

Learning Interest: An Experimental Study of the SAVI (Somatic, Auditory, Visual, Intellectual) Learning Model

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ABSTRACT

The most significant hurdle to Islamic religious education and character education learning at vocational school was pupils' low enthusiasm in learning, especially in participation and attentiveness. Traditional learning approaches might not suit all student styles. Thus, this study seeks to empirically evaluate the SAVI learning model (Somatic, Auditory, Visual, Intellectual) compared to standard learning approaches in enhancing student interest in learning. This quantitative study used a quasi-experimental posttest-only control group design. At Vocational School 1 Bandar Lampung, grade XI pupils were divided into two groups: the experimental class (provided the SAVI model therapy) and the control class (given the conventional method treatment). The instrument was a learning interest questionnaire. Analysis included precondition tests (normality and homogeneity) and t-tests. The study confirmed normality (Sig. > 0.200) and homogeneity (Sig. Levene's Test = 0.601). A 2-tailed hypothesis test significance value of 0.031 was obtained. The null hypothesis (H0) is rejected because this value is less than 0.05, showing a significant learning interest difference. The mean difference value of 3.4667 shows that SAVI-taught students had considerably higher learning interest than the control group. This interest boosts targeted deficits in pupils' desire to learn. This study suggests an innovative learning paradigm that boosts interest in Islamic religious education and character education. This study supports the holistic learning approach, which stresses combining physical, aural, visual, and intellectual aspects to engage students.

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1. INTRODUCTION

Interest in learning is a psychological inclination marked by students' focus, excitement, and fervor for engaging in educational activities (Apriyani et al., 2022; Mumtahana et al., 2022; Rahmi et al., 2021; Solehah et al., 2022). Students exhibiting high interest will demonstrate greater consistency and engagement, endeavoring to attain optimal learning outcomes (Xu et al., 2023). Heightened interest in education directly influences student performance; hence, educators must deliver captivating

instruction utilizing many methodologies and media (Adawiyah, 2021; Mansur & Rafiudin, 2020; Ndraha et al., 2022; Oksalina et al., 2021). Interest is evidenced by student responses, including the active solicitation of questions, engagement in discussions, and demonstration of curiosity regarding the subject matter, alongside a sense of achievement upon comprehending the lesson (Andriani et al., 2022; Hermawan et al., 2024; Mahdalina, 2022; Sihombing et al., 2024).

Optimal learning conditions are attained when educators can modify instructional methods, media, and strategies to align with students' needs and learning preferences, such as employing audio-visual media that stimulates multiple senses to elucidate complex concepts (Intaniasari & Utami, 2022; Rimahdani et al., 2023; Sari et al., 2024). Moreover, environmental support is essential, encompassing contributions from instructors, schools, and parents, particularly in fostering motivation and ensuring sufficient learning resources (Safitri et al., 2024; Siregar, 2021). Educators must meticulously arrange their classrooms and cultivate a conducive learning environment to sustain student motivation. Through the facilitation of a conducive learning atmosphere and a suitable methodology, students' engagement in learning can be enhanced, leading to improved comprehension, active involvement, and superior educational results (Abdillah et al., 2024; Sinaga et al., 2024; Sandri & Tisnawati, 2023; Tiwow et al., 2022).

The author identified several learning problems in a preliminary study conducted at vocational school 1 Bandar Lampung through observations, interviews with Islamic Religious Education teachers, and discussions with several tenth-grade TKJ students. These problems include a lack of variety in methods and media, which makes students less enthusiastic; an unsupportive learning environment that quickly leads to boredom; low student engagement, characterized by a lack of focus and frequent failure to complete assignments; and a mismatch between the learning process and student needs, which results in low understanding and interest in the material. In addition, students' interest in learning based on the Attention indicator has the highest percentage, at 22%, while Desire, Knowledge, and Habits show lower figures, each at only 19%. This indicates a problem with the Desire to Learn aspect, which should be the primary driver in developing interest. Even if students' attention is high, low desire to learn may prevent consistent or in-depth learning. The main problem that stands out is students' weak internal motivation to learn, which can impact their persistence and long-term success. The focus of improvement should be directed at cultivating students' desire and enthusiasm for learning from the outside.

In response to contextual issues in the field and their alignment with the primary objectives of Islamic Religious Education and Character Education, it is necessary to select a learning model to address these issues. The SAVI model was chosen because it is the most comprehensive solution for transforming Islamic religious education learning from mere knowledge transfer to an experiential process that engages, motivates, and revitalizes students' learning interests.

The SAVI (Somatic, Auditory, Visual, Intellectual) learning model is regarded as an efficacious method for enhancing student engagement and academic performance, as it

incorporates the utilization of all five senses in the educational process (Azani et al., 2025; Nopitasari et al., 2022; Rahayuningtyas et al., 2022; Timumu, 2023). Engaging with SAVI facilitates student learning through diverse activities including listening, participation, discussion, presentation, response, and critical analysis, thereby enhancing the significance, enjoyment, and customization of the educational experience to align with individual learning preferences (Rizqi & Nurjali, 2021; Sihombing et al., 2021; Sohim et al., 2023). Prior studies indicate that the implementation of SAVI can enhance student enthusiasm, self-assurance, and active participation in learning, hence positively influencing educational outcomes (Rosmanisi, 2021; Sianturi & Saragih, 2024; Suri et al., 2022).

The application of the SAVI model in educational activities can be structured through somatic activities like role-playing, auditory activities such as discussions or storytelling, visual activities utilizing images or illustrations, and cognitive activities involving problem-solving (Seli et al., 2024; Zidane et al., 2025). Consequently, learning not only accommodates many learning styles but also actively and contextually constructs students' knowledge (Harhap et al., 2022; Risti et al., 2025). This study supports the notion that a teacher's presentation of material affects students' interest in learning. Consequently, when the SAVI model is effectively implemented, student engagement rises and educational achievements are enhanced. This research has received contributions from Azkia and Sakerani (2022) and Panjaitan et al. (2023).

Several previous studies have demonstrated the effectiveness of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model in boosting student engagement and academic performance. The effectiveness is illustrated by Wulandari (2022) through the implementation of flashcard-based SAVI in elementary school social studies, Aisyah and Dewi (2025) in Islamic jurisprudence education at Islamic junior high schools, and Roro (2022) in advancing reading comprehension in elementary schools. Sihotang and Lubis (2024) also reported similar findings in the domains of physics and mathematics. Nevertheless, these studies are predominantly confined to elementary and junior high school levels, as well as to exact sciences or language subjects, while research on the efficacy of SAVI in enhancing interest in Islamic Religious Education and Character Building at the vocational high school level remains scarce. This study addresses the existing gap by applying SAVI within the framework of Islamic Religious Education at Vocational School 1 Bandar Lampung, introducing a contextual approach tailored to the unique characteristics of vocational students.

This research is crucial due to the pressing need to tackle learning challenges marked by insufficient methodological diversity, minimal student involvement, and an unsupportive classroom atmosphere, as these factors contribute to a deterioration in student interest and comprehension of the subject matter. This research aims to yield tangible solutions that enhance learning efficacy by diversifying and enriching teaching methodologies and fostering a supportive learning environment. This research finds teachers in assessing learning practices, motivates students to engage actively, and significantly contributes to schools in formulating policies aimed at enhancing educational quality.

2. METHOD

This research was quantitative in nature and utilized a quasi-experimental design with a control group that consisted solely of posttests. Students in Bandar Lampung's Vocational School 1 served as subjects. Using simple random sampling, two groups were chosen: one, consisting of eleventh graders from TJKT 1 who were to use the SAVI learning model, and another, consisting of tenth graders from TJKT 2, who were to use the traditional learning model as a control. Students in the experimental class worked in groups of five, with the teacher breaking the material into smaller chunks and giving each group an in-depth explanation. Then, based on their individual learning styles, each group was given a problem to work on together, and the teacher guided the discussion until one person from each group could finish the problem. Figure 1 shows a quasi-experimental design strategy for a control group that only takes the exam after the fact.

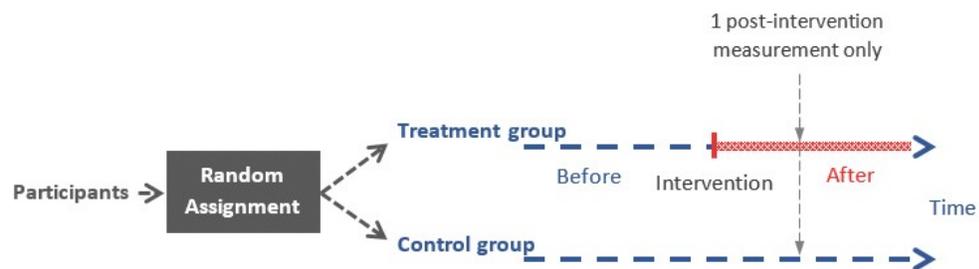


Figure 1. Quasi-Experimental Posttest-Only Control Group Design

The tool employed in this research was a learning interest questionnaire. The questionnaire had 15 statements (7 affirmative and 8 negative) that had been subjected to a pilot test. The validity test findings indicated that all 11 claims were valid, with correlation values exceeding the r table at a significant level of 5%. Additionally, a reliability assessment employing the Cronbach's Alpha method yielded a value of 0.744, signifying that the instrument has a good degree of consistency and is appropriate for evaluating students' interest in Islamic Religious Education.

Data collection was executed by administering treatment through the SAVI model in the experimental group and the conventional model in the control group. Subsequently, questionnaires were distributed to both classes following the conclusion of the treatment. The questionnaire data were examined utilizing necessary assessments, encompassing normality and homogeneity checks. A pooled variance t-test was employed to assess significant differences in learning interest between the experimental and control groups. This step enabled researchers to assess the impact of the SAVI learning model on enhancing interest in Islamic Religious Education, specifically on student engagement at Vocational School 1 Bandar Lampung.

3. RESULTS AND DISCUSSION

Results

This study seeks to examine the impact of the SAVI (Somatic, Auditory, Visual, and Intellectual) learning paradigm on enhancing student engagement in Islamic Religious Education and Character Education at Vocational School 1 Bandar Lampung. The research employed a quantitative methodology utilizing a quasi-experimental posttest-only control group design. The participants consisted of 11th-grade students categorized into two groups: Experimental Class: Received intervention utilizing the SAVI model; Control Class: Received intervention employing conventional approaches. The utilized tool was a learning interest questionnaire that had undergone validation and reliability testing.

Prerequisite Analysis Test

Prior to executing the hypothesis test (t-test), a preparatory assessment was performed to confirm that the data satisfied the assumptions necessary for basic linear regression analysis.

Normality Test

This test was conducted to determine whether the learning interest data in both groups were normally distributed. Based on the Kolmogorov-Smirnov and Shapiro-Wilk tests, the significance value (Sig.) for both groups (A and B) was greater than 0.05. Kolmogorov-Smirnov: Both groups had a Sig. of 0.200. Shapiro-Wilk: Group A has a Sig. of 0.334 and Group B has a Sig. of 0.177. Since all significance values are above the 0.05 threshold, the learning interest data in both groups are normally distributed.

Table 1. Normality Test

Test	Group	Sig. (p-value)	Criteria (p>0.05)	Conclusion
Kolmogorov-Smirnov	Group A	200	Accepted	Normal
Kolmogorov-Smirnov	Group B	200	Accepted	Normal
Shapiro-Wilk	Group A	334	Accepted	Normal
Shapiro-Wilk	Group B	177	Accepted	Normal

Implication: Since all significance values (Sig.) are above 0.05, the learning interest data in both groups (Experimental and Control) are stated to be normally distributed¹³. This makes the data suitable for further parametric analysis, such as simple linear regression analysis.

Homogeneity of Variance Test

A homogeneity test was performed to ascertain whether the variances of the two data groups are comparable (homogeneous). According to the outcomes of Levene's Test, the significant values from the four testing methods above 0.05, with a mean of 0.601 and a median of 0.594. As all significance values above 0.05, it was determined that

there was no significant variance difference among the data groups, indicating that the data were homogeneous.

Table 2. Homogeneity of Variance Test

Testing Approach	Levene Statistic	Sig. (p-value)	Criteria (p>0.05)	Conclusion
Based on Mean	276	601	Accepted	Homogeneous
Based on Median	287	594	Accepted	Homogeneous

All significance values above 0.05. Consequently, it is determined that the data are homogeneous. Homogeneity of variance is a crucial assumption that guarantees that observed differences in means are not attributable to variations in the level of variability among the groups. The data satisfied the criteria of normality and homogeneity, rendering it appropriate for the test.

Hypothesis Testing (Independent Samples T-Test)

The t-test is used to partially test whether the independent variable (SAVI model) has a significant effect on the dependent variable (learning interest).

Testing the Assumption of Homogeneity of Variances (Levene's Test)

The significance value of Levene's Test is 0.601, exceeding 0.05. This verifies that both groups possess homogenous variances. Consequently, the analysis results utilize the phrase "Equal variances assumed."

Testing the Difference in Means (t-test for Equality of Means)

There is a 0.031 significance level (Sig. 2-tailed) with a computed t-value of 2.210. Students' motivation to learn differs significantly between the experimental and control groups, as shown by the Sig. (2-tailed) value of 0.031, which is lower than the significance level of 0.05.

Table 3. Independent Samples T-Test

Variable	t-value	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval (Lower)	95% Confidence Interval (Upper)
Learning Interest	2,210	58	31	3.4667	3,271	6.6062

Mean Difference

The average difference was 3.4667. The positive result signifies that the average student interest in learning within the experimental class (utilizing the SAVI model) surpassed that of the control class (employing conventional methods). The study's findings demonstrate that the application of the SAVI learning paradigm significantly enhanced student enthusiasm in learning. This enhancement was especially obvious in the metric of student motivation for learning, which had hitherto been a deficiency.

The SAVI (Somatic, Auditory, Visual, Intellectual) model is a comprehensive learning framework that addresses diverse student learning styles, elucidating its efficacy in enhancing engagement in the learning process.

1. Somatic (Movement and Action): Involves learning through physical activity, movement, or doing.
2. Auditory (Hearing and Speaking): Involves learning through listening, oral presentations, or discussions.
3. Visual (Seeing and Observing): Involves learning through viewing diagrams, images, videos, or reading text.
4. Intellectual (Thinking and Problem Solving): Involves learning through reflection, analysis, synthesis, and problem solving.

This model integrates these four elements into the learning process, so that students with different learning styles can be accommodated, ultimately increasing their engagement and interest in the lesson.

Discussion

Examining how the SAVI (somatic, auditory, visual, and intellectual) learning model could pique students' interest in character education and Islamic religious education was the main goal of this study. An independent samples t-test was used to evaluate the hypothesis, and the findings showed that the experimental group (SAVI model) was significantly different from the control group (traditional approach).

A Sig. of 0.031 (two-tailed significance level) provided statistical support for this conclusion. With a p-value lower than the significance level of 0.05, we can accept H_a as the alternative hypothesis and reject H_0 as the null. This conclusion proves that the SAVI paradigm has a substantial impact on students' motivation to learn. The SAVI model demonstrated a favorable influence with a mean difference value of 3.4667. Students' average level of interest in learning was significantly higher when taught utilizing the SAVI model compared to more traditional techniques, as seen by this positive value. The student learning desire indicator, previously considered a weakness, demonstrated a significant improvement.

The conceptual foundation of the SAVI model, which holistically accommodates various student learning styles, explains its effectiveness in increasing learning interest (Hazmi, 2025; Indriansyah & Amin, 2025). Learning interest is a psychological state triggered by active engagement and diverse stimuli. The SAVI model offers extensive stimulation via four primary components: (1) Somatic (Movement and Action): Involves learning through physical activity, movement, or doing. This component overcomes boredom and facilitates students who tend to have a kinesthetic learning style. (2) Auditory (Listening and Speaking): Involves learning through discussion and presentation. This component facilitates auditory learners and improves communication skills. (3) Visual (Seeing and Observing): Involves the use of diagrams, images, and videos. This component is important for visual learners and helps visualize abstract Islamic Religious Education material. (4) Intellectual (Thinking and Problem Solving): Involves reflection, analysis, and synthesis. This component encourages high-level

cognitive engagement, which is the core of deep learning interest. By integrating these four elements, the learning process becomes more varied, dynamic, and relevant, thereby increasing student engagement and ultimately fostering their interest in learning.

The results of this study correspond with prior research regarding the efficacy of the SAVI model. Regarding the effectiveness of outcomes, most previous studies assessing the SAVI model, in both Islamic Religious Education and other fields, concluded that it had a positive and significant impact (Jundan et al., 2025; Kusriani et al., 2025; Napitupulu & Hz, 2024; Susanti & Isa, 2022). Additional research has demonstrated that the application of SAVI produced superior results compared to traditional learning methods, significantly influencing learning outcomes and engagement (Ningrum & Asih, 2025; Yulianto & Widodo, 2024). Previous research on Islamic Religious Education and Fiqh has repeatedly shown that the SAVI model has a substantial impact on student learning outcomes and activities (Indriansyah & Amin, 2025; Mufti et al., 2024). This evidence corroborates the study's results that the SAVI model is a successful and practical technique for Islamic religious instruction, including at the vocational high school level. This compatibility illustrates that the SAVI model, which encompasses the complete potential of pupils, serves as a universal mechanism for enhancing engagement and interest, prerequisites for attaining optimal learning results.

The results of this study have important implications, both practical and theoretical. Practically, the SAVI model should be the primary alternative for Islamic Religious Education teachers at Vocational School 1 Bandar Lampung (and other schools) to replace conventional methods that tend to be boring. The application of SAVI has been empirically validated to mitigate students' deficiencies, specifically their diminished motivation for learning. Educational institutions need to incorporate the SAVI model into teacher training programs and Islamic Religious Education curriculum guides, ensuring teachers have the skills to design activities that integrate somatic, auditory, visual, and intellectual elements. Thus, this study not only strengthens empirical evidence on the impact of SAVI but also broadens perspectives on learning strategies for Islamic religious education and character building in vocational education. The novelty of this research lies in the application of SAVI to address the low learning motivation of vocational high school students, particularly in Islamic Religious Education, which has tended to be neglected in methodological innovations. Therefore, the results of this study can be a basis for teachers and educational policy makers to integrate the SAVI model more broadly, both in the context of Islamic Religious Education and other subjects, to improve the quality of learning in the 21st-century education era.

Theoretically, these findings reinforce theories supporting multisensory learning and a holistic approach. The SAVI model emphasizes that optimal learning must engage students' physical, emotional, and cognitive aspects. This research provides the basis for further quantitative research with pretest-posttest or longitudinal designs to measure the impact of SAVI on learning interest over time, as well as its simultaneous influence on cognitive and affective learning outcomes.

4. CONCLUSION

This research concludes that the implementation of the SAVI learning model significantly enhances students' enthusiasm in learning. The assumption is substantiated by the t-test results (Independent Samples Test), yielding a significance value (Sig. 2-tailed) of 0.031. Since the value of 0.031 is less than 0.05, the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_a) is accepted. The SAVI model exerts a beneficial effect, as evidenced by the mean difference value of 3.4667. This number signifies that the mean learning interest of students in the experimental class (utilizing the SAVI model) is markedly superior to that of students in the control class (employing conventional methods). Moreover, this enhancement in learning interest was particularly evidenced by the indicator of students' wanting to study, which had previously been recognized as a deficiency. This validates the efficacy of the SAVI model in alleviating boredom and augmenting students' intrinsic motivation in Islamic religious education.

As a recommendation, teachers are advised to implement the SAVI learning model consistently and integrally in Islamic Religious Education. This model should be the primary alternative to the monotonous lecture/conventional method, as it has proven effective in facilitating various learning styles (kinesthetic, auditory, visual, and intellectual) and increasing student interest. Teachers need to develop and design learning scenarios that balance the four SAVI components, for example, by linking Islamic Religious Education material with physical movement (Somatic), group discussions (Auditory), the use of interactive visual media (Visual), and reflection activities or case studies (Intellectual). Furthermore, further research is recommended to focus not only on learning interests but also to examine the effect of the SAVI model on other related variables, such as cognitive learning outcomes, critical thinking skills, or student character/morals, particularly in the context of Islamic religious education.

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