

Teacher Strategies in Implementing Interactive Learning Media in Indonesian Language Subjects for Grade IV Under the Merdeka Curriculum in Elementary Schools

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ABSTRACT

This study aims to analyze the teacher's strategy in applying interactive learning media in class IV Indonesian language subjects of Merdeka Curriculum at Elementary School. The method used is descriptive qualitative with data collection techniques through interviews, observation, and documentation. Data validity through source triangulation and technique triangulation, which ensures consistency and accuracy of data from various perspectives. The collected data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results show that the use of interactive learning media such as Wordwall and animated videos is effective in improving students' skills, including speaking, reading, listening and writing. It also creates a learning atmosphere that is fun, participatory, and relevant to students' needs. However, some obstacles were found, such as limited technology facilities, inadequate projectors, and unstable internet access. Proposed solutions include improving school facilities and improving internet access. This research confirms that interactive learning media is a relevant innovation to support Merdeka Curriculum, provide an engaging learning experience, and significantly improve student learning outcomes.

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1. INTRODUCTION

Education is interpreted as a process of forming individual character and personality (Dewi et al., 2022). The word process refers to education as a learning experience, social interaction, and the development of moral and intellectual values of learners. In addition, education also functions as a means to prepare learners to face the challenges of life, develop their potential, and contribute actively and positively in learning activities. The teaching and learning process is a crucial element in efforts to improve the quality of a country. The better the quality of education achieved, the greater the progress that can be achieved by the nation (Ujud et al., 2023). In this context, the quality of education is largely determined by the effectiveness of the learning process that takes place in schools. There is almost no rejection or denial from various circles about the importance of education. Therefore, the selection of learning media in accordance with student characteristics is an important part of the strategy. Education aims to develop the potential of learners as a whole, so that they can become superior individuals and be able to compete at the national and international levels.

In the digital era, information technology presents a great opportunity to improve the quality of learning. Learning methods that previously focused on conventional methods are now starting to change with the presence of digital innovation, which offers convenience and efficiency in delivering material to students (B. Wulandari et al., 2019). Along with Subscribe to DeepL Pro to edit this document. Visit www.DeepL.com/pro for more information. technological developments, the world of education has experienced significant changes, especially in learning methods (Jauhar, 2023). Learning media is one of the elements that play an important role in the learning and teaching process (A. P. Wulandari et al., 2023). This

media serves not only to convey information, but also to arouse interest, motivate students, and encourage their active participation. In the digital era, interactive learning media, such as information technology-based applications, educational games, and audio-visual content, are increasingly popular due to their ability to create dynamic, contextual, and relevant learning experiences. The use of learning media based on information and communication technology in elementary schools has a great opportunity to support the adjustment of the independent curriculum which is closely related to technology (Anam & Septiliana, 2023). In the implementation of the Merdeka Curriculum, which encourages an adaptive, innovative, and student potential-based learning approach, the use of interactive learning media is one of the innovations that can create a more interesting and participatory learning environment.

The Merdeka Curriculum, launched in response to the learning challenges brought about by the pandemic, emphasizes the importance of an adaptive and participatory approach to learning. Merdeka Curriculum provides students with the opportunity to learn comfortably, without pressure, fun and relaxed. Merdeka Learning emphasizes freedom and creativity that allows them to develop their natural talents (Rahayu et al., 2022). Merdeka curriculum gives teachers and principals the freedom to be more flexible in designing and developing the curriculum at school, taking into account the specific needs of students, including their interests, talents, and learning abilities. In this curriculum, teachers are given the freedom to design learning strategies that suit student needs, including the use of relevant interactive media (Rohim & Rigianti, 2023). Although it offers flexibility, implementing Merdeka Curriculum requires teacher and school readiness, especially in the use of technology and innovative learning methods. Intensive training and mentoring are needed to improve teachers' understanding of designing teaching modules that are effective and in accordance with curriculum objectives (Hindriana et al., 2023). By utilizing interactive media, it is expected that students can be more actively involved, so that their understanding of the subject matter becomes better. In addition, it is important to choose learning media that suits the characteristics of students, because each individual has a different learning style, and interactive learning media can be customized to meet these needs.

The results of preliminary observations in elementary schools show that learning Indonesian in grade IV still faces challenges, especially in the use of interactive learning media. Teachers tend to use conventional methods that do not involve students actively in learning. This has an impact on students' low enthusiasm for learning and limited development of critical thinking skills. Interactive learning media is relevant to overcome this problem, because it not only helps teachers deliver material in an interesting way, but also develops students' potential in accordance with the profile of Pancasila learners promoted in the Merdeka Curriculum.

Based on this background, this study aims to identify the strategies used by teachers in applying interactive learning media in Indonesian language subjects, the supporting and inhibiting factors, and solutions to overcome these obstacles. Thus, this research is expected to make a significant contribution to the development of innovative and relevant learning methods in the current era of education.

2. METHOD

This research uses a qualitative descriptive approach with a case study design. Qualitative descriptive research aims to understand phenomena holistically by utilizing various data collection techniques (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019). This method was chosen to describe and analyze in depth the teacher's strategy in applying interactive learning media in grade 4 Indonesian language subjects of Merdeka Curriculum in elementary schools. The research was conducted at Bogoarum 1 State Elementary School which is located in the village. Bogoarum, Plaosan sub-district, Magetan district. The data collection process is carried out through interviews, observation, and documentation. Semi-structured interviews were applied to obtain information from key informants, such as teachers, principals, and students (Rizky Fadilla & Ayu Wulandari, 2023). The subjects of this research involved teachers and students from Bogoarum 1 State Elementary School. At the interview stage, interviews were conducted with the principal, class teachers, and a number of students to extract information. Observation is used to directly see the implementation of interactive learning strategies in the classroom, while documentation includes the collection of teaching modules, photos of activities, and other documents (Education et al., 2021). Observation is done by directly observing the learning process between teachers and students in the school environment. And documentation is used to collect important data such as photos and videos taken during learning activities. The results of the interviews, observations and documentation were then described. Data validity is done through source triangulation and technique triangulation. Data from different sources were verified to ensure consistency, while different techniques were used to check the accuracy of the information. This process was carried out systematically to ensure the data generated was relevant to the research objectives. The collected data were analyzed using the Miles and Huberman model, which involved three main stages: data reduction, data presentation, and conclusion drawing.

3. RESULT AND DISCUSSION

In carrying out this analysis, the informants involved include the principal, a teacher and grade 4 students from Bogor 1 State Elementary School. Qualitative interviews were conducted with reference to the perspectives of informants who have implemented interactive learning media in the Indonesian language subject of the Merdeka Curriculum for elementary school students. From the results of the interviews, four main topics were obtained, namely the teacher's strategy in implementing interactive learning media, the application of interactive learning media in the Indonesian language subject of the Merdeka Curriculum, supporting and inhibiting factors in the use of interactive learning media, and solutions to overcome inhibiting factors in the application of interactive learning media in Indonesian language subjects.

3.1. Teacher's Strategy in Implementing Interactive Learning Media in Indonesian Language Subjects of Merdeka Curriculum

From the results of interviews on learning media planning submitted by teachers and principals that learning media is everything that is used to convey learning material to students to facilitate the teaching and learning process. In the learning process at school, teachers compile teaching modules to make it easier for teachers to deliver learning materials. In addition, teachers also make interactive learning media to support the learning process of students. Teacher strategies in the application of interactive learning media from the results of interviews that have been submitted by class teachers that one of the important steps that must be taken in the application of interactive learning media, the strategies used by teachers in these schools include:

Adjusting the media to the child's condition. This means that teachers must understand the needs, interests, and abilities of students so that the media used can truly support the learning process. In the context of the Merdeka Curriculum, attention to student conditions is very important, because the learning designed must be inclusive and relevant to children's daily experiences. Adjusting to children's conditions, teachers also consider the learning objectives to be achieved. In the Merdeka Curriculum, learning objectives not only focus on academic achievement, but also on developing students' critical thinking skills, creativity, and character. Therefore, interactive learning media is selected and designed to support the achievement of these goals. For example, technology-based interactive media such as videos, digital quizzes (wordwall), and learning apps can be used to train students in understanding material concepts while improving their ability to collaborate and compete. As an illustration, if students are more interested in visual activities, teachers can utilize animated videos to deliver the material. On the other hand, for students who prefer interactive activities, teachers can use game-based learning applications. With this approach, learning media is not only able to attract students' interest, but also encourage their active participation in the learning process. And the customization of learning media also includes the selection of child-friendly tools and materials. For example, the use of bright colors, interesting illustrations, and easy-to-understand instructions can increase students' interest in learning. In addition, the media used should be flexible so that it can be accessed by all students, including those with special needs, to create inclusive learning.

According to the results of interviews conveyed by the teacher, the teacher's strategy in implementing interactive learning media is an important foundation in supporting the successful implementation of the Merdeka Curriculum. Teachers not only act as conveyors of information, but also as facilitators who help students develop their potential optimally. By choosing and designing appropriate learning media, teachers can create an inspiring learning environment, support the growth of students' self-confidence, and encourage their active involvement in every stage of learning. Teachers also use evaluation strategies to assess the effectiveness of the interactive learning media implemented. By observing students' responses during the learning process, evaluating learning outcomes, as well as asking for feedback from students to find out to what extent the media helps them understand the material. Based on this evaluation, teachers can make improvements or further develop the learning media used. Ultimately, teachers' implementation of interactive learning media reflects their commitment to creating quality learning that is relevant to the times. By utilizing technology and the right strategies, the learning process not only becomes more effective, but also more meaningful for each student.

From the results of interviews submitted by grade IV students about the application of interactive learning media used by teachers, stating that with teachers using interactive learning media wordwall and video animation learning Indonesian is fun and not boring in receiving material. While the interview submitted by the teacher about the teacher's strategy in applying interactive game-based interactive learning media can increase the motivation of students who tend to be more interested in learning methods that are fun and involve interaction. With this strategy, the teacher acts as a facilitator who not only conveys material, but also creates a learning environment that supports student exploration and understanding. This is in line with the main principle of Merdeka Curriculum, which is student-centered learning, so that learning becomes more meaningful and enjoyable. This strategy also encourages students to be more active, creative, and involved in the learning process, which will ultimately improve their learning outcomes. Overall, through observations and interviews, reading and listening skills were proven by using interactive learning media to be an effective strategy to improve the quality of speaking, reading, listening, and writing in the classroom.

In the application of interactive learning media used by teachers, namely wordwall and animated videos, based on observations of students' speaking skills that I researched, it is appropriate and proves that teachers create a more pleasant learning atmosphere and students are more active in the classroom in speaking. The results of interviews delivered by interactive learning media teachers not only make it fun and interactive but encourage students to dare to speak in class. In the application of interactive learning media based on observations of listening skills, it proves the effectiveness of students' listening skills. The results of the interview conveyed by the teacher that students' listening skills are higher when using interactive learning media because students are interested in the material that has been delivered. In addition, based on observations of writing skills, the data I researched is consistent and proves that teachers encourage students to think critically and creatively in writing. The results of interviews delivered by teachers applying interactive learning media in writing skills students are more active in expressing ideas in writing. The results of all Indonesian language indicator data prove that using interactive learning media helps students in speaking, reading, listening, and writing skills. But there are still some skills that need to be improved, namely in listening and writing skills.

3.2. Supporting and inhibiting factors for the application of interactive learning media

Supporting and inhibiting factors in interactive learning media based on the results of interviews submitted by school principals and teachers, that supporting factors in the application of interactive learning media can increase enthusiasm of students who create a pleasant and interactive learning atmosphere in the learning process in the classroom. Other supporting factors are the availability of tools (laptop, LCD, projector) although not yet complete, as well as the ability and skills of teachers who are sufficient in operating technology-based learning media. Meanwhile, the inhibiting factors in the application of interactive learning media are inadequate projectors and limited internet access. Inadequate projectors are the main obstacle, because the impressions become less clear. This results in a lack of effectiveness in the application of interactive learning media. The second factor is limited internet access. So that in accessing interactive learning media is not stable in accessing it.

3.3. Solutions to overcome inhibiting factors in the application of interactive learning media in Indonesian language subjects

The results of the interviews delivered by principals and teachers, the solution to overcome inhibiting factors by improving school facilities so that in using interactive learning media there are no obstacles. This includes the procurement of supporting devices such as computers, laptops, projectors, and other technological tools that support the use of interactive learning media. With adequate facilities, teachers and students can easily access learning materials without technical constraints, so that the teaching and learning process runs more effectively and efficiently. And improve internet access so that the internet network is stable. Internet network stability is a major requirement in supporting the use of digital-based learning media. A fast and stable internet allows teachers to utilize various online learning resources such as videos, animations, and interactive learning applications without being interrupted by network connection problems.

DISCUSSION

3.1. Teachers' strategies in implementing interactive learning media in grade 4 Indonesian language subjects of Merdeka Curriculum in elementary schools

Teacher strategy is an effort made by an educator in carrying out the learning process to attract students' interest, attention, and interest, so that learning objectives can be achieved. A teacher has the responsibility to guide, educate, direct, teach, and train students so that they experience better development than before (Audria, 2020). In implementing teacher strategies on the use of interactive learning media, teachers involve various methods and tools to increase student understanding and engagement (Wahyuni et al., 2024). Based on interviews, interactive learning media such as videos, wordwalls, and learning applications allow students to learn more actively and learning in class is fun. This is supported by research that shows that game-based interactive media can increase student learning motivation through dynamic and fun learning experiences (Saputra, 2023). This strategy also integrates multimedia-based approaches, such as a combination of visual and audio, to help students understand the material better (Andri et al., 2023). The use of interactive learning media is essential in creating a fun and meaningful learning experience. This media helps students visualize abstract concepts to be more concrete. For example, digital-based e-modules such as those developed with the ADDIE method, have proven to be effective and valid in improving student understanding (Kusumawati et al., 2024). In Merdeka Curriculum, teachers have more freedom to choose learning media that are suitable for student characteristics and learning objectives. This aims to create an interesting and effective learning experience. The learning media used include audio-visual media and digital devices. This strategy is based on the following principles:

Adjustment of student characteristics, teachers consider students' interests in choosing media in order to motivate them. The use of media such as interactive videos or animations helps visual and kinesthetic students to understand the material better (Anwari et al., 2023). The application of digital interactive media,

digital media such as Android-based learning applications can provide wider access and support students' literacy culture. For example, the use of Android-based applications has been shown to improve student engagement and language learning outcomes (Wisnu Wijayanto et al., 2021). And innovations in literacy learning, teachers use learning media to train students in reading and understanding texts in depth. The development of interactive modules can also improve language learning outcomes, as reported in a study on the development of interactive learning tools for Bahasa Indonesia (Novelti & Erpidawati, 2020).

The strategy of using interactive learning media in Indonesian language learning aims to increase students' participation and motivate them during the learning process. This strategy involves the use of such as videos, wordwall quizzes, and learning apps to maintain students' learning spirit. This media is able to facilitate participatory learning that is more interesting and contextualized. Other research shows that the use of interactive media can improve concept understanding (D. Wulandari et al., 2022). In addition, teachers also utilize educational videos to provide explanations of material relevant to Indonesian lessons, adjusting the needs of students in the Merdeka Curriculum. Strategies used by teachers such as utilizing the Wordwall application for interactive quizzes aim to increase students' enthusiasm for learning. Research (Ismawati et al., 2023) states that interactive learning media can significantly improve student learning outcomes. The implementation of interactive learning media requires support from various parties, including the provision of tools, teacher training, and curriculum development that supports this approach. School principals have an important role in ensuring the availability of technology facilities. Studies show that the use of platform-based interactive multimedia such as Wordwall makes it easier for teachers to deliver interesting and interactive material (Destiana & Purwanto, 2024). In addition, educational videos are a relevant choice because they can convey material with interesting visuals.

In research (Yana & Sudarma, 2023), contextual learning-based videos significantly improved student understanding. The Merdeka curriculum emphasizes flexible and student-centered learning. The use of interactive media supports this approach by providing students with opportunities to learn independently and collaborate through engaging activities. Research (Cahyani et al., 2024) highlights that technology-based media, provides space for students to access learning materials in a more effective way. The strategies implemented by teachers in using interactive learning media in Indonesian lessons involve adapting the media to students' needs, using digital technology, and focusing on literacy. Such as wordwall quizzes and educational videos, are proven to support Merdeka Curriculum's goal of flexible, engaging and active participation-based learning. Thus, learning becomes more interesting, relevant, and improves student learning outcomes.

The implementation of interactive learning media in Indonesian language subjects is organized to produce interactive and fun learning experiences in improving learning outcomes. Based on the results of interviews and observations in Indonesian Language indicators, by applying interactive learning media teachers are able to present interesting and fun learning. So that students can actively participate in the learning process in class. The results of the interview submitted by Mr. U interactive learning media effectively improve the quality of language skills which include: speaking, reading, listening, and writing. Other research supports this finding, which states that interactive media effectively improves students' language skills by creating an interesting and interactive learning atmosphere (Rulismi, 2023). In listening and writing skills show the same effectiveness. From the results of interviews submitted by teachers and observations of students' listening skills are higher when using interactive learning media because students are interested in the material that has been delivered. Previous research shows that interactive multimedia can improve listening skills if designed with interesting visual and audio elements (Desfita, 2020). In writing skills, students are more active in expressing ideas in writing. For writing skills, observations show that interactive media encourages students to think critically and creatively in writing, although further reinforcement is still needed. This finding is consistent with research that reveals that interactive video-based media effectively improve students' writing skills by providing an interesting and relevant context (Mu'awanah et al., 2024).

Overall, the use of interactive learning media is proven to help improve students' speaking, listening, reading, and writing skills, although improvements are needed in the aspects of listening and writing for more optimal results.

3.2. Supporting and inhibiting factors for the application of interactive learning media

In applying interactive learning media in the Indonesian language learning process in class 4 of the Merdeka Curriculum, there are supporting and inhibiting factors. Based on the results of the interview, the supporting factors in the application of interactive learning media can increase the enthusiasm of students who create a pleasant and interactive learning atmosphere in the classroom learning process. This facilitates student-centered learning, where they not only listen to the teacher's explanation but also actively participate through activities such as discussion, problem solving, or concept exploration using the media. Other research supports these findings, namely, the use of interactive media creates a pleasant learning experience, and increases

students' active participation in the learning process (Budiarto & Jazuli, 2021). Another supporting factor is the availability of tools (laptop, LCD, projector) although not yet complete, these tools play an important role in creating a more visual and interesting learning experience for students. Although the availability is not yet fully adequate, these tools support teachers in delivering material more interactively, for example through digital presentations, learning videos, or interactive simulations. Experts indicate that this technology-based media is very feasible to use to support learning in elementary schools (Novitasari & Kurniawati, 2023). As well as teachers' sufficient abilities and skills in operating technology-based learning media. Teachers have sufficient competence in operating technology-based learning media. Teachers not only involve the ability to operate technology, but also creativity in utilizing media to deliver material. Innovative teachers can use digital media such as animated videos or interactive story applications. Research by (Gumilar et al., 2022) shows that animated video media effectively improves students' understanding of learning materials, including Indonesian.

Meanwhile, the inhibiting factors based on the interview results include inadequate projectors. This reduces students' ability to understand the material visually, which is one of the main advantages of interactive learning media. In addition, the poor condition of the projector often disrupts the learning process, making teachers have to find other alternatives that are not always optimal. This factor is a serious challenge because interactive media requires appropriate devices to display material optimally (Hasanah et al., 2024). Research (Oktavia et al., 2021) shows that the limitations of technological devices in schools lead to the low utilization of interactive learning media to the fullest. This research emphasizes the importance of infrastructure support to ensure technology-based learning media can be effectively accessed by teachers and students. In addition, limited internet access is a hindering factor in the implementation of interactive learning media. This limitation makes it difficult to access various digital learning resources, such as learning videos, interactive applications, and e-learning platforms that require a stable internet connection. This problem is especially felt in remote areas, where network infrastructure is inadequate. Interactive media often relies on internet access, both to download materials and run the necessary applications. However, poor internet connection is a significant obstacle, especially in areas where a stable internet network is not yet available. Another study identified that online interactive learning requires a fairly strong internet connection. This limitation can slow down the loading of learning materials and inhibit interaction between teachers and students, resulting in less optimal learning (Nur Khikmah et al., 2021).

3.3 Solutions to Barriers to the Application of Interactive Learning Media

The implementation of interactive learning media is an important step in improving the quality of learning in the Independent Curriculum era. Interactive learning media, which often utilizes technology, aims to increase student engagement, provide interesting learning experiences, and support the achievement of optimal learning outcomes. The implementation of interactive learning media is a challenge for many teachers, especially in conditions of limited technological infrastructure, and unstable internet access. Based on the interview results, the solution to overcome these inhibiting factors is by improving school facilities so that there are no obstacles in using interactive learning media. This includes the provision of technological devices such as computers, projectors and tablets, as well as training for teachers to utilize the technology optimally. With adequate facilities, the interactive learning process can run without significant technical obstacles. (Yuntawati & Suastra, 2023) states that the readiness of school facilities, including infrastructure such as technology devices and teacher training, is very important in supporting the implementation of technologybased learning at the elementary level. The availability of facilities is the key to successful implementation of innovative learning methods. In addition, the solution to overcome these inhibiting factors is to improve internet access so that the internet network is stable. A stable internet network is an important component in supporting the use of technology-based media, especially in accessing online learning content. Measures such as hardware improvements and network security training play an important role in maintaining stable internet access in the basic education environment (Mariana et al., 2024).

4. CONCLUSION

This study discusses the teacher's strategy in implementing interactive learning media in Indonesian language lessons in class IV of the Merdeka Curriculum at SD. The goal is to increase student engagement and understanding through a more dynamic and relevant learning approach. In the application of interactive learning media in Indonesian language subjects in grade IV of the Merdeka Curriculum at SDN Bogoarum 1, it is proven to be effective in improving students' skills, especially in speaking, reading, listening, and writing. Media such as Wordwall and animated videos create interesting and fun learning, thus increasing student motivation and participation. The success of interactive learning media is supported by the enthusiasm of students who create a fun and interactive learning atmosphere, the availability of tools (laptop, LCD, projector) although not yet complete, and the ability and skills of teachers who are sufficient in operating technology-

based learning media. Nevertheless, there are obstacles such as limited technology facilities and not optimal internet access. Proposed solutions include improving school facilities and improving internet access to support the use of technology-based learning media. With better implementation, interactive learning media can be an innovative tool to create relevant, participatory, and studentcentered learning, in accordance with the principles of Merdeka Curriculum. (based on result and discussion).

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