THE IMPLEMENTATION OF SAVI (SOMATIC, AUDITORY, VISUAL, INTELLECTUAL) MODEL TO IMPROVE STUDENT LEARNING ACHIEVEMENT IN NATURAL SCIENCE INSTRUCTION FOR 3rd GRADE AT MI NU MAUDLU'UL ULUM BLIMBING MALANG

THESIS

By:

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NIM 09140093

INTERNATIONAL CLASS PROGRAM (ICP)
ISLAMIC PRIMARY SCHOOL TEACHER EDUCATION PROGRAM
ISLAMIC PRIMARY SCHOOL TEACHER EDUCATION DEPARTMENT
TARBIYAH FACULTY
STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM MALANG

April, 2013

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THESIS

Submitted to Tarbiyah Faculty the State Islamic University (UIN) Maulana Malik Ibrahim Malang in partial Fulfillment of the Requirement to Obtain a Bachelor Degree of Islamic Primary School Teacher Education (S.PdI)

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April, 2013

APPROVAL SHEET

THE IMPLEMENTATION OF SAVI (SOMATIC, AUDITORY, VISUAL, INTELLECTUAL) MODEL TO IMPROVE STUDENT LEARNING ACHIEVEMENT IN NATURAL SCIENCE INSTRUCTION FOR 3rd GRADE AT MI NU MAUDLU'UL ULUM BLIMBING MALANG

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LEGITIMATION SHEET

THE IMPLEMENTATION OF SAVI (SOMATIC, AUDITORY, VISUAL, INTELLECTUAL) MODEL TO IMPROVE STUDENT LEARNING ACHIEVEMENT IN NATURAL SCIENCE INSTRUCTION FOR 3rd GRADE AT MI NU MAUDLU'UL ULUM BLIMBING MALANG

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Prepared and compiled by
Hilda Nur Azizah (09140093)
Has been defended in front of the board of examiners on April 8th, 2013 and has been stated
PASSED
And has been approved by the board of examiners as the requirement to earn an undergraduate Bachelor of Islamic Primary School Teacher Education (S.PdI)

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DEDICATION SHEET

This Thesis Dedicated to „„„

My Beloved Parents ‘’’
Mrs. Kurniasih and Mr. Otong Hariyono

My Beloved Brothers and Sisters ‘’’
Mr & Mrs. Hasanudin -- Mr & Mrs. Yusuf Fahrudin -- Mr. Syamsul Arif

My Beloved Niece & Nephew
Quinsha Raissa Fauziyah -- Muhammad Zulfan Afkar Annafis

All of Mr. Zainal Udju’s Family

MOTTO

وَٱللَّهُ أَخۡرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمۡ لَا تَعۡلَمُونَ شَيۡـٔٗا وَجَعَلَ لَكُمُ ٱلسَّمۡعَ وَٱلۡأَبۡصَٰرَ وَٱلۡأَفۡـِٔدَةَۙ لَعَلَّكُمۡ تَشۡكُرُونَ ٧٨

Dan Allah mengeluarkan kamu dari perut ibumu dalam keadaan tidak mengetahui sesuatu apa pun, dan Dia memberikan kamu pendengaran, pengllihatan, dan daya nalar agar kamu bersyukur. [Q.S An Nahl 16:78]

Dr. H. Nur Ali, M.Pd
The Lecturer of Tarbiyah Faculty
State Islamic University Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE
Matter : Thesis of Hilda Nur Azizah Malang, April 11th 2013
Appendixes : 4 Exemplars

The Excellency,
Dean of Tarbiyah Faculty
State Islamic University Maulana Malik Ibrahim Malang
at
Malang

Assalamu'alaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing technique, and after reading the following thesis:

Name	:	Hilda Nur Azizah
NIM	:	09140093
Department	:	PGMI
Title of Thesis	:	The Implementation of SAVI (Somatic, Auditory, Visual, Intellectual) Model to Improve Student Learning Achievement in Natural Science Instruction for 3rd Grade at MI NU Maudlu'ul Ulum Blimbing Malang

As the advisor, we argue that this thesis has been proposed and tested decent. Thus, please tolerate presence.
Wa'alaikum salam Wr. Wb.

Advisor,

Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

STATEMENT LETTER

Hereby state that on this thesis there is no work that ever submitted to obtain bachelor degree on one university, and as far as I know, there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, March 27th 2013

Hilda Nur Aziza

PREFACE

Praise be to Allah The All Merciful and The All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer able to finish the arrangement of Classroom Action Research *"The Implementation of SAVI (Somatic, Auditory, Visual, Intellectual) Model to Improve Student Learning Achievement in Natural Science Instruction For 3rd Grade at MI NU Maudlu'ul Ulum Malang"* as the final instruction activities on State Islamic University Maulana Malik Ibrahim Malang. Shalawat and salaam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all Muslim.

There is no pronounceable word that can be extended except the great gratitude to the Excellency:

1. Mr. Otong Hariyono and Mrs. Kurniasih, S.PdI as Parents who are always pray uninterruptedly and encourage the writer.
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9. All the teacher and staff of MI NU Maudlu'ul Ulum who help the writer in the process of observation and report arrangement.
10. The student of 3rd Grade of MI NU Maudlu'ul Ulum who actively participate on the process of observation.
11. All the colleagues of ICP PGMI 2009 who always encourage and give support to the writer in process of arrangement and observation this report.

The writer realize about the defectiveness of this Classroom Action Research report. Therefore, the writer needs constructed critical and suggestion from all parties and reader to the next perfect report arrangement.

Malang, March 25th 2013

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational And Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. They are:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

اَو = aw

اَيْ = ay

اِى = û

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ABSTRACT

Azizah, Hilda Nur. 2013. The Implementation of SAVI (Somatic, Auditory, Visual, Intellectual) Model to Improve Student Learning Achievement in Natural Science Instruction for 3rd Grade at MI NU Maudlu'ul Ulum Blimbing Malang. Islamic Primary School Teacher Education, Tarbiyah Faculty, State Islamic University Maulana Malik Ibrahim Malang. Advisor, Dr. H. Nur Ali, M.Pd

Key Words: SAVI (Somatic, Auditory, Visual, Intellectual), Achievement Improvement

Science as a product is concepts and draft of concept. Science also a process that is utilized to learn about object study, discovery, and develop the science product and as application, science theories will create technology that facilitate the human life. The primary school students still have concrete way of thinking, so they cannot think abstractly. So, conventional method does not effective enough to improve student learning result that affect their achievement. Therefore, in this research the researcher utilize SAVI model. SAVI is an learning modal that is included on the modern cognitive that declare the best learning is involve the emotion, part of body, all the senses, personal identity of the children and respect to all the learning style of individual.

This research conducted toward 3rd Grade student of MI NU Mudlu'ul Ulum Malang. The objectives of this research that wish to be reached generally is to improve student learning achievement on the natural science instruction utilize SAVI model on 3rd grade. The specific objectives of this research are; 1) Describe the process of learning planning of Natural Science Instruction using SAVI model to the 3rd Grade of MI NU Maudlu"ul Ulum Blimbing Malang; 2) Describe the Implementation of Natural Science Instruction using SAVI model to the 3rd Grade of MI NU Maudlu"ul Ulum Blimbing Malang; 3) Describe the learning evaluation using SAVI model to improve learning achievement of Natural Science Instruction of the 3rd Grade of MI NU Maudlu"ul Ulum Blimbing Malang.

This research utilizes descriptive qualitative approach and applied Classroom Action Research (PTK) as the type of research. The data analyze qualitatively to be explained descriptively in order to find the theory behind the phenomena, event or appear information. This research divided into four steps, which are: planning, implementation, observation and reflection.

In order to find out the improvement of student achievement utilize SAVI model, the researcher conducted pretest and posttest to the 39 student of 3rd grade MI NU Maudlu'ul Ulum. This research consists of two cycles with four times meeting. Based on the observation result, the implementation of SAVI learning model can improve student achievement. It can be shown on the student achievement on completeness percentage that almost increases if it compare to the score of pre action. The average score of cycle one increase 4% than the pre action score. And the average score of cycle two increase 5% than pre action and increase about 1% than cycle one. The completeness percentage of cycle one and cycle two also increase 12 % than the pre action percentage (88%).

ABSTRAK

Azizah, Hilda Nur. 2013. Penerapan Model SAVI (Somatik, Auditori, Visual, Intellektual) untuk Meningkatkan Prestasi Belajar Siswa pada Pembelajaran IPA Kelas 3 di MI NU Maudlu'ul Ulum Blimbing Malang. Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Dr. H. Nur Ali, M.Pd

Kata Kunci: SAVI (Somatik, Auditori, Visual, Intellektual), Peningkatan Prestasi

Ilmu Pengetahuan sebagai produk merupakan sekumpulan konsep dan bagan konsep. IPA juga merupakan proses yang dipergunakan untuk mempelajari objek studi, menemukan dan mengembangkan produk-produk sains, dan sebagai aplikasi, teori-teori IPA akan melahirkan teknologi yang dapat memberi kemudahan bagi kehidupan. Anak tingkat sekolah dasar masih menggunakan pemikiran yang konkret sehingga tidak dapat berfikir hal-hal yang abstrak. Sehingga metode yang konvensional tidak cukup efektif untuk meningkatkan hasil belajar siswa yang berdampak pada prestasi belajar mereka. Oleh karena itu, dalam penelitian ini peneliti menggunakan model SAVI. SAVI adalah sebuah model pembelajaran yang menganut aliran kognitf modern yang menyatakan bahwa pembelajaran yang terbaik adalah melibatkan perasan, bagian tubuh, semua indera, identitas individu siswa dan mendukung semua gaya belajar siswa.

Penelitian ini dilaksanakan terhadap siswa kelas 3 MI NU Maudlu'ul Ulum Malang. Tujuan yang ingin dicapai dalam penelitian ini secara umum adalah untuk meningkatkan prestasi belajar siswa pada pembelajaran IPA kelas 3 dengan menggunakan model SAVI. Sedangkan secara khusus, tujuan dari penelitian ini adalah; 1) Mendeskripsikan proses perencanaan pembelajaran IPA dengan meggunakan metode *SAVI* pada kelas 3 MI NU Maudlu'ul Ulum Malang. 2) Mendeskripsikan proses pelaksanaan pembelajaran IPA dengan meggunakan metode *SAVI* pada kelas 3 MI NU Maudlu'ul Ulum Malang. 3) Mendeskripsikan proses penilaian pembelajaran dengan meggunakan metode *SAVI* untuk meningkatkan prestasi pembelajaran IPA kelas 3 MI NU Maudlu'ul Ulum Malang.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dan menggunakan Penelitian Tindakan Kelas (PTK) sebagai jenis penelitiannya. Data dianalisa secara kualitatif untuk di paparkan secara deskriptif dengan tujuan untuk menemukan makna di balik berbagai gejala, peristiwa atau informasi yang tampak. Penelitian ini dibagi menjadi empat tahap, yaitu: perencanaan, pelaksanaan, pengamatan, dan refleksi.

Untuk mengetahui peningkatan prestasi siswa dengan menggunakan model SAVI, peneliti melaksanakan pretest dan postes kepada 39 siswa kelas 3 MI NU Maudlu'ul Ulum. Penelitian ini terdiri dari dua siklus dengan empat pertemuan. Berdasarkan hasil penelitian, penerapan model pembelajaran SAVI dapat meningkatkan prestasi siswa. Hal ini dapat terlihat dari presentase ketuntasan nilai siswa yang meningkat jika dibandingkan dengan nilai pratindakan. Nilai rata-rata pada siklus I mengalami peningkatan 4% dibandingkan dengan nilai pratindakan.

Dan nilai pda siklus II mengalami peningkatan sebanyak 5% dibandingkan dengan nilai pra tindakan dan meningkat 1% dibandingkan dengan sikus I. Presentase ketuntasan nilai pada siklus I dan siklus II juga mengalami peningkatan sebesar 12% dibandingkan dengan presentase pra tindakan (88%).

CHAPTER I
INTRODUCTION

A. Background of the Study

Education is a process to convey messages from the educators to the students. Massages in this discussion mean the subjects which are arranged and served by the teacher by using a variety of methods. Teacher not only charges to be creative, professional, and delightful educator but also charges to have skill to develop the approach and to choose the effective learning methods. Those condition needs to create conducive and joyful learning atmosphere.

Education becomes one of the efforts to improve potentials and life values of humans and their generation. The most important factor of the effort in improving human resources also lies on education. According to Wiji Suwarno "Persoalan yang umum dijumpai dalam pendidikan mencakup beberapa factor, yaitu faktor tujuan, anak didik, pendidik, alat-alat, atau fasilitas, dan faktor lingkungan"[1]. Education is also implemented as an effort to change people behavior and acts to be better. Therefore, education becomes the compulsory demand to the children on the self-identity development to get happiness and salvation in their life.

The government on the effort to improve human resources of Indonesian society- has published an education program be based on the Indonesia educational purpose as it were written on Republic of Indonesia Regulation No. 20, 2003 about the National Education System,

> "Pendidikan Nasional bertujuan untuk berkembangnya potensi peserta didik agar me njadi manusia yang beriman dan bertaqwa kepada Tuhan

[1] Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2006), p. 17

> Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab"[2].

School is a formal institution to conduct education. Therefore, school becomes one of the important institutions, instead of family, on the effort to create the nation generation as the purpose above. School becomes a pillar to the society and family to build and teach the student on their restrictiveness about the educational implementation. Educators also hold the essential role to build and develop the students' quality. Educators are not only charged to make the students understand but also give the students motivation to develop their educational potentials continuously.

Since human culture started, all the creatures had tried to get something around their environment. They also could compare which one of the consumable animal and plants. Science is related to how the way to get knowledge about the nature systematically, so science is not only about knowledge compilation to master facts, concepts, or principles but also as discovery process. Science education is highly expected to become student vehicle to learn about their self and environment that will be implemented in their daily life. Science implementation should be wisely applied to prevent bad effect to the environment because of the misconception of the science instruction.

Islamic primary school Maudlu'ul Ulum is located in the centre of Malang city which is included in sub district of Blimbing. MI Maudlu'ul Ulum is one of private Islamic primary school under the Nahdlatul Ulama Organization which gets good accreditation. On the early of first semester, MI Maudlu'ul Ulum gets

[2] *Undang-undang Republik Indonesia* No. 20 Tahun 2003

'B' accreditation and still in the process of build the school infrastructures. There are many rewards that got by MI Maudlu'ul Ulum not only academic but also nonacademic and it is reflected on the trophy that exhibit on the lobby of the school. Although, the classroom still utilized the blackboard, but in every classroom decorated with the colorful wall hangings that give positive physical environment and high motivation to the student. The third grade of MI Maudlu'ul Ulum as research object consists of thirty nine student who arranged heterogeneously.

According to researcher, the implementation of conventional method is not effectively enough to increase the student learning activities and learning result in order to improve student achievement. Based on that problem, searcher applies the SAVI method as the alternative way to increase the Science learning activities and learning result in MI Maudlu'ul Ulum.

According to Dave Meier,

> Young children are such great learners because they use their whole bodies and all their senses to learn. Could you imagine a young child learning anything sitting in a lecture hall for a long stretch of time? What we fail to realize is that the same is true with most adults. Learning is always hampered when we separate the body and the mind, disregard the body, and appeal to rational consciousness alone as the gateway to the mind[3]

This method arranged to optimize all the student skill in term of five senses, visual, audio and intellectual. Students not only involve one of their skills but all their skill can run together. So, the student skill can spread evenly in all their self-aspect.

[3] Dave Meier, *The Accelerated Learning Handbook* (New York: McGraw-Hill, 2000), page. 42

Based on background of research, the observation result about the thesis that implement the same learning models and also approval from the Head Master of MI Maudlu'ul Ulum, researcher motivated to make Classroom Action Research (PTK) with the title "The Implementation of SAVI (*Somatic, Auditory, Visual, Intellectual*) Model to Improve Student Learning Achievement in Natural Science Instruction For 3rd Grade at MI NU Maudlu'ul Ulum Malang"

B. Focus of the Study

1. How is the process of learning planning of Natural Science Instruction using SAVI model to the 3rd Grade of MI NU Maudlu'ul Ulum Blimbing Malang?
2. How is the implementation of Natural Science Instruction using SAVI model to the 3rd Grade of MI NU Maudlu'ul Ulum Blimbing Malang?
3. How is the learning evaluation using SAVI model to improve learning achievement of Natural Science Instruction of the 3rd Grade of MI NU Maudlu'ul Ulum Blimbing Malang?

C. Objectives of the Study

1. Describe the process of learning planning of Natural Science Instruction using SAVI model to the 3rd Grade of MI NU Maudlu'ul Ulum Blimbing Malang.
2. Describe the Implementation of Natural Science Instruction using SAVI model to the 3rd Grade of MI NU Maudlu'ul Ulum Blimbing Malang.

3. Describe the learning evaluation (process and product) using SAVI model to improve learning achievement of Natural Science Instruction of the 3rd Grade of MI NU Maudlu'ul Ulum Blimbing Malang.

D. Significances of the Study

1. To the student

With the implementation of this PTK, hope that the student can improve their learning achievement and clearly understand about the natural science instruction in way if using SAVI model.

2. To the Teacher

With the implementation of this PTK, hope that the teacher can improve the student comprehension and learning achievement in way of implementation the learning method that will improve their learning activities.

3. To the Institution

With the implementation of this PTK, hope that the institution can improve the knowledge to improve the student achievement that related to the natural science instruction.

4. To the Colleague or the Educators Candidate

With the implementation of this PTK, hope that it can be used as literature reviews to the next research in order to complete and develop the research result.

E. Definitions of Key Terms

1. ***SAVI*** is learning model that is acronym of *Somatic, Auditory, Visual, and Intellectual*. *Somatic* means an instruction that use and involve the body (tactile, kinesthetic, hands-on learning getting physical) and using and moving your body while you learn. *Auditory* means learning by talking and hearing. *Visual* means learning by observing and picturing. And *Intellectual* means learning by problem solving and reflecting.
2. The instruction of SAVI conducted on four phases. The first phase is Preparation, the second phase is Presentation, the third phase is Practice, and the last phase is Performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are three previous studies that supports the selection of Model SAVI to conduct on this research, they are:

1. Research that conducted by Trio Nur Fitriani with the research title *"Peningkatan Hasil Belajar Siswa Pada Materi Energy dan Gerak Benda dengan Menggunakan pendekatan SAVI di kelas 3 SDN kebonsari 1 kota malang"*.
2. Research that conducted by Ririn Sumiasih with the research title *"Peningkatan Hasil Belajr Matematika Melalui Model SAVI dengan Materi Pengukuran Pada Siswa Kelas III SDN Karangsono 02 Blitar"*
3. Research that conducted by Evi Aulia Rizka with the research title *"Upaya Meningkatan Pembelajaran IPA Melalui Penerapan Model Pembelajaran SAVI (Somatis, Auditori, Visual, Intelektual) Pada Siswa Kelas III SDN Pesanggrahan 02 Kota Batu"*.

The comparison between those three studies described on the table 2.1 below:

No.	Research	Research Description
1.	Trio Nur Fitriani *"Peningkatan Hasil Belajar Siswa Pada Materi Energy dan Gerak Benda dengan Menggunakan pendekatan SAVI di*	**1. Subject / Material :** - IPA - Energy dan perubahannya **2. Research Concentration:** - Improve Student Learning Result **3. Methodology :** - Qualitative, Classroom Action Research **4. SAVI Assessment (Student Activities) :**

	kelas 3 SDN kebonsari 1 kota malang".	**Somatis :** - Berdiskusi menyelesaikan masalah. - Antusias saat memperagakan hasil diskusi. - Melakukan pengamatan dan percobaan sederhana. **Audio :** - Memperhatikan informasi dari guru tentang tujuan belajar. - Bertanya kepada guru dan siswa lain tentang pembelejaran. - Antusias memperhatikan, mengajukan. dan menjawab pertanyaan. - Mendengarkan dan menjawab pertanyaan guru yang berkaitan dengan materi. - Menanggapi hasil kerja kelompok presentasi. **Visual:** - Mengamati media nyata maupun gambar. - Siswa berani mengajukan pertanyaan. - Siswa berani mengemukakan pendapat. - Memperhatikan kelompok yang presentasi. **Intellectual :** - Mengerjakan soal-soal untuk menerapkan konsep yg telah dipelajari. - Membuat rangkuman dengan arahan guru. - Memperhatikan arahan dan informasi guru untuk memahami permasalahan yang diberikan. - Berusaha secepatnya melaporkan hasil pekerjaannya. **5. Learning Technique :** - Mempraktekkan gerak menggelinding, memantul. - Membuat akat peraga pemanfaatan energy angin

		6. Result of the Research : - Mengalami peningkatan rata-rata hasil belajar. Pratindakan >< Siklus I = 50,40 – 72,06 Siklus I >< Siklus II = 72,06 – 86,14 - SAVI dapat meningkatkan keaktifan siswa dan meningkatkan antusias siswa dalam belajar. - SAVI dapat meningkatkan hasil belajar siswa.[1]
2	Ririn Sumiasih *"Peningkatan Hasil Belajar Matematika Melalui Model SAVI dengan Materi Pengukuran Pada Siswa Kelas III SDN Karangsono 02 Blitar"*	**1. Subject / Material :** - Matematika - Geometri dan pengukuran **2. Research Concentration:** - Improve Student Learning Result **3. Methodology :** - Qualitative Descriptive, Classroom Action Research **4. SAVI Assessment (Student Activities) :** **Somatic** Belajar dengan indera peraba, kinetis, praktis, melibatkan tubuh sewaktu belajar. - Score 3= seluruh siswa bergerak dari tempat duduk dan aktif secara fisik. - Score 2= sebagian siswa yang bergerak - Score 1= tidak ada sama sekali siswa yang bergerak. **Auditori** Belajar dengan melibatkan kemampuan auditori. - Score 3 = jika semua siswa mengungkapkan pendapat atas informasi yang telah didengarkan dari penjelasan guru. - Score 2 = jika hanya sebagian siswa mengungkapkan poendapat atas

[1] Trio Nur Fitriani hidayah, *Peningkatan Hasil Belajar Siswa Pada Materi Energy dan Gerak Benda dengan Menggunakan pendekatan SAVI di kelas 3 SDN kebonsari 1 kota malang* (Malang:UM, 2010)

		informasi yang telah didengarkan dari penjelasan guru. - Score 3= tidak ada sama sekali siswa siswa mengungkapkan poendapat atas informasi ayng telah didengarkan dari penjelasan guru. **Visual** Belajar dengan melibatkan kemampuan visual. - Score 3 = semua siswa / kelompok bisa menerangkan kembali materi yang telah diajarkan. - Score 2 = sebagian siswa / kelompok bisa menerangkan kembali materi yang telah diajarkan. - Score 1 = Tidak ada siswa / kelompok bisa menerangkan kembali materi yang telah diajarkan. **Intellectual** - Score 3 = semua siswa mengerjakan soal-soal latihan dari materi. - Score 2 = Sebagian siswa mengerjakan soal-soal latihan dari materi. - Score 1 = Tidak ada siswa mengerjakan soal-soal latihan dari materi. **5. Learning Technique :** - Percobaan dengan menggunakan tangga satuan berat. **6. Result of the Research :** - Meningkatnya nilai ketuntasan siswa Pratindakan >< Pasca tindakan = 75 % - 94 %. - SAVI dapat meningkatkan hasil belajar siswa.[2]
3	Evi Aulia Rizka *"Upaya Meningkatan Pembelajaran IPA*	**1. Subject / Material :** - IPA - Sumber energy dan kegunaanya. **2. Research Concentration:**

[2] Ririn sumiasih, *Peningkatan Hasil Belajar Matematika Melalui Model SAVI dengan Materi Pengukuran Pada Siswa Kelas III SDN Karangsono 02 Blitar* (Malang:UM, 2011)

	Melalui Penerapan Model Pembelajaran SAVI (Somatis, Auditori, Visual, Intelektual) Pada Siswa Kelas III SDN Pesanggrahan 02 Kota Batu"	- Improve Natural Science Instruction **3. Methodology :** - Qualitative, Classroom Action Research **4. SAVI Assessment (Student Activities) :** **Somatif** - Kerja kelomopok menyelesaikan masalah - Melakukan percobaan sesuai aturan - Melakukan pengamatan hasil percobaan - Menjadi wakil untuk presentasi - Berantusias saat guru memberikan sugesti positif. **Auditory** - Mendengarkan guru saat memberikan informasi. - Mendengarkan setiap tugas yang diberikan guru. - Mendengarkan kelompok lain presentasi - Mendengarkan pendapat siswa lain. - Mengemukakan pendapat. **Visual:** - Membaca aturan dan langkah-langkah dengan baik. - Membaca soal dengan cermat. - Memperhatikan media berupa gambar. - Mengamati benda - Membaca materi. **Intellectual** - Memberikan pendapat dan alasan saat diskusi. - Mempertahankan pendapat. - Menjawab pertanyaan dari guru maupun siswa. - Berani menyimpulkan materi. - Mengerjakan soal evaluasi. **5. Learning Technique :** - Melakukan perobaan tentang sumber-sumber energy. **6. Result of the Research :** - Presentase ketuntasan siswa mengalami

		peningkatan. Pratindakan >< Siklus I = 50% - 64% Siklus I >< Siklus II = 64% - 92 % - Rata-rata Nilai meningkat Pratindakan >< Siklus I = 5,36 % Siklus I >< Siklus II = 6,21 %.[3]

B. The Nature of Learning and Instruction

The changes of the behavior on cognitive, psychomotor, and affective of the human become one of the sign that those individual has learned. Learning can be interpreted as a complex process that occurs during the human life. Learning also not only collect the knowledge but as mental process that occur because of the interaction between the individual with the environment that caused the behavioral changes of the individual.

The learning process of the individual is not explicitly seen with the eyesight. The learning process in this term is a behavioral changes of the people who in the learning process. The result of learning process can be seen from appear indication. According to Hilgard "Learning is the process by which an activity originates or changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training"[4]

1. Learning Characteristics

[3] Evi aulia rizka, *Upaya Meningkatan Pembelajaran IPA Melalui Penerapan Model Pembelajaran SAVI (Somatis, Auditori, Visual, Intelektual) Pada Siswa Kelas III SDN Pesanggrahan 02 Kota Batu* (Malang:UM 2011)

[4] Wina Sanjaya, *Kurikulum dan Pembelajaran* (Jakarta: Kencana, 2010), page. 228

Based on the explanation above can be concluded some characteristic of the learning, they are:

a. The existence of the new knowledge or cognitive, psychomotor, or affective behavioral changes
b. The long term changes and can be had inside.
c. The changes that occur should come because of the effort and happens because of the interaction with the environment.
d. The behavioral changes is not appear because of the physical growth or maturity or tired or illness or drugs affection.

The instruction on the institution should make the student can learn and improve their self-quality. Instruction also should be arranged systematically to create the effective and efficient learning activities. According to Gagne "Instruction is intended to promote learning, external situation need to be arranged to activate, support and maintain the internal processing that constitutes each learning event"[5]

The instruction commonly interprets similar with teaching, but both of them have significant differences and can changes the education paradigm. Instruction means plan the activities that the student is the center of the learning but teaching is the learning in which the teacher as the center of the learning.

2. Learning Types of Gagne

[5] Eveline Siregar dan Hartini Nara, *Teori Belajar dan Pembelajaran* (Bogor: Ghalia Indonesia, 2011), page. 12

Human has multiple potential, character, and requirement on their learning process. There are eight learning style that classified by Gagne, they are:

a) Signal Learning

Signal learning means that not all the human spontaneous respond toward stimulus actually does not bring upon respond. In this condition the signal learning happened.

b) Enchained Learning

Enchained learning is the learning type which is learning in way of utilize the motoric moves and finally formed the move connection on certain sequence.

c) Verbal Association Learning

Verbal association Learning is the learning in way of connected the word with the object or things, people or event and arrange some words on the certain arrangement.

d) Distinguished Learning

Distinguished learning is the learning type that give different reaction to the stimulus that have similarity.

e) Concept Learning

Concept learning means learn to classify the stimulus or placed the objects on the certain group that will form a concept.

f) Proposition Learning

Proposition learning is the learning type to produce rules or principles which are consist of unification of some concepts. The connection between the concepts usually described on sentence.

g) Problem Solving Learning

Problem solving learning is the learning type that merged some rules to solve the problem in order to form the higher rules

C. Learning Achievement

Intellectual student skill hardly affected the student successful in order to reach their achievement. In the effort to know about the student achievement, it should be evaluated to analyze the student achievement after the learning process. Student achievement cannot be separated with the learning activities, because study is a process, in the other side achievement is the result of the learning process. According to S. Nasution,

> "Prestasi belajar adalah kesempurnaan yang dicapai seseorang dalam berfikir, merasa dan berbuat. Prestasi belajar dikatakan sempurna apabila memenuhi tiga aspek yakni: kognitif, affektif dan psikomotor, sebaliknya dikatakan prestasi kurang memuaskan jika seseorang belum mampu memenuhi target dalam ketiga kriteria tersebut"[6]

1. The Factors That Affected the Student Achievement

a. Internal Factor.

Internal Factor is the factors that arise from its individual. Factor intern includes intelligence, talent, interest, and motivation.

1) Intelligence

[6] Ridwan, *Ketercapaian Prestasi Belajar* (http: ridwan202.wordpress.com, diakses 24 Mei 2012 jam 17.47 wib)

Intelligence is the learning skill and proficiency to adapt human self with the problem they faced. This skill is determined by the lower high of intelligence which is normally show the proficient based on the development of human. The development of human signed on the advancement among the children, so the children on certain year has higher intelligence that the other children. As the higher intelligence of children, they will also have high opportunity to get success. On the other way, as the child on lower intelligence, they will get small opportunity to get success.

2) Talent

Talent is skill that owned by the human as the innate proficiency. The development of human certain skill surely determine by their talent. Talent not only related to the student achievement but also affect the student learning achievement in certain subject. On the learning process especially art, talent takes the important role in the student achievement.

3) Interest

Interest is constant inclination to care about some activity. The activities that owned by people watched generally and affectionately. Interest has a big affection to the learning and activity. The subjects that attract the student interest easier to

learn and memorize because of interest can increase the learning activity.

Learning interest that owned by the student is one of the factor that can affect the learning achievement. If one of the students has much interest to do something or learn some subjects, so they will try continually to get what they want to achieve.

4) Motivation

Motivation on the learning process is one of the important factors because it pushes the student to learn. The raising problem about motivation is how improve the student motivation on their study. In the instruction process, student will get success when they have motivation to study.

There are two kinds of motivation, first is intrinsic motivation and second is extrinsic motivation. Intrinsic motivation is the motivation of the people it self and depend on their self awareness to learn. Whereas, the extrinsic motivation is the motivation that is comes from the out of people it self and as the causal factor of student to learn.

b. External Factors.

External Factor is the factors that come from out of the individual. This factor includes experience, family condition,

environment and the other factor. The environment affect commonly give positive affection and force the individual.

1) Family condition

Family is the first and principle factor of educational institution. The sense of secure on the family is the important factor to determine the student achievement on their learning. Those senses of secure will make student attracted to learn actively because it is one of the extrinsic encouragement strength that increase the learning motivation of the student. According to Hasbullah,

> "Keluarga merupakan lingkungan pendidikan yang pertama, karena dalam keluarga inilah anak pertama-tama mendapatkan pendidikan dan bimbingan, sedangkan tugas utama dalam keluarga bagi pendidikan anak ialah sebagai peletak dasar bagi pendidikan akhlak dan pandangan hidup keagamaan"[7]

The transmission of informal education to the formal institution needs a good cooperation between parents and teacher as educator on the effort to improve the student learning result. Parents should be surely caring about the learning process of the student in home. The parent's attention will encourage and motivate the student to learn diligently because they need good time, place and environment to learn.

2) School

[7] Ridwan, *Ketercapaian Prestasi Belajar* (http: ridwan202.wordpress.com, diakses 24 Mei 2012 jam 17.47 wib)

School is the first education institution that is important to determine the student learning achievement. Because of it, a good school environment will pushed the student to learn diligently. School environment that affect the student achievement includes subject presentation, the relationship between teacher and student, learning media, and curriculum.

The adverse relationship between teacher and student will affect the student learning results. According to Kartono, "guru dituntut untuk menguasai bahan pelajaran yang akan diajarkan, dan memiliki tingkah laku yang tepat dalam mengajar"[8]

3) Environment

Environment has a big impact to the development of student behavior, because they always consort with their friend on their environment. The social environment can arise the difficulties on the student learning, especially their peer. If the children on their environment are the diligent student, so they will give motivation to their other friend to learn diligently. On the other way, if the environment filled with the mischievous children, so the other child will do the same thing.

D. Natural Science in Islamic Primary School

1. The Nature of Natural Science

[8] Ibid.

Natural science is one of science that come from English word *'Science'*. The word 'science' come from Latin word '*scientia'* means 'I know'. Science consist of social science and natural science. According to Laksmi Prihantoro dkk,

> "IPA hakikatnya merupakan suatu produk, proses, dan aplikasi. Sebagai produk, IPA merupakan sekumpulan konsep dan bagan konsep. Sebagai suatu proses, IPA merupakan proses yang dipergunakan untuk mempelajari objek studi, menemukan dan mengembangkan produk-produk sains, dan sebagai aplikasi, teori-teori IPA akan melahirkan teknologi yang dapat memberi kemudahan bagi kehidupan.[9]

Science also can be viewed as natural science. Natural science is the science about essence and the observed living things and other creature. Generally natural science viewed as problem, hypothesis arrangement, hypothesis examination through experiment, make conclusion, and the theory and concept discovery.

2. Natural Learning Goals in Primary School

Based on the KTSP (kurikulum Tingkat Satuan Pendidikan), the Natural learning goals can be explained to seven points, they are:

a. Memperoleh keyakinan terhadap kebesaran Tuhan Yang Maha Esa berdasarkan keberadaan, keindahan dan keteraturan alam ciptaan-Nya
b. Mengembangkan pengetahuan dan pemahaman konsep-konsep IPA yang bermanfaat dan dapat diterapkan dalam kehidupan sehari-hari
c. Mengembangkan rasa ingin tahu, sikap positip dan kesadaran tentang adanya hubungan yang saling mempengaruhi antara IPA, lingkungan, teknologi dan masyarakat

[9] Trianto, *Model Pembelajaran Terpadu* (Jakarta: Bumi Aksara, 2010), page. 137

d. Mengembangkan keterampilan proses untuk menyelidiki alam sekitar, memecahkan masalah dan membuat keputusan
e. Meningkatkan kesadaran untuk berperanserta dalam memelihara, menjaga dan melestarikan lingkungan alam
f. Meningkatkan kesadaran untuk menghargai alam dan segala keteraturannya sebagai salah satu ciptaan Tuhan
g. Memperoleh bekal pengetahuan, konsep dan keterampilan IPA sebagai dasar untuk melanjutkan pendidikan ke SMP/MTs[10]

3. Natural Science Learning Scope in Primary School

The learning scope of Natural Science instruction includes some aspects, they are:

a. The living organism and life cycle, they are human, animal, plants and its interaction with the environment and healthy.
b. Things or material, property and its utilities includes liquid, solid, and gas
c. Energy and its changes include force, sound, caloric, magnet, electricity, light and simple machine.
d. Earth and the universe include soil, earth, solar system and the other asteroid.

4. Natural Science Instruction in MI

The primary school students (7^{th} to 12^{th} years old) still have concrete way of thinking, because of that they cannot think abstractly. Because of

[10] Depdiknas, 2006, page. 484

those problem the natural science instructional in MI should be arranged and applied using the learning methods that make possible to the student to see, doing, involve on the learning process and feel directly experience. The differences of the learning styles of the student charge the teacher to choose the learning method that will decrease the learning style differences, so the student can develop the intellectual optimally.

The natural science in 3rd grade on the 1st semester consist of three standard competencies and nine basic competences with the scope living organism and it life cycle and the things and its characteristic. On the 2nd semester consist of three standard competencies and nine basic competences with the scope energy and its changes and earth and the universe.

5. The Standard Competence and Basic Competence of the Research

The standard and basic competence of this observation is on the 1st semester about "comprehend the characteristic and the living organism needs and the matter that affected the changes of the living organism" with the basic competence "describe the changes that occur to the living organism and the matter that affected their growth and children development (food. Healthy, recreation, rest and sport)

E. The Development of Human and Food Substance on Islamic Views

According to Ahmad Abthoki, " pertumbuhan adalah proses bertambahnya volume yang (tidak kembali ke bentuk semula), sehingga adanya pertambahan

jumlah sel-sel baru"[11]. Development of the human is the changes process of the structure and the function of the organ that caused the organism more complex. Al Qur'an described the development of the human physical on one natural cycle, that is:

ٱللَّهُ ٱلَّذِى خَلَقَكُم مِّن ضَعْفٍ ثُمَّ جَعَلَ مِنۢ بَعْدِ ضَعْفٍ قُوَّةً ثُمَّ جَعَلَ مِنۢ بَعْدِ قُوَّةٍ ضَعْفًا وَشَيْبَةً ۚ يَخْلُقُ مَا يَشَآءُ ۖ وَهُوَ ٱلْعَلِيمُ ٱلْقَدِيرُ ﴿٥٤﴾

"Allah, dialah yang menciptakan kamu dari keadaan lemah, Kemudian dia menjadikan (kamu) sesudah keadaan lemah itu menjadi kuat, Kemudian dia menjadikan (kamu) sesudah kuat itu menjadi lemah (kembali) dan beruban. Dia menciptakan apa yang dikehendaki-Nya dan dialah yang Maha mengetahui lagi Maha Kuasa". {Q.S. Al-Ruum: 54}

The development of human can be separated with some factor, one of the factors is about the food that consumed by the human. The healthy food pattern required variety of the food substances. There are some food that functioned as the source of energy, for the example sugar, fat calories, and the other food that contained carbohydrate.

There are some food that needs to the development of human, for the example is protein and mineral. And all the food that consumed to the development phase has its own good quality and quantity. Al Qur'an described this condition, that is:

وَكُلُوا۟ مِمَّا رَزَقَكُمُ ٱللَّهُ حَلَٰلًا طَيِّبًا ۚ وَٱتَّقُوا۟ ٱللَّهَ ٱلَّذِىٓ أَنتُم بِهِۦ مُؤْمِنُونَ

[11] Ahmad Abthoki, *Sains untuk PGMI dan PGSD* (Malang: UIN-MALANG PRESS, 2008), p.126

"Dan Makanlah makanan yang halal lagi baik dari apa yang Allah telah rezekikan kepadamu, dan bertaqwalah kepada Allah yang kamu beriman kepada-Nya. {Q.S. Al. Maidah: 88}

F. *Somatic, Auditory, Visual, Intellectual (SAVI)* Learning Model

According to Dave Meier, "Learning does not automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning" [12]. The components of SAVI are Somatic, Auditory, Visual, and Intellectual. Somatic means learning by moving and doing, Auditory means learning by talking and hearing, Visual means learning by observing and picturing, and Intellectual means learning by problem solving and reflecting. All four of these learning modes have to be present for optimal learning. Because of these elements are all integrated, the best kind of learning occurs when they are all used simultaneously.

Accelerated learning is the theory that supports this learning model. SAVI learning model included on the modern cognitive that declare the best learning is involve the emotion, all the part of body, all the senses, personal identity of the children and respect to all the learning style of individual.

1. Basic Principle of SAVI

The basic principle of SAVI have similar principle with accelerated learning, they are:

[12] Dave Meier, *The Accelerated Learning Handbook* (New York: McGraw-Hill, 2000), page. 42

a. Learning Involves the Whole Mind and Body. Learning is not at all merely "head" learning (conscious, rational, "left brained," and verbal) but involves the whole body or mind with its all its emotions, senses, and receptors.[13] It means that learning is not only require the student to learn rationally but also use their feeling, emotion and also move their body as part of their learning process.

b. Learning Is Creation, Not Consumption. Knowledge is not something a learner absorbs, but something a learner creates. Learning happens when a learner integrates new knowledge and skill into his or her existing structure of their self. The student or the learner will create new meaning and knowledge through the learning process. So, the learners not only look and listen when they learn but also produce the new knowledge they get.

c. Collaboration Aids Learning. All good learning has a social base. We often learn more by interacting with peers than we learn by any other means. Competition between learners slows learning. Cooperation among learners speeds it. It means better that we learning in community than learning by individuals.

d. Learning Takes Place on Many Levels Simultaneously. Learning is not a matter of absorbing one little thing at a time but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and preconscious, mental and physical) and

[13] Ibid, page 9

uses all the receptors and senses and paths it can into a person's total brain or body system. Good learning invites people on many levels simultaneously on mentally and physically and use all the component of the learner's body and brain.

e. Learning Comes From Doing the Work Itself (With Feedback). People learn best in context. Things learned in isolation are hard to remember and quick to evaporate. It means that when a learner study not in good condition or situation, they will hard to memorize what they have learned and easy to forget the knowledge they have got.

f. Positive Emotions Greatly Improve Learning. Feelings determine both the quality and quantity of learning. When the learners start study with negative feeling it can inhibit their study. But the learner that study with positive feeling they can accelerated their study

g. The Image Brain Absorbs Information Instantly and Automatically. The human nervous system is more of an image processor than a word processor. Concrete images are much easier to understand and retain than are verbal abstractions. Translating verbal abstractions into concrete images make those verbal abstractions faster to learn and the learner easy to memorize it.

2. Characteristic of SAVI

a. Somatic

"Somatic" is from the Greek word for body '*soma'* (as in *Psychosomatic).* It denotes tactile, kinesthetic, hands-on learning getting

physical and using and moving your body while you learn.[14] Student can get physically activities while they:

1) Build a model of a process or procedure. For the example student make a media about the animal life cycle in way of stick the picture on the paper or board.
2) Physically manipulate components of a process or system. For the example, this activity applied when the student runs the electric bell alarm.
3) Create large pictograms and learning media. For the example, student make media about water filter.
4) Act out a process, system, or set of concepts. For the example, student makes a story about the eclipse or solar eclipse.
5) Have an experience, then talk to other friend and reflect on it.
6) Complete a project that requires physical activity and do an active learning exercise in case of simulation or a learning game.
7) Take a field trip. Then write, draw, and talk about what was learned to the other friend.
8) Interview the other people about their experience, the world phenomenon or the other information.
9) Work in teams and create active learning exercises for the whole class. For the example observe the development of plant.

b. Auditory

[14] Ibid, Page. 43

According to Dave Meier "Our auditory minds are stronger than we realize. Our ears continually capture and store auditory information, even without our conscious awareness. And when we make our own sounds by talking, several significant areas of our cerebrum are activated"[15]

It means that on the process of learning, teacher should invite the student to talk about the subject what they learn with sound, invite them to talk to solve the problem and create the personal values. Student can get auditory activities while they:

1) Student read out loud from manuals and computer screens.
2) Student read materials a paragraph at a time and paraphrasing each paragraph into a tape recorder. Then ask them to listen to the tape several times for reinforcement.
3) Ask student to create their own audio tape of key words, processes, definitions, or procedures.
4) Tell learners stories that have the learning material embedded in them.
5) Ask student to work in pairs and describe to each other in detail what they just learned and how they are going to apply it.
6) Ask student to practice a skill or perform a function while describing out loud in great detail what they're doing.
7) Ask student to create a rap, rhyme or auditory mnemonic out of what they are learning.

[15] Ibid, Page. 46

8) Ask learners in groups to talk nonstop when doing creative problem solving.

c. Visual

Visual acuity, although more pronounced in some people than others, is strong in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense. Visual learners learn best when they can see real-world examples, diagrams, idea maps, icons, pictures, and images of all kinds while they are learning. Student can get visual activities while they:

1) Picturesque language. For the example, give the student picture about the life cycle of plant or animal.
2) Vivid presentation graphics. For the example, give the student not only picture of some material but also the video.
3) Three dimensional objects. For the example, give the student learning media that can be operated by the student.
4) Dramatic body language. For the example, give opportunity to the student to act out of procedure or process attractively.
5) Vivid stories. For the example, give the student video about the life environment of animal
6) Ask the student to make pictogram or arrangement of picture.
7) Field observations. For the example, invite the student to observe about animal in way of invite the zoo.

8) Colorful decorations. For the example, give opportunity to the student to decorate their media or presentation sheet on many colors.

d. Intellectual

Intellectual indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person. Student can get intellectual activities while they:

1) Give the student question about solving problems
2) Ask the student to analyze their experiences
3) Ask the student to generating their creative ideas on work.
4) Ask the student to make question
5) Applying new ideas to the student work.
6) Thinking through the implications of an idea that student has learned.

3. Arrangement of SAVI Learning Instruction

a. Preparation

The Goal of the Preparation Phase is to arouse learners' interest, give them positive feelings about the forth coming learning experience, and put them into an optimal state for learning.[16] And there are six aims of student preparation, that is:

[16] Ibid, Page. 56

1) Get learners more active or get student out of a resistant mental state.
2) Remove learning barriers.
3) Arouse learners' interest and curiosity.
4) Give learners positive feelings, and a meaningful relationship with the subject matter.
5) Create active student who are inspired to think, learn, create, and grow.
6) Get student out of individual works to learning in group.

Based on that aims of preparation phase, this phase can be implemented through:

1) Positive Suggestions

Giving positive suggestion will create positive experience and effect to the learner on the process of learning. Positive suggestion can be implemented in way of giving the benefit of mastering the subject, give approbation to the learner, use wise word to describe some subject or giving learning motivation.

2) Learner Benefit Statements

Learner benefit means tell the learner about what is the benefit and value of their learning and how the learning has relevance with their life. Educator can be implemented in way of improve the learner satisfaction, increase happiness when they learn and arrange effective learning.

3) Clear, Meaningful Goals

Clear and meaningful goals means the educator should give clear idea of what the purpose of the course is and what they will be able to do as a result.

4) Curiosity Raising

Curiosity arousal is a long way in getting the learner open and ready to study. The student will search new paths, make new discoveries, learn new skills and become growing. Curiosity arousal can an be implemented in way of give the student problems to solve in teams.

5) Creating a Positive Physical Environment

Creating positive physical environment can be applied in way of arrange the classroom seat, attach wall hanging, large information graphs, put flowers on the teacher's table and decorate the class to get student interest.

6) Creating a Positive Emotional Environment

Creating a positive emotional environment is preparing the student learning process within good situation of emotion. If the class climate feels clumsy, the educator can solve the problem by apply ice-breaking or playing music before study.

7) Creating a Positive Social Environment

Creating positive social environment can be applied in way of make some group on the learning and allow the student to collaboration with their friend.

8) Calming People's Fears

Calming people fear means that not all student interest with all subject they get. For the example there are some student that fear to study mathematic because they unable to solve the mathematic problem. The educator can solve this problem in way of design the mathematic subject with games.

9) Removing Learning Barriers

Removing learning barriers means that the educator have to lay aside all the things or condition that will inhibit the education process. Such as, social embracement, personal growth, feeling of impending boredom and force attendance.

10) Raising Questions and Posing Problems

Raising question and posing problems can be implemented by giving question that related to the subject and also can be taken from the life experience of the student.

11) Arousing People's Curiosity

Arousing people curiosity is one way to appear student curiosity about the subject and grow the student interest about the subject, arousing people curiosity can be implemented by play question or

answer games, ask the student to create question or pose problem for each other and send partners on fact-finding missions.

12) Getting People Fully Involved From the Start

Getting people fully involved from the start means the educator should invite the student to active in the learning process from the beginning. In this case the teacher only become facilitator and the center of the learning are student.

b. Presentation

The Goal of the Presentation Phase is to help the learners encounter the new learning material in ways that are interesting, enjoyable, relevant, multisensory, and that appeal to all learning styles.[17] The Presentation Phase of the learning cycle is intended to give student an initial encounter with the learning material that initiates the learning process in a positive and engaging way. On the presentation phase, teacher as a facilitator can lead but the student must do the encountering. Teacher presentations are successful when they create interest, raise curiosity, and make the student understand. There are some ways the teacher can help a presentation, that is:

1) Use toys, puppets or dolls, cardboard, garage sale items, find objects, and the other media that will make interesting presentation make your ideas visual and concrete.

[17] Ibid, Page. 57

2) When teaching a process or procedure, use craft materials to build it bigger than hang on a wall, magnetic white board. Then have learners deconstruct and reconstruct what they get on presentation. It called as a "teach-back" learning activity.
3) Tell a story about human interest that illustrates the subject matter at hand.
4) Wear an appropriate costume or clothes while making a important point that you want student to remember.
5) Use a board to "dress" as a computer system, a piece of technical equipment, a product, or a process. Then explain to the student in the first person as if the teacher were that computer system or piece of equipment.
6) Use memory devices to help people remember key points.
7) Spice the presentation with analogies and metaphors, using well-known phenomena from nature and everyday life to illustrate how the system or process or skill you are teaching works.
8) Let the presentation like a talk show in which you interview a subject matter expert or experts with short.
9) Use mental imagery to help people rehearse a skill or to take an imaginary journey through a system or process.
10) Use student as props who can wear costumes or hold keyword labels representing parts of a total process or system that you then can manipulate in front of the group to make things clear.

This presentation can be implemented through:

1) Collaborative Pretests and Knowledge Sharing

Collaborative pretest and knowledge sharing can be applied in way of one group make question to the other group and in the middle of presentation they should sharing what the new knowledge they have got.

2) Observations of Real-world Phenomenon

Observation of real-word phenomenon it is not means that the learner should experience it directly, they can take news from the media, internet and the other resources about the phenomenon on their life.

3) Whole-brain, Whole-body Involvement

Whole brain and body involvement means that on the presentation the student not only just talking and reading but also use their component of their body and mind to describe what the subject they want explain

4) Interactive Presentations

Interactive presentation means In the process of presentation, the explainer should involve the audience on their explanation.

5) Colorful Presentation Graphics and Props

Colorful presentation graphics and props means the subject that will be present should be designed not only in black or white but also add other interesting color to get audience attention.

6) Variety to Appeal to All Learning Styles

The presentation hope can facilitate all the learning style of the learner. It is better to make presentation matter that includes audio and visual component on the explanation.

7) Partner- and Team-based Learning Projects

The presentation that formed as partners and team-based learning project can be a applied in way of divide the student into group and the subject should explain by all the member of the group.

8) Discovery Exercises (personal, partnered, team-based)

Discovery exercise can be implemented in way of require the student to discover the new things that related to the subject

9) Real-world, Contextual Learning Experiences

Real-world and contextual learning experience means that in the process of presentation the educator better to explain not only abstractly but also concretely

10) Problem-solving Exercises

Problem solving exercise can be implemented by giving some question that should student analyze to find the solution of the student.

c. Practice

The Goal of the Practice Phase is to help learners integrate and incorporate the new knowledge or skill in a variety of ways.[18] This practice phase of the learning cycle can account for more than half of a

[18] Ibid.

total learning experience. Because of that, the practice phase on learning process is very important. After all, practice is what the student thinks, says, and does that creates the learning, and not what the instructor thinks, says, and does. There are some activities that can be implemented on practice phase, they are:

1) Articulation. Stop a presentation and ask student to work in pairs. One student in each pair named as "A" the other named as "B". Then group A or B explain to their partner what was just covered in the presentation.
2) Idea Sharing. Stop a presentation periodically. Ask partners to talk about what they just learned. They can share the most important information or value they have gotten and explain to each other why it's important to them and how they plan to implement it in their daily life.
3) Trial and Error. Ask student to repeatedly go through a cycle wherein they exhibit a skill, get immediate feedback, and perform the skill again. Ask them to talk about what they are experiencing, how they feel about it, and what they need to improve their performance.
4) Collaborative Role Play. When teaching communications, supervisory, or sales skills, have two or some student play the role of one person, with one of the members of the group acting as "the

mouth." The facilitator takes the role of the other student in the dialog.

5) Concentration. When teaching about terms and definitions, put student in pairs. Give each pair a deck of cards. Half of cards are the terms and the other half of cards are the matching definitions of those terms. Ask them to shuffle the deck and put the cards face down in a matrix on the table and play *Concentration.* Partners in turn pick up a card revealing a term or a definition and try to pick up the appropriate matching card. If they are unsuccessful, they return the two cards face down to the matrix. If they are successful in finding a match, they keep the two cards.

6) Searching for Answers. Ask student to write down on a card three or more questions about a subject they learnt and a term they don't understand or an unclear concept, or the other problem on the learning process. Then ask them to get out of their seats, wander around the room, and ask each other for help in answering their questions. If one student asks a second student a question that the second student can't answer, the two of them ask a third student and even a fourth until they find the answer. They can also search through any documentation or reference materials in the room for the answer.

7) Ask student to rise and collect information from as many people they can in five or ten minutes, the most important thing is about

what they have learned in the last period and how they plan to apply it on the job. Ask them to write their findings down on a pad or piece of paper. At the end of the exercise, ask a few people to share with the group what they discovered.

8) Snowball Questions. Ask everyone to write on a piece of paper about the question they want ask about the materials just covered. Ask them to print their question so someone else can read it and to not sign their name. Then have them crush their question into a ball. Ask them to stand. Tell them there will be a thirty second snowball fight and they should see how many people they can hit with question balls. At the end of 30 seconds, stop the action and ask everyone to pick up a snowball. Tell them that they will have 3 minutes to open the snowball, read the question, and find the answer in way of ask another friend or anything in the room as a resource. Then in turn have the student to read their questions and give their answers.

9) Peer Teaching and Review. When teaching computers or any hands-on process, ask student to work in pairs, one partner named "A" the other "B". Ask one partner to perform a process just learned and the other as if the other never heard it before and was sight impaired, so every step in the process has to be explained out loud. Then ask partners to exchange roles.

10) Problem-Solving Exercise. Ask the student to work in pairs or small teams and give them a problem (or series of problems) to solve in a limited time. These should be real-world problems that the student understands and appropriate with the student ability, so they can apply the knowledge and skills being learned.
11) Card Game Review. Give partners a deck of cards with questions on one side and answers on the other relative. Ask them to shuffle the deck and put it down question side up. Then have student take turns answering the questions. They keep the cards they answer correctly. The ones they answer incorrectly are returned to the bottom of the deck.
12) Stop a presentation periodically and ask partners to ask each other five questions about what was just presented.
13) Musical Questions. Give each student a card. Ask them each to print on the card a question they have about the material just covered. While sitting or standing in a large circle, play music, asking them to keep their question cards to the right until the music stops. When the music stops give them three until five minutes to research the answer to the question they are holding, in way of ask the other friend help or resources in the room to help them
14) Real-World Observations. Where appropriate, have student in pairs leave the training room for a short period of time. Task them

to observe how something they are learning about is being implemented on the job or to interview one or two existing employees regarding their experiences with it.

15) Error Recovery. When teaching student how to use computers or physical equipment, put student in pairs. Ask one partner put an error into the system. Ask the other partner to then recover from the error explaining what he or she learned thereby. Then reverse roles.
16) Manipulative. Ask student in pairs or small teams to reconstruct a model of a system or process while talking out loud about what they are doing, explaining and also how everything works and interrelates. Components of the system or process could be magnetic on white board or flat on a tabletop or floor.
17) Acting Out a System. Assign student roles to play in a system or process and ask them to act the whole thing out. This is useful for teaching things like telephone systems.
18) Art Contest. Have student in small teams create large pictogram murals that capture the essence of the learning material. Entries can be judged by everyone on four separate criteria includes accuracy, completeness, aesthetic beauty, and creativity.
19) Group Brain Role Play. When teaching any skills involving a back and forth dialog such as supervisory, sales, customer service skills and etc. Then, ask the whole class to stand together in one

lump in the room. As a group, they have to act as the brain of a single supervisor, salesperson, or customer service rep. The facilitator acts as the counterpart in the dialog. The facilitator says something and throws a ball into the "brain" One "neuron" catches it. But since no neuron works alone, that neuron has thirty seconds to give the neurons in her or his vicinity before responding and returning the ball to the facilitator. The conversation continues, stopping periodically to analyze an exchange that just took place.

20) Materials Creation. Ask the student in teams create learning materials for each other. This could include job aids, review games, learning exercises, models to manipulate, and problem-solving exercises.

This practice can be implemented through:

1) Learner Processing Activities

Learner processing activities can be implemented in way of control the articulation while presentation and ask the student to form pairs and idea sharing about the important information or value of the knowledge they have gotten.

2) Hands-on trial or Feedback or Reflection or Retrial

Hands-on trial or feedback or reflection or retrial can be applied in way of ask the student to talk about what they are experiencing, how about their feeling, what they do to improve their knowledge.

3) Real-world Simulations

Real-world simulation needs to examine the student, they will implement the knowledge they have got or not.

4) Learning Games

Learning games can be applied in way of play games in the learning process. Such as snowball question and card games review.

5) Action Learning Exercises

The educator can implement the action learning exercises in way of acting out a system. Acting out a system is assign people roles to play in a system or process and require them act the whole thing out.

6) Problem-Solving Activities

Problem solving activities can be applied in way of divide the student in pairs or small teams and give them a problem to solve in specified time. The problem can be such recent issues or phenomenon that happen on the student environment.

7) Individual Reflection and Articulation

Individual reflection and articulation implemented in way of explain to the other partner what the matter that convey in the presentation is. As if the partner of the student missed it all or knew nothing about the matter.

8) Partner- and Team-based Dialog

Partner and team based dialog can be applied in way of ask partner to ask each other some question about what was just presented.

9) Collaborative Teaching and Review

Collaborative teaching and review means if the other audience never heard the presentation before and was sight impaired, so every step in the process has to be explained out loud.

10) Skill-building Practice Activities

Skill buildings activities can be implemented in way of peer teaching and make material creation in teams to make learning material for each other.

11) Teach Backs

Teach back can be applied in way of make student on group with the difference matter of each group and they have obligation to explain to their other friend about the matter they have learned.

d. Performance

The Goal of the Performance Phase is to help learners apply and extend their new knowledge or skill to the job so that the learning sticks and performance continually improves.[19] There are some ideas for performance phase, which are:

1) Task Performance. Ask student to perform an entire job task from start to finish while they describe out loud what they're doing.
2) Role Play. Ask student to role play how they deal with real situations on the job as supervisors, managers, customer service reps, or whatever roles they're preparing for. If individual role plays would create too much stress for people, ask them do

[19] Ibid, Page. 58

collaborative role plays where two or three people take the role of one person, allowing them 15-30 seconds to confer with each other before one of them that acting as the mouth responds.

3) Real World Problem Solving. Pose real problems that relative to the subject matter, that need to be solved in the organization. Ask student to apply what they've learned to these problems in ways that can be immediately implemented.
4) Partnered Performance Rehearsal. Divide student in pairs. Give each pair a deck of cards containing complex, real-world situations that they are likely to encounter on the job. In turn, have each partner pick a card and read it and then describe in detail like how they would handle the situation based on what they learned in the class. Ask the "listening" partner to ask questions and offer a critique of their partner's approach, emphasizing what was done well and making suggestions, where possible, as to how to make it better.

This performance can be implemented through:

1) Immediate Real-world Application

Immediate real-world application means can be implemented in way of ask the student to apply what they have learned. For the example ask the student to keep clean to their environment that related to the science subject.

2) Creating and Executing Action Plans

Creating and executing action plans applies when the student make a plan about the structural changes of their teams and creating job aids that can reinforce their learning and enhance their performance.

3) Follow Through Reinforcement Activities

Follow through reinforcement activities can formed as team based support group. Team based support group means that the student can share about their successes about their learning so they can help each other and apply the new learning more effective.

4) Post Session Reinforcement Materials

Post session reinforcement materials means the educator give the student conclusion and then give them question that related to the subject they learn.

5) On Going Coaching

Ongoing coaching can be implemented in way of assign the student that expert on the subject to coach the other student that cannot understand clearly about the material.

6) Performance Evaluation and Feedback

Performance valuation can be executed in way of giving oral test, written test and practice test.

7) Peer Support Activities

Peer support activities means that the student can continually learn from their friend, everyone and everything. Peer support activities can be formed as suggestion from the other friend and from the educator.

8) Supportive Organizational and Environmental Changes

Supportive organizational and environmental changes mean that the student can learn about learning process from the graduates, the school management and also the other person on their environment.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research use descriptive qualitative approach that the data are the words or questions which got from the interview, document, observation and the other resources. The data analyze qualitatively to be explained descriptively in order to find the theory behind the phenomena, event or appear information.

Classroom Action Research (PTK) is the type of this research. According to Stephen Kemmis "action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out"[1]

B. Presence of Researcher

The researcher attendance of this research is as the participant observer. In this research the researcher has two role, not only become the researcher but also participate to the research implementation.

C. Setting and Subjects of the Research

The object of the research is the student of 3rd grade in MI NU Maudlu'ul Ulum Malang. The researcher chooses the student of 3rd grade in MI NU Maudlu'ul Ulum as an object because they have problem to the learning

[1] Karwono, *Penelitian Tindakan Kelas* (http: karwono.wordpress.com, accessed 24th May 2012 on 17.27 wib)

process that affected their achievement on the natural science learning. This research location placed at Bauksit Street 45 Sub district of Blimbing Malang. MI NU Maudlu'ul Ulum is Private Islamic Primary School has founded since 1938 and now has about 248 students. The vision of Islamic primary school NU Maudlu'ul Ulum Malang is actualizing the smart, kind hearted and high quality generation. This school has four missions, they are:

1. Confer basic capability to the student in case of knowledge, skill and attitude which is can be implemented on their daily life.
2. Conduct an effective instruction and guidance, so the student can develop optimally proper with their potential.
3. Conduct participate management in way of involve all the school member and committee.
4. Create the student become a faithful and kindhearted human.

The goals of MI NU Maudlu'ul Ulum is make the student become pious, smart, skilled, and independent.

D. Data Resources

The data sources of this research are the student, teacher and the collaborator. The data types of this research are the document, report, observation, interview and test.

E. Data Collection Technique

In this research, the researcher collect the data with use some technique, they are:

1. Observation

The observation of this research is use participative observation in which the researcher not only becomes observer but also the participant. According to Marshall "through observation, the researcher learn about the behavior and the meaning attached to those behavior"[2]

2. Interview

The interview of this research focus on the teacher of 3rd Grade Mrs.Chunainah, three students of 3rd Grade and the collaborate facilitator in this case id the head master of MI Maudlu'ul Ulum. Those conditions occur because they are the main role of this research.

3. Documentation

Documentations take from the syllabus and lesson plan, activities report, the report of test result and the text book that used by the student.

4. Test

Test implemented as one way to know the action result of this research. According to Eveline and Hartini book "Tes adalah suatu instrumen atau prosedur sistematik untuk mengukur sample dari perilaku dengan memberikan serangkaian dalam bentuk seragam[3]

F. Data Analysis

The Data analyze of this research applied in some steps, they are:

[2] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta), page. 310
[3] Eveline Siregar dan Hartini Nara, *Teori Belajar dan Pembelajaran* (Bogor: Ghalia Indonesia, 2011), page. 143

1. Data Reduction

Reduce the data means conclude, choose the main matter, focus on the important matter, find the theme and its pattern and erase the unneeded matters. The data on the location written specifically and systematically after finish collect the data. All the report reduced in way of choose the main matter that appropriate with the research focus to conclude easily.

2. Data Presentation

Data presentation implemented with concludes data and information that has arranged that may be possible to make conclusion and uptake the action. Data presentation conducted after analyzes the data by utilize the quantitative method which formulation:

$$P : \frac{F}{N} \; x \; 100 \; \%$$

Explanation:

P : Percentage number

F : Seek frequency

N : Number of respondent

3. Draw the Conclusion

Draw the conclusion is the main data analyze series that need verification during the research. Verification applied to get valid conclusion.

G. Checking The Validity of Data

1. Application and Regularity of the Research

On the application and regularity of the research, the matter that will applied by the researcher are:

a. Apply the experiment carefully, specifically, and continuously toward appear factor.
b. Beat out the research specifically until the first phase arise one or all the factor have comprehend.
c. Specifically describe about how the research process tentatively and specifically research have done.

2. Triangulation

Triangulation means the data collecting technique that collaborates from the various of collecting data technique and existence data source. According to Susan Stainback "the aim of the triangulation is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated"[4]

H. Research Procedures

Researcher conducts this research on some steps, they are:

1. Pre Research
   a. Choose the research location
   b. Arrange the research approval to the institution

[4] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2009), page. 310

c. Observe and doing interview about the research location.

2. Design Development

In this phase, researcher develops the research design in way of the arrangement on the research explained and drew up completely before the research conduct the observation.

3. Main Research

In this phase researcher conduct the research three times with two cycle that used SAVI model after pre-action. The first cycle conduct after doing pre-action on the early of first semester on the 3rd grade of MI NU Maudlu'ul Ulum

CHAPTER IV
RESEARCH FINDING

A. Pre Action and Interview Research's Findings

The first observation conducted on Saturday May 22nd 2012 by getting interview with the headmaster of school. This observation intended to obtain information about the school condition, learning process and student condition. According to the headmaster, there is one class that has some problem about the learning study which is affect their learning achievement. According to Mr. Taqiyyuddin master on the interview,

> "Begini mbak, sebenarnya disini yang sedang mengalami masalah pembelajaran itu kelas 3, kemarin saya pantau nilai rapornya terakhir ada penurunan, prestasinya menurun dari sebelumnya. Kalau kelas 4 prestasinya masih stabil dibandingkan dengan kelas 3. Ya, ada saja beberapa faktor yang menyebabkan prestasi anak-anak menurun. Disini masih dalam proses akan menerapkan tematik, namun sekarang masih menggunakan pembelajaran berbasis mata pelajaran. Buku pegangannya sama seperti sekolah-sekolah yang lain menggunakan buku BOS BSE dari pemerintah"[27]

The second observation conducted on Saturday September 22th 2012 by getting interview with the teacher of 3rd Grade. This second interview intended to obtain further information about the learning process and the learning activities of the student. According to the teacher of MI Maudlu'ul Ulum, student of 3rd grade have some problem on their study. Some students have some problem to memorize about the learning material that affected their achievement. According to Mrs. Chunainah,

[27]Result of interview with Mr. Taqiyyuddin as the Headmaster of MI NU Maudlu'ul Ulum that conducted on Saturday May 22th 2012 at 08.00am – 09.00 am on the Head Master Offuce.

> "Anak-anak kelas 3 ya,,, seperti anak-anak yang lain, ada yang pendiam, ada yang aktif sekali, ada yang pinter sekali, ada yang sedang-sedang saja, ya.. seperti sifat-sifat anak SD begitu. Kalau pembelajaran dikelas Biasanya ya... anak-anak saya minta untuk membaca buku, menerangkan seperti biasa, kadang-kadang juga diskusi dengan teman-temannya. Untuk buku rujukannya masih memakai BSE yang warnanya biru itu. Pembelajaran di kelas 3 terakhir itu tentang ciri-ciri makhluk hidup"[28]

And according to the students, the teacher applied the discussion and lecture method to her learning activities frequently. According to the three students of 3rd Grade MI NU,

> "Biasanya kalo lagi pelajaran IPA itu ya baca buku, dulu juga pernah diskusi, ya gitu deh onnie,,,kaya' biasanya aja (Yasmin. S and Yasmin. F). Kita itu seneng onnie kalo belajarnya sambil main-main kaya' kemarin itu loh,,, seneng yang ada gambar-gambarnya (Firda) Kita juga bisa gambar kaya' IPA kemaren itu lo. Poko'knya seneng belajar kalo sambil main"[29]

And the learning result of the pre action observation that is conducted by the teacher of 3rd Grade is described on this table 4.1 below:

Table 4.1

No	Student Name	Score	Description
1	Abdulloh Faisol Mihdad	75	Passed
2	Achmad Jauhari	85	Passed
3	Ahmad Tegar Kurniawan	90	Passed
4	Amyrah Bylqyz Fuady	85	Passed
5	Anang Dimas Saputra	80	Passed
6	Astatin Himalia Al-Izzah	85	Passed
7	Avina Dwi Shafira	100	Passed
8	Avril Audrie Rhobbi	70	**- Failed -**
9	Elma Dwi Oktaviana	100	Passed
10	Elmi Dwi Oktaviani	100	Passed
11	Fanana Firdausil	80	Passed
12	Fuad Hasan Azhari	75	Passed
13	Jenif Mangzilatur Rohmah	100	Passed
14	Lailatul Achdiah	85	Passed
15	Linda Azaria	75	Passed

[28] Result of interview with Mrs. Chunainah as the natural science Teacher of 3rd Grade of MI NU Maudlu'ul Ulum that conducted on Saturday, September 22nd 2012 at 07.00am – 07.30 am in front of meeting room.

[29] Result of interview with Yasmin. S, Yasmin. F and Firda as the students of 3rd Grade MI NU Maudlu'ul Ulum that conducted on Saturday, October 30th 2012 at 09.30am – 09.45 am in front of meeting room on the middle of break time.

16	M.Dheva Jihadudin Mabruri	70	**- Failed -**
17	Moch Rizky Ramadhan	77	Passed
18	Mochamad Hafizh Akbarudin	80	Passed
19	Mochammad Arizqi	80	Passed
20	Muhammad Adi Prasetyo	76	Passed
21	Muhammad Fuad Nuzulul .F	80	Passed
22	Muhammad Ghandi Firman	95	Passed
23	Muhammad Ihwan Rafif	65	**- Failed -**
24	Muhammad Syaifrudin	90	Passed
25	Muhammad Zamroni	70	**- Failed -**
26	Putri Aulya Latifaturrosyda	80	Passed
27	Qoni "aidah Fitriyah	80	Passed
28	Rahmatul Kamilliyah	100	Passed
29	Rania Husna Amalia	75	Passed
30	Rivaldi Putra Soleh	70	**- Failed -**
31	Rizka Marwah Sholicha	90	Passed
32	Shafia Rahma Nurillah	80	Passed
33	Sindy Dwi Alfiani	75	Passed
34	Siti Oktavia Wulandari	80	Passed
35	Sri Feni Purwanti	78	Passed
36	Wahyu Rahmat Hermawan	80	Passed
37	Yasmin Syadzania	85	Passed
38	Yasmn Firdausiah	90	Passed
39	Zaimah Qurrota A'yun	90	Passed

Based on the table 4.1 about the learning result of pre action, the students that got the score under the minimal score standard (KKM) are 5 student (12%), and 34 student (88%) accomplish the minimal score standard (KKM).

1. **Cycle One**

   First Meeting (Tuesday, October 16th 2012)

   a. **Planning**

   The planning step of first meeting on cycle one conducted in way of made the lesson plan, learning media and also the elaboration media. The instruction planning of this meeting arranged collaboratively with the teacher and according to the consideration from the teacher, the researcher made the media and learning playing technique. The learning media for this first meeting is cardboard that written with the point of the material

and also the picture that could get student attention. Whereas, the elaboration media conducted by way of prepares the cardboard, the origami paper and also glue as the stuff that should be arranged by the student.

b. Implementation

Learning activity of first meeting on cycle one conducted on Tuesday October 16th 2012. This learning process started by recites basmalah and prays together who lead by the teacher. After that, the teacher introduces the researcher to the student to get closer to them. The teacher utters their jargon to make student calm and ready to study. Before the student studied, teacher checked the attendance list and prepared the books and the other media for learning activities.

Teacher started to ask the student about the last meeting material. Students actively answer the teacher and scrambled to show their hand. The teacher and students conducted the interactive catechize in order to explore the student knowledge about the human development before started main learning. The apperception phase closed in way of conveyed the material that would be explained those days.

Main learning activity started with stick the learning media on the black board. Student looked very excited with the media that brought by the teacher. Teacher started with asked the student about their experience on their daily life that related to human development. Students answer the teacher question enthusiastically and full of spirit. Teacher explained about

the human development and its factor in way of interactively involved the student into learning activity. Student demanded to repeat the teacher said and read the written word on the learning media together. Teacher started read the word on learning media and student actively repeat the teacher words. After the teacher explained the material, she then gave opportunity to the student to ask question.

Elaboration phase started after finished the explanation. This phase conducted in way of divided class into 11 groups and each group not allowed to have member more than five students. Teacher gave cardboard to each group and also gave them origami paper with the glue.

Picture 4.1 The Girls Student Made Mind Map

Picture 4.2 The Boys Student Made Mind Map

Teacher gave student opportunity to work in group in order to make mind map creatively with they own ideas. Student looked very interesting and happy with their work. They started discussed with their group and directly stick their card. Teacher walk around the class to check the student work and helped their problem.

After all the students finished their works, teacher asks one by one of the groups to present their work in front of the class. Some student looked heard the presentation, even so there are some student that did not hear the presentation. The presentation finished before all the group presented their works and would be continued on next meeting. And the learning activities closed by giving reflection and evaluation to the student.

c. Observation

Observation conducted on October16th 2012 toward the student learning activities in way of observes the student interaction, activation in cooperation and also measure the student comprehension through student's score. Based on the observation, almost all the student actively involved to the learning collaboration, although there are some student that busy with their self. Almost the student conducted good cooperation with their group. They divide the group in way of divide the work part. There are some students that worked to find the answer, students that stick and arrange the paper and also there are student that write the answer to the card board. Observation also conducted toward student learning process that related to the points of SAVI aspects. The observation findings toward SAVI aspects described on the table 4.2 below:

Table 4.2

No.	Somatic Aspect	Observation Finding
1	Build a model of a process or procedure	√
2	Act out a process, system, or set of concepts	√
3	Complete a project that requires physical activity	√
Auditory Aspect		

1	Talk nonstop when doing creative problem solving or long-term planning	√
2	Have learners read out loud from manuals or computer screens.	√
3	Ask a question to the teacher	√
Visual Aspect		
1	Colorful decorations	√
2	Mental imagery exercises	√
3	Create student own idea maps, diagrams, icons, and images out of what they are learning	√
Intellectual Aspect		
1	Solving problems	√
2	Generating creative ideas	√
3	Applying new ideas to the job	√

Based on the observation findings above, it can be shown that the learning activity of the student have accomplished all the points of SAVI aspect. Student should complete the teacher assignment is case of made mind mapping and solve the problem. Student also required to arrange mind map creatively and wrote their idea on their cardboard. Learning score of cycle one on the first meeting described on the table 4.3 below:

Table 4.3

No	Student Name	Score	Description
1	Abdulloh Faisol Mihdad	75	Passed
2	Achmad Jauhari	80	Passed
3	Ahmad Tegar Kurniawan	75	Passed
4	Amyrah Bylqyz Fuady	90	Passed
5	Anang Dimas Saputra	80	Passed
6	Astatin Himalia Al-Izzah	90	Passed
7	Avina Dwi Shafira	90	Passed
8	Avril Audrie Rhobbi	75	Passed
9	Elma Dwi Oktaviana	100	Passed
10	Elmi Dwi Oktaviani	90	Passed
11	Fanana Firdausil	90	Passed
12	Fuad Hasan Azhari	75	Passed
13	Jenif Mangzilatur Rohmah	85	Passed
14	Lailatul Achdiah	85	Passed
15	Linda Azaria	90	Passed
16	M.Dheva Jihadudin Mabruri	75	Passed
17	Moch Rizky Ramadhan	75	Passed
18	Mochamad Hafizh Akbarudin	80	Passed

19	Mochammad Arizqi	80	Passed
20	Muhammad Adi Prasetyo	90	Passed
21	Muhammad Fuad Nuzulul .F	80	Passed
22	Muhammad Ghandi Firman	90	Passed
23	Muhammad Ihwan Rafif	90	Passed
24	Muhammad Syaifrudin	90	Passed
25	Muhammad Zamroni	90	Passed
26	Putri Aulya Latifaturrosyda	80	Passed
27	Qoni "aidah Fitriyah	85	Passed
28	Rahmatul Kamilliyah	85	Passed
29	Rania Husna Amalia	85	Passed
30	Rivaldi Putra Soleh	80	Passed
31	Rizka Marwah Sholicha	90	Passed
32	Shafia Rahma Nurillah	90	Passed
33	Sindy Dwi Alfiani	90	Passed
34	Siti Oktavia Wulandari	85	Passed
35	Sri Feni Purwanti	90	Passed
36	Wahyu Rahmat Hermawan	80	Passed
37	Yasmin Syadzania	80	Passed
38	Yasmn Firdausiah	100	Passed
39	Zaimah Qurrota A'yun	80	Passed

Based on the data analyze toward first meeting on cycle one, it can be shown that all the students passed their test. Nevertheless, there are 6 (15%) students who got the score which is exacted to the minimal score standard and only 2 (5%) who is got the 100 excellent score.

d. Reflection

Based on the data that have analyzed about SAVI aspects and the evaluation score, the learning activities on first meeting of cycle one has conducted well. All the SAVI aspect's points applied in all the learning process. The evaluation score shown that there are some students who is got the exact score which is in line with minimal score. The causal factor of this condition is about the accuracy of the student, and limited time to finish their work because majority of time utilized on the elaboration phase and explanation.

Second Meeting (Tuesday, October 23rd 2012)

a. Planning

Planning phase for this meeting are prepared the lesson plan that collaboratively arranged with the teacher, learning media that have explained on the last meeting and also the student elaboration works that should be presented in front of class. The planning phase also about made the evaluation sheet that has the same theme with last meeting but in different questions. Researcher made the evaluation according to teacher consideration and suggestion.

b. Implementation

The second meeting of cycle one conducted on October 23rd 2012. The learning process started after student prayed together and checks the attendance list. Teacher asked the student about the previous material and interactively catechize with the student. Apperception phase closed in way of gave the student information about the material that would be explained.

Teacher repeated the material that have explained on the last meeting and added with the deeper material than before. Majority of the student heard the teacher explanation although there are some students that did not paid attention to the teacher explanation. Teacher opened the same learning media with the last meeting and conveys additional material with the example that related to the student daily life. After convey the material teacher gave opportunity to the student to ask question.

Elaboration phase started in way of divided the group work that had done by the student. Teacher gave the student some time to read and prepare their group before presentation in front of the class.

Picture 4.3 Presentation Activity

Picture 4.4 Presentation Activity (2)

One by one every group came forward to the in front of class and presented their work. Teacher asked the other students to paid attention and corrected the presented group. After the presentation, teacher gave reflection and evaluation sheet to the student and gave them task.

Teacher stood up in front of class while brought the plastic glass with the green peal. Teacher gave student assignment to observe about the development of the green peal on the plastic glass and wrote the observation findings in the observation sheet that gave by the teacher.

c. Observation

Observation conducted on October 23rd 2012 toward the student learning activities in way of observes the student interaction with peer, activation in cooperation and measure the student comprehension through student's evaluation score. Based on the observation, the student conducted an active interaction with their peer. The student conducted

short discussion before they present their work and also divide the writer of the work. On the presentation phase, more that half of the student paid attention to the presenter, although there are students that crowded on the class. The observation also conducted toward student learning process and activities that related to the points of SAVI aspects. The observation findings toward SAVI aspects described on the table 4.4 below:

Table 4.4

No.	Somatic Aspect	Observation Finding
1	Build a model of a process or procedure	-
2	Act out a process, system, or set of concepts	√
3	Complete a project that requires physical activity	√
Auditory Aspect		
1	Talk nonstop when doing creative problem solving or long-term planning	√
2	Have learners read out loud from manuals or computer screens.	√
3	Ask a question to the teacher	√
Visual Aspect		
1	Colorful decorations	√
2	Mental imagery exercises	√
3	Create student own idea maps, diagrams, icons, and images out of what they are learning	-
Intellectual Aspect		
1	Solving problems	√
2	Generating creative ideas	√
3	Applying new ideas to the job	√

Based on the observation findings above, it can be shown that the learning activity of the student have not accomplished yet all the points of SAVI aspect. Student did not make the group assignment twice because they have finished their work on the last meeting. So, they should be

presented their works in this meeting. Learning score of cycle one on the second meeting described on the table 4.5 below:

Table 4.5

No	Student Name	Score	Description
1	Abdulloh Faisol Mihdad	80	Passed
2	Achmad Jauhari	90	Passed
3	Ahmad Tegar Kurniawan	85	Passed
4	Amyrah Bylqyz Fuady	95	Passed
5	Anang Dimas Saputra	90	Passed
6	Astatin Himalia Al-Izzah	95	Passed
7	Avina Dwi Shafira	95	Passed
8	Avril Audrie Rhobbi	75	Passed
9	Elma Dwi Oktaviana	100	Passed
10	Elmi Dwi Oktaviani	95	Passed
11	Fanana Firdausil	95	Passed
12	Fuad Hasan Azhari	75	Passed
13	Jenif Mangzilatur Rohmah	80	Passed
14	Lailatul Achdiah	80	Passed
15	Linda Azaria	85	Passed
16	M.Dheva Jihadudin Mabruri	75	Passed
17	Moch Rizky Ramadhan	80	Passed
18	Mochamad Hafizh Akbarudin	85	Passed
19	Mochammad Arizqi	90	Passed
20	Muhammad Adi Prasetyo	90	Passed
21	Muhammad Fuad Nuzulul .F	90	Passed
22	Muhammad Ghandi Firman	100	Passed
23	Muhammad Ihwan Rafif	90	Passed
24	Muhammad Syaifrudin	90	Passed
25	Muhammad Zamroni	90	Passed
26	Putri Aulya Latifaturrosyda	90	Passed
27	Qoni "aidah Fitriyah	90	Passed
28	Rahmatul Kamilliyah	100	Passed
29	Rania Husna Amalia	90	Passed
30	Rivaldi Putra Soleh	90	Passed
31	Rizka Marwah Sholicha	95	Passed
32	Shafia Rahma Nurillah	85	Passed
33	Sindy Dwi Alfiani	85	Passed
34	Siti Oktavia Wulandari	80	Passed
35	Sri Feni Purwanti	85	Passed
36	Wahyu Rahmat Hermawan	85	Passed
37	Yasmin Syadzania	90	Passed
38	Yasmn Firdausiah	100	Passed
39	Zaimah Qurrota A'yun	90	Passed

Based on the data analyze toward second meeting on cycle one, it can be shown that all the students are passed on the evaluation test. Even so, there are 3 (7%) students who got the score which is in line to the minimal score standard and there are 4 (10%) students who is got the 100 excellent score.

d. Reflection

Based on the data that have analyzed about SAVI aspects and the evaluation score, the learning activities on second meeting of cycle one has conducted well enough. Not all the SAVI aspect's points applied in all the learning process. The causal factors of this condition are because the second meeting did not conduct with a new technique or a new pattern but resumed the last meeting. In consequence, the students have no need to make or create a new idea in icon or map.

The evaluation score shown that the students extant got the exact score which is in line with minimal score. The causal factor of this condition is about the accuracy of the student, and memorizing skill of the student that made them confused to establish the benefit each nutrient food.

2. Cycle Two

First Meeting (Tuesday, October 30th 2012)

a. Planning

Planning phase of this meeting are prepared the lesson plan, arrange the technique to elaboration activities and made learning media to the explanation activities. The instruction planning of this meeting arranged

collaboratively with the teacher and according to the consideration from the teacher, the researcher made the media and learning playing technique. The preparation of elaboration media conducted with prepare the color paper, animal and plant picture which is should be pinned by the student and also glue to stick the picture. In this phase the evaluation prepared to measure the student comprehension.

b. Implementation

Learning activity of first meeting on cycle two conducted on Tuesday October 30th 2012. This learning process started by recites basmalah and prays together who lead by the teacher. Before the student studied, teacher checked the attendance list and prepared the books and the other media for learning activities.

Teacher started to ask the student about the last meeting material. Students actively answer the teacher and scrambled to show their hand. The class looked so crowded with the student enthusiastic. The teacher and students conducted the interactive catechize in order to explore the student knowledge about the animal and plant development before started main learning. The apperception phase closed in way of conveyed the material that would be explained.

Main learning activity started with exhibit the learning media that brought by the teacher. Student looked curious with the media that brought by the teacher. Teacher started with asked the student about their experience on their daily life that related to animal development and asked

about the student pet. Students answer the teacher question enthusiastically and loud voice.

Teacher explained about the animal development and how they could be developed in way of interactively involved the student into learning process. And then, teacher asked the student to take their observation plastic glass into their desk. Teacher asked the student about how the green peal grew and asked the student to collect their observation sheet. After the teacher explained the material, she then gave opportunity to the student to ask question.

Elaboration phase started after finished the explanation. This phase conducted in way of divided class into 11 groups and each group not allowed to have member more than five students. Teacher gave color paper to each group and also gave them picture of development of animal and plant with the glue.

Picture 4.5 Student worked in group

Picture 4.6 Student conducted move and arrange

Teacher gave student opportunity to work in group in order to arrange the picture and creatively made their own ideas how to organize it well. Student looked very interesting and happy with their work. They started

discussed with their group and directly stick the picture on the color paper. Teacher walks around on the class to check the student work and helped their problem.

After all the students finished their works, teacher asks one by one of the groups to present their work in front of the class. The presentation finished before all the group presented their works and would be continued on next meeting. And the learning activities closed by giving reflection and evaluation to the student.

c. Observation

Observation conducted on October 30th 2012 toward the student activities in way of observes the student interaction with their group, activation in cooperation and measure the student achievement through student's test score. Based on the observation, almost all the student actively involve on the games learning. All the groups divided the work to arrange the cards. There are the students that worked as the arranger of the card, there are student that worked to stick the picture card, and also they together discussed to find the answer of the learning games. The observation also conducted toward student learning process and activities that related to the points of SAVI aspects. The observation findings toward SAVI aspects described on the table 4.6 below:

Table 4.6

No.	Somatic Aspect	Observation Finding
1	Build a model of a process or procedure	√
2	Act out a process, system, or set of concepts	√
3	Complete a project that requires physical activity	√

Auditory Aspect		
1	Talk nonstop when doing creative problem solving or long-term planning	√
2	Have learners read out loud from manuals or computer screens.	√
3	Ask a question to the teacher	-
Visual Aspect		
1	Colorful decorations	√
2	Mental imagery exercises	√
3	Create student own idea maps, diagrams, icons, and images out of what they are learning	√
Intellectual Aspect		
1	Solving problems	√
2	Generating creative ideas	√
3	Applying new ideas to the job	√

Based on the SAVI observation findings above, it can be shown that the learning activity of the student almost accomplished all the points of SAVI aspect. One point which didn't conduct well is the student did not ask questions to the teacher as long as the learning activities. Learning score of cycle two on the first meeting described on the table 4.7 below:

Table 4.7

No	Student Name	Score	Description
1	Abdulloh Faisol Mihdad	90	Passed
2	Achmad Jauhari	100	Passed
3	Ahmad Tegar Kurniawan	100	Passed
4	Amyrah Bylqyz Fuady	100	Passed
5	Anang Dimas Saputra	100	Passed
6	Astatin Himalia Al-Izzah	100	Passed
7	Avina Dwi Shafira	100	Passed
8	Avril Audrie Rhobbi	80	Passed
9	Elma Dwi Oktaviana	100	Passed
10	Elmi Dwi Oktaviani	100	Passed
11	Fanana Firdausil	100	Passed
12	Fuad Hasan Azhari	80	Passed
13	Jenif Mangzilatur Rohmah	80	Passed

14	Lailatul Achdiah	80	Passed
15	Linda Azaria	80	Passed
16	M.Dheva Jihadudin Mabruri	80	Passed
17	Moch Rizky Ramadhan	90	Passed
18	Mochamad Hafizh Akbarudin	90	Passed
19	Mochammad Arizqi	100	Passed
20	Muhammad Adi Prasetyo	90	Passed
21	Muhammad Fuad Nuzulul .F	100	Passed
22	Muhammad Ghandi Firman	90	Passed
23	Muhammad Ihwan Rafif	90	Passed
24	Muhammad Syaifrudin	90	Passed
25	Muhammad Zamroni	90	Passed
26	Putri Aulya Latifaturrosyda	100	Passed
27	Qoni "aidah Fitriyah	100	Passed
28	Rahmatul Kamilliyah	100	Passed
29	Rania Husna Amalia	100	Passed
30	Rivaldi Putra Soleh	100	Passed
31	Rizka Marwah Sholicha	100	Passed
32	Shafia Rahma Nurillah	80	Passed
33	Sindy Dwi Alfiani	80	Passed
34	Siti Oktavia Wulandari	80	Passed
35	Sri Feni Purwanti	80	Passed
36	Wahyu Rahmat Hermawan	90	Passed
37	Yasmin Syadzania	100	Passed
38	Yasmn Firdausiah	100	Passed
39	Zaimah Qurrota A'yun	100	Passed

Based on the data analyze toward cycle two in first meeting, it can be shown that all the students are passed on the final test of the meeting. There are 20 (51%) students got the 100 excellent score and majority of the student got the score over the minimal score standard.

d. Reflection

Based on the data that have analyzed about SAVI aspects and the test score, the learning activities on first meeting of cycle two has conducted well. Almost the SAVI aspect's points applied in all the learning process except one point that is ask question. The causal factor of this condition is

because this material did not need deeper comprehension. The student should be more active to find information about the life cycle of the animal than only ask to the teacher.

The test score shown that majority of the students got the good score which is over the minimal score. The causal factor of not all the student did not got excellent score is about the accuracy of the student when they answer the test question.

Second Meeting (Tuesday, November 6th 2012)

a. Planning

Planning phase of this meeting conducted in way of prepared the lesson plan that collaboratively arranged with the teacher, learning media for explanation phase and student elaboration works last week. The learning media of this meeting conducted in way of made the picture of the development of animal and made the evaluation according to teacher consideration and suggestion, which written some question about all the material that the students have learnt.

b. Implementation

The second meeting of cycle two conducted on November 6rd 2012. The learning process started after student prayed together by recited basmalah and checks the attendance list of the student. Teacher asked the student about the previous material and interactively catechize with the student. Apperception phase closed in way of conveyed information about the material that would be explained.

Teacher repeated the material that have explained on the last meeting and gave additional material which is deeper than before. Majority of the student heard the teacher explanation although there are some students that did not hear the teacher explanation. Teacher opened the same learning media with the last meeting and conveys additional material with the example that related to the student reality on their daily life. After convey the material teacher gave opportunity to the student to ask question.

Elaboration phase started in way of divided the group work that had done by the student on the last meeting. Teacher gave the student some time to read and prepare their group before presentation in front of the class. Every group has opportunity to come forward to the in front of class and presented their work. Teacher asked the other students to paid attention and corrected the presented group. After the presentation, teacher gave reflection and evaluation sheet to the student that concluded all the material that has learnt by the student.

Picture 4.7 Reflection Activity

Picture 4.8 Evaluation Activity

c. Observation

Observation conducted on November 6th 2012 toward the student learning activities in way of observes the student interaction, activation in cooperation and measure the student comprehension through student's evaluation score. Based on the observation, the student conducted good interaction in group, they prepared their group before presentation in way of discussed about the arrangement of the picture and made sure the arrangement of the picture again. Observation also conducted toward student learning process that related to the points of SAVI aspects. The observation findings toward SAVI aspects described on the table 4.8 below:

Table 4.8

No.	Somatic Aspect	Observation Finding
1	Build a model of a process or procedure	-
2	Act out a process, system, or set of concepts	√
3	Complete a project that requires physical activity	√
Auditory Aspect		
1	Talk nonstop when doing creative problem solving or long-term planning	√
2	Have learners read out loud from manuals or computer screens.	√
3	Ask a question to the teacher	-
Visual Aspect		
1	Colorful decorations	√
2	Mental imagery exercises	√
3	Create student own idea maps, diagrams, icons, and images out of what they are learning	-
Intellectual Aspect		

1	Solving problems	√
2	Generating creative ideas	√
3	Applying new ideas to the job	√

Based on the observation findings above, it can be shown that the learning activity of the student have not accomplished yet all the points on SAVI aspect. Student did not make the group works again because they have finished their work on the last meeting. So, they have to present their works in this meeting. Ask the question is one point that did not conduct in this meeting. Learning score of cycle two on the second meeting described on the table 4.9 below:

Table 4.9

No	Student Name	Score	Description
1	Abdulloh Faisol Mihdad	88	Passed
2	Achmad Jauhari	82	Passed
3	Ahmad Tegar Kurniawan	85	Passed
4	Amyrah Bylqyz Fuady	80	Passed
5	Anang Dimas Saputra	80	Passed
6	Astatin Himalia Al-Izzah	82	Passed
7	Avina Dwi Shafira	80	Passed
8	Avril Audrie Rhobbi	75	Passed
9	Elma Dwi Oktaviana	93	Passed
10	Elmi Dwi Oktaviani	93	Passed
11	Fanana Firdausil	86	Passed
12	Fuad Hasan Azhari	80	Passed
13	Jenif Mangzilatur Rohmah	80	Passed
14	Lailatul Achdiah	82	Passed
15	Linda Azaria	78	Passed
16	M.Dheva Jihadudin Mabruri	76	Passed
17	Moch Rizky Ramadhan	77	Passed
18	Mochamad Hafizh Akbarudin	76	Passed
19	Mochammad Arizqi	80	Passed
20	Muhammad Adi Prasetyo	77	Passed
21	Muhammad Fuad Nuzulul .F	80	Passed

22	Muhammad Ghandi Firman	82	Passed
23	Muhammad Ihwan Rafif	80	Passed
24	Muhammad Syaifrudin	85	Passed
25	Muhammad Zamroni	78	Passed
26	Putri Aulya Latifaturrosyda	93	Passed
27	Qoni "aidah Fitriyah	85	Passed
28	Rahmatul Kamilliyah	82	Passed
29	Rania Husna Amalia	85	Passed
30	Rivaldi Putra Soleh	-	-
31	Rizka Marwah Sholicha	80	Passed
32	Shafia Rahma Nurillah	86	Passed
33	Sindy Dwi Alfiani	77	Passed
34	Siti Oktavia Wulandari	80	Passed
35	Sri Feni Purwanti	80	Passed
36	Wahyu Rahmat Hermawan	82	Passed
37	Yasmin Syadzania	85	Passed
38	Yasmn Firdausiah	100	Passed
39	Zaimah Qurrota A'yun	85	Passed

Based on the data analyze toward cycle two in second meeting, it can be shown that all the students are passed on the final test of the meeting. Even so, there are 7 (18%) students got the lower score that close to the minimal score standard. and only one student that got the 100 excellent score.

d. Reflection

Based on the data that have analyzed about SAVI aspects and the evaluation score, the learning activities on second meeting of cycle two has conducted well enough. But, not all the SAVI aspect's points applied in all the learning process. The causal factors of this condition are because the second meeting resumed the last meeting. In consequence, the students have no need to make or create a new idea in icon and map or create a new model of process. Ask question also

one point that did not conduct well on this meeting. The causal factor of this condition is because this material did not need deeper comprehension same as the meeting before. The student should be more active to find information about the life cycle of the animal and plant rather than only ask to the teacher.

The evaluation score shown that the students extant got the exact score which is in line with minimal score. The causal factor of this condition is about the accuracy of the student, the student memorize skill and the teacher did not warn the student before that the test material is not only related to the material of the day but also the material on the last week ago. So, the student did not get prepare about the whole test.

B. The Comparison Score of Research Findings

1. The Comparison Score of Cycle I and Cycle II

The Comparison Score of Cycle one and Cycle two on the science learning process about the changes of living things described on the table 4.10 below:

Table 4.10

No	Name	Score					
		Cycle I			Cycle II		
		I	II	AV	I	II	AV
1	Abdulloh Faisol Mihdad	75	80	78	90	88	89
2	Achmad Jauhari	80	90	85	100	82	91
3	Ahmad Tegar Kurniawan	75	85	80	100	85	93
4	Amyrah Bylqyz Fuady	90	95	93	100	80	90
5	Anang Dimas Saputra	80	90	85	100	80	90
6	Astatin Himalia Al-Izzah	90	95	93	100	82	91
7	Avina Dwi Shafira	90	95	93	100	80	90
8	Avril Audrie Rhobbi	75	75	75	80	75	78
9	Elma Dwi Oktaviana	100	100	100	100	93	97
10	Elmi Dwi Oktaviani	90	95	93	100	93	97

11	Fanana Firdausil	90	95	93	100	86	93
12	Fuad Hasan Azhari	75	75	75	80	80	80
13	Jenif Mangzilatur Rohmah	85	80	83	80	80	80
14	Lailatul Achdiah	85	80	83	80	82	81
15	Linda Azaria	90	85	88	80	78	79
16	M.Dheva Jihadudin Mabruri	75	75	75	80	76	78
17	Moch Rizky Ramadhan	75	80	78	90	77	84
18	Mochamad Hafizh Akbarudin	80	85	83	90	76	83
19	Mochammad Arizqi	80	90	85	100	80	90
20	Muhammad Adi Prasetyo	90	90	90	90	77	84
21	Muhammad Fuad Nuzulul .F	80	90	85	100	80	90
22	Muhammad Ghandi Firman	90	100	95	90	82	86
23	Muhammad Ihwan Rafif	90	90	90	90	80	85
24	Muhammad Syaifrudin	90	90	90	90	85	88
25	Muhammad Zamroni	90	90	90	90	78	84
26	Putri Aulya Latifaturrosyda	80	90	85	100	93	97
27	Qoni "aidah Fitriyah	85	90	88	100	85	93
28	Rahmatul Kamilliyah	85	100	93	100	82	91
29	Rania Husna Amalia	85	90	88	100	85	93
30	Rivaldi Putra Soleh	80	90	85	100	-	100
31	Rizka Marwah Sholicha	90	95	93	100	80	90
32	Shafia Rahma Nurillah	90	85	88	80	86	83
33	Sindy Dwi Alfiani	90	85	88	80	77	79
34	Siti Oktavia Wulandari	85	80	83	80	80	80
35	Sri Feni Purwanti	90	85	88	80	80	80
36	Wahyu Rahmat Hermawan	80	85	83	90	82	86
37	Yasmin Syadzania	80	90	85	100	85	93
38	Yasmn Firdausiah	100	100	100	100	100	100
39	Zaimah Qurrota A'yun	80	90	85	100	85	93
Score Average		**85**	**88**	-	**93**	**83**	-
Completeness Percentage		**100 %**			**100 %**		

Based on the data analyze above, there is score improvement toward student achievement. It can be shown from the data that the score average increase from 85 to 88 in the cycle one also 88 to 93 in the transition from cycle one to cycle two. There is decrease in score in cycle two. Student average score decrease from 93 to 83. These conditions appear because of some factor.

The first factor is the accuracy of the student when they do their work. The second factor is memorizing skill of the student that affected them when they answer about the material that need more memorize than comprehension. The third factor is because the evaluation materials on the second meeting of cycle two more complex and difficult than the test before.

2. The Comparison Score of Pre Action and Cycle I and II

The comparison score of Pre Action and all the cycle scores on the learning process that utilized as the procedure to measure the improvement of student achievement before and after applied the model described on the table 4.11 below:

Table 4.11

No	Name	SCORE		
		Pre Action	AV Cycle I	AV Cycle II
1	Abdulloh Faisol Mihdad	75	78	89
2	Achmad Jauhari	85	85	91
3	Ahmad Tegar Kurniawan	90	80	93
4	Amyrah Bylqyz Fuady	85	93	90
5	Anang Dimas Saputra	80	85	90
6	Astatin Himalia Al-Izzah	85	93	91
7	Avina Dwi Shafira	100	93	90
8	Avril Audrie Rhobbi	70	75	78
9	Elma Dwi Oktaviana	100	100	97
10	Elmi Dwi Oktaviani	100	93	97
11	Fanana Firdausil	80	93	93
12	Fuad Hasan Azhari	75	75	80
13	Jenif Mangzilatur Rohmah	100	83	80
14	Lailatul Achdiah	85	83	81
15	Linda Azaria	75	88	79
16	M.Dheva Jihadudin Mabruri	70	75	78
17	Moch Rizky Ramadhan	77	78	84
18	Mochamad Hafizh Akbarudin	80	83	83
19	Mochammad Arizqi	80	85	90
20	Muhammad Adi Prasetyo	76	90	84
21	Muhammad Fuad Nuzulul .F	80	85	90
22	Muhammad Ghandi Firman	95	95	86

23	Muhammad Ihwan Rafif	65	90	85
24	Muhammad Syaifrudin	90	90	88
25	Muhammad Zamroni	70	90	84
26	Putri Aulya Latifaturrosyda	80	85	97
27	Qoni "aidah Fitriyah	80	88	93
28	Rahmatul Kamilliyah	100	93	91
29	Rania Husna Amalia	75	88	93
30	Rivaldi Putra Soleh	70	85	100
31	Rizka Marwah Sholicha	90	93	90
32	Shafia Rahma Nurillah	80	88	83
33	Sindy Dwi Alfiani	75	88	79
34	Siti Oktavia Wulandari	80	83	80
35	Sri Feni Purwanti	78	88	80
36	Wahyu Rahmat Hermawan	80	83	86
37	Yasmin Syadzania	85	85	93
38	Yasmn Firdausiah	90	100	100
39	Zaimah Qurrota A'yun	90	85	93
Average Score		**83**	**87**	**88**
Completeness Percentage		**88 %**	**100 %**	**100 %**

Based on the description of score comparison above, in can be shown that there is improvement about the student achievement. The score increase on the average score in case of compare with the pre action score. The student score increase from 83 to 87 in the transition of pre action to cycle one. The student average score also increase from 87 to 88 in the transition from cycle one to cycle two.

The student achievement also increased in case of compare the completeness percentage of the pre action and all the cycles. The completeness percentage increased 12 % from 88 % to 100 % on the transition of pre action to the cycle one. Whereas, the completeness percentage of cycle one to cycle two constant on the 100 % passed the minimal standard score.

There are causal factor of the improvement of the learning achievement above, first is the intelligence of the student that almost smart and diligent.

Second is the interesting media and learning games that can get the student interest. And the third is positive school and learning environment.

3. Observation Findings toward SAVI Aspects in Learning Activities

The research findings of implementation of SAVI Aspects on the science instruction describe on table 4.12 below:

Table 4.12

Observation Findings toward SAVI Aspects in Learning Activities					
No	**Somatic Aspect**	**Cycle I**		**Cycle II**	
		I	**II**	**I**	**II**
1	Build a model of a process or procedure	√	-	√	-
2	Act out a process, system, or set of concepts	√	√	√	√
3	Complete a project that requires physical activity	√	√	√	√
Auditory Aspect					
1	Talk nonstop when doing creative problem solving or long-term planning	√	√	√	√
2	Have learners read out loud from manuals or computer screens.	√	√	√	√
3	Ask a question to the teacher	√	√	-	-
Visual Aspect					
1	Colorful decorations	√	√	√	√
2	Mental imagery exercises	√	√	√	√
3	Create student own idea maps, diagrams, icons, and images out of what they are learning	√	-	√	-
Intellectual Aspect					
1	Solving problems	√	√	√	√
2	Generating creative ideas	√	√	√	√
3	Applying new ideas to the job	√	√	√	√

The student activities in the science learning utilized model SAVI applied on some technique. On cycle one the applied learning technique is about made mind mapping. Whereas, on the cycle two the applied technique is move and arrange the picture. Based on the data that had described on the table 4.10 above, all the technique that applied on the learning activities accomplished all the aspects of SAVI.

On the first meeting on cycle one all the activities that had done by the student accomplish all the points on SAVI aspect. Whereas, on the second meeting of cycle one there are two point that did not apply. On those learning activities, the student just resumed the learning process last week. So, they did not need to repeat all the work that had finished on last week meeting.

On the first meeting of cycle two there s one point that did not implement on the learning process. That one point is the student did not ask question to the teacher. This condition appears because the material did not need deeper comprehension but it need to find wide information about the topic. And on the second meeting of cycle two there are three points that did not accomplish. Same as the second meeting of cycle one, the second meeting of cycle two is resumed of the last week meeting. So, the students did not need to make all their work again that had finished on last week meeting.

CHAPTER V
DISCUSSION

A. Discussion of Previous Study and Research Findings

Based on the three studies before, there are some similarity and dissimilarity with this research. The similarity of this research with the other studies is about the methodology that conducted the same approach, which is descriptive qualitative and classroom action research is the type of the research. The other similarity is about the concentration of the research, almost the research assessed about the student achievement that related to the student learning result or score.

The dissimilarities of this research and the other studies is the different material on the instruction. Although there are the two studies implemented the model to science learning but applied on the different material. The SAVI assessment of student activities also had different point of observation. The other dissimilarity is about he learning result of the research had some significant differences. On this research the implementation of SAVI model could increase the student achievement up to 12% on the completeness percentage. But on the other studies it could improve more than 12% and also could increase the learning average score more than 5% than this research which up to 4%.

B. Discussion of Nature of Learning and Instruction and Research Findings

The changes of the behavior on cognitive, psychomotor, and affective of the human become one of the sign that those individual has learned. In this research finding, can be shown that the student changed their style of learning when firstly they just as a listener to become builder that optimize their psychomotor behavior.

And the changes of the student behavior is because they gave opportunity to more get interaction with their environment same as the characteristic of the learning.

According to Gagne that instruction is intended to promote learning, because of that in this research instruction the learning process always designed with the group work not individual, so the students can get interaction with the other student. And this instruction majority conducted the one of the learning style by Gagne, which is problem solving learning. Problem solving learning is the learning type that merged some rules to solve the problem in order to form the higher rules.

C. Discussion of Learning Achievement and Research Findings

Student achievement cannot be separated with the learning activities, because study is a process, in the other side achievement is the result of the learning process. According to Nasution the learning achievement is the perfection of the human on thinking, feeling, and conducting and accomplishes cognitive, affective and psychomotor aspects. So, based on those state, the instruction of this research finished after all the cognitive indicator of human, animal, and plant development has conducted. The achievement of the psychomotor behavior can be seen on the instruction process that could involve the student actively move their body on the learning games.

The improvement of affective behavior increase on the instruction process, the student could take care of the green peal and also they watered it every day. And the improvement of that cognitive achievement can be seen on the research

finding that there is score increase on the average score in case of compare with the pre action score. The student score increase from 83 to 87 in the transition of pre action to cycle one. The student average score also increase from 87 to 88 in the transition from cycle one to cycle two.

The student achievement also increased in case of compare the completeness percentage of the pre action and all the cycles. The completeness percentage increased 12 % from 88 % to 100 % on the transition of pre action to the cycle one. Whereas, the completeness percentage of cycle one to cycle two constant on the 100 % passed the minimal standard score.

D. Discussion of Natural Science of MI and Research Findings

The primary school students (7th to 12th years old) still have concrete way of thinking, because of that they cannot think abstractly. So, the learning instruction of this research conducted in way of give the real and concrete example. The students also require to relate the material with their experience they have got on their daily life. Not only the instruction process, but also the material of learning games is designed in way of give the student concrete and real picture of the human, animal and plants development.

E. Discussion of The Development of Human, Food Substance on Islamic View and Research Findings

Development of the human is the changes process of the structure and the function of the organ that caused the organism more complex. In the instruction of

this research the teacher give the student the real example and the real phenomenon of the development of the human in way of related with the student daily life.

According to one of the Qur'an verses, human commanded to consume not only the halal food but also good for healthy. Based on those command, in this instruction, the teacher also give the teacher information about the food that good to consume and food that can affect the student healthy. Teacher also suggested the student to consume the food selectively in order to keep their healthy.

F. Discussion of SAVI and Research Findings

SAVI have some principle on its implementation, first is Learning Involves the whole mind and body. Second is learning is creation not consumption. Third is good learning has a social base. Fourth is learning is absorbing many things at once. Fifth is study should be in good condition. Sixth is study with positive feeling. Seventh is give concrete image to the student. Based on that study, the instruction process of this research applied on some technique that related to the principle of SAVI. On cycle one the applied learning technique is about made mind mapping. Whereas, on the cycle two the applied technique is move and arrange the picture. Two techniques that have applied on the research accomplished all the point of SAVI aspects.

CHAPTER VI
CLOSING

A. Conclusion

1. The Learning planning conducted in way of prepared the different lesson plan, learning material, learning media and different technique in every cycle that getting discussion and also made according to the consideration from teacher. On the cycle one the material is about the development of human and the cycle two the material is about the development of plants and animal. The learning media of this instruction prepared in way of make the carton with colorful picture and also make the picture arrangement that describe the development of human and animal.
2. The Implementation of SAVI Model conducted in way of applies the different learning techniques that reflect the SAVI aspect. On the cycle one the instruction conducted in way of asks the student to make mind map in case of the factor of human development and ask them to presentation in front of the class. And on the cycle two conducted in way of apply the move and arrange technique. Student asked to arrange the picture of human or plant properly and present they work in front of the class.
3. The Evaluation conducted in way of give the student question about the material and analyzed utilizes the quantitative formulation. Based on the observation, the Implementation of SAVI learning model can improve student's achievement. It can be shown on the student achievement on completeness percentage that almost increases if it compare to the score of

pre action. The average score of cycle one increase 4% than the pre action score. And the score of cycle two increase 5% than pre action and increase about 1% than cycle one. The completeness percentage of cycle one and cycle two also increase 12 % than the pre action percentage (88%).

B. Suggestion

1. The suggestion addresses especially to the student, student suggested study harder and increase their concentration and accuracy when they do their work or write the answer about teacher question. Student hoped to actively ask a question and not hasty when do their work.
2. Suggestion to the teacher is always to apply an active and effective learning method, model or technique that could involve the student actively on the instruction activities.
3. Suggestion to the other member of school, hoped that will always give positive environment to the student to encourage the student when they study at school.

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Appendix 1

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS TARBIYAH
Jalan Gajayana No. 50 Telepon (0341) 552398 Faksimile (0341) 552398
Website: www.tarbiyah.uin-malang.ac.id

Nomor : Un. 3.1/TL.00/495/2012 19 Mei 2012
Lampiran : -
Perihal : **Observasi**

Kepada
Yth. Kepala MI NU Maudlu'ul Ulum
di

Malang

Assalamu'alaikum Wr. Wb.

Kami mengharap dengan hormat agar mahasiswa di bawah ini :

Nama : Hilda Nur Azizah

NIM : 09140093

Fakultas / jurusan : Tarbiyah/ Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Semester : Genap, 2011/2012

dalam rangka menyelesaikan tugas Penyusunan **Proposal Skripsi** pada jurusan Pendidikan Guru Madrasa Ibtidaiyah (PGMI) yang bersangkutan mohon diberikan izin/kesempatan untuk mengadakan observasi di lembaga/instansi yang menjadi wewenang Bapak/ Ibu.

Demikian atas perkenan dan kerjasama Bapak/ Ibu disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. M. Zainuddin, MA
NIP. 19620507 199503 1 001

Tembusan :
1. Yth. Kajur PGMI
2. Arsip

Certificate No.

Appendix 2

YAYASAN PENDIDIKAN MA'ARIF KOTA MALANG
AKTE NOTARIS : JOENOES E. MAOGIMON. SH NO. 103 / 1986
MADRASAH IBTIDAIYYAH NAHDLATUL ULAMA
MAUDLU'UL ULUM
STATUS TERAKREDITASI "A" NSM: 111235730029
Jl. Bauksit 45 (Ex Pandean Gg I) Telp. (0341) 485509 Kota Malang

SURAT KETERANGAN
No. 18/MI.NU.Mu/SKM/III/2013

Yang bertanda tangan di bawah ini :

Nama : Ach.Taqiyyuddin, S. Ag
Nip : -
Jabatan : KEPALA MADRASAH

Menerangkan bahwa,mahasiswa di bawah ini;

Nama : Hilda Nur Azizah
NIM : 09140093
Jurusan : PGMI
Judul Skripsi : The Implementation of SAVI (Somatic, Auditory, Visual, Intellectual) Model to Improve student Achievement in Natural science Instruction for 3rd Grade At MI NU Maudlu'ul ulum Blimbing Malang.

Telah melaksanakan penelitian PTK pada tanggal 16 Oktober 2012 hingga 06 November 2012 di kelas 3 MI NU Maudlu'ul ulum Malang.

Demikian surat pernyataan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Malang,27 Maret 2013
KEPALA MADRASAH,

MI NU MAUDLU'UL ULUM KEC. BLIMBING

Ach.Taqiyyuddin, S.Ag

Appendix 3

SILABUS

Nama Sekolah : **MI** NU Maudlu'ul Ulum
Mata Pelajaran : **Ilmu** Pengetahuan Alam
Kelas / Semester : **III** / 1 (satu)
Alokasi Waktu : **2 jam** pelajaran
Tema : **Budi** Pekerti

Standar Kompetensi : **1. Memahami ciri-ciri dan kebutuhan makhluk hidup serta hal-hal yang mempengaruhi perubahan pada makhluk hidup**

Kompetensi	Materi Pokok	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Alat / Sumbaer Bahan
1.3 Mendeskripsikan perubahan yang terjadi pada makhluk hidup dan hal-hal yang mempengaruhi pertumbuhan dan perkembangan anak (makanan, kesehatan, istirahat dan olahraga)	- Perubahan pada makhluk hidup	- Mendeskripsikan ciri-ciri dan kebutuhan makhluk hidup - Menunjukkan berdasarkan pengamatan makhluk hidup mengalami perubahan	- Mengidentifikasi perubahan tubuh manusia melalui pengamatan gambar - Menjelaskan pentingnya makanan bergizi seimbang untuk pertumbuhan dan perkembangan anak	Tes tulis	4 2	- Paket - GBR Paket
Karakter yang Diharapkan : *Disiplin, Kerja keras, Kreatif, Demokratif , Rasa Ingin tahu, Cinta tanah air, Bersahabat, Menghargai prestasi, Gemar membaca, Peduli lingkungan, Peduli sosial, Tanggung jawab*						

Appendix 4

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : **MI NU Maudlu'ul Ulum**
Kelas / Smester : **3 / Semester I**
Pertemuan : **Pertemuan 1**
Alokasi Waktu : **2 x 35 Menit**
Mata Pelajaran : **Ilmu Pengetahuan Alam**
Tanggal : **16 Oktober 2012**

A. Standar Kompetensi

Makhluk Hidup dan Proses Kehidupan

1. Memahami ciri-ciri dan kebutuhan makhluk hidup serta hal-hal yang mempengaruhinya.

B. Kompetensi Dasar

1.3 Mendeskripsikan perubahan yang terjadi pada makhluk hidup dan hal-hal yang mempengaruhi pertumbuhan dan perkembangan anak (makanan, kesehatan, istirahat dan olahraga)

C. Indikator

- Mengidentifikasi perubahan tubuh manusia melalui gambar
- Megidentifikasi faktor-faktor yang mempengruhi pertumbuhan manusia
- Menjelaskan perntingnya makanan bergizi seimbang untuk pertumbuhan dan perkembangan anak

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi perubahan tubuh manusia melalui gambar
- Siswa dapat mengidentifikasi faktor-faktor yang mempengruhi pertumbuhan manusia
- Siswa dapat menjelaskan perntingnya makanan bergizi seimbang untuk pertumbuhan dan perkembangan anak

E. Karakter yang Diharapkan

- *Disiplin, Kerja keras, Kreatif, Demokratif , Rasa Ingin tahu, Cinta tanah air, Bersahabat, Menghargai prestasi, Gemar membaca, Peduli lingkungan, Peduli sosial, Tanggung jawab.*

F. Materi Pembelajaran

- Perubahan Pada Makhluk Hidup

G. Metode Pembelajaran

- Model SAVI
- Ceramah

H. Langkah-langkah Pembelajaran

No.	Kegiatan Pembelajaran	Metode	Waktu
1.	**Kegiatan Awal** 1. Guru memberi salam dan membimbing siswa berdo'a. 2. Absensi kehadiran siswa 3. Guru Menyampaikan secara singkat kompetensi materi yang akan dipelajari dan tujuan pembelajaran. 4. Guru memberikan contoh gambar pertumbuhan yang terjadi pada manusia.	**Klasikal**	**10'**
2.	**Kegiatan Inti** ❖ **Eksplorasi** 1. Siswa menjawab pertanyaan guru tentang perubahan pada makhluk hidup. *Contoh :* a. Apakah kalian tahu mengapa tubuh kalian bisa menjadi besar seperti sekarang ?	**Klasikal**	**15'**

	b. Hal-hal apa saja yang bisa membuat kalian tumbuh besar seperti sekarang ? 2. Siswa memperhatikan penjelasan guru tentang jawaban dari pertanyaan-pertanyaan yang diajukan. ❖ **Elaborasi** a. Siswa memperhatikan penjelasan guru mengenai pertumbuhan manusia dan faktor-faktor yang mempengaruhinya. b. Siswa membentuk kelompok menjadi beberapa kelompok, masing-masing kelompok tidak lebih dari 5 siswa. c. Siswa memperhatikan penjelasan guru tentang tata cara membuat peta konsep d. Siswa bersama-sama dengan anggota kelompok masing-masing membuat peta konsep e. Siswa mempresentasikan hasil peta konsep secara singkat. ❖ **Konfirmasi** 1. Siswa dan Guru bersama-sama mengoreksi hasil kerja kelompok siswa. 2. Siswa mendengarkan soal penguatan materi yang diberikan oleh guru. *Contoh :* a. Sebutkan contoh makanan bergizi ! b. Sebutkan contoh olahraga ! 3. Siswa mengerjakan evaluasi yang dberikan guru	**Klasikal** **SAVI** **Klasikal**	**25'** **15'**
3.	**Kegiatan Akhir** 1. Siswa dan Guru membuat kesimpulan	**Klasikal**	

	mengenai materi yang dipelajari. 2. Guru memberikan tugas kepada siswa. 3. Siswadan guru bersama-sama membaca Hamdalah		**5'**

I. Media dan Sumber Belajar

a. Peta Konsep

- **Buku IPA kelas 3**
- **Spidol warna**
- **Kertas lipat**
- **Kertas asturo**
- **Lem**
- **Gunting**

J. Evaluasi

- **Tes tulis**

❖ **Kriteria Penilaian**

1. Produk (hasil diskusi)

No.	Aspek yang Dinilai	Kriteria	Skor
1.	Konsep Kerapian Kreatifitas Kerja Sama Grup	Sangat Baik Baik Cukup Kurang	A B C D

2. Lembar Penilaian

No	Nama Siswa	Produk	Nilai
1. 2. 3. 4. 5. 6. 7.			

CATATAN :
Nilai A : 90
B : 85
C : 80
D : 75

Appendix 5

PERTUMBUHAN DAN PERKEMBANGAN MANUSIA

Manusia mengalami perubahan selama hidupnya. Perubahan pada manusia meliputi perubahan tinggi badan, berat badan, serta bentuk badan. Tubuh manusia tidak hanya bertambah ukurannya, tetapi semakin lama tingkat kecerdasan manusia juga semakin bertambah. Namun, pertumbuhan manusia akan berhenti pada usia tertentu. Pertumbuhan dan perkembangan manusia dipengaruhi oleh beberapa faktor, di antaranya makanan bergizi, kesehatan, istirahat, olahraga dan hiburan.

1. Makanan Bergizi

   Makanan bergizi sangat berguna bagi pertumbuhan dan perkembangan tubuh. Makanan berguna untuk membentuk bagianbagian tubuh dan mengganti bagian tubuh kita yang rusak. Selain itu, makanan berguna untuk memberikan tenaga, dan mengatur semua proses di dalam tubuh. Makanan bergizi dapat berasal dari hewan ataupun tumbuhan. Makanan bergizi mengandung karbohidrat, protein, lemak, vitamin, mineral, dan air. Akan lebih sempurna jika ditambah susu.

   a. Karbohidrat

      Karbohidrat berfungsi sebagai sumber tenaga bagi tubuh. Makanan yang mengandung karbohidrat di antaranya, nasi, jagung, kentang, roti, dan gandum.

   b. Protein

      Makanan yang mengandung banyak protein berfungsi sebagai zat pembangun tubuh. Bagian tubuh yang rusak akan segera diganti dengan bantuan protein yang diperoleh dari makanan. Makanan yang mengandung protein di antaranya ikan, telur, daging, susu, tahu, dan tempe.

c. Lemak

Makanan yang mengandung lemak berfungsi sebagai sumber energi dan cadangan makanan. Makanan yang mengandung lemak, di antaranya, daging, telur, keju, mentega, minyak, dan susu.

d. Vitamin dan Mineral

Vitamin adalah zat yang sangat penting bagi pertumbuhan. Vitamin terdiri atas vitamin A, B, C, D, E, dan K. Vitamin banyak terdapat di dalam sayuran Mineral adalah zat organik yang diperlukan tubuh dalam jumlah tertentu. Mineral merupakan zat pengatur tubuh. Makanan yang mengandung mineral terdapat dalam sayuran dan buahbuahan.buah-buahan.

2. Kesehatan

Tubuh sehat berarti tidak terkena penyakit. Adanya penyakit pada tubuh akan menghambat pertumbuhan tubuh. Mengkonsumsi makanan yang mengandung pewarna buatan dan pengawet dapat mengganggu pertumbuhan manusia

3. Istirahat

Istirahat yang paling baik adalah tidur. Ketika tidur, seluruh tubuh melakukan istirahat sehingga ketika bangun, tubuh akan kembali segar. Lama tidur yang baik adalah 8 jam sehari.

4. Olahraga

Melakukan olahraga secara teratur sangat baik untuk pertumbuhan dan perkembangan manusia. Olahraga bermanfaat untuk membuat peredaran darah menjadi lancar dan jantung berdenyut secara teratur.

5. Hiburan

Hiburan penting juga bagi pertumbuhan manusia. Dengan mendapat hiburan, tubuh akan santai, tidak stres, dan peredaran darah pun men jadi lancar. Akibatnya, kerja tubuh, akan lebih optimal. Hiburan dapat diperoleh dengan berkunjung ke tempat-tempat wisata.

Appendix 6

Evaluasi Pertemuan I

A. Isilah titik-titik di bawah ini dengan jawaban yang benar !

1. Adik bayi yang semula berbadan kecil hingga kemudia dapat berjalan, membuktikan bahwa manusia mengalami ……
2. Ciri-ciri pertumbuhan pada manusia adalah ……
3. Salah satu ciri pertumbuhan adalah bertambahnya kemampuan. Kemampuan yang belum dimiliki oleh bayi saat lahir adalah ……
4. Pertumbuhan pada manusia yang berkaitan dengan rambut manusia adalah ……
5. Faktor-faktor yang mempengaruhi pertumbuhan manusia adalah ……
6. Tidur merupakan salah satu contoh kegiatan yang mempengaruhi pertumbuhan pada manusia yang tergolong dalam faktor ……
7. Makanan yang termasuk dalam empat sehat lima sempurna adalah ……
8. Zat makanan berbahaya yang dapat menganggu pertumbuhan manusia adalah ……
9. Salah satu manfaat olahraga adalah ……
10. Pergi ke pantai merupakan contoh dari faktor …… yang dapat mempengaruhi petumbuhan manusia.

Appendix 7

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : **MI NU Maudlu'ul Ulum**
Kelas / Smester : **3 / Semester I**
Pertemuan : **Pertemuan 2**
Alokasi Waktu : **2 x 35 Menit**
Mata Pelajaran : **Ilmu Pengetahuan Alam**
Tanggal : **23 Oktober 2012**

A. Standar Kompetensi

Makhluk Hidup dan Proses Kehidupan

1. Memahami ciri-ciri dan kebutuhan makhluk hidup serta hal-hal yang mempengaruhinya.

B. Kompetensi Dasar

1.3 Mendeskripsikan perubahan yang terjadi pada makhluk hidup dan hal-hal yang mempengaruhi pertumbuhan dan perkembangan anak (makanan, kesehatan, istirahat dan olahraga)

C. Indikator

- Mengidentifikasi perubahan tubuh manusia melalui gambar
- Megidentifikasi faktor-faktor yang mempengruhi pertumbuhan manusia
- Menjelaskan perntingnya makanan bergizi seimbang untuk pertumbuhan dan perkembangan anak

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi perubahan tubuh manusia melalui gambar
- Siswa dapat mengidentifikasi faktor-faktor yang mempengruhi pertumbuhan manusia
- Siswa dapat menjelaskan perntingnya makanan bergizi seimbang untuk pertumbuhan dan perkembangan anak

E. Karakter yang Diharapkan

- *Disiplin, Kerja keras, Kreatif, Demokratif , Rasa Ingin tahu, Cinta tanah air, Bersahabat, Menghargai prestasi, Gemar membaca, Peduli lingkungan, Peduli sosial, Tanggung jawab.*

F. Materi Pembelajaran

- Perubahan Pada Makhluk Hidup

G. Metode Pembelajaran

- Model SAVI
- Ceramah

H. Langkah-langkah Pembelajaran

No.	Kegiatan Pembelajaran	Metode	Waktu
1.	**Kegiatan Awal** 1. Guru memberi salam dan membimbing siswa berdo'a. 2. Absensi kehadiran siswa 3. Guru Menyampaikan secara singkat kompetensi materi yang akan dipelajari dan tujuan pembelajaran. 4. Guru memberikan contoh gambar pertumbuhan yang terjadi pada manusia.	**Klasikal**	**10'**
2.	**Kegiatan Inti** ❖ **Eksplorasi** 1. Siswa menjawab pertanyaan guru tentang perubahan pada makhluk hidup. *Contoh :* a. Apakah kalian tahu mengapa kalian harus makan ? b. Ayo sebutkan apa saja yang termasuk dalam 4 sehat 5 sempurna ? 2. Siswa memperhatikan penjelasan guru	**Klasikal** **Klasikal**	**15'**

	tentang jawaban dari pertanyaan-pertanyaan yang diajukan. ❖ **Elaborasi** 1. Siswa memperhatikan penjelasan guru mengenai pertumbuhan manusia dan faktor-faktor yang mempengaruhinya yang telah dijelaskan minggu lalu 2. Siswa berkumpul kembali membentuk kelompok seperti minggu lalu. 3. Siswa yang belum tmpil minggu lalu mempresentasikan hasil peta konsep secara singkat. ❖ **Konfirmasi** 1. Siswa dan Guru bersama-sama mengoreksi hasil kerja kelompok siswa. 2. Siswa mendengarkan soal penguatan materi yang diberikan oleh guru. *Contoh :* a. Sebutkan contoh kegiatan istirhat ! c. Sebutkan contoh makanan yang mengandung karbohidrat ! 3. Siswa mengerjakan evaluasi yang dberikan guru	**SAVI** **Klasikal**	**25'** **15'**
3.	**Kegiatan Akhir** 1. Siswa dan Guru membuat kesimpulan mengenai materi yang dipelajari. 2. Guru memberikan tugas kepada siswa untuk mengamati peetumbuhan kacang hijau yng telah disediakan. 3. Siswadan guru bersama-sama membaca Hamdalah	**Klasikal**	**5'**

I. Media dan Sumber Belajar

a. Peta Konsep

- **Buku IPA kelas 3**
- **Spidol warna**
- **Kertas lipat**
- **Kertas asturo**
- **Lem**
- **Gunting**

J. Evaluasi

- **Tes tulis**

Kriteria Penilaian

1. Produk (hasil diskusi)

No.	Aspek yang Dinilai	Kriteria	Skor
1.	Konsep Kerapian Kreatifitas Kerja Sama Grup	Sangat Baik Baik Cukup Kurang	A B C D

K. Lembar Penilaian

No	Nama Siswa	Produk	Nilai
1. 2. 3. 4. 5. 6. 7.			

CATATAN :
Nilai A : 90
B : 85
C : 80
D : 75

Appendix 8

Evaluasi Pertemuan II

A. Isilah titik-titik di bawah ini dengan jawaban yang benar !

1. Contoh Makanan yang mengandung Karbohidrat adalah ……
2. Telur merupakan contoh makanan yang mengandung ……
3. Vitamin yang banyak terdapat pada sayuran wortel adalah ……
4. Nasi banyak mengandung zat ……
5. Zat yang berfungsi sebagai sumber tenaga adalah ……
6. Zat protein berfungsi sebagai zat ……
7. Vitamin yang banyak terdapat dalam buah-buahan adalah vitamin ……
8. Zat yang berfungsi sebagai pengatur tubuh adalah ……
9. Lemak merupakan zat yang berfungsi sebagai ……
10. Air merupakan salah satu contoh bahan makanan yang banyak mengandung ……

Appendix 9

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : **MI NU Maudlu'ul Ulum**
Kelas / Smester : **3 / Semester I**
Pertemuan : **Pertemuan 3**
Alokasi Waktu : **2 x 35 Menit**
Mata Pelajaran : **Ilmu Pengetahuan Alam**
Tanggal : **30 Oktober 2012**

A. Standar Kompetensi

Makhluk Hidup dan Proses Kehidupan

1. Memahami ciri-ciri dan kebutuhan makhluk hidup serta hal-hal yang mempengaruhinya.

B. Kompetensi Dasar

1.3 Mendeskripsikan perubahan yang terjadi pada makhluk hidup dan hal-hal yang mempengaruhi pertumbuhan dan perkembangan anak (makanan, kesehatan, istirahat dan olahraga)

C. Indikator

- Mengidentifikasi perubahan tubuh pada hewan dan tumbuhan

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi perubahan tubuh pada hewan dan tumbuhan

E. Karakter yang Diharapkan

- *Disiplin, Kerja keras, Kreatif, Demokratif , Rasa Ingin tahu, Cinta tanah air, Bersahabat, Menghargai prestasi, Gemar membaca, Peduli lingkungan, Peduli sosial, Tanggung jawab.*

F. Materi Pembelajaran

- Perubahan Pada Makhluk Hidup

G. Metode Pembelajaran

- Model SAVI

- Ceramah

H. Langkah-langkah Pembelajaran

No.	Kegiatan Pembelajaran	Metode	Waktu
1.	**Kegiatan Awal** 1. Guru memberi salam dan membimbing siswa berdo'a. 2. Absensi kehadiran siswa 3. Guru Menyampaikan secara singkat kompetensi materi yang akan dipelajari dan tujuan pembelajaran. 4. Guru memberikan contoh gambar pertumbuhan yang terjadi pada tumbuhan (berdasarkan pengamatan yang dilakukan siswa)	**Klasikal**	**10'**
2.	**Kegiatan Inti** ❖ **Eksplorasi** 1. Siswa menjawab pertanyaan guru tentang perubahan pada hewan dan tumbuhan. *Contoh :* 2. Pernahkah kalian membantu ibu menanam bunga atau pohon buah ? 3. Apakah kalian punya hewan peliharaan ? 2. Siswa memperhatikan penjelasan guru tentang jawaban dari pertanyaan-pertanyaan yang diajukan. ❖ **Elaborasi**	**Klasikal** **Klasikal** **SAVI**	**15'** **25'**

	1. Siswa memperhatikan penjelasan guru mengenai pertumbuhan hewan dan tumbuhan. 2. Siswa membentuk kelompok menjadi 10 kelompok (masing-masing kelompok terdiri dari 4 siswa) 3. Guru memberikan kesempatan kepada siswa untuk melaksanakan permainan *"Move and Arrange"* 4. Siswa memperhatikan penjelasan guru tentang tata cara permainan *"Move and Arrange"* 5. Siswa bersama-sama dengan anggota kelompok masing-masing melaksanakan permainan "*Move and Arrange"* ❖ **Konfirmasi** 1. Siswa dan Guru bersama-sama mengoreksi hasil kerja kelompok siswa. 2. Siswa mendengarkan soal penguatan materi yang diberikan oleh guru. *Contoh :* 1. Apakah tanda-tanda bahwa tumbuhan dan hewan mengalami pertumbuhan ?	**Klasikal**	**15'**
3.	**Kegiatan Akhir**		

	1. Siswa dan Guru membuat kesimpulan mengenai materi yang dipelajari. 2. Guru memberikan pekerjaan rumah kepada siswa. 3. Siswadan guru bersama-sama membaca Hamdalah	**Klasikal**	**5'**

I. Media dan Sumber Belajar

- **Buku IPA kelas 3**
- **Gambar pendukung**
- **Spidol warna**
- **Kertas lipat**
- **Kertas asturo**
- **Lem**
- **Gunting**

J. Evaluasi

- **Tes tulis**

Kriteria Penilaian

1. Produk (hasil diskusi)

No.	Aspek yang Dinilai	Kriteria	Skor
1.	Konsep Kerapian Kreatifitas Kerja Sama Grup	Sangat Baik Baik Cukup Kurang	A B C D

2. Lembar Penilaian

No	**Nama Siswa**	**Produk**	**Nilai**
1. 2. 3. 4. 5. 6. 7.			

CATATAN :
Nilai A : 90
B : 85
C : 80
D : 75

Appendix 10

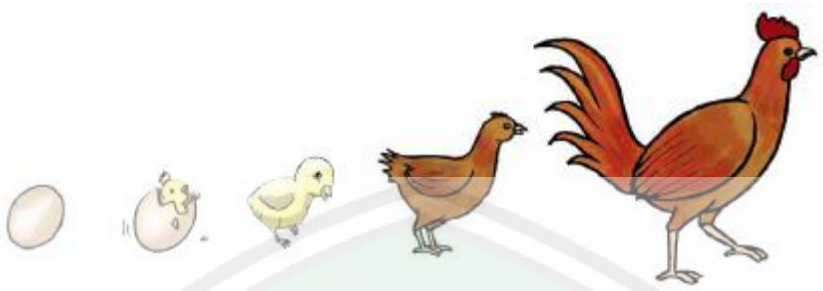
PERTUMBUHAN PADA HEWAN DAN TUMBUHAN

Sama seperti manusia, tumbuhan pun mengalami pertumbuhan. Contoh cara berkembang biak tumbuhan ialah dengan biji. Contohnya adalah kacang merah. Kacang merah, jika dibiarkan beberapa hari, akan tumbuh tunas dan akar calon individu baru.

Setelah tumbuh tunas dan akar, kacang merah tersebut akan menjadi kecambah. Hal tersebut terjadi karena di dalam biji terdapat embrio atau calon anak yang akan berkembang menjadi individu baru. Selain embrio, di dalam biji juga terdapat cadangan makanan. Makanan cadangan ini cukup untuk makanannya sendiri selama embrio belum dapat membuat makanan sendiri. Lama kelamaan cadangan makanan ini akan habis. Hal tersebut terjadi karena di dalam biji terdapat embrio atau calon anak yang akan berkembang menjadi individu baru. Selain embrio, di dalam biji juga terdapat cadangan makanan. Makanan cadangan ini cukup untuk makanannya sendiri selama embrio belum dapat membuat makanan sendiri. Lamakelamaan cadangan makanan ini akan habis.

Tumbuhan memerlukan zat-zat yang penting bagi pertumbuhannya, yaitu makanan, air, dan cahaya matahari. Makanan dan air diserap dari dalam tanah, sedangkan cahaya matahari didapat dari lingkungan.

Sama halnya dengan manusia dan tumbuhan, hewan pun mengalami pertumbuhan. Contohnya adalah ayam, ayam berawal dari telur, kemudian menetas menjadi anak ayam, dan lama-kelamaan menjadi ayam dewasa.

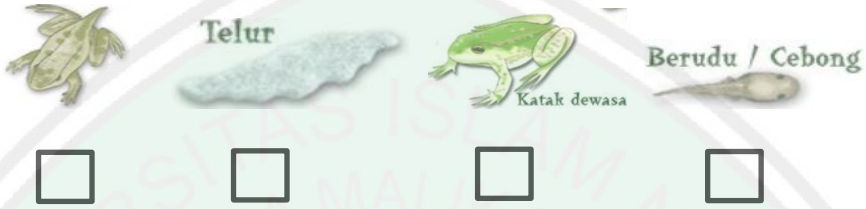


Hal itu menunjukkan bahwa anak ayam mengalami perubahan. Anak ayam yang baru keluar dari telur, tubuhnya kecil dan ringan. Lalu, anak ayam tersebut tumbuh. Tubuhnya bertambah berat dan bertambah tinggi. Selain perubahan ukuran tubuhnya, anak ayam pun mengalami perubahan pada warna bulunya. Hewan juga memerlukan makanan dan harus dirawat dengan baik, agar pertumbuhan hewan dapat berlangsung dengan baik.

Appendix 11

Evaluasi Pertemuan III

A. Berilah nomor pada gambar-gambar dibawah ini sesuai dengan urutan pertumbuhannya !

1. 

2. 

3. 

4. 

5. 

Appendix 12

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : **MI NU Maudlu'ul Ulum**
Kelas / Smester : **3 / Semester I**
Pertemuan : **Pertemuan 4**
Alokasi Waktu : **2 x 35 Menit**
Mata Pelajaran : **Ilmu Pengetahuan Alam**
Tanggal : **6 November 2012**

A. Standar Kompetensi

Makhluk Hidup dan Proses Kehidupan

1. Memahami ciri-ciri dan kebutuhan makhluk hidup serta hal-hal yang mempengaruhinya.

B. Kompetensi Dasar

1.3 Mendeskripsikan perubahan yang terjadi pada makhluk hidup dan hal-hal yang mempengaruhi pertumbuhan dan perkembangan anak (makanan, kesehatan, istirahat dan olahraga)

C. Indikator

- Mengidentifikasi perubahan tubuh pada hewan dan tumbuhan

D. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi perubahan tubuh pada hewan dan tumbuhan

E. Karakter yang Diharapkan

- *Disiplin, Kerja keras, Kreatif, Demokratif , Rasa Ingin tahu, Cinta tanah air, Bersahabat, Menghargai prestasi, Gemar membaca, Peduli lingkungan, Peduli sosial, Tanggung jawab.*

F. Materi Pembelajaran

- Perubahan Pada Makhluk Hidup

G. Metode Pembelajaran

- Model SAVI

- Ceramah

H. Langkah-langkah Pembelajaran

No.	Kegiatan Pembelajaran	Metode	Waktu
1.	**Kegiatan Awal** 1. Guru memberi salam dan membimbing siswa berdo'a. 2. Absensi kehadiran siswa 3. Guru Menyampaikan secara singkat kompetensi materi yang akan dipelajari dan tujuan pembelajaran. 4. Guru memberikan contoh gambar pertumbuhan yang terjadi pada tumbuhan (berdasarkan pengamatan yang dilakukan siswa)	**Klasikal**	**10'**
2.	**Kegiatan Inti** ❖ **Eksplorasi** 1. Siswa menjawab pertanyaan guru tentang perubahan pada hewan dan tumbuhan. *Contoh :* a. Pernahkan kalian membantu ibu memotong bunga di kebun ? b. Apakah kalian pergi ke kebun binatang? 2. Siswa memperhatikan penjelasan guru tentang jawaban dari pertanyaan-pertanyaan yang diajukan. ❖ **Elaborasi**	**Klasikal** **Klasikal** **SAVI**	**15'** **25'**

	1. Siswa memperhatikan penjelasan guru mengenai pertumbuhan hewan dan tumbuhan. 2. Siswa berkumpul dan membentuk kelompok seperti minggu yang lalu 3. Maing-masing kelompok mempresentasikan hasil diskusinya. ❖ **Konfirmasi** 1. Siswa dan Guru bersama-sama mengoreksi hasil kerja kelompok siswa. 2. Siswa mendengarkan soal penguatan materi yang diberikan oleh guru. *Contoh :* a. Apakah tanda-tanda bahwa tumbuhan dan hewan mengalami pertumbuhan ?	**Klasikal**	**15'**
3.	**Kegiatan Akhir** 1. Siswa dan Guru membuat kesimpulan mengenai materi yang dipelajari. 2. Guru memberikan pekerjaan rumah kepada siswa. 3. Siswadan guru bersama-sama membaca Hamdalah	**Klasikal**	**5'**

I. Media dan Sumber Belajar

- **Buku IPA kelas 3**
- **Gambar pendukung**
- **Spidol warna**
- **Kertas lipat**
- **Kertas asturo**
- **Lem**
- **Gunting**

J. Evaluasi

- **Tes tulis**

Kriteria Penilaian

1. Produk (hasil diskusi)

No.	**Aspek yang Dinilai**	**Kriteria**	**Skor**
1.	Konsep	Sangat Baik	A
	Kerapian	Baik	B
	Kreatifitas	Cukup	C
	Kerja Sama Grup	Kurang	D

2. Lembar Penilaian

No	**Nama Siswa**	**Produk**	**Nilai**
1.			
2.			
3.			
4.			
5.			

CATATAN :
Nilai A : 90
B : 85
C : 80
D : 75

Appendix 13

Evaluasi Pertemuan 4 (Posttest)

A. Berilah tanda silang pada huruf a, b, c, dan d pada jawaban yang paling tepat !

1. Ahmad, sebelumnya, ialah seorang bayi, sekarang sudah kelas 3. Hal itu menunjukkan bahwa Ahmad ....
   a. Bergerak
   b. Mengalami pertumbuhan
   c. Bernafas
   d. Berkembang biak
2. Makanan yang berfungsi sebagai sumber energi adalah makanan yang mengandung ….
   a. Protein
   b. Vitamin
   c. Karbohidrat
   d. Lemak
3. Protein dalam makanan berfungsi sebagai …
   a. Zat pembangun tubuh
   b. Sumber tenaga
   c. Sumber energi
   d. Zat pengatur tubuh
4. Makanan yang banyak mengandung karbohidrat adalah …
   a. Tempe
   b. Nasi
   b. Tahu
   d. daging
5. Proses pertumbuhan hewan katak adalah sebagai berikut …
   a. Berudu – telur – katak dewasa – katak muda
   b. Katak dewasa – telur – katak muda – berudu
   c. Telur – berudu – katak muda – katak dewasa
   d. Katak muda – katak dewasa – berudu - telur

B. Isilah titik dibawah ini dengan jawaban yang benar !

1. Sebutkan 2 faktor yang mempengaruhi pertumbuhan manusia !
   Jawab : .....

2. Sebutkan 2 contoh makanan yang mengandung Zat Vitamin !
   Jawab : .....

3. Sebutkan bahan makanan yang termasuk dalam 4 sehat 5 sempurna !
   Jawab : .....

4. Sebutkan 2 tanda-tanda pertumbuhan pada hewan !
   Jawab : .....

5. Sebutkan 2 tanda-tanda pertumbuhan pada tumbuhan !
   Jawab : .....

Appendix 14

Product Score
(Mind Map)

Table 8.1

No.	Name	Score
1	Abdulloh Faisol Mihdad	80
2	Achmad Jauhari	90
3	Ahmad Tegar Kurniawan	85
4	Amyrah Bylqyz Fuady	90
5	Anang Dimas Saputra	90
6	Astatin Himalia Al-Izzah	90
7	Avina Dwi Shafira	90
8	Avril Audrie Rhobbi	75
9	Elma Dwi Oktaviana	90
10	Elmi Dwi Oktaviani	90
11	Fanana Firdausil	90
12	Fuad Hasan Azhari	75
13	Jenif Mangzilatur Rohmah	80
14	Lailatul Achdiah	80
15	Linda Azaria	85
16	M.Dheva Jihadudin Mabruri	75
17	Moch Rizky Ramadhan	80
18	Mochamad Hafizh Akbarudin	85
19	Mochammad Arizqi	90
20	Muhammad Adi Prasetyo	90
21	Muhammad Fuad Nuzulul .F	90
22	Muhammad Ghandi Firman	90
23	Muhammad Ihwan Rafif	90
24	Muhammad Syaifrudin	90
25	Muhammad Zamroni	90
26	Putri Aulya Latifaturrosyda	90
27	Qoni "aidah Fitriyah	90
28	Rahmatul Kamilliyah	90
29	Rania Husna Amalia	90
30	Rivaldi Putra Soleh	90
31	Rizka Marwah Sholicha	90
32	Shafia Rahma Nurillah	85
33	Sindy Dwi Alfiani	85
34	Siti Oktavia Wulandari	80
35	Sri Feni Purwanti	85
36	Wahyu Rahmat Hermawan	85
37	Yasmin Syadzania	90
38	Yasmn Firdausiah	90
39	Zaimah Qurrota A'yun	90

Appendix 15

Product Score
(Move and Arrange)

Table 8.2

No.	Name	Score
1	Abdulloh Faisol Mihdad	90
2	Achmad Jauhari	90
3	Ahmad Tegar Kurniawan	90
4	Amyrah Bylqyz Fuady	90
5	Anang Dimas Saputra	90
6	Astatin Himalia Al-Izzah	90
7	Avina Dwi Shafira	90
8	Avril Audrie Rhobbi	90
9	Elma Dwi Oktaviana	90
10	Elmi Dwi Oktaviani	90
11	Fanana Firdausil	90
12	Fuad Hasan Azhari	90
13	Jenif Mangzilatur Rohmah	90
14	Lailatul Achdiah	90
15	Linda Azaria	90
16	M.Dheva Jihadudin Mabruri	90
17	Moch Rizky Ramadhan	90
18	Mochamad Hafizh Akbarudin	90
19	Mochammad Arizqi	90
20	Muhammad Adi Prasetyo	90
21	Muhammad Fuad Nuzulul .F	90
22	Muhammad Ghandi Firman	90
23	Muhammad Ihwan Rafif	90
24	Muhammad Syaifrudin	90
25	Muhammad Zamroni	90
26	Putri Aulya Latifaturrosyda	90
27	Qoni "aidah Fitriyah	90
28	Rahmatul Kamilliyah	90
29	Rania Husna Amalia	90
30	Rivaldi Putra Soleh	90
31	Rizka Marwah Sholicha	90
32	Shafia Rahma Nurillah	90
33	Sindy Dwi Alfiani	90
34	Siti Oktavia Wulandari	90
35	Sri Feni Purwanti	90
36	Wahyu Rahmat Hermawan	90
37	Yasmin Syadzania	90
38	Yasmn Firdausiah	90
39	Zaimah Qurrota A'yun	90

Appendix 16

Main Respondent Data of Interview

Table 8.3

No.	Name	Functional Position
1.	Achmad Taqiyyuddin, S.Ag	Head Master of MI NU Maudlu'ul Ulum Malang
2.	Dra. Siti Chunainah	Science Teacher of 3rd Grade
3.	Yasmin Syadzania	Student of 3rd Grade
4.	Yasmn Firdausiah	Student of 3rd Grade
5.	Fanana Firdausil Mukarromah	Student of 3rd Grade

Appendix 17

Interview Guide

Interview to the Head Master

1. Bagaimanakah karakteristik siswa di MI NU maudlu'ul Ulum ?
2. Apakah pembelajaran di MI NU menerapkan pembelajaran Tematik ?
3. Penerbit buku apakah yang dijadikan sebagi sumber belajar siswa di MI NU Maudlu'ul Ulum ?
4. Di kelas berapakah permasalahan tentang pembelajaran sering ditemui ?
5. Apakah penyebab permasalahan tersebut ?

Interview to the Teacher

1. Bagaimanakah karakteristik siswa kelas 3 di MI NU Maudlu'ul Ulum ?
2. Metode apa yang biasanya diterapkan dalam pembelajaran Ipa ?
3. Bagaimanakah prestasi siswa kelas 3 pada pembelajaran IPA ?
4. Buku apakah yang dijadikan acuan dalam pembelajaran di kelas 3 ?
5. SK dan KD manakah yang sudah dipelajari di kelas 3 ?

Interview to the Student

1. Metode apakah yang biasanya diterapkan pada pembelajaran IPA ?
2. Apakah kalian senang belajar sambil bermain ?
3. Apa yang membuat kalian menyukai / tidak menyukai belajar sambil bermain ?
4. Lebih suka belajar dengan berdiskusi atau belajar dengan melakukan kegiatan ?
5. Bagaimanakah perasaan kalian setelah mengikuti pembelajaran dengan menggunakan model SAVI ?

Appendix 18

Transcript of Interview

Date : May, 22nd 2013

Time : 08.00 a.m.

Respondent : Head Master of MI NU Maudlu'ul Ulum

Place : Head Master Office

……

Peneliti : " Kedatangqn saya bermaksud untuk meminta izin penelitian PTK disini, Pak.

Kepala Sekolah : " Penelitiannya mau dilaksanakan dikelas berapa, mbak ?

Peneliti : " Rencana saya di kelas 4, pak. Bagaimana pak ?

Kepala Sekolah : " Begini mbak, sebenarnya disini yang sedang mengalami masalah pembelajaran itu kelas 3, kemarin saya lihat prestasinya menurun dari sebelumnya. Jadi saran saya bagaimana kalau penelitiannya di kelas 3 saja."

Peneliti : " Inggih pak, mboten napa-napa. Penelitiannya di kelas tiga saja."

Kepala Sekolah : " Metodenya memakai apa ?"

Peneliti : " Metodenya pakai Model SAVI, Pak. Pembelajarannya dengan model seperti bermain."

Kepala Sekolah : " Oh ya inggih."

Peneliti : " Disini menerapkan tematik napa mboten, pak ?"

Kepala Sekolah : " Disini masih dalam proses akan menerapkan tematik, namun sekarang masih menggunakan pembelajaran berbasis mata pelajaran."

Peneliti : " Kalau buku rujukannya, menggunakan penerbit apa, pak ?"

Kepala Sekolah : " Disini mayoritas menggunakan buku BOS, BSE itu, tapi ini baru datang dari penerbit baru, tapi belum sempat dilihat."

Peneliti : " Oh begitu, inggih pun pak, ngoten mawon, matur nuwun nggih pak. Oh ya pak, guru IPA kelas 3 nipun sinten pak ?

Kepala Sekolah : “ Oh iya mbak, karena kemarin ini baru berganti kepengurusan dan ada perubahan jadi guru IPAnya belum ditentukan masih bergantian ngajarnya. Nanti datang saja lagi setelah masuk liburan tahun ajaran baru.”

Peneliti : “ Inggih pun pak, saya kesini lagi setelah liburan untuk koordinasi dengan guru IPA nya.”

Kepala Sekolah : “ Inggih mbak, monggo”

……

Transcript of Interview

Date : September, 22th 2013

Time : 07.00 a.m.

Respondent : Science Teacher of 3rd Grade

Place : In Front of Meeting Room

……..

Peneliti : Bu Chun, Kalau anak-anak kelas tiga niku bagaimana bu mereka ? maksud saya karakteristik anak-anaknya ?

Guru : " Ya,,, seperti anak-anak yang lain, ada yang pendiam, ada yang aktif sekali, ya.. seperti sifat-sifat anak SD begitu."

Peneliti : " Oh ngoten, kalau panjenengan biasanya metode pengajarannya menggunakan napa, bu ?"

Guru : " Biasanya ya... membaca buku, menerangkan seperti biasa, kadang juga diskusi."

Peneliti : " Kalau buku pegangannya pakai penerbit siapa bu ?"

Guru : " Buku BOS BSE "

Peneliti : " Penulisnya sinten bu, soalnya macemnya banyak bu buku BSEnya"

Guru : " Kalau tidak salah yang warnanya ada birunya mbak, saya lagi ndak bawa bukunya soalnya."

Peneliti : " Sekarang pembelajaran IPA sudah sampai mana, Bu ?"

Guru : " Kemarin itu baru masuk awa ciri-ciri makhluk hidup."

Peneliti : " Inggin pun bu, ngoten mawon. Minggu depan saya kesini lagi mau bincang-bincang lagi sama panjenengan. "

Guru : " Inggih mbak, saya kalau sabtu kosongnya jam 1 dan 2."

Peneliti : " Inggih bu, Matur nuwun."

……..

Transcript of Interview

Date : October, 20th 2013

Time : 09.30 a.m.

Respondent : Students of 3rd Grade

Place : In Front of Meeting Room

……..

Murid - murid : "Onniee… (Mbak), Onnie ngapain disini ?"

Peneliti : "Onni mau ketemu bu Chun."

Yasmin. S : "Onni kapan ke kelas lagi ?"

Peneliti : "Besok selasa waktunya IPA onni ke kelas lagi. Eh ya,,, onni boleh nanya' sesuatu ?"

Murid – murid : "Boleh,,,, mau nanya' apa se onnie?"

Peneliti : "Biasanya kalo lagi belajar IPA ngapain aja ?"

Yasmin F : "Ngapain apanya se ?"

Peneliti : "Belajarnya sambil bermain atau diskusi atau gimana ?"

Yasmin S : "Ooo…. Diskusi pernah, kadang membaca buku gitu"

Penelitian : "Kalo belajar sambil bermain gitu seneng ngg kalian ?"

Murid-murid : "Seneeeeeng,,,,,!"

Penelitian : "Kenapa koq seneng ?"

Firda : "Seneng aja, apalagi kalo ada gambar-gambarnya kaya' kemarin."

Peneliti : "Ooo,, gitu,,, ya ya ya. Lebih suka berdiskusi atau belajar sambil bermain ?"

Murid-murid : "Sambil maen…. "

Peneliti : "Kemarin seneng ngg belajar sama Onni ?"

Murid-murid : "Seneeng dong,,, khan bisa nggambar-nggambar "

Peneliti : " Oh,, ya ya ya. Besok selasa kita maen lagi gambar-gambat."

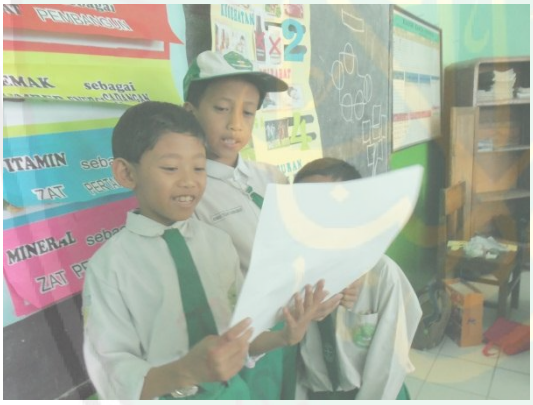
Murid-murid : " Horeeee….."

Appendix 19

Documentation of Observation
(Pictures 8.1)

Appendix 20

Documentation of Learning Activities
(Pictures 8.2)

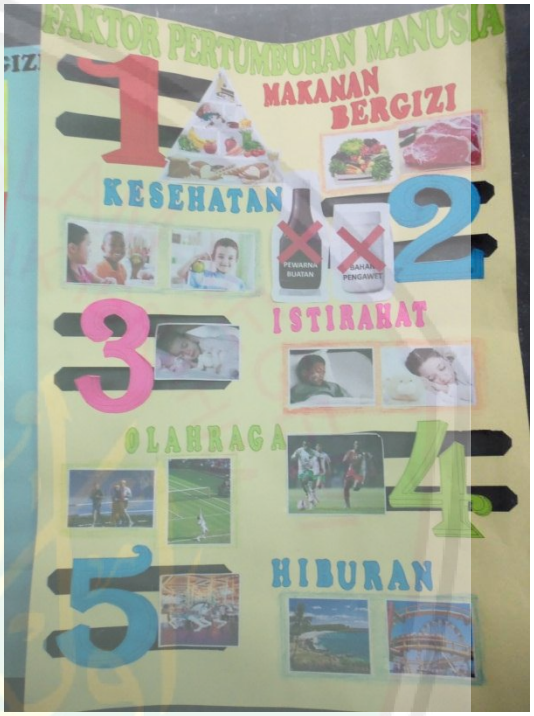


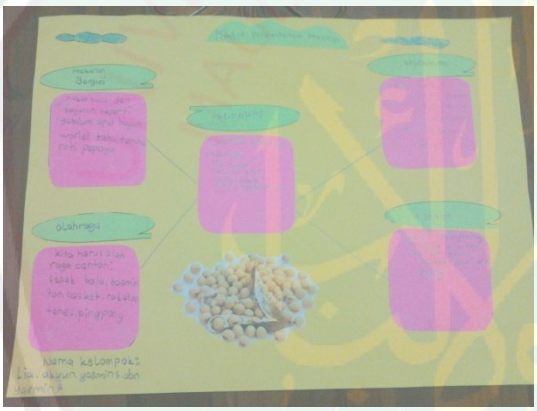





Appendix 21

Documentation of Learning Media
(Pictures 8.3)





Appendix 22

Documentation of Interview
(Pictures 8.4)

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THE EVIDENCE OF CONSULTATION

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Faculty /Department : Tarbiyah/Islamic Primary School Teacher Education
Advisor : Dr. H. Nur Ali, M.Pd
Thesis Title : **The Implementation of SAVI (Somatic, Auditory, Visual, Intellectual) Model to Improve Student Learning Achievement in Natural Science Instruction For 3rd Grade at MI NU Maudlu'ul Ulum Blimbing Malang**

No	Date	Material of Consultation	Signature of Advisor	
1.	October, 19th 2012	Make outline Continue to Chapter I, II, III	1.	
2.	November, 14th 2012	Repair the arrangement on literature review, written on 1 space Repair the number arrangement		2.
3.	December 20th 2012	Add ICP identity on cover Add Interview guide to appendix	3.	
4.	December 27th 2012	Make in interview record in case of picture.		4.
5.	March 15th 2013	Repair the arrangement of page number of chapter and content of chapter Repair the written arrangement of paragraph	5.	
6.	March 18th 2013	Placed the documentation photo on the bottom of activities description. Repair the table Translated the formulation on chapter III		6.
7.	March 19th 2013	Make the number of respondent. Consultation Chapter I, II, III, IV, V Signed the requirement of Comprehension.	7.	

8	March, 27th 2013	Repair the dedication sheet Repair the Preface Repair the conclusion		8.
9	March, 28th 2013	ACC to Thesis Examination	9.	

Malang, March, 28th 2013

Regarded,

Dean of Faculty of Tarbiyah

Dr.H. M. Zainuddin, M.A
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Malang, 27 Maret 2013

Student

(HILDA NUR AZIZAH)