

# Application of Contextual Learning-based Interactive Learning Media for Class V Students in Civics Subjects at SDN 250/VI Sinar Gading II

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**Abstract.** Media is an important means of learning in constructing students' understanding by relating students' real lives. Interactive learning media can be used offline and online so that they can be accessed anywhere. This study examines the application of contextual-based interactive learning media in Civics Class V subjects. The research method uses a mixed-method by describing the data qualitatively and analyzing the data quantitatively. The results of the application of the media by looking at the results of the pretest and post-test obtained a total pretest score of 1435 with an average value of 57.40 and a total post-test score of 2035 with an average value of 81.40 and by testing the N-Gain score obtained 56.3 or 56% with quite an effective category. So it is proven that the interactive learning media that is applied is effective in learning Civics for the fifth-grade students of SDN 250/VI Sinar Gading II.

**Keywords:** Application, interactive learning media, contextual, Civics.

## 1 Introduction

Education is determined by the learning process delivered to students. Education is a real and planned effort to realize a learning and learning activity so that students can increase their self-potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills to be developed in students and society. [1]. Education is carried out in the family, at school, and in the community [2]. a learning process is a process of one's activities to learn. Learning is a person's effort to acquire knowledge through a communication activity between students and teachers, with learning resources, in a learning environment to achieve learning objectives. [3]. The purpose of learning is to create quality and character human beings to have intelligence in achieving goals as an adjustment to the environment appropriately and quickly so that a person can himself to have competence in all fields and aspects of life. [4]. Learning will be more effective and efficient if it is supported by learning media so that students easily understand the concept [5].

Constructivism in learning is an understanding that students' knowledge is developed gradually in a systematic way and that learning is a student experience not the result of rote memorization. [6]. Contextual learning is a learning process carried out by linking the material discussed with the problems experienced by students in everyday life.<sup>1</sup>

Learning media is a means to facilitate teachers and students in delivering information or materials. The material will be more interesting and easy to understand if it is related to the real daily context of students. The media is seen as capable of providing interesting learning motivation; so that learning is effective and the achievement of learning objectives is more optimal [7]. Learning media continues to develop according to the problems the teacher encounters in the classroom [8]. Learning media continues to develop, one of which is interactive media which is developed with an articulate storyline. The articulate storyline is an application as well as the development of full-featured presentation media so that the media is more attractive and students are more motivated and improve student learning outcomes.<sup>2</sup> Interactive learning media can be accessed anywhere with internet access in web format [9], so that the media used can construct understanding by providing real visualization according to the students' experiences [10].

Civics subjects have a fairly broad scope, it needs a media that can construct student knowledge gradually. Civics learning objectives (citizenship) are subjects that focus on the formation of a diverse self in terms of religion, socio-culture, language, age, and ethnicity to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution. [11]. Knowledge cannot be formed or obtained instantly so it needs a context related to concrete things or problems that students encounter in everyday life. [12]. So in this study, the application of contextual learning-based learning media in Civics subjects for fifth-grade elementary school students at SDN 250/VI Sinar Gading II will be studied.

## 2 Research Method

The method used is the Mixed method [13]. With two qualitative approaches at the same time to define the data, while quantitative as a data analysis step, the data that has been obtained is then analyzed mathematically. The main purpose of this study was to determine the application of interactive media based on contextual learning in Civics Subjects for class V students. Location At SDN 250/VI Sinar Gading II Tabir Selatan District, Merangin Regency, Jambi Province. Subjects amounted to 25 students. The research period was from May to June 2022. The data obtained were described in a narrative and systematic manner and analyzed based on field data.

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<sup>1</sup> Nurdyansyah, dan Eni Fariyarul Fahyuni, M.Pd.i, *Appropriate Learning Model Innovation K13*, (Sidoarjo: Nizamia Learning Centre, 2016) h 35-51

<sup>2</sup> Amiroh, *Proficient in Creating Interactive Media Articulate storyline*, (Yogyakarta: Pustaka Ananda Srva, 2020) h 1-3

### 3 Finding and Discussion

The interactive learning media applied to learning has gone through the stages of development using the Akker development model [14]. The learning media has been tested for expert validity, namely: by material experts and media experts, and practicality tests by practitioners, namely teachers [5]. The media contains examples of the implementation of children's rights, obligations, and responsibilities at home, at school, and in the community. Each material is given a quiz as material enrichment. In the media, development information is given so that there is no use of other people's work. This Interactive Learning Media has a scheme of using media which can be seen in Figure 1 below:

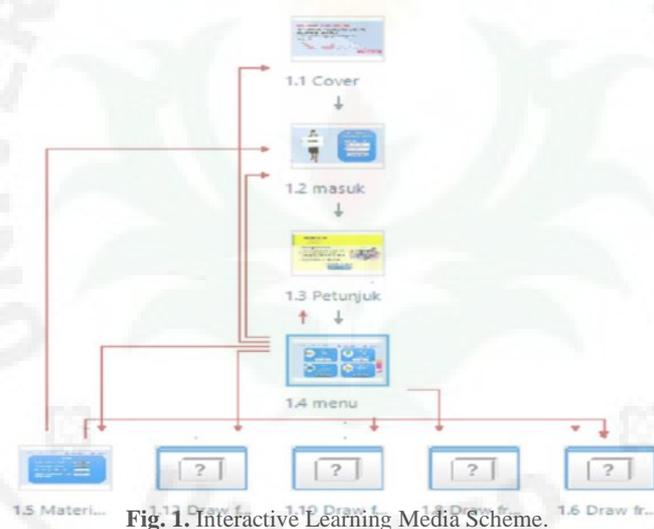


Fig. 1. Interactive Learning Media Scheme.

The application of this interactive learning media can be used offline and online: Interactive learning media can be run offline on a computer (PC), laptop, Chromebook, or MacBook. Offline use by downloading files on <https://bit.ly/MediaPKnCDoffline>. After the download is complete, double click on the "Launch\_Story" file as shown in Figure 2 below:



Fig. 2. media installation offline (ex).

Media can be used directly online by using the link <https://bit.ly/PKnSD>. This interactive learning media can also be shared with students via social media or by inputting links in

browsers such as Google Chrome, Mozilla Firefox, Opera Mini, and so on. This will open the media page. On the media page, there is a button to enter the login page to input student names and school origins. After that go to the instructions page, and there is a button to enter the main menu page as follows:



**Fig. 3.** The main menu of interactive learning media.

Interactive learning media based on Contextual learning in Civics subjects, the main menu contains information on KI, KD, Indicators, and Learning Objectives, materials, interactive quizzes, and development information. The main materials in this media are: 1) children's rights at home, at school, and in the community; 2) children's obligations at home, at school, and in the community, 3) children's responsibilities at home, at school, and in the community. In the media, the material is found in the material menu after pressing the red button on the main menu.

The application of interactive learning media based on contextual learning is applied in class V SDN 250/VI Sinar Gading II on the subject of 25 students. Before the application of interactive learning media in the learning process. The teacher conducts a pretest to find out whether after, the implementation of this media, can affect student learning. After the pretest, learning is carried out using contextual learning steps with 7 principles, namely: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

With the application of this contextual learning-based learning media, the media has several functions and roles. The first is to construct knowledge based on examples of application, the second is as a learning model, and the third is an authentic assessment.

Interactive learning media based on contextual learning on rights, obligations, and responsibilities are applied by teachers in learning in class V. Application of media using laptop devices offline in the first meeting learning. And at the second meeting, the interactive learning media was used with each student's cellphone, so that students could understand the entire content of the material. Students can re-open the material repeatedly at home via the media link provided. Thus students can know the achievement of the material that they have and have not understood independently. In addition, students can also assess the level of understanding they have achieved with enrichment quizzes in each material. After learning Civics by implementing interactive learning media, the teacher conducts an assessment by giving posttest to students. Then the results of the pretest and posttest are obtained which can be seen in Table 1 below:

**Table 1.** Pretest and posttest scores of students.

No	Student's name	Score	
		Pre-test	Post-test
1	Aam Maulana Yusup	55	80
2	Alifah Najwa	65	90
3	Asela Lestifa	60	85
4	Dawam Ainur Ridlo	45	65
5	Devin Rahmat Muafa	50	80
6	Dhiyas Kholailfal Nawaf	50	85
7	Dimas Andrianto	50	80
8	Evant Ardiansyah Pratama	60	85
9	Evidatul Magfiro	60	90
10	Fadil Setiawan	45	60
11	Hajis Nur K.	50	85
12	Ica Tri Agustina	65	90
13	Khoirul Umam	55	80
14	Muhamad Anggara Sukma	45	60
15	Muhamad Ilham	60	80
16	Muhammad Agung Prasetyo	55	80
17	Muhammad Faiz Fiqron	45	75
18	Muhammad Rafiy	70	90
19	Muhammad Yasin Aldivo	55	80
20	Nazilatul Mufidah	60	80
21	Nurhasanah	60	80
22	Rara Aulya	70	90
23	Silvia Novi Andriani	75	95
24	Syafira Nabila P.	65	85
25	Zulfa Nur Atikah	65	85
<b>Amount</b>		<b>1435</b>	<b>2035</b>
<b>Mean</b>		<b>57,40</b>	<b>81,40</b>
<b>Maximum Value</b>		<b>75</b>	<b>95</b>
<b>Minimum Value</b>		<b>45</b>	<b>60</b>
<b>Number of Completed Students</b>		<b>7</b>	<b>23</b>
<b>Number of Students Not Complete</b>		<b>18</b>	<b>2</b>

Based on the results summarized in table 1, the pretest scores of class V students obtained a total score of 1435 with an average value of 57.40. It can be seen that at the beginning of the study, the students' pretest was quite low. If you look at the post-test after the learning process with interactive learning media, the total achievement value is 2035 with an average value of 81.40. Then it can be seen that the learning improvement of class V students is seen from the results of the pretest and posttest. This proves that the application of learning media based on contextual learning in Civics Class V subjects at SDN 250/VI Sinar Gading II is effective in improving student learning outcomes.

The effectiveness of the media was tested with the N-gain score, which concluded the results of the students' pretest and post-test, so it can be seen the effectiveness of the media in table 2 below:

Table 2. N-Gain Score.

Description	Value
Mean Pre-test	57,4
Mean Post-test	81,4
N maximum	100,0
N-Gain	0,56
Distribution of Score Gain	Currently
Percentage Gain (%)	56,3%
Category Interpretation N-Gain	Effective enough

#### 4 Conclusion

From the discussion of this research, it can be concluded: that interactive learning media is needed in learning as a means to facilitate teachers and students in learning; media is generated with the articulate storyline application; contextual-based interactive learning media can be applied offline and online; the application of media proved to be effective in improving the learning outcomes of fifth-grade students with pretest and posttest results. In the N-Gain Score, the interactive learning media used is considered quite effective in improving the learning outcomes of fifth-grade students at SDN 250/VI Sinar Gading II.

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