



# Implementation of Interactive Learning Approach in IPAS Learning

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**Abstract:** This study aims to describe the implementation of interactive learning approaches in IPAS (Integrated Science and Social Studies) learning in Grade V of SDN Bagi 02, Madiun Regency. The research employs a descriptive qualitative method to examine the effectiveness and implications of integrating interactive learning strategies into IPAS learning environments. Through observations, interviews, and documentation, the study investigates how interactive learning methods are implemented, perceived, and experienced by both educators and students. From the research findings, it can be concluded that the implementation of interactive learning approaches significantly impacts IPAS learning in Grade V of SDN Bagi 02, Madiun Regency. Learners actively engage in the IPAS learning process, enhancing their understanding of material concepts, and can develop social skills through interaction with teachers and peers. This research provides further recommendations for development in terms of supporting interactive approach curriculum development and adequate resource allocation.

**Keywords:** Implementation; Interactive learning approach; IPAS learning

## Introduction

Education is a crucial tool for enhancing human resources and significantly influencing the nation's progress in the field of education (Sitorus et al., 2022). This education is expected to produce quality generations that will actively contribute to achieving national development goals (Rosnidar et al., 2021). This aligns with the national education objectives outlined in Article 3 of Law Number 20 of 2003 concerning the National Education System, which aims for the development of students' potential to become individuals who are faithful and devoted to the One Almighty God, noble in character, knowledgeable, skilled, creative, independent, and responsible citizens (Arisa et al., 2021; Kemendikbudristek, 2022). Evidence of substandard education can be observed through the curriculum, tactics, methods, models, and instructional techniques employed in learning activities (Zulkarnaen et al., 2022).

The curriculum functions as a tool to assess the stage of progress in the learning process (Jin et al., 2019). This independent curriculum is a streamlined version of the K13 curriculum. The curriculum, which has been revised by combining two subjects, Natural Sciences (IPA) and Social Sciences (IPS), into one subject called IPAS (Integrated Science and Social Studies) (Budiwati et al., 2023). The purpose of simplifying IPAS learning is to facilitate the development of inquiry skills, self-awareness, and students' understanding of their surrounding environment, thereby promoting the growth of their knowledge and conceptual understanding during the learning process (Sugih et al., 2023; Yulia et al., 2024). Purnawanto (2022) explains that the integration of IPA and IPS is based on the observation that elementary school students tend to perceive the world as a cohesive and interconnected whole, while also being in a developmental stage characterized by uncomplicated, tangible, and profound cognitive processes. Therefore, the integration of these two disciplines is expected to facilitate students in

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effectively managing social and natural environments simultaneously (Wijayanti & Ekantini, 2023).

However, the problem that is currently occurring is based on observations and interviews conducted in Class V of SD Negeri Bagi 02, which is one of the elementary schools located in Madiun district, the facilities provided by the school are inadequate, and the information obtained is still relatively slow. Students at SDN Bagi 02 have different characters and backgrounds, making it difficult for teachers to vary other learning methods and tools, thus having an impact on science and science learning, especially in Class V where teachers still involve lecture-based teaching and emphasize assignments. As a result, the teaching and learning process carried out by teachers tends to cause boredom among students. As a result, students have a low level of participation in the learning process and low understanding of concepts so that it affects students' thinking abilities (Ramdani et al., 2020). Therefore, when asked to demonstrate understanding through presentations in class, some students show doubts due to a lack of knowledge about the content of the material presented by the teacher. Lack of adaptation of teaching techniques, tactics and models by teachers hinders the efficiency of learning activities (Solikhulhadi, 2021). This problem cannot be separated from the role of the teacher (Rahmawati, 2018).

Teachers play a crucial role in educating and instructing students (Fajri et al., 2019). As educators, the primary responsibility of a teacher is to impart knowledge and skills to students using various methods, ensuring that the teacher's expertise is effectively transmitted to the students (Susilawati et al., 2022). Teachers play a significant role in shaping and developing students' abilities and potentials during the teaching and learning process (Hikmawati et al., 2020). Sudjana in Rusman (2017) asserts that learning is a deliberate effort aimed at fostering an educative reciprocal relationship between students and teachers, which is the essence of the learning activity. Assuming that the learning process will succeed, it will undoubtedly yield good learning outcomes. In the field of education, continuous progress is being made, including learning methods. Efforts are continually being made to improve the learning system to enhance educational standards (Szököl & Pšenaáková, 2023). Active student engagement in the learning process is a crucial determinant of educational success (Radovan & Makovec, 2015). Active student engagement enhances understanding and encourages active participation in the learning process. The interactive learning approach has become a valuable tool in promoting student engagement in the learning-teaching process in today's information and technology-driven world (Edmiston,

2021). The interactive learning model utilizes various tools, resources, and technologies to stimulate students to engage actively, analyze, and understand subjects effectively (Fauziah & Rosidana, 2016).

However, in this era of globalization, technological advancements enable teachers at this elementary school to access more advanced and up-to-date information (O'Neal et al., 2017). One proof of this is the use of various and engaging learning techniques by teachers, allowing students to actively engage in class through interactive learning models. Interactive learning is used to improve students' thinking processes (Haleem et al., 2022; Yulianci et al., 2021). This interactive learning technique is also designed to involve students and enhance their willingness to learn (Mohammadi et al., 2019). This technique focuses on developing discussion and idea-sharing among students and teachers (Hong & Lin, 2019).

Pursanto (2021) defines interactive learning as a pedagogical approach aimed at shifting the classroom focus towards the students themselves, allowing them to actively engage in the learning process by asking their questions. Interactive learning is available in several ways, including techniques such as grouping and interactive approaches. Examples include various forms of collaborative learning, such as engaging in classroom discussions, participating in small group discussions, or collaborating in group activities and working together in pairs. The benefits of interactive learning include fostering the development of questioning skills, as students actively engage in formulating questions and conducting observational investigations to find answers. This approach facilitates the development of students' critical thinking skills and encourages their active involvement in the learning process. These learning strategies can enhance student learning activities by facilitating active student participation in the learning process, creating an interesting and enjoyable learning environment, and encouraging children to think critically and creatively (Sumiyati, 2017). These strategies can also enhance student engagement in the learning process by instilling confidence in carrying out instructions given by teachers effectively. By using this strategy, it is expected to improve student learning outcomes during the learning process. Interactive learning emphasizes direct engagement between students, teachers, media, and learning materials. This interactive learning technique often encourages students to ask questions, and the nature of these questions can vary (Arfa, 2023).

The interactive learning approach is a solution to problems in the IPAS learning process. Referring to previous research conducted by Amelia (2021) entitled "Implementation of Interactive Learning Models on

Learning Outcomes of Grade IV Students of Mi Darul Huda Galih Campang Jaya Bandar Lampung," the research results show that the interactive learning model can improve student learning outcomes. Based on the above description, the purpose of this research is to describe the implementation of the Interactive Learning approach in IPAS.

## Method

This study employs a descriptive qualitative research methodology. A preliminary investigation is undertaken to gather the necessary information for researchers to refine the problem. This study did not include hypothesis testing, but instead utilized a descriptive research method (Rahmadita et al., 2021). It was conducted at SDN Bagi 02 located in Madiun Regency. According to Moleong (2017), he defines research subjects as informants who participate in the research and provide knowledge about specific backgrounds and conditions (Moleong, 2017). The research participants in this study consist of 1 school principal, 20 students, and 1 teacher of Grade V at SDN Bagi 02. Sugiyono (2016) defines research instruments as tools that include interview techniques, used to collect data through systematic question-and-answer procedures. The results of these conversations must be carefully and meticulously documented. According to (Agung, 2014), observation is the act of focusing attention on an object using all sensory organs. Sugiyono (2016) defines documentation as the use of records, transcripts, photos, books, and other materials as data sources to collect research data in the field (Arikunto, 2010). The research flow diagram can be seen in Figure 1.

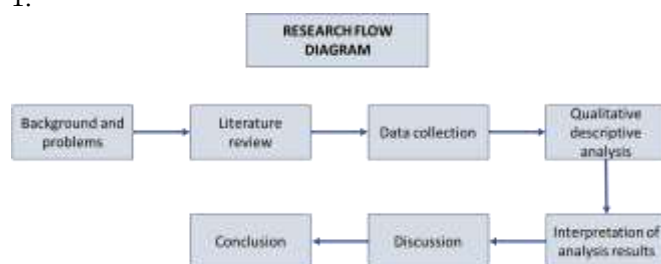


Figure 1. Research flow diagram

This research utilizes several data collection instruments, namely observation sheets and interview sheets. The objective of the observation sheet is to assess the educational resources and students' conditions in the school, as well as to monitor the interaction between teachers and students during the learning process (Saputra, 2019). Table 1 provides specific information about the content of the observation sheet.

The interview sheet is used to gather more comprehensive data about the interactive teaching

methodologies used in the educational process and the challenges faced by Grade V teachers at SDN Bagi 02. The interview sheet is used to collect more comprehensive data about the interactive teaching methodologies used in the educational process and the challenges faced by Grade V teachers at SDN Bagi 02. The interview sheet grid can be seen in Table 2, which is provided with the observation sheet.

Table 1. Observation Sheet Grid

Question
What curriculum is implemented in this school?
What facilities does the school provide to support the success of the learning process?
How many active students are participating in the learning process?
Does the school environment support the learning process?
In which subjects do students experience difficulties? Why?
How is the use of teaching approaches in this school?
What teaching methods do you usually apply in IPAS learning?
What obstacles do you encounter during the learning process?
How do you overcome them?

Table 2. Interview Sheet Grid

Questions	Source
What facilities does the school provide to support the success of implementing interactive teaching models?	Grade V Teacher
What is the learning environment situation at SDN Bagi 02?	Grade V Teacher
Are there any challenges in implementing interactive teaching approaches in Grade 5 for the IPAS subject?	Grade V Teacher
Is the school fully supportive of the interactive teaching approach you apply for Grade 5 students?	Grade V Teacher
What are the supporting and inhibiting factors in implementing interactive teaching approaches in Grade 5?	Grade V Teacher
How do you identify and overcome students' learning difficulties in IPAS learning?	Grade V Teacher
What challenges do you face when implementing interactive teaching approaches in IPAS learning?	Grade V Teacher
What are your expectations regarding the outcomes of implementing interactive teaching approaches in IPAS learning in Grade 5 at SDN Bagi 02?	Grade V Teacher

## Result and Discussion

Based on the research data from interviews with Grade V teachers at SDN Bagi 02, the initial condition in Grade V at SDN Bagi 02 before implementing the Interactive Learning approach showed that students were less focused and less active in participating in the learning process, resulting in a lack of understanding of concepts, especially in IPAS learning. However, in line



with the demands of the times, SDN Bagi 02 in Madiun Regency, particularly in Grade V for the IPAS subject, began implementing the Interactive Learning approach. This can be seen from the planning and implementation stages in IPAS learning in Grade V.

Interactive learning approach is a pedagogical strategy that allows teachers to actively engage in creating an educational environment where there is meaningful interaction between educators and students (Konopka et al., 2015). This approach also involves the use of various learning materials to achieve desired learning outcomes effectively (Alkhatib, 2018). This strategy promotes student engagement by encouraging active participation in the learning process, involving the use of cognitive abilities and the surrounding environment (Hidayat et al., 2020). The use of Interactive Learning strategy in IPAS learning of Chapter 6 of "Indonesiaku Kaya Raya" has been successful, as indicated by observation results. As the result of previous research show that interactive learning using technology has a positive impact on students (Abykanova et al., 2016).

The initial stage of implementing the Interactive Learning strategy at SDN Bagi 02 is the Introduction Stage, which involves arranging the classroom to facilitate individual and group learning. During this stage, teachers and students collaboratively analyze the teacher's explanation to identify problems by referring to questions posed by students (prior knowledge).



**Figure 2.** Students observing the teacher's explanation

During the Problem-Solving Activity stage, which is the second stage of the interactive learning model, students are required to engage in critical thinking and strategic planning to determine what they need to learn from the learning materials. Additionally, they collaborate with their peers to allocate tasks within groups. This process is illustrated in Figure 3 and serves as a key component of the interactive learning model. During this stage, teachers are responsible for

monitoring, guiding, and providing feedback on the activities carried out by students.



**Figure 3.** Students engaging in task allocation discussion

In the third stage, the Sharing and Discussion stage, students are asked to present their findings from solving problems discussed in the second stage in groups. Subsequently, they will report through presentations or discussions to reach conclusions. In this stage, the role of the teacher is to lead, observe, and provide comments during the presentation activities. After the discussion, the teacher asks questions that allow students to think critically. The questions asked by the teacher in this stage can be related to the facts they found with their experiences and knowledge, thus allowing the formation of new understanding.



**Figure 4.** Students with their group presenting the results of their discussion

In the fourth stage, known as the Summarizing stage, the teacher can involve students in the process of reviewing the content taught. At this level, students are instructed to independently assess the results of their actions under the supervision of the teacher, considering the progress made during the learning process. Furthermore, in this final step, students and teachers evaluate the learning activities during the learning process. The teacher also provides students with the opportunity to ask about aspects that are unclear or not understood. However, the absence of questions from

students indicates their understanding of educational content. During the IPAS learning process, which uses interactive learning methods, there was a significant increase in student engagement.



**Figure 5.** Representative students reviewing the material previously learned

Furthermore, from the documentation of learning outcomes using this interactive learning approach, it was found that there were 3 students who had not yet reached the LCP (Learning Objective Achievement Criteria) and there were 17 students who had reached the LCP. Students who have not reached the LCP will be given remedial questions. This can be evidenced by the learning outcomes of Grade V students at SDN Bagi 02 in Madiun Regency.

**Table 3.** Grade of Learning Outcomes of Grade V Students

Name	Grade
ANR	82
AFN	75
AMA	85
DAS	50
HWAP	80
JAKZ	80
LAMP	79
MADP	72
MAS	75
MAS	95
MF	79
MHSR	69
NDR	80
NAR	95
NSA	80
PLP	88
RMP	84
SAP	82
SMA	60
SAM	80

## Conclusion

In conclusion, this study explores the implementation of interactive learning approaches

within IPAS learning for Grade V students at SDN Bagi 02, Madiun Regency. Utilizing descriptive qualitative methods, the research examines the effectiveness and implications of integrating interactive learning strategies. The findings reveal a significant positive impact on IPAS learning, with learners actively engaging in the learning process, enhancing comprehension, and developing social skills. Recommendations include further support for curriculum development and resource allocation to sustain and enhance the interactive learning approach.

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## Author Contributions

This article was prepared by two authors, namely N.K and A.R. All members of the author jointly carried out this research at each stage.

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## Conflicts of Interest

The authors declare no conflict of interest.

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