from outside students (external factors). According to Slameto (2013: 54) one of these factors is the teaching method used by the teacher as one of the external factors that influence student learning so that student learning outcomes are not low. Of the many difficulties and obstacles faced by students of SMKN 7 Medan Class XI Marketing in mastering learning and researchers assume based problems that occur, it takes effort to improve student learning outcomes with a better learning design, thus the teacher is required to choose a model or learning media that suits the character and needs of students. Rusman (2012: 133) argues that learning models can be used as a choice pattern, meaning that teachers may choose an appropriate and efficient learning model to achieve educational goals.

2 THEORETICAL FRAMEWORK

Learning Model

To overcome various problems in the implementation of learning, of course we need models that are considered able to overcome the difficulties of teaching teachers and also the difficulties of students. Through the teaching model,

the teacher has the task of stimulating and improving the course of the learning process. The learning model and process will explain the meaning of activities carried out by educators and students during the teaching and learning process and students can respond more quickly to the material provided.

Istarani (2012: 1) states "The learning model is a whole series of presentation of teaching materials that cover all aspects before the medium and after learning conducted by the teacher and all related facilities used directly or indirectly in the teaching and learning process". Istarani and Pulungan (2015: 271) stated "The learning model is a plan or pattern that we can use to design face to face class or study outside the classroom and to arrange learning material". Lubis (2015: 20) said "The learning model is the whole design or design of the delivery of learning material covering all aspects and facilities used in the teaching and learning process".

This study tries to overcome learning problems with SAVI learning models (Somatic, Auditory, Visual, and Intellectual). Is a learning model that focuses on the active use of sensory devices both body activity, listening activities, viewing activities, and active activities in the brain that can provide learning experiences for students. SAVI learning consists of 4 characteristics, namely: Somatic (learning by doing and moving); Auditory (learning by speaking and listening); Visual (learning by observing and drawing) Intellectual (learning by solving problems and thinking). This means that students in the classroom do not just sit quietly listening to explanations that are dominated by the teacher, but also active during the learning process.

In addition to the right learning model, media is also needed that supports the SAVI learning model to attract students' attention and make students more active so they do not feel bored. Media is one of the learning resources in learning activities that can deliver the material on target, including one of them is an animation made with powtoon animation software. This media was chosen because according to the character of students who will pay attention to something that they consider new and can attract attention can also be used in understanding learning material more easily. Hamdani (2011: 244) states that "In addition to generating motivation and interest in students, learning media can also help students improve understanding, present data with interesting and reliable, easy to interpret data and condense information". The following picture is a powtoon animation that will be used in research.



Figure 1: Display of Powtoon Animation

3 RESEARCH METHOD

This research was carried out at Medan 7 Vocational High School which is located at Jl. STM No.12 E, Sitirejo II, Medan Amplas, Medan City. The research is carried out in the event of the 2018/2019 Academic Year semester. The population in this study were all students of Class XI Marketing at SMK 7 Medan and in 201/2019 Academic Year which amounted to 100 out of 3 classes. While the sample was taken by purposive sampling totaling 68 students. The instrument used to collect data is a multiple choice test.

Before this research was conducted, the researchers first tested the tests in the form of validity test, reliability test, different test power and the level of difficulty of the test. The questions were found to be valid 20 questions and 5 questions were declared invalid and invalid. The questions were considered to be null or discarded.

4 ANALYSIS

Homogeneity test is done to find out whether the sample comes from the same or homogeneous variance. Homogeneity test using the formula:

$$F_{\text{test}} = \frac{\text{Biges variance}}{\text{smallest variancel}}$$

From the results of the homogeneity test for the pre-test value contained in Appendix 12, the following data are obtained:

Table 1: Homogenitas Value Pre-Test dan Post-Test

Value	Varians Max	Varians Min	F _{count}	F _{table}	Description
Pre-test Value	3485,12	271,03	1,28	1,78	Homogen

s					
Nilai Post-test	154,21	114,34	1,34	1,78	Homogen

Sumber : Data Olahan

Based on the table above obtained F_{count} < F_{table} so that the conclusion is that all groups, both the experimental group and the control group are homogeneous or the sample comes from the same variance.

After the data requirements are made, then the research hypothesis is tested. Hypothesis testing is carried out to find out whether there is influence of the learning model applied to increasing the value of the eyes of the arrangement of merchandise. Therefore, t test was conducted to compare the post-test scores in the experimental class and control class.

Tabel 2: Uji Hipotesis

Data	Class	\bar{X}	Varians	T _{count}	t _{table}	Description
Post-Test Value	Eksperiment	78,97	154,21	6,4	1,668	Hypothesis accepted
	Control	65,88	114,34	8		

Source: Processed Data

From the calculation above obtained t_{count} of 6.48 and t_{table} of 1.668, at the significance level $\alpha = 0.05$. After comparing the criteria for testing hypotheses, t_{count} > t_{table} is 6.48 > 1.668.

Thus it can be concluded that "There is a positive and significant influence on the use of SAVI Learning Model. Using powtoon animation media on the results of learning the merchandise structuring of students of Medan 7 SMKN Academic Year 2018-2019. Thus the hypothesis is acceptable. The complete calculation can be seen in appendix 13.

5 RESULTS

This research is an experimental study by placing research samples in two groups (classes), namely the experimental class and the control class. The experimental class was treated with the SAVI learning model using powtoon animation media and the control class was treated using conventional methods. At the beginning of the research activity, students were given to know the students' initial abilities and at the end of the post-test to find out the changes.

This research was carried out in the class XI MARKETING OF VOCATIONAL SCHOOL OF Medan 7TH SCHOOL, 2018/2019. Which involves two classes by giving different treatments to both classes. Class XI PM-1 is used as an experimental class which is treated with SAVI learning models using powtoon animation media and class XI PM-2 is used as a control class given conventional learning model treatment.

Before the lesson begins, a pre-test is held for the two classes which aims to see the students' initial abilities in each class and post-test given to find out the students' learning outcomes after being given different treatment in both samples. Tests tested in class XI PM-3 as many as 25 items in the form of multiple choice with four answer choices, the results of testing the validity of the test obtained as many as 20 questions that are declared valid and there are 5 items that are declared invalid this is due to the 5 items the problem is not too difficult this is because when the 5th power test is no. 5, 10, 16, 21, 23 these items have bad criteria or it is said that this problem is not good to give to students to measure students' ability to obtain learning outcomes of merchandise structuring at SMKN 7 Medan Academic Year 2018-2019

The results of the pre-test obtained from both classes have an average value for the experimental class 45.58 with the description of 6 of 34 students who passed the KKM score of 70 with a standard deviation of 18.65, and the average value for the control class. 46.76 with the description of 8 of 34 students stated to pass the KKM score with a standard deviation value of 16.46. So it can be concluded that the pre-test results that have been tested on both to the class do not have a significant difference, this means that before being given different treatment to the two classes the students' abilities are the same.

Furthermore, the two classes were given different treatments, the experimental class used the SAVI learning model using powtoon animation media and the control class using conventional methods. At the time the researcher conducted research in the experimental class, at first researchers experienced a little time consuming this lesson because the researcher had to give understanding to the students how the process of learning activities proceeded using the SAVI learning model using powtoon animation media. During the ongoing learning process students can actively participate in learning, although there are still some students who still look confused because they are not familiar with the learning model applied

by researchers. For the second day experiment the researchers saw students who in the first experiment tended to be less active seemed to start enjoying both learning well and students were more active than previous experiments.

After being given a different treatment for both classes, the experimental class was given the treatment of the SAVI learning model using powtoon animation media and the control class with the conventional model was given, then a post-test was conducted to see how students' learning outcomes changed. From the research obtained the average value of the experimental class 78.97 with 29 of 34 students stated to pass the KKM score, and the average value of the control class was 65.88 with 14 of 34 students stated to pass the KKM score. From the results obtained it is clear that the learning outcomes obtained by students after the treatment is given have increased compared to learning outcomes before being treated.

Learning outcomes are a reflection of the level of success or achievement of the objectives of the learning process that has been carried out which at its peak ends with an evaluation, learning is said to be successful if the level of knowledge of students increases from before, in order to achieve the objectives of the learning process, the teacher must be able to choose the teaching and learning strategies appropriate for use in the teaching and learning process. Rusman (2012: 133) argues that learning models can be used as a choice pattern, meaning that teachers can choose an appropriate and efficient learning model to achieve learning goals

Learning SAVI embraces the flow of modern cognitive science which states that the best learning involves emotions, the whole body, all senses and all the depth and personal breadth, respecting the learning styles of other individuals by realizing that people learn in different ways. Huda (2014: 284) states that "Somatic is meant by Learning By Doing, Auditory is meant by Learning By Hearing, Visual is meant by Learning By Seeing, Intellectual is meant by Learning By Thinking". SAVI is a learning model that focuses on the active use of sense devices both body activity, listening activities, viewing activities, and active activities in the brain whose application in the classroom students do not just sit still and accept what is conveyed by the teacher, but also students participate actively in learning so as to provide learning experiences to students. SAVI learning model which consists of several elements in its application described above so that to be able to fulfill the learning elements visually, it would be nice if combined with powtoon animation media.

Powtoon animation media is an alternative from Ms. Powerpoint, a video presentation presentation application consisting of a combination of motion, sound, color, and image, where the purpose of powtoon selection is as a learning medium that can facilitate students in understanding the material easily, and attract students' attention to the ongoing presentation. Video presentations made from the powtoon application to fulfill the elements of Visual learning that contain instructional material for display arrangement or product display in the eyes of learning merchandise structuring. Ms. Powerpoint has an elegant appearance, so in powtoon uses the appearance of animated cartoons to make presentations, therefore powtoon is good to use in making percentages for learning activities because it provides cartoon animation effects that are not found in Ms. Powerpoint that can attract students' attention to and can improve learning outcomes.

Based on the understanding stated above, the SAVI learning model using powtoon animation media is suitable to improve the learning outcomes of merchandise structuring. This is supported by previous research conducted by Hidayah (2016) who conducted a study "The Influence of Learning Models Make A Match Using Powtoon Animation Media Against Economic Learning Outcomes of SMAN 1 Kualuh Selatan 2015/2016 Academic Year", there were significant differences in experimental class learning outcomes and the control class with the difference in the average value of the two classes is 14.51. And the research conducted by Nur who conducted the study "The Influence of Word Squire and Somatic, Auditory, Visualization, Intellectual (SAVI) Learning Models on the Economic Learning Outcomes of New Class X Students of Nurul Islam Indonesia High School 2015/2016 Academic Year" which had a significant influence on economic learning outcomes.

Based on the learning outcomes shown from the average value for both classes, the average value of the experimental class is higher than the control class or the experimental class learning outcomes are higher than the control class. This shows that learning the arrangement of merchandise using powtoon animation media influences student learning outcomes, where learning with SAVI models using powtoon animation media students learn to be easier, more fun and active for students to understand learning material. This is because the SAVI learning model using powtoon animation media has the advantage of being able to increase student activity in learning by involving all senses in learning, and can easily understand learning material

because learning material is presented using presentation videos made from powtoon applications that can build themselves his knowledge through the learning experience he experienced and the material can be easily understood because the learning is carried out independently by the students of the researcher only as facilitators compared to conventional models.

Based on the calculation to test the hypothesis from the results of the post-test obtained tcount of 6.48 at the 95% confidence level the real level $\alpha = 0.05$ with $dk = (n_1 - n_2) - 2 = 66$ obtained t table of 1.668. After comparing the criteria for testing hypotheses, $tcount > t\ table$ is $6.48 > 1.668$. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis of research (H_a) is accepted. Thus, it can be concluded that "There is a positive and significant effect of the SAVI Learning Model Using Powtoon Animation Media on the learning outcomes of merchandise structuring of students in Class XI Marketing SMKN 7 Medan Academic Year 2018/2019".

Based on the results of the analysis and testing of the data as well as the results of previous studies, the researchers concluded that there was a positive and significant influence on the use of SAVI learning models using powtoon animation media on the results of learning the merchandise structuring on the monitoring material or display of class XI Marketing products at SMK Medan 7 Academic Year 2018/2019

Although this study has a significant influence on the learning outcomes of students' merchandise structuring, there are also weaknesses in this study, namely: 1) students need guidance from the teacher to do activities, 2) the right and left class is a bit disturbed because students actively make noise when activities take place.

6 CONCLUSIONS

Based on the results of the study and discussion, it can be concluded that the learning outcomes of merchandise structuring that are taught using SAVI learning models using powtoon animation media are positive and significant compared to the learning outcomes of merchandise structuring using conventional models in the XI Marketing-1 class of SMK N 7 Medan Academic Year 2018/2019. This is evidenced by the results of calculations to test the hypothesis of the results of the post-test conducted obtained tcount of 6.48 at a 95% confidence level the real level $\alpha = 0.05$ with $dk = (n_1 - n_2) - 2 = 66$

obtained t table of 1,668. After comparing the criteria for testing hypotheses, $t_{count} > t_{table}$ is $6.48 > 1.668$.

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