DLM (Digital Learning Material) as Social Studies Learning Media

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Abstract: DLM (Digital Learning Materials) are teaching materials that can be used in achieving learning objectives in social studies. DLM can be used as a media means of assisting educators in delivering learning materials to achieve the specified learning objectives. This article aims to describe using DLM as social studies learning media. The qualitative approach in the study aims to describe a natural state without any manipulation. The research instruments used are questionnaires, observations, and interview sheets. The research subjects consist of 102 students and 5 educators. The research data obtained are that DLM fulfills the function of attention, namely attracting students' attention, with attractive designs and various content that can make students pay attention. In addition, the use of DLM fulfills a cognitive function on social studies. It makes it easier for students to understand the material being taught. Students' motivation and interest in learning the material increases with the use of DLM (as a media that shows compensatory functions are fulfilled. And the affective function is indicated by the attitude of the emergence of students' emotions, values, and learning using DLM. From the data obtained, DLM (Digital Learning Material) is effectively used as a learning media on social studies.
Keywords:DLM (Digital Learning Materials), Learning Media, Social Studies

Introduction

The development of science and technology is very influential on the ongoing learning process at the elementary, middle to high levels. With the rapid development of technology, it is easier for educators and students to realize a meaningful learning process. Educators and students find it easier to find various digital-based information such as learning resources, learning media, and other things that support learning. The development of the use of the internet in education also allows learning to be carried out anywhere without being limited by location and time. Information technology (IT) which has an internet platform standard allows everything to be connected, cheap, simple, and open so that the internet can be used by anyone (everyone), anywhere (everywhere), anytime (every time) and free to use (available to everyone). one) (Nadziroh, 2017).

According to Mahendra (2017), the problem in social studies learning in the 2013 curriculum is using teacher books as teacher guidelines in delivering material to students and student books as student learning materials. The reality found in the field of student books that should be used as learning materials for students still has several shortcomings, including the lack of material in student books so that many students have difficulty in learning because they have to look for other learning materials. This can affect student learning outcomes, especially in student activity and learning outcomes. Teachers must be able to use media or teaching materials that can support increased activity and student learning outcomes.

Classroom learning has several weaknesses including limited face-to-face time between educators and students. According to Sukamto (Nadziroh, 2017), the time available for teachers and students to meet face-to-face in the classroom is very limited. Besides that, the process of delivering teaching materials is almost entirely carried out in classrooms which causes the delivery of teaching materials to be late or even not delivered if the meeting does not occur. This can hinder student development. To overcome these problems then made E-Learning. E-learning facilitates the implementation of learning and can improve the quality of learning. DLM is used in e-learning and in-class learning because

DLM can contain a variety of digital content, including text, images, audio files, audio-visual, and animation.

According to Berson & Balyta (2004) digital learning materials are often used to construct inquiry learning processes that involve students in research, analysis, and interpretation of primary sources to understand the complexities of the past and the intricacies of social knowledge. Digital learning materials are all materials in digital form in various formats that can be used to help teachers convey subject matter to students. In digital learning materials can be used to convey a variety of diverse materials because various components can be inserted such as written text, audio, audio-visual, animation, and interactive practice questions. Tanner (2014) advances in digital technology will continue to increase comfort and convenience with books that can be downloaded on at smartphone or computer because of display advantages, availability cognitive, or metacognitive fit, this platform seems to excel from other platforms, it can be assumed that it would be dominating the book market at the time front.

It is common to use instructional designs that incorporate digital recordings, lectures for Podcasts (e.g., iTunes University), audio presentations (e.g., PowerPoint), animated screenshots with narration (e.g., Camtasia), and various other learning objects with digital audio. used. As a result, students spend more time learning from audio-enhanced digital learning materials for both formal and informal purposes. Within digital learning materials provide digital time compression as a way of reducing the number of time students will spend on learning assignments, while still retaining clarity, pitch, and acceptable scores of important dependent actions (e.g., recall, recognition, understanding, satisfaction). Examples of research from the 1950s are reviewed and framed in the context of a multimedia learning environment. Recent research developments are reviewed and discussions are provided emphasizing some of the design principles for this new technology. The process of meaningful learning from multimedia involves five cognitive processes: choosing words, selecting images, arranging words, arranging images, and putting them together" (Mayer in Pastore, 2015). The model suggests that when a learner

engages in the use of multimedia presentations, information is presented as either words or images. The next step in the model is sensory memory, in which words, numbers, animations, narrations, and sounds violate the eyes and ears of the learner, who then selectively stores the information in memory. If the information is organized and worked in the student's memory that coherently represents sounds and images and relates them to prior knowledge.

Gerlach and Ely (in Arsyad, 2016) state that the media, if understood in broad terms, are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information.

Levie & Lents in Arsyad (2016) suggests four functions of learning media, namely:

1. Attention Function
   Attract and direct students' attention to concentrate on the content of the lesson related to the visual meaning that is displayed or accompanies the text of the subject matter. Often at the beginning of the lesson students are not interested in the subject matter or the subject is one of the subjects they don't like. By presenting media, the possibility to get attention and students get and remember the content of the lesson is getting bigger.
2. Affective Function
   The affective function of visual media can be seen from the level of enjoyment of students when learning (or reading) illustrated texts. Visual images or symbols can arouse students' emotions and attitudes, for example, information concerning social or racial issues.
3. Cognitive Function
   The cognitive function of visual media can be seen from research findings which reveal that visual symbols or images facilitate the

achievement of goals to understand and remember information or messages contained in images.

4. Compesantory Function
   The compensatory function of learning media can be seen from the results of research that visual media that provide context for understanding texts help students who are weak in reading to organize information in the text and recall it. In other words, learning media serves to accommodate students who are weak and slow to accept and understand the content of lessons presented with text or presented with text or presented verbally.

Methods and Research Design

The design used in this study is a qualitative approach. The qualitative approach in research aims to describe a natural state without any manipulation. According to Sugiyono (2017), a qualitative research method is a research method based on the post-positivism philosophy, used to research natural object conditions, (as opposed to experiments) where the researcher is the key instrument, sampling data sources are done purposively and snowball, collection techniques using tri-angulation (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization. Descriptive research according to Azwar (2010) is a type of qualitative research in which the method of analyzing and presenting facts is systematic so that they are easier to understand and conclude.

Instrumen dalam penelitian ini dijabarkan dalam tabel berikut:

Tabel 1 Research Instrument

ASSESSED ASPECT	INSTRUMENT	OBSERVED INDICATORS	RESPONDENSE
DLM analysis as a social studies learning media	1. Questionnaire 2. Interview	1. Attention Function 2. Affective Function 3. Cognitive	1. Student 2. Educator

		Function 4. Compensatory Function	

Results and Discussion

The Use of DLM as a Learning Media. The use of DLM as a learning medium must have several media functions, namely the function of attention, cognitive function, compensatory function, and affective function. The results of research relating to the use of DLM as a Learning Media are as follows:

A. Attention Function

Based on the results of the questionnaires filled out by students about the use of DLM as a Social Science Learning Media in the aspect of the attention function, the following data were obtained:

Tabel 2
Attention Function

Assessed Aspect	Response	Frequency	Percentage
DLM {(digital learning material) examples of ppt, pdf book, flash book, digital text} attract attention to learn a material	Very good	28	27,5%
	Well	69	67,5%
	Not enough	4	3,9 %
	Very less	1	1%
Amount		**102**	**100%**

Based on table 2, there were 28 subjects or 27.5% of the 102 subjects who answered very very well if the DLM attracted attention to study material. In addition, there were 69 subjects (67.5%) who answered well and 4 subjects (3.9%) answered less and 1 (1%) student answered very poorly. This shows that as many as 97 subjects think that DLM attracts attention to

learning material. Meanwhile, as many as 5 subjects disagreed if DLM attracted attention to study a material.

B. Affective Function.

Based on the results of the questionnaires filled out by students about the use of DLM as a Social Science Learning Media in the aspect of the affective function, the following data were obtained:

Tabel 3
Affective Function

Assessed Aspect	**Response**	**Frequency**	**Percentage**
Learning using DLM (Digital Learning Material) evokes emotions, values and social attitudes	Very good	20	20,6%
	Well	74	72,5%
	Not enough	7	6,9%
	Very less	1	1%
Amount		**102**	**100%**

Based on table 3, there were 20 subjects, or 20.6% of 102 subjects who answered very well if DLM could arouse emotions and social attitudes. In addition, there are 74 subjects (72.5%) who answered well and 7 subjects (6.9%) who answered less, and 1 (1%) student who answered very poorly. This shows as many as 83 subjects who think that DLM can arouse emotions and social attitudes. Meanwhile, 19 subjects did not agree that DLM could arouse emotions and social attitudes.

C. Cognitive Function

Based on the results of the questionnaires filled out by students about the use of DLM as a Social Science Learning Media in the aspect of the cognitive function, the following data were obtained:

Tabel 4
Cognitive Function

Assessed Aspect	Response	Frequency	Percentage
The use of DLM (digital learning material) helps better understand the material	Very good	22	21,5%
	Well	67	65,7%
	Not enough	12	11,7%
	Very less	1	1%
Amount		**102**	**100%**

Based on table 4, as many as 22 subjects, or 21.5% of 102 subjects answered very well if DLM could improve understanding of the material. In addition, there were 67 subjects (65.7%) who answered well and 12 subjects (11.7%) answered less and 1 (1%) student answered very less. This shows as many as 89 subjects think that DLM can improve students' cognitive understanding. Meanwhile, as many as 5 subjects did not agree if DLM could improve students' cognitive understanding.

D. Compensatory Function

Based on the results of the questionnaires filled out by students about the use of DLM as a Social Science Learning Media in the aspect of the Compensatory function, the following data were obtained:

Tabel 5
Compensatory Function

Assessed Aspect	Response	Frequency	Percentage
	Very good	22	21,5%

Learning using DLM (Digital Learning Material) increases motivation to learn	Well	61	59,8%
	Not enough	18	17,6%
	Very less	1	1%
Amount		**102**	**100%**

Based on table 5, there were 22 subjects, or 21.5% of the 102 subjects who thought it would be very good if DLM could increase learning motivation. In addition, there were 61 subjects (59.8%) who had a good opinion and 18 subjects (17.6%) who had less opinion, and 1 (1%) student who had a very poor opinion. This shows that there are 83 subjects who think that DLM can increase students' learning motivation. Meanwhile, as many as 19 subjects disagreed that DLM could increase students' learning motivation.

Levie & Lents in Arsyad (2016) suggests that a media must fulfill four functions of learning media, namely attentional functions, affective functions, cognitive functions, and compensatory functions. When analyzed on the attention function as many as 97 or 95.09% of the subjects think that DLM attracts attention to learn the material and reinforced the results of interviews with educators that students are more interested when learning using DLM. From the affective function, there were 83 subjects, or 81.37% who thought that DLM could arouse emotions and social attitudes. Meanwhile, if DLM is analyzed based on cognitive function, there are 89 or 87.25% of subjects think that DLM can improve students' cognitive understanding. As seen from the compensatory function as many as 83 or 81.37% of subjects think that DLM can increase students' learning motivation. From the discussion of the research data, DLM (Digital Learning Material) fulfills the four functions as a learning medium, especially in social science learning.

Conclusion and Recommendations

Conclusion

DLM (Digital Learning Material) is effectively used as a social science learning media because it supports the function of the media. DLM (Digital Learning Material) fulfills the attention function, namely attracting students' attention, with attractive designs and a variety of content that can be included to make students pay attention to the material. In addition, the use of DLM (Digital Learning Material) fulfills cognitive functions, making it easier for students to understand the material being taught. Students' motivation and interest in learning the material increases with the use of DLM (Digital Learning Material) as a medium that shows compensatory functions are fulfilled. And the affective function is indicated by the emergence of students' emotions, values, and social attitudes in learning using DLM (Digital Learning Material).

Recommendations

1. Based on the findings in this study, it is suggested that lecturers and students increase their knowledge of information and communication technology which supports the creation of more meaningful learning.
2. For further research, it is recommended to conduct the same research but with a wider object and research location and add several different variables to this research.

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