



# Analysis of the Use of Interactive Media in Students' Communication Skills in Independent Curriculum Learning

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## Abstract

The purpose of this study was to determine the use of interactive animation media for students' communication skills in independent curriculum learning. The research method used is a qualitative research method. The results of the study indicate the importance of the role of teachers in creating an inclusive learning environment and oriented towards interactive animation media in improving students' communication skills. Teachers are required to be flexible, creative, and highly dedicated in order to increase student involvement in the learning process. The use of interactive animation media is effective in increasing student involvement and deepening their understanding of learning concepts. In addition, the implementation of the Independent Curriculum offers a fun learning approach that can train students' communication skills. Interactive animation media in learning can be a step to strengthen student involvement and improve their understanding of learning materials, as well as improve essential communication skills in everyday life. The use of interactive animation media in the context of the Independent Curriculum can be an effective tool to improve the communication skills of elementary school students and help them face challenges in the 21st century.

**Keywords: Interactive Animation Media, Communication Skills, Independent Curriculum**

## Abstract

The purpose of this study was to determine the use of animated interactive media for students' communication skills in independent curriculum learning. The research method used is qualitative research method. The results showed that the importance of the teacher's role in creating an inclusive and animation-oriented learning environment in improving students' communication skills. Teachers are required to be flexible, creative, and highly dedicated in order to increase student engagement in the learning process. The use of animated interactive media is effective in increasing student engagement and deepening their understanding of learning concepts. In addition, the implementation of Merdeka Curriculum offers a fun learning approach that can train students' communication skills. Animated interactive media in learning can be a step to strengthen student engagement and improve their understanding of learning materials, as well as improve communication skills that are essential in everyday life. The use of animated interactive media in the context of the Merdeka Curriculum can be an effective tool to improve the communication skills of Madrasah Ibtidaiyah students and help them face challenges in the 21st century.

**Keywords: Animated Interactive Media, Communication Skills, Independent Curriculum**

## INTRODUCTION

In the rapid development of technology, learning uses technology-based media and cannot be separated (Halmuniati et al., 2022). Different from the traditional learning process where the teacher will explain the material by referring to the teacher's handbook and books are the only source and learning media at the same time. During traditional learning, the teacher is more active in explaining the material while students take notes, listen, and complete the exercises given (Devega & Suri, 2019). The teacher will spend a lot of time explaining so that all the material is conveyed to the students. However, what happens is that students listen and take notes too much and then have to repeat the material presented by the teacher. That way, students need a lot of time just to understand one material while the time they have can be used to explain the understanding of the next material. Such a learning process can be called learning with inadequate media utilization. Educational transformation answers the demands for fundamental change so that learning is more effective in providing knowledge to students (Rambung et al., 2023).

The change in the learning process in education can be realized by using interactive media as a learning medium (Devega & Suri, 2019). Interactive media is an effective solution to enrich students' learning experiences through the use of technology, simulations, and interesting activities. The interaction between teachers and students through interactive animated media creates

great opportunities to develop student communication. However, not all learning materials can be delivered with interactive media because many teachers use this media to explain something abstract in understanding concepts (Devega & Suri, 2019).

The theory that is in accordance with this study is the theory of cognitive development proposed by Jean Piaget, language development has a progressive nature (Indah & Muryanti, 2023). Language development is a cognitive development that can improve students' communication skills. Communication is one of the skills that must be mastered by every individual, including students in achieving what is understood and explaining it again (Jufriadi et al., 2022). However, in practice, many students still have difficulty communicating orally and in writing (Utami et al., 2022). One of the factors that hinders students' communication skills is the lack of student involvement in the learning process. Therefore, interactive animated media is able to provide a clear and detailed picture of the material being discussed in class. With the presence of interactive animated media, students have independent and exploratory learning so that they are motivated to learn and understand the material. Then, to gain valuable experience and deeper understanding, the role of the teacher is to provide space for discussion, collaboration, and obtain direct feedback from the teacher. The learning process is included in project-based and collaborative learning in

utilizing learning media as a relevant learning tool for students (Indah & Muryanti, 2023) .

In the 21st century, in Indonesia the paradigm of change often changes as an effort to meet the needs of students in the learning process (Hanipah et al., 2023) . The curriculum to be implemented must reflect whether it is in accordance with learning by following the needs of this era. Students are prepared to be able to have the appropriate skills and competencies to be able to face challenges in the modern world that has a lot to do with technology. The latest educational paradigm that is currently being implemented based on the decision of the Indonesian Minister of Education and Culture is the Independent Curriculum. The Independent Curriculum has the concept of providing freedom and flexibility to schools and teachers in designing learning that is relevant to student needs. Meanwhile, students are also given freedom in learning which is called independent learning. With this curriculum paradigm, the government hopes to achieve a goal that they want to achieve for skills. One of these skills is communication (WB Utami et al., 2022) . Research conducted by Jufriadi et al., (2022 ) provides results that the implementation of the Merdeka Curriculum is effective in improving communication skills in the 21st century. Supported by research conducted by Utami et al (2022) that the development of soft skills can be done with project-based learning that can focus students on studying the material in depth and increasing literacy skills. Literacy, language,

and communication skills are so closely related that cognitive development and habituation are needed as a way to hone students' abilities.

Talking about the context of the Independent Curriculum with the concept of independent learning will emphasize the development of literacy, language, and communication skills as an integral part of education with the need for a holistic approach in facilitating student development. Interactive animated media has a visual and audio design not only to help students understand the material better but also to provide opportunities for students to understand the material better. Students are able to convey ideas, reason, and collaborate with peers. Thus , the use of interactive animated media in learning can make students become more engaged speakers, effective listeners, and participate in discussions.

However, teachers find it difficult to create and use learning media, especially interactive animation media in the learning process (Khadijah et al., 2023) . The needs of the current learning process cannot be separated from interesting learning media such as interactive animation media. Teachers' abilities also follow the times because it has become a professional demand to be able to achieve the desired learning goals. Therefore, this study aims to determine the effectiveness of interactive animation media for students' communication skills in independent curriculum learning, especially in Madrasah Ibtidaiyah. How effective is interactive

animation media for students' communication skills? In the discussion of this research, it is hoped that it will be able to contribute to the development of effective and interactive learning media in learning in the 21st century in the independent curriculum.

## **METHODS**

This research is a qualitative research based on problem analysis which is then described through research ideas in the analysis of interactive animated media for students' communication skills in the Independent Curriculum learning (Manalu et al., 2022) . The data in this study were obtained through observations at one of the schools, namely the Madrasah Ibtidaiyah. In addition, research data is supported by books, scientific journals, and types of documents and media that are relevant to the publication (Manalu et al., 2022; Rambung et al., 2023) . After obtaining the required data, the researcher will process the data based on expert theory according to the needs of the object being studied so as to gain an in-depth understanding of certain issues (Rambung et al., 2023) .

## **RESULTS AND DISCUSSION**

### **Experience Using Interactive Animation Media**

Teachers are the main actors in creating a learning process that leads students to success (Indah & Muryanti, 2023) . Students' learning experiences will have a long-term impact as a path to success where teachers are required to be flexible, creative, and highly dedicated to creating a positive and inclusive

learning environment. The use of interactive animation media can strengthen student involvement in learning. This is because students can participate directly during the exploration, experimentation, and solution processes presented in the media. A dynamic and conducive learning environment can increase interaction between teachers and students as well as between students and fellow students. A smooth communication process is an important factor in developing students' communication skills in carrying out their daily lives. The experience of using interactive animation media can also provide a clear picture of abstract material according to learning objectives.

In a study conducted by (Hastuti, 2020) in determining students' speaking ability after using simulation videos as interactive animation media, after using the media, students were able to improve their speaking skills. In addition to improved communication skills, there is increased student attention and motivation in the learning process because students are able to express their understanding through the learning media. With fun learning in class, students are able to increase their activeness in understanding the material both orally and in writing.

Based on research conducted by (Febriani & Boedi, 2015) in the use of media in each school shows feasibility with indicators of attractiveness, efficiency, and effectiveness. It can be concluded that the developed interactive animation media is attractive, efficient, and effective to use in the

learning process because it is able to achieve learning objectives and increase student activity in the classroom.

The experience of using educational media has had a significant impact on improving student understanding and engagement. A study by A. Abdullah et al., (2020) highlighted the use of interactive animation in science learning in elementary schools, which succeeded in increasing students' interest and motivation to learn and deepening their understanding of scientific concepts. Students not only showed a better level of understanding but were also more active in the learning process, indicating the effectiveness of interactive animation media in increasing student engagement.

In addition, another study by Utami et al. (2019) explored the experience of using interactive animation media in English learning at the secondary school level. The results of the study showed that the use of interactive animation can increase students' motivation in learning English and help them understand the context and use of language better. With interesting and interactive animations, students feel more involved and have the opportunity to apply their knowledge in real situations, thus creating a more enjoyable and effective learning experience.

### **Interactive Media on Elementary Madrasah Students' Communication Skills**

In a study conducted by Smith (2020), using a qualitative approach, it was found that the use of interactive media such as online learning platforms can significantly improve

students' communication skills. This result is supported by similar findings expressed by Jones et al., (2019), who found that students who engage in learning through interactive media tend to be more confident in communicating, both verbally and in writing.

Further discussion shows that interactive media in improving students' communication skills can be explained through several factors. First, interactive media allows students to engage in challenging and enjoyable activities, which naturally increases their learning motivation (Brown & Green, 2018). Second, the platform allows for more intense interaction between students and learning materials, facilitating a deeper understanding of communication concepts (Johnson et al., 2021). Third, interactive media also allows students to practice communication in various contexts and situations, which can enrich their overall communication skills (Clark & Mayer, 2019).

Learning in the current digital era, this study provides valuable insights for educators and curriculum developers. It is important for them to consider the integration of interactive media in learning design to improve students' communication skills. However, it is also important to acknowledge that the effectiveness of interactive media is not absolute, and a holistic learning approach, which combines various methods and strategies, remains crucial in ensuring students' comprehensive development (Harrison & Lee, 2020). Thus, qualitative

research on this topic provides a solid foundation for the development of more effective learning practices in the future.

Learning with interactive animated media requires sufficient resources, such as the use of technological devices and a stable internet connection (Mishra & Koehler, 2020) . Therefore, in implementing interactive animated media in learning, it is also necessary to pay attention to aspects of equality of access and inclusion, so that there is no gap between student participation and each other. In addition, evaluation of the effectiveness of the use of interactive media also needs to be carried out regularly, both through formative and summative assessments, to ensure that learning objectives are achieved effectively (Garrison & Vaughan, 2019) .

The communication skills of students in Madrasah Ibtidaiyah need to consider this specific context. Studies show that the integration of interactive media in learning can have a significant positive impact, especially in educational environments such as Madrasah Ibtidaiyah. Research by Rahman (2020) found that the use of interactive media in learning in Madrasah Ibtidaiyah can improve students' communication skills, given the existence of a learning environment based on religion and culture.

However, further research also highlights the importance of considering the cultural context and religious values in the use of interactive media in Madrasah Ibtidaiyah (Nugroho & Hidayatullah, 2018) . This

requires a sensitive and integrated approach that combines technology with local religious and cultural values, so that learning becomes more relevant and meaningful for Madrasah Ibtidaiyah students.

Communication is also often related to the understanding and application of religious values in everyday life. Therefore, the use of interactive media must support the development of sustainable religious and ethical understanding (M. Abdullah, 2019) . Thus, while recognizing the potential of interactive media in improving the communication skills of elementary school students, it is also important to ensure that the learning approach used is in accordance with the religious and cultural values that are the foundation of education in elementary school.

Further, more in-depth research is needed to explore the various factors that influence the effectiveness of interactive media in improving students' communication skills, including the role of teachers in designing learning that optimally utilizes this technology (Bower, 2021) . Thus, while recognizing the significant benefits that can be gained from the use of interactive media in learning, it is also important to develop best practices that ensure inclusion, equity, and meaningful learning outcomes for all students (Means et al., 2019) .

### **Communication Skills in the 21st Century in the Independent Curriculum for Elementary Madrasah Students**

Talking about the latest paradigm, the goal of Merdeka Belajar is as a stepping stone

so that the quality of education improves and produces superior learners who are able to face the future (WB Utami et al., 2022) . Collaboration in learning can improve student communication (Jufriadi et al., 2022) . In addition, Merdeka Belajar in the Merdeka Curriculum is a fun learning design because students are able to learn without feeling stressed, calm, relaxed, and happy. This will support a meaningful learning process for Madrasah Ibtidaiyah students to gain valuable experience through the right learning strategies (Prasetyo & Hardjono, 2019) .

The main characteristic of independent learning is project-based learning so that students' soft skills can be honed (Novitasary, 2023) . Project-based learning in the curriculum encourages students to collaborate, discuss, and actively participate and develop communication skills. The process of practicing effective communication must be prepared as early as possible, such as when students are in elementary school such as Madrasah Ibtidaiyah. Not only religious knowledge is studied and understood but other skills will support the achievement of learning objectives that have been set by the teacher.

The project-based learning process is certainly able to train effective communication for students of Madrasah Ibtidaiyah. With the success of the communication learning process, they will have a competitive advantage in facing the challenges of life that are constantly changing. This communication skill is not only important in an academic context but can also

be implemented in everyday life (Novitasary, 2023) . The success of this communication skill is obtained by meeting indicators such as conveying ideas clearly and convincingly and being able to work well with a team. Both students at Madrasah Ibtidaiyah will be able to face various situations and take advantage of opportunities in the future. Meanwhile, for implementation in everyday life, they are able to establish strong social relationships, broaden their horizons, and build networks to achieve success in various aspects of life.

In order to keep up with the development of learning in the 21st century, learning media are needed that encourage students to communicate effectively in problem solving and creativity (Jufriadi et al., 2022) . Critical and solution-oriented thinking is a challenge that must be faced by students by formulating new ideas and creating innovative solutions. Therefore, learning that integrates interactive animated media for students' communication skills in independent curriculum learning will provide great benefits. Such as the development of speaking, listening skills, and high-quality abilities such as critical, creative, and innovative thinking as provisions for future success.

## **CONCLUSION**

The role of teachers as the main actors in creating a positive and inclusive learning environment, especially in the context of using interactive animated media. Teachers are required to be flexible, creative, and highly dedicated in order to increase student

engagement in the learning process. The use of interactive animated media has been proven effective in increasing student engagement, increasing learning motivation, and deepening their understanding of various learning concepts.

Research shows that interactive animation media can improve students' communication skills, including in Madrasah Ibtidaiyah, by considering the cultural context and religious values. The use of interactive animation media in learning can be an effective step to strengthen student engagement and improve their understanding of learning materials, as well as improve essential communication skills in everyday life.

The implementation of the Independent Curriculum in education offers a fun and project-based approach, which is able to train students' communication skills from an early age. This is expected to help Madrasah Ibtidaiyah students to develop soft skills that are important in facing the challenges of life in the future. Thus, the use of interactive animated media in the context of the Independent Curriculum learning can be an effective tool to improve students' communication skills and help them face various changes and challenges in the 21st century.

With this research, it is expected that further research will be able to see the effectiveness of interactive media for other skills that are in accordance with the latest

educational paradigm. In addition, it can use other data besides those used in this study.

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