INCREASING STUDENT INTEREST IN CITIZENSHIP EDUCATION THROUGH INTERACTIVE MULTIMEDIA BASED LEARNING AT SDN BAGOR

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ABSTRACT	ARTICLE INFO

The progress of data and correspondence innovation (ICT) is currently closely connected with the times that are always present bringing change. This innovation is aimed at leading to positive changes in teaching and learning activities. The implementation of citizenship learning for grade 5 students at SDN Bagor is in accordance with the standard of the education process, but is not yet optimal. When carrying out learning, compared to the use of media in other subjects, conventional media in the form of images are still used in Civics subjects. This implies that Civics learning has not kept up with the times. For this reason, interactive multimedia-based learning is held in Civics lessons. The method used is Classroom Action Research, also known as CAR (Classroom Action Research). Data collection methods used in this study were observation, questionnaires, and interviews. The results of the study stated that there was an effect of the application of interactive multimedia-based learning in Civics learning on the interest of 5th graders at SDN Bagor.

A. Introduction

The progress of data and correspondence innovation (ICT) is currently closely connected with the times that are always present bringing change. With various office conveniences, now data can be obtained in no more than seconds, which was once considered something unimaginable, has now become a reality. The speed of development of data and correspondence innovation has touched various kinds of human existence exercises, including the use of data and correspondence innovation in schools, one of which is media-based learning. Advances in data and correspondence (ICT) innovation and the development of traffic-free data allow for the adaptable use of entrenched ideas in figuring out how to ensure ruthless HR (HR) progress. Data innovation and correspondence (ICT) significantly changes the way individuals learn, use innovation, and conceptualize learning itself. The idea of e-learning is presented, and the media effectively promotes collaboration as well as for correspondence.

Vision and sound based learning guarantees tremendous potential in influencing the way students remember, learn, and acquire data. Likewise, interactive media also opens the door for teachers to further develop performance methods, so that they can get maximum results. As with students, mixed media-based learning can make it easier for them to retain and understand the topic, so that it is not only centered on textbooks but broader than that such as the use of intelligent mixed media in education and learning. developing experience. Learning to use intelligent mixed media is a learning strategy that seeks to take advantage of improvements to data and correspondence innovations that are expected to inspire and increase student interest in learning. Not only that, through a changing, intelligent, imaginative and open performance strategy it allows students to understand the topic quickly, surely and precisely (Herlinah, 2014).

The implementation of citizenship learning for grade 5 students at SDN Bagor is in accordance with the standard of the education process, but is not yet optimal. When carrying out learning, compared to the use of media in other subjects, conventional media in the form of images are still used in Civics subjects. In other subjects, for example, mathematics uses the teacher's concrete method and in science subjects with field tests. Students are less enthusiastic, less active, like to play alone, and make noise in class. These problems lead to poor learning outcomes in civic education. For this reason, the presence of interactive learning media as a result of technological developments is considered to be one of the

innovations for learning activities for Citizenship Education subjects in order to increase student interest in learning to achieve optimal learning outcomes.

B. Method

The research conducted in this study includes Classroom Action Research, also known as CAR (Classroom Action Research). Classroom action research is a form of reflective study by actors of actions taken to increase the rational stability of the action in carrying out tasks, deepen understanding of the actions taken and improve the conditions in which the learning practice is carried out (Farhana et al., 2019). This study uses the CAR model design created by Kemmis and Mc Taggart. Broadly speaking, there are four stages that must be passed to conduct research using classroom action research methods, namely, (1) planning, (2) implementation, (3) observation, and (4) reflection. This classroom action research will be carried out in a participatory collaborative manner, namely research by collaborating or collaborating between teachers and researchers. As expressed by (Kunandar, 2012). Data collection methods used in this study were observation, questionnaires, and interviews.

C. Result and Discussion

In the traditional learning model, the teaching and learning process often takes place in the classroom with the presence of a teacher in the classroom and a rigid schedule where the teaching and learning process cannot take place at a predetermined time and location. The teacher's role is very dominant and responsible for the effectiveness of the teaching and learning process and the teacher is also the dominant learning resource. In the current model, the dominance of teachers is reduced, and most of them act only as facilitators rather than the only source of learning. As a facilitator, the teacher must be able to increase student interest so that they can learn whenever, wherever and whenever students feel they need it. The teaching and learning process will be effective and efficient if it is supported by the availability of tools. The provision of teaching aids and approaches that are dynamic, conducive and dialogical are very important for the optimal development of student potential. Indeed, students will be more stimulated when assisted by media or facilities and infrastructure that support the interaction process carried out. From an educational point of view, the media is a very strategic tool that determines the success of the teaching and learning

process. Because the presence directly can provide its own dynamics for students (Sunzuphy, 2002).

This learning method is deemed less effective to support Civic Education learning activities. This is because Civics subjects are not only limited to memorizing material, but also contain character education whose values must be understood. To master Civics subjects, it is necessary to appreciate the meanings contained in each lesson in the classroom. Then, Civics subjects are also abstract so students need visualization using a learning media that is able to describe the material presented. It aims to make it easier for students to understand learning.

Improving the quality of learning outcomes is the task of all school components, especially teachers. Efforts to improve the quality of learning are implementing learning using learning aids in the form of pictures or multi-media. Because it is the teacher who wants the delivery of messages from learning materials so that they can be easily digested and understood by every student, especially learning materials that require memorizing knowledge. However, it turns out that it is not easy to encourage someone to easily understand what the teacher is conveying to students, especially among elementary school students..

To increase the interest and achievement of these students, it is necessary to hold various innovations or educational reforms. One of the important things that need to be done in an effort to improve the quality of education is in the field of educational technology. Educational technology is a complex and integrated process that involves many people, various procedures, ideas, tools and organizations, to analyze various problems and implement, evaluate, manage problem solving involving human learning activities.

Meanwhile, in an effort to use the media as a teaching tool, Edgar Dale (1969) classified learning experiences, according to the most concrete to the most abstract levels. This classification came to be known as the Cone of Experience. At this time this thinking, is widely held in determining the appropriate media for a particular learning experience. From the cone experience, we can observe that the most concrete teaching is teaching using real or real objects. Then moving up to the next level is a set of imitation experiences that include modeled media, and finally abstract experiences. The cone of experience above, we can also use to determine teaching media, especially in the field of Civics studies for grade 5 elementary school students. The media, in essence, is a means to support the teaching and learning process.

With the opinion that traditional learning is considered less effective in Citizenship Education subjects at SDN Bagor, an effort is made to implement interactive multimedia-based learning as a solution to this problem. is the use of computers to create and combine text, images, sound, video, and animation by combining certain devices that can enable users to navigate, interact and communicate. Interaction is a prominent feature in multimedia that enables active learning. Active learning not only allows users to see or hear (see and hear) but also do something (do). In the context of multimedia, do here can be in the form of responding to questions posed by the computer or being active in the simulation provided by the computer. The media used in this study are Microsoft Powerpoin and video.

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E. Conclusion

Learning media is one of the important elements in supporting teaching and learning activities. This is because learning media can affect students' interest in learning. The right learning media will increase effectiveness in the learning process. The assumption that traditional learning is less effective in Citizenship Education subjects in grade 5 SDN Bagor indicates that Civics learning requires new innovations to increase student interest in learning. As a result of technological developments, interactive learning is present as a new innovation in learning activities, especially in Citizenship Education subjects that require various variations in learning activities. This implementation effort is then known to increase student interest in learning by 20% because it has an attraction that is able to maintain student focus and concentration in learning activities. Visualization in interactive multimedia-based learning also makes it easier for students to understand the learning material.

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