



IMPLEMENTATION OF BASIC TEACHING SKILLS IN SOCIAL SCIENCE USING INTERACTIVE MEDIA

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ABSTRACT

This study aims to describe the implementation of basic teaching skills in Social Science at MIN 5 Demak through the use of interactive learning media. The skills examined include opening and closing lessons, explaining material, questioning techniques, providing reinforcement, and classroom management. This research employs a descriptive qualitative approach using observation, interviews, and documentation as data collection techniques. The findings indicate that Social Science teachers at MIN 5 Demak have implemented basic teaching skills fairly well, particularly in terms of communication and interaction with students. The use of interactive learning media, such as teaching aids and the surrounding environment, enhances students' participation, understanding, and learning interest. However, challenges remain in classroom management and the optimal use of educational technology due to limited facilities. The study concludes that the success of Social Science learning is influenced by teacher readiness, the availability of learning media, and support from the school environment. This study recommends strengthening pedagogical training and optimizing the use of interactive learning media to improve the quality of Social Science instruction.

ABSTRAK

Penelitian ini bertujuan mendeskripsikan penerapan keterampilan dasar mengajar IPS di MIN 5 Demak dengan menggunakan media pembelajaran interaktif. Keterampilan yang dikaji meliputi membuka dan menutup pelajaran, menjelaskan materi, mengajukan pertanyaan, memberikan penguatan, dan mengelola kelas. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru IPS di MIN 5 Demak telah menerapkan keterampilan dasar mengajar dengan cukup baik, terutama dalam komunikasi dan interaksi dengan siswa. Penggunaan media pembelajaran interaktif, seperti alat peraga dan lingkungan sekitar, mampu meningkatkan partisipasi, pemahaman, dan minat belajar siswa. Namun, masih terdapat kendala dalam pengelolaan kelas dan pemanfaatan teknologi pembelajaran akibat keterbatasan sarana. Simpulan penelitian ini menunjukkan bahwa keberhasilan pembelajaran IPS dipengaruhi oleh kesiapan guru, ketersediaan media pembelajaran, dan dukungan lingkungan sekolah. Penelitian ini merekomendasikan peningkatan pelatihan pedagogik dan optimalisasi media pembelajaran interaktif untuk meningkatkan kualitas pembelajaran IPS.

Kata Kunci: keterampilan dasar mengajar, IPS, media pembelajaran interaktif

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Introduction

Social Studies (IPS) education at the Elementary School and Madrasah Ibtidaiyah levels plays a strategic role in shaping students' character, social attitudes, and life skills from an early age. IPS not only functions as a means of delivering knowledge about society, culture, and the environment, but also serves as a vehicle for values education, the development of social awareness, and the enhancement of students' ability to interact effectively in everyday life (Sapriya, 2017; Banks, 2015; NCSS, 2010).

The main function of Social Studies learning is to equip students with social knowledge that is relevant to their future lives and to develop social and intellectual skills so that they are able to participate actively in social life. Through Social Studies learning, students are introduced to various social issues in their environment, enabling them to understand social realities, process information, and systematize knowledge meaningfully (Trianto, 2014; Susanto, 2016).

Social Studies (IPS) learning at the elementary school/Madrasah Ibtidaiyah (SD/MI) level also aims to instill human values, tolerance, democracy, and mutual respect within a multicultural society. An understanding of basic Social Studies concepts is expected to help students develop social awareness, empathy, and the ability to adapt and contribute positively in a diverse social environment (Banks, 2015; Sapriya, 2017; Komalasari, 2017).

In addition, Social Studies learning plays an important role in developing students' critical and reflective thinking skills toward social phenomena occurring in their surroundings. Students are trained to identify social problems, analyze their causes and impacts, and seek alternative solutions rationally and responsibly as preparation for becoming good citizens (Sardiman, 2018; Winataputra, 2019).

Teachers as educators play a strategic role in determining the quality of learning, particularly through mastery of basic teaching skills. Basic teaching skills include the ability to open and close lessons, explain subject matter, ask questions, provide reinforcement, manage the classroom, and guide small group discussions. Mastery of these skills is an essential prerequisite for creating a conducive learning environment, increasing students' active participation, and helping students understand learning materials optimally (Turney et al., 1983; Mulyasa, 2019; Uno, 2016).

Along with the development of the times and the demands of 21st-century learning, teachers are required to be able to utilize interactive learning media effectively. Interactive learning media function to concretize abstract Social Studies concepts, increase students' motivation and learning interest, and encourage active student engagement in the learning process (Arsyad, 2020; Smaldino et al., 2019).

The use of learning media such as teaching aids, images, videos, interactive multimedia, and the surrounding environment as learning resources is expected to create Social Studies learning that is more contextual, meaningful, and oriented toward students' direct experiences (Daryanto, 2016; Komalasari, 2017). Although the importance of Social Studies learning has been widely recognized, in practice there are still various challenges. Social Studies is often perceived as a boring subject because it tends to emphasize the memorization of facts; therefore, innovative, creative, and interactive learning approaches are needed to enable students to learn actively and meaningfully (Sanjaya, 2016; Hamalik, 2018).

Based on empirical conditions at MIN 5 Demak, the implementation of basic teaching skills in Social Studies through the use of interactive learning media has not yet been fully optimal. Teachers have made efforts to apply various teaching skills and utilize learning media; however, they still face obstacles such as limited facilities and infrastructure, classroom management that has not been maximized, and the limited use of educational technology. In

addition, differences in students' characteristics, interests, and abilities also pose particular challenges in implementing interactive Social Studies learning (Mulyasa, 2019; Arsyad, 2020). In the Social Studies learning process, teachers still experience difficulties in managing the classroom optimally, especially when interactive learning takes place. This condition results in uneven student participation and a decline in learning focus among some students (Uno, 2016; Sardiman, 2018).

According to Isnaniah, teaching skills are very important for teachers because these skills greatly determine the success of teaching (Nurfadilah Dwi Susanty et al., 2023). Basic teaching skills refer to how a teacher facilitates student learning. These skills are essential competencies that every teacher must possess because they basic teaching skills provide a deeper understanding of the teaching process (Fitri et al., 2020). Teaching is not only about delivering content but also involves developing character, attitudes, emotions, habits, and values that students will apply in their daily lives. Basic teaching skills are the abilities or competencies that teachers or instructors must possess to carry out teaching tasks effectively, efficiently, and professionally (Arqam Madjid, 2019). Learning success is not determined solely by students' abilities, but also by their motivation and activeness in learning, the availability of facilities, and the learning environment, as well as how a teacher develops their teaching skills. As prospective teachers, students must master basic teaching skills well so that the learning process can run effectively and achieve the desired goals. (Andini, 2023).

Based on these problems, an in-depth study is needed on the implementation of basic teaching skills in Social Studies at MIN 5 Demak using interactive learning media. This study is expected to provide a clear picture of the implementation of Social Studies learning, identify the challenges faced by teachers, and offer recommendations to improve the quality of Social Studies learning through strengthening basic teaching skills and the effective use of interactive learning media.

Theoretical Studies

Definition and Purpose of Teaching Skills

As stated in the Instructor and Chairperson Regulation Number 14 of 2005, an educator is a professional responsible for teaching, guiding, directing, training, supervising, and assessing students across various levels of formal education, ranging from essential to elective education. Conversely, an educator is also an expert and researcher whose duties include creating, expanding, and disseminating knowledge, skills, and innovations. Furthermore, an instructor must possess abilities supported by appropriate training. All educators are expected to have essential performance skills, so prospective teachers are allowed to teach only if they have competence in these fundamental skills. Learning can be seen as a process of transferring information between educators and students, thus requiring the teacher's ability to transform that information so that it can be fully understood by the students.

Basic demonstration skills are essential in teaching, particularly in the way instructors provide illustrations to students. Since these fundamental skills offer a deeper understanding of the demonstration system, instructors must understand and master them. Teaching is not merely about transferring information; it also involves shaping mentality, emotions, character, tendencies, and values. Memory, wisdom, and metacognition play a role in awareness, which ultimately impacts understanding (Muftahul Huda, 2013). Learning can be viewed as a process of transferring information between teachers and students, requiring the educator's ability to transform this information so that it can be well understood by students. The challenge for teachers is to deliver this information in a concrete manner so that students can learn, absorb, and achieve the learning objectives.

Interactive Educational Media

Media is one of the factors that support the success of the learning process in schools because it can facilitate the delivery of information from teachers to students and vice versa.

The creative use of media can enhance and improve the efficiency of learning, thereby enabling learning objectives to be achieved.

Interactive learning media are defined as forms of media used to deliver learning materials that are controlled by technology such as computers and smartphones, in which the content can not only be seen and heard but also provide motivation and feedback to learners in the use of interactive media (Arsyad & Fatmawati, 2018). With the use of interactive learning media, students become more active in learning activities, thereby increasing their individual learning engagement. One such improvement is that students are able to carry out learning simulations, even when the objects being studied are not physically present in the classroom.

Social Studies (IPS) Materials and Learning in Madrasah Ibtidaiyah/Elementary Schools

Social Studies (IPS) teachers at MI/Elementary School need to have a clear understanding of the objectives and direction that should be considered when developing learning materials. IPS is the name of one of the subjects at the elementary school level. The term IPS at the elementary level refers to a standalone subject that integrates a number of concepts from social sciences, humanities, natural sciences, as well as various social issues and life problems. IPS material for elementary school does not emphasize disciplinary aspects because greater importance is placed on pedagogical and psychological dimensions, as well as the holistic thinking abilities of students. (Christi Yanti, 2015: 5).

In general, the level of development still views everything as a whole (holistic) and is able to understand the relationships between concepts in a simple manner. The learning process still relies on concrete objects and experiences that are directly encountered. (Nana Syaodih Sukmadinata, 2000: 52)

There are several Social Studies (IPS) learning materials at the MI/Elementary School level :

1. Introduction to Indonesian Culture

This material may include explanations about various cultures in Indonesia, such as traditional dances, traditional clothing, regional specialty foods, and cultural celebrations. Students can learn to recognize the cultural diversity in Indonesia as well as the values contained within it.

2. The Geographical Location of Indonesia

This material can cover topics such as maps of Indonesia, mountains, rivers, lakes, as well as the historical geographic location and its influence on society. Students can understand Indonesia's geographic position and its impact on daily life.

3. Environment and Conservation

This material discusses the importance of preserving the environment and natural resources. It introduces conservation methods such as waste reduction, recycling, and forest preservation. Activities may include tree planting at school or organizing environmental cleanliness campaigns. These materials can be adapted and adjusted to the applicable curriculum as well as the students' level of understanding at the MI/Elementary School level to make them more engaging and aligned with their interests. Heri Supriyana (2006: 1-2) states that Social Studies (IPS) learning at the SD/MI level is organized systematically, comprehensively, and integratively in the learning process to guide students toward maturity and success in life. The Social Studies (IPS) Competency Standards and Basic Competencies at the Madrasah Ibtidaiyah (MI) level cover study materials in sociology, history, geography, and economics. These study materials form the subjects of Social Studies (IPS).

The Social Studies (IPS) subject aims to develop students' potential so that they are sensitive to social issues occurring in society, possess a positive mental attitude toward addressing any inequalities, and are skilled in handling daily problems, both those affecting themselves and those impacting the community. In its implementation, various studies need to be conducted to improve the efficiency and effectiveness of services and development as a consequence of educational innovation. (Heri Supriyana, 2006: 1-2).

Fun Learning Methods for Social Studies in MI/Elementary School

1. Inquiry Method

The word “Inkuiri” comes from the English term “inquiry,” which means question, examination, or investigation. According to Mulyasa, “The inquiry model is a learning approach that prepares students to conduct their own experiments extensively so that they can formulate questions.” Through this approach, students actively explore knowledge, develop critical thinking skills, problem-solving abilities, and a sense of responsibility for their own learning (Sofiani, 2011). The advantage of this method lies in its emphasis on the balanced development of cognitive, affective, and psychomotor aspects, making the learning process more meaningful. This strength makes the inquiry method an effective learning approach for developing deep understanding and student skills. It is important to consider the context and classroom needs when choosing and implementing the inquiry method. (Siswanto, 2017). Therefore, the implementation of the inquiry method in Social Studies (IPS) learning provides greater opportunities for students to discover knowledge on their own rather than relying on memorization. Thus, it is expected that students’ learning outcomes will improve, as they are no longer focused on rote learning but engage in direct experimentation. (Harhilah, 2008)

2. Role-Playing Method

According to Oemar Hamalik (2008:199), role play is a type of simulation technique commonly used in social education and human relations. It is a learning approach that involves students in simulations or games, where they take on specific roles to understand a concept. The implementation of the role play method includes historical negotiation simulations, social or dramatic enactments, or acting as important figures in a particular culture. (Oemar Hamalik, 2008). The process of learning Social Studies (IPS) using the role-playing method can be very enjoyable, as this method emphasizes the relationship between the individual and the group. Here, social interactions occur among individuals, which are intentionally facilitated through the role-playing method. Through these social interactions, relationships between individuals and the group are formed, making students more open to sharing ideas and creativity. With the implementation of the role-playing method, Social Studies learning becomes more engaging for students and prevents them from feeling bored during the lessons. (Uno, Hamzah, 2007)

Information Technology (IT) The progress of time has been accompanied by the development of ways to deliver information, which later became known as Information Technology. Initially, Information Technology was developed by humans during the prehistoric era and functioned as a system for recognizing familiar forms. They conveyed the information they obtained by depicting scenes on cave walls, such as hunting activities and their prey. Until now, information technology has continued to develop, and its delivery and forms have become more modern (Hapsari & Fatimah, 2021). Information technology is a technology consisting of hardware, software, and useware that is used to acquire, transmit, process, interpret, store, organize, and utilize data meaningfully to obtain high-quality information. As an educational medium, information technology is implemented using communication tools such as telephone, computer, internet, email, and others. Interaction between teachers and students is not only conducted through face-to-face meetings but also through the use of these media (Putra & Darma, 2009).

Information Technology in Social Studies Learning As part of the learning process, information technology has several roles, namely as a supplement, complement, and substitution. First, the supplementary role is considered to function as an addition or supplement when students have the freedom to choose whether or not to use learning materials through information technology. In this case, there is no obligation or requirement for students to access learning materials through information technology. Even though it is only optional, students who take advantage of it will certainly gain additional knowledge or insights. Although learning materials delivered through information technology serve as a supplement, teachers will always encourage, motivate, or recommend that students access

the learning materials provided via information technology. Secondly, the Complementary Role is said to function as a complement when learning materials delivered through information technology are programmed to supplement the learning materials that students receive in the classroom. As a complement, it means that learning materials delivered through information technology are programmed to serve as reinforcement or enrichment, or as remedial resources for students participating in conventional learning activities.

Third, Substitution Role: in some schools in developed countries, technology provides alternative models of learning activities for students. The goal is to help students manage their learning activities more easily, allowing them to adjust their time and other activities alongside their learning. This is where the difference lies between teachers today who use information technology and traditional teachers. As 21st-century teachers, we have shifted the learning paradigm from teacher-centered learning to student-centered learning, where teachers act more as learning designers, facilitators, coaches, and learning managers.

There are several research findings that are relevant to this study, including the following:

First, in “The Implementation of Social Studies Learning at the MI/Elementary School Level” by Fadhilah Hilmy Nasution et al., This study employs a qualitative method with a library research design. The data sources used in this research include books, journals, articles, and other relevant scholarly works. The data were collected and then analyzed descriptively to obtain an in-depth analysis. The results showed that the cooperative model involves group-based learning. Therefore, in applying the cooperative learning model, several aspects and elements must be considered beforehand. By following the steps outlined, the cooperative learning model can be implemented effectively, allowing the learning process to run smoothly (Fadhilah Hilmy et al., 2023).

Secondly, in “Basic Teaching Skills in Elementary/Madrasah Ibtidaiyah” by Mirayanti et al., the results of this study identify several basic teaching skills considered very important and playing a key role in the success of teaching and learning activities. Among these skills are questioning skills, reinforcement skills, skills in providing variation, explaining skills, skills in opening and closing lessons, skills in guiding small group discussions, classroom management skills, and skills in teaching small groups and individuals. In this regard, teachers are required to master these basic skills so that learning can be carried out effectively and efficiently, and teaching and learning activities can achieve successful outcomes.

The research conducted by Mirayanti et al. has similarities with the study that the researcher will conduct, namely the similarity in research methods and teaching skills in Social Studies learning. The difference of this study lies in the use of interactive learning media (Mirayanti et al., 2023).

Third, the study entitled “Analysis of the Influence of Interactive Learning Media in Increasing Students’ Interest in Learning Social Studies at the Elementary School Level” by Niken Dwi Ariani and Oktaviani Adhi Suciptaningsih aims to assess the impact of interactive learning media on students’ learning interest in Social Studies. The results of the data analysis show a significant difference between the experimental class that used animation-based interactive learning media and the control class that applied conventional teaching methods.

In another study entitled “The Use of Audio-Visual Media in Improving Learning Interest and Achievement in Social Studies for Third-Grade Elementary School Students,” a significant change was observed. Before the implementation of the media, only 33% of students achieved the Minimum Mastery Criteria (KKM). However, after the use of the media, this percentage increased significantly to 76%.

Based on research using post-test data, it was concluded that the application of animation-based interactive learning media had a significant effect. Data analysis revealed differences in the average scores between the experimental class and the control class. The use of animation-based interactive learning media in the experimental class was effective in increasing students’ interest in learning Social Studies, as evaluated through questionnaires. Thus, it can be concluded that the use of animation-based interactive learning media has a

significant impact on students' interest in learning Social Studies at SD Negeri 3 Tanjung Lago. The research conducted by Niken Dwi Ariani & Oktaviani Adhi Suciptaningsih is similar to the research that the researcher will carry out, particularly in terms of research method and media, which is Interactive Learning Media (Ariani, N. D., & Suciptaningsih, O. A., 2023)..

Research Methodologi

This study employed a descriptive qualitative approach to examine the implementation of basic teaching skills in Social Studies at MIN 5 Demak through the use of interactive learning media. A qualitative approach was chosen because it allows researchers to understand social phenomena in depth and in their natural context (Creswell, 2014). The research subjects consisted of Grade 1 Social Studies teachers and students at MIN 5 Demak, selected using purposive sampling. Purposive sampling was applied to obtain informants who were considered knowledgeable and directly involved in the teaching and learning process (Sugiyono, 2020). The teacher served as the main subject of the study, while students acted as supporting informants.

Data were collected through observation, in-depth interviews, and documentation. Observation was conducted to directly examine the implementation of basic teaching skills in the classroom, including opening and closing lessons, explaining materials, questioning techniques, providing reinforcement, and classroom management. In-depth interviews were carried out with the Grade 1A Social Studies teacher to explore teaching experiences, strategies, and challenges in using interactive learning media. Documentation, such as lesson plans (RPP), syllabi, teaching materials, student worksheets, and learning activity records, was analyzed to strengthen and validate the findings from observations and interviews (Moleong, 2018).

Data analysis was conducted using an interactive model consisting of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). Data reduction involved selecting and focusing data relevant to the research objectives, while irrelevant information was excluded. The reduced data were then presented in the form of descriptive narratives and tables to identify patterns and relationships among teaching skill components. Finally, conclusions were drawn by interpreting the findings based on learning theories and basic teaching skills standards. To ensure data validity, triangulation of data sources and techniques was applied by comparing observation, interview, and documentation results (Creswell & Poth, 2018)

Results and Discussion

MIN 5 Demak is a state Islamic elementary school located at Jalan Melati 06, Mlaten, Mijen District, Demak Regency, Central Java. The school was established on November 25, 1995, based on the Establishment Decree of KMA RI Number 515A of 1995, with a total number of students amounting to 563. Based on observations and data collection at MIN 5 Demak, teachers' teaching skills in Social Studies (IPS) showed several key findings. IPS teachers at MIN 5 Demak have utilized various teaching strategies to create an interactive and communicative learning environment, such as using learning media and diverse methods. However, some challenges were still identified regarding mastery of digital learning technology and classroom management, which need to be improved.

Interactive Learning Media

Interactive learning media has become a major focus in the context of modern education. In educational environments, this approach is considered one of the effective methods for improving students' learning motivation. Specifically in the

subject of Islamic Cultural History at Madrasah Ibtidaiyah, the use of interactive learning media can provide significant positive impacts on students' learning motivation.

Interactive learning media is a teaching approach that utilizes technology to enable two-way interaction between teachers and students, as well as between students and learning materials. Interactive learning media provides various tools and resources such as videos, computer simulations, educational games, and online platforms that allow students to learn actively and be engaged in the learning process.

Implementation of Interactive Learning Media Usage

Animation video

In interactive learning, the use of animated videos plays an important role in increasing students' interest, engagement, and understanding of learning materials. The use of animation enables the creation of more dynamic and attractive visualizations, which have the potential to help students understand complex concepts more effectively (Melati, 2023).

By utilizing animation, IPS learning materials can be delivered in a more interactive and engaging way, allowing students to actively participate in their learning process. Animation is an art that brings objects or characters to life through a sequence of images presented at a high speed (Farastuti, 2021).

In IPS learning, teachers can improve their basic teaching skills by innovating several images and other elements into a video, such as cultural diversity and other topics. The use of animation can also enhance students' creativity and imagination. Attractive and entertaining animations encourage students to think critically, develop visual thinking, and express their own creative ideas. Animation can stimulate students' imagination by presenting a new and challenging world in learning, which contributes to the development of students' cognitive and creative skills.

Table 1. Results of Teacher Interviews

No.	Aspect	Temuan Penelitian
1.	Students' learning interest	Students are more enthusiastic and focused during the learning process
2.	Understanding of the material	The material is easier to understand with the support of interactive media
3.	Classroom atmosphere	The classroom becomes more lively and conducive
4.	Student engagement	Students are more active in asking questions and participating in discussions
5.	Learning effectiveness	Learning becomes more effective and efficient

The implementation of basic teaching skills in Social Studies (IPS) at MIN 5 Demak using interactive learning media was explored through interviews, observations, and document analysis. Based on the interview results, the Grade 1A Social Studies teacher explained that she begins each lesson by clearly communicating learning objectives and capturing students' attention using interactive media such as short videos, animations, and digital quizzes. These media help students better understand abstract historical and cultural content. During class discussions, the teacher applies questioning, explaining, and reinforcement skills, allowing students to actively participate, express opinions, and collaborate on tasks through various learning applications. The teacher reported that the use of interactive media enhances students' enthusiasm, motivation, learning outcomes, and understanding, while making the classroom atmosphere more dynamic and enjoyable.

Participatory observation further confirmed the application of basic teaching skills in the classroom. The researcher actively engaged in the learning process, observing the teacher's ability to open and close lessons, explain material, manage the class, and apply interactive media, including videos, educational games, and quiz-based activities. Students were observed to participate actively, demonstrate better understanding of the material, and respond positively to direct feedback provided by the researcher, which helped improve teaching techniques and media utilization. In non-participatory observation, where the researcher only observed without involvement, results showed that the teacher managed the class and used interactive media effectively; however, some students were still less focused and less active. These findings suggest the need to diversify media and teaching approaches to ensure that all students engage optimally in learning.

Document analysis, including lesson plans (RPP), teaching activity reports, and observation records, indicated that basic teaching skills were applied systematically and effectively. Teachers demonstrated mastery of subject matter, communication skills, media utilization, and classroom management. Interactive media, such as videos, online quizzes, and digital presentations, successfully attracted students' attention, facilitated understanding of IPS concepts, and encouraged active participation. Students' engagement increased, as evidenced by more students asking and answering questions during lessons. Teachers also adapted teaching methods flexibly based on students' characteristics and the material being taught. Nonetheless, several challenges were identified, including limited access to technology and teachers' skills in operating interactive media. It is therefore recommended that schools provide teacher training in technology use and improve the infrastructure supporting media-based learning.

Conclusion

The role of interactive media such as animated videos, educational games, and technology-based learning applications in IPS (Social Studies) subjects is considered quite effective in improving the basic teaching skills of grade 1 teachers at MIN 5 Demak. Interactive media can serve as a solution for teachers to reduce students' boredom during lessons. In addition, with the help of existing technology, teachers can more easily innovate and discover effective media to apply and adjust according to students' conditions during learning. Therefore, it is important for teachers to broaden their knowledge and enhance their creativity in teaching, so that learning can be maximized and conducted effectively, thus achieving learning objectives. The implementation of basic teaching skills for IPS at MIN 5 Demak has been systematic and structured, supported by the use of interactive learning media that can increase student engagement and motivation. Interactive media helps teachers deliver material more attractively and facilitates students' understanding of IPS concepts. However, there are still challenges in the form of limited access to technology and teachers' skills in operating interactive media. Therefore, it is recommended that schools provide technology training for teachers and improve supporting infrastructure for learning media to continuously enhance the quality of education. In general, the application of interactive media has a positive impact on improving the quality of IPS learning processes and outcomes at MIN 5 Demak

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