

ABSTRAK

Sintia Suci Wulandari. 2025. *Pengaruh Model Pembelajaran SAVI Berbantuan Media Kartu Visual Edukatif Terhadap Hasil Belajar IPA ditinjau dari Minat Belajar Siswa Kelas IV SD*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Rissa Prima Kurniawati, S.Pd., M.Pd, dan Pembimbing (II) Dr. Elly's Mersina Mursidik, M.Pd.

Permasalahan di SD banyak terjadi, terutama pada mata pelajaran IPA. Salah satunya yaitu hasil belajar IPA siswa masih rendah. Hasil belajar yang rendah, berpengaruh pada minat belajar siswa ketika proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran SAVI berbantuan media kartu visual edukatif terhadap hasil belajar IPA ditinjau dari minat belajar siswa kelas IV SD.

Jenis penelitian yang digunakan adalah penelitian kuantitatif, metode yang digunakan eksperimen dengan desain *quasi experimental design* dengan menggunakan *posttest only control design*. Penelitian ini dilakukan di SDN Ngadirejo 02 dengan menggunakan kelas A sebagai kelas kontrol dan kelas B sebagai kelas eksperimen. Sampel dalam penelitian ini berjumlah 37 siswa yang terdiri dari kelas IV A sebanyak 20 siswa dan kelas IV B sebanyak 17 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan sampel jenuh. Instrumen penelitian yang digunakan modul ajar, dokumentasi, lembar *posttest*, dan angket. Teknik analisis data menggunakan uji instrumen, uji prasyarat, uji keseimbangan, dan uji hipotesis. Uji prasyarat terdiri dari uji normalitas, uji homogenitas, dan uji keseimbangan. Uji hipotesis menggunakan uji *two way ANOVA*.

Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan hasil belajar antara siswa yang menggunakan model pembelajaran SAVI berbantuan media kartu visual edukatif dengan model pembelajaran yang menggunakan metode ceramah. Berdasarkan hasil *posttest* rata-rata kelas eksperimen 86 dan kelas kontrol 72. Pengujian hipotesis dilakukan dengan menggunakan uji *two way ANOVA*, pada kolom kelas dengan taraf signifikan $0,842 > 0,05$, maka tidak terdapat perbedaan hasil belajar IPA siswa yang belajar dengan model pembelajaran SAVI berbantuan media kartu visual edukatif dan metode ceramah. Kolom minat belajar dihasilkan taraf signifikan $0,000 < 0,05$, maka terdapat perbedaan antara siswa yang memiliki minat belajar tinggi, sedang, dan rendah. Kolom kelas*minat belajar dihasilkan taraf signifikan $0,000 < 0,05$ sehingga dapat disimpulkan bahwa terdapat interaksi antara model pembelajaran SAVI berbantuan media kartu visual edukatif terhadap hasil belajar IPA ditinjau dari minat belajar siswa kelas IV SD.

Kata kunci: Model Pembelajaran SAVI, Media Kartu Visual Edukatif, Hasil Belajar IPA, Minat Belajar Siswa

ABSTRACT

Sintia Suci Wulandari. 2025. *The Influence of SAVI Learning Model Assisted by Educational Visual Card Media on Science Learning Outcomes Reviewed from the Learning Interests of Grade IV Elementary School Students*. Thesis. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Supervisor (I) Dr. Rissa Prima Kurniawati, S.Pd., M.Pd, and Supervisor (II) Dr. Elly's Mersina Mursidik, M.Pd.

Problems in elementary schools are common, particularly in science. One of these is low student learning outcomes in science. Low learning outcomes impact students' learning interests during the learning process. This study aims to determine the effect of the SAVI learning model, supported by educational visual cards, on science learning outcomes, as measured by the learning interests of fourth-grade elementary school students.

The type of research used is quantitative research, the method used is an experiment with a quasi-experimental design using a posttest only control design. This research was conducted at SDN Ngadirejo 02 using class A as the control class and class B as the experimental class. The sample in this study amounted to 37 students consisting of class IV A as many as 20 students and class IV B as many as 17 students. The sampling technique in this study used saturated sampling. The research instruments used were teaching modules, documentation, posttest sheets, and questionnaires. Data analysis techniques used instrument tests, prerequisite tests, balance tests, and hypothesis tests. The prerequisite tests consisted of normality tests, homogeneity tests, and balance tests. Hypothesis tests used two-way ANOVA tests.

The results of this study indicate that there is a significant difference in learning outcomes between students who use the SAVI learning model assisted by educational visual card media and the learning model using the lecture method. Based on the posttest results, the average experimental class was 86 and the control class was 72. Hypothesis testing was carried out using a two-way ANOVA test, in the class column with a significance level of $0.842 > 0.05$, so there is no difference in science learning outcomes of students who learn with the SAVI learning model assisted by educational visual card media and the lecture method. The learning interest column produced a significance level of $0.000 < 0.05$, so there is a difference between students who have high, medium, and low learning interests. The class * learning interest column produced a significance level of $0.000 < 0.05$ so it can be concluded that there is an interaction between the SAVI learning model assisted by educational visual card media on science learning outcomes in terms of the learning interests of fourth grade elementary school students.

Keywords: SAVI Learning Model, Educational Visual Card Media, Science Learning Outcomes, Student Learning Interest