ABSTRACT

Learning media is a vehicle for channeling messages and learning information. In this globalization era, the development of instructional media is also increasingly advanced. The purpose of this study was to determine the improvement of student learning outcomes and student responses to the use of information technology-based interactive learning media on Integrated Social Sciences subjects in class VIII students at SMP Al-Furqan Jember. This study uses the Classroom Action Research method by conducting two learning cycles with stages in each cycle including planning, action, observation, evaluation, and reflection. Student responses data was collected through questionnaires which were then analyzed descriptively. The results of this study indicate there is an increase in student learning outcomes, this is indicated by the number of students who have completed in the first cycle of 65.52%, and the second cycle there are 93.10% of students who have completed, and student responses obtained an average score of 41.72 with a positive category. The conclusion of this research with the use of information technology-based interactive learning media in class VIII at SMP Al-Furqan Jember gave a positive response with a significant increase in learning outcomes.

Keywords: learning media, information technology, social studies, learning outcomes

ABSTRAK


Kata Kunci: media pembelajaran, teknologi informasi, ips, hasil belajar
INTRODUCTION

Education is a conscious and systematic effort, which is carried out by people who are given the responsibility to influence students to have a nature and character in accordance with the ideals of education (Munib 2004). Therefore, education is expected to be really directed at making students able to achieve the process of maturation and independence. Education is generally divided into stages such as preschool, elementary school, junior high school, high school, and then college, university or internship.

According to the Ministry of National Education (2003) the term media comes from Latin which is the plural form of "medium" which literally means intermediary or introductory. Its general meaning is everything that can transmit information from the source of information to the recipient of the information. The teaching and learning process is basically also a communication process, so the media used in learning is called learning media. Learning media is part of learning resources which is a combination of software (learning materials) and hardware (learning tools).

Meanwhile, Marshall McLuhan (Hamalik 2003) argues that the media is a human extension that allows it to influence others who do not have direct contact with him. In accordance with this formulation, communication media includes letters, television, film and telephone, that highways and railways are media that allow a person to communicate with others.

The advancement of science and technology has a huge influence in various spheres of human life. Education as an inseparable part of the human maturation process certainly on the one hand has a big contribution to the development of science and technology, but on the other hand education also needs to take advantage of advances in science and technology in order to be able to achieve its goals effectively and efficiently.

The implementation of educational process standards is a policy whose quality of education has been planned and implemented at this time, as evidenced by the improvement and implementation of the 2013 curriculum. Through the standard process the teacher can determine how the learning process should take place. Curriculum and other learning tools such as syllabus and Learning Implementation Plan (RPP) have referred to established process standards and are something that must be considered by a teacher in the learning process in the classroom.

Preliminary observations at the Junior High School of SMP Al-Furqan Jember in the subject of Integrated Social Sciences (IPS) for the 2018/2019 Academic Year showed that student learning outcomes were still relatively low. In addition, the number of students who successfully achieved and exceeded the Minimum Completion Criteria (KKM) was less than 50%. The number
of students who managed to achieve and exceed KKM which was less than 50% caused teachers to have to carry out remedial learning.

Some of the causes of the low percentage of students who reach and exceed KKM in integrated social studies subjects at Al-Furqan Jember Junior High School are (1) the learning carried out by teachers in integrated social studies subjects is only limited to lectures, and (2) the lack of use of learning media that should be able to facilitate the acquisition of understanding for students in Integrated Social Studies subjects. Such conditions if left unchecked will have a bad impact on the quality of learning of Integrated Social Studies subjects at Al-Furqan Jember Junior High School which will also have implications for social studies learning outcomes achieved by students.

Therefore, to improve student learning outcomes in Integrated Social Studies subjects at Al-Furqan Junior High School Jember is to use Interactive learning media based on Technology, Information, and Communication (ICT) because ICT-based Interactive learning media is a medium that can be used to channel messages from sender to recipient so that it can stimulate students’ thoughts, feelings, and interests and attention, so that the learning process in the classroom occurs.

“Learning in principle is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment” (Slameto 2003).

The National Education Association (NEA) (Usman 2002) defines "learning media as objects that can be manipulated, seen, heard, read or talked about along with instruments that are used properly in teaching and learning activities, and can affect the effectiveness of instructional programs".

Meanwhile, (Arsyad 2002) says that "media is a learning resource or physical vehicle that contains instructional material in the student environment that can stimulate students to learn, and the term media is even often associated with the word "technology". So it can be concluded that the media is a tool, method and technique used in order to further streamline communication and interaction between teachers and students in the process of education and teaching in schools.

Basically students learn through concrete objects or objects. To understand abstract concepts students need concrete (real) objects as intermediaries or visualizations. Abstract concepts are achieved through different levels of learning, even adults who are generally able to understand abstract concepts, in certain circumstances often require visualization.

Furthermore, the abstract concept expressed by Dale (Arsyad 2002), about the cone of learning experience and learning outcomes in which, 75 % is obtained through the sense of sight (eye), 13 % through the sense of hearing, and through other senses about 12 %.

According to Seels & Glasgow (Arsyad 2002) "interactive media is the preferred group of cutting-edge technology media". The latest technology media itself is divided into (1)
telecommunications-based media, for example teleconferences, remote lectures, and (2) microprocessor-based media, for example computer-assisted instruction, computer games, intelligence tutor systems, interactive, hypermedia, and compact (video) discs.

Interactive learning media is a teaching delivery system that presents computer-controlled recorded video material to students who not only hear and see video and sound, but also provide an active response, and that response determines the speed and sequence of presentation (Arsyad 2002).

Based on the media category, Paul and David (1999) through Rishe (2007) argue that there are six categories, namely media that is not projected, media that is projected, audio media, film and video media, multimedia, and communication-based media. Meanwhile, according to Schramm, it categorizes media in two ways: in terms of complexity and magnitude of cost and according to its coverage capabilities. Briggs identified thirteen kinds of learning media namely objects, models, live sounds, audio recordings, print media, programmatic learning, whiteboards, transparency media, frame films, frame films, television films, and image films. Gagne mentioned seven kinds of media groupings, namely objects for demonstration, oral communication, print media, still images, motion pictures, sound films, and learning machines. According to Edling, there are six kinds of learning media, namely visual subjective codification, and audio objective codification, audio subjective codification, and visual objective codification, direct experience with people, and direct experience with objects. Soeparno (Soeparno 1998), argues that the classification of media is carried out using three elements based on their characteristics, based on the dimensions of their presentation, and based on their use.

Bretz (Sanaky 2009) identifies the main characteristics of the media into three main elements, namely sound, visual, and motion. Visuals are divided into three, namely images, lines, and symbols which are a continuum of shapes that can be captured with the sense of sight. In addition, Bretz also distinguishes between broadcast media (telecommunication) and recording media so that there are eight classifications of media: (1) motion audio-visual media, (2) still audio-visual media, (3) semi-motion audio-visual media, (3) motion visual media, (5) still visual media, (6) semi-motion media, (7) audio media, and (8) print media.

Sadiman, et al (Sadiman, Arief S. 2006) said that in terms of procurement readiness, media are grouped into two types, namely finished media because it is a trading commodity found in the broad market in a ready-to-use state (media by utilization) and design media that needs to be specifically designed and prepared for certain learning purposes and objectives.

If we look closely, at first learning media was only considered as a tool to help learners in teaching activities (teaching aids). The next teaching aids used are visual aids such as images, models, graphics or other real objects. These tools are intended to provide a more concrete
experience, motivate and enhance the absorbency and memory of learners in learning (David 1991).

The development of Technology, Information and Communication allows the utilization of the functions of various learning media by using one tool called multimedia, which is able to convey information and learning materials in the form of text, images, sounds, animations, films, and even interactions. A computer is one of the multimedia tools, because it is able to present information and learning materials in all forms, even with a computer of real situations that require a long time or are very expensive and contain the risk of being simulated with a computer (e.g. chemical reaction processes, the impact of a nuclear explosion, the passage of the solar system, etc.). Through multimedia, abstract concepts can be presented more concretely in the learning process to make it easier for students to understand them.

In general circles, the term ICT refers more to computer technology. This is not surprising because computers today in addition to functioning as data processing tools can also function for communication through computer networks (internet) and multimedia (entertainment) tools. Almost all ICT components can now be used together with computers. So, for now the terms ICT and computer can almost be interpreted in terms of their functions.

Props are tools (objects) used to demonstrate certain facts, concepts, principles or procedures to make them appear more real / concrete. Aids are tools (objects) used by learners to facilitate tasks in teaching. Audio-Visual Aids (AVA) has the same meaning and purpose except that the emphasis is on audio and visual equipment. While the learning aids emphasize on the learning party (learner). All these terms, we can summarize in one general term, namely learning media (Wiratmojo 2002).

Thus, if we currently hear the word media, the word should be interpreted in its last meaning, which includes learning aids in teaching and messenger facilities from learning resources to recipients of learning messages (learners). As a presenter and transmitter of messages, learning media in certain things, can represent learners presenting learning information to learners (Bruce 2000).

The use of ICT as a learning medium can be in the form of Microsoft Office Power Point slide files, images, animations, videos, audio, CAI (computer aided instruction) programs, simulation programs, and others. The use of ICT-based media provides several advantages including, (1) visualizing abstract concepts, (2) making it easier to understand difficult material, (3) simulating difficult processes done manually, (4) displaying learning materials in various formats (multimedia) so that they become more interesting, and the latest (up to date) from various sources, (5) allowing interaction between learners and learning materials, (6) accommodating differences in speed and student learning styles, (7) overcoming limitations of space, time, and energy, (8) supporting a change in the role of teachers in a positive direction as facilitators and mediators, from
their original position as the only source of knowledge, (9) improving the individual skills of their users.

Learning outcomes are abilities that a person has as a result of the learning process, or is the mastery of knowledge skills developed by the subject, which is usually indicated by test scores or scores given by the teacher. According to Sudjana (Nana Sudjana 2005) that "learning outcomes are the abilities that a student has after he receives a learning experience". So learning outcomes are the result of an activity that can be noticed changes in knowledge, understanding, skills, and attitude scores through test or exam.

The activity process will occur if the learner can interact with various learning resources. For this reason, learners can use more of their time to carry out their functions as advisors, mentors, motivators and facilitators in learning activities(S. 2005).

Bloom (in Sudjana, 2005: 22) divides learning outcomes into three domains, namely the cognitive realm, the affective realm and the psychomotor realm. The cognitive realm with regard to intellectual learning outcomes, the affective realm with regard to attitudes and the psychomotor realm with regard to the ability to act.

Meanwhile, Kingsley (in (Sudjana 2004)) divides three kinds of learning outcomes, namely, (1) skills and habits, (2) knowledge and understanding, and (3) attitudes and ideals, each group of which can be filled with materials set out in the school curriculum. Based on some of the opinions that have been expressed above regarding the meaning of learning outcomes, it can be concluded that learning outcomes are changes that occur in a person after going through a teaching and learning process, both in terms of cognitive (knowledge), affective (attitude) and psychomotor (skills). Social Sciences (IPS) is a sub-program of education at the primary and secondary education levels, therefore social studies education (and science education was born). This term is an affirmation and a result of the term IPS-IPA alone so that it can be distinguished from higher education at the University. However, the subject of the social sciences itself actually existed long before the use of the term social studies as contained in the 1962 and 1968 curricula.

Another term that appears apart from the name of social studies education is Social Studies. The term was introduced in Indonesia in 1971, at the "Seminar on National Civics Education in Tawangmangu-Solo, as a translation of the term "Social Studies" that has been used in America for this subject in its School curriculum". Although this term is not used as a name for social studies education, it continues to develop as a conceptual designation in the renewal of social studies education which operationally plays a more important role as an approach in the development of the Social Studies Education curriculum.

This study aims to (1) find out the use of interactive learning media based on Technology, Information, and Communication (ICT) in improving social studies learning outcomes at SMP AL-Furqan Jember for the 2018/2019 academic year, (2) find out students' responses to the use of ICT-
based interactive learning media in social studies subjects at SMP AL- Furqan Jember for the 2019/2020 academic year.

METHOD

Viewed from a methodological aspect, this research uses the Classroom Action Research (PTK) or Classroom Action Research (CAR) method, which is an action research that aims to improve and improve the quality of the learning process at SMP AL-Furqan Jember on integrated Social Science (IPS) learning outcomes.

The subjects in this study were students at SMP AL-furqan Jember for the 2019/2020 academic year totaling 29 students consisting of 14 male students and 15 female students. While the object in this study is student learning outcomes in Integrated Social Studies subjects and student responses to the use of interactive learning media based on Technology, Information, and Communication (ICT).

This class action research consists of two cycles. (Kemmis and Taggart 2011: 16) states that in each cycle has stages that include, planning, implementing actions, observation and evaluation and reflection. So that if this class action research is designed in two cycles, then directly the next cycle is an improvement based on the results of the reflection of the previous cycle.

According to (Arikunto 2011) "a research instrument is a tool or facility used by researchers in collecting data to make it easier and the results better in the sense of being more careful, complete, and systematic so that it is easier to process". The instruments used in this study are as follows:

1. Learning Outcomes Test

The learning outcomes test uses questions to measure student learning outcomes. The form of this test is in the form of a multiple-choice question sheet or objective questions. The scores for each objective test item are illustrated in the following table.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Correct</td>
<td>1</td>
</tr>
<tr>
<td>Wrong/No answer</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Questionnaire
Questionnaires are used to measure student responses to the use of ICT-based interactive learning media. The student response questionnaire will then be validated using the validity of the content which is validity based on experts’ consideration of the accuracy of an instrument in measuring psychological changes that arise in students after experiencing a certain learning process. The questionnaire used is a Likert scale model with the choice of strongly agreeing (SS), agreeing (S), undecided (R), disagreeing (TS), and strongly disagreeing (STS). Some of the criteria for scoring student response answers can be seen in the following Table.

Table 1.2 Criteria for Scoring Student Response Answers

<table>
<thead>
<tr>
<th>Questionnaire Answers</th>
<th>Answer Item Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (SS)</td>
<td>5</td>
</tr>
<tr>
<td>Agree (S)</td>
<td>4</td>
</tr>
<tr>
<td>Undecided (R)</td>
<td>3</td>
</tr>
<tr>
<td>Disagree (TS)</td>
<td>2</td>
</tr>
<tr>
<td>Disagree (STS)</td>
<td>1</td>
</tr>
</tbody>
</table>

RESULTS AND DISCUSSION

Based on the formulation of the problem that has been presented in the introductory chapter, the presentation of the research results refers to two problems, namely, (1) the learning outcomes of integrated social studies subjects of students with the use of ICT-based interactive learning media, and (2) student responses to the use of ICT-based interactive learning media. In cycle I the material given is the relationship of resource scarcity with human needs. While the meeting in cycle II, the material provided is economic actors. Each cycle is broken down into four meetings divided into three performance meetings and one end-of-cycle test meeting. Each meeting is held twice a week, namely Tuesdays and Wednesdays with an allocation of 2 class hours (2 x 45 minutes) each meeting. Researchers in this case act as teachers who use ICT-based interactive learning media in the learning process at Al-Furqan Junior High School Jember.

The results of integrated social studies learning of students with the use of ICT-based interactive learning media on the subject of the relationship of resource scarcity with human needs are seen in the individual learning outcomes of students. Learning outcomes with tests are carried out at the end of each cycle. The distribution of student learning outcomes in cycle I as shown in the following table.

Table 1.3 Distribution of Student Learning Outcomes in Each Category for Cycle I

<table>
<thead>
<tr>
<th>Range</th>
<th>Category</th>
<th>The number of</th>
<th>Percentage</th>
</tr>
</thead>
</table>

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Based on the analysis of data in Table 3, the average score of student learning outcomes as a whole was 69.87, so that when compared to the guidelines for converting learning outcomes, the number of students who were in the very bad category was obtained as many as 5 students (17.24%), the poor category was 4 students (13.79%), the category was quite good as many as 14 students (48.28%), the good category was 5 students (17.24%) and the good category was 1 student (3.45%).

Based on student learning outcomes in cycle I, it can be seen that the number of students who have completed and those who have not completed the integrated social studies learning for cycle I.

Table 1.4 Number of Students Who Complete and Incomplete Information

<table>
<thead>
<tr>
<th>Information</th>
<th>The number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td>19</td>
<td>65.52 %</td>
</tr>
<tr>
<td>Not finished</td>
<td>10</td>
<td>34.48 %</td>
</tr>
<tr>
<td>Amount</td>
<td>29</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The value of student learning outcomes in the first cycle showed that in the first cycle student learning outcomes were less than optimal with the average acquisition of student learning outcomes of 69.87. In the first cycle of the number of students as many as 29 people, the number of completed was 19 people (65.52%) while the incomplete ones were 10 students (34.48%). It has not been achieved yet. The success of the learning process is caused by several obstacles and problems that occur during the implementation of cycle I as follows:
1. The process of implementing learning in the first cycle is still not running optimally. This is because students have not been fully able to follow and adapt in the use of ICT-based interactive learning media used by teachers.
2. In the learning process carried out, students are still used to the previous learning pattern, because in the previous pattern students only received information directly from the teacher so that students were less active in asking questions.
Based on student learning outcomes in cycle II, it can be seen the number of students who have completed and those who have not completed the integrated IPS learning for cycle II.

<table>
<thead>
<tr>
<th>Information</th>
<th>The number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td>27</td>
<td>93.10 %</td>
</tr>
<tr>
<td>Not finished</td>
<td>2</td>
<td>6.90 %</td>
</tr>
<tr>
<td>Amount</td>
<td>29</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The results of the implementation of learning using ICT-based interactive learning media in cycle II are as follows:
1. The use of ICT-based interactive learning media in the social studies learning process has increased student learning outcomes. This is because students are already able to interact with ICT-based interactive learning media, so that students are more helped in the learning process.
2. In general, the use of ICT-based interactive learning media has proceeded in accordance with the results of the reflection of cycle I. Conditions of the learning process in cycle II seem more conducive and optimal, as evidenced by the increase in students' high desire to learn after improvements to learning deficiencies in cycle I.
3. Student learning outcomes increase in cycle II as evidenced by an increase in the number of completed students.
4. the average overall student learning outcomes have improved, from the fairly good category to the good category.

Data on student responses to the application of ICT-based interactive learning media from the questionnaire given at the end of cycle II, the number of student response scores in the second cycle was obtained by 1210. So the average student response was 41.79. Students' response to the use of ICT-based interactive learning media can be seen from the following data:

In the second cycle, 6 students gave a very positive response (20.69%), 15 students (51.72%), 8 students (27.59%), and no student gave a less positive and very less positive response to the use of ICT-based interactive learning media. The overall average score of student responses was 41.72 with a positive category.

Classroom action research with the use of ICT-based interactive learning media in social studies subjects at Al-Furqan Jember Junior High School strongly attracted the attention of student responses in accordance with the analysis of student responses. After distributing the student response questionnaire to students, the average score of student responses was 41.72. When
compared to the convention scale, the student response category is in the positive category. Of the existing number of students, 29 students obtained 6 students (20.69%) were in the very positive category, 15 students (51.72%) were in the positive category, and 8 students (27.59) were in the fairly positive category.

From the results of the data analysis carried out, the use of ICT-based interactive learning media in social studies subjects provides an indication of success in efforts to improve student learning outcomes. Improving student learning outcomes with the use of ICT-based interactive learning media is in line with the opinion of Wena (Wena 2009) who states that: "Through the use of ICT-based interactive learning media in the learning process, it will be able to paint concepts / principles in an abstract and complex learning into a real, simple, systematic and as clear as possible. Thus, the use of ICT-based interactive learning media in the learning process will make learning activities take place appropriately and efficiently so as to improve student learning outcomes”.

Furthermore, based on the reflection of the research results, the use of ICT-based interactive learning media in social studies subjects has several virtues that can be utilized and this research can also be used as recommendation material for teachers in learning in the classroom. The virtues are as follows:

1. The use of ICT-based interactive learning media in Integrated Social Studies subjects can stimulate students' desire to learn.
2. Teachers are free to provide material delivery to students because with the use of ICT-based interactive learning media, teachers are more free to provide real examples to students, because ICT-based interactive learning media can display examples that are impossible to bring into the classroom.
3. The use of ICT-based interactive learning media encourages students to increase students' curiosity about the material being taught, so that students will be aroused to ask questions.

With the use of ICT-based interactive learning media between students and teachers, there is good interaction, because with the use of ICT-based interactive learning media, teachers not only provide information but can also help students' learning difficulties. So that teachers and students interact directly.

CONCLUSION

Based on the results and discussions that have been carried out, it can be concluded as follows:
1. The use of interactive learning media based on Technology, Information, and Communication (ICT) can improve social studies learning outcomes in students of SMP Al-Furqan Jember. This
can be seen in the first cycle of student learning outcomes reaching a completion of 65.52%. In cycle II, it increased with a learning completion of 93.10%.

2. With the use of ICT-based interactive learning media in students of SMP Al-Furqan Jember gave a positive response with an average student response score of 41.79. This means that the use of ICT-based interactive learning media has been successfully followed by siswa.

SUGGESTION

Based on the conclusions of the research above, the use of ICT-based interactive learning media can be an alternative in solving the problems of the Integrated Social Studies learning process in schools so as to improve student learning outcomes.

BIBLIOGRAPHY