



The Effect of SAVI Learning Model on Students' Critical Thinking Skills

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ABSTRACT

This research aims to determine the effect of the SAVI learning model on the critical thinking skills of junior high school students. The method used in this research is one group pre-test-post test, with a descriptive quantitative approach. The test is done online via a google form. The question instrument contains 10 multiple choice questions and 5 questions on the description of the digestive system material that has been validated by the validator. This study involved 90 students of grade 8. The results showed that the validation results of critical thinking test questions obtained a mode 4 score and a reliability value of 86%, while the results of the students' critical thinking skills test showed that after the SAVI learning model was applied there was an increase obtained from the average pretest score of 40 and the average score The post-test average was 81 so that the N-gain score increased by 0.68 in the medium category, and all critical thinking indicators were achieved well.

INTRODUCTION

In the 21st century, Indonesia faces various challenges. Demands and challenges call for various breakthroughs in thinking, drafting concepts, and actions (Roudlo, 2021). In the education, it is required to answer the 21st-century challenges which can produce graduates who have 6C abilities, one of which is critical thinking is expected to be achieved by graduates where an important goal in critical thinking is the students are able to think deeply, logically, able to collect and evaluate evidence (Tang et al., 2020). Critical thinking skills in education are considered as the important point because through critical thinking skills students can prepare themselves for future situations and conditions. This is supported by the statement (Cahyono, 2017) that critical thinking skills are very important skills for the success of learning, working, and living in the 21st century.

Critical thinking skills are an organized process that allows students to evaluate evidence, assumptions, logic, and language that underlie other people's statements (Johnson, 2012). However, educational activities are currently experiencing obstacles due to Covid-19 which is also attacking Indonesia, the government must make a temporary policy to implement online learning in order to reduce the spread of the virus. This condition affects the critical thinking skills of students who are required to survive, adapt in order to be able to follow the learning process with the new system, students are required to be used to the online system thus they can even follow all learning. Before Covid-19, The data results from the 2018 PISA-related to the ability to think analytically and solve the problems, Indonesian children are still relatively low compared to children in other countries. Indonesia occupies the 74th position out of 79 countries (Schleicher, 2018). Meanwhile, according to Afnia (2021), learning styles also affect students' critical thinking skills. Teachers have to be able to deliver interesting lessons to build understanding and encourage students' ideas. Building this

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