Volume 06 Issue 01 (2025) Pages 25 - 40
Journal of Social Science and Education
e-ISSN: 2722-9998, P- ISSN: 2723-0007
Available online at: https://jurnal.iainponorogo.ac.id/index.php/asanka

DEVELOPMENT OF SMART BOX LEARNING MEDIA TO INCREASE STUDENT LEARNING INTEREST IN THE MATERIAL OF CULTURAL DIVERSITY OF THE 7TH GRADE COMMUNITY SMP BAHRUL MAGHFIROH

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ARTICLE INFO

Article history:
Received: January 20, 2025
Accepted: April 20, 2025
Published: May 13, 2025

Keywords:
Learning Interest; Learning Media; Smart Box

ABSTRACT

Low student interest in learning is one of the inhibiting factors in achieving optimal learning outcomes, especially in the material on the diversity of community culture. This condition encourages the need for innovation in delivering material through engaging and interactive learning media. This study aims to develop Smartbox learning media to increase the learning interest of 7th-grade students of Bahrul Maghfiroh Middle School. The method used is research and development (R&D) with the ADDIE model, which is modified into several core stages: analysis, design, development, implementation, and evaluation. The study results showed that the Smartbox media developed received a "feasible" assessment from material and media experts. The trial of students showed a significant increase in learning interest based on observations and questionnaires given before and after using the media. In conclusion, Smartbox learning media effectively increases students' interest in the material on the diversity of community culture and is feasible to use in the learning process in the classroom.

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INTRODUCTION

Education is an activity that aims to establish learning scenarios and effective, active implementation techniques. For students to have strong socio-emotional skills when they enter the workforce, education also helps them build their affective, cognitive, and psychomotor competencies. Education aims to mould students into knowledgeable, morally upright people who can make valuable contributions to society. To achieve this objective, efforts must be made to maximise learning activities and raise the standard of education. It can be accomplished by adapting learning from current circumstances and conditions to successfully increase potential and learning objectives

(Enike & Irawan, 2024).

If teachers can control and stimulate the interest of those participating in the educational process, then the goal of the process has been accomplished. Due to this circumstance, individual interest in school will undoubtedly rise (Sihombing et al., 2024). For learning to be efficient and creative in reaching the intended outcomes, boosting interest in the subject is essential. A person's interest in learning can motivate them to actively learn, investigate their favourite subjects, and comprehend their study content (Zebua, 2021). According to (Ghozal & Irawan, 2024), a key component of motivation building is interest in learning.

Since students are less likely to participate in learning if they lack interest, interest in learning is one of the characteristics that significantly influences the process's performance (Wahyuni, 2016). Students will be motivated to learn until they reach their most significant potential if they are interested in their studies (Gunawan, 2024). Both internal and external variables affect students' motivation to learn. One external element crucial to attempts to boost pupils' enthusiasm for studying is the teacher. To make learning more fun and strengthen students' interest in learning, teachers must be able to create engaging educational materials. Learning media can improve learning outcomes and interest in learning, make learning more engaging, and clarify how teaching materials are delivered (Suryadi, 2020).

On the other hand, students themselves are the internal component. People today often exhibit laziness, a lack of confidence while debating in class, passivity when studying, and a lack of intense curiosity when learning in class. Teachers and students should address these issues (Baharuddin et al., 2022).

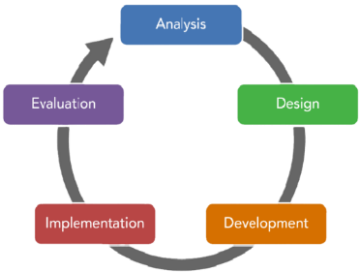
It is a truth that the teacher has used diverse learning methods, according to the findings of the pre-survey and interviews with the head of class 7C in social studies at Bahrul Maghfiroh Junior High School. The instructor has produced an engaging learning model before the lesson to ensure that the learning medium is effective. Some children continue to show little interest in the classroom learning process. They occasionally talk to their classmates instead of paying attention to the teacher when presenting the content. Furthermore, people have also been afraid to voice their opinions. The classroom is where the lesson is being taught. Students are expected to have specific goals and follow the lesson enthusiastically. However, the predicted reality is less effective and nil. It is because the teacher's various approaches to teaching haven't been effectively channelled to inspire and boost students' enthusiasm for learning (Fauzy, 2019).

Based on the issues in Bahrul Maghfiroh Junior High School's class 7C, an attempt should be made to enhance learning materials to encourage personal engagement. One such initiative is the creation of Smart Box media. According to Taihuttu (2025), learning media is a medium that teachers utilize to impart knowledge to their students. Learning media are meant to help students understand and become proficient in the curriculum, boost their activity level, improve their memory, and assist teachers in providing them with relevant information. According to Oktavia et al.

(2024), smart box learning media is a device that typically takes the shape of a box and contains images and materials that the teacher applies during the learning process to pique students' attention. Because Smart Boxes offer a more efficient learning environment and can boost students' interest in learning, they have the benefit of enhancing learner engagement. One educational resource that provides a varied and enjoyable learning experience is Smart Box Media (Sitio, 2024).

RESEARCH METHODS

This research aims to develop educational materials to address the issues raised. Research and development (R&D) is used to build products and evaluate their efficacy. The five steps of the ADDIE model analysis, design, development, implementation, and evaluation are used in this study (Hidayat & Nizar, 2021). It is not possible to complete these five steps at random; they are sequential because the procedures are well-defined and organized.



Picture 1. Diagram of the ADDIE Development Model

Steps of the ADDIE development model:

1) Analysis: Analyze learner characters, software, specifications, and animation material supply. The ADDIE development research model's initial step is to evaluate the viability and requirements of developing a new product by comparing it to an existing one (in this case, learning media).
2) Design. This step creates the media and learning design that will be used, including the evacuation, flow, strategy, and content. Activities include making animation storyboards, organizing resources and assessment questions, and designing the application's buttons, backdrops, and graphics. Design can be understood as a methodical process that begins with developing the concept and content for a product. For ease of comprehension, the application instructions are presented straightforwardly and comprehensively.
3) Development. Using the created design as a guide, this stage creates educational materials. The product design from the preceding step is realized into a usable product during development. This phase involves developing a mechanism to evaluate the media's performance to ensure it is appropriate for learning goals and effective.
4) Implementation. At this step, students use the learning materials in the classroom to test their efficacy. The learning materials are immediately used

during the implementation stage in class VII C at Bahrul Maghfiroh Junior High School. This media has undergone a validation test before usage to guarantee it is a viable learning tool.

5) Evaluation is the product development phase completed during the field test and creation of the finished product. This step evaluates the media's effectiveness formatively (during the process) and summatively (after implementation) and makes adjustments as necessary.

Interviews, questionnaires, and documentation were all used in the data collection process. Class 7C at Bahrul Maghfiroh Junior High School served as the testing ground for the product. 22 students took part in the trial as respondents. The following formula, taken from (Suharmisi Arikunto, 2018), is applied in the data processing process:

Data formula as per

$$P = \frac{\Sigma x}{\Sigma xi} x\ 100\%$$

Description:

P = Validation Percentage

Σx = Total number of answers in all items

Σxi = Total number of ideal values in all items

100 = constant

The results of the above calculations are then used to determine the feasibility of learning media. The eligibility category can be seen in Table 1 (Muhsan et al., 2022).

Table 1. Questionnaire Assessment Criteria

Percentage	Criteria	Description
1% - 20%	Not Very Usable	Very Unusable
21% - 40%	Not Usable	Unusable
41% - 60%	Less Usable	Needs Major Revision
61% - 80%	Feasible	Usable With Revision
81% - 100%	Very Usable	Usable Without Revision

RESULTS AND DISCUSSION

According to Kompri (Kompri, 2016), interest is a feeling of enjoyment and a desire to comprehend something that typically emerges because it aligns with one's wants or desires. Learning is defined as an individual's active endeavour to improve their character due to their interactions with their surroundings (Slameto, 2003). Thus, passion and curiosity in something that promotes a change in general behaviour based on experience constitute interest in learning. People are more open and enthusiastic about learning when treated with interest. Students will consequently be more motivated to pursue their interests and be able to concentrate better (Rohmah, 2019). Several

significant roles of interest in learning play a role in the educational process. Interest may, among other things, increase focus, lessen outside distractions, help pupils retain the material, and make studying less boring. As a result, students' curiosity can play a significant role in enhancing their learning outcomes. In essence, interest results from experience and can also lead to new experiences. Participating in an activity fosters interest, motivating one to partake in related activities again. As a result, interest motivates pupils to keep learning and work towards their academic objectives. Feelings of enjoyment, focus on the task, engaging subject matter, instructor dispositions, and the advantages of lessons and topic functions are all signs of interest in learning. If students see the benefits of the subject and how it relates to their lives, they will be more motivated to learn.

Appropriate learning media can support learning activities, particularly as technology becomes more sophisticated. According to Istarani (2014), media can spread messages, encourage students to be more productive, enhance performance, and aid learning. The primary factor in selecting the media is its ability to fulfill the requirements for achieving the intended outcomes. Other crucial aspects to consider are the local environment and the extent of services to be provided.

Children's early reading, creativity, and cognitive abilities, such as understanding size, place, and time, can all be enhanced with the help of the *Smart Box*. Additionally, smart boxes are available in various vivid hues to grab kids' attention while learning. *Smart box* media, as defined by Ningrum (2023), is used to transmit learning knowledge insights in the shape of a box or two locations with picture cards or letters. *Smart boxes* can help kids improve their ability to focus, make learning enjoyable, improve their reading comprehension, and improve their learning results. In the classroom, using educational media is crucial to the learning process. When used appropriately, the media aids pupils in understanding the information that the teacher provides during class activities. Learning media can create a tangible experience and serve as a bridge for students to use as a tool for their learning activities (Wulandari, 2013). By gathering information from a questionnaire after the activity, this study aims to gauge students' motivation in learning. Smart box learning materials on socio-cultural diversity in society were acquired for this study in class VII C at SMP Bahrul Maghfiroh. The steps involved in creating this product are analysis, development, implementation, and evaluation.

Analysis

Analysis is the capacity to break down ideas and clarify how the many parts relate to one another (Zuhro et al., 2022). Educators and learning system designers must focus on supporting elements in this step to ensure that the teaching and learning process proceeds as intended. Designers must be aware of students' knowledge, traits, and talents beforehand, as well as the capabilities that students must possess (Febrianto et al., 2021). At this point, to comprehend and be aware of the current issues, students interview teachers. Additionally, direct observation was also done in the classroom to

pinpoint problems. According to the observations and interviews conducted with the social studies teacher of the 7C class at Bahrul Maghfiroh Junior High School, the instructor employed various teaching methods. For the learning medium to be effective during the learning process, the teacher has established an appealing learning model before the lesson begins. In actuality, some students continue to exhibit lower levels of motivation throughout the classroom learning process. They occasionally talk to their classmates instead of paying attention to the teacher when the teacher is presenting the content.

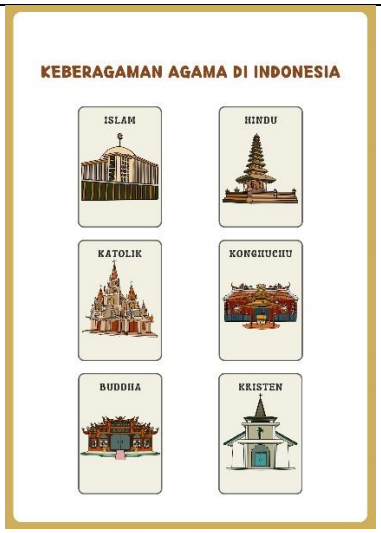
Furthermore, they have not ventured to voice their thoughts or enquire about the contents taught in the classroom. Students should participate in classes with great zeal and specific objectives in mind. However, the expected reality is less effective and nil. The teacher has used various teaching methods, but hasn't been effectively directed to inspire students. Creating learning materials in the form of Smart Box media to boost learning interest in class VII C at Bahrul Maghfiroh Junior High School is another approach that may be used to solve the issue. Analyzing the necessity of developing instructional materials based on learning objectives is the primary task in this analysis stage (Cahyadi, 2019).

Design

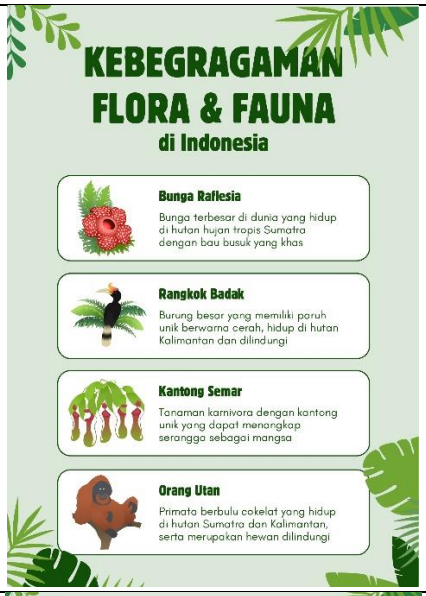
Since creating learning objectives is the initial step, this stage is also known as designing. Exercises are then made based on the established learning objectives. Determining objectives, assessment tools, exercises, content, and analysis of lesson plans, learning resources, and media selection are all part of the design phase. Choosing the best learning environment by researching the kinds of cognitive abilities required to meet learning objectives is typically one of the tasks completed during the design process (Tanjung & Parsika, 2014).

The Smart Box educational materials layout 1) The Smart Box board is shaped like a 25 cm by 25 cm box. 2) There is content in every section, specifically in the first one that explains how to identify traditional Indonesian homes, the second one that explains the country's religious diversity, the third that introduces Indonesia's diversity in terms of ethnic groups, the fourth that explains the social diversity of Indonesian society, and the fifth that introduces the diversity of Indonesian dance culture.

Table *2: Smart Box* Media Design

NO	PART	PICTURE
1	Cover	
2	Aspect 1	
3	Aspect 2	

4	Aspect 3		
5	Aspect 4		
6	Aspect 5		

7	Aspect 6	
8	Flora and Fauna Map	

Source: Researcher Data (2025)

Development

At this point, materials (subject matter, supporting graphics, animation, typing, etc.) are being gathered (Anggraini et al., 2021). The development stage involves creating and preparing learning materials that have been predetermined and designed through many steps and procedures, such as gathering the materials required to develop Smart Box learning media.

Implementation

An actual stage in applying the media being created is implementation. It indicates that everything created or configured to fit its purpose or function may be implemented (Simanjorang et al., 2021). Product trials were used for implementation in this study to determine the efficacy of the developed items (Setiadi & Nurma Yuwita, 2020).

Researchers used Smart Box learning materials in class VII C at Bahrul Maghfiroh Junior High School. During the lesson, the researcher built an active learning process by asking students about things that were still unclear, then asking them again about their impressions of the materials and what they could retain from the

explanation. Additionally, a portion of the map game involves asking the chosen group of students to estimate which regions on the map are home to which endemic plants and animals (Sitio, 2024).

Map play procedures:

a. Each learner is divided into groups of 3/4 people
b. This group is divided by counting. And this number is used as a benchmark for advancing in front of the class.
c. Groups of students come forward, and students provide images of endemic fauna/flora.
d. Learners then guess which region this flora/fauna/endemic comes from, judging from the map that students have presented.
e. Every learner who can give an accurate answer will escape the punishment applied; if the learner cannot answer the question, they are told to sing in front of their friends.
f. After doing the punishment, the learner can choose their friend to answer the question that cannot be answered (throwing the question).
g. All questions about endemic flora/fauna have been compiled from the material learners are studying, including those previously explained.

Students watch how students react and interact with the Smart Box during this process. Additionally, students took note of and gave particular attention to students who struggled with media use. It is carried out as a reflection to enhance the implementation in the following cycle. Lastly, students were given surveys to gauge their interest in learning and reaction to using Smart Box media.

Picture 2. Students show and explain the material using *Smart Box* media.

Figure 3. Students are answering questions about the region of origin of the dance above.

Table 3. Media Feasibility Test Results by Media Experts

No	Assessment Aspect	Score
1	Usability	15
2	Image Quality	15
3	Display Quality	16
4	Word and Language Usage	16
5	Media Quality	16
Total Score		**78**
Percentage		**78%**
Criteria		**Feasible**

Source: Researcher Data (2025)

Media specialists conduct a feasibility test to get feedback and suggestions to ensure that a decent learning medium is generated that satisfies quality requirements and is appropriate for usage. According to the evaluation's findings, this media obtained a 78% feasibility score, falling under the "feasible" category. This accomplishment demonstrates that media created in the Smart Box format is deemed appropriate for disseminating information about societal cultural diversity. This evaluation is predicated on some factors, including word and language usage, display quality, image quality, usability, and medical quality.

Table 4. Feasibility Test of Learning Materials by Material Experts

No	Assessment Aspect	Score
1	Drawing Aspect	24
2	Content	30
3	Language and Communication	24
Total		**78**
Percentage		**78%**
Category		**Feasible**

Source: Researcher Data (2025)

The evaluation conducted by the material expert validates the prepared learning media, and the results indicate that 78% of them fall into the viable category. It suggests that Smart Box educational materials can be effectively utilized in the context of

society's cultural variety. The media created is feasible regarding design, content, language, and communication usage. To facilitate the teaching of content, relieve teachers of the burden of imparting knowledge, and promote students' comprehension of the taught material

The learning interest questionnaire's results assessed how well Smart Box media worked in the classroom. Students' degree of interest is gauged via questionnaires. A set of questions intended to be addressed by the recipient is called a questionnaire. Twenty-two students from class VII C at Bahrul Maghfirohd Junior High School participated in the field test, and the findings of the questionnaire measuring their enthusiasm for learning were collected. As a table displaying the findings from the questionnaires on the percentage of interest:

Table 5. Results of the Student Learning Interest Questionnaire

No	Learner Name	Results
1	PD1	31
2	PD2	34
3	PD3	30
4	PD4	32
5	PD5	33
6	PD6	33
7	PD7	29
8	PD8	32
9	PD9	36
10	PD10	28
11	PD11	30
12	PD12	36
13	PD13	32
14	PD14	36
15	PD15	35
16	PD16	28
17	PD17	32
18	PD18	36
19	PD19	26
20	PD20	34
21	PD21	28
22	PD22	26
Total Score		**697**
Maximum Score		**880**
Percentage		**79%**

Source: Researcher Data (2025)

Based on the results above, the data was processed using the formula (Sugiyono, 2023), namely:

$P=\Sigma xi/\Sigma xi \times 100\%$

$P=697/880 \times 100\%$

$P=79\%$

The information demonstrates the results of a survey on students' interest in learning, with a final score of 697, a maximum score of 880, and an average percentage of 79%. These results were included in the "feasible" criteria used in social studies learning materials about cultural diversity in the community. Due to teachers' inefficient teaching strategies, pupils' enthusiasm for learning was poor in the prior observation, as pupils' enthusiasm for learning declined. To address these issues, field research is required. It is established that students' interest in education has considerably enhanced due to this field study employing Smart Box media. Demonstrated by the findings of the circulated questionnaire and the responses provided by students on their use of this media. Smart Box media is a learning development tool that encourages student activity, is diverse, and has unique features.

Evaluation

Evaluation is the final step in the ADDIE methodology. This stage determines whether the created learning materials have met initial expectations (Ibrahim Maulana et al., 2024). After examining and correcting any mistakes made during the research process, we evaluate the results by assigning a score (Alfah, 2020). This phase can be completed by offering both formative and summative assessments. It is necessary so that students are aware of how they are learning and gaining information (Salmah et al., 2023).

Research into the creation of this Smart Box learning model is encouraged by criticism and recommendations. Smart Box learning materials in the classroom are regarded as innovative, captivating, and interactive. In addition to developing self-confidence, students can use Smart Box learning materials to explore information and freely refine their logical thinking abilities.

CONCLUSION

Learning materials that can help boost students' interest in learning are required, according to the problem, needs, and potential analysis findings. Students want engaging, imaginative, and cutting-edge teaching strategies or materials to boost interest and motivation in the classroom. The purpose of this study project, which was to strengthen students' enthusiasm in learning and develop their knowledge and power through Smart Box learning materials, was accomplished. 79% of the learning interest questionnaire respondents said using media in the learning process was "feasible." The study's findings emphasise the importance of engaging learning materials, personal initiative, and boosting self-esteem to improve knowledge.

ACKNOWLEDGMENTS

With gratitude, I would like to thank the State University of Malang for the opportunity to study in a supportive and inspiring environment. During the PPG study period, I gained various valuable experiences that enriched my knowledge and shaped my character and skills, as well as those of my fellow students. Thank you to all lecturers and teaching staff who have patiently guided and provided valuable knowledge. Your guidance and dedication have all positively impacted our academic journey. We also appreciate the facilities and resources provided by the campus, which have facilitated the learning and research process. May Universitas Negeri Malang continue to grow and become a place that produces quality graduates who can positively contribute to society.

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