



THE EFFECT OF USING ATLAS TEACHING AIDS ON STUDENTS LEARNING INTEREST IN SOCIAL STUDIES (IPS) LESSON IN GRADE 5 AT MADRASAH IBTIDAIYAH MIFTAH ASSA'ADAH, SOUTH TANGERANG, BANTEN.

PENGARUH PENGGUNAAN ALAT PERAGA ATLAS TERHADAP MINAT BELAJAR PESERTA DIDIK PADA MATA PELAJARAN IPS DI KELAS V MADRASAH IBTIDAIYAH MIFTAH ASSA'ADAH KOTA TANGERANG SELATAN

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Abstract

This study aims to determine the effect of using atlas teaching aids on students' learning interest in Social Studies (IPS) subject in Grade V at MI Miftah Assa'adah, South Tangerang. The research method used is an experimental method with a Nonequivalent Control Group Design. The research subjects consisted of two classes: a control class that used conventional teaching methods, and an experimental class that used atlas teaching aids during the learning process. The results of the study showed that the control class obtained an average final score of 52.13, while the experimental class obtained an average final score of 59.04. An independent t-test on the post-test data showed a significance value (2-tailed) of $0.001 < 0.005$, which means there is a significant difference in students' learning interest between those who used atlas teaching aids and those who were taught using conventional methods. Therefore, it can be concluded that the use of atlas teaching aids has a positive and significant effect on increasing students' learning interest in the Social Studies subject in Grade V at MI Miftah Assa'adah, South Tangerang.

Keywords: teaching aids, learning interest.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan alat peraga atlas terhadap minat belajar peserta didik pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) kelas V di MI Miftah Assa'adah, Tangerang Selatan. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan desain *Nonequivalent Control Group Design*. Subjek penelitian



terdiri dari dua kelas, yaitu kelas kontrol yang menggunakan metode pembelajaran konvensional, dan kelas eksperimen yang menggunakan alat peraga atlas dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa kelas kontrol memperoleh nilai akhir rata-rata sebesar 52,13, sedangkan kelas eksperimen memperoleh nilai akhir rata-rata sebesar 59,04. Uji *independent t-test* terhadap data *posttest* menunjukkan nilai signifikansi (2-tailed) sebesar $0,001 < 0,005$, yang berarti terdapat perbedaan yang signifikan antara minat belajar peserta didik yang menggunakan alat peraga atlas dan yang menggunakan metode konvensional. Dengan demikian, dapat disimpulkan bahwa penggunaan alat peraga atlas berpengaruh positif dan signifikan terhadap peningkatan minat belajar peserta didik pada mata pelajaran IPS kelas V di MI Miftah Assa'adah Tangerang Selatan.

Kata kunci: alat peraga, minat belajar

1. INTRODUCTION

Students' learning interest is one of the key factors that determine success in education. When students show a strong interest in the subject matter, they are more motivated to understand and master the knowledge being taught. A strong learning interest also increases students' active participation in various learning activities, both inside and outside the classroom, which in turn enhances their critical thinking, creativity, and problem-solving skills. Therefore, fostering and maintaining students' learning interest is essential to creating an effective and enjoyable learning experience.

According to Setiani and Priansa, learning interest is a desire or willingness accompanied by attention and deliberate activity that ultimately gives rise to feelings of enjoyment in behavioral changes, including knowledge, attitudes, and skills. Meanwhile, Awaliyah and Fitrianna define learning interest as a person's full engagement by devoting all thoughts and attention to acquiring and understanding the required knowledge. From these definitions, it can be concluded that learning interest is the willingness or desire toward a particular subject through a process of change.

Problems related to learning interest may arise even before the learning activities begin. Students often show a lack of interest in lessons from the start, which affects their ability to understand the material being taught. This situation worsens when teachers are unable to identify students' levels of interest or lack effective strategies to foster engagement during the learning process. Based on a survey conducted by the Ministry of Education and Culture (Kemendikbud) through the Center for Educational Assessment (Puspendik) in 2022, more than 40% of elementary school students admitted feeling bored or unmotivated before lessons began, especially in conventional subjects such as Social Studies (IPS).

Learning interest plays a vital role as an initial step in accepting lessons. The openness to receiving lessons during the learning process is particularly important for subjects considered difficult by students, such as Social Studies (IPS), and this openness can be achieved by developing their interest. According to Suryabrata, students' learning interest can be improved by fostering key elements of interest, namely: students' attention to the subject, their feelings of enjoyment toward the subject, and their motivation or drive to be interested in the subject.

Interest, as one of the internal factors, plays an important role in supporting the learning process. Students who lack interest in the subject matter will tend to show unsympathetic attitudes, laziness, and lack of enthusiasm during learning activities. Interest greatly influences



students' learning activities; when students have learning interest within themselves, it fosters curiosity and enjoyment, motivating them to continue learning.

Based on interviews conducted by the researcher with Mrs. Ismi Salamah and Mr. Abdul Fatah, the homeroom teachers of Grade V, Social Studies (IPS) lessons are only conducted once a week because IPS is integrated into the thematic book that combines several subjects. Consequently, IPS receives less attention and becomes less interesting to students. The low learning interest in IPS, especially in historical topics, is due to the lack of variation in teaching methods. The teaching of IPS mainly uses lectures and question-answer methods, with few assignments or class presentations to train students' activeness and skills. Moreover, the availability of teaching aids is limited, and teachers have not maximized the use of the available tools.

In this study, the researcher chose teaching aids as variable X, which are considered to have a significant influence on students' learning interest. The use of teaching aids in the learning process is believed to increase the attractiveness of the material being taught, making students more interested and motivated to learn. Teaching aids can provide engaging experiences that help students understand learning concepts more concretely and deeply. By creating more interactive and appealing learning experiences, it is expected that students' interest in learning will improve. Therefore, teaching aids are selected as the main variable in this study to explore their effect on students' learning interest.

In education, teaching aids are physical objects used to help students understand concepts more clearly and engagingly. These aids can take the form of models, pictures, diagrams, or real objects that aim to bridge abstract concepts with students' real-life experiences. According to Arsyad, teaching aids play an important role in increasing learning motivation and clarifying subject matter through visual and physical movement stimuli. Arsyad explains that by using teaching aids, students can more easily comprehend lessons, especially complex and abstract concepts. The effective use of teaching aids can make the learning process more interactive and help students connect new knowledge with their prior experiences.

Teaching aids serve as tools to facilitate the delivery of information. In the educational context, they are defined as instruments used to support the learning process so that messages can be conveyed effectively, making the learning process more efficient. Consequently, the teaching aids used by teachers can help illustrate, explain, or visualize a particular lesson for students. Teaching aids consist of concrete objects that are designed, created, or manipulated by students themselves. Therefore, it can be concluded that teaching aids are a form of physical learning media that assist in classroom learning.

In the modern era, atlases still play an important role in education, even though digital technology has introduced various new media. As printed media, atlases provide concrete spatial visualizations that help students understand concepts of location, distance, and other abstract learning materials more clearly by presenting data in systematic map forms that are easy to comprehend and interpret. Thus, atlases remain relevant in the learning process—not only as sources of information but also as tools to develop students' critical thinking skills and learning interest.

2. RESEARCH METHOD

This study employed a quantitative approach using a quasi-experimental research design. The design implemented was a pretest-posttest control group design, consisting of two groups:



an experimental group and a control group. The experimental group received treatment through the use of teaching aids in the learning process, while the control group was taught using conventional methods without teaching aids. The population of this study comprised all fifth-grade students at the selected Madrasah Ibtidaiyah, with samples taken using a purposive sampling technique. Data were collected through learning achievement tests and learning interest questionnaires to obtain quantitative data. The data analysis was conducted using the t-test with the aid of statistical software to determine significant differences between the two groups.

3. RESULTS AND DISCUSSION

1. Normality Test

The results of the normality test for the pretest and posttest in both the control and experimental classes are shown in Table 4.3.

Table 4.3

Results of the Normality Test Calculation for Pretest and Posttest Control and Experimental Classes
Shapiro–Wilk Normality Test

	Statistic	df	Sig.
Control Pretest	0.977	23	0.851
Control Posttest	0.970	23	0.684
Experimental Pretest	0.934	23	0.131
Experimental Posttest	0.934	23	0.136

Based on the table above, the significance values obtained from the normality test are: Control Pretest = 0.851, Control Posttest = 0.684, Experimental Pretest = 0.131, and Experimental Posttest = 0.136. Since all these values are greater than 0.05, it can be concluded that the pretest and posttest data for both the control and experimental classes are normally distributed.

2. Homogeneity Test

The results of the homogeneity test for the posttest data of the control and experimental classes are presented in Table 4.4.

Table 4.4

Results of the Homogeneity Test for Posttest Data Control and Experimental Classes
Test of Homogeneity of Variances

Based on Mean	Levene Statistic	df1	df2	Sig.
Score	2.502	1	44	0.121

Based on the table above, the significance value is 0.121. Since this value is greater than 0.05, it can be concluded that the posttest data for both the control and experimental classes are homogeneous.

3. Hypothesis Test

The results of the *Independent Samples T-Test* for the posttest scores of the control and experimental classes are shown in Table 4.5.

Table 4.5

Independent Samples T-Test Results for Posttest Control and Experimental Classes



	t	df	Sig. (2-Tailed)
Equal Variances Assumed	6.309	44	0.001

Based on the table above, the *Sig. (2-Tailed)* value is 0.001, which is less than 0.005. This indicates that there is a significant effect of the use of the atlas teaching aid on students' learning interest.

DISCUSSION

The research was conducted by the researcher acting as the instructor in both the experimental and control classes. In the experimental class, learning activities were carried out using an atlas as a teaching aid, which helped the teacher explain the material and engage students through question-and-answer discussions. Meanwhile, in the control class, the teacher applied conventional teaching methods without any visual aids. During the learning process, students in the experimental class showed greater enthusiasm and curiosity toward the lesson, while those in the control class appeared attentive only at the beginning but soon lost interest.

The results of the study revealed that the use of an atlas had a positive impact on students' learning interest. Students in the experimental class demonstrated increased participation, curiosity, and understanding of the material due to the concrete visualization provided by the atlas. Statistical results also supported this finding: the average pretest score for the control class was 51.39 and for the experimental class 49.48, while the average posttest scores were 52.13 and 59.04 respectively—indicating a higher improvement in the experimental group.

According to Sriyono, the use of teaching aids such as an atlas makes learning more engaging, enhances learning outcomes, and stimulates students' interest. The findings confirmed that the atlas encouraged active involvement, helped visualize abstract geographical concepts, and fostered curiosity, which collectively boosted learning motivation. Based on the Independent Samples T-Test, the significance value (*Sig. 2-Tailed*) was $0.001 < 0.005$, meaning that the hypothesis (H_a) was accepted. Thus, it can be concluded that the use of an atlas significantly influences students' learning interest in Grade 5 at MI Miftah Assa'adah, South Tangerang.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the use of an atlas as a teaching aid has a significant effect on students' learning interest in Social Studies subjects for Grade V at MI Miftah Assa'adah, South Tangerang. This is evidenced by the final average score of 52.13 in the control class, which used conventional teaching methods, compared to 59.04 in the experimental class, which utilized the atlas as a teaching aid. Furthermore, the results of the *independent t-test* showed a significance value (*Sig. 2-Tailed*) of $0.001 < 0.005$, indicating a significant difference in learning interest between students taught using the atlas and those taught through conventional methods.

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