



Transformation of IPAS Learning in Elementary Schools: The Strategic Role of Digital Media in Improving Students' Understanding

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Abstract: *This study aims to analyze the strategic role of digital media in enhancing students' understanding of IPAS materials and explore the challenges and strategies in its implementation. The research employed a descriptive qualitative method involving data collection through observation, interviews, and documentation. The study was conducted at SDN Kaliwates with 28 fourth-grade students as participants. The findings revealed that digital media significantly improved students' conceptual understanding by providing attractive visualizations, increasing interactivity, and offering flexible access to learning resources. Nevertheless, several challenges were identified, such as limited digital infrastructure, teachers' low digital competence, and abundant unfiltered information. To address these issues, the study suggests providing regular digital training for teachers, improving access to technological infrastructure, and curating quality digital content aligned with the curriculum. These findings underscore the importance of strategic digital integration in IPAS learning to support students' cognitive development and 21st-century skills.*

Keywords: Digital Media, IPAS Learning, Elementary School, Concept Understanding, Educational Technology

Abstrak: *Penelitian ini bertujuan untuk menganalisis peran strategis media digital dalam meningkatkan pemahaman siswa terhadap materi IPAS serta mengeksplorasi tantangan dan strategi dalam implementasinya. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Penelitian dilaksanakan di SDN Kaliwates dengan melibatkan 28 siswa kelas IV sebagai partisipan. Hasil penelitian menunjukkan bahwa media digital secara signifikan meningkatkan pemahaman konseptual siswa melalui penyajian visualisasi yang menarik, peningkatan interaktivitas, dan akses fleksibel terhadap sumber belajar. Namun demikian, beberapa tantangan juga ditemukan, seperti keterbatasan infrastruktur digital, rendahnya kompetensi digital guru, dan banyaknya informasi yang tidak terfilter. Untuk mengatasi masalah tersebut, penelitian ini menyarankan pelatihan digital rutin bagi guru, peningkatan akses*

terhadap infrastruktur teknologi, serta kurasi konten digital berkualitas yang sesuai dengan kurikulum. Temuan ini menegaskan pentingnya integrasi digital secara strategis dalam pembelajaran IPAS untuk mendukung perkembangan kognitif siswa dan keterampilan abad ke-21.

Keywords: *Media Digital, Pembelajaran IPAS, Sekolah Dasar, Pemahaman Konsep, Teknologi Pendidikan*

Introduction

In the era of globalization and rapid advancement of information technology, the education sector has experienced a significant transformation, namely integrating technology into the learning process, along with the development of technology and the curriculum's emphasis on 21st-century skills. The use of digital media has become an essential component of education (Muzaini et al., 2024). This progress makes technology an integral element that continues to adapt to the demands of the times. An independent curriculum, especially in the current era, allows educators to design the learning process Sofwan Roif Obadiyah, (2024), such as integrating technology. Its existence not only supports the role of teachers in delivering material but also revolutionizes how students obtain and access information, thus creating a more innovative and interactive learning experience (Indahsari & Sumirat, 2023).

In today's digital era, technology in learning has become necessary, including Elementary school learning. However, there are still many in elementary education who rarely or do not use technology in learning, even though technology provides more experience for students in the process. However, although digital media offers various benefits, challenges in its implementation are still a significant obstacle for teachers. Based on research conducted by Hulu, (2023), the limited technical skills of teachers in operating digital media are one of the significant obstacles in the technology-based learning process. Based on a study conducted by Sarang et al., (2023), the difficulty in selecting and filtering relevant digital content by the curriculum is also a challenge for teachers in optimizing the use of digital media. Therefore, ongoing training is needed for educators and adequate infrastructure support so teachers can effectively implement digital technology in Elementary school learning.

Learning media is important in increasing students' joy, interest, and enthusiasm during the learning process (Nurfadhillah et al., 2021; Fadhilah & Nurmallasari, 2025). With a more modern approach and according to the needs of students, learning media can optimize student learning outcomes and create a classroom environment conducive to developing their attitudes, knowledge, and skills. Especially in science learning Suhaemi et al., (2020), using appropriate media can improve the material's presentation, making it more interesting, easy to understand, and relevant to everyday life. This helps students not only understand concepts more deeply but also be able to relate them to a broader context (Waruwu, 2023).

Research from Meilina & Afriyah, (2024); Masnia et al., (2025), highlights the importance of using interactive digital media to improve understanding of science concepts. The study results show that digital media can help students better understand the material. Additionally, research by Mustofiyah et al (2024), highlights that digital media, such as YouTube, serves as an effective tool for enhancing students' understanding of the concepts presented in the material.

Based on the above background, the researcher intends to study the importance of using technology in learning about IPAS (Science and Social Studies). This research aims to identify the role of technology in improving understanding and the challenges and strategies for implementing technology in IPAS learning.

Method

The research method used in this study is a qualitative descriptive method. This study aims to describe and understand in depth the use of digital media in the learning process in the classroom. The researchers adopted a qualitative approach because it enables an in-depth exploration of participants' meanings, perceptions, and experiences naturally and holistically. The researchers conducted the study in a fourth-grade classroom at SDN Kaliwates, selecting 28 students and one classroom teacher as the primary research subjects. The selection of the location and subjects was made purposively, based on the consideration that the school had already begun integrating digital media into the learning process.

The researchers collected data using three main techniques: observation, interviews, and documentation. They conducted non-participatory classroom observations to monitor the learning process involving digital media directly. During these observations, the researchers recorded various student and teacher activities, student responses to the use of digital media, and the overall dynamics of the classroom environment.

The researchers conducted semi-structured interviews with classroom teachers and several selected students to explore their experiences with digital media, perceptions of its effectiveness, and challenges. The interview questions were designed based on the research focus and were adapted flexibly to suit the context of each interview. In addition to interviews, documentation served as a supplementary data source. The collected documents included learning tools such as lesson plans, samples of student work, screenshots of the digital media used, and photos of classroom learning activities.

The collected data were analyzed using qualitative descriptive analysis techniques concerning the Miles and Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing. The researchers reduced the data by sorting and simplifying relevant information, then presented it through narratives, tables, or direct quotations to facilitate more straightforward interpretation and analysis. Conclusions are drawn inductively by identifying patterns or themes from the analyzed data, which are verified to ensure validity. To ensure the credibility and validity of the data, the researchers applied source and method triangulation techniques, cross-checked the data with informants (member checking), and discussed with peers (peer debriefing) to avoid researcher bias. In addition, the researchers actively engaged in the field, which enabled them to gain a deeper and more comprehensive understanding of the context under study.

Result and Discussion

Result

Impact, challenges, and strategies of digital media in learning

The results of this study indicate that the use of digital media roles can improve the understanding of Social Sciences (IPS) learning at the Elementary School (SD) level. Through attractive visualizations such as images, videos, animations, and interactive maps, abstract concepts in addition, digital media also increases interactivity in learning through educational applications, online quizzes, and fun. Another advantage is the ease of access to learning resources such as e-books;

learning flexibility also increases because students can learn anytime and anywhere according to their respective learning rhythms. Interviews with teachers at SDN Kaliawates 01 revealed that although learning initially relied on conventional media, digital media has significantly improved the learning process. Teachers found that digital platforms, such as YouTube, make it easier to present materials that are difficult to explain through conventional methods. Additionally, interactive tools like online quizzes have increased student enthusiasm and engagement in the classroom.



Figure 1. Learning process and use of digital media

However, social studies learning in the digital era also faces various challenges. The digital access gap is a significant obstacle because not all areas have adequate internet infrastructure and devices. In addition, students encounter an abundance of information online that may be inaccurate, so teachers must actively guide them in identifying, evaluating, and selecting valid and reliable sources. Another challenge is the lack of teacher skills in integrating technology into learning, which is often still oriented toward traditional lecture methods. In addition, social studies learning in the digital era requires developing 21st-century skills. Several strategies are needed to overcome these challenges, including increasing access to internet devices and networks, training teachers to improve digital skills, and providing quality digital content that meets educational standards. The use of digital media must also be balanced so as not to cause student dependence on technology. To overcome this, SDN Kaliawates, as the teacher conveys, always holds digital training to facilitate teachers who are less familiar and literate with digital media and provide labs for teachers who want to create content at school.



Figure 2. Computer lab for teachers and students

Practical strategies for optimizing digital media in social studies learning include selecting the right media according to the learning topic. Integrating digital media into the curriculum is important so that technology is a complement and the primary tool for achieving learning goals. Teachers can also increase student interaction and collaboration through online discussions, group digital projects, and technology-based educational simulations, encouraging active participation and teamwork. In addition, digital media can be used for more effective assessment with instant feedback through online quizzes and other digital projects. With these strategies, digital media can make elementary school science learning more interesting, interactive, and relevant to the needs of the times so that students' understanding of the material can increase significantly.

Discussion

The Role of Digital Media in Improving Understanding of Elementary School Social Studies Learning

Digital media has become an important tool in education, including in learning Natural and Social Sciences (IPAS) at the Elementary School (SD) level. The use of digital media in IPAS learning can improve students' understanding in a more interactive, engaging, and easily accessible way (Fitri & Hadi, 2024). With the various features available, digital media can help deliver material more effectively than conventional learning methods.

One of the primary roles of digital media is to provide attractive visualizations (Permadi, 2022). Science materials often include abstract concepts of images, videos, and animations; students can understand these concepts more easily and enjoyably. This visualization can also help build students' memory of the studied material. In addition, digital media increases interactivity in learning (Melati et al., 2023), such as the use of online quizzes and digital simulations allows students to be actively involved in the learning process. This interaction makes learning more interesting and strengthens students' understanding of social studies concepts through direct experience.

Another advantage of digital media is the ease of access to learning resources. With the internet, students and teachers can access various sources of information such as e-books and others (Lestari, 2018; Setyaningsih, 2023); this enriches students' insights and allows them to learn from various perspectives so that learning becomes more comprehensive. Educational games based on social studies are also an effective way to improve student understanding. With this approach, they can understand social studies material in a fun way and not feel burdened.

In addition, using digital media makes learning more flexible and efficient. Students can access materials anytime and anywhere and repeat lessons according to their needs (Rini Atikah, 2021). This is very useful for students with different learning speeds to adjust to their learning rhythms. With these various benefits, digital media is one of the practical solutions for improving elementary school students' understanding of social studies. Therefore, teachers and schools need to optimize the use of this technology so that students can get a more interactive, enjoyable, and practical learning experience.

Challenges of Digital Implementation in Social Studies Learning

Social studies learning in the digital era presents various challenges that educators must address to ensure that teaching remains practical and relevant in line with the demands of the times. With the advancement of information and

communication technology, the main challenge is utilizing this technology to improve the quality of social studies learning while overcoming emerging problems. The main challenge of digital implementation is the access gap. Although technology is increasingly accessible, many regions in Indonesia still face difficulties in obtaining adequate digital facilities, such as stable internet or supporting devices (Sinambela et al., 2024; Sholeh et al., 2022). This gap can lead to inequalities in the quality of learning, where some students may be left behind because they cannot access online resources or digital education platforms.

Furthermore, educators must also address challenges in teaching methods. Although technology-based learning offers many conveniences, many teachers still lack the training to fully utilize digital devices effectively in the classroom. Many social studies teaching still rely on traditional approaches such as lectures, which may be less effective if only moved to a digital platform without changes in delivery methods. Teachers need to adapt more interactive learning methods, such as learning applications, educational videos, or simulations, to make social studies material more interesting and easier for students to understand.

In addition, the challenges in developing 21st-century skills are also relevant. In this digital era, students must hone critical, creative, collaborative, and effective communication skills. Social studies learning in the digital era must encourage students to engage in activities that develop these abilities, such as online discussions, collaboration on technology-based projects, or independent exploration through online learning platforms. Many students have not fully adapted to active learning methods, so teachers must actively guide them by providing clear instructions, ongoing support, and consistent motivation. Through this approach, teachers can help students build confidence, engage more actively in learning activities, and strengthen their critical thinking and problem-solving skills (Mustofiyah et al., 2024; Nurohmah & Ma'rifah, 2025).

The challenges in learning social studies in the digital era are complex, ranging from access to technology, managing abundant information, and developing 21st-century skills. For this reason, collaboration is needed between the government, schools, and the community to create a more inclusive learning environment and train teachers to utilize technology effectively in social studies learning (Safitri & Kasandra 2025). Challenges and solutions in digital implementation in science and science learning (Amri et al., 2025).

Table 1. Challenges of Digital Implementation in Social Studies Learning

No	Challenge	Solution
1	Limited Access: Many schools still lack adequate internet access, which hinders the use of digital media in IPAS learning.	The government and schools need to improve internet access and provide digital devices to support the use of digital media in IPAS learning.
2	Teacher Skills: Many teachers still lack adequate skills in using digital media, which hinders the effective use of digital media in IPAS learning.	Teachers need to be provided with training and mentoring to improve their skills in using digital media.
3	Content Quality: Many digital contents do not meet educational standards, which hinders the use of digital media in IPAS learning.	Schools and teachers need to ensure that the digital content used in IPAS learning meets educational standards.

Effective Strategies for Optimizing Digital Media in Science Learning

Teachers must apply the first strategy in digital-based science learning by selecting the right digital media. Not all types of digital media are suitable for every topic, so teachers must be careful in choosing media that can maximize students' understanding of the material (Miftah & Rokhman, 2022). One effective medium is learning videos, which teachers can present as documentaries or animations to help students grasp abstract concepts such as social dynamics and historical events. For example, by using videos that illustrate the formation of a civilization or the causes of natural disasters, teachers can make complex topics more understandable through visualizations rather than relying solely on verbal explanations. In addition, infographics also play an important role in presenting information visually so that students can more easily understand statistical data or maps, such as population distribution or economic maps. Teachers can effectively utilize digital tools such as Kahoot, Quizizz, or Socrative to engage students with the material through enjoyable quizzes and simulations. These applications also enable teachers to assess student understanding and provide instant feedback directly. This application can also assess student understanding directly and provide instant feedback.

In addition to selecting appropriate media, using digital media in social studies learning must align with the applicable curriculum. Digital media should not merely be a supplementary resource but an integral tool supporting achieving established learning objectives. One way to integrate digital media into the curriculum is to provide materials in digital formats, such as e-books or PowerPoint presentations, that students can access anytime and anywhere. With this access, students can learn independently and repeat the material according to their needs. In addition, teachers can give digital-based assignments or projects, such as making presentation videos. This improves students' digital skills and deepens their understanding of the material.

Another effective strategy is to enhance student interaction and collaboration through digital media. Since social studies learning often relies on discussions and group work, technology can be a valuable tool to support and facilitate these collaborative activities. One way is to use online discussion forums such as Google Classroom, where students can share opinions, comment, or answer questions on a particular topic. Digital-based educational simulations and games can also be practical learning alternatives. For example, digital economic simulations allow students to work together to manage resources or solve social problems, increasing their engagement and understanding of social studies concepts.

Finally, teachers can use digital media to enhance the effectiveness of assessment and feedback in social studies learning. Teachers can create various digital-based assessments that provide instant feedback to students. Teachers can use online quizzes through applications like Quizizz or Kahoot! to help students interactively measure their understanding of the material. Beyond test-based assessments, they can also implement project-based evaluations by assigning students to create digital presentations or documentary videos on social studies topics. This approach enables assessment of students' creativity, depth of analysis, and effectiveness in conveying information.

With these various strategies, using digital media in social studies learning in elementary schools can help improve students' understanding in a more interactive, engaging, and flexible way. Therefore, teachers need to continue innovating in digital technology to make social studies learning more effective and relevant to the times (Siregar & Sumantri, 2024).

Conclusion

Digital media is a key instrument in transforming Natural and Social Sciences (IPS) learning at the Elementary School level to be more interactive, relevant, and easy to understand. Through various forms of visualization, such as videos and simulations, social concepts that tend to be abstract can be simplified to encourage active participation, expand access to learning resources, and support student collaboration. However, several significant challenges hinder its effectiveness, particularly the digital access gap, limited teacher competence in adopting technology, and digital ethical risks that require careful anticipation. Therefore, a strategic approach is needed for its potential to be optimal, including improving infrastructure, strengthening students' digital literacy, and ongoing teacher training. Ultimately, the success of this integration depends on the teacher's ability to carefully select the right media and align it with the curriculum so that IPS learning is not only engaging but also able to equip students with essential skills to face the challenges of the times.

Using digital media in science learning provides practical implications for teachers to be more selective in choosing media appropriate to students' material and characteristics, integrating them into learning activities, and improving digital literacy competencies through ongoing training. Teachers also need to utilize digital media to encourage student collaboration and instill ethics in the use of technology. It recommended research on the effectiveness of different types of digital media and long-term studies examining their impact on learning outcomes. Future studies could also explore integrating emerging technologies, such as artificial intelligence (AI) and augmented reality (AR), to enhance science learning more contextually and engagingly.

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