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Contextual-based Interactive Economic Learning Media Effectively used in Science and Social Learning of Fifth Grade Elementary School

Komang Nanda Cahyani[1*], Gusti Ngurah Sastra Agustika[2]

[1,2] Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Pada saat ini tenaga pendidik masih lebih dominan menggunakan buku dalam pembelajaran IPAS yang membuat siswa menjadi malas untuk membaca buku. Seharusnya tenaga pendidik mampu mengembangkan media pembelajaran untuk mendukung pembelajaran siswa. Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berbasis pendekatan kontekstual yang disesuaikan dengan kebutuhan siswa yang dapat membantu guru dalam melaksanakan pembelajaran. Model yang digunakan dalam pengembangan media ini adalah model ADDIE. Berdasarkan penelitian yang telah dilakukan, diperoleh hasil berupa media pembelajaran interaktif yang layak dan efektif untuk digunakan dalam pembelajaran. Media pembelajaran interaktif berbasis pendekatan kontekstual yang dikembangkan dinyatakan layak dan efektif diterapkan dalam proses pembelajaran Hasil perhitungan uji efektifitas berdasarkan hasil uji-t univariat diperoleh thitung sebesar 13.945 yang kemudian dibandingkan dengan nilai ttabel pada taraf signifikansi 5% dengan dk = 27 adalah sebesar 2,05. Hasil menunjukkan bahwa t-hitung > t-tabel (13.945 > 2,05), sehingga H0 ditolak dan Ha diterima. Media pembelajaran interaktif berbasis pendekatan kontekstual memudahkan guru dan siswa dalam memahami materi pembelajaran yang sedang dipelajari. Keefektifan penggunaan media pembelajaran interaktif juga terlihat dari peningkatan rata-rata kompetensi pengatahuan IPAS siswa yang diukur melalui pretest dan posttes. Nilai rata-rata pretest sebesar 58,9 dan nilai rata-rata posttest sebesar 92,6. Dengan demikian dapat disimpulkan bahwa media pembelajaran interaktif materi perekonomian dapat diterapkan dalam pembelajaran pada muatan IPAS kelas V di sekolah dasar.

ABSTRACT

At this time, educators are still more dominant in using books in science and science learning, which makes students lazy to read books. Educators should be able to develop learning media to support student learning. This research aims to develop interactive learning media based on a contextual approach that is tailored to student needs which can help teachers in implementing learning. The model used in developing this media is the ADDIE model. Based on the research that has been carried out, the results obtained are interactive learning media that is suitable and effective for use in learning. The interactive learning media based on the contextual approach that was developed was declared feasible and effectively applied in the learning process. The results of the effectiveness test calculation based on the results of the univariate t-test obtained a tcount of 13,945 which was then compared with the ttable value at a significance level of 5% with dk = 27 which was 2.05. The results show that t-count > t-table (13,945 > 2.05), so H0 is rejected and Ha is accepted. The effectiveness of using interactive learning media can also be seen from the increase in the average science knowledge competency of students as measured through pretest and posttest. The average pretest score was 58.9 and the average posttest score was 92.6. Thus, it can be concluded that interactive learning media for economic material can be applied in learning science content for fifth grade elementary school.

1. INTRODUCTION

Utilizing technology in education can support the learning process to be more effective and efficient and create students who are skilled in mastering learning and can cope with advances in science

Corresponding author
*E-mail addresses: nanda.cahyani.2@undiksha.ac.id (Komang Nanda Cahyani)

and technology (Asih & Ujianti, 2021; Kountul & Wibowo, 2021). With the advancement of technology like today, we as educators can utilize technological advancements to create interesting learning media, the utilization of technology can be applied in one of the learning materials, namely science. At this time, educators are still more dominant in using books in science learning which makes students lazy to read books, by utilizing current technology we can make science learning more interesting, varied and also, we as educators will find it easier to convey learning materials to students.

Natural and Social Sciences (IPAS) Education is an event, fact, concept, and generalization related to the actions and behavior of living things to create themselves, their environment, society, and nation related to the past, our time, and taken into account for the future (Kuswanto, 2019; Wardani et al., 2021). The subject of science discusses human interaction in society, and teaches events, facts, concepts, and generalizations that exist in social life. All materials presented are packaged in an interesting, simple, and easy-to-understand way for students (Maharuli & Zulherman, 2021; Mella et al., 2022). Education must be able to utilize learning resources in the community, learning resources from the community can be in the form of facts or events or data in the student's environment that enable students to be motivated to learn. Currently, science learning must follow technological developments to deliver material. In the current era, if education only relies on books as a learning resource, it will be very boring for students and learning becomes less varied. In learning, education must be able to utilize technology as one of the deliveries of science learning materials so that education is not only based on books. Students can be invited to understand the problems in society contextually. It is hoped that by providing contextual reasons, students will find it easier to understand the science concepts being studied, students still use books as the main reference but the books in the hands of students become easier to understand and also more interesting for students to study.

Science learning is a learning material that is often done in real life by students in the students' daily environment. However, the reality in the field finds that students often do not like science learning because it is considered a boring material and difficult to use fun media, so that it becomes the reason why science learning is less popular (Marta et al., 2020; Muizz et al., 2023). Referring to the development of thinking where learning will be more meaningful if students experience what they have learned themselves, not just knowing it, then the approach that is considered relevant to be applied in science learning is the contextual learning approach.

The contextual approach is an approach that helps teachers to find the connection between learning and the real world of students and encourages students to make connections between the knowledge they have and everyday life (Dewi & Negara, 2021; Widiastuti, 2021). The application of a contextual approach to science learning is a two-sided mutually supportive. Science education mandates that learning uses society as a place or container, media or laboratory. By using society as its laboratory, science education will be able to present learning materials with real conditions in the environment or society. In science learning, students will understand better if educators can connect science learning with students' daily lives and also with the right media so that it can increase the activeness and results of the students' learning itself. Media can facilitate the delivery of materials in the teaching and learning process in the classroom.

Learning media is one of the supporting factors in achieving learning objectives (Putra & Negara, 2021; Zamzam, 2021). The main function of learning media is as a learning aid that influences the conditions, climate, and learning environment that are arranged and created by the teacher (zAini, 2024; Nursyam, 2019). The use of appropriate and varied media can reduce the inactive attitudes of students. With the development of technology, one of the learning media that can be used to overcome the low interest of students in reading books is by creating interactive learning media. By using interactive learning media, it can increase students' interest in learning, because in learning using interactive learning media there are texts, images, audio, music, animated images or videos that are one to support the learning process. Interactive media involves the senses of hearing and sight, as well as the learning process, and can display elements of images and sounds simultaneously. Interactive media is media that has a controller that can interact with the user, allowing the user to choose what they need (Lia et al., 2023; Sari & Harjono, 2021).

Based on the results of observations and interviews conducted at SD NO 1 Selat, especially regarding the learning of science content, the development of interactive learning media is something that needs to be done immediately because students who feel less interested in science learning because the learning process only uses textbooks and rarely uses technology. The use of technology in the learning process is limited to the use of PPT that displays a summary of the material. This is also not done by all teachers, but only a few teachers and the intensity of the use of this PPT is very rare. The teacher concerned also admitted that he had obstacles in creating a new learning media that could arouse students' enthusiasm for learning. This obstacle occurred due to time constraints and the limited knowledge he had in utilizing technology. If the obstacles experienced by teachers are not immediately

resolved and students who feel bored in receiving one-way learning are not followed up, then slowly this problem will greatly affect the quality of students' knowledge which can be seen from the low learning outcomes of students (Alfi et al., 2022; Setiawan et al., 2022).

Based on these problems, this study attempts to develop learning media that can be used in the science learning process in the form of interactive learning media with economic material in my area based on a contextual approach in grade V of elementary school. Thus, a development research will be conducted entitled "Development of Interactive Learning Media Based on a Contextual Approach to Economic Material in My Area, Science Content in Grade V of SD NO 1 Selat in the 2023/2024 Academic Year". It is hoped that the development of interactive learning media can help students understand the economic material in my area and help make it easier for teachers to deliver learning materials more easily and interestingly.

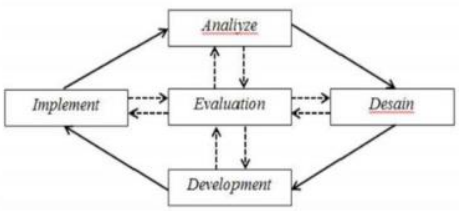
The effectiveness of using interactive learning media in helping students understand learning materials has been proven by research results which state that interactive learning media is effective in improving student learning outcomes as seen from the improvement in average grades that occur (Makassar et al., 2022; Rohmah et al., 2022). The use of interactive media is considered capable of helping teachers to improve students' learning competencies. In addition to being able to improve students' learning success, this interactive learning media can also help communication between teachers and students become more active because the reaction actions that are established through the use of this interactive learning media make students more active in responding to the learning provided by the teacher. The results of the study stated that interactive learning media are effective in improving student learning outcomes (Hidayati & Aslam, 2021; Ramdani et al., 2021). Interactive media is an independent learning innovation that can improve student learning outcomes, this is supported by previous research which confirms that the learning experience obtained by students can be through the process of doing or experiencing for themselves what is being learned (Alfi et al., 2022; Jannah & Atmojo, 2022). The more concretely students study the material and practice it, the more experience they will gain (Marta et al., 2020; Umbara et al., 2020).

Relevant research that is used as a study in the implementation of this research is research that states that the interactive learning media that has been developed is suitable for use in the mathematics learning process. The similarity in this research lies in the media used, namely interactive learning media (Gulo & Harefa, 2022; Sae & Radia, 2023). While the difference lies in the learning materials contained. The research that has been carried out uses mathematics content, while this research uses economics material in the science and science content. Furthermore, there is research conducted byThe Last Supper (2021)with research results stating that learning video media based on a contextual approach to mathematics subjects is suitable for use (Asih & Ujianti, 2021; Octavyanti & Wulandari, 2021). The similarity in this study lies in the approach used, namely the contextual approach, while the difference lies in the media. Previous research used learning video media, while the research carried out used interactive media.

The novelty of this research lies in the development of interactive learning media based on a contextual approach, especially on the economic material in my area in the content of science for grade V of elementary school. Previous research has focused on the development of interactive learning media for subjects such as mathematics, or on a contextual approach implemented through learning video media. This research combines both aspects, namely interactive media and a contextual approach in one unique study. This research not only targets increasing student interest and learning outcomes but also seeks to create a stronger connection between classroom learning and students' real lives. This is expected to be a significant contribution to the world of education, especially in science learning in elementary schools.

2. METHOD

This study uses the ADDIE model which is based on the consideration that this model is easy to understand and is developed systematically based on the theoretical basis of the developed learning design. The development stage of interactive learning media is presented in Figure 1.



Picture1. ADDIE Stages

The steps of the research activities that have been carried out based on the selected development model are divided into several stages which are explained as follows. At the analysis stage, the analysis of problems and characteristics of students, content or materials is carried out. The design stage is the creation of interactive learning media designs. The development stage is the creation of interactive learning media display designs, and the creation of interactive learning media. The implementation stage is validation by experts and trials are carried out on the interactive learning media that have been developed. The evaluation stage is carried out formatively and summarily at the product development stage in accordance with the model used.

The subjects involved in this study consisted of four experts including design, content, design, learning media experts, and 28 fifth grade elementary school students in total. Of the 28 students involved in the effectiveness test, 3 students were previously selected and 9 students were divided into three groups representing low, medium, and high student abilities. The experts involved validated the media that had been successfully developed by providing comments, suggestions for improvement, and assessment scores based on the assessment instruments provided. Meanwhile, the students involved aimed to determine the attractiveness of the media developed and to collect data on students' science competencies after using interactive learning media which were then analyzed to determine the effectiveness of using the media that had been successfully developed in science learning.

The data collection methods in this study consisted of interviews, observations, questionnaires, and tests. Interviews and observations were conducted to determine the needs of teachers and students in the field. The questionnaire was used to collect product validity data and reviews from experts and students. While the test method was used to collect data on students' science competencies which were then analyzed to determine the effectiveness of using interactive learning media based on a contextual approach. The indicators used in the questionnaire and test were adjusted to the data needs to be collected. The instrument grid used in this study is presented in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. The Learning Content Expert Instrument Grid

No	Aspect	Indicator	Item No.	Number of Items
1	Curriculum	a. Suitability of material to learning outcomes	1	2
		b. Suitability of materials to learning objectives	2	
2	Material	a. Accuracy of material	3	4
		b. Interesting material	4	
		c. Easy to understand material	5	
		d. The material shows real life situations	6	
3	Linguistics	a. Accuracy of language use	7	2
		b. The language used is appropriate to the characteristics of the students	8	
4	Evaluation	a. Suitability of questions to learning objectives	9	2
		b. Suitability of material to learning outcomes	10	

Table 2. The Expert Content Design Instrument Grid

No	Aspect	Indicator	Item No.	Number of Items
1	Objective	a. Clarity of learning objectives	1,2	2
2	Strategy	a. Clarity of the material provided	3	4
		b. Presentation of material in an interesting way	4	
		c. Learning activities can motivate students	5	
		d. Give students practice independently	6	
3	Evaluation	a. Provide evaluation questions to test students' understanding	7	2
		b. Suitability of questions to learning outcomes	8	

Table 3. The Learning Media Expert Instrument Grid

No	Aspect	Indicator	Item No.	Number of Items
1	Appearance	a. Text readability	1	9

No	Aspect	Indicator	Item No.	Number of Items
		b. Use of type and size of letters	2	
		c. Color combination	3	
		d. Relation between images and materials	4	
		e. Conformity of image to material	5	
		f. Image position accuracy	6	
		g. Interesting color combination	7	
		h. Use of sound effects	8	
		i. Media display layout	9	
2	Operation	a. Ease of operation	10	2
		b. Smooth operation	11	

Table 4. The Individual Test and Group Test Instrument Grid

No	Aspect	Indicator	Item No.	Number of Items
1	Appearance	a. The attraction of learning using media products	1	4
		b. Clarity of writing	2	
		c. Image clarity	3	
		d. The attractiveness of media color	4	
2	Material	a. Clarity of material description	5	3
		b. Ease of understanding the material	6,7	
3	Motivation	a. Increase enthusiasm for learning	8	1
4	Operation	a. Ease of use of the product	9	1

Table 5. The Interactive Media Effectiveness Test Instrument Grid

Competence Base	Indicator	Question Form	Cognitive Level C2	C3	C4	C5	Question Number	Number of Questions
Examine the economic conditions and activities that occur around your place of residence.	1. Explaining the meaning of economics correctly	Multiple choice	√				21, 22, 23, 26, 27, 29, 30, 34	8
				√			24,	1
					√		25, 28, 32,	3
	2. Identifying economic activities in the area where he lives	Multiple choice	√				1, 2, 7, 8, 14, 15, 33	7
				√			3, 4, 5, 6, 9, 10, 31	7
	3. Understand the influence of economic activities on the level of community welfare appropriately.	Multiple choice		√			11, 17	2
					√		12, 13, 16, 18, 19, 20, 35	7

The multiple-choice test instrument that has been prepared then goes through the stages of validity, reliability, difficulty level, and discrimination. Based on the test instrument test that has been carried out on 35 questions, the results obtained are 30 valid items with a reliability level of 0.90, a moderate level of difficulty, and have good discrimination.

The data analysis method used in this study is qualitative and quantitative analysis. During the product development process, of course there are stages that produce qualitative and quantitative data. Qualitative data obtained during the product development process in the form of review results including comments and suggestions from the subjects involved are presented using qualitative analysis whose conclusions refer to the implementation of improvements to the products developed in accordance with the directions given by the experts. Meanwhile, the assessment data that has been collected in the form of numbers and students' science knowledge competency data are presented using quantitative analysis. In the development stage, there is an implementation stage whose evaluation implementation is based on the results of the product application effectiveness test. This science knowledge competency data is then analyzed quantitatively with analysis prerequisite tests including normality and homogeneity tests, and

hypothesis testing using the Univariate T test to determine whether interactive learning media based on a contextual approach is effective in learning.

3. RESULTS AND DISCUSSION

Results

Based on the research that has been carried out, the results obtained are interactive learning media based on a contextual approach with the material of the economy of the IPA content for grade V of elementary school. This media was developed by referring to the ADDIE development model so that it has gone through five stages of development. The results obtained from each stage are presented as follows.

The analysis stage consists of an analysis of the needs of teachers and students in learning activities and analysis of learning materials. This stage is carried out to determine the right media to be developed with material content that suits the needs of teachers and students in the learning process so that it can be used effectively. In the analysis stage, the results obtained that teachers need a more complex media than just a power point with a more varied appearance so that it can attract students' attention. While students want a media that can provide responses like games on cellphones. Based on this information, the author was inspired to create an interactive learning media so that there is a simple interaction between students and the media. In the analysis of the material, the results obtained that the material that currently requires media is in the IPAS content on the topic of the economy in the village. This is because the material contained in this topic is quite a lot so that if it is presented only with the text in the manual, it will be difficult for students to remember.

At the design stage, the software and hardware that will be used to develop interactive media are determined, flowcharts and storyboards are prepared as references during the development of interactive media, teaching modules are prepared that contain the application of interactive media during the learning process, and validation instruments and assessment instruments are prepared. The hardware used in developing this interactive media is a laptop. Meanwhile, the hardware used in displaying this interactive media can be a laptop, computer, mobile phone, and LCD and projector if displayed during learning so that it can be seen by all students in the class.

In the development stage, interactive learning media based on a contextual approach to the economics material of the science and science content is developed or compiled. The media is developed based on the flowchart and storyboard that have been prepared. The development of interactive learning media is divided into several stages which include the background preparation stage, navigation preparation, and inputting material into the media. The slides containing the material input process are presented in Figure 2.

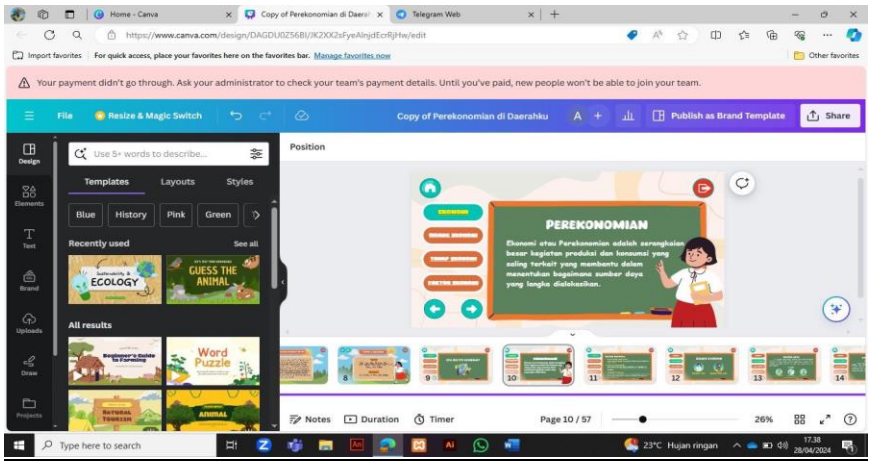


Figure 2. The Slide Show of Input Material Results

At the development stage, a feasibility test was also carried out by design experts, learning design experts, content experts, and learning media experts. Based on the feasibility test of the interactive learning media design in accordance with the development aspects used, development stages, clarity, practicality and sequence, and in accordance with formative and summative evaluations. Based on this, interactive learning media is stated to be in accordance with the ADDIE development model used as a reference in the development of this interactive learning media. There were no improvements given in the feasibility test of the interactive media design. The percentage of the interactive learning media design feasibility test score was 95% and was in the range of 90-100% with very good or very feasible

qualifications. This means that the product developed is in accordance with the ADDIE development model which is used as a guideline in the development of interactive media and is feasible for use.

In the instructional design feasibility test, the results obtained Overall, the instructional design of interactive learning media is in accordance with the aspects of objectives, strategies, and evaluation. There are several improvements based on the results of the instructional design feasibility test that have been carried out, namely the creation of learning objectives, materials, and evaluation questions to be synchronous and consistent, the wording of the learning objectives to be improved so that they contain ABCD elements (audience, behavior, conditions, and degree) and adjustments to the material with the teaching module so that it can be applied concretely in learning. After the revision, this interactive learning media was given a percentage of the instructional design feasibility test score of 92.8% with very good or very feasible qualifications. This means that the product developed has met the aspects of objectives, strategy aspects, and evaluation aspects so that it is feasible to use.

Based on the results of the learning media feasibility test, the interactive learning media that was successfully developed was in accordance with the aspects of media appearance and operation. After the revision, this interactive learning media was given a percentage of learning media feasibility test score of 88.33% which is in the range of 75 - 89% with good qualifications. This means that the product that was developed has met the aspects of appearance and operation so that it is suitable for use. The input given aims to ensure that the media developed contains complete material. Complete delivery of material can maximize students in achieving learning objectives.

Based on the results of the feasibility test of the content of the material contained in the interactive media, the media that has been successfully developed is stated to have met the aspects of the curriculum, material, and language. However, there is input that is revised, namely the sentences in the learning objectives to be arranged into effective sentences. After the revision, this interactive learning media was given a percentage of the feasibility test score of the content of the material of 90.6% which is in the range of 90 - 100% with a very good qualification. This means that the product that was developed has met the aspects of the curriculum, material, and language that are suitable for use. The input provided aims to enable media users to know the goals to be achieved from using this media. The use of effective sentences can be the key to success in conveying messages and motivating students. Effective sentences have a significant impact on how writers and readers interact.

At the implementation stage, interactive learning media that has been successfully developed and has gone through the validation, assessment, and revision stages based on input from experts is then applied to the learning process. The application of interactive media based on a contextual approach to the economics material of the science content is divided into two stages. The first stage consists of individual trials and small group trials. At the stage of implementing interactive learning media into the learning process in the classroom involving all students and homeroom teachers V. The application of interactive video learning media in individual and small group learning aims to determine the feasibility and attractiveness of the video from the student's perspective. Meanwhile, the application of interactive learning media into the learning process in the classroom aims to determine the effectiveness of learning media in achieving learning objectives as seen from the average value of students which is greater than the KKTP that has been set. Based on the results of the individual trial percentage, the results were 88.5%. If converted into a scale 5 achievement level conversion table, the percentage of 88.5% is in the range of 75-89% with good qualifications. Meanwhile, the average percentage obtained in the group trial was 86.8% in the range of 75-89% with good qualifications. Students involved in individual trials and group trials gave a good impression of the results of the development of interactive learning media. This can be seen based on the comments given which stated that this interactive learning media was interesting so they liked it. In addition, interactive learning media in the learning process impressed them because students could learn while playing games.

At the implementation stage, an effectiveness test was also conducted. The effectiveness test of interactive learning media on the content of the economics material in my area was conducted by giving multiple-choice tests to students after using interactive learning media. The results of the multiple-choice tests were then analyzed using the Univariate t-test to compare the average posttest scores of students with the KKM. The data obtained at the effectiveness test stage first went through the normality test stage using the Chi-square test with a posttest count value of 8.043 <11.070 which is the $\chi 2$ table value at a significance level of 5% and dk 5. Thus, the distribution of posttest data is stated to follow the distribution of normal data distribution. Furthermore, a hypothesis test was conducted using the Univariate t-test formula to determine the effectiveness of using learning media that had been successfully developed. The univariate t-test compares the KKM with the average posttest score of students. If the average posttest score of students is more than the KKM, then the media used can be declared effective. Based on the results of the data analysis, the t-count value was obtained at 13.945. The t-count value was then compared with the t-table value at a significance level of 5% with dk = (n1 - 1) = (28 - 1) = 27 being 2.051.

The results show that $t_{count} > t_{table}$ (13.945 > 2.051) so that H_0 is rejected and Ha is accepted. From these results, it can be seen that the average science knowledge competency of fifth grade students of SD No. 1 Selat after using interactive learning media for social studies content on economics material is more than or equal to the KKM.

At the evaluation stage in this study, it was carried out at each stage of development. The evaluation carried out at the analysis stage was in the form of checking the data and information that had been collected to ensure that the objectives of the analysis stage had been achieved and that the media developed were in accordance with the needs in the field. The evaluation carried out at the planning stage was in the form of checking the completeness and functionality of hardware and software, ensuring that the flowchart, assessment instrument storyboard, and teaching modules prepared were in accordance with the interactive learning media to be developed.

The evaluation conducted at the development stage is in the form of validation from experts which is then followed up with the implementation of improvements in accordance with the revisions and input provided by experts. While the evaluation at the implementation stage is in the form of improvements based on the results of reviews from students involved in the implementation of the trial and the implementation of summative evaluation in the form of written tests given to students after the learning process is carried out by implementing interactive learning media based on a contextual approach to the economics material of the science content. The results of the implementation of this summative evaluation are then analyzed using inferential statistics to determine whether the interactive media developed is effective in the learning process as a teacher's tool in delivering economics material.

Discussion

Interactive learning media based on contextual approach on economic materials of science content for grade V of elementary school is effectively applied in the learning process. Before using interactive learning media, the learning process in grade V of SD No. 1 Selat looked very passive. Students were less enthusiastic in participating in learning and seemed uninterested in listening to the teacher's explanation. There were several students whose attention was diverted by activities that occurred outside the classroom (Buchori, 2019; Siregar et al., 2023). The boring atmosphere that students receive will trigger the emergence of various actions and behaviors that can damage learning. The reactions that are seen are drowsiness, loss of motivation, permission to leave the class, chatting with friends and others. Even boredom and saturation are vented by disturbing friends and resistance to educators who are teaching (Suparmi, 2018; Tasya et al., 2024). In other words, boredom and saturation have a negative impact on the achievement of the quality of the process and learning outcomes of students. So when the teacher gives questions about the material presented as a daily evaluation, the number of students who are able to answer correctly is less than five people. After using interactive learning media, teachers find it easier to attract students' attention because the animations contained in the video are rarely found by students. Students also become more focused on listening to interactive learning displays that are occasionally interspersed with explanations by the teacher (Arifin et al., 2021; Misnawati et al., 2024).

Contextual-Based Interactive Economic Learning Media has proven effective in increasing students' interest and learning outcomes in Natural and Social Sciences (IPAS) Learning in fifth grade elementary school because this approach integrates students' learning experiences with their real lives. By using interactive media equipped with animations, games, and interesting visual elements, students become more motivated to learn because the material presented is not only theoretical but also relevant to their daily experiences (Agustini, 2018; Kharismawati, 2023). The contextual approach helps students relate the knowledge they gain in class to real situations in their environment, thus enhancing their understanding of the subject matter. In addition, interactive media provides dynamic interaction between students, subject matter, and teachers, which creates a more lively and engaging learning atmosphere (Hidayat & Putri, 2022; Kurniyawati & Nugraheni, 2021). With interactive elements such as games, students not only learn through listening or reading, but also through direct experiences involving actions and decisions, so that learning becomes more meaningful and enjoyable. As a result, students become more focused, motivated, and enthusiastic in following lessons, which ultimately has a positive impact on improving their learning outcomes, as seen from the comparison of pretest and posttest scores which show a significant increase after using this learning media. The integration of technology and contextual approaches in science learning makes the learning process not only more interesting but also more effective in achieving educational goals, which focus on improving student competence in understanding and applying knowledge in real terms (Aslam et al., 2021; Cahyani & Suniasih, 2022).

The effectiveness of using interactive learning media can be seen from the average posttest score of students which is more than the KKM score. The average posttest score of students is 93 > 75. In addition, the effectiveness of using interactive learning media can also be seen from the increase in the average competency of students' science knowledge measured through pretest and posttest. The average

pretest score is 58.9, and the average posttest score is 92.6. The low pretest score of students is because the teacher still delivers the material using the lecture method and only relies on textbooks so that students quickly get bored and unfocused during the learning process. The posttest score of students began to increase because in the learning process the teacher has utilized interactive learning media as a tool in delivering the material.

The interactive media that was successfully developed was declared feasible and good to be used in learning because the objects contained in the interactive media use interesting cartoons like those presented on television so that they can attract children's attention. This interactive learning media opens up various opportunities for interaction between students as users, media, and also teachers. Interactive media as a learning media can help students understand the information conveyed in learning activities (Sae & Radia, 2023; Suryaningrat et al., 2023). The interactive learning media that has been successfully developed is also equipped with games related to the material presented.

The use of games in learning media can reduce the boredom felt by students in the middle of learning (Agustina & Chandra, 2017; Aslam et al., 2021). Games or play is one of the activities that can provide entertainment for someone, one way to overcome boredom in studying is to do recreational or entertainment activities.(Fauziana et al., 2022). When children feel bored listening to the learning materials contained in the media, they can choose game navigation to eliminate the boredom they feel.

This study has several significant advantages, including the ability of interactive learning media based on a contextual approach to significantly increase student interest and learning outcomes. This media successfully combines interesting visual aspects with contextually relevant materials, making students more involved and motivated in the learning process. In addition, the use of a contextual approach that links learning to students' real experiences helps improve understanding and application of the concepts taught. This study also has several limitations. One limitation is the limited time and resources in developing and testing this learning media widely. This study was only conducted in one school with a limited number of samples, so the results may not be generalizable to a wider population. In addition, although this interactive learning media is effective, its implementation requires adequate technological support, which may not be available in all elementary schools, especially in less developed areas. The implication of this study is that the development of interactive learning media based on a contextual approach can be an effective solution in improving the quality of education, especially in subjects that are often considered difficult or boring by students, such as science. Teachers can consider adopting this approach in their learning process to improve student engagement and learning outcomes. However, adequate training and support is needed for teachers to develop and implement learning media like this, as well as investment in adequate technological infrastructure in schools.

4. CONCLUSION

The conclusion of this study shows that interactive learning media based on a contextual approach to the economics material of the science content for grade V of elementary school is effective in increasing students' interest and learning outcomes. Through the use of interactive media designed with animation, games, and interesting visual elements, students become more focused, motivated, and enthusiastic in participating in learning. A contextual approach that links learning materials with students' real experiences has succeeded in increasing the understanding and application of the concepts taught. This study also emphasizes the importance of using technology in education as a tool to make learning more interesting and relevant for students. Although there are several limitations, such as limited samples and the need for adequate technological infrastructure, this study makes a significant contribution to the field of education, especially in the development of innovative and effective learning media. It is hoped that the results of this study can be adopted and further developed by educators to improve the quality of learning in elementary schools.

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