INTERACTIVE MEDIA AND ITS EFFECT TOWARD THE IMPROVEMENT OF SOCIAL SCIENCES LEARNING OUTCOMES IN ELEMENTARY SCHOOL LEVEL

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Abstract

Learning Social Sciences is identical to lecturing and monologue by teachers to students. It is caused by the students' low interest in learning and then, the students' learning outcomes in Social Sciences are poor. The present study examines the effect of interactive media on students' learning outcomes of elementary school in Social Sciences subject. A Classroom Action Research was applied. The researcher implemented interactive media to Social Sciences subject by the aim of improving the process of learning and the learning outcomes. This research was conducted at SDN Kaduagung Timur 1, involving 26 students of 4th grade. The results showed that the implementation of interactive media in the form of CDs could improve the learning outcomes and activities of teachers and students in Social Sciences subject at SDN Kaduagung Timur 1. This can be seen from the average score of students' learning outcomes and the activities of the teachers and the students in

the first cycle which have increased, that is from 63.26 to 73.84 and the student learning activities also increased from 62.5% to 100%. This number affected the mastery of student learning outcomes in cycle 1 to reach 63.26 while in cycle 2 it increased to 73.84. From them, it indicates that the mastery of student learning outcomes has increased from cycle I to cycle II by 10.58%. Hence, the implementation of interactive media is able to improve learning outcomes and activities of teachers and students in Social Sciences subject.

Keywords: *Interactive Media, Social Sciences, Elementary School*

Abstrak

Permainan tradisional semakin kehilangan tempat di hati anak-anak seiring dengan kemajuan teknologi informasi. Anak-anak lebih menyukai game modern berbasis online yang dapat diakses kapan saja melalui gadget. Meskipun beberapa game online menyediakan fitur chat yang memungkinkan komunikasi antar pengguna (anak-anak), namun anak-anak tetap tidak dapat melakukan kontak langsung. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan tradisional dalam meningkatkan perilaku sosial anak. Penelitian ini menggunakan metode desain eksperimen. Peneliti membandingkan skor perilaku sosial anak sebelum dan sesudah mengikuti permainan tradisional Jawa. Penelitian dilakukan di TK Mojoranu I Bojonegoro. Pengumpulan data dilakukan dengan cara observasi menggunakan instrumen penelitian selama 19 hari pengamatan. Kemudian untuk menganalisis data peneliti menggunakan triangulasi data yang meliputi hasil skor observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa skor rata-rata perilaku sosial anak sebelum bermain permainan tradisional Jawa adalah 20,83 sedangkan

skor rata-rata setelah bermain permainan tradisional Jawa adalah 39,11. Berdasarkan hasil penelitian ini dapat dikatakan bahwa permainan tradisional Jawa efektif dalam meningkatkan perilaku sosial anak. Para orangtua dan atau guru dapat menggunakan permainan tradisional sebagai sarana meningkatkan kecakapan sosial anak.

Kata Kunci: *media interaktif, pengetahuan sosial, sekolah dasar*

Background

Change is a necessity, including in the field of education. Education must continue to adapt to advance in technology and information.[1] Among those that have received attention from academics regarding this matter is the use of technology in supporting learning activities.

This effort encountered several obstacles, not only for infrastructure, but also the mindset of the education actors.[2] The educators, especially teachers,

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[1] Abd Aziz and Khabibur Rohman, 'Teachers' Perception toward the Policy of Eliminating National Exam', *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5.2 (2020), 307–15 <https://doi.org/10.24042/tadris.v5i2.6804>.

[2] Abdul Rohman and Yenni Eria Ningsih, 'Pendidikan Multikultural: Penguatan Identitas Nasional Di Era Revolusi Industri 4.0', in *Prosiding Seminar Nasional Multidisiplin*, 2018, I, 44–50; Murni Eva Marlina Rumapea, 'Tantangan Pembelajaran Musik Pada Era Digital', *Gondang: Jurnal Seni Dan Budaya*, 3.2 (2019), 101–10.

must be adaptive to advance in technology and information.[3]

One of the uses of technology in education is to communicate learning materials to students. Because in fact, in learning activities, there is multidirectional communication between teachers and students.[4] Teachers who master learning content will encounter obstacles in learning activities if they are not capable of making, choosing or using learning media.

The limitations of learning media by one side only and the weakness of teachers in creating learning media, finally create the lecturing method only without any other creative methods of teaching.[5] This condition is easy to find in learning Social Sciences. The use of media in the learning process is considered not optimal in Social Sciences subjects, especially if it

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[3] M Zainal Arifin and Agus Setiawan, 'Strategi Belajar Dan Mengajar Guru Pada Abad 21', *Indonesian Journal of Instructional Technology*, 1.2 (2020).

[4] Ety Nur Inah, 'Peran Komunikasi Dalam Interaksi Guru Dan Siswa', *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 8.2 (2015), 150–67; Luhur Wicaksono, 'Bahasa Dalam Komunikasi Pembelajaran', *Jurnal Pembelajaran Prospektif*, 1.2 (2016).

[5] Beni Harsono, 'Perbedaan Hasil Belajar Antara Metode Ceramah Konvensional Dengan Ceramah Berbantuan Media Animasi Pada Pembelajaran Kompetensi Perakitan Dan Pemasangan Sistem Rem', *Jurnal Pendidikan Teknik Mesin*, 9.2 (2009); Nida Adilah, 'Perbedaan Hasil Belajar IPA Melalui Penerapan Metode Mind Map Dengan Metode Ceramah', *Indonesian Journal of Primary Education*, 1.1 (2017), 98–103; Raden Rizky Amaliah, Abdul Fadhil, and Sari Narulita, 'Penerapan Metode Ceramah Dan Diskusi Dalam Meningkatkan Hasil Belajar PAI Di SMA Negeri 44 Jakarta', *Jurnal Studi Al-Qur'an*, 10.2 (2014), 119–31.

is associated with current scientific and technological advances.

Many of the Social Sciences teachers find it difficult to develop learning models.[6] Not a few of the Social Sciences teachers think that direct learning using the lecturing method is the only way to teach Social Sciences. This has an impact on students' activities and learning outcomes. This is also what happened at SDN Kaduagung Timur 1. Social Sciences teachers face challenges, how to make the teaching process more creative that not to cause boredom due to monotonous subject matter.

The boredom causes the student's low interest in Social Sciences subject and it has an impact on students' learning outcomes. This can be proven by the low result of students' test, students who pass in accordance with the Teaching Completeness Criteria (KKM) which is 65, only 50% of the 26 total students. This is caused by several factors, including the learning method applied in the learning process is still teacher-centered. Finally the students are less active in the learning process.

Thus, based on the problems above, the researcher tries to apply a learning strategy that is considered to be more effective in improving the

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[6] Syaharuddin Syaharuddin and Mutiani Mutiani, 'Strategi Pembelajaran IPS: Konsep Dan Aplikasi' (Program Studi Pendidikan IPS Fakultas Keguruan dan Ilmu Pendidikan ..., 2020); Rifki Afandi, 'Integrasi Pendidikan Karakter Dalam Pembelajaran IPS Di Sekolah Dasar', *PEDAGOGIA: Jurnal Pendidikan*, 1.1 (2011), 85–98.

quality of learning and in understanding the Social Sciences learning concepts. The learning strategy which is appropriate is using an interactive CDs. Learning media is now increasingly diverse, ranging from conventional media such as books and traditional teaching tools to modern audio-visual media in the form of cassette tapes, VCDs (Video Compact Disks), and other modern teaching tools.

With those various media, then a learning system that can provide a pleasant atmosphere is absolutely necessary. Therefore, it is not wrong if Interactive CD is an alternative media that can answer these needs. From some of the advantages of Interactive CDs, it can be seen that Interactive CDs can help to sharpen the message conveyed by the advantages of attracting the senses and attracting interest, because it is a combination of sight, sound, and movement (Suyanto, 2003: 18). So that individual students will be able to build a sense of self-interest in Social Sciences subject which will be able to reduce or even eliminate the boredom that many students experience.

METHOD

The present research applies Classroom Action Research. This type of study is done by the researcher who is involved toward the situation which is studied. In this case, the role of the researcher is as the teacher. The present research is done by means to improve the progress and the result of students' learning in SDN Kaduagung Timur 1 on Social Sciences subject. In this study, the

researcher started by personal reflection. The subjects of this research were the fourth grade students of SDN Kaduagung Timur in total 26 students.

FINDING AND DISCUSSION

The results of Classroom Action Research conducted on fourth grade students at SDN Kaduagung Timur 1 Lebak, related to the results of Social Sciences learning about social problems in the local environment, the improvement of the teachers' work, student activities and student learning outcomes can be seen from the table recapitulation improvement of teacher performance, student activities and student learning outcomes below.

Table 4.1: Recapitulation of Teacher Performance Improvement, Student Activities and Student Learning Outcomes.

Aspect	Cycle I	Cycle II	Note:
Teachers' Performance	27 indicators or 77%	19 indicators or 86%	The number of indicator is 26
Students' Activity	11 students or 42,3%	19 students or 73,1%	Very Good criteria
Learning Outcomes	16 students or 61,5%	18 students or 69,2%	Pass based on KKM

From the table above, it can be seen that the improvement of teacher performance, student activities and student learning outcomes is very significant. This is because of the implementation of the use of interactive media on Social Problems material. Thus in accordance with the initial hypothesis "By using interactive media in social

studies subjects will improve student learning outcomes".

Based on the description above, the researcher ended the research on the use of interactive media in Social Sciences learning about social problems in the fourth grade of SD Negeri Kaduagung Timur 1 Cibadak District, Lebak Regency.

Learning with social problems material in cycle II used interactive CDs. The results of the average score obtained were 73.84, then based on the analysis of the learning outcomes test data in the second cycle, it was seen that the comparison of student learning outcomes before and at the end of the second cycle for clearer results can be seen in the table below:

Table 4.2 Student Learning Outcomes Data Before and After the End of Cycle II

No	Test Result	Cycle I	Cycle II
1	The highest score	80	85
2	The lowest score	50	65
3	Average	63,26	73,84
4	Percentage of student learning completeness	57.69%	100%

Based on the table above, the highest score of cycle II reached 85 while in cycle I, the highest score only reached 80 and the lowest score was 50. By the achievement of the average score in the second cycle reaching 73.84 from the initial data in the second cycle it only reached 63.26. This means that there is a very significant improvement in learning outcomes.

CONCLUSION

Based on the discussion above, it can be concluded that traditional Javanese games are effective in improving children's social behavior where there is an increase in the average score from before using Javanese traditional games and after using Javanese traditional games. The increase was 18.28%. Traditional Javanese games can be used to develop aspects of social development, especially children's social behavior. This can be applied in institutional learning activities to stimulate all early childhood development.

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