

## Utilization of Interactive Multimedia for Drug Abuse Prevention in Social Studies At Elementary Schools

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**Abstract:** Drug abuse has spread to all social class. The data of drug users among Elementary School students were not as much detailed as those of drug users among students with higher education and workers. Observing the cases reported by the print media and television, drug abuse among Elementary School students is increasingly rampant. Currently, the development of computer technology is utilized to all aspects in life. One of the aspects is education. The development of information technology can be applied in the production of drug abuse prevention interactive multimedia. It helps the students to study independently, mainly in Social Studies. Lastly the Social Studies in Elementary Schools is only merely glued to rote learning so that the learning is less meaningful. A drug abuse prevention interactive multimedia is therefore required in the Social Studies in Elementary Schools. An interesting interactive multimedia is expected to build the students' learning motivation and to increase their understanding of drug abuse.

**Keywords:** Interactive multimedia, drug prevention, Social Studies, Social Studies in Elementary Schools

Integrating drug abuse prevention materials into subjects matter is one of the ways to develop drug abuse prevention programs in schools, bearing in mind that drug prevention has not been entered into the curriculum 2013 structure. Social Studies education is one of the subjects suited with drug prevention materials. One of the aims of Social Studies in curriculum 2013 is to present factual knowledge with logical, systematic, and clear language within aesthetic work movement that reflects healthy child and within actions that reflect the behavior of children with strong faith and honorable values. In addition there has been no drug prevention in learning materials of Social Studies, and therefore it is very appropriate to develop Social Studies learning media that integrates drug prevention.

Social Studies education, especially related to the drug prevention and character value, would be easier to be taught with education which implements the character values, and this is one of the efforts to build a whole human being (holistic) with characters, namely: developing aspects of the physical, emotional, social, creativity,

spiritual, and intellectual optimally. According to Lickona (1991:53), student character development can be developed through the stages of knowing, acting, and habituating. It means that character is not limited to knowledge. One's character can change with particular efforts, one of which is the use of contextual approach in Social Studies learning.

Learning media should be viewed not only as a tool for teachers, but also as a message delivery tool from senders to receivers. As a message delivery, media not only is used by the teacher but also can be used by the students (Sadirman, et al., 2009:10). According to Arief S. Sadirman, learning media which is used appropriately and variedly can overcome the students' passive attitudes. In addition, it can develop the students' passion to study, develop the interaction between the students and their environment and allow them to study independently based on their interests and abilities. To support that, it is necessary to use an attractive multimedia and raises the learning excitement.

Based on the description above, to bridge the problem of unavailable media

that accommodates drug prevention, a learning media related to drug prevention and character value building should be developed. The developed software is expected to be one of the alternatives to solve the issues above. As far as the researcher knows, there has not been any product of drug abuse prevention interactive multimedia through Social Studies education in Elementary Schools.

The preliminary analysis by conducting observation in Grade IV there found the following facts in Social Studies learning: (1) the class has LCD projector and wifi facility, but the teacher is not capable of creating technology-based learning media; (2) the school has a computer laboratory which was only used for Information and Communication Technology (ICT) extracurricular activities; (3) Social Studies education only uses learning resources of student books and teacher books which are provided by the government; (4) the students look so slow when doing exercises of the student book; (5) the students need more time to do task; (6) when the teacher explains the subject matter, the students are busy talking each other; (7) discussion activity in the class is less effective; the students have discussions with other students, but the matters being discussed are out of the content of the tasks; (8) the learning process still uses one-way method; the teachers are more dominant in learning activity interactions in the classroom, which leads the students to be less active in learning; (9) the media used by the teacher are only images displayed with power point slides; and (10) the school does not have drug prevention interactive multimedia in Social Studies education in Elementary Schools.

The right ways to overcome the problems are; developing the innovative, varied, interesting, contextual learning materials which are related to the needs and the development of the students. According to the results of researcher's observation, the school has facilities and infrastructure to support learning technologies. The facilities are computer and LCD projector. It can be utilized to create interactive multimedia.

Audio, visual, and audiovisual learning media are able to accommodate the students' need in learning because every student has a different style of learning. Dale (in Sadirman, et.al. 2010:8) describes that in the famous cone called cone of experience, a good learning is a learning that provides the materials directly experienced by the students or viewed by the students, the study is delivered by inculcating the concepts and characteristics of essential value of the subjects.

One of the audio, visual and audiovisual learning materials is multimedia. Multimedia is selected as an alternative because by using multimedia we can combine two or more media (audio, text, graphics, and video) so that the learning process is more interesting and interactive. The quality of the students' learning can be enhanced and the learning process can be done anywhere and anytime. Multimedia learning materials contain learning materials, learning video, and educational games related to the process of learning, and thereby, a learning activity takes place while the students are playing.

Journal of Educational Social Studies entitled *pengembangan cd interaktif pembelajaran ips materi bencana alam* by haerijanto (2012), finds that the implementation of interactive learning could improve the quality of students' learning which is shown on the high results of the evaluation study and an excellent learning activity. This is in line with the research conducted by Fatmawati (2015) that multimedia learning is highly effective in helping the students to understand the materials and to be excited in learning. Rachmidiyanti (2013) stated that interactive multimedia gives an interesting learning experience to the students in terms of learning effectiveness, applicability, and attractiveness. This is in line with the result of research by wulandari (2015) who stated that the use of interactive multimedia makes the learning more valid, effective, and practical. The result analysis above indicates that interactive multimedia is very effective in Social Studies education, and it can improve the learning result of the students of Elementary Schools. This article

is directed to present the results of literature study of the development of drug prevention interactive multimedia in Social Studies education in Elementary Schools. The multimedia development used Lee& Owens' development model (2004) with five stages of development, namely: (1) need assessment, (2) design, (3) Development, (4) Implementation, (5) Evaluation.

## 1. RESULT OF STUDY

This research has some similarities and differences with some researches. First, this research was in line with that of Astrini (2013) entitled "*Pengembangan Media Menulis Petunjuk bagi Pembelajaran dengan Pendekatan Kontekstual pada Siswa SMP*". Both employ Research & Development and Contextual Learning. This research used the R&D on the drug abuse prevention interactive media whereas that of Astri used the R&D on Writing Directions Media. The subjects of this research were the students of Elementary School while those of Astri's research were the students of Junior Secondary School. Her research showed that the students become more interested in the subject matter.

This research corresponded to that of Towakit (2011) entitled "*Pedoman Pelaksanaan Pencegahan Narkoba Melalui Peran Serta Kepala Desa/Lurah Tingkat Desa/Kelurahan*". Both discussed drug prevention. Their difference was that the subjects of Jethan's research were village chiefs. The result of this research showed that the success of the drug prevention implementation program lies on the successfulness in of drug prevention extension.

In addition, this research was in line with that of Machali (2013) entitled "*Integrasi Pendidikan Anti Narkoba dalam pendidikan Agama Islam dan Budi Pekerti Kurikulum 2013.*" Machali's research tried to integrate anti-drug education into the learning at Elementary Schools. However, the subject matter and the research type of his research were different from those of this research. Imam Machali used religious

education subject matter and the descriptive evaluative research method. The result of his research showed that the learning management of anti-drug education can be integrated in all subject matters, both religious and general ones.

Furthermore, this research was also similar to that of Santoso and Silalahi (2000) entitled "*Penyalahgunaan Narkoba Dikalangan Remaja: Suatu Perspektif*". The result of their research showed the importance of the community's role in drug abuse prevention. However, The subjects of their research were teenagers.

Finally, this research was also along the lines of that of Yanchar (2014) entitled "*Instructional Design and Professional Informal Learning: Practice, Tensions and Ironies*". The result of his research showed that informal learning among professional can be facilitated via *organizational* support and more practically oriented. This research can be used as a reference in the developmentmodel.

## 2. DISCUSSION

### Interactive Multimedia

According to Smaldino, multimedia term is related to the use of various media formats sequentially or simultaneously in presenting information or in independent study programs (Smaldino, et al 2007). Meanwhile, Hackbarth (1996:229) defines multimedia as a combined use of some media in conveying the information in the forms of texts, graphics, or graphic animations, movies, videos, and audios. The multimedia concept is seen as a revolutionary form of education which encourages teachers to have the student-centered learning. Students are invited to actively engage in learning by using learning resources with an intermediate range of media formats of learning. The use of varied learning media generates learning media in the form of multimedia.

### Anti-drug Education

Drug trafficking prevention and drug abuse need the cooperation of all elements of society. School is one of the media that

can be used as the spearhead and the motor of drug trafficking *prevention* and drug abuse. Integrating drug prevention into learning is a system; it means a whole that consists of components which interact one to other as a whole to achieve the learning objectives that have been determined in advance. The component is part of a system that has a role in the entire process to achieve the objectives of the system. Thus, all components are important to the success of drug prevention integration.

### **Development Model**

Learning development is a process of applying knowledge directed to make new tools (devices, methods, models, media, and designs) to fill certain requirements used to accelerate the learning process. In the development of learning, there are various models of development that can be used as a reference framework for the development of research. Procedural model is a reference used in this research. It is a descriptive model, which describes the procedural steps that must be followed to produce a particular product (Setyosari, 2010:222). Procedural model usually is a set of steps followed gradually from the first step to the final step.

There are several designs of learning system included in the procedural models. One of them is Analysis-Design-Development-Implementation-Evaluation (ADDIE) model. This model uses five stages of development, namely: a) Analysis, b) Design, c) Development, d) Implementation, and e) Evaluation.

The stages in the ADDIE process are as follows. Analysis stage: (a) determining the need whose solution is instruction; (b) performing an analysis to determine the cognitive, affective and motor skill targets/goals in lectures; (c) determining what skills are expected to be owned by the students, which affect their study in their lectures; and (d) analyzing the time available and how much it may be achieved within a certain period.

The design stage includes: (a) translating the objectives of the study into overall performance results and the main purpose for each unit; (b) determining the

learning topic or unit to be discussed, and how much time to be spent on each; (c) sorting the units related to the aims of the program; (d) refining the learning units and identifying the main purposes to be achieved in each unit; (e) determining the subjects and learning activities for each unit; and (f) developing the specification for the assessment of what the students have learned.

The development stage consists of the following actions: (a) Making decision about the type of activities and learning materials; (b) Drafting materials and/or activities; (c) testing the materials and activities with participants of target group; (d) revising, refining, and producing materials and/or activities; and (e) producing training instructors or additional materials.

Implementation stage comprises the following: (a) adopting materials by the instructor and potential learners and (b) providing help or support needed.

Evaluation stage takes account of (a) implementing plan for assessment of students; performance, (b) implementing plan for program evaluation; and (c) implementing plan for maintenance and revision programs (Januzweski & Molenda, 2008:108)

### **Social Studies**

Social Studies according to NCSS in Putra (2008: 1.14) is defined as follows: Social Studies is the integrated study of the social science and humanities to promote civic competence. Within the school program, Social Studies provide coordinated, systemic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as all as appropriate content from humanities, mathematics, and natural science. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decision for the public good as citizens of culturally diverse, democratic society in an interdependent world.

## Social Studies for Elementary Schools

Article 37 of Law of the National Education System Number 20 of 2003 states that Social Studies subject matter has to be included in the basic education curriculum. Sapriya (2009:194) states that for Elementary Schools/ Islamic Elementary Schools, organizing the Social Studies material uses integrated approach, meaning that the subject matter is developed and compiled without separating the disciplines but by referring to the aspect of real life (factual/real) of the students in accordance with their age, thinking development level, attitudes, and behaviors.

### The objectives of Social Studies Education in Elementary Schools

According to Sapriya (2009:194) the objectives of Social Studies education in Elementary Schools are as followed: (a) recognizing the concepts related to the life of society and the environment; (b) bearing basic abilities to think logically and critically, curiosity, inquiry, problem-solving, and skills in the social life; (c) bearing commitment and awareness of social values and humanity; (d) having the abilities to communicate, cooperate, and compete in plural society in at the local, national, and global levels.

## 3. CONCLUSION AND SUGGESTION

### Conclusion

This learning multimedia product can encourage the students to be active in the learning process. It is able to actively involve at least the students' senses of vision and hearing through texts, images, videos, and audios which draw their attentions and make it easier for students to understand the subject matter.

### Suggestion

The use of interactive multimedia should not be limited to Social Studies education. Multimedia can be applied by all

teachers to support learning activity. The use of an interesting and interactive media can build the students' learning motivation. Thereby, the learning achievement of students can be improved.

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