Application of Digital Literacy-Based Learning Media to Improve Students' Understanding of Concepts in Social Sciences Subjects

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Article Info	Abstract (10 Pt)
	This research aims to increase students' understanding of concepts in Social Sciences (IPS) subjects through the application of digital literacy-based learning media in class VIII of SMP Negeri 3 Belo. The research background shows that social studies learning is still centered on teachers with students who tend to be passive, resulting in a lack of understanding of the material, especially those that require memorization. The research method used was Classroom Action Research (PTK) with research subjects of 29 students. This research involved two cycles of action with results showing a significant increase in students' conceptual understanding after implementing digital literacy-based learning media. In cycle I, action I, only 41.93% of students completed it, but this increased to 100% in cycle II, action II. The average student score also increased from 52.19 before the research to 82.52 after the research. The results of this research show that digital literacy-based learning media is effective in increasing students' conceptual understanding and can be applied not only to social studies subjects but also to other subjects at various levels of education.

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1. INTRODUCTION

Education is a conscious effort to realize cultural inheritance from one generation to another, which is realized in a learning atmosphere and learning process so that students can develop their own potential. However, based on observations at SMP Negeri 3 Belo, social studies learning is still centered on the teacher and students tend to be passive. Teaching and learning situations that are less conducive cause students to engage in useless activities such as disturbing friends, daydreaming, or becoming sleepy. Teachers do not provide enough motivation for students to be more enthusiastic about participating in class learning, which causes difficulties in understanding material, especially those that require memorization (Muhibbin Syah, 2011: 38).

The ideal condition expected in education is the creation of an active and enjoyable learning atmosphere, where students are actively involved in the learning process. Law No. 20 of 2003 concerning the National Education System states that the aim of national education is to educate the life of the nation and develop the whole human being, who has faith in and is devoted to God Almighty, has noble character, has knowledge and skills, as well as a strong and stable personality. independent. In this case, teachers are required to be able to manage the teaching and learning process by choosing learning models and methods that are in accordance with the curriculum objectives and student potential. This aims to increase students' understanding of the material being taught and create quality human resources (Sapriya, 2009: 194-195).

Currently, learning is still teacher-centered with minimal use of interesting learning media. Teachers are more focused on explaining the material rather than conditioning students to actively learn. This causes students to be passive and have difficulty understanding social studies material which contains a lot of memorized material. On the other hand, ideal conditions expect students who are actively involved in learning and teachers who are able to deliver material appropriately according to students' learning needs using appropriate media and learning methods (Suprijono, 2009: 6-7).

Several studies have shown the importance of using effective learning media in improving student understanding. According to Rohmatillah (2023), learning media is a

very important component in the learning process, because it can help teachers arouse students' interest in learning and convey material effectively. Arif et al (2023) also explain that learning media continues to change and develop, which is necessary so that students can focus more and easily understand the material according to the times.

Research by Chan et al. (2017) emphasize the use of digital storytelling as an approach to engage students in learning digital literacy skills, which can be particularly effective in social studies subjects. Saripudin et al. (2023) found that the use of podcast-based learning media can improve students' digital literacy skills and their understanding of social studies subjects. Hobbs & Coiro (2018) also emphasize the importance of incorporating digital media platforms and technologies into pedagogical practices to encourage collaborative inquiry and diverse perspectives in learning.

Furthermore, Suwarto et al. (2022) emphasize the importance of early exposure to digital literacy practices in elementary schools to foster student creativity and innovation. By integrating digital literacy into the curriculum, students can develop computer, information, and media literacy skills that are important for understanding social subjects. The results of this research show that utilizing digital literacy-based learning media such as digital storytelling, podcasts and interactive platforms can improve students' understanding of concepts in social subjects.

The use of digital literacy-based learning media can be a solution to increase understanding of learning concepts for class VIII students at SMP Negeri 3 Belo in social studies subjects. Integrating digital literacy in education can develop critical skills to effectively navigate the digital landscape, fostering critical thinking, creativity and active participation in the digital era.

2. RESEARCH METHOD

This research was conducted using the Classroom Action Research method. This Classroom Action Research is one of the teacher's efforts to improve and increase the quality of learning in the classroom. The subjects of this classroom action research were 29 class VIII students consisting of 15 male students and 14 female students. The research method is a way of solving problems in a planned and careful manner, with the aim of obtaining facts and conclusions in order to understand, explain, predict and control the situation. In this research, the author used the Classroom Action Research (PTK) method aimed at increasing students' understanding of concepts in Social Sciences (IPS) subjects.

3. RESEARCH RESULTS AND DISCUSSION
3.1. Research result

Table 1. Results of research for cycle I, action I

No	Completeness aspect	The number of students	Percentage
1	Complete	13	41.93
2	Not Completed	16	58.07
	Amount	29	100

Table 2. Results of research cycle I action II

No	Completeness aspect	The number of students	Percentage
1	Complete	15	48.38
2	Not Completed	14	51.62
	Amount	29	100

Table 3. Results of research cycle II action II

No	Completeness aspect	The number of students	Percentage
1	Complete	29	100
2	Not Completed	-	-
	Amount	29	100

3.2.Discussion

The results of this research are based on the problem, which consists of how to increase students' understanding of concepts before and after applying digital-based learning media to the Types of Work material with the object of research being class VIII students at SMP Negeri 3 Belo regarding learning using digital-based learning media. In order to measure research subjects individually, researchers have given one test, namely understanding the concept of student achievement tests (post tests). Meanwhile, in the group assessment, the researcher gave one test, namely understanding the concept of achievement tests (posttest).

Based on the results of students' conceptual understanding tests in cycle I and cycle II, it can be concluded that students' conceptual understanding increased better after using literacy-based learning media. The results of increasing student scores can be seen from the average test scores achieved. The results of cycles I of actions I and II, as well as cycles II of actions I and II, can be concluded that in the initial condition of the 29 students there were 11 students (35.48%) who had completed and 18 students (64.52%) who had not completed. In the first cycle of action I, there were 13 students (41.93%) who completed it, and 16 students (58.07%) who did not complete it. In cycle I, action II, there were 15 students (48.38%) who completed it, and 14 students (51.62%) who did not complete it. In cycle II of action II there were 29 students (100%) who completed it. Based on data obtained from the initial and final tests, student achievement in learning social studies in class VIII has increased compared to before learning using digital literacy-based learning media which only achieved an average score of 52.19. Meanwhile, after using digital-based learning media, the students' average score became better, namely 82.52 in the final stage. Almost all class VIII students experience learning completion. Students' success in learning social studies is due to the use of digital-based learning media which can foster students' interest and enjoyment in participating in social studies learning in class.

4.   CONCLUSION

Based on the results of research carried out at SMP Negeri 3 Belo regarding the application of digital-based learning media to improve students' understanding of concepts, it can be concluded that through digital literacy-based learning, students have high motivation to take social studies lessons. Students are also more courageous in appearing in front of the class to work together with their respective groups. Apart from that, digital-based learning can also maximize students' thinking abilities in understanding Types of Work material and by implementing digital literacy-based learning in class VIII of SMP Negeri 3 Belo, it can improve the results of the initial learning evaluation results for 11 students (35 students). .48%) with an average value of 52.19. Meanwhile, the data obtained after conducting research at SDN Mekarmulya I in cycle I, action I, namely 13 students (41.93%), with an average score of 58.70, experienced an increase, in cycle I action II, namely 15 students completed. students (48.38%) with an average score of 64.51, cycle II action I completed as many as 26 students (83.87%) with an average value of 81.77 and cycle II action II of the total number of students was 31 students (100%) with an average

score of 82.58, this means there is an increase from cycle I to cycle II including the following cycle I with an average of 61.60 while the percentage is 45.15% and cycle II with an average of 82 .45 while the percentage is 91.93%.

It is hoped that the results of this research can become information material for implementing digital literacy-based learning not only in social studies subjects but can be applied to all subjects in schools at both elementary, middle and high school levels. It is also hoped that these results can become a bibliographic source for further research.

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