Using SAVI Model in Learning Solfeggio

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Abstract

Learning quality development at universities is driven by KKNI curriculum (Indonesia national qualifying framework). The implication of the curriculum aims to sharpen the learners competence in the field of attitude, cognition, and psychomotors (general and specific skills), which are eligible to encounter all about situation and condition of life. Solfeggio is a kind of subject matters to teach that sharpen the learners ability of music sigh-reading and sight-hearing. Therefore, a lecturer should be able to set learning experiences during the process of learning, forming the learners competences up to having critical thinking ability. One of the strategies to gain it is by applying SAVI model (*Somatic*, *Auditory*, *Visualization*, *Intellectual*).

Keywords: *SAVI model, Learning, Solfeggio*

Introduction

Indonesia government is preparing this country encountering challenges of industrial revolusion 4.0 to be able to compete globally around the world. The certain effort to gain such a goal is by nurturing the learners to have fundamental attitude, cognition, and psychomotor (hard skill and soft skill) scientifically and technologically. At least, there are 4 segments that all generation should have : *ways of thingking, ways of working, tools for working and skills for living in the word*. Hence, the lecturers should be able to design learning experiences for the learners so that they are able to face all problems of life and able to fulfill their needs.

Learning design and system in era 21 at Indonesia is by students centered approach. It is quite different from the former era, of which lecturer is the centre of learning, in this case lecturer is more active than learners. When the learner is the centre of learning it means that the learner is the core of learning, the subject of learning, and target of learning. If the lecturer is being the centre, it means that there is a stagnant of education progress. It is reasonably to state that student centered approach is more effective and usable than the other one by selecting proper models of learning.

Learning approach is orientated on : *inquiry*, *discovery*, and *creativity* (Wilson, 1996; Ardhana, 2000). Those three terms give the learners opportunity to sharpen the three domains they have namely : affective, cognitive, and psychomotor domains, besides able to develop quotients such as : Emotional Quotient (EQ), Spiritual Quotient (SpQ), Social Quotient (SQ), and Intelligent Quotient (IQ), see Dimyati (2000).

Solfeggio is a basic subject matter at musical study program, sendratasik department of Padang State University. The curriculum of the subject contentment is teaching how to produce voice, or how to sing melody using human voice based on time and space dimension. Henceforth, learners should have 4 competences in SAVI model they are : (a) somatic; it is the way how to sing rhythm/melody, (b) *auditory*, it is how to listen and absorb rhythm/melody, (c) *visualization*, it is how to: sightseeing, identifying, and demonstrating rhythm/melody, (d) *intellectualizing*, it is the ability to think, identify, inquiry, create and construct rhythm/melody. therefore, it is reasonable to mention that learning solfeggio using SAVI model can motivate the learners to be able to produce or to sing song teks during learning process.

Savi model is a model that help the lecturer to improve the learners' motivation and their critical thinking since the content and design oriented on the learners' needs on how to be creative and innovative student. Savi model besides emphasizing that human senses is the major sensory to learn/ to inquire and to gather new knowledge based on learning experiences individually or in group, it is also emphasizing the lecturers to be more attentive and focus on the learners' needs fulfillment. Implicating Savi model in learning process consisting of : somatic, auditory, visualization, dan intellectualizing, using student centered approach. Learning strategy is starting by knocking the musical melody, secondly by auditory practicing (sight-listening), and thirdly by practicing sight-reading, fourthly by practicing parts of music. Learning methods

used are demonstration, exercise, and tasking. Technique of learning are demonstrating, reading experiencing, tasking the learners how to read music parts.

Learning process of solfeggio is indicated by nurturing knowledge to students based on facts, concept and procedure, and tasking them all about rhythm and melody as parts of the music. It aims to drill the learners to know and master practically about rhythm and melody both individually and classically.

Discussion

a. SAVI Model

SAVI MODEL is a kind of learning model which have been variously expanded to use. The main indicator of this model is emphasizing on the use of total human senses to learn in condition of somatic, auditorial, visual, dan intelektual. Somatic is a total psychomotoric action, auditory is an ability to practice hear-sight, able to know and distinguish kinds of music voices, visual is the ability to observe, to draw, to demonstrate, to read, and to use media of learning. Intellectual is the ability of thinking, inquiring, identifying, creating, constructing, problem solving.

As a model, SAVI model uses an effective approach which is coring on things that elicit critical thinking and comprehension. Shoimin (2014) says that Savi model is a learning strategy that developed based on constructivism that forces the learners to construct their own earned knowledge. Dopplet (2003) says that learners are constructing their earned knowledge by themselves, throughout their learning experiences. Constructivism, is a learning theory that supported widely by the experts on the basis of main idea that human earns his own knowledge and construct them automatically during the process, (Wilson, 1996).

b. The Basis of SAVI model

SAVI as a model helps the learners to integrate and actualize knowledge, attitude, and skill by various strategies. The process of learning is divided into 4 steps, they are : 1) preparation, 2) lecturing, 3) drilling, 4) producing

Preparation Step. Such a pre-activity, the lecturer elicit learners' wills to be ready on, in learning activity, planting them some positive thinking and self-confidence regarding learning experiences by giving them suggestion, describing the purpose of learning and its benefits for them, elicit their wondering, spirit and willingness, manipulating (setting) positive social and emotional positively, engaging them as well.

Lecturing Step. In this step the lecturer support the learners to innovate, finding some new knowledge by involving their own senses. The lecturer becomes a driven mentor for them to have trial, to drill their sensory and motor to be eligible and skillful.

Drilling Step. In this step, the lecturer treating the learners to integrate new knowledge and skills by some ways and efforts such as tutorial enrichment, moderate simulation, and intensive drilling, remedial and progressive treatment.

Producing Step. The last step of all is producing, of which the lecturer steering learners to actualize and to expand their earned knowledge in daily life for the purpose of improving and promoting their ability to the upper level. This step can be welldone if there is such a steering motivation from the lecturer towards the learners by doing things below:

- Actualizing their earned knowledge contextually with what they are encountering around their environment.
- Designing and setting planning and actions to do based on needs in life
- Remedial and enrichment for gaining better result to the next level
- Additional drilling, continuity, feedback and evaluation.

c. Solfegio and *SAVI* model Implication
1. Solfegio

Solfeggio is a kind of musical activity that using human voice. As subject matter, it contains rhythm, interval, and melody. As musical activity Sylado (1983) says that it is dealing with space, and time as well ; regarding the space it is coring on melody, whereas regarding the time it is coring on rhythm. The

combination between the space and the time can produce extra ordinary harmony which expresses about emotional out through the performance. Bearing to the explanation above, Sumaryanto (2005) defines that solfeggio or solfa is the way of reading musical scale up and down randomly based on the tone standard using syllables: do, re, mi, fa, sol, la, ti. The harmony between sight-reading and the tones chain that is read together with interval of notes moving at unison way, stepping, skipping, is certainly producing a fantastic harmony.

2. Learning solfeggio by SAVI Model

Generally, learning solfeggio is divided into 2 sides; listening drill (*ear-training*) and reading drill (*sight-reading*). Horvit, et al (2013) solfeggio learning is such activities of listening and reading rhythm, interval, and melody. the ear-training is done by using piano. Sight-reading is done by eying notes and melody and then producing in voice based on music parts. Merrit (2016) promotes that solfeggio learning is taught in sequence and continuum starting from rhythm, to melody and interval. it aims to inform the learners so they can comprehend about time dimension in rhythm firstly and continue to understanding the space on interval and melody.

Table 1. Syntax of SAVI model in solfeggio learning: *somatic, auditory, visual, intellectua*l

Syntax	Activities
Somatic	a. Practicing to knock basic melody b. Practicing to knock rhythm pattern c. Practicing to knock rhythm scale d. Practicing to knock melody scale
Auditory	a. Practicing ear-training and identifying rhythm b. Practicing ear-training and identifying interval c. Practicing ear-training and identifying melody
Visual	a. Practicing seeing, reading, and rhythm presentation. b. Practicing seeing, reading, and interval presentation c. Practicing seeing, reading, and melody presentation
Intellectual	a. Practicing to integrate and synergize motors, senses, and mind when presenting rhythm. b. Practicing to integrate and synergize motors, senses, and mind when presenting interval. c. Practicing to integrate and synergize motors, senses, and mind when presenting melody.

Conclusion

SAVI model is a kind of learning models that emphasizing the learners to construct and expand their earned knowledge to the next level and actualize it in daily life throughout the 3 domains; attitude, cognition, and psychomotor (hard and soft skills). By implicating the syntax of the model, as describing above, the learners are able to learn effectively, innovatively, so that at the end of learning process, they are able to create and harmonizing about rhythm, interval, and melody.

As the main performance to obtain the indicators of learning is drilling or training on the stated fields above for both ear-training and sight-reading of musical instruments. The combination between the space and the time can produce extra ordinary harmony which expresses about emotional out through the performance.

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