

ABSTRAK

Hulu, Sidinius . (2026). *Pengembangan modul pembelajaran savi untuk meningkatkan kompetensi naturalistik dan visual spasial pada materi ips siswa kelas V sekolah dasar gugus cikole kecamatan cokole kota sukabumi jawa barat*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha. Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I Prof. Dr. I Wayan Kertih, M.Pd. dan Pembimbing II Prof. Dr. I Wayan Widianana, S.Pd., M.Pd.

Kata kunci: Modul Pembelajaran, IPS, Model SAVI, Naturalistik, Visual-Spasial

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran IPS berbasis model SAVI (Somatic, Auditory, Visual, Intellectual) serta menganalisis kelayakan, kepraktisan, dan pengaruh penggunaannya terhadap kompetensi naturalistik dan visual-spasial siswa kelas V sekolah dasar. Pengembangan modul dilakukan untuk menjawab kebutuhan pembelajaran IPS yang menekankan keterlibatan aktif siswa melalui pengalaman belajar yang bermakna dan kontekstual. Metode penelitian yang digunakan adalah penelitian dan pengembangan (Research and Development) dengan tahapan analisis kebutuhan, perancangan produk, pengembangan modul, validasi ahli, uji kepraktisan, dan uji efektivitas. Subjek penelitian melibatkan 64 siswa kelas V sekolah dasar, guru sebagai pengguna, serta dosen ahli sebagai validator. Teknik pengumpulan data menggunakan angket, tes, dan dokumentasi, sedangkan analisis data dilakukan secara deskriptif dan inferensial dengan bantuan IBM SPSS 26.0, termasuk uji prasyarat dan uji ANOVA dua jalur. Hasil validasi ahli modul menunjukkan skor perolehan sebesar 114 dari skor maksimum 140 dengan kategori sangat layak. Uji bahasan (bahasa) memperoleh skor 110 dari 140 dengan persentase 78,57% dan kategori layak. Uji kepraktisan modul oleh dosen ahli dan guru pengguna menunjukkan persentase 85,71%, yang termasuk kategori sangat praktis. Hasil uji ANOVA dua jalur menunjukkan bahwa faktor kompetensi naturalistik berpengaruh signifikan terhadap model SAVI ($F = 4,939$; $\text{Sig.} = 0,043 < 0,05$), sedangkan faktor kompetensi visual-spasial tidak berpengaruh signifikan ($F = 2,344$; $\text{Sig.} = 0,174 > 0,05$). Selain itu, interaksi antara kompetensi naturalistik dan visual-spasial tidak menunjukkan pengaruh yang signifikan terhadap model SAVI ($F = 2,558$; $\text{Sig.} = 0,154 > 0,05$). Dengan demikian, modul pembelajaran IPS berbasis model SAVI dinyatakan layak, praktis, dan efektif dalam meningkatkan kompetensi naturalistik siswa sekolah dasar.

ABSTRACT

Hulu, Sidinius. (2026). *Development of a SAVI-Based Learning Module to Enhance Naturalistic and Visual–Spatial Competencies in Social Studies for Fifth-Grade Elementary School Students in the Cikole Cluster, Cikole District, Sukabumi City, West Java*. Master's Thesis, Primary Education, Graduate Program, Universitas Pendidikan Ganesha. This thesis has been reviewed and approved by Supervisor I Prof. Dr. I Wayan Kertih, M.Pd. and Supervisor II Prof. Dr. I Wayan Widiana, S.Pd., M.Pd.

Keywords: *Learning Module, Social Studies, SAVI Model, Naturalistic, Visual–Spatial*

This study aims to develop a Social Studies learning module based on the SAVI (Somatic, Auditory, Visual, Intellectual) model and to analyse its feasibility, practicality, and effectiveness in improving the naturalistic and visual–spatial competencies of fifth-grade elementary school students. The development of the module was conducted to address the need for Social Studies learning that emphasizes active student engagement through meaningful and contextual learning experiences. The research employed a Research and Development (R&D) method, consisting of needs analysis, product design, module development, expert validation, practicality testing, and effectiveness testing. The research subjects involved 64 fifth-grade elementary school students, teachers as users, and expert lecturers as validators. Data were collected through questionnaires, tests, and documentation. Data analysis was conducted using descriptive and inferential statistics with the assistance of IBM SPSS 26.0, including prerequisite tests and a two-way ANOVA. The results of expert validation of the learning module showed a score of 114 out of a maximum score of 140, which falls into the very feasible category. The language feasibility test obtained a score of 110 out of 140, with a percentage of 78.57%, categorized as feasible. The practicality test conducted by expert lecturers and teacher users resulted in a percentage of 85.71%, indicating that the module is very practical. The results of the two-way ANOVA indicated that the naturalistic competence factor had a significant effect on the SAVI-based learning module ($F = 4.939$; $\text{Sig.} = 0.043 < 0.05$), while the visual–spatial competence factor did not show a significant effect ($F = 2.344$; $\text{Sig.} = 0.174 > 0.05$). Furthermore, the interaction between naturalistic and visual–spatial competencies did not have a significant effect on the SAVI-based learning module ($F = 2.558$; $\text{Sig.} = 0.154 > 0.05$). Therefore, the SAVI-based Social Studies learning module is considered feasible, practical, and effective in enhancing the naturalistic competence of elementary school students.