UTILIZATION OF INTERACTIVE MEDIA IN THE PROCESS OF LEARNING PKN GRADE I BY TEACHERS AT MI MUHAMMADIYAH BASIN

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Article Information	ABSTRACT
Article History: Accepted: 12-01-2025 Revised: 09-04-2025 Published: 31-05-2025 **Keywords:** *Interactive Media* *Learning methods* *Learning Technology*	One of the problems of education quality in Indonesia is the learning methods used by teachers are not interesting. The lack of interesting learning often makes students unenthusiastic about teaching and learning activities. In reality, currently in the field there are still many who have not used or are able to apply good learning methods. The purpose of this study was to determine the use of interactive media in the learning process of PKN class 1 by teachers at MI Muhammadiyah Basin. The research method used is qualitative descriptive. At the school, teachers use interactive media in the form of role play, singing, puzzles and utilize technology by using the Wordwall and Quizizz applications. Class 1 at MI Muhammadiyah Basin uses Wordwall for classroom learning. Students are very enthusiastic when learning in class uses Wordwall. Overall, the application of interactive learning media at MI Muhammadiyah Basin shows positive results in improving the quality of education.

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1.   INTRODUCTION

One of the problems of education quality in Indonesia is the way teachers teach. The lack of interesting learning often makes students less enthusiastic about teaching and learning activities. In reality, it is still rare to see those who use interesting learning methods. MI Muhammadiyah Basin for example, students at the elementary school feel bored because the teacher's learning method is less interesting. In learning, it is better for teachers to guide and direct students to be active in class. In reality, there are still many teachers in the region who cannot or do not use good learning methods, especially in grade 1. Students at MI Muhammadiyah Basin grade 1 are still less interested in learning. This is because the teacher's teaching method is still monotonous and less interesting. Teachers at MI Muhammadiyah Basin usually use a learning method with lectures and end with assignments. Especially in the learning process which is only monotonous. The provision of material is also still centered on the teacher. The condition of the less interesting learning method at MI Muhammadiyah Basin, if left unchecked, will further hinder the learning process and learning outcomes will not be achieved optimally. The lack of methods used by teachers is also influenced by the use of less interesting media. The media used by teachers at MI Muhammadiyah Basin are usually in the form of books and texts. Learning media using books also makes students feel bored because there is nothing interesting, only text and no pictures. Class 1 at MI Muhammadiyah Basin in the lesson, many students are still not focused on learning. Students are less focused because the methods and media used by teachers are only the same.

The learning methods used by teachers are not interesting and can also make students in grade 1 feel bored and less enthusiastic when studying in class. Children in grade 1 should learn happily and not get bored.

Learning methods that are not interesting can also affect students' interest in learning. Learning at MI Muhammadiyah Basin previously only involved lectures. The activities carried out by a person are determined by their interests, both learning activities and activities in a person's life. The learning interests of students in grade 1 can be observed during the learning process, such as students who are less attentive, sleepy, chatting with friends just to avoid boredom. In grade 1 at MI Muhammadiyah Basin, many students are still noisy because the teacher's learning is not interesting. Students are still walking around the classroom here and there. The teacher also does not master the class so that students are still not controlled in the learning process. Minimal use of teaching and learning tools used in learning. Regarding this, students often feel bored. As a teacher, you must be good at making students feel comfortable and at home in the classroom. The classroom layout of grade 1 at MI Muhammadiyah Basin is still monotonous. Teachers should observe the layout of student seating in the classroom not only in 1 direction. The layout of student seating should be arranged in a "U" or circle that can make students feel comfortable and motivated to learn inside. Interactive task involvement requires students to participate intuitively. This acts as a trigger activity and helps build a theory of engagement in the learning process.

To support the use of interactive game media, interesting, fun and easy-to-understand methods and media are needed for students. Media is a communication channel. The use of learning media with thinking steps can be started by thinking more concretely before moving on to an abstract level, or from a level of simplicity to achieve complexity. Direct application such as paying attention to student interactions and the theories they have is very much in line with how researchers understand the concept. This will help in concretizing abstract material and simplifying complex material through the use of learning media. The use of learning media is expected that students learn not only in their imagination, but students can understand the material in a complex way. This is in line with the opinion(Syaiful Romadhon et al., 2019), media is one of the components of successful learning. Social media is characterized by participation, openness, conversation, community, and the ability to connect, expand interactions, engage in two-way communication, and expand knowledge. Therefore, social media can be used as a learning medium in blended learning. Technology has penetrated various fields, especially in education. In utilizing this learning media, teachers can also use technology so that teachers can keep up with the times and technology. In this digital age, it is important for teachers to have generic digital skills, digital teaching skills, and digital professionalism(Saenah, 2022).According to(Nurwanti & Bahtiar, 2024)Better or advanced technological capabilities have facilitated the collection, management, and storage of knowledge. The use of learning media using technology can be in the form of Quizizz, Wordwall, or Kahoot or can use learning applications such as Zoom, Google Classroom. This is in accordance with the opinion(Martoredjo, 2023), that the application overcomes learning that can be used by teachers to carry out the teaching and learning process can use various applications such as WhatsApp, Telegram, Google Classroom, Google Meet, Zoom Meeting, Quiepper School, YouTube and many others.

Other learning media can be textbooks or other story books. However, currently monotonous textbooks have been replaced with more interesting learning media such as e-books, VR (virtual reality), AR (augmented reality). According to(Arista et al., 2023)Augmented Reality (AR) opens up exciting opportunities for situational learning, where users can interact with virtual objects in everyday life contexts. This is able to enhance the learning process by providing a more engaging and immersive experience. Explanation according to(Wu, 2023), In addition to AR updating the experience for users, VR also provides a unique opportunity for game developers to innovate, blurring the lines between fiction and reality in the gaming world.

Utilizing mobile applications in the learning process can increase the ease and effectiveness of learning for students, because it can be used easily anytime and anywhere. Learning using mobile applications brings positive benefits to students' academic achievement and performance, while also being able to increase their enthusiasm for learning. The use of video as a learning tool on mobile devices can help increase students' interest and participation in learning activities.(Nurhasanah et al., 2023). By defining this, it can be concluded that it is part of the communication learning process. Learning media refers to various things that can be used to convey messages. Learning media can also be used to attract attention, interest, and stimulate the thoughts and feelings of students. MI Muhammadiyah Basin is currently using applications in the learning process. Teachers at MI Muhammadiyah Basin continue to look for ways to attract students' interest in learning so that they don't get bored. Through the selection of methods, media, materials, and learning resources. One of them, teachers at MI Muhammadiyah Basin utilize interactive media by using concrete media. The concrete media is in the form of small, colorful balls with pictures of Garuda birds. The concrete media used by this teacher is very attractive to students. In addition, teachers also use wordwall applications for learning. Students are more interested than before, which was just lectures. This technological innovation has created a new learning method for students (Purvis et al., 2020). In this learning, students are invited to play while learning. The game used by the teacher is in the form of questions and answers and whoever answers successfully will get a star from the teacher.(Wang et al., 2023)also mentioned that activity-based learning provides great benefits by making it easier for students to understand the material that the teacher wants to teach. The activity of playing

while learning also makes students not get bored quickly. With games that use concrete media, students can practice directly, for example, directly practicing guessing the picture of the sila in the picture of the garuda bird in front of friends. This is in accordance with the opinion(Ifanov et al., 2022)that this teaching and learning practice method focuses on respecting student diversity and is designed to adapt instruction to support the progress and development of each student. In addition to practice, the AR (Augmented Reality) design model has a more positive motivation towards learning augmented reality compared to those who are not involved in augmented reality-based learning. Augmented reality is a technique that can combine 2D or 3D virtual objects with real environments(Prasetya et al., 2024). The potential of social media to enhance formal learning and use platforms as a tool to increase student engagement, critical thinking, and participation.(Rahayu et al., 2023). The use of Augmented Reality in MI Muhammadiyah Basin is by using posters of Pancasila symbols and examples of rules attached to concrete objects in the classroom to carry out the Indonesian language learning process in the classroom.

Using this game will bring positive benefits by increasing students' understanding and motivation in learning, both formally and informally. The process of utilizing interactive game media at MI Muhammadiyah Basin is adjusted to the needs of students. In this brief observation, the teacher has used interactive games. The teacher uses concrete media and technology media as learning media. By using concrete and technological learning media for class 1 at MI Muhammadiyah Basin, this learning becomes student-centered because students are given concrete media that is in accordance with the material being taught. In this method, students are given the freedom to analyze and understand the material. However, when there are challenges, the teacher will provide assistance to students in solving the problems faced. For this reason, the purpose of this study is to find out more about how teachers can utilize interactive media in the learning process for class 1 at MI Muhammadiyah Basin.

2. RESEARCH METHODS

The data obtained from this study are descriptive and conducted with a qualitative approach. The method of collecting data, the researcher establishes a good relationship between teachers. By building this relationship, the researcher will find it easier to meet the data needs required. This study was conducted in class 1 MI Muhammadiyah Basin. In this context, it is important to ensure that the research subjects are clear and appropriate to support the success of the research being conducted. For this study, the subjects chosen were teachers and students of class I MI Muhammadiyah Basin in the subject of Civics. In addition to the research subjects, it is also important to explain the research object clearly. In the context of this study, the object studied is the use of interactive media in the learning process, with the following details: 1. How is the use of interactive media by class 1 teachers at MI Muhammadiyah Basin? 2. What factors influence the use of interactive media? 3. What is the impact of the use of interactive media on the learning process? The researcher collected data using observation methods, interview methods, and documentation methods.

In this study, data collection was carried out through a number of methods, namely observation, interviews, and documentation. To strengthen this study, the validity of the data was tested through interview, observation, and documentation techniques. These methods are used to describe the application of interactive learning media in Indonesian language learning in class 1 of MI Muhammadiyah Basin. The first technique is observation. This method is used to collect data on the steps for implementing the use of interactive media in learning in class 1 of MI Muhammadiyah Basin. The interview method is applied to confirm students' answers regarding the use of interactive media. Meanwhile, the documentation method is used in this study to obtain data related to the level of student ability in learning that utilizes interactive media in MI Muhammadiyah Basin. The results of data and observations in class 1 of MI Muhammadiyah Basin, they have been introduced to how to use interactive learning media in the form of Wordwall, and according to observations in class 1 of MI Muhammadiyah Basin, students are very enthusiastic about learning to use Wordwall. Students do not get bored quickly when studying in class.

(a)	(b)

Figure 1. How Teachers Teach in Class

(a) Teachers use the Wordwall application for classroom learning. (b) The teacher uses the Wordwall application for classroom learning and students enthusiastically answer by selecting the answers displayed at the front of the class.

3.   RESULTS AND DISCUSSION

The rapid development of technology today brings significant changes in the world of education. The use of technological developments in the current era is also carried out by MI Muhammadiyah Basin. The process of utilizing interactive media at MI Muhammadiyah Basin is adjusted to the class level. The results of this study observed the use of interactive media by teachers in class 1 at MI Muhammadiyah Basin. The teacher's teaching method can influence students because if the teacher's teaching method is monotonous, it will make students more bored when studying in class. This is in accordance with the opinion of(Afifatusholihah, 2022)the method chosen by the teacher also affects the class situation, therefore, students prefer to learn in the classroom. MI Muhammadiyah Basin has utilized technological innovation in learning to serve the lower and upper classes. Teachers at MI Muhammadiyah Basin use learning media by utilizing technology and other interactive learning media. Media is a tool that teachers can always use if they want to make their work easier. Media is a tool that makes work easier. Everyone definitely wants their work to be carried out well and get satisfactory results. According to(Ginting et al., 2024)media that are used as learning resources in the true sense include people and objects from which students can directly obtain useful information and knowledge for learning. The use of ICT-based media, especially PowerPoint presentations, stimulates students' desire to progress and also shows a high level of creativity and satisfaction in the development of their future lives.

The use of technology is also seen in teacher learning strategies. In this study, teachers at MI Muhammadiyah Basin, especially in the subject of PKN. In this learning, lower class students are usually at the beginning of the semester to create a fun learning atmosphere. Learning techniques include role play, singing, puzzles and many more. Teachers also use interesting learning media. At the beginning of the term, media such as images, body movements, songs, and games were used. In the second semester, technology such as video and interactive applications (Wordwall) began to be introduced, but their use was still limited. According to(Ginting et al., 2024)teacher development of problem-based video learning media for civics classes. Learning videos include case studies and issues related to civics topics that need to be analyzed and discussed by students. This problem-based learning approach has been proven to improve student learning outcomes in civics classes. Through real-life case analysis, students can develop critical thinking, problem solving, and the application of civics concepts in everyday life. Teachers at MI Muhammadiyah Basin, in addition to using teacher videos, also use technology in civics classes. Interactive media such as Wordwall and Quizizz can help students understand abstract concepts such as norms, rights, and responsibilities through interactive games.

3.1. Utilization of interactive media in civics learning

The use of interactive media in learning, especially in PKN learning, can also increase students' interest in learning. Interactive media can also increase access to extensive learning resources. Interactive media can also increase student discussion in the learning process. The application of interactive and interesting learning media about Pancasila values will increase the variety of educational media in schools and make teaching and learning activities in the classroom more interesting and innovative. The use of interactive media by teachers in grade 1 also utilizes technology in the teaching and learning process. Teachers use technology, one of which is Wordwall. Delivering material with interactive technology media requires a laptop, LCD, and projector. MI Muhammadiyah Basin facilities are available to support technology-based learning. The facilities available at MI Muhammadiyah Basin are in the form of facilities and infrastructure provided by the school to students, for example, adequate buildings, computer and computer laboratories, internet connectivity, air conditioning for lower classes. Smart TV for upper classes. The school also provides information technology facilities for learning such as computer labs and smart TVs. In today's education era, there needs to be an effort by teachers to catch up with technological developments to improve the quality of education. Moreover, ICT can now also be used in education, especially in preparation for learning. According to(Rida Septiana et al., 2023)Technological advances have a positive impact on the course of learning and this is related to the progress of technology-based learning media. Class 1 at MI Mummadiyah Basin has used interactive media in PKN learning using Wordwall. In this learning, after students have finished listening to the material from the teacher, students can learn while playing using the Wordwall application. In this learning, students are asked to answer questions by choosing the answers that have been displayed via the projector and students choose the answers in turns. Learning using interactive media can increase student enthusiasm. Class 1 students at MI Muhammadiyah Basin looked very enthusiastic during learning using Wordwall. The use of interactive

multimedia learning media in PKN learning must be adjusted to the indicators and competencies to achieve the desired learning objectives. Teachers also utilize interactive multimedia learning media with example materials and animated images to quickly understand what is explained.

3.2. Strengths and weaknesses of interactive media in learning

Supporting Factors and Advantages of interactive media in the development of learning media at MI Muhammadiyah Basin in citizenship education are being able to utilize the technology that has been provided by the school. MI Muhammadiyah Basin has many advantages over other media such as books, audio, video and Smart TV, as well as LCD projectors that can be easily accessed by teachers. With adequate facilities at MI Muhammadiyah Basin, teachers can utilize interactive media well and smoothly. The most obvious use of interactive media is interactivity. Multimedia interactivity has the ability to force students to communicate directly or physically. Direct interaction is a behavior in which students try to understand content by capturing, processing, and storing information presented in their brains. Students' ability to successfully engage in intellectual dialogue depends on how their learning is designed. Physical activity in multimedia learning can range from the ordinary to the detailed. In addition to the advantages of using interactive media, there are also disadvantages to using interactive media. According to(Rida Septiana et al., 2023)is that students are generally not familiar with different media combinations, such as still images and videos, text and images, and audio. The use of media is initially still confusing and makes it difficult for students to understand the contents of the lesson. Students who are familiar with traditional media are required to involve their cognitive processes more strongly when transmitting knowledge through interactive media content. Thus, the characteristics of interactive multimedia are the combination of various audio-visual media, the response between the computer program and the user, and its independent nature, which means that the content in this case can be easily used. In addition, interactive media allows students to learn both online and offline. Many interesting things and sharp color resolutions make students feel happier in teaching and learning activities in the classroom.

4. CONCLUSION

Rapid technological developments have brought significant changes in the world of education, including at MI Muhammadiyah Basin. This school has utilized technology-based interactive learning media to improve the quality of learning, especially in Civics subjects in grade 1. Teachers at MI Muhammadiyah Basin apply various strategies and tools such as Wordwall, problem-based learning videos, and devices such as laptops, projectors, and Smart TVs. With the use of this technology, the learning atmosphere becomes more interesting and innovative, which in turn can increase the enthusiasm, interest, and participation of students. Students are very enthusiastic when they come forward to answer questions in front of the class using the Wordwall application.

The use of interactive media has a number of significant advantages. Among them are its ability to increase interactivity, both mentally and physically, as well as enriching students' learning experiences and providing wider access to various learning resources. This technology-based approach also supports the development of critical thinking skills, problem solving, and applying them in students' daily lives. However, there are several weaknesses that need to be considered in the use of interactive media. Students who are not yet familiar with the combination of visual, audio, and text elements often experience confusion at the beginning of its use. Therefore, effective adaptation and guidance from teachers are needed so that students can utilize this technology optimally.

Overall, the implementation of interactive learning media at MI Muhammadiyah Basin shows positive results in improving the quality of education. To achieve more optimal results, the use of this technology needs to be aligned with the established learning indicators and competencies, and equipped with training for teachers to optimize the development of learning media.

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