Application of the Humanistic Model Theory *Accelerated Learning* Through Approach *CLAY* To Improve Students' Critical Thinking Skills

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Abstract: Islamic education learning so far has often been trapped in conventional approaches that do not involve physical and intellectual activities, so they are unable to train students' abilities to solve critical problems logistically, quickly, and precisely. This research aims to provide alternative solutions to PAI learning problems through the application of humanistic theory, accelerated learning models through the SAVI approach, and analyzing its impact on students' critical thinking skills. This research used a qualitative descriptive method with research subjects, namely 1 PAI teacher and 20 class VIII students at Darmayanti Cimaung Middle School. Data collection is carried out through interview techniques, observation, documentation, and questionnaires, the results of which are then analyzed and compiled in the form of a research report. The research results show that the application of humanistic accelerated learning theory through the SAVI approach can improve students' critical thinking skills by 80.62% in the good category. So it can be concluded that the theory of the humanistic accelerated learning model through the SAVI approach can improve students' thinking skills.
Keyword: Accelerated learning; Humanistic theory; SAVI Approach;

Abstrak: Pembelajaran PAI selama ini seringkali terjebak kepada pendekatan konvensional yang kurang melibatkan aktivitas fisik dan intelektual sehingga tidak mampu melatih kemampuan peserta didik dalam memecahkan masalah kritis dengan logis, cepat, dan tepat. Penelitian ini bertujuan untuk memberikan alternatif pemecahan permasalahan pembelajaran PAI melalui penerapan teori humanistik model accelerated learning melalui pendekatan SAVI, dan menganalisis dampaknya terhadap keterampilan berpikir kritis peserta didik. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian yaitu 1 orang guru PAI dan 20 orang peserta didik kelas VIII SMP Darmayanti Cimaung. Pengumpulan data dilakukan melalui teknik wawancara, observasi, dokumentasi, dan kuesioner atau angket, yang kemudian hasilnya dianalis untuk kemudian disusun dalam bentuk laporan penelitian. Hasil penelitian menunjukan bahwa penerapan teori humanistik model accelerated learning melalui pendekatan SAVI mampu meningkatkan keterampilan berpikir kritis peserta didik sebesar 80.62% dengan kategori

baik. Sehingga dapat disimpulkan teori humanistik model accelerated learning melalui pendekatan SAVI mampu meningkatkan keterampilan berpikir kritis peserta didik.
Kata Kunci: *Accelerated learning; Teori humanistic; Pendekatan SAVI*

INTRODUCTION

Education is the main pillar in individual and societal development. Quality education not only teaches knowledge but also creates the skills and competencies needed to face complex challenges in an ever-changing world. One of the key skills necessary for success in personal and professional life is critical thinking skills (Bassar et al., 2021). Critical thinking skills include the ability to critically analyze information, evaluate multiple points of view, and make rational and wise decisions. These are important intellectual skills for addressing problems, designing solutions, and participating in meaningful discussions. These skills are not only important in an academic context but also in dealing with real-world problems (Taufik et al., 2022). Amid profound changes in education and information technology, the challenge for educators is to create an effective learning environment to develop students' critical thinking skills. One promising approach that can improve students' critical thinking skills includes the application of the humanistic theory model of accelerated *learning* through the approach *SAVI (Somatic, Auditory, Visual, and Intellectual).* This approach combines elements from humanistic education that emphasize the personal development of students (Perni, 2019) with a learning model that accelerates their learning process (Wiranti et al., 2022), as well as an approach *SAVI (Somatic, Auditory, Visual, and Intellectual)* which can encourage students' critical thinking skills in solving problems because it encourages students to be more active in the learning process (Wardani et al., 2021).

Similar research has been carried out by several researchers, including research conducted by (Indriani et al., 2021) with the title "SAVI Learning Model in online learning to measure critical thinking abilities in fourth-grade elementary school students". This research explains that the SAVI approach is effective in improving students' intellectual abilities including critical thinking and problem-solving abilities. However, this research still does not clearly explain how the SAVI implementation strategy is integrated with the accelerated learning model in the learning process systematically. Next is research conducted (Mayliana & Sofyan, 2023) entitled "Application of Accelerated Learning with the SAVI Approach to Increase Motivation and Learning Outcomes in Fashion Drawing Competency". The research results show that the application of accelerated learning with the SAVI approach can increase motivation and learning outcomes for fashion drawing competence. However, in this research, the results measured are aspects of motivation and learning outcomes, so researchers have not found a specific discussion regarding the application of accelerated learning through the SAVI approach to improving students' critical thinking abilities.

In applying the humanistic theory of the accelerated learning model through the SAVI approach in PAI learning, several problems were found, including a lack of understanding by PAI teachers regarding the application of this approach. PAI often faces difficulties in creating a learning environment that stimulates the development of critical thinking skills, and PAI learning does not involve physical and intellectual activity so it does not train students' abilities to solve critical problems logically, quickly, and precisely.

To overcome the problems above, PAI teachers must maximize the application of humanistic theory by using a more effective learning model, namely by using the *Accelerated Learning* through the SAVI approach *(Somatic, Auditory, Visual, and Intellectual)*, so that PAI learning becomes more enjoyable, focuses on goals, is multi-sensory, prioritizes activities and involves students emotionally and physically (Tin, 2018).

This research aims to provide a comprehensive picture of the application of the humanistic learning theory model *Accelerated Learning* with the SAVI approach (*Somatic, Auditory, Visual, and Intellectual)* in the PAI learning process, and how it affects students' critical thinking skills so that students are formed who have 21st-century skills and can actualize themselves maximally in everyday life. It is hoped that the results of this research will be able to contribute to improving the world of education, especially regarding the design and implementation of innovative learning approaches that are in line with the demands of the times.

RESEARCH METHODS

The method used in this research is descriptive qualitative research so that researchers can describe the research subject more specifically, transparently, and in-depth (Palahudin & UUs Ruswandi, 2021). The research stages start from formulating the research problem, namely by identifying and describing the phenomenon that you want to understand in depth and detail, setting clear and specific research objectives, conducting a literature review that is relevant to the research problem, designing the research design, selecting samples, collecting data, analyzing data, interpreting results, writing report results, and carrying out reflection and validation. Through these steps, it is hoped that this research can provide a deeper understanding of a particular phenomenon or context, with a focus on description, interpretation, and contextual understanding (Rusli, 2021).

The research time was carried out from 20-25 May 2023. The subjects in this research were PAI teachers and class VIII students at Darmayanti Cimaung Middle School located on Jalan Cangkuang Madur KM. 08 Babakan Cianjur RT. 001/001 Malasari Village, Cimaung District, Bandung Regency. The number of samples studied was 1 PAI teacher and 20 students consisting of 10 men and 10 women, selected using random sampling techniques. The basis for selecting

research subjects is that the researcher views the subjects or samples being studied as relevant to the research context and the research objectives set. In addition, the research subject's PAI learning context and environment reflect the appropriate conditions in which research is implemented, and the ease of the research permitting process.

The material studied was PAI material with the theme of consuming halal food and avoiding haram food. The research instrument used is an assessment sheet that covers 4 (four) competencies, namely observation to assess spiritual and social competency, written test to assess knowledge competency, and performance test to assess student skill competency related to the material.

Data collection techniques in this research include (1) interviews, to obtain the views and experiences of research subjects related to the application of the humanistic theory of the accelerated learning model through the SAVI approach and to explore a deeper understanding of changes in critical thinking skills, students' perceptions of learning, and obstacles that may be encountered; (2) Observation, to observe the interaction of PAI teachers and students, students' responses to the learning approach, and other aspects of implementation; (3) Documentation, to collect data from documents related to learning, such as lesson plans, learning materials, or student assignments and other documents from books and scientific journals that are relevant to the research problem; (4) Questionnaire or questionnaire, into collect their responses to learning experiences using the humanistic theory of the accelerated learning model through the SAVI approach. The technical data analysis is that the data that has been obtained is analyzed in the form of percentages, the results are then interpreted into several categories of students' critical thinking skills, to then be further analyzed to what extent the impact of implementing this approach is.

RESULTS AND DISCUSSION
Research Results
In applying the humanistic theory of the accelerated learning model through the SAVI approach to Class VIII PAI material about consuming halal food and avoiding haram food according to Islamic law. The following are the basic competencies and indicators of competency achievement used in applying the humanistic theory of the accelerated learning model through the SAVI approach.

Table 1.
Basic Competencies and Indicators of Competency Achievement

Basic competencies		Indicators of Competence Achievement	
1.12	Believes in the provisions of halal and haram food and drink based on the Qur'an and Hadith	1.12.1	Get used to consuming halal and nutritious food in daily life according to the provisions of Islamic law

2.12	Demonstrate healthy living behavior by consuming halal food and drinks.	2.12.1	Get used to consuming halal and nutritious food in daily life according to the provisions of Islamic law
3.12	Understand the halal and haram food and drink provisions based on the Qur'an and Hadith	3.12.1	Explain the meaning and criteria for halal food and drinks
4.12	Presents the wisdom of consuming halal and nutritious food following the provisions of al-*Qur'an* and Hadith	4.12.1	Choose to consume halal and nutritious food according to Islamic law

To measure students' critical thinking skills after applying the humanistic theory of the accelerated learning model through the SAVI approach to Class VIII PAI material about consuming halal food and avoiding haram food according to Islamic law, researchers used the following assessment criteria:

Table 2. Students' critical thinking skills

Rating Category	Score
Not good	1
Pretty good	2
Good	3
Very good	4

Source:(Riduwan, 2019)

The scores that have been obtained are then analyzed and presented as percentages in the following formula:

Percentage (%)	:	$\frac{\textbf{\textit{The score obtained}}}{\textbf{\textit{Maximum score}}} \times 100$

Source:(Riduwan, 2019)

The percentages obtained are then interpreted into a table of students' critical thinking skills categories as follows:

Table 3. Categories of Students' Critical Thinking Skills

Percentage (%)	Category
Not good	50- 62%
Pretty good	63- 75%
Good	76- 87%
Very good	88- 100%

Source:(Riduwan, 2019)

Based on data collection using questionnaires and observations made on research subjects, namely class VIII students at Darmayanti Cimaung Middle

School, 20 students regarding critical thinking skills obtained the following results:

Table 4. Students' Critical Thinking Skills in PAI Material About Consuming Halal Food and Avoiding Haram Food

Answering	A	B	C	D	Score
Student 1	4	3	2	3	12
Sstudent 2	3	4	2	4	13
Sstudent3	4	3	3	2	12
Sstudent4	3	2	2	4	11
Sstudent5	4	4	3	4	15
Sstudent6	4	3	4	3	14
Sstudent7	3	3	3	3	9
Sstudent8	4	3	2	2	11
Sstudent9	4	3	3	3	13
Sstudent10	4	3	4	2	13
Sstudent11	3	3	4	4	14
Sstudent12	4	3	4	3	14
Student 13	4	4	3	2	13
Student 14	4	4	3	3	14
Student 15	4	4	2	3	13
Sstudent16	4	4	2	2	12
Student 17	3	3	4	3	13
Student 18	4	4	3	3	14
Student19	3	3	4	3	13
Student 20	4	3	4	4	15
Score					258
Present					80,62%
Category					Good

Information(Wardani et al., 2021)**:**

    A. *Fluency*, that is, students can generate many questions from a problem.

    B. *Flexibility* able to produce problem solutions through varied answers, able to see problems and questions from different sides

    C. *Originality*, that is, students can think of unusual ways to solve problems

    D. *Elaboration*, namely that students can develop ideas and describe in detail a particular object.

Based on the results of the data analysis above, the results showed that the critical thinking skills of class VIII students at Darmayanti Cimaung Middle School after applying the humanistic theory of the accelerated learning model through the SAVI approach in Class VIII PAI material regarding consuming halal food and avoiding haram food according to Islamic law obtained a result of 80.62%. with good category. Based on the results of interviews with informants, namely PAI teachers at Darmayanti Cimaung Middle School, this success cannot be separated from the efforts of PAI teachers and the assistance of all educational stakeholders at Darmayanti Cimaung Middle School who have tried their best to

apply the humanistic theory of the accelerated learning model through the SAVI approach in the learning process according to the steps. learning specified in the learning implementation plan.

Research Discussion

The humanistic education theory that emerged in the 1970s originates from three philosophical theories, namely: pragmatism, progressivism, and existentialism (Muna Hatija et al., 2023). Pragmatism views that education should be a democratic learning environment and capable of involving everyone in the decision-making process. The essence of pragmatism in education is that: (1) Students are subjects who have experience. (2) Educators are not people who know students' needs for their future. (3) Learning material or content must be appropriate to students' needs, emphasizing process rather than material. (4) Learning methods must provide freedom for students to seek useful learning experiences. (5) Education policy follows the flow of social change. This thought greatly influenced the birth of humanism and progressivism. This stream emphasizes meeting the needs of students. Students must actively build life experiences. Learn not only from books and teachers but also from life experiences. The dominant theory used in American education from the 1920s to the 1950s. Furthermore, the final influence on the emergence of humanistic education was existentialism whose main pillar was individualism. Existentialism theory emphasizes the uniqueness of individual children rather than progressivism which tends to understand children in social units. According to this school, children are unique individuals, so education must be able to help individuals become free and responsible human beings in their choices. With this freedom, students will be able to actualize their potential to the maximum (Fraenkel, 2019).

The term humanistic itself comes from the Latin humanity, which means human education. The word humanistic is essentially an adjective that focuses on approaches to education (Yuliandri, 2017). According to (Insani, 2019), humanistic theory has the view that the learning process has a goal in the interest of humanizing humans. Thus, humanistic learning theory is more abstract and approaches the field of study of philosophy, and personality, rather than the study of psychology of learning. This theory emphasizes the content of the material studied rather than the learning process and results itself (Rosita & Parozak, 2020). Meanwhile, according to (Akmal et al., 2018), Humanistic theory is a theory that can help students enjoy learning. According to this theory, learning is said to be successful if students can understand the environment and themselves (self-actualization).

In contrast to behavioristic learning theory and cognitive learning theory, humanistic learning theory places more emphasis on aspects of human

psychological life, in which there are unique and unique potentials that need to be developed or empowered (Insani, 2019). This theory prioritizes the humanist side of humans and does not require a period for students to achieve the expected understanding, but places more emphasis on the content or material that must be studied to form a complete human being. Humanistic learning theory believes that the center of learning is in the students and educators only act as facilitators (Ekawati & Yarni, 2019). Attitudes, knowledge, and skills are requirements for achieving the goal of self-actualization. Humans are special creatures, they have the potential and motivation to develop themselves and their behavior, therefore every individual must be given the freedom to actualize themselves.

From these various explanations, it can be concluded that what is meant by humanistic theory is as follows: (1) The most important output in the learning process is student activity, in this case the teacher must convey learning methods or procedures that are able to increase the potential and overall creativity of students; (2) Students have freedom and responsibility in determining the learning process and are able to become individuals who can direct themselves, student independence is the result of learning in humanistic learning theory; 3) Educators and students have equality so that learning can occur from all directions and the learning method used is collaborating individual and group learning methods; (4) In the teaching and learning process, students have the independence (free) to grow and develop their potential and are protected from various threats from family, society and the environment where students study; (5) Humanistic learning theory is able to make students into individuals who are able to actualize themselves (Handayani & Hamami, 2022). Humanistic learning theory was pioneered by several figures including Abraham Maslow, Arthur Combs, and Carl Rogers.

a) **Abraham Maslow**

Abraham Maslow was born in New York in 1908 and died in 1970. Maslow was a pioneer of humanistic learning theory who is famous for the theory of needs (*Hierarchy of Needs*) (Ekawati & Yarni, 2019). The needs theory explains that every behavior carried out by a person has no other purpose than to fulfill his needs. According to Ansyar's theory *Hierarchy of Needs* Maslow is divided into five parts, namely (1) physiological needs (*physiological needs*) as, a necessity for life; (2) security needs (*safety needs*) such as security, stability, and protection, freedom from fear and anxiety, (3) the need for affection (*love and belonging needs*) like the need to be loved; (4) need for achievement (*esteem needs*), such as the need to respect oneself and have one's existence recognized by others; and (5) self-actualization needs (*self-actualization needs*) like the need to want to make yourself a better person. The five parts of the theory *Hierarchy of Needs* These are

interconnected with each other, these five basic human needs can influence students' motivation in learning (Yuliandri, 2017).

b) Carl Rogers

Rogers was born on January 8, 1902, in the Chicago suburb of Oakpark (Insani, 2019). Rogers stated the importance of mutual respect and without prejudice in helping individuals overcome their life problems. Rogers believes that students who learn should not be forced, but they should be allowed to learn freely, with the hope that students can make their own decisions and be responsible for the decisions they make. Rogers stated five important things in the humanistic learning process, namely: (1) The desire to learn, desire to learn is caused by students' continuous desire to know about the world around them; (2) Learning is meaningful, students who learn have the right to choose whether the activities they carry out are beneficial for themselves or not; (3) Learning without punishment, learning that is free from the threat of punishment which allows students to be free to express themselves so that they can experiment until they discover something new; (4) Learning on their initiative, implies high levels of intrinsic learning motivation possessed by students; (5) Learning and change, students must learn to be able to face conditions and situations that continue to change. From Rogers' thoughts, it can be concluded that students can learn optimally if they feel that the material being studied is relevant to their needs and expected goals (Muafiah, 2019).

c) Arthur Combs

Arthur Combs was one of the humanistic figures who contributed his thoughts regarding education together with Donald Snygg (1904-1967) who put forward the concept of meaning (meaning or significance) in the learning process. According to concept meaning (meaning or significance) learning occurs when it has meaning for the individual. This means that educators cannot force material that they don't like or is not relevant to students' lives. Combs stated that educators often make mistakes in learning, educators assume that they have succeeded in teaching if they have conveyed the material to students systematically, but the lesson material is not integrated with the students' behavior (Ekawati & Yarni, 2019).

The advantages and disadvantages of humanistic learning theory are as follows (Artika et al., 2022):

1. The advantages of humanistic learning theory include (a) Prioritizing democratic, participatory-dialogical, and humanist aspects; (b) An atmosphere of mutual respect for learning, freedom of opinion, and freedom to express ideas; and (c) Student involvement in various activities at school.

2. Disadvantages of humanistic learning theory include: (a) Humanistic theory cannot be tested easily; (b) Many concepts in humanistic psychology are still opaque and subjective; (c) Humanistic psychology experiences bias towards individualist values; (d) Students who do not realize and understand their potential will be left behind in the learning process; (e) Students who are inactive and lazy in learning will harm themselves in the learning process; (f) The learning process is more focused on the potential of students so that the development of students' intellectual aspects is not directed.

Humanistic learning theory has several models, one of which is the model*Accelerated Learning*. *Accelerated Learning* consists of two words viz*Accelerated* which means accelerated, and*Learning* which means learning. Russell mentioned accelerated *Learning* is a process of changing habits because there are changes in attitudes, knowledge, and skills relatively quickly. Model humanistic theory*Accelerated Learning* This has principles including (a) learning must involve all aspects of students, both physical, mental, emotional, and mental; (b) learning does not only include the activity of receiving information but must be able to produce creations; (c) group study is better and more efficient than studying alone; (d) Positive emotions help the effectiveness of the learning process (Wiranti et al., 2022). Several assumptions exist in accelerated learning to optimize learning, namely: (1) a positive learning environment; (2) full involvement of learners in the learning process; (3) Collaboration between learners; (4) variations suitable for all learning styles; (5) contextual learning (Amat, 2023). Rose stated the elements of the model*accelerated learning* with the abbreviation MASTER (*Motivating your mind, acquiring information, searching out the meaning, triggering of memory, exhibiting what you know, reflecting how you have learned). Motivating your mind* namely motivating students' minds to learn,*searching out the meaning* that is, educators encourage students to search for the material being studied themselves, *triggering of memory* that is, educators look for ways to strengthen students' memory,*exhibiting what you know* namely, each group is allowed to present the results of their discussion, and*reflecting how you have learned* namely, students carry out independent evaluations regarding the obstacles they face (Desi Utami, 2018).

In implementing accelerated *learning*, Dave Meier suggested that the learning process be carried out using the SAVI approach (*Somatic, Auditory, Visual, Dan Intellectual)* (Indriani et al., 2021). The SAVI approach is a way of learning that combines physical movement, intellectual activity, and the use of all the senses to have a big influence on the learning process (Mayliana & Sofyan, 2023). SAVI consists of several elements, including: (1)*Somatic*, namely learning by moving and doing.*"Somatic"* comes from Greek which means body-soma. So

it can be said that learning somatic means learning with the sense of touch, kinesthetics, practice-involving physically, and moving the body while learning so that from time to time the whole body is involved. (2)*Auditorium,* namely learning by speaking and listening. Learning through auditorium is learning that utilizes our ears and voice. Whether we realize it or not, our ears will continue to capture and store messages*auditorium*. (3) *Visual*, namely learning by observing and describing. Visual learning includes seeing, creating and integrating all kinds of images. (4)*Intellectual*, namely learning by solving problems and reflecting. say*"intellectual"* shows students' mindset when reflecting on an experience and creating relationships, meaning and value from that experience (Halim, 2018).

Based on data collection carried out through interview techniques with class VIII PAI teachers at Darmayanti Cimaung Middle School, the informant said that PAI learning in class VIII at Darmayanti Cimaung Middle School had implemented the humanistic model of accelerated learning theory through the SAVI approach. The reason for implementing this approach in PAI learning was because the informant saw This approach is able to optimally increase student involvement in the learning process, because this approach uses various types of stimulation such as visual, auditory and kinesthetic. This opinion is in line with previous research conducted by (Albert Ferdinand, 2018) which explains that accelerated learning in PAI learning through the SAVI approach can increase students' motivation and involvement in the learning process because apart from involving various types of stimulation in the form of audio-visual, it also involves variations in sensory stimulation. Apart from that, the informant said that the optimal application of the humanistic model of accelerated learning theory in PAI learning with the SAVI approach also has a good impact on students' critical thinking abilities, this is because this approach integrates learning strategies that stimulate students' analytical and evaluative thinking, so that they can develop skills. students' critical thinking. This is reinforced by previous research conducted (Azzahra et al., 2022) that the application of humanistic learning theory can improve students' critical thinking abilities, because this theory provides space for students to become individual figures who are able to actualize themselves and their thoughts in more depth. and open.

Based on observations made by researchers regarding the PAI learning process in Class VIII of Darmayanti Cimaung Middle School, the process of applying the humanistic theory of the accelerated learning model in PAI learning with the SAVI approach is divided into three stages, namely as follows:

Planning

At the planning stage, PAI teachers carry out a learning needs analysis. This activity aims to identify specific learning needs among students, so that PAI teachers can analyze certain skills, knowledge or behaviors that need to be

improved or developed by students through the learning process. This is in line with previous research conducted by (Sri Rahayu K. Sabunge, 2019) which stated that designing a needs analysis has the function of: (1) identifying students' learning needs; (2) identifying problems that disrupt the educational environment; (3) analyzing the effectiveness of learning activities.

Learning needs analysis activities are carried out by PAI teachers in two ways, namely cognitive diagnostic assessment and non-cognitive diagnostic assessment. The informant said that carrying out cognitive diagnostic assessments serves to determine the initial knowledge or skills that students have as a prerequisite for learning. This is in line with research conducted by (Eka, 2023) which explains that the benefits of designing an appropriate needs analysis include teachers being able to focus on mastering the material. This happens because by conducting a needs analysis through a cognitive diagnostic assessment, teachers can analyze the extent of students' mastery of the material being taught. So teachers can determine which material students need to understand in more depth**.** After carrying out a cognitive diagnostic assessment, PAI teachers also carry out a non-cognitive diagnostic assessment. The informant said that the aim of doing this was so that the informant was able to determine learning models, strategies and methods that suit the interests and talents, as well as the learning profile of the students, because it cannot be denied that each child has different characteristics and learning styles, so that the informant can differentiate content in learning.

The learning media designed by the Darmayanti Cimaung Middle School PAI teacher is in line with the SAVI approach, including broadcast materials in the form of power points, student worksheets that are adapted to the students' basic abilities, plus video shows, posters and educational games to stimulate students' learning motivation. students to be able to think critically. This opinion is reinforced by research conducted by (Rika Devianti & Suci Lia Sari, 2020) which states that analyzing the needs of PAI teachers can determine learning materials, methods and media according to the characteristics and needs of students so that learning goals can be achieved more optimally. . And at the end of the planning activity, the PAI teacher at Darmayanti Cimaung Middle School prepared an assessment instrument according to the competency indicators to be achieved in the learning process.*lesson plan* (learning implementation plan) so that it will make it easier for PAI teachers to measure the success of the learning process as planned

Implementation

Based on the results of interviews conducted by researchers with research subjects, namely PAI Class III teachers at SMP Darmayanti Cimaung, the results

were that the implementation of learning was divided into three stages, namely as follows:

a. **Initial activity**

Based on the results of observations made by researchers, initial PAI learning activities in class VIII Darmayanti Cimaung Middle School began with several activities including:

1) Opening, including the habitual activity of praying and reading a short letter together with teacher guidance;

2) Relaxation at the beginning of learning, this activity aims to ensure that students have full awareness*(mainfullness)* during the learning process. Relaxation activities at the beginning of learning are carried out in the form of*ice breaking* namely a game of clapping concentration and continuing by applying the STOP method*(Stop, take a deep breathe, observe, and proceed)* where the teacher plays relaxation music to the students, then the students close their eyes and inhale and exhale repeatedly and regularly. Based on the results of interviews with informants, namely PAI teachers, the reason this activity was carried out was so that students had good emotional regulation, so they were ready to start the learning process. This is in line with research conducted by (Prima Yoga Setyawan, 2023) which explains that by practicing the STOP technique in learning, students can be calm, control their emotions, so they can make decisions with full responsibility, and obtain psychological well-being.*(well-being)*.

3) Apperception, this activity is carried out by PAI teachers with the aim of arousing students' curiosity and critical thinking skills. Based on the results of observations, the PAI teacher carried out apperception activities through several activities, including the PAI teacher showing a video show and pictures related to halal food and drink and avoiding haram food and drink, then continued by giving trigger questions related to the video show. . Through this activity PAI teachers hope to stimulate students' critical thinking skills regarding the subject matter. This is in line with research conducted by (Indriani et al., 2021) which explains that the activity of observing images, videos and audio can effectively develop students' critical thinking skills.

4) Pretest, this activity is carried out by PAI teachers as a tool to find out whether students already have the pre-requisite knowledge of learning or not, making it easier for PAI teachers to divide into groups. This is reinforced by previous research conducted by

(Rika Devianti & Suci Lia Sari, 2020) which stated that needs analysis through pretests can help teachers map students' learning readiness.

b.   Core activities

Based on observations made regarding the PAI learning process in class VIII of Darmayanti Cimaung Middle School, the core activities are carried out as follows:

1) The teacher divides students into several small groups (coverative learning) consisting of 4-5 students, this aims to build cooperation and collaboration between students. This opinion is confirmed by research conducted by (Prima Yoga Setyawan, 2023) which explains that dividing students into several groups can foster cooperation and empathy, apart from that, this can foster social emotional competence (KSE), especially relationship skills.

2) Teachers guide students to explore information using various sources of teaching materials. The teaching materials used by PAI teachers are PowerPoint, video shows related to the material, and e-LKPD in digital form which contains various activities and teaching media such as video, audio and links created by PAI teachers using applications.*liveworksheet*. Based on the results of interviews with informants, the use of e-LKPD really makes it easier for students in the learning process. This opinion is in line with research conducted by (Miqro Fajari Lathifah et al., 2021) which states that e-LKPD can help PAI teachers create learning that is interactive, fun, stimulates students' full involvement in learning, and fosters participants' critical thinking skills. educate.

3) *posttest*,To test students' mastery of the lesson material, PAI teachers conduct a posttest. The PAI teacher designed the posttest activities to be very fun. When observations are made, PAI teachers carry out post test activities using the application*Wheel of name*. The PAI teacher inputs all the students' names into the application, and the names that come out must answer questions from the PAI teacher. This activity aims to foster self-confident character in students. This is confirmed by research conducted by (Puspita Sari, 2022) which explains that the wheel of names game provides a different and enjoyable learning experience.

4) Teachers and students together conclude the lesson material.

c.   Closing activities

Based on the results of observations made by researchers, the closing activities carried out by PAI teachers are as follows:

1) The teacher and students carry out reflection activities, this activity is carried out by PAI teachers with the aim of assessing the meaningfulness of the learning process for students. Reflection activities are carried out by PAI teachers in the form of asking questions "*is this learning fun or not?; "what difficulties did you face in the learning process this time?"; "what needs to be improved in the future?";*and "*what are their hopes for future learning?"* All students' answers are written on sticky notes and attached to the classroom walls provided.

2) The teacher gives the students a project assignment, namely making research on halal and haram food and drinks around the students' environment through various media such as posters, videos, etc. according to the students' abilities, interests and talents. Based on the results of interviews with informants, namely PAI teachers, this is intended to create product differentiation. This is in line with previous research conducted by (Bendriyanti et al., 2021) that product differentiation can improve the quality of learning.

Evaluation

To measure the achievement of the learning process by applying the humanistic theory model*accelerated learning* through approach*CLAY,*At the end of the learning process, the PAI teacher carries out evaluation activities by filling in the self-reflection sheet available at*lesson plan* (learning implementation plan), this self-reflection activity is carried out by PAI teachers with the aim of identifying successes and obstacles faced during the learning process, so that PAI teachers can improve teaching strategies to improve the quality of learning in the future. This is in line with previous research conducted by (Marzuki & Hakim, 2019) that learning evaluation activities through self-reflection activities can help teachers identify points of strength and weakness in their teaching. Teachers can detail specific aspects that were successful and understand areas that need improvement. This provides a foundation for continued professional development.

Based on the results of interviews with informants, namely PAI teachers at SMP Darmayanti Cimaung, the results showed that the humanistic theory model was applied*accelerated learning* through approach*CLAY*found several obstacles including the following:

1. Limited resources are primarily to support the visual and auditory aspects of the SAVI approach. For example, the availability of

interesting learning tools and multimedia that are appropriate to the PAI learning context.

2. Selection or creation of materials that combine *somatic, auditory, visual, and intellectual stimulation* in the context of Islamic teachings requires maximum creativity and adaptation.

3. Students and the school environment are not yet fully accustomed to a learning approach that emphasizes multisensory stimulation.

4. Lack of support from the school can hinder the effectiveness of implementing the SAVI approach.

5. PAI teachers find it difficult to integrate all SAVI elements in each lesson due to time constraints.

6. PAI teachers have not been able to optimally carry out evaluations consistently and objectively, especially in the context of critical thinking skills.

Based on the results of interviews with PAI teachers, efforts have been made by PAI teachers to overcome the obstacles above, including PAI teachers continuing to develop skills by attending various trainings, seeking support from the school or related parties, and adapting the SAVI approach to suit the context and values. -Islamic religious values, and continue to be creative in designing media and learning materials that combine *somatic, auditory, visual, and intellectual stimulation.*

CONCLUSIONS AND IMPLICATIONS
Conclusion
Application of the humanistic theory model *accelerated learning* through approach *SAVI (somatic, auditory, visual and intellectual stimulation)* carried out through three stages, namely: (1) the planning stage includes needs analysis activities to determine appropriate media, materials and learning strategies that combine *somatic, auditory, visual, and intellectual stimulation*, and compile *lesson plan* (lesson plan); (2) The implementation stage includes initial activities through preliminary activities, main activities using the ice breaking and STOP methods *(Stop, take a deep breathe, observe, and proceed),* and apperception; Core activities include dividing students into small groups, guiding the information gathering process by utilizing learning resources *multisensory*, conduct posttest and conclusion; and closing activities through reflection activities and project assignments through a product differentiation approach; (3) The evaluation stage is carried out by the PAI teacher by filling in a self-reflection sheet. Application of the humanistic theory model *accelerated learning* through approach *SAVI (somatic, auditory, visual and intellectual stimulation)* able to improve students' critical thinking skills with a score of 80.62% in the good category.

Implications

When educators are able to apply humanistic theory model a*ccelerated Learning* through the SAVI approach*(Somatic, Auditory, Visual, dan Intellectual)* in learning, learning will be created that is able to actualize the role of students to the maximum, where students learn based on intrinsic motivation so that the learning process can run optimally and students can actively involve all aspects of themselves, be it thoughts, feelings, vision, hearing, intelligence and the impact of students being able to process the information conveyed by the teacher optimally and forming critical thinking skills, namely*fluency, flexibility, originality dan elaboration* to students.

THANK YOU

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