

ABSTRAK

ELISA NURAMANAH, 2026. **PENGARUH *PENDEKATAN SOMATIC, AUDITORY, VISUAL, INTELLECTUAL* (SAVI) TERHADAP KETERAMPILAN PROSES SAINS DAN HASIL BELAJAR PADA MATERI SISTEM EKSRESI (Studi Eksperimen di Kelas XI SMA Negeri 3 Tasikmalaya Tahun Ajaran 2025/2026)**. Skripsi. Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Rendahnya keterampilan proses sains dan hasil belajar kognitif peserta didik menjadi salah satu penyebab kurang optimalnya pemahaman konsep dan praktik ilmiah dalam pembelajaran biologi. Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan SAVI (*somatic, auditory, visual, intellectual*) terhadap keterampilan proses sains dan hasil belajar peserta didik pada materi sistem ekskresi. Metode penelitian yang digunakan adalah *quasi experimental* dengan desain *nonequivalent control group posttest only*. Populasi penelitian adalah seluruh kelas XI SMA Negeri 3 Tasikmalaya tahun ajaran 2025/2026. Sampel ditentukan melalui teknik *purposive sampling* sebanyak 2 kelas. Instrumen penelitian yang digunakan berupa tes pilihan majemuk untuk keterampilan proses sains dan hasil belajar. Analisis data dilakukan secara kuantitatif menggunakan uji MANOVA dan uji ANOVA dengan signifikansi $<0,05$. Hasil penelitian menunjukkan perolehan pada setiap indikator keterampilan proses sains dan hasil belajar beragam. Perolehan skor rata-rata keterampilan proses sains kelas eksperimen lebih tinggi yaitu 24,39 di bandingkan dengan kelas kontrol yaitu 22,97, demikian pula hasil belajar kelas eksperimen lebih tinggi yaitu 41,03 dibandingkan dengan kelas kontrol yaitu 36,44. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh pendekatan *somatic, auditory, visual, intellectual* (SAVI) terhadap keterampilan proses sains peserta didik, (2) terdapat pengaruh pendekatan *somatic, auditory, visual, intellectual* (SAVI) terhadap hasil belajar peserta didik, dan (3) terdapat pengaruh pendekatan *somatic, auditory, visual, intellectual* (SAVI) terhadap keterampilan proses sains dan hasil belajar peserta didik. Dengan demikian, pendekatan *somatic, auditory, visual, intellectual* (SAVI) terbukti berpengaruh positif terhadap keterampilan proses sains dan hasil belajar peserta didik pada materi sistem ekskresi.

Kata Kunci: *Somatic, Auditory, Visual, Intellectual* (SAVI); Keterampilan Proses Sains; Hasil Belajar; Sistem Ekskresi.

ABSTRACT

ELISA NURAMANAH, 2026. ***THE EFFECT OF THE SOMATIC, AUDITORY, VISUAL, INTELLECTUAL (SAVI) APPROACH ON SCIENCE PROCESS SKILLS AND LEARNING OUTCOMES IN EXCRETORY SYSTEM MATERIAL (An Experimental Study in Class XI of SMA Negeri 3 Tasikmalaya Academic Year 2025/2026)***. Undergraduate Thesis. Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.

The low level of science process skills and cognitive learning outcomes of students is one of the causes of less than optimal understanding of scientific concepts and practices in biology learning. This study aims to determine the effect of the SAVI (somatic, auditory, visual, intellectual) approach on science process skills and student learning outcomes in the excretory system material. The research method used was a quasi-experimental with a nonequivalent control group posttest only design. The study population was all grade XI of SMA Negeri 3 Tasikmalaya in the 2025/2026 academic year. The sample was determined through a purposive sampling technique of 2 classes. The research instrument used was a multiple choice test for science process skills and learning outcomes. Data analysis was carried out quantitatively using the MANOVA test and ANOVA test with a significance of <0.05 . The results showed that the acquisition of each indicator of science process skills and learning outcomes varied. The average score of science process skills in the experimental class was higher at 24.39 compared to the control class at 22.97, likewise the learning outcomes of the experimental class were higher at 41.03 compared to the control class at 36.44. The results of the study showed that: (1) there was an influence of the somatic, auditory, visual, intellectual (SAVI) approach on students' science process skills, (2) there was an influence of the somatic, auditory, visual, intellectual (SAVI) approach on students' learning outcomes, and (3) there was an influence of the somatic, auditory, visual, intellectual (SAVI) approach on students' science process skills and learning outcomes. Thus, the somatic, auditory, visual, intellectual (SAVI) approach was proven to have a positive influence on students' science process skills and learning outcomes on the excretory system material.

Keywords: *Somatic, Auditory, Visual, Intellectual (SAVI); Science Process Skills; Learning Outcomes; Excretory System.*