



- Section : *Social Sciences; Education*

Implementation of an Interactive Approach Model in Grade IV Science and Social Studies at SDN Kalibaru 09

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Abstract

Objective: This study aims to describe the implementation of an interactive approach in Grade IV Natural and Social Sciences (IPAS) learning at SDN Kalibaru 09, identify students' responses, and examine the approach's relationship with learning outcomes.

Method: This study employed a descriptive qualitative approach involving one Grade IV teacher and six students. Data were collected through observation, interviews, and documentation, then analyzed through data reduction, data display, and conclusion drawing, following the Miles and Huberman model.

Results and Discussion: The interactive approach was implemented through question-and-answer activities, group discussions, observations of plant parts, educational games, and presentations. These activities gave students opportunities to participate, exchange ideas, collaborate, and relate the material to their surroundings. Learning documentation reportedly indicated improved learning outcomes; however, the extent of this improvement could not be determined because pre- and post-instruction assessment scores were not provided.

Implications: An interactive approach may serve as an alternative for making IPAS learning more active and contextual. Its implementation should be supported by careful activity planning, classroom management, appropriate learning media, and measurable assessment of learning outcomes.

Introduction

Elementary education provides an important foundation for developing students' critical thinking, social skills, and active engagement. One challenge in elementary school teaching is creating a classroom environment that encourages students to participate fully. Teacher-centered instruction may limit opportunities for students to ask questions, express their opinions, collaborate, and develop understanding through their own experiences.

An interactive approach can be used to encourage student engagement in the learning process. It positions students as active participants through question-and-answer activities, discussions,

observations, and collaborative tasks. Nurdiniah et al. (n.d.) emphasize the importance of active student engagement in learning, while Ayu Dwiyanita et al. (2023) are cited in connection with the use of interactive learning to support student motivation and learning outcomes. However, the bibliographic details of both sources should be verified against the original publications.

An interactive approach is relevant to Natural and Social Sciences (IPAS), particularly at the elementary school level. IPAS content is closely related to natural phenomena and social life that students encounter in their daily lives. Accordingly, instruction can incorporate observations of the surrounding environment, group discussions, simple experiments, educational games, and presentations. For example, when learning about plant structures, students can observe plant parts directly and discuss the functions of roots, stems, leaves, flowers, and other parts relevant to the lesson. Although an interactive approach has the potential to support more meaningful learning, its implementation requires consideration of students' characteristics, the availability of learning media, time constraints, and classroom management. A clear account of the learning process and students' responses is also needed to understand the approach's benefits in the context of the school under study. In light of these considerations, this study aims to describe the implementation of an interactive approach in Grade IV IPAS learning at SDN Kalibaru 09, identify students' responses during instruction, and examine the relationship between its implementation and learning outcomes. The study is expected to provide practical insights into the use of interactive activities in elementary IPAS instruction.

Literature Review and Solution Development

An interactive approach is a teaching approach that gives students opportunities to participate actively in developing their understanding through interaction with the teacher, their peers, and the learning environment. Such interaction may take the form of questioning, discussion, observation, problem-solving, and the presentation of findings. In this approach, the teacher acts as a facilitator who guides the learning process and provides support when students encounter difficulties. Elementary IPAS instruction requires learning experiences that connect concepts with observable phenomena. For example, observing plants can help students identify plant parts and understand their functions. Group discussions give students opportunities to share their observations, compare ideas, and develop their communication and collaboration skills.

Ayu Dwiyanita et al. (2023) and Nurdiniah et al. (n.d.) are cited in the initial manuscript as sources on interactive learning. Susilowati (2024) is also cited as a source supporting the potential of an interactive approach to improve participation and learning outcomes. However, the publication details and findings of these sources should be verified before they are used as a basis for academic comparison.

On the basis of this framework, the instructional intervention examined in this study involved an interactive approach comprising an introductory activity, question-and-answer activities, group discussions, observations of plant parts, educational games, and presentations. This sequence of activities was expected to broaden student participation, support understanding of IPAS concepts, and provide more contextualized learning experiences.

Implementation Method

1. Approach

This study employed a descriptive qualitative approach to describe the implementation of an interactive approach in Grade IV IPAS learning at SDN Kalibaru 09. This approach was selected to provide an account of classroom activities, student engagement, responses to the activities, and their relationship to learning outcomes.

2. Partner and Research Site Profile

The study was conducted at SDN Kalibaru 09. The participants comprised one Grade IV teacher and six Grade IV students. They were selected to provide information about the instruction from both the teacher's and students' perspectives. Further details about the students' characteristics and the criteria used to select them should be included if available in the research records.

3. Implementation Stages

Data were collected using three techniques. First, observation was used to examine IPAS instruction, including question-and-answer activities, group discussions, plant observations, and presentations. Second, interviews with the teacher and students were conducted to explore their experiences and responses to the learning activities. Third, documentation was used to examine available lesson records, photographs of classroom activities, and learning outcome documents.

The lesson began with an introductory activity in which the teacher asked questions related to students' everyday experiences. The teacher then organized students into groups to discuss and complete assigned tasks. During the lesson on plant structures, students were guided to observe plant parts and discuss their functions. The teacher provided guidance and assistance as needed. The lesson concluded with group presentations and a review of the material.

Data analysis followed the Miles and Huberman model, which comprises data reduction, data display, and conclusion drawing. Information from observations, interviews, and documentation was grouped according to the themes of instructional implementation, student responses, and learning outcomes. The findings were then examined to develop a consistent account of how the interactive approach was implemented.

4. Program Evaluation

The evaluation examined student engagement during instruction, confidence in expressing opinions, questioning activity, group collaboration, understanding of the material, and available learning outcome documents. A quantitative comparison of learning outcomes before and after the implementation of the interactive approach is possible only if scores for both periods are available. Accordingly, any claim about the magnitude of improvement requires verifiable assessment data.

Results and Discussion

1. Intervention Process and Implementation of the Approach

The interactive approach was implemented through question-and-answer activities, group discussions, educational games, observations, and presentations. Students were involved from the introductory activity through to the end of the lesson. At the beginning of the lesson, the teacher asked questions related to students' everyday experiences to connect their prior knowledge with the material to be studied.

Students were then divided into groups to exchange ideas and complete tasks collaboratively. The teacher acted as a facilitator, providing guidance and assistance when students encountered difficulties. This arrangement gave students opportunities to participate directly rather than simply receive information from the teacher. During the lesson on plant structures, students observed plant parts and discussed the function of each part. Direct observation helped connect the lesson content with objects in the students' surroundings. It also gave students opportunities to share their observations and listen to their classmates' ideas.

2. Program Outcomes

According to the account of the observations in the research manuscript, most students showed enthusiasm for the interactive learning activities. Students were reported to be more willing to express their opinions, ask questions, and collaborate in groups. The observation activity also gave them opportunities to identify plant parts and relate each part to its function.

The learning outcome documentation described in the initial manuscript reportedly indicated an increase in the mean score after the interactive approach was implemented. However, the initial and

final scores, the number of students who met the minimum mastery criterion, and the magnitude of the increase were not provided. These findings therefore require further support through the presentation of numerical data consistent with the research records.

Descriptively, the reported outcomes included greater student engagement, more opportunities for communication, improved group collaboration, and learning through direct observation. These findings indicate the potential of an interactive approach to support more participatory IPAS learning.

Conclusion

The interactive approach in Grade IV IPAS learning at SDN Kalibaru 09 was implemented through question-and-answer activities, group discussions, educational games, observations of plant parts, and presentations. According to the research findings, these activities gave students opportunities to participate more actively, collaborate, express their opinions, and relate the lesson content to their surroundings.

The learning outcome documentation described in the initial manuscript reportedly showed an increase in scores. However, because detailed pre- and post-instruction scores were not provided, the magnitude and statistical significance of this increase cannot be established. The findings therefore support the descriptive conclusion that an interactive approach has the potential to make IPAS learning more active and contextualized. The descriptive qualitative approach enabled the researchers to examine the learning process and students' responses in context. However, the small number of participants, the absence of detailed score data, and incomplete bibliographic information for the cited sources limit the generalizability and verifiability of the findings. This study was not designed to establish statistically significant causal relationships. This section presents recommendations for future research and outlines directions for further scholarly inquiry. The recommendations address two main groups.

For the School Partner: Teachers are encouraged to plan interactive activities carefully, ensuring equitable student participation, effective time management, and learning media appropriate to the subject matter. Schools can support these activities by providing simple instructional resources and opportunities for teachers to develop active learning strategies.

For Stakeholders: Future studies should involve more students or classes, provide complete documentation of pre- and post-instruction scores, and use consistent evaluation indicators. Further research could also examine the application of interactive approaches to other IPAS topics or different school subjects.

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