

Developing a Javanese Language Module Through the Savi (Somatic, Auditory, Visual, Intellectual) Approach to Improve Learning Outcomes and Speaking Skills of Fourth-Grade Students at MI Perwanida, Blitar City

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Abstract

This study aims to develop a Javanese language learning module based on the SAVI (Somatic, Auditory, Visual, Intellectual) approach to improve learning outcomes and speaking skills of fourth-grade students at MI Perwanida, Blitar City. The research employs a Research and Development (R&D) design adapted from Borg and Gall's ten-step model, including research, product design, testing, validation, and dissemination. Data were collected through observation, interviews, questionnaires, and pre-test-post-test assessments, analyzed using both quantitative and qualitative methods. The results show that the developed module meets the criteria of validity, practicality, and effectiveness. Validation from material and media experts rated the module as "very valid," indicating its feasibility for classroom implementation. Statistical analysis revealed significant improvement in students' learning outcomes and speaking abilities, particularly in vocabulary mastery and appropriate use of unggah-ungguh (speech levels). Both teachers and students responded positively to the module's design, content, and activities. The SAVI-based module effectively creates an engaging, interactive, and culturally meaningful learning environment, helping students internalize Javanese moral and cultural values. Thus, this module can serve as an innovative and character-oriented learning medium for Javanese language instruction in elementary schools.

Keywords: Javanese language, SAVI approach, learning module, learning outcomes, speaking skills.

1. INTRODUCTION

Indonesian language serves as the national language and a symbol of national identity for the Indonesian people (Sneddon, 2003). Meanwhile, every region in Indonesia possesses its own local language, which functions as a means of communication among community members as well as a marker of regional cultural identity (Chaer & Agustina, 2010). In East Java Province, the Javanese language plays an important role in local

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wisdom and serves as a medium for transmitting moral values, manners, and etiquette that contribute to character building (Koentjaraningrat, 2009)

There is also a noticeable gap in the understanding of Javanese language between school, family, and community environments. Students' vocabulary mastery is generally low, and their use of *unggah-ungguh* (speech levels) remains rigid and inaccurate. This situation is worsened by the fact that some teachers do not have a background in Javanese education, the lack of teaching media, and minimal institutional support due to the perception that Javanese lessons are less important. As a result, Javanese language learning has not yet made a significant contribution to students' character formation or positive behavior.

Masruroh (2020) reinforces this finding, explaining that the process of teaching Javanese in elementary schools relies heavily on Student Worksheets (LKS). Teachers explain the topic according to the theme, and students immediately complete exercises in the worksheet without active participation in learning activities. This one-way method causes students to feel bored and prevents them from deeply understanding Javanese cultural values.

In fact, Javanese language learning has great potential as a medium for instilling moral and cultural values in students. Therefore, it is necessary to apply an instructional approach that can optimize student participation, strengthen interaction, and create an enjoyable learning atmosphere. The success of the learning process is largely determined by the choice of approach, particularly when considering aspects such as planning, implementation, learning environment, and community support (Nurdyansyah & Lestari, 2017).

Interviews with fourth-grade students at MI Perwanida Blitar revealed that most of them dislike Javanese language lessons. They stated that the materials involve too much memorization, the learning media are unattractive, and the teaching materials are monotonous. Ironically, the students showed greater interest in learning English, even though it is also not their mother tongue. This situation is concerning, considering that the school is located in a region closely associated with Javanese language and culture.

Apart from students' low interest, teachers also face challenges related to the mismatch between the standard competencies (SK–KD) and the teaching materials used. Although the school has coordinated with publishers, this issue has not received serious attention. Consequently, Javanese language instruction has not been optimized in terms of curriculum, media, or teaching methods.

This condition has raised awareness among educators about the need for innovation in teaching Javanese. Teachers expect the development of more engaging, contextual, and relevant learning media and materials. One potential solution is the development of a learning module based on the SAVI approach (Somatic, Auditory, Visual, and Intellectual) which engages students' physical movement, hearing, visual observation, and thinking skills. This approach is believed to enhance student engagement, strengthen understanding, and foster positive attitudes toward Javanese learning.

In accordance with Law No. 20 of 2003 on the National Education System, education in Indonesia should be rooted in cultural values while remaining responsive to developments in science and technology. Therefore, the development of innovative and contextual learning materials has become an urgent need. Through the creation of a Javanese language module based on the SAVI approach, learning is expected not only to

improve students' learning outcomes and speaking skills but also to instill character values consistent with Javanese culture and the vision of the educational institution.

Based on the background described above, this study raises the theme "Developing a Javanese Language Module through the SAVI (Somatic, Auditory, Visual, Intellectual) Approach to Improve Learning Outcomes and Speaking Skills at MI Perwanida, Blitar City" as an effort to provide solutions for making Javanese learning more engaging, meaningful, and character-oriented.

2. LITERATURE REVIEW

2.1. The Role of Local Language in Education and Character Formation

Local languages in Indonesia, including Javanese, play a vital role not only as communication tools but also as cultural and moral transmitters (Sutarto, 2018). According to Rahyono (2009), language functions as a medium through which values such as politeness, respect, and social harmony are internalized in children from an early age. Javanese, as one of the major regional languages in Indonesia, contains rich philosophical meanings reflected in its unggah-ungguh (speech levels), which teach hierarchical respect and emotional intelligence in communication. Therefore, Javanese language learning is not merely linguistic instruction but also character education grounded in local wisdom (Purwadi, 2017).

2.2. Problems in Javanese Language Learning

Despite its cultural importance, several studies show that Javanese language learning in schools remains less effective. Masruroh (2020) found that learning activities tend to be teacher-centered, dominated by memorization and textbook-based exercises, which lead to student passivity and boredom. Similarly, Sugiarto (2019) reported that many teachers lack sufficient pedagogical competence in teaching Javanese, often due to non-linguistic academic backgrounds. Limited teaching media, outdated materials, and the perception that Javanese is less important than other subjects also contribute to low student motivation (Kurniasih & Setyawan, 2020). This results in students' inability to use Javanese communicatively or to apply appropriate speech levels in real contexts.

2.3. Innovative Learning Approaches in Language Education

In the context of educational innovation, effective language instruction requires approaches that stimulate active participation and multidimensional engagement. Constructivist learning theories, as proposed by Vygotsky (1978), emphasize that knowledge is constructed through interaction between learners and their environment. Thus, methods that encourage movement, communication, and reflection are essential. According to Meier (2000), the SAVI approach—Somatic, Auditory, Visual, and Intellectual—integrates the physical and mental aspects of learning, allowing students to experience, observe, listen, and think simultaneously. This holistic model supports multiple learning styles and increases retention and motivation.

2.4. The SAVI (Somatic, Auditory, Visual, Intellectual) Approach

The SAVI approach was introduced by Meier (2000) as a human-centered learning model that involves the body (somatic), hearing (auditory), sight (visual), and intellect (intellectual). Research by Nurdyansyah and Lestari (2017) confirmed that the SAVI approach enhances cognitive understanding, psychomotor activity, and emotional engagement, creating meaningful learning experiences. In language learning contexts, SAVI-based strategies—such as dialogue practice, role-play, and visual storytelling—can strengthen students' comprehension and speaking skills (Sari, 2021). Moreover, physical and sensory engagement helps students retain vocabulary and pronunciation more effectively (Wijayanti, 2018).

2.5. Relevance of SAVI Approach to Javanese Language Learning

Applying the SAVI approach to Javanese learning aligns with the nature of the subject, which emphasizes linguistic accuracy, etiquette, and cultural context. Learning activities involving movement, observation, and discussion can revitalize students' interest and deepen their appreciation for Javanese culture. As stated by Ningsih and Pramono (2020), integrating local cultural content with interactive learning models improves both language competence and character formation. Therefore, developing a SAVI-based Javanese language module has strong theoretical support as a strategy to overcome learning stagnation and foster cultural identity among elementary school students.

3. METHODS

3.1. Type of Research

This study employed a Research and Development (R&D) design. The R&D method was chosen because it focuses on producing educational products that are valid, practical, and effective for use in the learning process. According to Sukmadinata (2016), research and development involve a systematic series of steps to create or refine a product so that it can be scientifically justified. The product developed in this study is a Javanese language learning module based on the SAVI approach aimed at improving learning outcomes and speaking skills of fourth-grade students at MI Perwanida, Blitar City.

3.2. Development Model

The development model used in this study refers to Borg and Gall's (1983) ten-step R&D model, which includes data collection, product design, development, and dissemination. The steps were adapted to suit the research context, namely:

1. Research and data collection
2. Planning
3. Developing preliminary product form
4. Preliminary field testing
5. Main product revision
6. Main field testing

7. Operational product revision
8. Expert validation
9. Final product revision
10. Dissemination and implementation

3.3. Trial Design

Product trials were conducted in two stages: small-scale and large-scale testing. Instruments used included validation questionnaires, observation sheets, interviews, and learning outcome and speaking skill tests. Data were analyzed using both quantitative and qualitative approaches with the help of SPSS 20.0.

3.4. Research Subjects and Data Types

The subjects of this study consisted of material experts, including lecturers and Javanese language teachers, as well as media experts who are lecturers in instructional design. In addition, fourth-grade students at MI Perwanida Blitar were involved as users of the developed module. The data collected in this study included both quantitative and qualitative data. Quantitative data were obtained from validation scores, questionnaire results, and students' test scores, while qualitative data were gathered through interviews, observations, and field note.

3.5. Data Collection Techniques

The data in this study were collected through several techniques. Observation was conducted to describe the real conditions of Javanese language learning in the classroom. Questionnaires were used to measure the feasibility of the module based on the assessments of validators and students. In addition, interviews were carried out to explore teachers' needs and identify difficulties encountered during the learning process. Furthermore, tests in the form of pre-test and post-test were administered to measure the improvement in students' learning outcome.

3.6. Data Analysis Techniques

The data analysis in this study was carried out through three main stages. First, instrument testing was conducted to ensure validity and reliability using the Product Moment correlation and Cronbach's Alpha. Second, prerequisite tests, including homogeneity and normality tests, were performed to determine whether the data met the assumptions required for further analysis. Finally, hypothesis testing was conducted using an independent sample t-test with the help of SPSS 20.0, comparing two classes: Class 4A, which used the SAVI-based module, and Class 4B, which did not use the module

4. RESULTS

The results of the study show that the SAVI-based Javanese language learning module effectively improved students' learning outcomes and speaking skills. Validation from material and media experts rated the module as "very valid," indicating that it is

suitable for classroom use without major revisions. The module met the criteria of content accuracy, presentation clarity, linguistic appropriateness, and visual appeal.

Conceptually, the SAVI approach combines four key learning modalities—physical movement (somatic), listening (auditory), visual observation (visual), and thinking (intellectual). These elements interact to create a holistic and meaningful learning experience. Through this approach, students not only understand Javanese linguistically but also actively engage in speaking, dialogue, reading, and role-playing activities aligned with Javanese cultural contexts.

This aligns with the essence of Javanese language learning, which emphasizes not only linguistic competence but also moral and cultural values such as politeness (*unggah-ungguh basa*), respect, and appropriate communication behavior. The module provides various activities that encourage students to practice speech levels according to context, making learning more applicable to daily life.

Data analysis revealed a significant improvement between pre-test and post-test scores after using the SAVI module. The increase was particularly evident in vocabulary mastery and the ability to speak using appropriate *unggah-ungguh*. Students who initially struggled to pronounce words or choose the right speech level showed better fluency and confidence after using the module.

Student feedback indicated that the module was attractive, easy to understand, and enjoyable. The colorful design, contextual illustrations, and engaging activities prevented boredom. Moreover, learning activities involving movement, observation, and group discussions motivated students to actively participate.

Teachers also responded positively, stating that the SAVI-based module helped streamline the teaching process through clear guidance, systematic steps, and practical exercises aligned with learning objectives. They viewed it as a solution to students' low interest in Javanese language lessons, which are often considered dull and overly memorization-based.

Overall, these findings support Meier's (2000) theory that the SAVI approach enhances learning outcomes by engaging the whole learner—body, mind, emotions, and senses—creating a more meaningful learning experience. Thus, the SAVI-based Javanese language module serves not only as a tool for knowledge transfer but also as a medium for character building and the preservation of local culture.

5. DISCUSSION

The findings of this research confirm that the development of a Javanese language learning module based on the SAVI (Somatic, Auditory, Visual, Intellectual) approach is both valid and effective in enhancing students' learning outcomes and speaking skills. This result supports the theoretical premise that meaningful learning occurs when students are fully involved through physical, sensory, and intellectual engagement (Meier, 2000). By integrating the four learning modalities—movement, listening, observation, and thinking—the module allows students to experience language learning holistically, not merely as memorization but as active participation in communicative and cultural contexts.

The improvement in learning outcomes, as evidenced by the pre-test and post-test results, indicates that the SAVI-based module successfully addressed previous problems in Javanese language instruction. Before the intervention, students tended to be passive

and less motivated, perceiving Javanese as a difficult and monotonous subject. However, after using the module, students demonstrated increased enthusiasm and confidence, especially in speaking activities that involved role-play, storytelling, and dialogue practice. These activities correspond to the somatic and auditory aspects of the SAVI model, which emphasize physical involvement and listening comprehension as essential elements in learning a language.

The students' improvement in using *unggah-ungguh basa* (speech levels) also reflects the module's success in connecting linguistic knowledge with cultural values. This finding aligns with Purwadi (2017), who stated that the Javanese language embodies a moral dimension that shapes politeness, respect, and empathy. By embedding cultural expressions, proverbs, and situational dialogues, the module provides a practical way for students to internalize these values in everyday communication. Thus, the SAVI-based learning process contributes not only to linguistic proficiency but also to character formation, which is one of the core goals of education as outlined in Law No. 20 of 2003 on the National Education System.

From a pedagogical perspective, the success of this module reinforces constructivist learning principles, where knowledge is actively constructed by learners through experience and reflection (Vygotsky, 1978). The SAVI approach ensures that learning is not limited to the cognitive domain but extends to affective and psychomotor dimensions as well. Students who were previously hesitant to speak in Javanese became more willing to participate because the learning process was enjoyable, varied, and contextual. This aligns with the findings of Nurdyansyah and Lestari (2017), who argued that learning becomes effective when students are actively engaged and can connect learning materials with real-life situations.

Teacher responses further demonstrate the practicality of the SAVI-based module. Many teachers found that the module provided structured guidance, clear objectives, and interactive activities that made classroom management easier. The module also reduced teachers' dependence on Student Worksheets (LKS), which had previously limited students' creativity and critical thinking. Instead, teachers could facilitate learning more dynamically, allowing students to explore, express, and collaborate. This transformation in classroom interaction reflects the shift from teacher-centered to student-centered learning, which is a hallmark of modern educational reform (Sugiarto, 2019).

In addition, the visual component of the SAVI model plays a crucial role in improving comprehension and retention. The module's colorful design, contextual illustrations, and step-by-step instructions appeal to students' visual intelligence, making abstract concepts easier to grasp. This supports the argument by Wijayanti (2018) that visual learning media enhance language learning effectiveness by stimulating students' imagination and emotional engagement.

Overall, the results of this study provide empirical evidence that applying the SAVI approach in Javanese language instruction can resolve long-standing issues related to motivation, engagement, and cultural disconnection. The approach aligns well with the philosophical foundation of Javanese education, which integrates language, culture, and moral formation. Therefore, the developed module can serve as an innovative instructional resource to strengthen students' linguistic competence and character development while preserving regional language heritage.

However, it should be noted that this research was conducted in a limited scope involving only one school—MI Perwanida, Blitar City. Further studies involving larger

samples, different grade levels, or varied regional contexts are recommended to validate and expand the applicability of this module. Future research may also integrate digital or multimedia components into the SAVI-based learning model to adapt it to the evolving demands of 21st-century education.

6. CONCLUSION

This research and development study produced a SAVI-based Javanese language learning module that is valid, practical, and effective for fourth-grade students at MI Perwanida, Blitar City. The results show that:

1. The module was validated by material and media experts with a “very good” category.
2. It significantly improved students’ learning outcomes and speaking skills.
3. It received positive responses from both students and teachers regarding its design, content, and instructional methods.

Therefore, this module is suitable to be used as a supporting medium for Javanese language instruction and can serve as an alternative for developing engaging, contextual, and learner-centered teaching materials in elementary schools.

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