

Interactive Approach Strategies in Improving Understanding of Social Sciences In Grade III Elementary School

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ABSTRAK. Artikel ini bertujuan untuk memahami strategi pendekatan interaktif dalam meningkatkan pemahaman siswa terhadap pembelajaran ilmu sosial di kelas III sekolah dasar. Strategi pendekatan interaktif ini berfokus pada penerapan teknik pengajaran yang melibatkan siswa secara langsung. Contohnya termasuk bermain peran, sosiodrama, diskusi kelompok, dan mengundang siswa untuk terlibat langsung dalam masyarakat. Untuk meningkatkan kepekaan sosial siswa, yaitu menanamkan simpati dan empati pada siswa, metode pendekatan interaktif ini secara aktif melibatkan siswa dalam diskusi kelompok dan diskusi dua arah antara siswa dan guru, serta secara aktif berpartisipasi dalam sesi tanya jawab baik antara guru dan siswa maupun siswa itu sendiri.

ABSTRACT. This article aims to understand the interactive approach strategy in improving students' understanding of social science learning in grade III of elementary school. This interactive approach strategy focuses on the implementation of teaching techniques that involve students directly. Examples include role-playing, sociodrama, group discussions, and inviting students to be directly involved in the community. To increase students' social sensitivity, namely to instill sympathy and empathy in students, this interactive approach method actively involves students in group discussions and two-way discussions between students and teachers, and also actively participates in question and answer sessions both between teachers and students and students themselves.

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1. INTRODUCTION

Social studies learning in elementary schools aims to provide students with an understanding of everyday life in society. In addition, social studies learning to build sympathy and empathy for others. The main goal of social studies learning is to help students develop decision-making skills as members of a diverse cultural community. So far, social studies learning in Indonesia and various other countries has been less interesting, because one of the main contributing factors is the lack of teacher ability in utilizing digital media (Burns & Cassidy, 2024). The lack of teacher ability to provide meaningful social studies learning, so that social studies becomes a less interesting subject. In addition to teacher problems, another problem in social studies education is the lack of clarity in the body of knowledge of social studies in Indonesia, where the body of knowledge is social science in Indonesia does not have clear and mutually agreed upon scientific structure and framework boundaries (Neblett et al., 2023). Despite being supported by various learning resources such as teacher educators, creative lesson plans, internal training, parental support and school support, students still often have negative attitudes towards social studies. Several factors influence perceptions of social studies. Three factors have a direct correlation with student attitudes, including teachers, the learning environment, and previously formed student attitudes, including motivation, self-confidence, parental support, and recognition of the importance of the subject matter. The learning environment plays a strong role in shaping potential students' attitudes toward social studies (Gottlieb, 2023).

So that interactive learning strategies are very important to be implemented in student learning, in order to increase students' interest and understanding of the material presented. In addition, social studies learning carried out with interactive learning strategies can also make students understand the context and environment of society directly, because students are invited to dive directly into the community and also students are invited to do sociodrama, such as inviting students to do drama that makes students understand about what is happening in society (Dey, 2024). An example of real activities is inviting students to dive directly into communities experiencing disasters such as the flood disaster that occurred in Denpasar some time ago, they can feel how they feel sorry for the victims of the flood disaster

so that this can foster a sense of sympathy and empathy in students to the surrounding community. This can also foster a sense of concern in students for flood victims.

Interactive learning methods are learning methods that actively involve students in the learning process. Problem-based learning (PBL) methods in elementary education aim to strengthen student participation and understanding through a variety of engaging and interactive activities. Problem-based learning, or PBL, is an interactive approach that increases student engagement and learning (Lebenhagen, 2024). One of the advantages of an interactive approach is that it encourages students to feel involved and have a role in the learning process. In addition, students may be more motivated to achieve project goals and learn more. A participatory approach can support students in acquiring social and collaborative skills, which are crucial aspects of Project Based Learning. This method also encourages students to think critically, speak, and collaborate with classmates. Because students can feel more involved and have control over the learning process, this can increase their motivation and interest in learning (Selvitopu & Kaya, 2023). An interactive learning approach also emphasizes the role of teachers as learning facilitators who direct and bridge student interactions. Teachers must be able to organize discussion groups, provide useful feedback, and create a learning environment that allows students to interact with each other. In addition, an interactive approach can facilitate students' understanding of more complex concepts. Through involvement in practical tasks, conversations, and discussions, students can gain deeper insights into these ideas (Soutter & Clark, 2023; Walsh et al., 2021).

2. METHOD

The method we use is a qualitative method for an interactive approach strategy in improving the understanding of social studies in grade III elementary school where we look for literature study materials in journals, articles and blogs. We chose this method because it allowed us to explore various perspectives related to interactive approach strategies in improving social studies understanding in third-grade elementary school. Using this method, we collected and analyzed data from several journals, articles, and blogs discussing interactive approach strategies in improving social studies understanding in third-grade elementary school. The analysis process was carried out by identifying various learning strategies that have been tested in several studies and applied in the context of interactive learning strategies to improve students' understanding of social studies in elementary school.

3. RESULT AND DISCUSSION

Result

From the results we analyzed from several journals that we have obtained, we can conclude that the most effective simulation learning strategies used for third grade elementary school students are Feer Teaching, Sociodrama, Psychodrama, Game simulation methods and Role playing, By applying this learning method can increase students' motivation and enthusiasm for learning. In addition, by applying this learning method, students easily understand the social studies learning material delivered by the teacher, because by applying this learning method, the delivery of material is not only delivered monotonously with the method of the teacher lecturing in front of the class and only delivering material without involving students directly in the learning process, because with this method students can learn and at the same time play which can be directly connected to the learning material (Abuhmaid et al., 2023; Parra & Proctor, 2023). One of the simulation methods that has been proven effective in encouraging social sensitivity is social interaction simulation, because in this simulation the teacher invites students to carry out a social interaction simulation, for example, asking students to simulate the impact of the flood disaster that occurred in Denpasar some time ago, through these simulation activities students become to feel what the flood victims felt in Denpasar. Thus, through this simulation activity, students can develop a sense of sympathy and empathy for their surroundings. Learning simulation is a method that can be used by educators or teachers to implement an interactive approach in elementary schools by means of learning where teaching is carried out using imitation methods (McKay & Macomber, 2023; Tanase & Kayaalp, 2023).

Learning simulations use scenarios or games of real-world situations in the form of imitation or pretend. The purpose of learning simulations is to improve students' abilities, increase their understanding of concepts, solve problems, and increase their motivation to collaborate and learn actively. This method is intended to provide students with a learning experience that is close to reality without having to face risks directly. This allows them to learn about the results of their actions in a controlled environment (Jaime & Medrano, 2021; Walker, 2022). That a teacher must pay close attention to the material and objectives of the learning process when selecting this simulation method.

Discussion

There are Several Types of Simulation Methods Used in Implementing Simulations

Feeder Teaching, which is a teaching exercise given to students with their peers. The goal of this type is to train students to become teachers. In this situation, students who understand the material are assigned to teach their peers. (a) Sociodrama is a learning approach that allows students to perform comedy without written materials. Before using this method, a teacher asks students to present the material to be presented. This method teaches students to identify and identify problems and how they can address them related to human interaction. The goal of this method is to provide

them with a better understanding of social issues and the ability to address them. (b) Psychodrama is a technique used to address psychological issues related to deeper emotional issues a person is experiencing; for example, acting out a sad or happy situation. The goal of this approach is to increase students' understanding of themselves, build self-confidence, and communicate their reactions to stress. Furthermore, this method can foster empathy and sympathy in students. (c) The game simulation method is almost similar to the sociodrama method, but it displays a simulated situation or has non-real elements, in addition, simulation games are also referred to as a combination of role-playing and group discussions to make learning more interesting and enjoyable. The purpose of implementing this method is to improve students' understanding and knowledge of the skills in the activities carried out. (d) Role-playing, or commonly referred to as role-playing, is a learning method that involves students playing the role of another character to solve a problem creatively and innovatively. Students can train themselves to understand the material or event that will be performed.

Interactive approach in the learning process in schools is an effective process or strategy to improve the understanding of social studies in elementary schools, especially in the early grades, by using this approach it can make it easier for students to understand learning that can be related to everyday life (Epstein, 2022). In this modern era, technology is developing rapidly, many learning media can be used to carry out the learning process, digital learning media plays an important role in carrying out the teaching and learning process in schools (Erickson & Harvey, 2023). By using the right learning media, it can make it easier for students to access learning and information easily and interactively, so that it can awaken students' interest in learning (Berkowitz, 2022). In elementary school social studies learning, especially in grade III, educators can invite students to play roles as traders and buyers in this activity, students become aware of buying and selling activities and also the types of jobs that exist in society in learning social sciences, by learning using this method students will be enthusiastic and motivated in learning rather than just listening to the teacher explaining the material in front of the class (Jones, 2023; Levey, 2023).

However, they still need active and concrete encouragement to understand social concepts such as basic history, their surroundings, and their culture. An interactive approach is an interaction that can engage students to actively participate. This approach also involves the teacher as a facilitator rather than a one-way transmitter of information. This is in line with Jean Piaget's constructivism theory, which states that knowledge is built through interactions with the environment and other people. Using group discussion-based learning is one of the main strategies of the interactive approach (McCoy, 2023; Wigglesworth, 2022). This method improves student understanding because it encourages them to connect new knowledge with their own personal experiences. This makes abstract concepts such as social values more relevant and easier to remember. According to research conducted by the Ministry of Education and Culture in 2019

4. CONCLUSION

Thus, the interactive approach applied in learning social studies in elementary schools can be applied with the simulation method. Learning simulation is a method that can be used by educators or teachers to apply an interactive approach in elementary schools with a learning method where the teaching is done with an imitation method, by applying this method students easily understand the learning and material delivered by the teacher at school, because with this method students are invited to actively participate in learning activities and students can collaborate actively both with their classmates and with the teacher and can generate reciprocal responses between students and teachers. There are several types of learning simulations that can be applied by teachers in learning social sciences (IPS) in elementary schools, namely: feeder teaching learning, sociodrama, psychodrama, game simulation method and role playing or role playing. Although this simulation method is quite good in learning, teachers must also pay attention to the goals and benefits of this learning method.

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