Innovative Smart Box Media Improves Learning Outcomes of Pancasila and Citizenship Education in Third Grade Elementary Schools

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Abstrak

Dalam pembelajaran siswa cenderung pasif karena guru kurang mengembangkan media yang inovatif, sehingga hasil belajar rendah. Tujuan penelitian untuk mengembangkan media smart box inovatif pada muatan pelajaran PPKn materi arti gambar pada lambang negara garuda Pancasila. Jenis penelitian ini yaitu penelitian pengembangan atau research and development (R&D) dengan model Borgh and Gall. Subjek penelitian ini yaitu 1 ahli materi pembelajaran, 1 ahli media pembelajaran dan 1 guru. Populasi pada penelitian ini berjumlah 30 sebagai populasi penelitian. Metode pengumpulan data nya adalah observasi, wawancara, angket, dan tes. Instrumen penelitian yang digunakan berupa pilihan ganda. Teknik analisis data dalam penelitian ini menggunakan analisis data kuantitatif dan statistik inferensial. Hasil penelitian menunjukkan bahwa media smart box inovatif mendapatkan kategori sangat layak dari ahli validasi media dan ahli validas materi. Berdasarkan hasil uji paired sample t-test pada skala besar dan skala kecil menunjukan terdapat perbedaan yang signifikan setelah digunakan media smart box inovatif. Berdasarkan hasil uji N-gain pada skala kecil maupun skala besar terdapat peningkatan nilai antara pretest dan posttest. Dapat disimpulkan, media pembelajaran smart box inovatif efektif untuk meningkatkan hasil belajar siswa pada mata pelajaran PPKn. Implikasi penelitian yaitu media smart box inovatif yang dikembangkan layak digunakan dalam pembelajaran PPKn

Kata Kunci: Media Pembelajaran, Smart Box Inovatif, Hasil Belajar, PPKN.

Abstract

In learning, students tend to be passive because teachers do not develop innovative media, so learning outcomes are low. This study aims to develop innovative, intelligent box media in the PPKn lesson content on the image's meaning of the state symbol of Garuda Pancasila. This type of research is research and development (R&D) with the Borgh and Gall model. The subjects of this study were 1 learning material expert, 1 learning media expert and 1 teacher. The population in this study was 30 as the research population. The data collection methods were observation, interviews, questionnaires, and tests. The research instruments used were multiple choice. The data analysis technique in this study used quantitative data analysis and inferential statistics. The results showed that the innovative smart box media received a feasible category from media and material validation experts. Based on the results of the paired sample t-test on a large and small scale, there was a significant difference after using the innovative smart box media. Based on the results of the N-gain test on both a small and large scale, there was an increase in values between the pretest and posttest. It can be concluded that innovative smart box learning media effectively improves student learning outcomes in the PPKn subject. The research implies that the innovative smart box media developed suits PPKn learning.

Keywords: Learning Media, Innovative Smart Box, Learning Results, PPKN.

1. INTRODUCTION

Thematic learning is a learning approach that uses themes by combining several subjects with the hope that students can solve difficult problems by collecting information around them through skills that are oriented towards learning practices (Ningsih & Mahyuddin, 2021; Sudirman et al., 2020).In thematic learning based on one of the mandatory contents, namely Citizenship Education (PPKn). Civic education has an important meaning for students as a provision to carry out the rights and obligations of Indonesian citizens according to the character in Pancasila and the 1945 Constitution (Lifa et al., 2020;

Wulandari et al., 2022; Yusuf et al., 2020).Teachers are expected to be able to design learning well so that students have attitudes and moral values. Attitude and moral values can be realized if students understand the basic material regarding existing values and morals (Fadhilah & Adela, 2020; Febiyanti et al., 2021; Tambunan, 2017).This is what It is a challenge for teachers to prepare good learning. The learning process can be carried out well if teachers can prepare learning activities that support various components (Fitria & Juwita, 2018; Pudjiastuti, 2020).Components that can influence the delivery of teaching materials or materials to students, one of which is media. This is in line with research that says that media is the right component to support the learning process to be successful because it involves direct understanding of students (Delfia & Mayar, 2020; Mustika & Ain, 2020).

However, there are still many teachers who have difficulty in developing innovative learning media. This is reinforced by previous research findings which state that there are still many teachers who have difficulty in developing innovative learning media (Krisanti et al., 2020; Kurniawan & Ardiyanti, 2020).Other research also reveals that the lack of learning media that facilitates students makes it more difficult for students to understand learning materials, so media is very necessary in learning (Hanifah et al., 2020; Mawanto et al., 2020; Ngura et al., 2020).The results of observations conducted at SD Negeri Sukamakmur 02 Bekasi Regency also found that many teachers were still unable to prepare PPKn learning properly. The results of observations that showed problems in the Thematic learning process, especially the PPKn subject matter, were that the learning media available at school were only in the form of teaching materials and textbooks. This makes students passive because teachers do not develop creative learning media, only use media in books and apply lecture methods. Media that does not support learning results in low learning outcomes obtained by students. The thematic learning outcomes of grade III students with the PPKn subject matter in the odd semester include the PTS (Mid-Semester Assessment) score obtained an average score of 70.67 with details of a total of 30 students, 19 (63.3%) students who have not completed the KKM, and 11 (36.7%) students have completed the KKM. This shows that in PPKn learning some students have difficulty understanding the learning material presented by the teacher. Based on these problems, the solution offered is to develop innovative learning media that can help students and teachers in the teaching and learning process. The selection of innovative smart box learning media is very appropriate for students' needs to increase motivation and thematic learning outcomes of PPKn subject matter. This is in accordance with research that reveals that learning media is a tool that can help teachers explain learning materials (Amali et al., 2020; Oktafiani et al., 2020).Other research also states that complex concepts to be illustrated will be easily understood by students through the use of learning media (Hidayati & Astuti, 2020; Karisma et al., 2020).This helps students visualize the information presented, making the understanding process easier (Chusna & Wahyuningtyas, 2020; Nida et al., 2020).The use of smart box media in learning activities makes students have high thinking power and increased exploration abilities, and cognitive abilities develop optimally because students are directed to solve problems by playing.

Previous research findings also stated that appropriate learning media can improve student learning outcomes (Muhibbin et al., 2021; Sukardi et al., 2020).Other research also states that learning media can increase students' activeness and enthusiasm for learning (Putra et al., 2020; Sabilla et al., 2020).Smart box media has the advantage of being able to motivate students in learning. Students find it easier to understand the material because students can see directly the material objects presented by the teacher in a concrete way. Other research also show smart box media suitable for use as a learning process media is shown there is an increase in student learning outcomes after using smart box media (Sukaryanti et al., 2023; Yuliastri et al., 2021). Smart box learning media can attract students' attention and make it easier for students to understand the material. The innovative smart box media developed is

in the form of a three-dimensional concrete object in the form of a cube which contains learning materials that are arranged in an attractive way with images according to the needs of teachers and students. In the box there are learning materials and images that can attract students' interest in learning. The innovation provided is in the form of learning videos and questions related to the material that can be accessed directly by students via the barcode on the smart box media. The material developed in this smart box media is thematic learning material for PPKn subject matter in Theme 8 Sub Theme 2 Learning 6, namely the material "The meaning of the image on the Garuda Pancasila state symbol and its application in everyday life". Based on this, the purpose of this study is to develop instructional Media smart box innovative to improve student learning outcomes Class III of Sukamakmur 02 Elementary School, Bekasi Regency.

2. METHODS

The type of research used is development research (Research and Development) (Sugiyono, 2018).The model used to develop the product is Borg and Gall which consists of ten stages, namely potential and problems; data collection; product design; design validation; design revision; product trial; product revision; usage trial; product revision; and mass production of the product. The research began at the potential problem stage, by finding out whether there were problems in teaching and learning activities at school by conducting observations and interviews with teachers and students of grade III SDN Sukamakmur 02 Bekasi Regency. The second stage is the information gathering stage by distributing questionnaires on needs to teachers and students to find out the background of existing needs and to be used as a reference in developing learning media. The third stage is product design, designed according to the results of the analysis of the needs of teachers and students to achieve learning objectives. The fourth stage is design validation. The fifth stage is product revision. The sixth stage is product trial. The seventh stage is product revision. This stage is carried out if there are suggestions from teachers or students regarding the learning media being developed. Finally, the eighth stage is usage testing. The research was conducted in SDN Sukamakmur 02 Bekasi Regency The subjects of this study were 1 learning material expert, 1 learning media expert and 1 teacher. The population of this study was 30 grade III elementary school students. Of the 30 students, divided into 2 groups, namely small groups and large groups. In small groups, the sampling technique used purposive sampling by taking 6 students consisting of 2 students who are in the top ranks, 2 students in the middle ranks, and 2 students in the bottom ranks. Students who were not sampled as many as 24 are a large group. While the subjects of this study are teachers, learning media experts, and learning material experts. The data collection methods used by the researcher were observation, interviews, questionnaires, and tests. Observations and interviews were conducted to find the background of the problems that occurred in PPKn teaching and learning activities. The questionnaire was conducted to obtain data on student needs and teacher needs to develop learning media, as well as student responses and teacher responses after the researcher developed innovative smart box media in teaching and learning activities. The test method was carried out with a pre-test and post-test so that the results of PPKn learning material on the meaning of the image on the state symbol of the Garuda Pancasila and its application in everyday life. The research instrument used was multiple choice with 25 questions, both pre-test and post-test. The Instrument Grid is presented in Table 1.

Table 1. The Research Questionnaire Grid

Aspect	Indicator
Media according to	The material is in accordance with KD (Basic Competencies).

Aspect	Indicator
learning objectives what you want to achieve.	The material is in accordance with the learning indicators.
	Material according to purpose learning.
	Images/illustrations in innovative smart box learning media are in accordance with the material discussed.
According to the level Student development.	The material is presented in a coherent manner in accordance with learning objectives.
	The image looks clear and logical.
	The text looks clear and logical.
	The overall look of the media is attractive.
Media easy to use for students and teachers	Innovative and easy learning media smart box used in the process learning.
	Instructions for use of the media are clear
	Innovative smart box learning media according to level participant development
Attractive visual display design.	Learning media display design smart box innovative interest in learning learners.
	The presentation of innovative smart box learning media is equipped with appropriate images.

The data analysis method in this study uses quantitative data analysis and inferential statistics. Then, a validity test, reliability test, discriminant power test and difficulty level test were carried out in the research instrument test. The data processing process was carried out with a normality test, paired-test and N-gain test to determine the effectiveness of using innovative smart box learning media in PPKN class III material on the meaning of the image on the state symbol of the Garuda Pancasila bird and its application in everyday life which can be seen from the significant difference in student learning outcomes before and after using innovative smart box learning media during the learning process.

3. RESULTS AND DISCUSSION

Result

This research aims to developing innovative smart box learning media, reviewing the feasibility of innovative smart box learning media, and reviewing the effectiveness of innovative smart box learning media on PPKn subject matter, the meaning of the image on the state symbol of Garuda Pancasila and its application in everyday life using the Borg and Gall model. The first stage is potential and problems. The results of observations and interviews can be identified as a problem that at SDN Sukamakmur 02 Bekasi Regency the facilities and infrastructure do not support technology, such as LCD Projectors and Wi-Fi, so that students are passive and get bored quickly because they only listen and pay attention to explanations from the teacher. In learning, the media used by teachers are thematic textbooks and whiteboards. The use of learning media is lacking, resulting in low student learning outcomes. The second stage is collecting information showing that teachers and students need creative learning media that can increase motivation and thematic learning outcomes, especially PPKn subject matter. Stage third, namely product design. Researchers designed a product in the form of an innovative smart box. The product design that was designed includes PPKn learning materials, namely the meaning of the image on the state symbol of the Garuda Pancasila and its application in everyday life. The smart box media is

designed in the form of a block that has 6 (six) sides, on the first side is a presentation of material about the image of the state symbol of the Garuda Pancasila and the sound of the Pancasila principles equipped with a Qr-Code of learning videos from Youtube. On the second side, the presentation of material about the meaning of the image of the state symbol of the Garuda Pancasila is packaged like a hexagonal picture card, which students can match to the appropriate principle place. On the third side, the presentation of material about examples of Pencasila behavior according to the meaning of the state symbol of the Garuda Pancasila. On the fourth side, students can match the image of behavior that matches the meaning of the state symbol of the Garuda Pancasila in the Pancasila behavior bag. This can create active learning. On the outside of the box, it will be covered with wrapping paper entitled smart box, then there is a cover and hook so that the box resembles a block. The results of the development of smart box media innovative is presented in Figure 1.

Figure 1. The Results of the Development of Innovative Smart Box Learning Media

The fourth stage is design validation. Design validation in this study was carried out by expert lecturers in the field of media and materials. The validation results show that the innovative smart box media gets a category of learning media that is very suitable for use in the learning process with a percentage of 91.67% from media experts and 93.33% from material experts. The assessment by experts can be seen in Table 2.

Table 2. The Validation Table

No.	Test Subject	Percentage	Category
1	Media expert	91.67%	Very Worth It
2	Subject matter expert	93.33%	Very Worth It

The fifth stage is product revision. Product revision is carried out if there are suggestions from expert lecturers in the field of media and materials. There was no product revision on the innovative smart box learning media that the researcher developed because it was categorized as very feasible without revision. The next stage in the sixth stage is a product trial conducted on a small scale with 6 students. After that, the researcher distributed a questionnaire of teacher responses and student responses to the innovative smart box learning media that had been used. The percentage of teacher responses to the innovative smart box from the results of data analysis showed that the learning media was included in the very feasible category, which was 98.33%. Furthermore, the percentage of student responses to the innovative smart box was 98.75% which also fell into the very feasible category. The seventh stage is product

revision. Product revision is carried out if there are suggestions from the results of teacher responses or student responses to the innovative smart box learning media. However, product revision was not carried out in this study because there were no suggestions from either teacher responses or student responses. The eighth stage is a trial of use. The trial of use was carried out on a large scale, namely grade III students of SDN Sukamakmur 02 Bekasi Regency with a total of 24 students. However, before that there was a pre-test before carrying out teaching and learning activities with innovative smart box media and a post-test was carried out after teaching and learning activities with innovative smart box media. Pre-test and Post-test are carried out to measure the effectiveness of the learning media used during the learning process.

After that, the data processing process was carried out in three stages, namely the normality test, the paired sample t-test, and the N-gain test. Based on the results of the normality test with the Shapiro Wilk formula, the results of the small group normality test showed that the pre-test significance was 0.667 and the post-test was 0.570. This shows that t count> 0.05, so that the PPKn learning outcome score data on the meaning of the image on the state symbol of the Pancasila garuda bird and its application in everyday life in the small group is normally distributed. The results of the large group normality test obtained a pre-test significance of 0.142 and a post-test of 0.421. This shows that t count> 0.05, so that the PPKn learning outcome score data on the meaning of the image on the state symbol of the Pancasila garuda bird and its application in everyday life in the large group is normally distributed.

Based on the results of the paired sample t-test, it was obtained-sig. significance value. (2-tailed) shows 0.003 which means <0.05. So, it can be seen that there is a significant difference between the average pre-test value and the average post-test value in the small group. For the large group, the sig. significance value. (2-tailed) 0.000 which means <0.05. So, it can be seen that there is a significant difference between the average pre-test value and the average post-test value. So, there is a significant difference in the small group and the large group after the pre-test and post-test were carried out. The results of the small group t-test are presented in Table 3. The results of the large group t-test are presented in Table 4.

Table 3. The Results of the Small Group Paired Sample T-Test

		Mean	Std. Devia Tion	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.(2-tailed)
					Lower	Upper			0.003
Pair 1	Small Scale Pretest – Small Scale Posttest	-24.667	10.857	4.432	-36.060	-13.273	-5.565	5	

Table 4. Results of the Large Group Paired Sample T-Test

		Std.	Std.	95% Confidence Interval of the Difference		T	df	Sig.(2-tailed)
				Lower	Upper			0.000

		Mean	Devia Tion	Error Mean	95% Confidence Interval of the Difference				Sig.(2-tailed)
Pair 1	Small Scale Pre-test – Small Scale Post-test	-27.000	7.667	1.565	-30.237	-23.763	-17.252	23	

The pre-test learning outcomes of students in small groups before using innovative smart box learning media obtained an average of 62. After using innovative smart box learning media, the average post-test learning outcomes were 86.67. While the average value of pre-test learning outcomes of students in large groups before using innovative smart box learning media was 58.33. Then, after using innovative smart box learning media, the average post-test learning outcomes were 85.33. These data indicate an increase in PPKn learning outcomes on the meaning of the image on the state symbol of Garuda Pancasila and its application in everyday life after using innovative smart box learning media in learning activities. Based on the results of the N-gain test, it shows that the average value of learning outcomes PPKn material on the meaning of the image on the national symbol of Garuda Pancasila and its application in daily life both in small and large groups is in the moderate category where in the effectiveness interpretation criteria it is included in the fairly effective category. The results of the small group n-gain test can be seen in Table 5 and the results of the large group n-gain test are presented in Table 6.

Table 5. The Small Group N-Gain Test Results Table

	N	Minimum	Maximum	Mean	Std. Deviation
Gain_score	6	44	1.00	0.6808	.23025
Gain_percent	6	44.44	100.00	68.0787	23.02549
Valid N (listwise)	6				

Table 6. The Large Group N-Gain Test Results Table

	N	Minimum	Maximum	Mean	Std. Deviation
Gain score	24	0.53	1.00	0.6828	0.13161
Gain_percent	24	52.94	100.00	68.279	13.16106
Valid N (listwise)	24				

Discussions

The results of the data analysis show innovative smart box learning media gets very good qualifications so it is worthy of being used in learning. This is due to the following factors. First, innovative smart box learning media is worthy of being used in learning because it can improve student learning outcomes. The media will help students in learning activities as a whole (Ningsih & Jha, 2021; Viora et al., 2021).Based on the results of the study, it shows that innovative smart box media can improve student learning outcomes in PPKn subjects, the material on the meaning of the image on the state symbol of Garuda Pancasila and its application in everyday life. The percentage of student learning completion is higher when innovative smart box media has been applied in learning

compared to before the application of innovative smart box media in learning activities. This is because the use of appropriate media will make it easier for students to understand the concept of learning materials (Nopita Sari & Lian, 2023; Suprianingsih & Wulandari, 2020).In addition, the use of media can also help students understand abstract material so that it becomes concrete (Mahardika & Siswoyo, 2021; Meilyana et al., 2022).It can be concluded that the improvement in learning outcomes of class III SDN Sukamakmur 02 Bekasi Regency in the PPKn subject material the meaning of the national symbol, the Garuda Pancasila, and its application in everyday life can be achieved by developing innovative smart box media.

Second, innovative smart box learning media is suitable for use in learning because it makes it easier for students to learn. Smart box media is a concrete learning media made from cardboard in the form of cubes or blocks which contain learning materials equipped with pictures, cards, or others in an interesting way (Sukaryanti et al., 2023; Yuliastri et al., 2021).Media developed according to student and teacher needs has an impact on the ease of carrying out learning activities (Ningsih & Jha, 2021; Viora et al., 2021).Smart box media presents material on the meaning of the national symbol Garuda Pancasila and its application in everyday life. The material can be read directly by students in a concrete way and can be watched through scannable learning videos. Learning videos can also make it easier for students to learn (Asih & Ujianti, 2021; Coal & Coal, 2020; Muliani & Wibawa, 2019).In addition, there is also material that is packaged with games, namely students are directed to place picture cards accompanied by writing, as well as practice questions that can be answered directly by students after scanning the Qr-Code. This is what makes it easier for students to learn.

Third, learning media smart box innovative is suitable for use in learning because it increases learning motivation. This innovative learning media can make the learning atmosphere more active, create cooperation in groups, and can increase student motivation and interest in learning because of the games in the media (Awalia et al., 2019; Masturah et al., 2018).SmartBox offers more interesting and enjoyable learning compared to traditional methods. Interesting learning media increases students' learning motivation (Hasan & Baroroh, 2019; Nafisah & Ghofur, 2020; Nisa' et al., 2023).Therefore, innovative smart box learning media is a media that is very feasible to be developed in teaching and learning activities. According to the results of data analysis conducted by researchers, the innovative smart box media that researchers develop is included in the very feasible category from material experts and media experts. Innovative smart box media can make it easier for students to understand the concept of the material being studied more quickly. Innovative smart box media can increase student concentration in learning and create a pleasant atmosphere during learning, and increase student creativity.

Previous research states that learning media can present information in various ways that meet learning styles, thereby helping students to be more involved in the learning process (Munasti et al., 2021; Nugroho & Wahyuni, 2021).Previous findings also confirmed that learning media increases learning motivation because students feel directly involved in their own learning process (Candra Dewi & Negara, 2021; Nabila et al., 2021).It can be concluded that innovative smart box media can improve student learning outcomes in PPKn subjects on the meaning of the image on the state symbol of Garuda Pancasila and its application in everyday life. Smart box media has the advantage of motivating students to learn and making it easier for students to understand the material because students can see directly the material objects presented by the teacher in a concrete way. The limitation of this study is that this study only develops smart box media for the meaning of the image on the state symbol of Garuda Pancasila and its application in everyday life. The implication of this

study is that the smart box learning media that is developed can make learning fun and make it easier for teachers to teach because students can easily understand the material quickly

4. CONCLUSION

The results of data analysis show that innovative smart box learning media is very feasible to be used in learning activities. The percentage of validation results by media experts and material experts obtained very feasible (very good) qualifications. From the responses of teachers and students, the percentage of feasibility was very feasible (very good). The results of the t-test also showed a significant increase in the learning outcomes of grade III elementary school students in the PPKN subject on the meaning of the image on the state symbol on the state symbol of the Garuda Pancasila and its application in everyday life before and after using innovative smart box learning media. The results of the N-gain test show that the smart box has effectively improved the learning outcomes of PPKN on the material of the meaning of the state symbol on the state symbol of the Garuda Pancasila and its application in everyday life. It is concluded that the innovative smart box learning media can improve student learning outcomes.

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