



# Mystery Box Media Increases Motivation and Learning Achievement of Fourth Grade Students in Civics Learning

Faadiyah Nafiisatun Nuhaa<sup>1\*</sup>, Yuli Witanto<sup>2</sup> 

<sup>1,2</sup> Pendidikan Sekolah Dasar, Universitas Negeri Semarang, Semarang, Indonesia

## ARTICLE INFO

### Article history:

Received May 31, 2024

Accepted October 10, 2024

Available online October 25, 2024

### Kata Kunci:

Mystery Box, Motivasi Belajar, Prestasi Belajar, PPKn.

### Keywords:

Mystery Box, Learning Motivation, Learning Achievement, Civic.



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## ABSTRAK

Kurang penggunaan sumber belajar yang menarik, kreatif, dan beragam di dalam kelas yang dapat menurunkan motivasi siswa untuk belajar sehingga berdampak pada rendahnya prestasi siswa. Oleh karena itu tujuan penelitian ini yaitu menganalisis penggunaan media mystery box terhadap motivasi dan prestasi belajar siswa pada mata pelajaran PPKn kelas IV sekolah dasar. Jenis penelitian ini menggunakan pendekatan quasi-eksperimen dalam penelitian kuantitatif eksperimen. Desain penelitian ini adalah desain kelompok kontrol yang tidak setara. Sampel penelitian ini yaitu 25 siswa kelas eksperimen dan 19 siswa kelas kontrol. Teknik pengumpulan data yang digunakan adalah tes, kuesioner, dokumentasi, observasi, dan wawancara. Uji validitas dan reabilitas digunakan dalam instrumen pengujian. Teknik analisis data yang digunakan adalah uji-t, N-Gain, uji homogenitas, uji normalitas, dan analisis deskriptif. Hasil penelitian menunjukkan bahwa diperoleh rata-rata nilai prestasi post-test belajar kelas eksperimen sebesar lebih besar dari rata-rata nilai post-test kelas kontrol. Nilai uji t menunjukkan terdapat perbedaan hasil belajar siswa setelah menggunakan media mystery box pada mata pelajaran PPKn kelas IV sekolah dasar. Selain itu, kelompok eksperimen menunjukkan tingkat motivasi belajar yang lebih tinggi dibandingkan dengan kelompok kontrol. Disimpulkan bahwa penerapan media mystery box secara signifikan efektif bagi motivasi belajar dan prestasi belajar siswa pada pendidikan kewarganegaraan ( PPKn ) kelas IV sekolah dasar.

## ABSTRACT

Lack of use of interesting, creative, and diverse learning resources in the classroom can reduce students' motivation to learn, resulting in low student achievement. Therefore, this research aims to analyze the use of mystery box media on student motivation and learning achievement in Civics class IV elementary school subjects. This type of research uses a quasi-experimental approach in experimental quantitative research. The design of this research is an unequal control group design. The sample for this research was 25 experimental class students and 19 control class students. The data collection techniques are tests, questionnaires, documentation, observation, and interviews. Validity and reliability tests are used in the testing instrument. The data analysis techniques used are t-test, N-Gain, homogeneity test, normality test, and descriptive analysis. The research results showed that the experimental class's average post-test learning achievement score was more significant than the average post-test score for the control class. The t-test value shows differences in student learning outcomes after using mystery box media in the Civics class IV elementary school subject. In addition, the experimental group showed a higher learning motivation level than the control group. It was concluded that the application of mystery box media was significantly practical for students' learning motivation and achievement in class IV civics education (PPKn) in elementary school.

## 1. INTRODUCTION

Education is one of the most important things for gaining knowledge and realizing your potential. Education is important because a good education produces quality resources and can compete (Pranita Dewi et al., 2021; Retnaningsih & Khairiyah, 2022). Education seeks to develop personal (Abbas et al., 2021). With education, a person can actualize himself (Mawaddah et al., 2022; Syariful Anam & Elya Umi Hanik, 2020). Education is also the main means for improving a person's standard of living so that they

\*Corresponding author.

E-mail addresses: [faadiyahnuhaa@email.com](mailto:faadiyahnuhaa@email.com) (Faadiyah Nafiisatun Nuhaa)

excel in developing their abilities and facing various challenges in the modern era (Kirani & Najicha, 2022; Putera et al., 2024). One of the lessons obtained by elementary school students is citizenship education. Citizenship Education (PPKn) is important learning that is needed in the current era because it has a positive impact on the values, morals, attitudes, behaviour, insight and potential of the nation's generation (Mulyani et al., 2024; Parawangsa et al., 2021). Citizenship Education (PPKn) cannot be separated from the role of educators in creating quality learning that can influence student achievement. To improve the level of teaching today, qualified and professional teaching staff are needed to carry out their role as educators and guide students by current advances in science (Prawati & Ramadan, 2021; Zulfikar & Dewi, 2021). However, the reality in the field shows that learning problems still use conventional methods or lectures. This is supported by previous research findings, which state that many teachers still use the lecture method, which makes students feel bored with learning (Agustiana et al., 2020; Cahyani & Jayanta, 2021). Other research also states that another problem is the need for teachers to use effective, innovative and diverse learning media in the classroom (Balqis et al., 2021; Rambe & Riska, 2023). The interviews and observations conducted at SD Negeri Podorejo 03 and SD Negeri Podorejo 01 with class IV teachers also found the same problems. Learning that lacks variety and monotony causes low student motivation. Students' lack of curiosity, enthusiasm and interest in citizenship is one of the signs. Students are less active and passive because they rarely participate in learning. They are interested in something other than paying attention to learning and prefer to play alone. The result of low student motivation in the learning process is low learning achievement (Khodijah & Setiawan, 2020; Sihombing et al., 2021). This can be seen from the average PTS (Mid-Semester Assessment) score at SD Negeri Podorejo 03 of 72 and SD Negeri Podorejo 01 of 70, which is still below the KKM standard. Several studies also state that the problems of learning citizenship education (PPKn) are almost the same. Specifically, educators use a lecture format and do not make maximum use of various models, media and learning strategies in the material taught in citizenship education (PPKn) (Aisah et al., 2022; Andini et al., 2021; Rusmiati, 2022).

Based on these problems, innovation is needed in the civics education learning process. One of the responsibilities of educators is to increase students' learning motivation (Mufatikhah et al., 2023; Vadia et al., 2020). Learning motivation in students is one element that increases the effectiveness of learning achievement (Sari et al., 2021; Vadia et al., 2020). Strong, motivated students will have the energy to complete learning activities (Datu et al., 2022; Sari et al., 2021; Vadia et al., 2020). One way to build student learning motivation is to create fun and interesting learning for students (Ayu Tantri et al., 2023). Fun learning can be created one way by using learning media (Wulandari et al., 2023). Learning media is important in building student enthusiasm and motivation to improve learning achievement (Hae et al., 2021; R. Rahmawati et al., 2020). Media can be a valuable tool for educators to use as an intermediary in conveying messages or material and stimulating thinking, which can encourage students' learning process in understanding the material (Harahap & Rusli, 2021; Wahyuningtyas & Sulasmono, 2020). Therefore, an educator must be proficient in using or creating learning media. The solution that can be done is to apply existing media to educators, such as mystery box learning media. Mystery Box media is a 3-dimensional visual learning aid that resembles a box and contains complete material to increase students' knowledge and understanding through written material and visually attractive images arranged on each side of the box. Mystery Box media, or Mystery Box or Magic Box, is an APE (Educational Game Tool) that educators can use to support student learning (Ariska & Suyadi, 2020; Wahyuningrum & Dwiyantri, 2022). Previous research findings state that learning media is necessary to support enjoyable learning activities (Naila Muna & Wardhana, 2022; Ningsih & Pritandhari, 2019; Yuliani et al., 2020). Other research also reveals that good learning media can maximize student enthusiasm and learning outcomes in Civics learning (Fauziah & Ninawati, 2022; Putriningsih & Putra, 2021).

The application of mystery box media can make learning between students and educators more effective and meaningful (Nopita Sari & Lian, 2023). This statement is from previous research showing from previous research showing that using mystery box media in the classroom increases students' enthusiasm for learning and academic achievement (Aflahah et al., 2023; Meilyana et al., 2022). What differentiates this research from previous research is the content of the subject matter, subject matter, location and objects studied. There has yet to be a study regarding the impact of mysterious media on student motivation and academic progress in the fourth-grade elementary school civics curriculum. Based on this, this research aims to analyze the impact of the use of mysterious media on student motivation and academic progress in the fourth-grade citizenship curriculum at SD Negeri Podorejo 03.

## 2. METHOD

This study's research type is quantitative research using quasi-experimental methods with experimental and control classes. The non-equivalent control group design used in this study. The

experimental class receives therapy with mystery box media, while the control class does not receive any mystery box media treatment. The study's execution starts with administering a pretest and then given a post-test and questionnaire which is used to determine the difference in motivation and learning achievement in Civics Education (PPKn) learning between using mystery box media and not using mystery box media or conventionally.

**Tabel 1.** Research Design Non-Equivalent Control Group Design (Sugiyono, 2019)

Class	Pre-test	Treatment	Post-test
Exsperiment	01	X1	02
Control	03	-	04

Class IV students at SD Negeri Podorejo 03 were used as research subjects, totalling 25 people as the experimental class, and class IV at SD Negeri Podorejo 01, totalling 19 people, as the control class. The researcher chose class IV at SD Negeri Podorejo 03 and SD Negeri Podorejo 01 because the class teachers at both schools had never used mystery box media in teaching Citizenship Education (PPKn) and were still within the scope of the same cluster, namely the Wijaya Kusuma Cluster which is located in Podorejo, District. Ngaliyan, Semarang City, Central Java. The sampling method used in this research is a non-probability sampling method, which means a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample. The sampling technique used in this research is saturated sampling. The saturated sampling technique uses all population members as samples in the sampling technique. Data collection techniques include tests, questionnaires, documentation, observation and interviews. Test techniques collect data on student learning outcomes after using the media. The type of questionnaire used was a checklist in the form of a checklist with respondents from class IV students at SD Negeri Podorejo 03 and SD Negeri Podorejo 01 to measure student learning motivation in order to collect data about the effectiveness of the Mistery Box learning media in PPKn learning on student learning motivation. In this research, documentation techniques were used to collect data on students' names and data on learning achievement in Civics subjects, namely using report cards (formative and summative scores). The observation method in this research carried out direct observations of the process of teaching and learning activities or teaching and learning activities between students and teachers on the content of PPKn lessons in class IV of SD Negeri Podorejo 03 and class IV of SD Negeri Podorejo 01 using observation sheet guidelines. The interview method is used for preliminary studies to find problems that must be researched. By the method used, this research used a learning achievement test consisting of 40 multiple-choice questions and a learning motivation questionnaire. The instrument grid used is in [Table 2](#).

**Tabel 2.** Learning Motivation Questionnaire

No	Dimensions	Indicator	Total
1	Diligence in learning	<ul style="list-style-type: none"> <li>• Participate in class learning</li> <li>• Study earnestly</li> <li>• Complete assignments on time</li> </ul>	5
2	Tenacious in the face of difficulties	<ul style="list-style-type: none"> <li>• Efforts to deal with learning difficulties</li> <li>• Attitude towards learning difficulties</li> </ul>	5
3	Interest and acuteness of observation	<ul style="list-style-type: none"> <li>• Passion for the lesson</li> <li>• Habit in following the lesson</li> </ul>	5
4	Achievement in learning	<ul style="list-style-type: none"> <li>• Desire for achievement</li> <li>• Qualification of results</li> </ul>	5
5	Independent in learning	<ul style="list-style-type: none"> <li>• Completing assignments</li> <li>• Using opportunities outside of class hours to study</li> </ul>	5

The produced instrument is then assessed for validity using the IBM SPSS version-29 application to ascertain its level of validity and reliability. Next, the data analysis technique will be carried out. Descriptive analysis, homogeneity testing, normality testing, T-testing for hypothesis testing, and N-Gain data analysis using the IBM SPSS version-29 program are among the data analysis techniques used in this work.

### 3. RESULT AND DISCUSSION

#### Result

The outcomes of the instrument's validity test used for the pretest and post-test are tested using the SPSS version 29 program. Of the 50 question items, the results show that there are 45 valid question questions and 5 invalid question questions. The invalidation of 5 question questions is because the results of the calculated r value are still below the r table requirement of 0.380. However, the study only used 40 valid questions to collect research data. The next step is to measure the reliability of the data. In this study's reliability test, the authors used the SPSS version 29 program to calculate the instrument's reliability using Cronbach's Alpha formula. The results of the data analysis of the reliability test on the instrument showed a value of 0.929. This means that the question items as a whole are reliable or good. In this study, before the experiment and control groups were given treatment, the authors administered a pretest. This was done to determine the student's initial ability to understand civic education (PPKn) content on the material "Building Identity in Diversity". After that, the experimental class received mystery box media treatment, and the control class received conventional learning or without media. Then, the post-test and questionnaire results were obtained from the treatment. The data on pretest and post-test results are presented in [Table 3](#).

**Table 3. Descriptive Value of Pretest and Posttest of Civics Learning Achievement**

Value	Group	Min	Max	Mean	Std.devisiasi	Median
Pretest	Experiment	53	75	66.36	6.04	68
	Control	53	75	62.05	7.88	63
Posttest	Experiment	83	98	90.68	5.28	93
	Control	58	80	69.26	5.91	70

Sapiro-Wilk normality test using the IBM SPSS version 29 program obtained the normality test results of learning achievement from both classes between the experimental and control classes, indicating that all data are normally distributed with a significance value > 0.05. The significance level of the learning achievement value of the experimental group with mystery box media is 0.08 > 0.05, indicating that it is normally distributed. The significance level of the learning achievement of the control group that did not use media or conventionally was 0.57 > 0.05 and was normally distributed. The information from the pretest and post-test findings of the normalcy test is shown in [Table 4](#).

**Table 4. Pretest dan Posttest Normality Test Results**

Value	Class	Statistic	Shapiro-Wilk Df	Sig.
Student Learning Achievement	Pre-test Experiment	0.924	25	0.062
	Post-test Experiment	0.930	25	0.087
	Pre-test Control	0.945	19	0.330
	Post-test Control	0.960	19	0.577

The results of the learning accomplishment homogeneity test are displayed in the column based on the mean. Given that the significance value is 0.984 > 0.05, The variances of the experimental and control groups do not significantly differ. the homogeneity test findings showed in [Table 5](#). Testing of the hypothesis was done after the homogeneity and normalcy tests. An independent sample t-test used for hypothesis testing reveals a difference between the experimental and control groups. The sig value indicates this. (2-tailed) of 0.001 with a significance level of 0.05. According to the test criteria, Ho is rejected, while Ha is approved if the sig value (2-tailed) < 0.05. Therefore, it can be concluded that if the 2-tailed sig value is less than 0.05, HO is rejected, and Ha is accepted. This suggests a distinction between the experimental class treated with mystery box media and the control class, which does not receive media treatment or is treated conventionally regarding learning achievement. Table 6 below displays information for the independent sample t-test.

**Table 5. Homogeneity Test Results of Student Learning Achievement**

Value	Class	Levene Statistic	df1	df2	Sig.
Student Learning Achievement	Based on Mean	0.000	1	42	0.984
	Based on Median	0.000	1	42	0.997
	Based on Median and with adjusted df	0.000	1	1	0.997
	Based on trimmed mean	0.001	1	42	0.982



**Tabel 6.** Independent Sample T-Test Results of Student Learning Achievement

	<b>F</b>	<b>Sig.</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
Equal variances assumed	0.000	0.984	-12.662	42	0.001

These results are supported by descriptive analysis, namely the experimental class's average learning accomplishment score was 90.68, while the control group's score was 69.26. Then, the average learning achievement in civic education for experimental classes using mystery box media increases by 24.32, while the control class that does not use media is 7.21. Thus, the average learning achievement of the experimental class is more remarkable than the control class's. The N-gain obtained a result of 0.76. This indicates that the experimental class with mystery box media treatment increased and fell into the high group. Furthermore, the effectiveness of using the mystery box media in the experimental class as demonstrated by the N-gain percentage value, which reached 76% in the effective category. This means that the application of mystery box media effectively improves student learning achievement in the experimental class. The use of mystery box media in experimental classrooms to measure student learning motivation further demonstrates that the experimental class's level of learning motivation is higher than the control class's, with a statistical average value of  $74.56 > 67.57$ . This means that using the mystery box media has a positive effect on the motivation and learning achievement of experimental group students in learning civic education (PPKn) at SD Negeri Podorejo 03.

### Discussion

The results of the research state that the use of mystery box media in citizenship education (PPKn) influences motivation and learning achievement in class IV citizenship education at SD Negeri Podorejo 03. The following factors cause this. First, mystery box media can improve student learning outcomes. Mystery box media is a visual media. Visual media focuses on the sense of sight to help students understand lesson material (Pujilestari & Susila, 2020; Wasito et al., 2022). Previous research findings state that visual media can attract students' attention and clarify concepts using clear and neat images (Gever et al., 2021; Ningsi & Salwiah, 2018; Nurfadhillah et al., 2021). By using this media, students can think critically and analytically in understanding the material being taught. Mystery Box media is used as an appropriate tool in the learning process. Teachers must use this media effectively to improve students' understanding of the material. Students must think critically and analytically to answer questions related to the material presented on the cards. Students who are required to think critically can stimulate their learning ability (Apgrianto et al., 2021; Yu et al., 2020; Zakaria et al., 2021). Learning media can be used to vary teaching and learning activities so the learning process is not too monotonous (Mawardi et al., 2022; Zulhemi et al., 2017). Teachers can use this media to facilitate students' learning. This is what causes mystery box media to improve student learning outcomes.

Second, mystery box media can increase students' learning motivation. The research results show a positive increase in the use of Mystery Box media. This can be seen when students are not passive in learning but are active, namely enthusiastic about trying mystery box media, looking for answers, solving problems, and discussing. Increased student motivation impacts student learning outcomes (Candra Dewi & Negara, 2021; Kurniawati et al., 2022; Septikasari & Frasandy, 2018). The use of mystery box media in the learning process has several advantages. Learning becomes more accessible and fun, helping students understand the material more easily. The Mystery Box is shaped like a tightly closed gift box. In each box, there are cards containing learning material. The Mystery Box can be used as a game medium for the teacher to explain and activate the students. Learning activities such as playing can certainly increase students' enthusiasm for learning (Aprita & Kurniah, 2021; Patriansah et al., 2021; Rahmatia et al., 2021). Previous research findings also state that learning media can increase students' learning motivation (Hapsari & Zulherman, 2021; Sumayana et al., 2021). By using this media, students can be more active and enthusiastic in learning, so that student learning outcomes can improve. Third, mystery box media can improve the learning atmosphere. Learning media can activate students in the learning process (Handayani, 2021; Hapsari & Zulherman, 2021). Students can actively participate in the learning process by taking turns rotating the mystery box and reading the material. Mystery Box media can improve students' participation in the learning process. Students can actively participate in the learning process by taking turns rotating the mystery box and reading the material. Apart from that, using this media, students can think critically and analytically in understanding the material being taught. Students must think critically and analytically to answer questions related to the material presented on the cards. Learning media can also improve students' communication skills (Andriani & Suratman, 2021; Fathoni et al., 2021). In research, students who use this media show increased communication skills so that they can activate students in learning.

Previous research revealed that the mystery box media learning process can help students understand the material, be active, and improve their thinking (Aflahah et al., 2023; Fitrianti, 2020). Results from previous research also show that media can improve learning outcomes by energizing students and making learning more interesting (Agustira & Rahmi, 2022; N. M. D. Rahmawati & Margunayasa, 2022; Waruwu & Sitingjak, 2022). The limitation of the research is that the Mystery Box media developed was only intended for Civics subjects for elementary school students. This research implies that using Mystery Box media can increase student motivation in the learning process, which impacts student learning achievement in Citizenship Education (PPKn) learning in the material "Building Identity in Diversity." Motivation and learning achievement increase significantly when the Mystery Box media is used in class on Citizenship Education (PPKn) content in the material "Building Identity in Diversity." The research results provide recommendations to researchers for the learning process. Educators can incorporate mystery box media into their teaching and learning activities to increase student motivation and achievement in learning citizenship education (PPKn) topics.

#### 4. CONCLUSION

The research results show differences between the experimental class that was given Mystery Box media treatment and the control class that did not receive media treatment or was given conventional treatment regarding learning achievement. The results of the N-gain test showed that the experimental class with Mystery Box media treatment increased and was included in the high group. Furthermore, the effectiveness of using Mystery Box media in the experimental class is shown by the percentage value of N in the effective category. It was concluded that using mystery box media in citizenship education (PPKn) affected motivation and learning achievement in class IV citizenship education at SD Negeri Podorejo 03.

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