



## The Effectiveness of Using Interactive Multimedia with Local Purworejo Culture on Learning Outcomes of Class V Elementary School Students

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**Abstract:** This aim is to determine the effectiveness of the use of interactive multimedia of the local culture of Purworejo on the learning outcomes of fifth-grade elementary school students. This type of research in this research is descriptive quantitative research. The target of this research is the fifth-grade elementary school students with a total of 22 students. This research design using One-Shot Case Study. This study uses data collection techniques with the written test method. The test given is in the form of an essay question. The effectiveness of this study was obtained based on the number of students who obtained a completeness score of  $\geq 70$  as much as 75% of the total number of students. The results showed that the scores obtained by students who achieved the minimum completeness criteria were 19 students or 86.36% and those who obtained scores below the completeness criteria were 3 students or 13.64%. The average score was 80.2. Thus, it can be said that the use of interactive multimedia is effective on student learning outcomes.

**Keywords:** multimedia, interactive, local culture, learning outcomes, Purworejo

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### INTRODUCTION

Technology and information are currently very popular. All fields make use of technology and information for their implementation, including the world of education. This is by the opinion of Rusman (2011, p. 23) who explains that global changes in the modern era like today, the development of knowledge and technology have very rapidly demanded the education system in Indonesia to make innovations, especially in the learning process. Implementation of learning with the assistance of IT-based learning media in elementary schools has begun to be carried out, especially during the pandemic like today. The media used can be in the form of videos, animation, learning CDs, and other interactive media based on IT. Sundayana (2012, p. 2) argues that learning media functions to foster student motivation, explain learning material, and students can do more activities. The statement explains the usefulness of learning media, which is to help teachers present material with varied activities and an atmosphere that is not boring. Thus, students will be more motivated to learn and easier to understand the material taught by the teacher with more enthusiasm. Regarding interactive and IT-

based learning media, Powerpoint is software that is familiar in the world of education, easy to use, and can be used as a learning medium. This proves that the facilities and facilities are adequate. However, the availability of these facilities and facilities has not been maximized by all educators. There are still people who do not know that PowerPoint can be used as a means of making interactive and interesting learning media. This needs to be considered so that educators in Indonesia understand that even simple software can be used as a means of making interactive learning media. According to Haryono (2015, p. 2) learning with interactive media is learning that arouses student learning activity, fosters student enthusiasm and motivation in learning, so that student learning outcomes can be maximized.

Education in elementary schools currently uses the 2013 curriculum, where the learning is packaged through a thematic approach. A thematic approach is an approach that emphasizes the theme by integrating several learning topics from several existing subjects (Webb & Pearson 2012: 17). So that the teacher must be able to link several learning topics into a unified whole so that students do not realize that



what they are learning comes from several subjects. However, there are still some who teach it separately between subjects. In addition to linking several materials to different subjects, teachers should also relate the material to students' daily lives. It is intended that students can solve problems in everyday life through what students learn at school. Activities in the daily life of students in an area are generally related to the local culture in the area as a characteristic.

In local culture-based learning, their students do not just imitate or receive the information conveyed but students create meaning, understanding, and meaning from the information they get (Laksana & Fransiska, 2015). Purworejo is one of the districts in Central Java whose city arrangement emphasizes culture -local culture as a characteristic. For example, the mangosteen fruit symbol along the downtown street, the durian fruit symbol, *clorot* specialties, *dolalak* regional dances, and so on. To preserve its cultural heritage in-depth, local cultures need to be integrated into learning in elementary schools. So that students do not only known outside the school but inside the school, it is necessary to add knowledge related to the local culture of Purworejo which is integrated with the theme of learning in elementary schools. In general, Purworejo local cultural material is delivered only on SBdP subjects and only refers to regional dance, namely the *dolalak* dance. Other local cultures have not been conveyed. *Dolalak* dance is usually taught through practice or using video only. The students here only learn the movements, but the knowledge related to the existing local cultural history and its relation to thematic learning has not been conveyed. This causes students not to know clearly about existing cultures.

The results of Wulandari (2019) research show that interactive learning media is effectively used to improve student learning outcomes in the knowledge aspect. The results of these studies can be used as guidelines for the use of interactive media in true learning to improve the quality of learning, student understanding becomes better with the visualization of the material.

Furthermore, the results of Dwipayana, et al (2020, p. 58) show that interactive media based on local cultural contexts can increase students' understanding of the material that has abstract concepts and introduce students to their original culture. Both of these studies have in common that interactive media is effective in increasing students' understanding of the material being studied and adding information about local culture to students. However, this research is only applied to one material in one subject. So, it requires further research on the effectiveness of an interactive PowerPoint learning media with Purworejo local culture in thematic learning for elementary school students in one of the Purworejo elementary schools. The formulation of the problem in this study is whether the use of interactive PowerPoints with Purworejo local culture is effective in the fifth-grade thematic learning of SD Negeri Ngupasan Purworejo? Based on the formulation of the problem, this study aims to determine the effectiveness of using interactive PowerPoints with Purworejo local culture in the fifth-grade thematic learning of SD Negeri Ngupasan Purworejo. This research is useful for educators so that it can be used as a reference in implementing innovative learning.

#### **METHOD**

This type of research in this research is descriptive quantitative research. This research was conducted in August 2020 at SD Negeri Ngupasan Purworejo. The target of this research is the fifth-grade elementary school students with a total of 22 students. This research design using One-Shot Case Study. This study uses data collection techniques with the written test method. The test given is in the form of an essay question. The effectiveness of this study was obtained based on the number of students who obtained a completeness score of  $\geq 70$  as much as 75% of the total number of students.

#### **RESULTS AND DISCUSSION**

Learning outcomes in this study were obtained through a written test in the form of 15 essay questions. The assessment is carried out by giving a score according to the predetermined rubric, then the score



obtained is converted according to the minimum completeness criteria set by SD Negeri Ngupasan, namely 70. The following student learning outcomes can be seen in table 1.

**Table 1.** Student Learning Outcomes

Present	Score	Criteria
1	71	Completed
2	80	Completed
3	90	Completed
4	85	Completed
5	88	Completed
6	67	Not Complete
7	80	Completed
8	80	Completed
9	80	Completed
10	84	Completed
11	72	Completed
12	80	Completed
13	90	Completed
14	60	Not Complete
15	88	Completed
16	86	Completed
17	88	Completed
18	88	Completed
19	78	Completed
20	80	Completed
21	65	Not Complete
22	85	Completed
Average	80,2	86,36% Completed

Table 1 shows that the scores obtained by students who achieved the minimum completeness criteria were 19 students or 86.36% and those who obtained scores below the completeness criteria were 3 students or 13.64%. The average score was 80.2. Thus, it can be said that the use of interactive multimedia is effective on student learning outcomes.

The use of IT in learning during the current pandemic is something that must be used. Likewise learning in elementary schools where elementary school-age students still need media in learning. Therefore, as an educator, he must be able to innovate in developing learning components, one of which is learning media

to make it easier for students to receive subject matter.

Then, the integration of Purworejo local culture into the substance of the learning material is both thematic and subject learning. Usually, teachers only teach elements of local culture in SBdP subjects. The use of learning media that integrates local culture with all these subjects can be used as an innovation in the world of education in preserving the culture of each region. Based on this, it is necessary to test the use of power point-based interactive multimedia with Purworejo local culture on student learning outcomes.

Powerpoint interactive multimedia products display games that can increase students' enthusiasm for learning. The existence of game choices can also provide freedom for students to choose what games to play. This is in line with the opinion of Dwipayana et al. (2020, p. 58) who state that the use of interactive multimedia integrated with local culture is very attractive to students and needs to be developed and used in the learning process. Then the feedback from the questions also makes students know the answers right and wrong so they can learn independently. Also, with additional information about the local culture of Purworejo, students can broaden their knowledge about the local culture. So that the cultivation of cultural sustainability can be grown since elementary school age. Based on these descriptions and the results of the research obtained, the use of interactive multimedia based on PowerPoint with local culture is effectively used in schools which can be seen from the achievement of student learning outcomes > than 75% who are complete, namely 86.36% Thus, it has been proven that the use of multimedia local Purworejo culture is effective in elementary schools.

### CONCLUSION

Based on the description above, it can be concluded that the use of interactive multimedia is effective on learning outcomes based on student scores who have achieved minimum completeness of 86.36% more than the minimum criteria of 75%.



### ACKNOWLEDGMENTS

Based on the results of the research that has been done, suggestions that can be given are a learning process that should pay attention to the characteristics of students to be taught, the needs of students, and their interests. So that it can optimize learning and achieve the desired results.

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