

The Implementation of Smart Box Media on The Learning Outcomes of Social Sciences Students in Grade IV of State Elementary School 31 Lubuklinggau

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Abstract

This study aims to determine how the learning outcomes of fourth-grade students of SD Negeri 31 Lubuklinggau social studies after the implementation of smart box learning media significantly completed. The research method uses a pre-experimental research method that only involves one class as an experimental class without a control class with a one-group pretest-posttest design, in this design there is a pre-test before treatment and a post-test after treatment so that the conditions after treatment can be compared. The population in this study is fourth grade totaling 42 students. The sampling technique used is a purposive sampling technique, a sampling technique used if the author has certain considerations in sampling or determining samples for certain purposes. Data collection techniques use interview sheets, observation sheets, and written tests. Data analysis techniques use data normality tests and hypothesis tests. The instrument used by the author is in the form of essay questions totaling 10 questions and then after being analyzed, 8 (eight) valid questions are obtained. The data is analyzed using the "t" test. Based on the results of the t-test analysis, $t_{count} = 5.08$ and $t_{table} 1.73$. So $t_{count} (5.08) > t_{table} (1.72)$ with this, H_a is accepted and H_o is rejected. Thus, it is concluded that the results of social studies learning of grade IV students of SD Negeri 31 Lubuklinggau after the application of Smart Box learning media are significantly complete.



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INTRODUCTION

Education plays a vital role in improving the quality and quantity of human resources. Education is carried out through deliberate and systematic efforts to produce a generation that is beneficial to the nation and the state (Armini, 2024; Putri & Kelana, 2022). In line with this, Deria and Wardani (2022) as well as Ledia and Bustam (2024) emphasize that the rapid development of science and technology from year to year should be utilized as an important option to improve the quality of education in Indonesia. Through education in schools, particularly at the elementary school and Madrasah Ibtidaiyah levels, students are guided to form meaningful learning processes that support their intellectual and character development (Damayanti et al., 2020). Currently, the learning process at the elementary and Madrasah Ibtidaiyah levels has referred to the Independent Curriculum. According to Zainuri (2023:103), the Independent Curriculum is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia that is developed systematically and implemented across various subjects in elementary schools, including Indonesian Language, Pancasila Education, Mathematics, Arts and Crafts, and Natural Sciences.

Social Studies is a subject that examines a set of events, facts, concepts, and generalizations related to social sciences, many of which are abstract in nature (Putri et al., 2022). Social Studies learning plays an important role in improving students' cognitive abilities and social understanding (Amin, 2021; Syarifuddin et al., 2024). According to Lestari et al. (2022), learning basic human activities aims to provide insight and deep understanding that can foster the development of a good and responsible society. In elementary schools, Social Studies learning is oriented toward developing thinking skills, learning abilities, curiosity, and attitudes of care and responsibility toward the social and natural environment (Valen & Satria, 2021). Furthermore, Oktaviani et al. (2022) and Sahira et al. (2022) state that the ultimate goal of Social Studies learning is to prepare students to become good citizens who possess knowledge, skills, and social awareness that are beneficial for themselves, society, and the nation. Learning outcomes themselves are defined as changes resulting from learning activities, manifested in the mastery of knowledge, attitudes, and skills (Ajeng & Suhendri, 2019:75).

Based on the results of observations and interviews conducted by the researcher with fourth-grade teachers at SD Negeri 31 Lubuklinggau on November 19, 2024, it was found that the Mid-Semester Summative (STS) results indicated that many students had not yet met the Learning Objective Achievement Criteria (KKTP) of 70 for Social Studies. Out of 20 fourth-grade students, only 8 students (40%) achieved mastery, while 12 students (60%) had not yet completed the learning objectives. This condition was influenced by the use of learning media that had not been optimally implemented. During the learning process, several students were observed talking with their seatmates and not paying attention to the teacher's explanations, which resulted in difficulties in understanding the material presented. Consequently, students appeared

bored, fatigued, and less active during lessons, leading to low learning outcomes in Social Studies. As stated by Samsudin (2020:166), internal factors, which are directly related to students as individuals and learners, play a significant role in influencing learning outcomes.

To address these challenges, educators are required to design creative and innovative learning processes that can improve student learning outcomes. One alternative is the use of Smart Box learning media. Learning media plays a crucial role as a means of delivering information and facilitating the learning process, enabling messages from educators to be conveyed to students effectively and efficiently (Ferani et al., 2020; Rohim & Wardhani, 2024). However, several obstacles remain, including difficulties in developing learning materials that are relevant to the subject matter and in optimizing the use of Smart Box learning media (Aminah & Yusnaldi, 2024).

According to Trisari and Suprayitno (2023:891), Smart Box media has several advantages, such as assisting teachers in delivering learning materials, creating a pleasant learning atmosphere, and facilitating students' understanding of the material. Similarly, Oktavia et al. (2024) argue that Smart Box learning media is important to implement because it can attract students' attention, increase concentration, and ultimately improve learning outcomes by creating an enjoyable learning environment. In addition, Smart Box media helps students learn independently while also assisting teachers in overcoming limitations of space and time (Ummah, 2019:47; Sandra & Kusuma, 2024). Through Smart Box media, learning materials can be presented in a creative, innovative, and environmentally friendly manner, as this media is made from used cardboard and other easily accessible materials, thereby increasing students' interest in learning (Fadila & Rozie, 2024).

Based on this background, the researcher is interested in conducting a study entitled "The Application of Smart Box Media to Social Studies Learning Outcomes in Grade IV Students of SD Negeri 31 Lubuklinggau."

METHOD

The type of research used in this study is pre-experimental research, specifically pre-experimental designs, which involve only one class as the experimental group without the use of a control class. This design was selected to identify the effect of the treatment given to students by comparing learning outcomes before and after the intervention. The form of pre-experimental design applied in this study is the One Group Pretest-Posttest Design, where students' initial abilities are measured through a pretest, followed by the implementation of the learning intervention, and then measured again using a posttest to determine changes in learning outcomes.

The population in this study consisted of all fourth-grade students of SD Negeri 31 Lubuklinggau in the 2024-2025 academic year, consisting of two classes with a total of 42 students. The sample used was class IV.B, consisting of 20 students and selected as a sample. The sampling technique used was purposive sampling, where one class was

deliberately selected based on special considerations relevant to the research objectives. According to Balaka (2022:85), purposive sampling is a sampling technique used when researchers have certain criteria or objectives in selecting research samples. In this study, the selected classes were considered representative and appropriate for testing the effectiveness of applied learning media on student learning outcomes.

Data collection in this study employed a test technique, which aimed to obtain quantitative data in the form of students' learning outcome scores. The test instrument used was an essay test, administered twice, namely as a pretest before the learning intervention and a posttest after the intervention. The use of essay tests was intended to measure students' understanding more comprehensively, as this type of test allows students to express their knowledge, reasoning, and comprehension of the learning material in greater depth.

The data analysis technique applied in this study included calculating the mean score and standard deviation to describe students' learning outcomes before and after the intervention. Furthermore, a normality test was conducted to determine whether the collected data were normally distributed as a prerequisite for further statistical analysis. The criteria for testing data normality were set at a significance level of $\alpha = 0.05$, with degrees of freedom (dk) equal to $j - 1$, where j represents the number of interval classes. If the calculated χ^2 value is smaller than the χ^2 table value, the data are considered to be normally distributed.

Hypothesis testing was then carried out to determine whether the proposed hypothesis could be accepted or rejected. According to Kadir (2015:109), the t-test is appropriate for testing hypotheses when the sample size is relatively small (less than 30) and the data distribution meets the normality assumption. Therefore, the t-test was used in this study to examine the significance of differences between pretest and posttest scores, thereby determining the effect of the learning intervention on students' learning outcomes.

RESULT AND DISCUSSION

RESULT

The study used smart boxes in the fourth grade of SD Negeri 31 Lubuklinggau for the 2024/2025 academic year, which began on April 17, 2025, and ended on May 17, 2025. Twenty students from class IV.B were given a pre-test and a post-test. The research instrument consisted of 10 essay questions, with eight valid questions and two invalid questions. The study consisted of five face-to-face meetings: one pre-test, two three-part learning sessions, and a final post-test. The post-test data were obtained after implementing smart box learning in Social Studies (IPS). The post-test data were used to determine student learning outcomes after implementing smart box learning. However, prior to the post-test, a pre-test was administered to determine students' initial abilities before receiving the treatment. The results of the calculation analysis can

be seen, the results of the recapitulation of the average and standard deviation of the pretest are written in table 1 below.

Table 1 Recapitulation of Pre-Test Results Data

\bar{x}	S	The highest score	lowest value	Students Who Complete	Students who have not completed
58.13	10.63	73	33	3	17

Based on Table 3 above, the results of the calculation of the initial abilities (pre-test) of students before being given treatment with the smart box learning media, it is known that the lowest score obtained by students was 33, while the highest score was 73. The average pre-test score was 58.13, while the standard deviation value in the pre-test was 10.63. This indicates that the initial test (pre-test) on the material of the norms of customs of my region of grade IV students of SD Negeri 31 Lubuklinggau was still low. Based on the calculation results, the recapitulation of the average score and standard deviation of the post-test can be seen in Table 2 below.

Table 2 Recapitulation of Post-Test Results Data

\bar{x}	S	The highest score	lowest value	Students Who Complete	Students who have not completed
80.00	8.82	95	63	17	3

The results of the calculation of the final ability (post-test) of students after being given treatment with smart box learning media, it is known that the lowest value obtained by students is 63, while the highest value obtained by students is 95, and the average post-test value is 80.00, while the standard deviation value in the post-test is 8.81. This shows that the final test (post-test) in the material of the norms of my regional customs of grade IV students of SD Negeri 31 Lubuklinggau is better than the results of the initial test (pre-test). Based on the table above, the results obtained from the initial ability (pre-test) and final ability (post-test) that have been carried out, it can be said that there has been an increase with an average initial ability of only 58.13 while the final ability of the average student score is 80.00. From the terrserburt data, it is indicated that class IV has been able to achieve the indicators of social studies learning materials with smart box learning media.

The recapitulation of the results of the normality test calculations can be seen in table 3 below:

Table 3 Results of Data Normality Test

Class	χ^2 count	Dk	χ^2 table	Conclusion
Pre-test	9.1998	5	11,070	Normal Data
Post-test	4.3075	6	11,070	Normal Data

Based on table 3, the calculated χ^2 value of the initial and final test data is smaller than the χ^2 table. The calculated χ^2 value of the initial test data is 9.1998, meaning that the calculated χ^2 is smaller than the χ^2 table of 11.070. While the calculated χ^2 value of the final

test data is 4.3075, with the x^2_{table} being 11.070, meaning that the calculated x^2 is smaller than the x^2_{table} . Thus, the normality test using the t-test formula can be concluded that with a confidence level of 0.05 it can be concluded that all data in this study are good, because the average value is more than or equal to ≥ 70 .

Given that the post-test data is normally distributed, the hypothesis test (t-test) is continued. The results of the hypothesis test calculations on the post-test data can be seen in Table 4.

Table 4 Hypothesis Testing Post-test Data

t_{count}	t_{table}	Dk	Conclusion
5.08	1,73	20	H_a accepted, H_o rejected

The test criteria $\alpha = 0.05$ and $dk = (n-1)$ then obtained t_{table} of 1.73 and t_{count} 5.08 because $t_{count} \geq t_{table}$ then H_a is accepted and H_o is rejected meaning, the hypothesis proposed in this study can be accepted as true. So it can be concluded that the results of learning social studies in class IV SD Negeri 31 Lubuklinggau after the implementation of smart box media is significantly complete.

DISCUSSION

This research was conducted at SD Negeri 31 Lubuklinggau in the 2024/2025 academic year to examine students' learning outcomes after the implementation of Smart Box learning media in Social Studies. The study began with an instrument try-out conducted on April 17, 2025, involving 24 students, using 10 essay questions. The results of the instrument testing showed that 8 items were valid and suitable for use in the research. Subsequently, a pre-test was administered on April 24, 2025, to 20 fourth-grade students using the validated 8 essay questions. The pre-test results indicated that only 3 students had achieved the Learning Objective Achievement Criteria (KKTP) of 70, while 17 students had not yet reached the expected level of mastery, with an average score of 58.13. These findings suggest that students' initial understanding of Social Studies material, particularly related to local customary norms, was still relatively low before the learning intervention.

The pre-test served as an initial assessment to identify students' prior knowledge before the application of Smart Box learning media. After the pre-test, students were given learning treatment through the implementation of Smart Box media over three learning meetings. This learning media was designed to provide concrete learning experiences, encourage student involvement, and support student-centered learning activities. Following the completion of the learning sessions, a post-test was administered to measure students' final abilities after receiving the treatment.

The post-test results showed a significant improvement in students' learning outcomes. The average post-test score increased to 80.00, with 17 students (approximately 85%) achieving the KKTP, while only 3 students (15%) had not yet met the mastery criteria. When compared to the pre-test results, this indicates a substantial

increase in students' learning outcomes after the implementation of Smart Box learning media. The improvement from an average pre-test score of 58.13 to an average post-test score of 80.00 reflects a meaningful gain in students' understanding of the Social Studies material.

The results of the hypothesis testing further strengthen these findings. The calculated t value ($t_{\text{count}} = 5.08$) was greater than the t table value ($t_{\text{table}} = 1.723$) at a significance level of 0.05, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). This indicates that the implementation of Smart Box learning media has a statistically significant effect on improving Social Studies learning outcomes for fourth-grade students at SD Negeri 31 Lubuklinggau. The effectiveness of this media can be attributed to its ability to prioritize students' real experiences, present learning material in a concrete and engaging form, and encourage active participation during the learning process. Through these characteristics, learning activities become more educational and meaningful, rather than merely focusing on teacher-centered instruction.

However, the differences in post-test results between students who achieved mastery and those who did not can be influenced by various factors. According to Zahra (2024) and Sitepu (2024), individual factors such as students' initial level of understanding, learning participation, and collaboration skills play an important role in determining learning success. Students who demonstrate higher engagement, actively participate in discussions, and are able to collaborate effectively with peers tend to achieve better learning outcomes. In addition to individual factors, environmental support and guidance from teachers also contribute significantly to students' learning achievements. Students who receive adequate instructional support during the learning process are generally better prepared to complete learning tasks and assessments.

External factors, such as students' physical condition, emotional state, and personal circumstances, may also influence learning outcomes. Furthermore, the use of learning media has been shown to have a strong impact on students' sensory engagement and understanding. As stated by Aminah and Yusnaldi (2024) as well as Sihombing et al. (2024), learning media can stimulate students' senses, making learning more effective and engaging. Cantika (2025) also emphasizes that the use of appropriate learning media can significantly enhance students' comprehension of learning content, as media helps present material more clearly and logically.

Overall, the results of this study indicate that the observed improvement in learning outcomes is closely related to the learning treatment provided through Smart Box media. The increase in the average score from 58.13 ($SD = 10.63$) in the pre-test to 80.00 ($SD = 8.82$) in the post-test demonstrates that Smart Box learning media effectively supports students' understanding of Social Studies material. Therefore, it can be concluded that the implementation of Smart Box media contributes positively to improving students' learning outcomes by creating a more engaging, student-centered, and meaningful learning environment.

CONCLUSION

Based on the results of data analysis and discussion presented in this study, it can be concluded that the application of Smart Box learning media has a significant effect on improving Social Studies learning outcomes of fourth-grade students at SD Negeri 31 Lubuklinggau. The pre-test results showed an average student score of 58.13, with only 3 students achieving mastery and 17 students not yet meeting the Learning Objective Achievement Criteria. After the implementation of Smart Box learning media, the post-test results demonstrated a substantial improvement, with an average score of 80.00, where 17 students achieved mastery and only 3 students remained incomplete. Furthermore, the results of the t-test analysis indicated that the calculated t value was greater than the t table value, leading to the acceptance of the alternative hypothesis and the rejection of the null hypothesis. These findings confirm that the use of Smart Box learning media significantly improves Social Studies learning outcomes for fourth-grade students at SD Negeri 31 Lubuklinggau.

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