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The Effect of Somatic Auditory Visual Intellectual and Experiential Learning Model on Students' Learning Interest of Hot Themes and Its Movement Class V Elementary School

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Abstract: There is an influence of the somatic auditory visual intellectual learning model on students' interest in learning in science subjects with heat and transfer materials. based on the results of the paired samples test, the t-count value is 3.389 > t-table is 1.413; 2) There is an effect of the experiential learning model in experimental class 2 on students' interest in learning the subject of heat and transfer science in class V at the Public Elementary School Bunderan, Wonosalam District, Demak Regency, based on the results of the paired samples test, the t-count value is 3.389 > t-table 1.413; 3) There is a difference in interest in learning in the science subjects of heat and its transfer, it is known from the mean value of experimental class 1 using the somatic auditory visual intellectual model of 78.52, which is greater than the experimental means value of 2 using the experiential learning model of 74.0. This shows that the somatic auditory visual intellectual learning model is more effective in increasing student interest in learning than the experiential learning model on heat and transfer material in class V in Elementary School.

Keywords: Student Activity Sheet (LKPD), Problem-Based Learning (PBL), Social Sciences (IPS)

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. One of the efforts to improve the quality of education in schools is to improve the learning process. Education is also often defined as the process of transmitting knowledge through learning activities. The learning process carried out with various learning models to achieve these goals, is not always suitable for all students (Gusau & Mohamad, 2020). The reason is ordinary because of the educational background of students, study habits, interests, student learning motivation, facilities, learning environment, teacher teaching methods, and so on. The selection of the right learning model will make students feel happy during the lesson, and students will try to participate in teaching and learning activities, in this case, it can be said that students' interest in participating in teaching and learning activities increases (Slamet et al., 2021).

According to King & Boyatt (2015) students failure to achieve educational goals is generally influenced by many factors, both internal and external factors. Internal factors, namely factors that come from within students, for example, talent, learning motivation (interest), attitude, and ability (potential). External factors are factors that come from outside the student, for example, family, learning environment, parental attention, teacher interaction patterns, teacher learning methods, and so on.

It turns out that interest is an important factor influencing the success of learning. Fernando (2020) states interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest." Interest is not brought from birth but acquired later. In other words, interest can be grown in a student. Interest is very influential in the learning process because a student is better if learning is driven by a strong interest than learning without interest at all. Students who do not have an interest can be aroused.

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Mitchell & Manzo (2018) stated for learning objectives in schools to be achieved, in carrying out learning teachers must understand how to learn and how students think when they learn. Therefore, a teacher needs to know and understand various learning theories related to learning itself. Measurement of interest is very important to do because by measuring interest it can be seen how much interest students have in science subjects, to increase the interests that students already have, maintain new interests, prevent the emergence of interest in things that are not good and as preparation for guiding children.

Factors that can influence interest are internal and external. Internal factors are factors that exist within students, such as the five senses that do not function because students just sit still without doing anything that can move their bodies. External factors are factors that come from outside the students, such as a tense classroom atmosphere and the way teachers teach who are less creative. These two factors can affect students when participating in the learning process that takes place in the classroom based on pre-research observations that students will feel bored, bored, completely uninterested, and lazy to learn because science is considered a difficult science and full of unclear abstract concepts.

In addition, learning science is an addition to material that requires learning with a high level of concentration. As observed in Public Elementary School No. 1 Kalianyar and Public Elementary School Bunderan, Wonosalam sub-district that interest in learning is very low, they just come and sit down and there is no concentration on understanding the material. The current low interest in student learning is coupled with the existence of online learning where teachers are less flexible in controlling learning.

The author analyzed a form of problem identification at the beginning of this research, and the low interest in student learning in elementary schools was due to several things as follows: 1) Teachers still use the conventional model (delivering material with lectures, questions and answers, and assignments); 2) The teacher acts as a source of information; 3) Students only listen, take notes and do practice questions, so that learning is less interesting and less interesting for students to learn. Each student has different abilities or ways of understanding learning, some understand only with the teacher's explanation. (lecture), some understand if they can see and feel directly. One solution that can be done by a teacher who can later help students to increase their interest in learning is to apply one of the innovative models, which can take advantage of information and communication technology such as computers, teaching aids, or other media that are already available in schools so that students can learning through seeing something (shows, demonstrations, and videos), hearing something (story) and doing something (moving) so that students will be more interested in learning.

The model that is being tried to overcome the above problems is the SAVI (Somatic Auditory Visual Intellectual) learning model or learning by utilizing the senses is a theory put forward by Ediningrum (2018) states that SAVI learning is learning that emphasizes that learning must utilize all the senses that students have. For learning activities to be more meaningful, they must be done through listening, listening, speaking, presenting, arguing, expressing opinions, responding, and thinking because learning requires high concentration to be able to reason, investigate, identify, find, create, solve problems and apply them.

This is in line with the statement of Kencanawati, Sariyasa, & Hartawan (2020) that learning that applies the SAVI learning model, invites students to be directly and actively involved, one of which is through physical movement, in the learning process. Physical movement can maximize mental processes which can ultimately awaken the intelligence possessed by students.

The selection and use of the right model by the competency objectives is very necessary. Many models can be used by educators in delivering teaching materials to students. The learning model will also make the educational model more varied, not merely verbal communication through the speech of the educator so that students do not get bored and educators do not run out of energy. Learning requires mental involvement and students' work. One of the learning developments is an active student learning model, namely Somatic Visual Intellectual Auditory which is contained in Septian et al. (2020). In the education system, participants are required to learn independently. People who are involved or work in this system of course often hear and even use the term independent, but maybe our perception of the term is different.

In addition to using the SAVI model, a trial using the experiential learning model will also be carried out. Learning with the experiential learning model was introduced by Kolb & Kolb (2005) defines learning as the process of how knowledge is created through changes in the form of experience. This model is also known as the experience-based learning model which defines learning as the process of constructing knowledge through the transformation of experience. Learning from experience includes the link between doing and thinking. According to Nurhayati (2019), on the context of learning, experiential learning can be described as a learning process that reflects deeply on experience and from here emerges a new understanding or learning process. Experience-based learning utilizes new experiences and learner reactions to their experiences to build understanding and transfer knowledge, skills, and attitudes.

In connection with that Samuel & Rahman (2018) states that experiential learning is a learning process, a process of change that uses experience as a medium of learning or learning, not only material sourced from books or educators. In the learning process with this model the teacher functions as a facilitator. That is, the teacher only provides direction (guide) does not provide information unilaterally, and becomes the sole source of knowledge. After students carry out a learning activity, then students will abstract their own experiences.

The two learning models were deemed suitable for testing in the Science subjects of Heat and Transfer in Elementary Schools. This is because the SAVI and experiential learning models are learning that combines skills, maintain attitudes, and develops an understanding of concepts related to everyday experiences.

Hodson (2014) states the learning science is an ideal way to gain competence such as skills, maintain attitudes, and develop an understanding of concepts related to everyday experience. A student who develops a science activity, will use appropriate techniques or encounter new ideas, and on the other hand, will use a different set of activities. If students get a balanced experience between skills, attitudes, and concepts, it will enable them to get new ideas or facts, use certain ways of working, and have positive attitudes that can later be applied in their daily lives.

2. Methodology

This research is included in the experimental type approach with the type of research used being a Pre-experimental design. The design used in this research is the One–Shoot Case Study.

The population in this study were fifth-grade elementary school students in Demak Regency. The total sample in this study was 88 students from experimental class 1 and experimental class 2 and control class. Sampling using a saturated sample technique. The instrument in this study is a questionnaire, with data analysis including a validity test, reliability test, normality test, homogeneity test, N-gain test, and paired sample T-test.

3. Results and Discussion

3.1 The Effect of Somatic Auditory Visual Intellectual Learning on Increasing Student Interest in The Heat Theme and Its Transfer in Class V Elementary School

Interest in learning science in Experiment 1 class using the SAVI learning model for fifth-grade students at Public Elementary School No. 3 Mojodemak, Wonosalam Demak District, based on the frequency distribution category, there were no students in the category not interested in learning science with hot themes and their transfers with a percentage of 0%. there is 1 student in the category of less interest in learning science with hot themes and transfers with a percentage of 3.70% of the total number of students. there are 4 students in the category quite interested in learning science with hot themes and transfers with a percentage of 14.81% of the total number of students. there is 1 student in the category of interested in learning hot theme science and its transfer with a percentage of 3.70% of the number of students and there are 21 students in the category of very interested in learning hot theme science and its transfer with a percentage of 77.78%.

The descriptive statistics are means or an average of 88.2963, on the value of Std. Error of Mean is 1.35959, the median value is 90.0000, Std. Deviation got a value of 7.06462, while the mode was 92.00. The range value is 20.00, the maximum value is 98 and the minimum value is 78, while the total or sum value is 2384.00.

The somatic auditory visual intellectual learning model in experimental class 1 which was carried out in class VI Public Elementary School No. 3 Mojodemak, Wonosalam District was in the good category with a score of 82.85%. This shows that the stages or syntax of the somatic auditory visual intellectual learning model starting from preliminary activities, core activities, and closing activities have been carried out properly as an effort to provide treatment to increase students' interest in learning science in heat and transfer materials.

Based on the independent sample t-test test, it can be seen that the significance value is $0.001 < 0.05$, so it can be concluded that there is an influence of the somatic auditory visual intellectual learning model in experimental class 1 on the students' interest in learning in the science subjects of heat material and class transfer. V in Mojodemak State Elementary School 3, this is further strengthened based on the t-count value of $3.389 >$ t-table of 1.413. Then the hypothesis reads "There is an influence of the somatic auditory visual intellectual learning model on students' interest in learning in the natural science subject matter of heat and transfers class V at Mojodemak State Elementary School 3 Wonosalam Demak" is accepted.

In addition, the influence of the somatic auditory visual intellectual learning model in experimental class 1 on students' interest in learning the natural science subject of heat and transfer in class V at Public Elementary School No. 3 Mojodemak is also based on the difference in the results of the pretest score of 64.44 increasing in the post-test result of 78.52.

The results of this study are in line with the research of Ni Wayan Yulia Haruminati (2016). The results showed that t-hit = 9,156 and t-tab (at the 5% significance level) = 2.00030. This means that t-hit > t-tab, there are significant results so that the Somatic, Auditory, Visual, Intellectual (SAVI) learning model affects an interest in learning Mathematics for fourth-grade students at Mutiara Singaraja Elementary School in the 2015/2016 academic year.

Such is the case with Sartika, Arifiyanti, & Ramadina (2020) shows that the results of data analysis with a significant level of = 0.05. The average score of the experimental class students' mathematical communication skills was 25.64 and the control class was 17.02. In conclusion, there is a significant effect of the SAVI learning model (Somatic, Auditory, Visual, and Intellectual) on the mathematical communication skills of eighth-grade students of Public Junior High School Karang Dapo.

The results of this study are also supported by the results of the research of Wati, Darsana, & Suardika (2014), the data analysis, obtained t-hit = 4.95 > t-tab = 1.990 at a significance level of 5% and DK = 81. So it can be interpreted

that there is a significant difference in social studies learning outcomes between students who are taught using the SAVI learning model assisted by teaching materials and students who are taught using conventional learning. The average value of social studies learning outcomes also shows that the experimental group X = 82.21 > X = 72.30 in the control group. Therefore, it can be concluded that the application of the SAVI learning model assisted by teaching materials affects the social studies learning outcomes of fifth-grade elementary school students in the Raden Ajeng Kartini cluster, West Denpasar District.

This means that students who are taught using the SAVI learning model have a better interest in learning than students who are taught through conventional learning on the theme of heat and transfer in the fifth grade of elementary school. This is because the experimental group of students who are taught using the SAVI learning model is better able to create an interesting learning atmosphere and students learn to actively combine physical movement with intellectual activity. This is also inseparable from the opinion of Ediningrum (2018) who states that the SAVI learning model is a learning model that contains the principle of Activity Based Learning (BBA) which means to move physically actively when learning, by utilizing the senses as much as possible, and making all body or mind is involved in the learning process. Learning by utilizing all the senses possessed and making a learning process much more effective in digging up information and remembering well. In addition, in learning activities, students are also allowed to build their knowledge and interact directly with various learning resources, one of which is the use of teaching materials.

In contrast to learning that uses conventional learning, during the learning process students look less active. Conventional learning begins by conveying the subject or material, then students only listen to the teacher's explanation which makes students tend to be passive in constructing their knowledge and there is a lack of interaction in groups during the learning process. This learning is not fully optimal in bringing students into effective learning activities. Students are only focused on the teacher who gives more lectures than activities that involve students actively. Conventional learning causes students to be very dependent on teachers. This can result in less than optimal student activity so that students only accept what the teacher says and the learning process tends to be boring and interest in learning is low.

According to the constructivist view put forward by Ekawati (2020) that to increase interest, there is an impulse in students, namely: a) Students must feel that the material to be studied is useful; b) Students must do something about the information that has been obtained in various forms; c) Students relate the new material to the information they already know. Students in the experimental group who were previously not interested in learning, after being treated with the SAVI learning model expressed interest in learning as evidenced by the post-test score of the questionnaire. Based on the final evaluation test, the group of students who studied with the SAVI learning model showed higher test results than the group of students who studied with the conventional learning model. This means interest in learning affects student learning outcomes, the more students are interested in learning, the more learning outcomes will increase. This is following the results of a study conducted by Farokhah, Arisetyawan, & Jupri (2017) was found that the SAVI learning model can improve student learning outcomes and interests.

3.2 The Effect of Experiential Learning on Increasing Student Interest in The Hot Theme and Its Transfer in Class V Elementary School

Interest in learning science in Experiment 2 class V Elementary School Bunderan, District Wonosalam using experiential learning learning model based on the frequency distribution category there are no students in the category not interested in learning science hot theme and its displacement with a percentage of 0%. there are 3 students in the category of less interest in learning science with hot themes and transfers with a percentage of 10.00% of the total number of students. there is 1 student in the category quite interested in learning science with hot themes and transfers with a percentage of 3.33% of the total number of students. there are 8 students in the category of interested in learning hot theme science and its transfer with a percentage of 26.67% of the total number of students and there are 18 students in the category of very interested in learning hot theme science and its transfer with a percentage of 60.00%

The descriptive statistics are the means or an average of 86.6667, on the Std value. Error of Mean is 0.88192, median value is 87.0000, Std. Deviation got a value of 4.83046, while the mode was 85.00. The range value is 23.00, the maximum value is 96.00 and the minimum value is 73.00, while the total or sum value is 2600.00.

The experiential learning model in experimental class 2 which was carried out in class V Elementary School Bunderan Wonosalam District was in the good category with a score of 85.71%. This shows that the stages or syntax of the experiential learning model starting from the preliminary activities, core activities, and closing activities have been carried out properly as an effort to provide treatment to increase students' interest in learning science in heat and transfer materials.

Based on the independent sample t-test test, it can be seen that the significance value is 0.000 < 0.05, so it can be concluded that there is an effect of the experiential learning model in experimental class 2 on students' interest in learning the science subjects of heat material and its transfer in class V in Bunderan State Elementary School, Wonosalam District, Demak Regency, this is further strengthened based on the t-count value of 3.389 > t-table of 1.413. Then the hypothesis which reads "There is an effect of experiential learning methods on students' interest in learning in the natural science subjects of heat and transfer class V at the Bunderan Wonosalam Demak State Elementary School" is accepted.

In addition, there is an effect of the experiential learning method on students' interest in learning in science subjects for heat and transfer class V at the Bunderan Wonosalam State Elementary School, Demak also based on the difference in the pretest score of 65.11, increasing the posttest value of 74.00

The results of this study are in line with the research by Sagitarini, Ardana, & Asri (2020) where the results of this study show the calculation results obtained an average of 69,421 in the experimental group and an average of 64,000 in the control group, and obtained t-count = 2.400 > t-table 1.993 with a significance level = 5% and DK = 36+38-2 = 72. therefore the decision Ho is obtained rejected, so it was concluded that the Experiential Learning model assisted by concrete media had a significant effect on the scientific competence of elementary school students.

Likewise, the results of this study are supported by the research of Fithriyah, Arif, & Ningsih (2019) argues the significant test (t-test) the value of the t-count is 2.650 > t-table of 2.101. So it can be concluded that the experiential learning model affects student learning motivation in digital simulation subjects. Based on the results of the significant test (t-test) the value of the t-count is 3.070 > t-table is 2.101. So it can be concluded that the experiential learning model affects student learning outcomes in digital simulation subjects. The results of the observation of teacher activities are 81.65% in the very good category, student activities are 73.375% in the good category, and the response questionnaire is 81.87% in the very good category.

This means that students who are taught using the experiential learning model have a better interest in learning than students who are taught through conventional learning on the theme of heat and transfer in the fifth grade of elementary school.

This is to the theory according to Bhakta & Dutta (2016) teachers need to create a comfortable and supportive classroom environment, thereby generating student motivation to achieve positive learning outcomes". In the science learning process, there are various types of innovative learning strategies that teachers can choose in creating an interesting teaching and learning process that makes it easier for students to form new knowledge, but teachers tend to choose learning strategies that are easy to prepare and implement.

Therefore, an improvement effort is needed to improve the quality of learning. A teacher can be more creative in learning activities by applying innovative learning models accompanied by the use of learning media in the teaching and learning process to improve student learning outcomes. According to Wulandari et al. (2018) the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve learning goals. The innovative learning model that is relevant to the constructivist view is the experiential learning model. Learning with a constructivist approach is expressed because the experiential learning model is a learning innovation that uses constructivist understanding. Trianto (2017:108) states that constructivism is the basis of thinking (philosophy) of a contextual approach, namely that knowledge is built by humans little by little, the results of which are expanded through a limited context and not suddenly. Knowledge is not a set of facts, concepts, or rules that are ready to be retrieved and remembered. Humans must construct it and give meaning through real experience.

The hallmark of this experiential learning model is to use the experience as a "starting point" for learning, in the form of real experiences or real problems found in students' daily lives. The theory of experiential learning is built from six prepositions, which include: 1) learning is best composed of a process; 2) all learning is about real learning; 3) learning requires resolving conflicts between opposing abilities; 4) learning is a process holistically to adapt to the world; 5) learning results from exchanges between individuals and the environment; 6) learning is a process of knowledge formation (Kolb & Kolb, 2015).

In experiential learning, which uses prior experience as a "starting point" for learning, students become more active. Mardana (2016) states that students who enter the classroom do not have an empty head, but students already have ideas about natural events. This idea is a personal knowledge that is formed based on students' everyday experiences. Learning according to the experiential learning model is a process in which knowledge is created through a combination of gaining experience (grasping experience) and transforming experience (transforming experience). The process of transformation from experience to knowledge is based on experiencing, reflecting, thinking, and doing, thus enabling the process of knowledge construction. According to Kolb in Mardana (2016) there are four stages of the experiential learning model, namely: 1) concrete experience (CE); 2) reflective observation (RO); 3) abstract conceptualization (AC); 4) active experimentation (AE).

The experiential learning model is increasingly attractive and can increase students' interest in learning science, this is because it is supported by the help of more innovative learning models as well as teachers who are capable of learning model techniques used in the teaching and learning process. Following the stage of development of elementary school-aged children, which are at the concrete operational stage, means students will more easily understand the material if assisted by learning that is direct practical experience. This is in line with the opinion of Bhakta & Dutta (2016) who states that the teachers need to create a comfortable and supportive classroom environment, thereby generating student motivation to achieve positive learning outcomes.

3.3 The Difference in The Effect of The Somatic Auditory Visual Intellectual Model Learning Model and Experiential Learning On Students' Interest in Learning The Hot Theme and Their Transfer in Grade V Elementary School

The indicator of interest in learning is "feeling happy in learning" in the control class only gets a value of 52.39% while in experiment 1 it gets an average value of 88.89% and in the experimental class, 2 gets a score of 86.53%. Thus, it can be concluded that the somatic auditory visual intellectual learning model is more able to increase the feeling of pleasure in learning compared to the experiential learning model. The indicator of interest in learning, namely "student interest in learning" in the control class gets a score of 69.55%, while in experiment 1 it gets an average value of 96.44% and in the experimental class 2 gets a score of 85.46%. Thus, it can be concluded that the somatic auditory visual intellectual learning model can increase students' interest in learning more than the experiential learning model. The indicator of learning interest, namely "student attention in learning" in the control class gets a score of 65.67%, while in experiment 1 it gets an average value of 88.14% and in the experimental class 2 gets a score of 87.19%. Thus, it can be concluded that the somatic auditory visual intellectual learning model can increase students' attention to learning more than the experiential learning model. The indicator of learning interest, namely "student involvement in learning" in the control class gets a score of 58.06%, while in experiment 1 it gets an average value of 85.63% and in the experimental class, 2 gets a score of 87.47%. Thus, it can be concluded that the experiential learning model can increase students' attention to learning more than the somatic auditory visual intellectual learning model.

Based on the results of group statistics, it is known that the average student learning interest in experimental class 1 from the pretest score is 64.44, an increase in the post-test results is 78.52 and the experimental class 2 the average learning outcome in pretest is 65.11 increases in the results posttest learning is 74.00. This shows that the somatic auditory visual intellectual learning model in experimental class 1 is better than the experiential learning model in experimental class 2 to increase students' interest in learning in elementary schools. Thus, the hypothesis reads there is a difference in the effect of the somatic auditory visual intellectual and visual intellectual learning model on the critical thinking skills of grade V students in the science subject of heat and transfer materials in the Public Elementary School Wonosalam District, Demak is accepted.

Based on the results of the study that the somatic auditory visual intellectual learning model is more effective, it can be used to increase interest in learning. In general, the SAVI learning model is a learning model that combines motor (physical) movement, and intellectual activity, and utilizes all the senses possessed by students to solve problems through creative thinking. More specifically, this learning model can be interpreted based on the compilers of the abbreviation SAVI itself. Somatic implies that in learning that applies this model, learning materials are presented to students to facilitate students to be actively involved in utilizing all their abilities to ask questions and build knowledge. Auditory implies that in this learning, students are provided with maximum opportunities to listen, express opinions, and ask questions if there are things that have not been understood. Visual means that in learning that implements the model, students are facilitated to make observations and pay attention visually to the knowledge they are building. Intellectual means that students are facilitated to utilize their intelligence or thinking skills to think about and solve problems. Because all of the students' senses are utilized during the learning process that implements the SAVI model.

This is following the theory of Ediningrum (2018) which says that the Somatic Auditory Visual Intellectual (SAVI) learning model is a learning model that involves the whole mind and body, learning means creating not consuming, and collaboration helps the learning process, learning takes place in many ways. levels simultaneously, learning comes from doing the work itself with feedback, positive emotions are very helpful for learning, and the brain absorbs information directly and automatically. The advantage of the Somatic Auditory Visual Intellectual (SAVI) learning model. where this learning model the atmosphere in the learning process is fun because students feel cared for so students don't get bored quickly to learn and create a better, interesting, and effective atmosphere and interest in learning.

The step to generate interest in learning in students is to direct students' attention to the goals to be achieved. Efforts to increase interest in learning according to Fall, Holden, & Marquis (2017) is finding something that can attract children's attention, or be moved by their interests by using varied methods and interesting learning media so that they can stimulate children to learn. If it is linked between the advantages possessed by the Intellectual Visual Auditory Somatic learning model (SAVI) and efforts to increase student interest in learning, it can be seen that the Intellectual Visual Auditory Somatic learning model (SAVI) is relevantly influential in efforts to increase student interest in learning. Therefore, the results of statistical analysis that show the significance level of the influence of the Somatic Auditory Visual Intellectual (SAVI) learning model on students' interest in learning can be accepted rationally.

The SAVI learning model emphasizes more on student involvement in the learning process. Therefore, students can gain direct and involved experience to be able to discover for themselves the various knowledge they have learned. Through direct experience, students will understand the concepts they are learning and relate them to other concepts that they have understood. therefore the results in this study learning the somatic auditory visual intellectual model can increase interest more than experiential learning.

Interest is a persistent tendency to pay attention and remember some activities. The activity that is of interest is noticed continuously accompanied by a sense of pleasure. A sense of pleasure and interest in the activity without

anyone asking. Interest is the acceptance of a relationship between oneself and something or activity outside oneself. The stronger or closer the relationship, the greater the interest. Interest can be expressed through a statement that shows that a student shows/likes one thing more than another. It can also be manifested through participation in an activity. Students who have an interest in certain objects tend to pay greater attention to these objects. Interest has a great influence on learning because if the subject matter being studied is not following the interests of students, students will not learn as well as possible, because there is no attraction for them. Students are reluctant/reluctant to learn, and do not get satisfaction from the lesson. Learning materials that interest students will be easier to learn and store Mulyasa (2016).

Success in learning cannot be separated from interest. With interest, it will make concentration easier to do so that the material being studied will be easy to understand. Judging from its origin, interest can come from within oneself and from outside oneself. Interest that arises from within appears based on talent/potential possessed. In other words, for someone who has a certain talent, then his interest will adjust. Interests that come from outside of him, arise because of the influence of the surrounding environment, which can be from friends, family, and because of needs.

4. Conclusion

Based on the independent sample t-test test, it can be seen that the significance value is 0.001 < 0.05, so it can be concluded that there is an influence of the somatic auditory visual intellectual learning model in experimental class 1 on the students' interest in learning in the science subjects of heat material and class transfer. V in Mojodemak State Elementary School 3, this is further strengthened based on the t-count value of 3.389 > t-table of 1.413. In addition, based on the difference in the pretest score, the pretest 64.44 increased in the post-test result to 78.52. Then the hypothesis reads "There is an influence of the somatic auditory visual intellectual learning model on students' interest in learning in the natural science subject matter of heat and transfers class V at Mojodemak State Elementary School 3 Wonosalam Demak" is accepted.

Based on the independent sample t-test test, it can be seen that the significance value is 0.000 < 0.05, so it can be concluded that there is an effect of the experiential learning model in experimental class 2 on students' interest in learning the science subjects of heat material and its transfer in class V in Bunderan State Elementary School, Wonosalam District, Demak Regency, this is further strengthened based on the t-count value of 3.389 > t-table of 1.413 and based on the difference in the pretest score of 65.11, the post-test value increased to 74.00. Then the hypothesis which reads "There is an effect of experiential learning methods on students' interest in learning in the natural science subjects of heat and transfer class V at the Bunderan Wonosalam Demak State Elementary School" is accepted.

Based on the group statistics table, it is known that the average learning interest of students in experimental class 1 from the pretest score is 64.44, an increase in the post-test results is 78.52 and the experimental class 2 the average learning outcomes in pretest is 65.11 increases in the results posttest learning is 74.00. This shows that the somatic auditory visual intellectual learning model in experimental class 1 is better than the experiential learning model in experimental class 2 to increase students' interest in learning in elementary schools. Thus, the hypothesis reads "There is a difference in the effect of the somatic auditory visual intellectual and visual intellectual learning model on the learning interest of class V students in the science subjects of heat and transfer materials in the Wonosalam District Elementary School, Demak" is accepted.

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Conflict of Interest

The authors declare no conflicts of interest.

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