

APPLICATION OF CHEERY INTERACTIVE MULTIMEDIA (MIC) IN INCREASING THEMATIC LEARNING OUTCOMES FOR CLASS IV MIN 1 ROKAN HULU

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Abstract, *This study aims to determine that the application of cheerful interactive multimedia (MIC) in improving thematic learning outcomes of fourth grade students of MIN 1 Rokan Hulu. This research is also a modified application of ten research steps. Learning outcomes are the acquisition of aspects of implementation in an application of cheerful interactive multimedia (MIC) packaged in power points and combined with various elements of images, animations, audio, video, etc. so as to foster learning motivation. students in class so that students can be active in the application of cheerful interactive multimedia (MIC). The student learning outcomes obtained reached the criteria of 85.3% in the "Highly Effective" category in thematic learning at MIN 1 Rokan Hulu.*

Keywords *Application of Cheerful Interactive Multimedia (MIC), Student learning outcomes*

I. INTRODUCTION

Curriculum changes have occurred several times in Indonesia as an effort to improve the quality of education. Currently, the 2013 curriculum is being developed which will be implemented in elementary schools starting in the 2013/2014 school year. The 2013 curriculum emphasizes thematic learning to be a basic demand and need in the teaching and learning process in elementary schools. While thematic learning is a learning model including one type of integrated learning model.

Thematic learning has an actual theme, is close to the student's world, and has something to do with everyday life. The theme acts as a unifier of learning activities by combining various competency standards and basic competencies from several lesson content at once. Thematic learning requires students to actively seek, explore, and discover concepts and principles holistically and authentically. The application of thematic learning requires adequate facilities and infrastructure and must use various learning resources for learning needs.

The 2013 curriculum uses student handbooks in the form of thematic books and thematic companion books for teachers as learning resources. In addition, teachers are required to apply thematic materials to the classroom learning environment by utilizing the use of varied media in the classroom as a learning resource. The teacher's role is very important in designing learning so that the 2013 curriculum has a broad scope of material, so it takes a lot of time in the learning process. However, learning time at school is very limited so students have to study outside school hours.

Based on the results of observations made by researchers on February 15, 2021 Observations in class IV MIN 1 Rokan Hulu, it can be seen that the learning resources used in the 2013 curriculum learning process are student handbooks in the form of thematic books owned by each student and thematic companion books for teachers. The learning process in the teacher's class does not apply subject matter to the media, especially on the theme 3 Caring for Living Creatures, students finally find it difficult to understand the concept of learning which is only monotonous. This can be seen from the learning outcomes of students who have not reached the minimum completeness criteria (KKM), of 25 students, 7 people meet the minimum

completeness criteria (KKM) and 18 students have not achieved minimum completeness. Cheerful Interactive Multimedia (MIC) is a media that is combined from various elements such as text, photos, graphic arts, sound, animation, and video which is equipped with a controller that can be operated by the user so that the user can choose what they want in the multimedia. Ceria Interactive Multimedia (MIC) is able to provide an understanding of the material accurately, attractively, effectively, and efficiently. Ceria Interactive Multimedia is interactive multimedia that contains features consisting of a single unit between audio visuals ranging from animation, sound, video, text which creates a cheerful learning atmosphere, because there is music and also bright colors. Interactive multimedia provides a high level of flexibility so that students can get feedback on what they are doing. Based on the learning problems above, researchers are interested in conducting research on "The Application of Cheerful Interactive Multimedia (MIC) in Improving Thematic Learning Outcomes of Class IV MIN 1 Rokan Hulu

II. RESEARCH METHODS

The form of this research is classroom action research (CAR). CAR

can be interpreted as classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. According to Arikunto (2006). Classroom action research is research that is able to offer new ways and procedures to improve and improve the professionalism of educators in the teaching and learning process in the classroom by looking at the condition of students. According to Supardi (2006). Classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase. According to Aqib (2011)

Various understandings from experts, it can be concluded that classroom action research is an attempt to observe group learning activities of students by providing an increase in the professionalism of educators in the teaching and learning process in the classroom by looking at the condition of students and providing an action that is deliberately raised.

III. RESEARCH RESULTS AND DISCUSSION

Write down the results of the research and discussion as well as the meaning of the research in this sub-heading.

Cycle 1 meeting 1 theme 8 where I live, sub theme 1 is the environment I live in. The first meeting was held on Thursday 23 September 2021 with a total of 25 students, this first meeting was held with an allocation of 2 x 35 minutes (2 hours of lessons). The researchers were accompanied by the homeroom teacher of class VI MIN 1 Rokan Hulu. In this initial activity, the researcher took action as a teacher, the main thing the teacher did was greetings, then the teacher prepared class conditions and checked student attendance, when he was about to start learning the teacher gave directions and apperception.

In the core activity, the teacher explains the learning theme, namely the theme of the area where I live, sub-theme 1 of the environment I live in. The teacher explains the learning objectives, the teacher provides a speaker and infocus device to show the story of the origin of Telaga Warna in the heart. Students watch and listen to the video that is broadcast. then students answer the questions in the book, students and teachers discuss the answers to the questions in the student book, then students retell the story of the origin of the color lake in the heart that has been broadcast and the moral message of the story the. the teacher helps students to reflect or evaluate the learning process.

This closing activity the teacher evaluates as a whole by asking several questions about learning, then the teacher and students make conclusions about the day's learning and the teacher motivates students to always be enthusiastic in learning. The results of student evaluations in cycle 1 meeting 1 can be seen in table 1.2 below:

Table 1.2 Student Learning Outcomes Data Cycle 1 Meeting 1

No	Name	Value	Completeness	
			Complete	Not Complete
1	AB	80	Complete	
2	AF	70		NC
3	AR	60		NC
4	CS	80	Complete	
5	DS	60		NC
6	FA	80	Complete	
7	HS	70		NC
8	I	90	Complete	
9	K	80	Complete	
10	KF	60		NC
11	MF	90	Complete	
12	MH	70		NC
13	MJ	50		NC
14	MZ	80	Complete	
15	NS	70		NC
16	PA	90	Complete	
17	PR	50		NC
18	RE	60		NC
19	RF	80	Complete	
20	RS	80	Complete	
21	SD	50		NC
22	TS	90	Complete	
23	TW	80	Complete	
24	Y	80	Complete	
Amount			13	12
Percentage			52%	48%

Source: 2021 field processing results

Based on the table above, the number of students who completed was 13 people, namely 52% and students who did not complete were 12 people, namely 48%. Many students who do not complete in cycle 1 of learning 1 are caused by students not understanding the Ceria Interactive Multimedia (MIC) applied by the teacher and the teacher does not yet understand how to use media tools.

b. Cycle 1 meeting 2

Cycle 1 meeting 2 was held on Saturday 25 September 2021 with a total of 25 students. This meeting is adjusted to the time allocation of 2 x 35 minutes (2 hours of learning). The researcher was also accompanied by a teacher at MIN 1 Rokan Hulu. In the initial activity, the researcher acts as a teacher, the beginning of learning, the teacher starts with greetings and gives apperception.

In the core activity, the teacher explains the theme of the 8 areas where I live, Sub-theme 2, the environment where I live, lesson 2. The teacher explains the learning objectives, the teacher shows a video of the song yamko rambe yamko and students watch on the front screen (Infocus) and use speakers. Students are asked to identify low and high notes with a group study system that has been witnessed with the guidance of the teacher, students can also

see in the student book the sign of low or high tone, after completing the SBdP task, the student's task is to continue reading the narrative in the student book.,

The closing activity of the teacher evaluates in general by asking students about today's learning, after that the students with the guidance of the teacher make learning simulations, and the teacher always motivates students to be enthusiastic about learning. The following are the results of the student evaluation of the first cycle of the second meeting, which can be seen in table 1.3

Table 1.3 Student Learning Outcomes
Data Cycle 1 Meeting 2

No	Name	Value	Completeness	
			Complete	Not Complete
1	AB	85	Complete	
2	AF	60		NC
3	AR	70		NC
4	CS	85	Complete	
5	DS	90	Complete	
6	FA	70		NC
7	HS	75	Complete	
8	I	70		NC
9	K	75	Complete	
10	KF	65		NC
11	MF	90	Complete	
12	MH	80	Complete	
13	MJ	75	Complete	

14	MZ	60		NC
15	NS	80	Complete	
16	PA	65		NC
17	PR	90	Complete	
18	RE	60	Complete	NC
19	RF	70		NC
20	RS	85	Complete	
21	SD	90	Complete	
22	TS	65		NC
23	TW	90	Complete	
24	Y	75	Complete	
Amount			15	10
Persentase			60%	40%

Source: 2021 field processing results

Based on table 1.3 above, 15 students who completed with a percentage of 60% were categorized as less good and 10 students who did not complete with a percentage of 40%. it can be concluded that the percentage of 60% is included in the poor category.

c. Cycle 2 meeting 1

Cycle 2, meeting 1 was held on Monday September 2021 with a total of 25 students. This meeting is adjusted to the time allocation of 2 x 35 minutes (2 hours of learning). The researcher was also accompanied by a teacher at MIN 1 Rokan Hulu. In the initial activity, the researcher acts as a teacher, the beginning of learning, the teacher starts with greetings and gives apperception.

In the core activity, the teacher explains the theme 8 where I live, Sub-theme 2, the environment where I live, learning 3. The teacher explains the learning objectives, the teacher displays pictures in the form of puppet pictures to students and explains about economic activity actors, for example producers as book entrepreneurs, distributors as booksellers, consumers as students. Students are encouraged to ask the learning teacher. Students are formed study groups and students are given the task of finding information about economic activity actors, after that the teacher can check the student group assignments.

The closing activity of the teacher evaluates in general by asking students about today's learning after that students with the guidance of the teacher make learning conclusions, and the teacher always motivates students to be enthusiastic about learning. The following are the results of the student evaluation of the second cycle of the 1st meeting, which can be seen in table 1.4

Table 1.4 Student Learning Outcomes
Data Cycle 2 Meeting 1

No	Nama	Value	Completeness	
			Complete	Not Complete
1	AB	85	Complete	
2	AF	70		NC

3	AR	80	Complete	
4	CS	85	Complete	
5	DS	60		NC
6	FA	85	Complete	
7	HS	90	Complete	
8	I	75	Complete	
9	K	65		NC
10	KF	85	Complete	
11	MF	90	Complete	
12	MH	70		NC
13	MJ	75	Complete	
14	MZ	60	Complete	
15	NS	60		NC
16	PA	75	Complete	
17	PR	90	Complete	
18	RE	75	Complete	
19	RF	85	Complete	
20	RS	90	Complete	
21	SD	85	Complete	
22	TS	65		NC
23	TW	85	Complete	
24	Y	90	Complete	
Jumlah			19 Orang	6 Orang
Persentase			76%	24%

Source: 2021 field processing results

Based on table 1.4 above, 19 students who completed with a percentage of 76% were categorized as good and 6 people who did not complete with a percentage of 24% were categorized as good. it can be concluded that the percentage of 76% is included in the good category.

d. Cycle 2 meeting 2

Cycle 2 of this 2nd meeting was held on Thursday 30 September 2021 with a total of 25 students. This meeting is adjusted to the time allocation of 2 x 35 minutes (2 hours of learning). The researcher was also accompanied by a teacher at MIN 1 Rokan Hulu. In the initial activity, the researcher

acts as a teacher, the beginning of learning, the teacher starts with greetings and gives apperception.

In the core activity, the teacher explains the theme of 8 where I live, Sub-theme 2 of the environment I live in, 5th lesson. The teacher explains the learning objectives, the teacher shows videos of various kinds of Indonesian regional dances with focus and uses speakers prepared by the teacher before learning, after that the teacher asks To the students to mention the origin of the dance that was displayed earlier and the uniqueness of the dance, the teacher also displays visual media or media images of dance in the form of wayang and explained to students. The teacher gives assignments to students in the book and after they are finished students will come forward in front of the class and identify the assignments that he made.

The closing activity of the teacher evaluates in general by asking students about today's learning after that students with the guidance of the teacher make learning conclusions, and the teacher always motivates students to be enthusiastic about learning. The following are the results of the student evaluation of the second cycle of the second meeting, which can be seen in table 1.5

Table 1.5 Student Learning Outcomes
Data Cycle 2 Meeting 2

No	Name	Value	Completeness	
			Complete	Not Complete
1	AB	90	Complete	
2	AF	90	Complete	
3	AR	90	Complete	
4	CS	85	Complete	
5	DS	75	Complete	
6	FA	80	Complete	
7	HS	95	Complete	
8	I	75	Complete	
9	K	80	Complete	
10	KF	85	Complete	
11	MF	90	Complete	
12	MH	80	Complete	
13	MJ	75	Complete	
14	MZ	80	Complete	
15	NS	75	Complete	
16	PA	80	Complete	
17	PR	85	Complete	
18	RE	75	Complete	
19	RF	80	Complete	
20	RS	95	Complete	
21	SD	80	Complete	
22	TS	95	Complete	
23	TW	80	Complete	
24	Y	70		NC
Amount			24	1
Percentage			96%	4%

Sumber : hasil olahan lapangan 2021

Based on table 1.5 above, 24 students who completed with a percentage of 96% were categorized as very good and 1 person who did not complete with a percentage of 96%. it can be concluded that the percentage of 4% is included in the very good category.

IV. DISCUSSION

Research conducted by researchers includes cycle 1 and cycle 11, 1 cycle consists of 2 meetings, while the stages are the planning stage, the action stage, the implementation stage, the observation stage and the reflection stage. At the stage of cycle 11, the results obtained through learning outcomes tests after carrying out thematic learning activities using Ceria Interactive Multimedia (MIC). The results are used to determine the increase in student learning outcomes at MIN 1 Rokan Hulu.

At the beginning of the observation, the researchers carried out the thematic learning for grade IV in the 2013 curriculum thematic learning process at MIN 1 Rokan Hulu was not ideal, there were still many obstacles and obstacles faced by teachers in developing learning in accordance with the 2013 curriculum, students who were less active and teachers as facilitators in the 2013 curriculum. During the learning process to overcome the various problems above, the researchers applied the Cheerful Interactive Multimedia (MIC).

Cycle 1 and cycle 2 both discussed the area where I live, so the researcher was not too difficult to relate the learning.

According to Surya in Rusman, (2015:13) learning can be interpreted as a process carried out by individuals to obtain new behavior changes as a whole, as a result of the individual's own experience in interacting with his environment. Researchers must also be able to make learning very effective in learning. So this learning uses Cheerful Interactive Multimedia (MIC).

MIC is a unit that is combined with several media such as text, images, video, and audio equipped with controllers such as mouse, keyboard, monitor, etc., which users can freely control the multimedia according to Sutopo (2003).

With MIC, it can encourage students to be active in the learning process and the expected results as expected are achieved well.

Learning outcomes are changes in individual behavior which include the cognitive, affective, and psychomotor domains. This behavior change is obtained after students complete their learning program through interaction with various learning sources and learning

environments according to Rusmono (2017).

Researchers/teachers and the environment must be able to adapt the material to the student's learning environment because to give an assessment there must be a balance between learning, learning strategies and the learning process. With this, learning outcomes will be achieved as expected.

The data obtained before and after the action was carried out could indicate an increase in learning outcomes. Before applying Cheerful Interactive Multimedia (MIC) to thematic learning, 13 students completed or 52% completed, but after learning using Ceria Interactive Multimedia (MIC) in cycle 1 and cycle 2. completed or 52% and 12 people or 48% of students who did not complete, based on these data it can be said that there is an increase in the mastery of student learning outcomes in cycle 1.

The next stage in the second cycle test results showed 1 student who did not complete or 4% and 24 students who completed or 96% completed. Based on the test results, it can be said that there is an increase in student learning outcomes. Before the Cheerful Interactive Multimedia (MIC) was implemented, the percentage of students who completed was

only 40%. It can be seen from the data above that those who have passed completely exceed the success indicators, it is stated that the application of Cheerful Interactive Multimedia (MIC) in class IV thematic learning of MIN 1 Rokan Hulu has been successful.

V. CONCLUSIONS

Application of Cheerful Interactive Multimedia (MIC) in improving thematic learning outcomes of fourth grade students of MIN 1 Rokan Hulu. It is known that the increase in student achievement can be seen from the increase in student learning outcomes for each lesson. Seen data from 2 cycles of meetings in which each cycle consists of 2 meetings. For cycle 1 meeting 1 students who completed only 13 students or 52% han who did not complete 12 students or 48%. In cycle 1 meeting 2 there was an increase, namely students who completed 15 students or 60% and those who did not complete 10 students or 40%. In cycle 11, meeting 1 completed 19 people 70% who did not complete 6 0 people 24% experienced an increase in cycle 11 meeting 11 students who completed 24 people 96% who did not complete 1 person 4%. With the increase in student learning outcomes, there is also an increase in teacher and student performance activities.

Based on the conclusions described above, the researcher gives the following suggestions: students must be more enthusiastic in learning, dare to provide data, and ask questions while studying, students must be active in the learning process, disciplined, and more thorough in completing their assignments.

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