



Using Leaflet-Based Interactive Learning Media to Increase Interest in Learning Social Sciences

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ABSTRAK

Kurangnya minat siswa dalam belajar berdampak pada hasil belajar siswa yang rendah. Dibutuhkan media pembelajaran yang mendukung kegiatan pembelajaran. Penelitian ini bertujuan untuk menganalisis penggunaan media pembelajaran interaktif berbasis leaflet untuk meningkatkan minat belajar ips kelas IV SD. Jenis penelitian ini yaitu penelitian eksperimen. Desain penelitian yang digunakan adalah Pretest-Posttest Non-Equivalent Control Group Design. Populasi penelitian ini berjumlah 50 siswa kelas V Sekolah Dasar. Metode pengumpulan data menggunakan tes. Instrumen pengumpulan data menggunakan soal tes. Teknik analisis data menggunakan analisis statistik inferensial. Hasil penelitian menunjukkan nilai signifikansi dan menunjukkan tidak adanya pengaruh signifikan penggunaan media pembelajaran interaktif terhadap hasil belajar kelompok eksperimen dan kontrol. Temuan menunjukkan bahwa penggunaan media interaktif berbasis selebaran dalam pengajaran IPS memberikan selebaran interaktif kurang menarik perhatian siswa dan melibatkan mereka dalam pembelajaran. Desain visual yang menarik dan fitur interaktif membuat pembelajaran menjadi kurang seru dan menyenangkan. Sifat interaktif dari selebaran tidak memungkinkan siswa untuk berinteraksi dengan konten secara aktif, sehingga meningkatkan pemahaman mereka tentang konsep-konsep yang kompleks. Selain itu, fleksibilitas selebaran interaktif tidak memungkinkan adanya pengalaman belajar yang dipersonalisasi dan disesuaikan dengan kebutuhan dan preferensi masing-masing siswa. Temuan ini mempunyai implikasi signifikan terhadap desain dan implementasi materi pendidikan di masa depan.

ABSTRACT

Lack of student interest in learning impacts low student learning outcomes. Learning media is needed to support learning activities. This research aims to analyze the use of leaflet-based interactive learning media to increase interest in learning social sciences in fourth-grade elementary school. This type of research is experimental research. The research design used was Pretest-Posttest Non-Equivalent Control Group Design. The population of this study consisted of 50 fifth-grade elementary school students. The data collection method uses tests. The data collection instrument uses test questions. The data analysis technique uses inferential statistical analysis. The research results show significant value and no significant influence of the use of interactive learning media on the learning outcomes of the experimental and control groups. The findings show that handout-based interactive media in social studies teaching provides interactive handouts that attract less students' attention and engage them in learning. Attractive visual design and interactive features make learning less exciting and fun. The interactive nature of handouts allows students to interact with the content actively, enhancing their understanding of complex concepts. Additionally, the flexibility of interactive handouts does not allow for a learning experience that is personalized and tailored to each student's needs and preferences. These findings have significant implications for the design and implementation of educational materials in the future.

1. INTRODUCTION

Education is a fascinating journey of personal and societal growth. In this exciting technological era, the use of learning media has become a hot topic. One of the media that attracts our attention is leaflet-based interactive learning media. In today's digital world, technology is a part of our daily lives, students are more responsive to engaging and interactive teaching methods (Azmi & Widiaty, 2021; Kintu et al., 2017; Lu et al., 2020). Therefore, the use of leaflet-based interactive learning media can be an interesting and effective way to increase students' interest in learning. Interest in learning is one of the determining factors for educational success (Firdanu et al., 2020; Maryanti & Kurniawan, 2018). Students who are interested in a particular subject tend to be more engaged and achieve better understanding. However, not all subjects capture students' interests equally. Social Sciences, which cover complex topics

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and are less directly related to students' daily experiences, often require assistance to increase interest in learning (Hardiyanti et al., 2019; Wisada et al., 2019). In this context, the use of leaflet-based interactive learning media can be an interesting solution. This media utilizes a combination of text, image, audio, video and interactive elements to present learning material in an interesting and easy to understand manner. With interactive elements, students can actively participate in the learning process thereby increasing their interest in social studies (Latifah & Utami, 2019; Nylund, HasseNylund & Lanz, 2020; Widyatmojo & Muhtadi, 2017). Therefore, it is important to explore the unexplored realm of leaflet-based interactive learning media to increase students' interest in social studies. This research will not only provide a deeper understanding of the effectiveness of using this media in increasing students' interest in learning, but also offer valuable recommendations for educational development in the future. Previous research shows that leaflets can increase students' interest in learning (Ramadhani et al., 2020). Leaflets convey information visually and concisely, attracting students' attention and igniting their learning motivation (Ramadhani et al., 2020). Several previous studies found that interactive leaflets can provide an enjoyable learning experience for students. Interactive elements in leaflets, such as interactive tasks or thought-provoking questions, can increase students' engagement in learning and motivate them to more actively seek out information. Research also shows that handouts can help students better understand the concepts being taught. Well-designed visualizations, relevant illustrations, and graphs or diagrams can help students connect information and strengthen their understanding (Alhefnawi, 2021; Hutagaol et al., 2022). Previous studies also highlight the importance of using learning media that is easily accessible to students (Fisnani, YeniFisnani et al., 2020; Fonda & Sumargiyani, 2018). Leaflets can be used via electronic devices for classroom purposes. These flexible handouts allow students to access learning materials anytime and anywhere.

Other investigations show the role of interactive leaflets in motivating grade 5 students to study social studies exploring the role of interactive leaflets in motivating grade 5 students to study social studies (Fitriani & Prasetyo, 2022; Haryanto & Febriani, 2020; Kurniawan & Ardiyanti, 2020; Maulidina & Hidayatullah, 2018; Mustofa & Hadi, 2018; Nurjanah & Wibowo, 2020; Purwanti & Prihastuti, 2020). Research findings show that interactive leaflets significantly increase students' motivation to study social studies interactive on student achievement in social studies (Fisnani, YeniFisnani et al., 2020). Research results show that interactive leaflets positively improve student achievement in social studies. The use of leaflet-based interactive learning media can increase students' interest and attachment to social studies (Nurjanah & Wibowo, 2020). Previous research has demonstrated the positive impact of using interactive handouts on student motivation, interest in education, engagement, and academic achievement in Social Studies. Therefore, this research aims to provide a deeper understanding regarding the use of interactive leaflets to increase students' interest in social studies in grade 5 elementary school. Leaflet-based interactive learning media is the focus variable in this research (Maulidina & Hidayatullah, 2018). Leaflet-based interactive learning media refers to the use of leaflets developed with interactive features to perfect the learning process. Interactive flyers usually combine text, images, audio, video, and other interactive elements. Students can access interactive brochures through electronic devices such as computers, tablets, or smart phones and engage in interactive and interesting learning activities. Interactive leaflets can provide additional content, such as instructional videos, 3D animations, explanations, or interactive tasks (Ramadhani et al., 2020). The contents are designed to enrich students' understanding of the concepts taught in IPS. Leaflet-based interactive learning media can contain gamification elements. Scores, points, challenges, and rewards can make learning more interesting and fun. Students can be given points or badges after completing interactive activities in the brochure, which can motivate them to continue participating in the learning process.

In addition, leaflet-based interactive learning media allows content adjustments (Raharjo & Fauzi, 2021). Teachers can arrange brochures according to students' understanding and needs. They can also adjust the difficulty level or complexity of the content to suit the student's abilities. This way, students can study independently and focus on the most relevant topics. Collaborative integration can also be applied to leaflet-based interactive learning media. Features such as online discussions, interactive questions, or project-based assignments can facilitate collaboration between students in learning social studies concepts. This helps develop students' social skills, teamwork skills, and critical thinking abilities. Even though previous research has shown the benefits of using leaflets on student learning motivation, further research is still needed to understand more deeply the effectiveness of using leaflets in increasing students' interest in learning and the factors that influence it. The novelty of this research is examining the use of learning media. leaflet-based interactive to increase 5th grade elementary school students' interest in learning social studies. The use of leaflet-based interactive learning media provides a more interesting and interactive learning experience for students (Setiawan, 2020; Sulistiawan & Wulandari, 2021). Interactive features that can be implemented in interactive leaflets include, first, multimedia, meaning that

interactive brochures can combine various media such as images, audio, video, animation and graphics. This allows students to access and understand information in a more visual and enjoyable way.

Second, additional content means that interactive flyers can provide additional content that is not found in traditional flyers. For example, students can access explanatory videos, interactive animations, or simulations that help them understand the concepts being taught. Third, interaction means that interactive handouts allow students to interact with the content directly. They can answer interactive questions, select answer options, or perform tasks integrated in the brochure. These interactions help students actively engage in learning and deepen their understanding. Fourth, personalization means that interactive handouts can be adjusted to meet students' needs and level of understanding. Teachers can adjust the content of the material, level of difficulty, or complexity to suit each student's abilities. This allows students to learn at their own pace and have a more personalized learning experience. As well as, collaboration. This means that interactive brochures can also facilitate collaboration between students. For example, students can collaborate in learning social studies concepts through features such as online discussions or project-based assignments. This improves students' social skills, teamwork skills, and critical thinking abilities (Ade Sri Madona et al., 2023; Hajar et al., 2023).

Interest in learning social studies refers to students' interest in studying and following social studies lessons at school (Daryanto et al., 2020; Susanto & Wulandari, 2019). This reflects students' enthusiasm, motivation and interest in lesson material and activities related to social studies. Interest in learning social studies plays an important role in the learning process. Students who are very interested in social studies tend to be more active, participative and enthusiastic in their learning. A strong interest in social studies can also influence students' understanding and academic achievement (Restu Kurnia & Titin Sunaryati, 2023; Utami & Pratama, 2019). For example, relevance means students' perceptions of the relevance and connection of social studies content to everyday life can influence their interest in learning. Teaching methods mean an interesting, interactive, and student-centered approach can increase interest in learning. Second, teaching methods that allow students to participate, discuss, explore, or engage in direct activities in social studies learning can make them more involved and interested. Third, learning environment. This means that factors such as a positive classroom atmosphere, teacher support, and adequate learning facilities can influence interest in studying social studies. A supportive and motivating social studies learning environment can increase students' interest in these subjects. And, perceived competence means students' confidence in their ability to understand and master social studies also influences their interest in learning. If students feel confident and believe that they can understand social studies content, they will likely have a higher level of interest. These factors interact with each other and can vary for each student. Understanding and responding to these factors can grow and increase students' interest in social studies. Increasing students' interest in social studies is very important in creating an effective and sustainable learning experience. Leaflet-based interactive learning media can increase students' interest in social studies. With interactive features and interesting content, interactive handouts can motivate and engage students in social studies learning, thereby increasing their interest in the subject. This research aims to analyze the use of leaflet-based interactive learning media to increase interest in learning social sciences in fourth-grade elementary school.

2. METHODS

This type of research is experimental research which aims to determine the effect of treatment on research subjects. Experimental research is conducted to establish cause-and-effect relationships resulting from the implementation of treatment. Experimental studies involve the deliberate manipulation of factors to investigate causal relationships in Social Sciences. This research used a pretest-posttest non-equivalent control group design as shown in Table 1. This research involved two groups: the first group received learning using leaflet-based learning media as the experimental group, while the second group received learning using conventional learning media. learning media (such as models or teaching aids) as a control group. Pretest and posttest were carried out to measure the initial and final abilities of each student. Research design Pretest-Posttest Non-Equivalent Control Group Design is presented in Table 1.

Table 1. Research design

Group	Sample	Prates	Treatment	Positions
Test	R1	TWO ₁	X	TWO ₂
Control	R2	TWO ₁	-	TWO ₂

R1: Experimental Group Sample; R2: Control Group Sample; O1: Pretest or initial test before treatment is given; O2: Posttest or final test for the experimental and control groups; X: Instruction uses leaflet-based learning materials

The data collection method uses tests. The data collection instrument uses test questions. The population of this study was all students at one of the elementary schools in South Jakarta, and the sample was 50 class V students at that school. Student learning outcome tests are used to measure the effectiveness of the learning media developed. Learning is said to be adequate if at least 80% of students meet the KKM. The data obtained in this research is described according to each variable. One variable, namely learning outcomes, is explained and then divided into two variables: pre-treatment and post-treatment variables. The data analysis technique uses inferential statistical analysis.

3. RESULT AND DISCUSSION

Results

The use of leaflet-based interactive media in social studies learning for grade 5 elementary school students can provide several benefits. Interactive handouts can grab students' attention and actively engage them in learning. Visually attractive flyer designs and interactive features can make learning more exciting and enjoyable for students. Interactive leaflets can present information clearly and concisely, making it easier for students to understand and remember social studies content. Combining visual, text, and interactive elements can improve students' understanding of complex concepts. The steps for making leaflet-based media in social studies learning are presented in Figure 1.

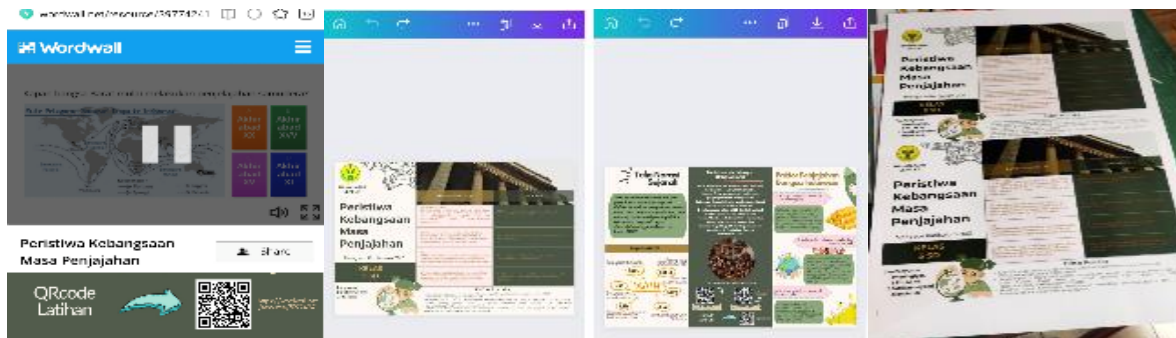


Figure 1. Leaflet Planning on the Canva Application

The interactive nature of the brochure allows students to actively interact with the content. This approach can increase information retention and students' ability to remember information in the long term. Students are more likely to remember the important points and details in the brochure. Handouts can be customized to meet each student's individual needs and learning preferences. Students can navigate the brochure at their own pace, review specific sections, or access content as needed. This flexibility encourages a personalized learning experience. Interactive handouts may include activities, quizzes, or puzzles that require students to apply critical thinking and problem-solving strategies. This encourages the development of high-level thinking and analytical skills in students. Positive Learning Experience: The use of interactive media and attractive visuals in leaflets can create a positive and enjoyable learning experience for students. This can foster a love of social studies learning and motivate students to actively participate in further learning. Paired sample statistics are presented in Table 2.

Table 2. Paired Sample Statistics

Pair 1	Means	N	Std. Deviation	Std. Meaning of Error
Experimental	62.84	50	15.725	2.224
control	60.61	50	15.416	2.180

Based on the paired sample test in Table 3, the significance value (2-tailed) of 0.408 is greater than 0.05. Thus, H0 is accepted and H1 is rejected, this shows that there is no significant influence of interactive learning media on the learning outcomes of the experimental and control groups. The results of using leaflet-based interactive learning media in this study were not significant in increasing interest in learning social studies in grade 5 elementary school students. Paired sample tests are presented in Table 3.

Table 3. Paired Samples Test

	Means	Std. deviation	Std. significant error	95% confidence interval of the difference		T	df	Say. (2 tails)
				Lower	Above			
Pair 1 Experimen tal control	2.680	22.699	3.210	-3.771	9.131	8.35	49	0.408

Test results: H0: Interactive learning media has no significant effect on the learning outcomes of the experimental and control groups; H1: The use of interactive learning media has a significant effect on the learning outcomes of the experimental and control groups; Basis for decision making: If the significance level is <0.05 then H0 is rejected and H1 is accepted; If the significance level is >0.05 then H0 is accepted and H1 is rejected.

The results of this research are not in line with research findings that the use of leaflet-based interactive learning media can make social studies learning more interesting for students. Creatively designed leaflets, accompanied by interesting images, graphics and text, can increase students' interest in studying social studies (Sa'diyah & Yulianti, 2019).

Discussion

Previous research shows the impact of interactive leaflets on student engagement in social studies, examining the effect of using interactive leaflets on student engagement in social studies (Rahmatica & Indriani, 2019; Sa'diyah & Yulianti, 2019). This research shows that the use of interactive handouts significantly increases the level of student engagement in the learning process. Another survey regarding increasing interest in social studies through interactive leaflets aims to increase students' interest in social studies by utilizing interactive leaflets (Setiawan, 2020; Sulistiawan & Wulandari, 2021; Susanto & Wulandari, 2019; Syahputra & Siregar, 2019). The findings show that interactive leaflets are effective in increasing students' interest in the subject. Interactive handouts provide students with the opportunity to actively participate in the learning process (Setiawan, 2020). Students can read, observe pictures, and interact with the information presented in the brochure. This can increase student interest and involvement in social studies learning. Interactive leaflets can create a fun learning experience for students. Students can engage in interesting and interactive ways in problem solving or material analysis with interactive elements such as reflection questions, assignments, or activities.

Furthermore, other research examines students' opportunities for independent learning through the use of interactive leaflets (Kurniawan & Ardiyanti, 2020). Students can process the information in the brochure at their own pace and learning style. This can help students develop independent learning skills and take responsibility for their learning process. In addition, interactive handouts can help students understand social studies concepts better. Including visualizations in brochures can help students understand the material more clearly and strengthen their understanding. In contrast, his research found that interactive handouts can stimulate students' critical thinking through reflection questions, assignments, or activities that involve students in analyzing social studies content (Syahputra & Siregar, 2019). This can help students develop critical and analytical thinking skills in social studies learning. The research implications of using leaflet-based interactive learning media in increasing interest in learning social studies in grade 5 elementary school students. The use of this media opens the door to a more interesting and interactive learning approach. By presenting social studies material through interactive leaflets, students can be actively involved in the learning process, increase their involvement, and strengthen understanding of concepts. Apart from that, this media can also help teachers to convey information in a way that is more interesting and easy for students to understand (Harsiwi & Arini, 2020; Setyaningsih et al., 2020). Although research on the use of leaflet-based interactive learning media to increase interest in learning social studies in grade 5 elementary school students has many benefits, there are several limitations that need to be considered. First, this study may have limitations in the generalization of its results because it may have only been conducted in certain schools or areas. Second, external factors such as students' level of technology skills and parental support can also influence the effectiveness of implementing learning media. Third, this research may also be limited in measuring the long-term impact of using learning media on students' interest in learning (Rahmawati et al., 2020; Yanto, 2019). To overcome these limitations, several recommendations can be proposed. First, further research could be conducted with a broader scope, involving more schools and regions, and taking into account variations in students' levels of technology skills and parental support. Second, there needs to be training and support for teachers in integrating interactive learning media into their curriculum, as well as supporting students in their use. Third, longitudinal research can be conducted to understand the long-term impact of using learning media on students' interest in learning and academic achievement. Thus,

this recommendation can help optimize the implementation of leaflet-based interactive learning media and increase its effectiveness in increasing interest in learning social studies in grade 5 elementary school students.

4. CONCLUSION

The use of leaflet-based interactive learning media in 5th grade elementary school social studies subjects in this study was not significant in increasing students' interest in learning. Creatively designed handouts with attractive images, graphics and text can make learning more interesting for students. In addition, this media can provide opportunities for students to learn independently, stimulate active interaction with learning material, and involve students in problem solving activities or material analysis. However, this is not positively related to students' interest in social studies. By using leaflet-based interactive learning media, teachers can create a learning environment that stimulates students' interest in learning. This can increase student engagement, motivation, concentration and academic achievement in social studies subjects. Apart from that, creative, interactive and challenging teaching methods that involve students in practical activities or field observations can also increase students' interest in learning. However, it should be noted that the use of leaflet-based interactive learning media which is supported by good design, proper integration with the curriculum, and adequate learning support is not significant in increasing students' interest in learning social studies.

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