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# ANALYSIS OF THE USE OF LEARNING MEDIA IN THE HOLISTIC CURRICULUM OF IPAS SUBJECTS AT ELEMENTARY SCHOOL 33 WAIMNIR SOUTHWEST PAPUA

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**Abstract:** Learning media is one of the components in the learning process that can help teachers convey learning material so that children can have an interest in the learning material presented. This study aims to describe the results of the analysis of the Use of Learning Media in the Holistic Curriculum of IPAS Subjects at Elementary School 33 Waimnir, Southwest Papua. The research method uses a qualitative approach is a research approach that aims to understand the phenomenon in depth and thoroughly. The subject of this research is class IV (four) students totaling 17 people at State Elementary School 33 Waimnir Southwest Papua. The results stated that the right learning media is very important in supporting student learning. The selection of appropriate learning can help students to understand the learning material delivered by the teacher. Learning media can provide concrete experience and as an intermediary that helps students learn. It can be concluded that the use of learning media has a positive impact on the learning progress of SD Negeri 33 Waimnir students in Southwest Papua, including increased understanding of the material, learning motivation, and active involvement in the learning process.

**Keywords:** IPAS, Learning Media, Primary School Students, SD Negeri 33 Waimnir

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## INTRODUCTION

The use of learning media at the activity stage will greatly assist the effectiveness of the learning process and the delivery of lesson content at that time (Sumiharsono & Hasanah, 2017). In addition to arousing student motivation and interest, teaching media can also help students improve understanding, present data Interestingly, facilitate data interpretation and condense information, Hamid (2020).

The integration of holistic curriculum in teaching IPAS (Natural Science) subjects has become a topic of increasing interest in the field of education (Ansyar, 2015). This study aims to provide an in-depth analysis of the implementation of holistic curriculum in IPAS subjects at SD Negeri 33 Waimnir.

The holistic curriculum approach emphasizes the interconnectedness of various learning domains, including cognitive, emotional, social, and spiritual aspects (Danial et al., 2021) (Rianawaty et al., 2021). This model is particularly relevant in the context of IPAS (Natural and Social Sciences) subjects, which include both natural and social sciences.

Existing research has highlighted the potential benefits of integrating holistic principles into the school curriculum (Suherman, 2018). The holistic approach aims to foster a comprehensive understanding of the world, allowing students to make meaningful connections between different areas of study (Kuswandi et al., 2021). This is in contrast to the traditional isolated approach, where subjects are taught separately without explicit links being made. In the case of IPAS (Natural and Social Sciences) subjects, a holistic framework can facilitate a deeper appreciation of the interdependence between natural and social phenomena (Kuswandi et al., 2021) (Rianawaty et al., 2021).

SD Negeri 33 Waimnir is at the forefront of implementing this innovative curriculum. The school administration has realized the importance of fostering an integrated understanding of the world, rather than focusing solely on the acquisition of factual knowledge (Kuswandi et al., 2021).

The analysis of the use of learning media in the holistic curriculum of IPAS subjects in elementary schools has some significant implications in improving the quality of learning. Here are some important points to note: (1) Teachers have an important role in implementing effective learning media. They must have a good understanding of IPAS and Merdeka Curriculum as well as the ability to design, implement, evaluate, and reflect on IPAS learning; (2) The use of interactive multimedia-based learning media can help make abstract material more concrete and interesting for students. This is very important because the characteristics of social studies learning are complex and related to history and abstract life events; (3)

Holistic and integrative learning designs can improve students' literacy and numeracy competencies. This design must pay attention to student needs, define the achievement of learning objectives, and design teaching and learning activities that ensure learning quality; (4) Implementation of Merdeka Curriculum, which focuses on student needs and interests, can improve students' ability to think critically and analytically. Teachers must gradually improve their capacity to understand CP and student development; (5) Educators are not required to create a flow of learning objectives, but they can gradually improve their capacity to design a flow of learning objectives that are in line with CP and student development.

In synthesis, the analysis of the use of learning media in the holistic curriculum of IPAS subjects in elementary schools shows that the use of effective media, holistic learning design, and the implementation of Merdeka Curriculum in accordance with student needs can improve the quality of learning and students' ability to think critically and analytically (Triwiyanto, 2014). This study aims to describe the results of the analysis of the Use of Learning Media in the Holistic Curriculum of IPAS Subjects at Elementary School 33 Waimnir, Southwest Papua.

## METHOD

The research method uses a qualitative approach according to Sugiyono 2019 is a research approach that aims to understand phenomena in depth and thoroughly. This method prioritizes quality over quantity, so it is more suitable for use in descriptive or exploratory research.

In qualitative research methods according to Sugiyono 2019, researchers will interact directly with informants or research subjects. This is done so that researchers can gain a deeper and deeper understanding of the phenomenon under study. Data collection is done through observation, interviews, or document analysis, which is then analyzed and interpreted by the researcher.

The choice of qualitative approach was taken because it allows researchers to explore in more depth students' experiences and perceptions of the use of learning media in the holistic curriculum in the context of learning. The subjects of this study were grade IV (four) students totaling 17 people at State Elementary School 33 Waimnir, Southwest Papua. This research was conducted in the even semester of the 2023/2024 academic year. The following are the steps in the qualitative research method according to Sugiyono 2019:

a. Determining the Research Focus The first step in qualitative research methods is

to determine the focus or purpose of the research. Researchers need to identify the phenomenon to be studied and clearly define the research questions to be answered.

b. Collecting Primary Data

After determining the research focus, researchers need to collect primary data obtained directly from relevant sources. This primary data can be obtained through observation, interviews, or document analysis.

c. Collecting Secondary Data

In addition to primary data, researchers also need to collect secondary data obtained from other sources such as books, journals, or articles. This secondary data can be used to strengthen or complement the primary data that has been collected.

d. Data Analysis

After collecting data, researchers need to analyze the data that has been obtained. Data analysis is carried out by organizing, classifying, and interpreting data to gain a deeper understanding of the phenomenon under study.

e. Draw Conclusions

In this step, researchers will draw conclusions based on the data analysis that has been done. This conclusion will be the answer to the research questions that have been determined previously.

f. Writing a Research Report

The final step is to write a research report containing the results of the research, data analysis, and conclusions that have been obtained. This research report has a clear and systematic structure, so that readers can understand well.

## FINDING AND DISCUSSION

Learning is a result of the interaction system of stimulus and response. According to this theory, in learning, input in the form of stimulus and output in the form of response must always be considered. According to an expert named Syaiful Bahri Djamarah, the characteristics of learning are as follows:

a. The occurrence of a conscious change.
b. The occurrence of functional changes.
c. There is an active and positive change.
d. The occurrence of changes that are not temporary.
e. The occurrence of purposeful change.

f. The occurrence of changes that cover all aspects of behavior.

This research reveals that the use of learning media has become an integral part of the IPAS learning process at SD Negeri 33 Wamnir in Southwest Papua. Teachers at the school actively use various types of learning media, both digital and conventional, in delivering IPAS subject matter at SD Negeri 33 Wamnir West Papua. The learning media used are power point, videos and pictures. Teachers choose learning media that is in accordance with the material to be delivered and the learning style of students. Students' response to the use of learning media is generally positive. They like the variety in the presentation of learning materials and find it more interesting compared to traditional teaching methods.

Some learners say that learning media helps them understand difficult concepts better because of the use of pictures, videos and animations (Musfah, 2012). The use of learning media has a positive impact on students' learning achievement related to concept understanding and learning motivation (Widodo, 2019). Learners are more active and able to recognize learning technology (Primarni & Khairunnas, 2016). Although the use of learning media provides benefits, there are some obstacles and challenges faced by teachers in implementing it (Kustandi & Darmawan, 2020). One of the main obstacles is that some teachers also have difficulty in developing learning materials that are in accordance with the needs of students and the applicable curriculum (Yaumi, 2017).

Based on observations when learning is taking place, learning media at SD Negeri 33 Wamnir in Southwest Papua is widely used by teachers in delivering material in IPAS learning at SD Negeri 33 Wamnir in Southwest Papua. Various types of media, both digital and conventional, have become an integral part of the learning process at the school. The use of projectors and computers are common examples of learning media utilized in the classroom. This shows an awareness on the part of the school and teachers of the importance of adopting technology in learning to improve the quality and attractiveness of learning. Learners' responses to the use of learning media tend to be positive overall. They like the variety in the presentation of learning materials presented through such media and find it more interesting compared to conventional teaching methods.

With images, videos and animations used in the learning media, students find it easier to understand difficult concepts. Data analysis shows that the use of learning media has a positive impact on IPAS learning achievement at SD Negeri 33 Wamnir in Southwest Papua. Learners who engage in learning with media tend to show improvement in concept understanding and learning motivation. They are also more active in the learning process, especially when the media used is interactive.

It gives students the opportunity to learn independently, explore the material more deeply and develop technology skills that are essential in the digital age (Mirdanda, 2019). However, it is important to remember that these positive impacts are not uniform for every learner, and differentiation of learning may be required to meet their individual needs (Kusumawati & Rulviana, 2017).

Although the use of learning media provides significant benefits, there are a number of obstacles and challenges faced by teachers in implementing it (Suryadi, 2020). One of the main obstacles is in developing learning materials that suit the needs of students and the prevailing curriculum (Jamaludin, 2024). In addition, challenges also arise in terms of device maintenance and updates, as well as adequate technological understanding on the part of teachers (Khuluqo & Istaryatiningtias, 2022).

The findings of this study have some important implications in the development of IPAS learning at SD Negeri 33 Wamnir in Southwest Papua and may also be relevant for other schools. **First**, it is necessary to continue to encourage the use of learning media as an integral part of the learning strategy. However, additional investment in infrastructure and teacher training is required to ensure the implementation of learning media runs smoothly. **Second**, additional guidance or resources are needed for teachers in developing media- based learning materials that suit the curriculum and students' needs. **Thirdly**, it is important to pay attention to students' individual needs in the learning process by using learning media.

Thus, learning differentiation can be more effectively carried out to ensure that each student can reach his or her maximum potential (Sholehudin, 2008). The results of the above observations are reinforced by interviews conducted by researchers with students at SD Negeri 33 Wamnir, Southwest Papua. In the interview, the researcher asked several questions related to their satisfaction with the use of learning media used by teachers during the teaching and learning process. The answers of students at SD Negeri 33 Wamnir Southwest Papua show that they are very satisfied with the use of learning media during the teaching and learning process.

According to them, the media can help them understand the material presented by the teacher and make them interested in paying attention to the learning process. In addition to observations and interviews, the results of this study were reinforced by several documents, namely the learning outcomes of students which showed an increase in student scores after the use of learning media with the percentage of learning completeness in the very good category. This shows that learning media can improve student learning outcomes at SD Negeri 33 Wamnir, Southwest Papua.

The theory applied in this study is symbol system theory. This theory was developed by G. Salomon and reviews how media affects the learning process. G. Salomon explains that each media has the ability to communicate messages through a certain symbol system and the success of a media in the learning process depends on the extent to which the media matches the characteristics of the learners, the content of the material, and the tasks given (Kurniawati, 2021).

The relationship between symbol system theory and this research is that power point, video and image-based learning media are able to convey subject matter to students effectively. This is supported by the learning outcomes of students who improve with the learning media. The existing theory is also relevant to the research conducted by Novika Dian Pancasari Gabriela who concluded that the use of audio-visual- based learning media has been proven to increase students' interest and motivation to learn (Gabriela, 2021). The results of her research compared the application of learning using audio visual media with conventional media.

The application of audio-visual-based learning media has shown an increase in students' interest in learning which has an impact on improving student learning outcomes as reflected in the pretest and posttest results. Other previous research that shows that learning media can improve student learning outcomes is research conducted by Rizki Wahyuningtyas and Bambang Suteng Sulasmono. Based on the results of their research, it can be concluded that the use of media during the learning process by teachers can facilitate students' understanding of the subject matter so that they can achieve satisfactory learning outcomes (Rizki & Sulasmono, 2023).

By achieving satisfactory learning outcomes, learning objectives can be achieved optimally. Thus, the use of learning media allows students not to depend entirely on the teacher as the only source of information. This is in accordance with the principles in the 2013 curriculum which emphasizes that the teacher is not the only source of learning during the teaching and learning process.

Another relevant research was conducted by Muhammad Rayhan Affandi, Maryscha Widyawati, Yoga Budi Bhakti who concluded that the implementation of learning media that has been investigated by researchers shows that learning media is effective in improving the achievement of student learning outcomes (Affandi et al., 2020). The findings of this study can be a consideration for teachers to use learning media in teaching so that the teaching and learning process can be more efficient and support student learning progress which will be reflected in better student learning outcomes.

## CONCLUSION

In this study, the utilization of learning media in IPAS subjects at SD Negeri 33 Waimnir in Southwest Papua was analyzed. The findings show that the use of learning media has a positive impact on students' learning progress, including increased understanding of the material, learning motivation and active involvement in the learning process. Therefore, it is important to continue to encourage teachers to implement more efficient learning media. Thus, it is expected that there will be a significant improvement in the quality of learning and student achievement in the future.

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