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Implementation of the SAKTI Media in IPAS Instruction on the Theme "Changes in Myself" at Madrasah Ibtidaiyah

Fina Wildania Sholeha[1], Erma Fatmawati[2], Indah Wahyuni[3] Amaza Ilmil Mufidah[4]
[1234] Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember; Indonesia
Correspondence Email; hi.finwsh23@gmail.com

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Abstract

Science and Social Studies (IPAS) learning in madrasah ibtidaiyah requires learning media that can present concepts concretely and visually while actively engaging students. One alternative is SAKTI (Interactive Thematic Card Tool), which integrates images, brief information, questions, and card-matching activities. This study aims to describe the implementation of SAKTI media in IPAS learning on the theme Changes in Myself in Grade V at MI Bustanul Ulum 07 Balung Jember, including the implementation process, student engagement, the teacher's role, and learning challenges. This study employed a descriptive qualitative approach with a case study design. Data were collected through an interview with the Grade V teacher on February 19, 2026, and direct observation during the learning process. Data analysis was conducted through data reduction, data presentation, and conclusion drawing and verification. The results showed that SAKTI media was implemented through introductory activities, group formation, explanation of instructions, observation of images and information, card matching, group discussions, presentations, and teacher reinforcement. The use of SAKTI encouraged students to observe, discuss, answer questions, and present their ideas. The teacher acted as a facilitator by guiding the activities and ensuring student engagement. Challenges that needed to be considered included time management, students' understanding of instructions, differences in learning pace, and equal participation. This study indicates that SAKTI can serve as an alternative interactive learning medium for IPAS instruction, provided that its use is adapted to learning objectives and student characteristics.

Keywords

SAKTI media; IPAS learning; student engagement; interactive media; madrasah ibtidaiyah.

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INTRODUCTION

Science and Social Studies (IPAS) learning in Madrasah Ibtidaiyah (MI) plays an important role in helping students understand various natural and social phenomena related to everyday life. IPAS learning does not merely emphasize knowledge acquisition but also encourages students to observe, connect information, engage in discussions, and construct understanding through meaningful learning experiences. Therefore, the learning process needs to be supported by media that are appropriate to the characteristics of elementary school students, particularly media that can present concepts in concrete and visual forms while actively engaging students (Prayogo et al., 2024).

One of the topics covered in IPAS learning is the theme Changes in Myself. This topic is related to physical changes and the stages of human development that students encounter in their daily lives. Although it is closely connected to students' everyday experiences, understanding the topic still requires systematic explanations and easily observable examples. Students are not only expected to identify forms of physical change but also to understand the differences between physical changes and explain the processes in a systematic sequence. This condition highlights the importance of using learning media that can help students connect information with concrete examples and learning activities appropriate to their developmental level (Setiawan et al., 2025).
Based on an interview with Wuri Handayani, S.Pd., the IPAS teacher at MI Bustanul Ulum 07 Balung Jember, conducted on February 19, 2026, IPAS learning before the use of SAKTI media was conducted through teacher explanations, textbooks, pictures, the use of a blackboard, and occasional instructional videos. The teacher explained that some students still experienced difficulties in distinguishing physical changes in humans and understanding the stages of change in a sequential manner. In addition, differences in students' levels of understanding were observed, meaning that some students required repeated explanations and visual examples. These findings indicate the need for learning media that not only presents information but also provides opportunities for students to participate directly in learning activities (Rizqi & Sutrisno, 2026).

One of the media used in the learning process is SAKTI, or Sarana Kartu Tematik Interaktif (Interactive Thematic Card Tool). SAKTI media utilizes cards containing images, information, questions, and card-matching activities to support the IPAS learning process. The use of this media is carried out through group activities involving observation, information matching, discussion, answering questions, and presenting ideas. Based on the interview, the teacher viewed SAKTI media as an alternative that could provide variety in learning activities and support the delivery of material in a more concrete manner. The use of card-based media also provides opportunities for students to

interact with their group members and receive teacher guidance throughout the learning activities (Maharani & Wati, 2024).

The implementation of learning media in the classroom cannot be understood solely in terms of the form or content of the media; it must also be examined through the process of its use in learning activities (Sastafiana et al., 2024). Observation results showed that the implementation of SAKTI media began with an introductory activity and the delivery of learning objectives. The teacher then divided the students into groups and explained the rules for using the cards. During the core learning activities, students observed images and information and subsequently engaged in discussions to match the cards according to the material being studied. Some students actively expressed their opinions, while others still required teacher guidance. The teacher provided instructions, guided the groups, asked guiding questions, and reinforced students' discussion results. These findings demonstrate that the use of SAKTI media involves interaction among the media, students, and teacher throughout the learning process (Lesanpuro et al., 2026).

Nevertheless, the use of SAKTI media also requires appropriate learning management. Based on the interview, aspects that need to be considered include time management, students' understanding of the game instructions, differences in the pace of task completion, and the management of group activities. The teacher needs to provide clear instructions and guidance throughout the learning process so that all students have opportunities to participate (Ramadani et al., 2026). Thus, the implementation of SAKTI media is not limited to the use of cards as instructional aids but also encompasses the teacher's strategies for managing student activities and directing the learning process in accordance with the established objectives.

Several studies on interactive learning media and card-based media have highlighted the use of concrete media to support student learning activities. However, the implementation of learning media needs to be examined based on the context of its use, the characteristics of the learning material, teacher–student interactions, and the challenges that arise during the learning process. Therefore, this study focuses on the implementation of SAKTI media in IPAS learning on the theme Changes in Myself at Madrasah Ibtidaiyah.

This study aims to describe the implementation process of SAKTI media, student engagement, the teacher's role, and the challenges encountered during the learning process. The findings are expected to provide an overview of the practice of using interactive card-based media in IPAS learning at the Madrasah Ibtidaiyah level.

METHOD

This study employed a descriptive qualitative approach with a case study design. This approach was selected because the study aimed to provide an in-depth description of the implementation of SAKTI (Sarana Kartu Tematik Interaktif or Interactive Thematic Card Tool) in Science and Social Studies (IPAS) learning on the theme Changes in Myself at Madrasah Ibtidaiyah. The case study design was used to understand the process of using SAKTI media in a natural learning context, particularly in relation to the stages of learning implementation, student engagement, the teacher's role, and challenges that emerged during the learning process (Braun & Clarke, 2006).

The subjects of this study were the Grade V teacher and Grade V students at MI Bustanul Ulum 07 Balung Jember. The Grade V teacher served as the primary informant for obtaining information about the conditions of IPAS learning before the use of SAKTI media, the need for learning media, the stages of media implementation, and the teacher's perspective on the learning process. Meanwhile, the Grade V students were observed during the implementation of SAKTI media in the Changes in Myself learning material. The research subjects were selected purposively based on the relevance of the learning material to the research focus and the involvement of the teacher and students in the implementation of SAKTI media.

Data Collection Techniques

Research data were collected through two main techniques:

1. Interview

An interview was conducted with the Grade V teacher at MI Bustanul Ulum 07 Balung Jember on February 19, 2026. The interview employed a semi-structured interview guide to obtain information regarding the implementation of IPAS learning before the use of SAKTI media, students' difficulties in understanding the Changes in Myself material, the rationale for using SAKTI media, the stages of implementation, student engagement, the teacher's role, and challenges encountered during the learning process (Crowe et al., 2011).

2. Observation

Observation was conducted during the implementation of SAKTI media in IPAS learning. The observation focused on teacher and student activities during the introductory, core, and closing activities. During the introductory activities, the observation covered the apperception activity and the delivery of learning objectives. During the core activities, the observation focused on group

formation, the explanation of media usage rules, the observation of images and information on the cards, card-matching activities, discussions, and the presentation of students' work. During the closing activities, the observation included the provision of reinforcement, correction of students' understanding, summarizing the learning material, and evaluative questions (Crowe et al., 2011).

Research Instruments

The primary instrument in this study was the researcher as the human instrument, supported by an interview guide and an observation sheet. The interview guide was developed based on the research focus, namely the learning conditions before the use of SAKTI media, the media implementation process, student engagement, the teacher's role, and learning challenges. Meanwhile, the observation sheet was used to record teacher and student activities as well as the process of using SAKTI media during IPAS learning.

Data Analysis

Data were analyzed qualitatively through three stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction was conducted by selecting and organizing information obtained from the interviews and observations according to the research focus. Data presentation was carried out in the form of descriptive accounts outlining the implementation process of SAKTI media, student activities, the teacher's role, and learning challenges. Subsequently, conclusions were drawn by interpreting the research findings based on the relationship between the interview data and observation results. Thematic analysis was used to identify themes emerging from the research data, including the need for interactive learning media, the implementation process of SAKTI media, student engagement, the teacher's role as a facilitator, and challenges in the learning process (Braun & Clarke, 2006).

Data Validity

Data validity was established through technical triangulation, namely by comparing data obtained from interviews with the results of direct observations. Information provided by the teacher regarding the process of using SAKTI media was compared with observations of the learning implementation and student activities in the classroom (Baxter & Jack, 2008; Crowe et al., 2011). This triangulation was conducted to obtain a more comprehensive understanding of the implementation of SAKTI media and to ensure that the research findings were based on the consistency between the informant's statements and the learning conditions observed directly.

FINDINGS AND DISCUSSION

Findings

Implementation of SAKTI Media in IPAS Learning

The research findings indicate that SAKTI media was implemented as an interactive learning medium for the topic Changes in Myself in Grade V IPAS learning at MI Bustanul Ulum 07 Balung Jember. The media was used through activities involving the observation of images and information, card matching, group discussions, answering questions, and presenting discussion results. This sequence of activities was designed to provide a more active learning experience and engage students in understanding the learning material.

Based on the interview results, prior to the use of SAKTI media, IPAS learning was conducted through teacher explanations, textbooks, question-and-answer activities, and the use of pictures provided in the textbooks. The teacher explained that not all students were able to immediately understand the material, particularly when the concepts required concrete examples and were related to everyday life. This condition indicates the need for media that can help students understand information through visualization and learning activities that directly involve them.

The implementation of SAKTI media began with an introductory activity. The teacher asked questions about the changes students had experienced from childhood to their current age. These questions were used to connect students' personal experiences with the topic Changes in Myself. Subsequently, the teacher explained the learning objectives and divided the students into groups.

During the core activities, the teacher explained the rules for using SAKTI media before the students used the cards. Students were directed to observe the images and information presented on the cards and then match the appropriate cards. The activity continued with group discussions to examine the answers and develop an understanding of the learning material. Representatives from each group then presented their discussion results in front of the class. The teacher provided reinforcement and corrected any inaccurate understanding.

These implementation stages demonstrate that SAKTI media was not used merely as a tool for delivering learning material but also as a means of organizing student learning activities. The use of cards combined visual activities, information reading, concept matching, and discussion, allowing the learning process to take place through several forms of activity.

Student Engagement in the Use of SAKTI Media

The observation results indicate that the use of SAKTI media encouraged student engagement in the IPAS learning process. Students showed interest in the images and information presented on the cards. Some students actively participated in group discussions and card-matching activities and were given opportunities to express their opinions within their groups.

The card-matching activity provided students with opportunities to observe information and connect it with the material being studied. This activity also encouraged students to communicate with their group members when determining answers. Thus, the learning process did not take place solely through teacher explanations but also through interactions among students.

Nevertheless, student engagement was not evenly distributed. The observation results showed that some students still required guidance to participate in group activities. Differences in levels of participation indicate that the use of interactive media still requires teacher support to ensure that all students have opportunities to participate.

These findings demonstrate that activity-based learning media can provide opportunities for students to engage in the learning process. However, student engagement is determined not only by the form of the media but also by group management, the clarity of instructions, and guidance provided throughout the activities.

The Teacher's Role in the Implementation of SAKTI Media

The teacher plays an important role in directing and supporting the use of SAKTI media. Based on the interview and observation results, the teacher acted as a facilitator by explaining the rules for using the cards, guiding students when they experienced difficulties, providing guiding questions, observing group activities, and reinforcing the learning material (Class Teacher Interview). During the group activities, the teacher moved around the classroom to monitor the discussion process and assist students who required further explanation. The teacher did not simply provide the answers directly but also offered guidance through questions that helped students discover and understand the answers. After the students presented their discussion results, the teacher provided reinforcement and clarified any misconceptions.

This role demonstrates that the use of SAKTI media requires the teacher's active involvement throughout the learning process. The media does not replace the teacher's function but supports the teacher in creating more structured and participatory learning activities. The teacher remains responsible for ensuring that learning objectives are achieved, directing group interactions, and

helping students understand the material accurately.

In the context of IPAS learning, teacher guidance is important because students' abilities to read information, understand concepts, and complete group tasks are not always the same. Therefore, the implementation of SAKTI media needs to be accompanied by facilitation strategies that are adapted to students' needs.

Challenges in the Implementation of SAKTI Media

The interview results identified several aspects that need to be considered in the implementation of SAKTI media, particularly time management, students' understanding of the card usage rules, and group management. The teacher explained that students needed time to understand the instructions and read the information presented on the cards. In addition, differences were observed in the pace at which students completed the learning activities.

Differences in task completion speed may affect time management during group activities. Students who complete tasks more quickly require additional activities, whereas students who continue to experience difficulties need further guidance. This condition highlights the importance of developing clear instructions and allocating time that is appropriate to students' characteristics.

Group management is also an aspect that needs attention. Although group activities can encourage discussion and the exchange of ideas, the teacher still needs to ensure that every student has an opportunity to participate. Therefore, the rules for using the media, task distribution, and guidance during the activities need to be communicated in a simple and comprehensible manner.

The challenges identified in this study are more appropriately understood as aspects that need to be anticipated during the implementation of SAKTI media. The interview data included statements concerning challenges that might arise; therefore, this study does not conclude that all of these challenges were experienced intensively or occurred in every group.

Discussion

Discussion of the Implementation of SAKTI Media in IPAS Learning

The implementation of SAKTI media in IPAS learning demonstrates an effort to develop learning activities involving observation, information matching, discussion, and the presentation of students' ideas. In the Changes in Myself theme, the cards were used as visual stimuli to help students connect information with concepts related to physical changes and the stages of human development. These activities indicate that SAKTI media functioned not only as a tool for delivering instructional content but also as a means of organizing students' learning activities. The use of visual

media in science learning can help present information in a more engaging manner and support student involvement in the learning process. This finding is consistent with the study by Sofiana et al. (2025), which examined the use of interactive flashcard media in elementary science learning and its relationship to a more interactive learning environment and student participation.

The card-matching activity in the implementation of SAKTI provided students with opportunities to observe information, connect images with concepts, and discuss answers with their group members. These activities demonstrated interactions between students and the learning media, as well as interactions among students. This finding is consistent with Adikasari's (2025) study on the use of flashcards in IPAS learning through a qualitative case study approach. The study reported that the use of flashcards could support active participation, peer interaction, and more student-centered learning experiences. However, the SAKTI study was conducted in a different context and involved different media characteristics, as the cards were used in a sequence of activities involving observation, matching, discussion, answering questions, and presenting discussion results.

Student engagement in the use of SAKTI media was not evenly distributed. The observation results indicated that some students were actively involved in discussion and card-matching activities, while others still required teacher guidance. This finding suggests that the use of interactive media does not automatically guarantee the engagement of all students. Student participation is also related to the clarity of instructions, the distribution of activities within groups, and teacher support throughout the learning process. Therefore, student engagement in this study was understood based on observable activities, such as participation in discussions, card matching, expressing opinions, and completing group tasks, rather than as a quantitative measure of increased motivation or learning outcomes.

The teacher's role in implementing SAKTI media highlights the importance of facilitation in activity-based learning. The teacher explained the rules for using the cards, observed group activities, provided guiding questions, assisted students who experienced difficulties, and reinforced the results of group discussions. This role indicates that learning media do not replace the teacher's function but instead become part of a learning strategy that requires planning, guidance, and evaluation. Adikasari's (2025) study also examined the use of flashcard media in IPAS learning through classroom interactions and student activities. The similarity lies in the focus on the process of using media during learning, whereas the SAKTI study specifically describes the teacher's

role in directing card-based activities on the Changes in Myself theme.

The use of concrete and visual media in learning also needs to be adjusted to the learning objectives and the characteristics of the instructional content. SAKTI utilizes images, information, questions, and card-matching activities to help students follow the stages of the learning process. Therefore, media should not merely have an attractive visual appearance but should also maintain a clear connection with the competencies being developed. Setiawan et al. (2025), in their study of augmented reality-based flashcards, positioned visual card media as one means of supporting science learning and science literacy in elementary schools. Although the media used in that study differed from SAKTI, the research provides a relevant comparison regarding the use of cards as supporting media in science learning.

Time management, students' understanding of instructions, and differences in task-completion speed are aspects that need to be considered when implementing SAKTI media. Based on the interview data, these aspects were presented as potential challenges; therefore, they cannot all be identified as actual difficulties experienced intensively by every group. Accordingly, these findings are more appropriately interpreted as aspects of learning management that need to be anticipated when SAKTI media are used. Concise instructions, clear task distribution, and support tailored to students' needs can become part of the planning process for media implementation. Studies on the use of flashcards in elementary school learning have also emphasized the design of interactive media to support student engagement, although the design characteristics, instructional content, and research methods differ across studies.

Overall, the findings indicate that the implementation of SAKTI media occurs through the interconnectedness of the learning media, student activities, and the teacher's role. SAKTI provides a series of activities involving observation, matching, discussion, and presentation, while the teacher provides guidance and reinforcement throughout the learning process. These findings support the understanding that card-based media can be used as part of IPAS learning that actively involves students. However, this study was not intended to demonstrate quantitative improvements in learning outcomes because the analyzed data focused on interviews and observations of the implementation process. The contribution of this study lies in describing the process of using SAKTI media, the forms of student engagement, the teacher's role, and the learning management aspects that need to be considered in IPAS learning at the Madrasah Ibtidaiyah level.

CONCLUSION

Based on the findings concerning the implementation of SAKTI (Interactive Thematic Card Tool) in IPAS learning on the Changes in Myself theme in Grade V at MI Bustanul Ulum 07 Balung Jember, it can be concluded that SAKTI media was implemented through several stages, including aperception, the delivery of learning objectives, group formation, an explanation of the card-use rules, observation of images and information, card-matching activities, group discussions, presentations, and teacher reinforcement and evaluation. This implementation provided variation in the IPAS learning process by combining visual elements with interactive activities.

The use of SAKTI media encouraged student engagement through activities involving observation, card matching, discussion, answering questions, and presenting ideas. Nevertheless, student engagement was not entirely evenly distributed, as some students still required teacher guidance and assistance. During the implementation, the teacher served as a facilitator by explaining the rules for using the media, guiding groups, providing guiding questions, monitoring student activities, and reinforcing students' understanding of the instructional content. Several aspects requiring attention included time management, students' understanding of the game instructions, differences in learning pace, and the management of participation within groups.

Thus, SAKTI media can be used as an alternative interactive learning medium for IPAS instruction in madrasah ibtidaiyah, particularly for instructional content that requires visual observation, concept recognition, and an understanding of stages of change. Its use needs to be adjusted to the learning objectives, student characteristics, level of question difficulty, and classroom management. This study focused on the implementation process, student engagement, and the teacher's role; therefore, it did not measure the effectiveness of SAKTI media through quantitative comparisons of learning outcomes. Future research may examine the use of SAKTI media with different instructional topics and educational levels, as well as develop more measurable evaluation procedures to investigate changes in students' conceptual understanding.

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