


The Use of Smart Box Learning Media to Improve Learning Outcomes in National Awakening and Youth Pledge Subjects at SMP Negeri 4 Takengon

¹Ria Gustina, ²Ruslan, ³Ridayani

Departemen Pendidikan Pancasila Dan Kewarganegaraan, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Syiah Kuala, Banda Aceh

Article Info	ABSTRACT
<p>Keywords: Use of Smart Box Learning, Media to Improve Learning, Outcomes</p>	<p>The low learning outcomes of students, especially in Pancasila Education learning, are caused by several factors, one of which is the lack of use of learning models and learning media. Where the learning outcomes obtained by students do not reach the learning objective achievement criteria (KKTP). The formulation of the problem in this study is how the benefits of Smart Box learning media in improving learning outcomes on the material of national awakening and youth oath at SMP Negeri 4 Takengon, how are the activities of teachers and students in learning Smart Box media, and how are the responses of class VIII-1 students to Smart Box learning media at SMP Negeri 4 Takengon. The purpose of this study is to improve learning outcomes, teacher and student activities, and student responses to Smart Box learning media. The approach used in this study is Classroom Action Research (CAR). Data collection techniques are carried out through tests, observations, documentation and questionnaires. The results of the study show that; (1) Learning outcomes using Smart Box media on the material of national awakening and youth oath, individual completeness in cycle I gets a value of 41% and increases to 82% in cycle II. Classically, the percentage in cycle I got a value of 40% and increased to 80% in cycle II. (2) Teacher activity in cycle I with a value of 69% in the good category, while in cycle II the value was 78% in the very good category. Student activity in cycle I with a value of 79% in the good category, while in cycle II the value was 82% in the very good category. (3) Student responses generally got 85% of students giving positive responses and 14% of students giving non-positive responses. Based on the results of the study, it can be concluded that using smart box learning media can improve student outcomes in the Pancasila Education subject in class VIII-1 of SMP Negeri 4 Takengon to be better.</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author: Ria Gustina Departemen Pendidikan Pancasila Dan Kewarganegaraan, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Syiah Kuala, Banda Aceh ria31253@gmail.com</p>

INTRODUCTION

In the educational process in schools, learning activities are the most important activities. The success or failure of achieving educational goals depends on the learning process experienced by students (Alhariz, 2021). This can be achieved through the learning process. A learning

process can run well if there is interaction between educators and students. In the learning process, teachers play a role in building and fostering students' enthusiasm for learning. Learning is the main activity in education. According to (Slameto, 2020) learning is a process of effort carried out by each individual to obtain something as a result, there is a new change in behavior as a whole, their own experience in interacting with the environment.

Teachers are the main factor that determines learning because teachers are the ones who directly face students in the classroom during the learning process. Teachers as one of the sources of learning are obliged to provide a learning environment that must be able to create creative learning and attract students' attention, so that students are happy and motivated in following the teaching and learning process (Tasdiq & Anjani, 2019). It is important for teachers to be creative, considering that teachers are a source of learning for students in the classroom. Therefore, one way that can be done to create creative learning for students is to use an interesting learning model. The obstacles faced, for example, are in PPKn learning. PPKn learning is generally considered by students as a difficult lesson, because the nature of PPKn is abstract while students are not yet able to understand abstract material. So that the completeness of student learning outcomes in PPKn lessons is often not achieved, Wina Sanjaya, Learning Strategy Oriented to Educational Process Standards, (Jakarta: Kencana, 2006)

Based on the results of initial observations at SMPN 4 Takengon Jl.SPG, Bale Bujang, Lut Tawar District, Central Aceh Regency, that the school has used the independent curriculum and in learning Pancasila Education students have difficulty in understanding the material on national awakening and youth pledge. This can be seen from the 2022 even semester exam scores not reaching the Learning Objective Achievement Criteria (KKTP). This can cause students to have difficulty in understanding the material on national awakening and youth pledge is when the teacher delivers the material, many students still pay less attention to their teacher's explanation. teachers study the theories of learning Pancasila Education but because it has been too long, they forget and do not apply them. As a result, during the learning process, students feel bored and make them talk when the teacher delivers material on national awakening and youth pledge. Efforts that can be made so that learning the material on national awakening and youth pledge is successful are to use interesting and appropriate learning media so that students find it easier to understand the material. According to Kunandar, Easy Steps for Classroom Action Research as Teacher Professional Development. Jakarta: Rajawali Press (2008).

The interaction between teachers and students is not optimal because students are not actively involved in the learning process. This shows that the impact is not good. In general, students are not encouraged to develop creative thinking skills. The learning process in the classroom is directed at students' ability to memorize information only. So that makes students' thinking skills unable to remember and store various information without being required to understand the information they remember, to relate it to everyday life. So that student learning outcomes are not achieved as expected.

The ability of an educator in the teaching and learning process plays an important role in creating meaningful learning. Teachers must truly master the models, approaches and

methods in the teaching and learning process. The use of appropriate models, approaches and methods, in addition to being able to create meaningful learning, can also create a pleasant learning atmosphere and make it easier for students to absorb learning, and vice versa. Therefore, the use of cooperative and varied learning models can create pleasant classroom conditions.

Based on the results of initial observations that have been conducted in class VIII-1 SMP NEGERI 4 TAKENGON Jl.SPG, Bale Bujang Kec. Lut Tawar Kab. Aceh Tengah, it can be seen that one solution that teachers can do is to choose and apply learning media that can motivate students to be more active in learning Pancasila Education. One of the media that can be used is Smart Box, Smart Box is a group learning media where each member gets the opportunity to work together, do assignments, and listen to the views and thoughts of other members. Smart Box is a tool or media in the form of a box filled with pictures and questions used by teachers to convey learning materials to attract students' attention in learning.

In a study conducted by (Arvina Pratiwi 2024) entitled "Implementation of Smart Box Media to Improve Students' Understanding of Rights and Obligations Material for Class VI". Based on this study, it aims to describe the application of Smart Box media in improving students' understanding of rights and obligations material and has increased. The second result is the learning outcomes of class VI B students at SDN Pakis V Surabaya that their learning outcomes have increased. It can be seen in the presentation of the completeness of each cycle. In this case, it can be concluded that Smart Box media can improve the learning outcomes of students in class VI SDN Pakis V Surabaya.

From previous research that discussed Smart Box, although in different teaching materials with different learning techniques with the same goal, namely in improving learning outcomes, it can be categorized that the learning model using Smart Box can improve student learning outcomes both in elementary schools and in Islamic elementary schools in all subjects.

Based on the problems above, the aim of the research is to use smart box learning media. This study aims to improve student learning outcomes in the National Awakening and Youth Pledge material through the use of Smart Box media which is active and interesting for students at SMPN 4 Takengon. This study aims to determine the role and activities of teachers in utilizing Smart Box media to improve students' understanding and learning outcomes on the material. This study aims to determine students' responses or responses to the use of Smart Box media in the learning process.

METHOD

This research was conducted using the Classroom Action Research (CAR) method. This Classroom Action Research was conducted by means of collaborative research with teachers in teaching and learning activities in the classroom through Smart Box media as a form of effort to improve student learning outcomes and create action plans that will be implemented including assessment instruments and learning devices. Then in the implementation of activities and observations, including actions taken by researchers as an effort to improve

student learning outcomes by using Smart Box learning media, then reflection, reviewer research, see analyzing the actions taken.

The subjects in this study were 34 students of class VIII-1 of SMPN 4 Takengon, 9 male and 25 female, while the object of this study was the use of Smart Box learning media to improve the learning outcomes of class VIII-1 students of SMPN 4 Takengon.

To obtain data in this study, the researcher used several data collection techniques:

1. Test

Tests are valuable data measuring tools in research, tests are given to students in cycles I and II.

2. Observation

Observation is direct observation and review of the research location to obtain information on teaching and learning activities needed, researchers use student activity observation sheets. To find out data on student activities, and teacher activity observation sheets managing learning, to find out teacher activities managing learning during the learning process in the classroom.

3. Documentation

Documentation in the form of activity photos, field notes, and video recordings to record the learning process and student interactions with learning media during the research.

4. Questionnaire

The questionnaire used to determine students' responses to the use of Smart Box learning media will be implemented through a number of written questions prepared to be answered by students.

The data analysis technique used to determine the extent of changes in student learning both before and after media treatment is a data analysis technique for the use of Smart Box learning media in PPKn subjects.

Research result

This research was conducted in class VIII-1 of SMP Negeri 4 Takengon with the aim of improving student learning outcomes through the use of Smart Box learning media on the National Awakening and Youth Pledge materials. The research was conducted in two learning cycles using a classroom action approach (CAR). Data were collected through observations of teacher and student activities, learning outcome tests (pre-test and post-test), and student response questionnaires to the media used.

1. Planning

The plan prepared by the researcher before conducting the research was a teaching module, Pre-Test and Post-Test questions, assessment instruments in the form of teacher and student observation sheets during the learning process, and student response questionnaires to determine student responses after the implementation of the previously designed Smart Box learning media.

2. Implementation

Based on the planning that has been prepared previously, the teacher carries out the learning steps that have been arranged in such a way that they are in accordance with the

teaching module. This must also be in accordance with the time allocation that has been determined (2x40 minutes). This implementation is carried out with the following steps:

a. Introductory Activities (15 Minutes)

Learning activities begin with preparing students' psyche and physique, such as starting with greetings, praying, taking student attendance, informing about the material to be studied, learning objectives, Smart Box learning media steps, motivating students about the material to be studied and then the teacher gives a Pre-Test.

b. Core Activities (50 minutes)

The teacher orients students to the problem, then organizes students' learning, guides individual and group investigations by asking students to discuss Smart Box media related to the learning material, then students develop and present the results of each group's opinions to the front.

c. Closing Activities (15 Minutes)

At the closing stage, the teacher provides reinforcement related to the learning material being studied along with drawing conclusions, then the teacher gives a post-test and then after ending the learning activity and informs the learning material for the next meeting.

3. Observation

Observations were conducted simultaneously when the researcher was performing the action and the person carrying out the action, namely the student. This observation was observed by one observer, namely the Pancasila Education subject teacher. The aspects assessed were the teacher's teaching methods and the activities of the teacher and students during the learning process using several instruments that had been prepared in advance.

Learning Outcomes

Cycle I

Student learning outcomes in the first cycle were measured by giving Pre-Test and Post-Test questions with a total of 20 multiple-choice questions. Each multiple-choice question has a value of 5, if the student answers one question correctly then the value is 5 and if wrong then the value is 0. Student learning outcomes after using Smart Box media in the first cycle.

Based on data on student learning outcomes in cycle I, it can be seen that individual learning completion of 34 students was only 14 students who completed learning with a percentage of 41% and 20 students did not complete learning. Where these students did not achieve the learning objective achievement criteria (KKTP). While classical completion of 20 questions was only 8 questions that were completely answered by students with an overall classical percentage of 40%. This is because students have not fully understood the material about the birth of the national awakening and the youth pledge and are not serious in paying attention to learning from teachers and lack of motivation given by teachers so that learning outcomes in cycle I there are still many students who need to be improved in the next cycle to see student learning outcomes

Learning Outcomes Cycle II

The implementation of cycle II is a follow-up to the results of reflection in cycle I. Based on the shortcomings and weaknesses obtained from student learning outcomes in cycle I, teachers need to make improvements and repairs in order to achieve more optimal learning outcomes in accordance with what is expected. The implementation of cycle II is carried out to improve student learning outcomes, where many student learning outcomes are still incomplete in the previous cycle, then improvements in student grades that are more increased in accordance with what is expected.

Based on student learning outcomes, it can be seen that individual completeness is obtained at a percentage of 82%, where 82% is 28 students who have completed it out of 34 students in total. While classical completeness in cycle II with a percentage of 80% or equivalent to 16 questions answered completely by students out of 20 questions determined, in cycle II there was an increase in individual completeness from 41% in cycle I to 82%. Thus it can be concluded that the teacher has implemented more appropriate steps by motivating students to be more active in participating in learning, such as asking students about their daily experiences at school so that students are more interested and more enthusiastic.

Based on the results of the research conducted by researchers from both cycles, it can be seen that there is an increase in student learning outcomes in class VIII-1 by implementing Smart Box media. There is an increase in student learning outcomes obtained from the implementation of actions carried out in cycles I to II. For more details, see the following graph.

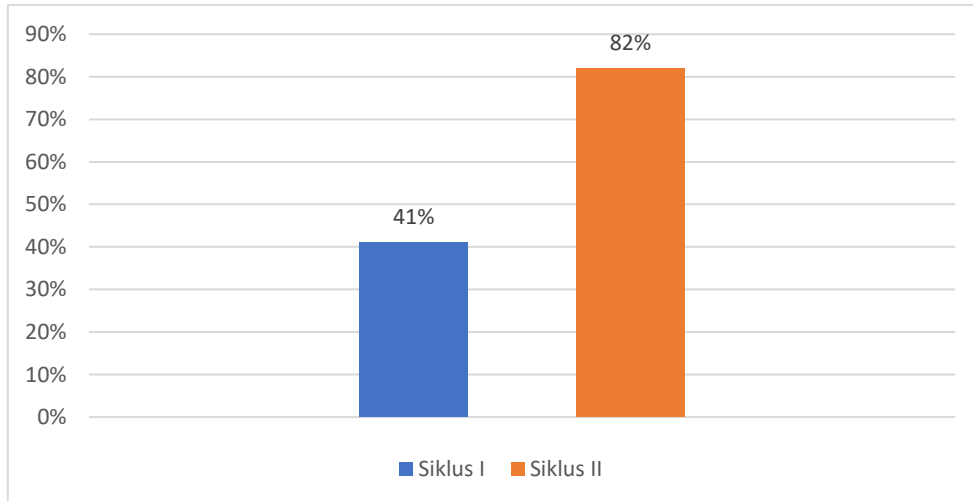


Figure 4.1 Individual Completion Graph

In cycle I. based on figure 4.1 above, there is a percentage of individual completion of class VIII-1 students in cycle I of 41% of the total 34 students, only 14 students completed their studies and 20 students did not complete their studies, where these students do not meet the criteria for achieving learning objectives (KKTP). This low percentage is caused by several factors, including students not really understanding the material on national awakening and youth pledge. In addition, students are also less serious in following the

learning delivered by the teacher, and the use of learning media used at that time has not been optimal.

In cycle II, there was a significant increase in individual student learning completion, reaching 82%. This means that most students are able to understand the material being taught. This increase occurred after the teacher made improvements in the learning process, one of which was by using Smart Box media which was interesting and interactive. This media helps students understand the material more easily, so that their learning outcomes increase significantly.

Furthermore, the classical completion of class VIII-1 can be seen in the following graph.

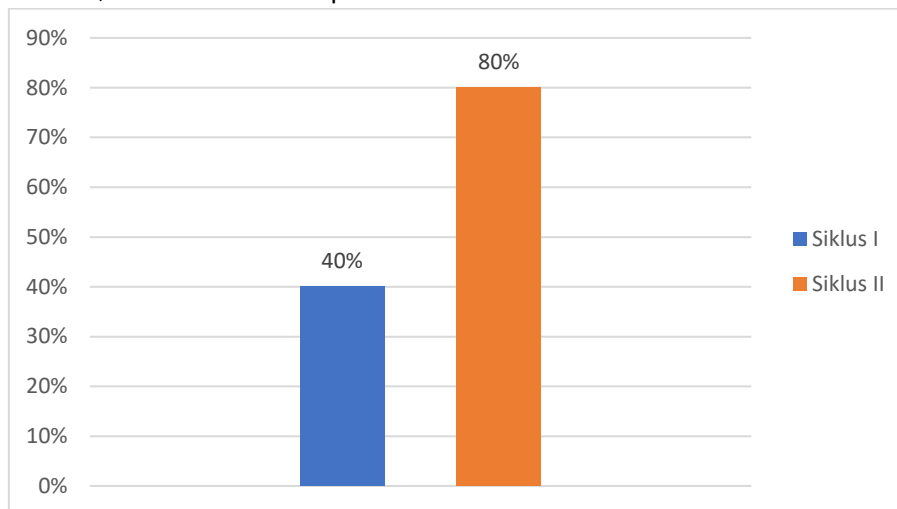


Figure 4.2 Classical Completeness Graph

In Figure 4.2, the percentage of classical completion in cycle I is still very low, which is 40% or equivalent to 20 questions given by the teacher, students are only able to answer question 8 classically. This is because students do not fully understand the learning of the history of the birth of the national awakening and the youth pledge and are less serious in paying attention to the learning from the teacher and the lack of motivation given by the teacher so that student learning outcomes in cycle I are low. In cycle II, classical completeness increased better, reaching 80%, where out of 20 questions given by the teacher, there were 4 questions that were not classically completed.

Teacher and Student Activities

Cycle I

Observation activities carried out must first prepare observation sheets for teacher and student activities, these sheets are arranged according to the criteria for achieving learning objectives (KKTP). Components in the approval sheet to measure Observation actions in cycle I so that the teaching and learning process can run regularly according to plan and learning can be achieved optimally.

Teacher and student activities carried out during the learning process using an observation sheet observed by one of the teachers, with the provisions that have been made on the observation sheet which are then categorized in the form of a percentage. If the results do not reach the target in the predetermined value scale, then it is categorized as not reaching

the target. Conversely, if the results are in accordance with the achievement of the percentage results less or more than the results of the predetermined value scale, then it is categorized as appropriate.

Based on the results of observations of teacher and student activity sheets in the implementation of learning cycle I, the average number obtained was 69.54%, meaning that the success stage of teacher activities based on observations was included in the good category. The average number obtained was 79.54%, meaning that the success stage of student activities based on observations was included in the very good category, so that even so, teachers need to improve in the final activities and do not rush to teach, this is because it is the first time doing the learning process so it is still awkward to start teaching, for that it needs improvement in the next cycle.

Reflection and Follow-up

After the teacher carried out cycle I learning, it was seen that there was an influence on student learning outcomes. This can be shown from the successes and weaknesses achieved by the teacher in the learning process carried out.

a. Success

After the teacher carried out learning in cycle I, there was individual student learning completion of 41% or 14 students who had completed it. While classical completion with a percentage of 40% or 8 questions answered correctly by students from 20 questions that had been determined. Then in the activities of teachers and students there were 2 activities that could be concluded that, the teacher's activities in the teaching process in the classroom obtained the results of the total achievement value of 39 and the total percentage of 69.94% with a good category, while the student's activities in the classroom in the learning process obtained the results of the total achievement value of 70 and the total percentage of 79.54% with a very good category.

b. Weakness

The weaknesses that occurred in the use of Smart Box learning media in cycle I are as follows:

- 1) Weaknesses occur in the use of Smart Box media in the first cycle I, namely in learning outcomes. This is because time management is no longer controlled, so that in the next cycle the teacher needs to use the time appropriately for each part of the learning so that it runs as it should.
- 2) The analysis of teacher and student activities is not appropriate, namely when the teacher provides Smart Box media to be observed and discussed. This is because many students are not focused because they mostly chat about unimportant things with their group friends so that time management becomes uncontrolled and wastes time than it should. Furthermore, when the teacher gives the Post-Test questions, it cannot be with the proper time, therefore in the next cycle the teacher must take the right steps to comply with the time provisions so that the activities of the teacher and students run according to plan.
- 3) Teachers' skills are not yet perfect, because there are still students who do not participate enough in following the learning process so that some students do not

complete their learning outcomes, therefore in the next stage teachers must be more skilled and able to control the class.

Teacher and student activities Cycle II

Teacher and student activity sheets were prepared based on improvements made by the researcher in cycle I.

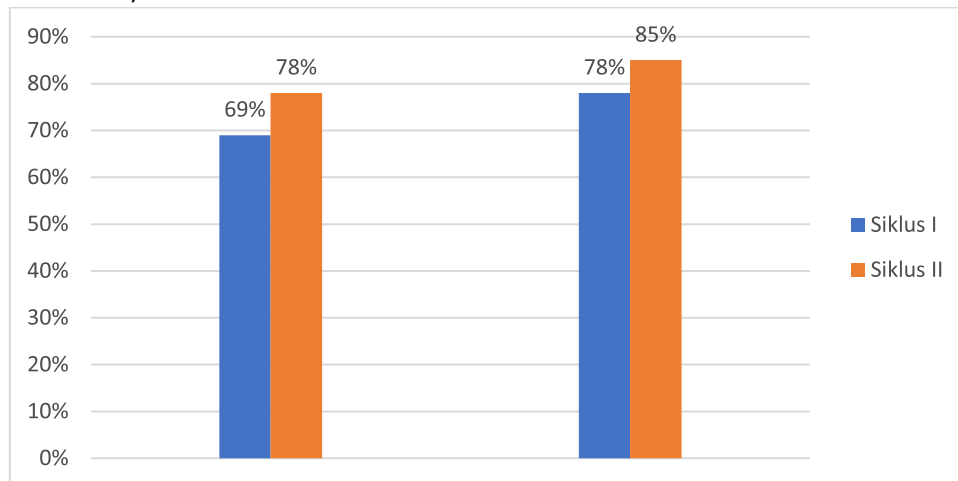


Figure 4.3 Teacher and Student Activity Graph

Based on Figure 4.5 above, it can be explained that in cycle I to 12 teacher activities carried out, there were 6 very good activities while 6 other activities were good, and 22 student activities were carried out, there were 4 very good activities while 18 activities were quite good, this was because there was no closer approach between teachers and students, therefore teachers need to do it well again in the next cycle. In cycle II of the 12 teacher activities carried out, there were 8 very good teacher activities while 4 were good and 22 student activities, there were 12 very good student activities while 10 student activities were good during the learning process. In cycle II, all teacher and student activities were very good, this was because in cycle II all activities that the researcher had determined went well.

1) Reflection

After the teacher conducted learning on both cycles by implementing Smart Box media, there was an increase in student learning outcomes and teacher activities also increased, as well as observations of students. Cycle II was implemented to improve the deficiencies and weaknesses found in cycle I. In cycle II, there were individual student learning outcomes of 82% of 34 students in class VIII-1, only 6 students did not complete. While classical completeness was 80% or the same as out of 20 questions, there were 16 questions that were answered completely by students and 4 questions were not completed. In addition, cycle II showed that the teacher was able to motivate students to study seriously, so that students were able to explain and answer questions from both the teacher and other groups. Based on student learning outcomes in cycle II, the Action in this cycle was stopped, because the expected results were maximized and most had met learning completeness both individually and classically.

Teacher and student activities were observed using previously prepared instruments from cycle I to cycle II. The use of Smart Box media where there are learning steps carried out starting from initial activities, core activities, and final activities.

Response of Class VIII-1 Students to Smart Box Learning Media on National Awakening and Youth Pledge Materials

Response is a response or answer from someone in responding to something. In this case, the response is a response given by students to the learning process that has been carried out in cycle I to cycle II. After completing the learning from cycles I and II, the teacher then distributes a questionnaire to see the students' responses containing 15 questions regarding the Use of Smart Box learning media. This can be done to see whether students are happy and very helpful in their learning process and understand the learning material or not. The results of the analysis of student response data can be seen in table 4.7

Table 4.7 Results of Student Responses to Smart Box Learning Media

No	Question	Student response	
		Yes	No
1.	The use of Smart Box learning media is a new media-assisted tool.	34	0
2.	A fun learning process.	25	9
3.	The Smart Box media used is very interesting.	28	6
4.	I can understand the learning material easily because it is presented by the teacher in the form of Smart Box media.	25	9
5.	The learning process carried out by the teacher was very enjoyable. I was free to present the results of my report in front of the class.	30	4
6.	I can answer the evaluation questions easily.	27	7
7.	The way the teacher draws conclusions from the learning material is very interesting	25	9
8.	I am more enthusiastic about learning Pancasila education because I use the fun and interesting Smart Box media.	32	2
9.	Smart box media can help me understand the material given by the teacher.	31	3
10.	I hope that teachers can continue to provide Pancasila education lessons in an interesting and enjoyable way.	30	4
11.	The teacher delivered the material very interestingly and clearly	28	6
12.	The teacher gives a message about learning in class well	34	0
13.	I am motivated to learn when using Smart Box media	25	9
14.	I prefer interactive teaching and learning processes, discussions and using media, etc.	34	0
Amount		408	59

Source: Research Results, 2025

Based on the percentage of student answers from 14 questions given to all students in class VIII-1 in general or 85% gave a positive response. If each statement from the student's response is described, that the use of Smart Box media in PPKn learning is something new

to be implemented. A total of 34 students answered yes, that the use of Smart Box media in PPKn learning is something new, a total of 25 students answered yes the learning process is very enjoyable, a total of 28 students answered yes it is used very interestingly, then a total of 31 students answered yes I can understand the learning material easily because the media provided by the teacher is clear and easy to understand, can be seen from the following graph.

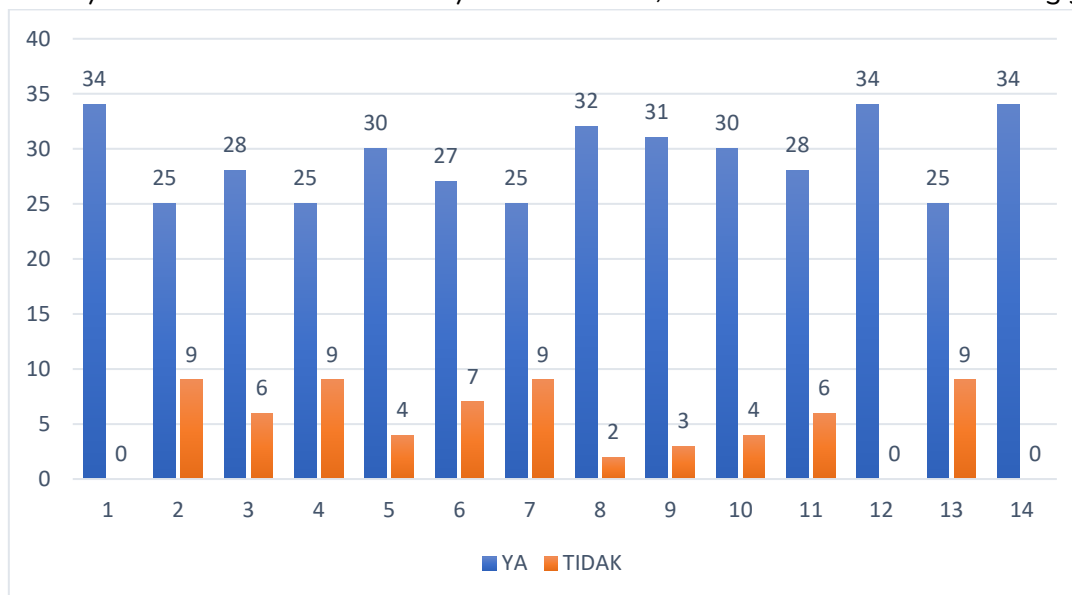


Figure 4.4 Student Response Graph

Then as many as 30 students answered yes the learning process carried out by the teacher was very enjoyable, as many as 27 students answered yes I can answer questions easily, as many as 25 students answered yes the way the teacher draws conclusions from the learning material is very interesting, as many as 32 students answered yes I am more enthusiastic about learning PPKn because the smart box media is very fun and interesting, as many as 31 students answered yes the Smart Box media helps me understand the PPKn material given by the teacher, and as many as 30 students answered yes I hope the teacher continues to provide PPKn learning in an interesting and fun way. It can be understood here that the Smart Box media is very easy for students to accept.

Discussion

This research was conducted at SMPN 4 Takengon, Central Aceh Regency using one class, which was conducted with II cycles. This research was conducted for 2 meetings for one class. Where class VIII-1 was taught using smart box learning media with the material taught, namely the national awakening and the youth pledge.

This study is based on the theory of constructivism learning, which states that knowledge is built by students through active learning experiences (Gagne in Ndaru, 2021). In constructivism learning, students are expected to be able to build their own understanding through interactions with the environment and others. This theory is in line with the use of Smart Box media which is interactive and encourages student involvement in the learning process. Smart Box, as a visual and kinesthetic media, also accommodates the theory of

multisensory learning which states that learning will be more effective if it involves more than one sense.

According to Nurrita (2018) and Hidayat (2022), learning media can stimulate students' interest in learning and help teachers convey information in a more interesting way. Smart Box media meets these criteria because it presents image elements, question-and-answer cards, and educational game activities that attract students' attention.

Benefits of Smart Box Media in Improving Learning Outcomes

Smart Box learning media has been proven to have a significant influence on improving student learning outcomes, especially in the National Awakening and Youth Pledge materials. Based on research conducted in two cycles, there was an increase in student scores both individually and in groups after using this media. In the first cycle, student learning outcomes had not reached the expected standard, but after improvements and re-implementation in the second cycle, there was a significant increase, indicating the success of the media in helping students' understanding.

Smart Box functions as a learning aid that presents information in a real and concrete way. Students can see, touch, and interact directly with this media so that the material is easier to understand. In the context of Pancasila Education learning which is often considered abstract and less interesting, Smart Box is able to present a more enjoyable and meaningful learning experience for students.

The success of using Smart Box is also in line with the principles of constructivism theory which emphasizes learning as an active process in building knowledge. In this approach, students do not only receive information passively, but are also actively involved in discussions, problem solving, and group collaboration. This process helps strengthen students' memory because they directly build their own understanding of the material being studied.

Teacher and Student Activities

The implementation of Smart Box media also changes the pattern of teacher and student activities to be more interactive. Based on the results of observations of teacher activities, in cycle I several weaknesses were found, such as teachers were not optimal in explaining learning steps, guiding group work, and directing students to actively answer questions in LKPD. This has an impact on the lack of time efficiency and achievement of learning objectives.

However, in cycle II there was a significant increase. Teachers were able to organize learning steps systematically and clearly, guide students evenly, and create a more conducive learning atmosphere. The ability of teachers to facilitate project-based learning and discussion is an important factor in this success. The percentage of teacher activity increased from 69% (fairly good category) to 79% (very good category).

Student activities also show changes. From initially being passive and less focused, students become more active in group discussions, answering questions, and presenting their work in front of the class. Learning steps such as group formation, giving Smart Box-based questions, discussions, and group presentations, encourage active learning and emotional involvement of students in the learning process. This is very much in line with the

constructivist learning theory which views students as active subjects in building knowledge through direct involvement, collaboration, and exploration. Donald (2006) states that in constructivist learning, students build meaning and knowledge through activities such as formulating questions, thinking critically, and solving problems. These activities are very much reflected in the Smart Box method.

Student Response

Students' responses to the use of Smart Box learning media on the National Awakening and Youth Pledge materials at SMP Negeri 4 Takengon were generally very positive. Based on the results of the study, 85% of students gave a positive response to this media, while only 12% gave a less positive response. Students felt that Smart Box made learning more interesting, interactive, and easy to understand. This media was able to increase student motivation and participation during the learning process, because they could be more actively involved in learning activities. In addition, the use of Smart Box also helped students understand material that was previously considered difficult and abstract, so that their learning outcomes increased significantly.

Student responses in active, creative, and independent learning are very relevant to constructivism theory. In constructivism theory, students do not only receive information passively, but actively construct their own knowledge through experience, interaction, and reflection on the material being studied. The teacher acts as a facilitator who guides and provides meaningful learning experiences, not as the only source of knowledge.

Student responses that show activeness, creativity, and the ability to work together indicate that they are constructing knowledge based on experience and social interaction, in accordance with the principles of constructivism. For example, when students are able to link new knowledge to previous experiences, discuss, and conclude the material independently, this shows that the learning process is taking place constructively and is student-centered.

CONCLUSION

Based on the results of classroom action research with Smart Box learning media in PPKn subjects for class VIII-1 of SMP Negeri 4 Takengon, it can be concluded that: The use of Smart Box learning media has proven effective in improving student learning outcomes. In cycle I, individual learning completion only reached 41%, and classically 40%. However, after improvements were made in cycle II, there was a significant increase, where individual completion reached 82% and classical completion became 80%. This shows that Smart Box is able to help students understand abstract material to be more concrete and easy to understand. Teacher activity in the learning process also increased. In cycle I, teacher activity scored 69% (good category), increasing to 78% (very good category) in cycle II. Meanwhile, student activity also increased from 79% (good category) in cycle I to 82% (very good category) in cycle II. This increase shows that the use of Smart Box is able to create a more interactive, interesting learning atmosphere and encourage active participation from both teachers and students. Student responses to the use of Smart Box learning media are very positive. As many as 85% of students gave a positive response, stating that this media helped them understand the material more easily, made learning more enjoyable, and increased

learning motivation. Only 14% of students gave a less positive response, generally because they were not yet accustomed to the new learning method. Based on the conclusion, the conclusions of several suggestions are as follows: For Further Researchers This study still has limitations, including only being conducted in one class and one learning material. Therefore, further researchers are advised to conduct similar research on other materials, different class levels, or with a larger sample size so that the research results are more general and can be used as a reference in developing learning media in the future.

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