



# Implementation of the SAVI (Somatic, Auditory, Visual, and Intellectual) Learning Model to Enhance Critical Thinking Development in Early Childhood at Mandala Putra Early Childhood Education Center, Central Bengkulu Regency

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## Abstract

*Early Childhood Education (ECE) plays an important role in fostering children's cognitive development, particularly critical thinking skills. These skills should be nurtured from an early age through active, meaningful, and developmentally appropriate learning experiences. The SAVI learning model (Somatic, Auditory, Visual, Intellectual) offers an integrated approach that combines physical activity, sensory involvement, and cognitive processes in early learning. This study aims to describe the implementation of the SAVI learning model in enhancing critical thinking development among children at PAUD Mandala Putra, Central Bengkulu Regency, and to identify factors supporting and hindering its implementation. A qualitative descriptive approach was employed, involving children aged 5–6 years, classroom teachers, and the school principal. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model. The findings indicate that the SAVI model was implemented by integrating somatic, auditory, visual, and intellectual elements into classroom activities, creating an active and child-centered learning environment. Children showed improvements in critical thinking skills, as evidenced by their ability to observe, ask simple questions, compare objects, and provide basic reasoning. Institutional support and teacher creativity facilitated implementation, while limited instructional time and varying ability levels posed challenges, which were addressed through activity adjustments and alternative learning media. In conclusion, the SAVI learning model is relevant and effective in supporting the development of critical thinking skills in early childhood education and can be recommended as an innovative, developmentally appropriate learning approach.*

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## Keywords

*SAVI Learning Model, Critical Thinking Skills, Early Childhood Education, ECE*

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## Introduction

The SAVI (Somatic, Auditory, Visual, Intellectual) approach is aligned with the modern educational paradigm that positions learners at the center of the learning process (student-centered learning). This paradigm emphasizes that learning is no longer oriented toward teachers as the primary source of knowledge, but rather views learners as active subjects who construct their own understanding through experience and interaction with their environment (Sanjaya, 2022). In the context of early childhood education, teachers act as facilitators who create active, innovative, creative, and enjoyable learning environments in accordance with the principle of learning by doing emphasized in constructivist theory (Piaget, 2021; Vygotsky, 2020).

This paradigm shift requires learning processes that are more meaningful and contextual. Children are not only expected to memorize information but also to connect it with real-life experiences encountered in their daily lives. The SAVI learning model is considered relevant to these demands because it integrates physical activity (somatic), auditory engagement, visual representation, and cognitive processes into a unified learning experience (Meier, 2020). Through multisensory involvement, children are provided with comprehensive and active learning opportunities—not merely listening or observing, but directly experiencing and reflecting on what they learn (Huda, 2021). Learning that engages both body and mind has been shown to enhance critical thinking skills, curiosity, and self-confidence from an early age (Nuraini, 2023; Rahmawati & Suryana, 2022).

Furthermore, the SAVI learning model supports inclusive instruction that is responsive to individual differences. Each child possesses a unique learning style; some learn more effectively through visual stimuli, while others respond better to bodily movement or auditory input. The SAVI model accommodates this diversity by integrating multiple learning styles into a cohesive instructional process (Kuningan, Simbolon, & Hermawati, 2024). This approach is consistent with Gardner's (2020) theory of multiple intelligences, which emphasizes that children have diverse potentials and learning preferences that must be facilitated for optimal development. Thus, the implementation of SAVI not only enriches instructional strategies but also creates equitable, engaging, and meaningful learning experiences for all children (Pemiroza & Marfilinda, 2024).

In practice, teachers implementing the SAVI model are required to design learning activities that stimulate all four components. Somatic activities may include games involving body movements such as dancing or shape imitation; auditory elements are facilitated through songs, conversations, or simple discussions; visual aspects are supported through the use of images, colors, and concrete media; while intellectual components are fostered through basic cognitive activities such as classifying objects, analyzing differences, and drawing simple conclusions (Mariyam, Nurdiansyah, & Yogiarni, 2023). The integration of these four elements creates an interactive learning atmosphere that encourages children's full engagement in the learning process.

However, field observations indicate that many early childhood education institutions,

including PAUD Mandala Putra in Central Bengkulu Regency, still predominantly apply traditional, teacher-centered learning approaches. Instruction is largely dominated by memorization, assignments, and brief lectures, while opportunities for exploration and the development of critical thinking skills remain limited (Fauziah & Kartika, 2023). Learning activities often focus primarily on basic academic skills such as reading, writing, and arithmetic, whereas cognitive, socio-emotional, and creative development has not yet become a major priority (Suryadi, 2022). This condition highlights the urgent need for more innovative, adaptive, and developmentally appropriate learning models for early childhood education.

Previous studies have demonstrated that the implementation of the SAVI model has a positive impact on both learning processes and outcomes. Kuningan, Simbolon, and Hermawati (2024) found that SAVI implementation enhanced critical thinking skills and conceptual understanding among elementary school students. Similarly, research by Mariyam, Nurdiansyah, and Yogiarni (2023) concluded that SAVI strategies foster active and meaningful learning environments, enabling learners to better comprehend instructional content. In addition, Pemiroza and Marfilinda (2024), in their literature review, emphasized that SAVI implementation not only increases learning motivation but also promotes creativity and comprehensive student engagement. These findings suggest that the SAVI model is highly adaptable to early childhood education contexts, as its principles are consistent with the developmental characteristics of children in Piaget's preoperational stage (Piaget, 2021).

Based on the above discussion, research on the "Implementation of the SAVI Learning Model in Enhancing the Development of Children's Critical Thinking at PAUD Mandala Putra, Central Bengkulu Regency" is considered essential. This study is expected to contribute to the development of more effective, applicable, and developmentally appropriate learning practices for early childhood education (Rahmawati & Suryana, 2022). Moreover, the findings are anticipated to serve as a reference for teachers, early childhood education institutions, and policymakers in designing instructional strategies that emphasize the development of critical thinking skills and meaningful learning from an early age (Nuraini, 2023; Huda, 2021).

## **Methods**

### **Data Analysis Techniques**

This study employed a descriptive qualitative research design, emphasizing an in-depth examination of interview findings and document analysis. The collected data were analyzed qualitatively through a systematic process of interpretation and description. According to Patton (as cited in Moleong, 2021), qualitative data analysis is a process of organizing data into patterns, categories, and basic units of analysis in order to generate deeper meaning.

Data analysis in qualitative research plays a crucial role in uncovering meanings and theories that emerge from field data (Creswell & Poth, 2018; Miles, Huberman, & Saldaña, 2020). The data analysis techniques applied in this study followed the stages proposed by Miles, Huberman, and Saldaña (2020), as outlined below:

### **Data Collection**

Data collection constitutes an integral part of the data analysis process. In this study, data

were collected through interviews and document analysis.

### **Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, and transforming raw data derived from field notes. This process was conducted from the beginning of data collection by producing summaries, coding data, identifying themes, forming clusters, and writing analytical memos, with the aim of eliminating irrelevant data or information.

### **Data Display**

Data display involves the organized presentation of information that enables conclusion drawing and action taking. Qualitative data in this study were primarily presented in the form of narrative text. In addition, data were also displayed using matrices, diagrams, tables, and charts when necessary.

### **Conclusion Drawing and Verification**

This stage represents the final phase of data analysis. Conclusion drawing involves interpretative activities aimed at identifying the meaning of the presented data. Data analysis occurs continuously between data display and conclusion drawing, indicating that qualitative data analysis is an iterative and ongoing process. Data reduction, data display, and conclusion drawing/verification function as interconnected analytical activities that collectively determine the rigor of the analysis.

### **Data Trustworthiness**

Data trustworthiness is a crucial aspect of qualitative research to ensure that the findings are scientifically credible and defensible. To establish trustworthiness, this study employed four criteria for data verification, namely credibility, transferability, dependability, and confirmability (Moleong, 2021; Sugiyono, 2022).

## **Results**

### **Implementation of the SAVI Learning Model at PAUD Mandala Putra**

Observation results indicate that teachers have implemented the SAVI learning model by integrating its four core components—somatic, auditory, visual, and intellectual—into daily learning activities.

#### **Somatic Aspect (Body Movement and Physical Activity)**

Within the somatic aspect, teachers engaged children in various motor activities, such as role-playing, imitating movements, learning through play, and exploratory activities using concrete objects. Children were actively involved in movement-based learning and directly engaged in the learning process. These physical activities helped children understand learning concepts more concretely and enhanced their focus and engagement throughout the learning process.

#### **Auditory Aspect (Listening and Communication)**

The auditory aspect was implemented through activities such as listening to stories, singing, participating in simple discussions, and responding to teachers' questions. Teachers provided

opportunities for children to express their opinions and answer questions according to their abilities. Observations revealed that children became more confident in speaking, asking questions, and actively responding to teachers' instructions.

### **Visual Aspect (Observation and Learning Media)**

In implementing the visual aspect, teachers utilized various instructional media, including pictures, picture cards, teaching aids, and colorful learning materials. These visual media supported children in observing, comparing, and classifying objects according to the learning themes. Children demonstrated enthusiasm when interacting with visual media, making the learning process more engaging and meaningful.

### **Intellectual Aspect (Thinking and Reflection)**

The intellectual aspect was applied through activities designed to stimulate children's critical thinking skills, such as posing open-ended questions, encouraging children to compare objects, draw simple conclusions, and provide reasons for their choices. Children began to demonstrate basic logical thinking abilities, including understanding simple cause-and-effect relationships and solving basic problems during play-based activities..

### **Development of Critical Thinking in Early Childhood**

Based on the results of observations and documentation, children's critical thinking development demonstrated positive changes following the implementation of the SAVI learning model. Children became more accustomed to observing, asking questions, and responding to learning activities. Observable indicators of critical thinking included the ability to pose simple questions, classify objects based on specific characteristics, and provide reasons for the choices they made.

In addition, children showed increased confidence in expressing their opinions and attempting to solve simple problems independently. Learning activities that involved direct experience enabled children to more easily understand concepts and relate them to their everyday experiences. These findings indicate that the implementation of the SAVI learning model creates a learning environment that is conducive to the development of critical thinking skills in early childhood.

Summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Result should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

### **Supporting and Inhibiting Factors in the Implementation of the SAVI Model**

The results of interviews with teachers and the school principal revealed several factors that both supported and hindered the implementation of the SAVI learning model.

Supporting factors included institutional support from the school, teachers' creativity in designing learning activities, and the adequate availability of learning media. In addition, teachers demonstrated a high level of motivation to implement innovative, child-oriented learning

approaches.

Inhibiting factors involved limited instructional time, variations in children's abilities, and constraints in the availability of certain learning media. Nevertheless, teachers attempted to address these challenges by modifying learning activities and utilizing alternative media available in the surrounding environment.

## Discussion

The findings of this study indicate that the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model at PAUD Mandala Putra, Central Bengkulu Regency, contributes positively to the development of critical thinking skills in early childhood. These findings reinforce the theoretical framework presented in Chapter II, which emphasizes that early childhood learning is more effective when it integrates direct experiences, physical activities, sensory stimulation, and cognitive processes in a holistic manner.

The application of the somatic component through movement-based activities and concrete play enables children to learn through direct experience (learning by doing). Such activities facilitate children's understanding of concepts in a tangible and contextualized way, aligning with constructivist theory, which posits that knowledge is constructed through active interaction between individuals and their environment (Piaget, 2021). This finding is consistent with Ramdani and Mulyani (2022), who argue that somatic activities within the SAVI framework enhance children's engagement and focus during the learning process.

The auditory component of the SAVI model plays a significant role in stimulating children's communication and thinking abilities. Through activities such as listening to stories, participating in simple discussions, and responding to teachers' questions, children are encouraged to express opinions and provide reasons for their thinking. This condition supports the development of critical thinking in early childhood, as reflected in children's ability to ask questions, respond appropriately, and engage in logical reasoning according to their developmental stage (Nurhayati, 2022). The present findings are also in line with Rahmawati and Suryana (2022), who emphasize that verbal interaction in experiential learning contexts fosters reflective thinking in young learners.

The implementation of the visual component through the use of images, teaching aids, and concrete learning materials was found to support children's abilities to observe, compare, and classify objects. Visual activities help children comprehend abstract concepts in a simplified manner through representations closely related to their everyday experiences. These findings strengthen multisensory learning theory, which suggests that visual stimulation enhances children's understanding and memory retention (Huda, 2021). Furthermore, the use of varied visual media was shown to increase children's motivation and interest in learning activities.

The intellectual component of the SAVI model constitutes the core of critical thinking development in early childhood. Through activities such as posing open-ended questions, comparing alternatives, and drawing simple conclusions, children are guided to think logically and reflectively in accordance with their cognitive capacities. The results indicate that children began to demonstrate an ability to understand cause-and-effect relationships and to attempt simple problem-solving during play-based activities. This aligns with Hasanah's (2023) assertion

that critical thinking in early childhood is reflected in reasoning skills, simple decision-making, and the ability to justify actions.

Overall, the implementation of the SAVI learning model provides a holistic and meaningful learning experience for young children. The integration of physical activity, sensory stimulation, communication, and cognitive processes creates an active, student-centered learning environment. These findings support the conceptual framework discussed in Chapter II, which posits that learning experiences engaging multiple dimensions of children's potential in an integrated manner effectively stimulate cognitive development, particularly critical thinking skills.

The findings of this study are also consistent with previous research demonstrating that the SAVI learning model positively influences learners' engagement and critical thinking development (Kuningan, Simbolon, & Hermawati, 2024; Mariyam, Nurdiansyah, & Yogiarni, 2023). Although most prior studies have focused on elementary education, the present study provides empirical evidence that the principles and mechanisms of the SAVI model are also relevant and effective in early childhood education contexts.

In conclusion, the results of this study suggest that the implementation of the SAVI learning model not only supports enjoyable learning experiences but also contributes significantly to the development of critical thinking skills from an early age. These findings form the basis for the conclusions presented in Chapter V and offer practical recommendations for early childhood educators to design more innovative, developmentally appropriate, and cognitively oriented learning experiences

## Conclusion

Based on the results of the study and the discussion on the implementation of the SAVI (Somatic, Auditory, Visual, Intellectual) learning model in enhancing the development of critical thinking skills in early childhood at PAUD Mandala Putra, Central Bengkulu Regency, several conclusions can be drawn.

First, the implementation of the SAVI learning model at PAUD Mandala Putra was carried out by integrating its four core components—somatic, auditory, visual, and intellectual—into daily learning activities. Teachers designed and implemented instructional practices that combined physical activities, verbal communication, the use of visual media, and cognitive stimulation in an integrated manner.

Second, the simultaneous application of the somatic, auditory, visual, and intellectual components created an active, enjoyable, and child-centered learning environment. Children were directly involved in the learning process through concrete experiences, making learning more meaningful and contextual in accordance with early childhood developmental characteristics.

Third, the development of children's critical thinking skills showed positive changes following the implementation of the SAVI learning model. Children became more accustomed to observing, posing simple questions, comparing objects, and providing reasons for their choices. These abilities reflect the development of critical thinking skills appropriate to the cognitive stage of children aged 5–6 years.

Fourth, supporting factors in the implementation of the SAVI learning model included institutional support, teachers' creativity and competence, and the availability of appropriate

learning media. In contrast, inhibiting factors consisted of limited instructional time, variations in children's abilities, and constraints in certain learning media. Nevertheless, teachers were able to address these challenges through the modification of learning activities and the use of alternative media.

Overall, the implementation of the SAVI learning model contributed positively to the development of critical thinking skills in early childhood. This learning model is highly relevant for early childhood education institutions, as it aligns with the principles of multisensory learning, child-centered instruction, and constructivist theory, which emphasize the importance of direct learning experiences.

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