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The Influence of Smart Box Learning Media on Students' Social Studies Learning Outcomes in Class IV State Elementary School 091273 Karang Bangun

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Abstract

This study aims to determine the effect of Smart Box learning media on the social studies learning outcomes of grade IV students at Sd Negeri 091273 Karang Bangun. This research is a quantitative research with an experimental research method. The research design used is Pre-Experimental Designs, it is said to be Pre-Experimental Designs because this design is not yet a real experiment because there are still external variables that influence the formation of the dependent variable. This research was conducted at SD Negeri 091273 Karang Bangun which is located at JL. Rajamin Purba, SH, Siantar District, Simalungun Regency, North Sumatra Province. This research will be conducted in the even semester of the 2024/2025 academic year. In quantitative research, the data analysis technique used is clear, namely directed at answering the problem formulation or testing the hypothesis that has been formulated in the proposal. In accordance with the results of the research that the researcher has conducted, the researcher can conclude that there is an influence of Smart Box media on the social studies learning outcomes of Class IV students of SD Negeri 091273 Karang Bangun. This can be proven from the learning outcomes of students before being given treatment, namely 2 students had achieved the KKTP score and 22 students had not achieved the KKTP score and after being given treatment, the learning outcomes of students increased, namely 23 students had scores above the KKTP and 1 student below the KKTP. Based on the results of the hypothesis test that has been carried out using SPSS version 24, it was obtained $t_{count} = 21.142 > t_{table} = 1.711$ and significant (2-tailed) = $0.00 < 0.05$. From these results H_a is accepted, it can be concluded that there is an Influence of Smart Box Media on the Social Studies Learning Outcomes of Class IV Students of SD Negeri 091273 Karang Bangun in the 2024/2025 Academic Year.

Keywords: Media, Learning, Smart Box, Learning Outcomes

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1. Introduction

Education is the main foundation in developing individual potential and the progress of a nation. Basically, education is a place for a child to obtain or gain knowledge, and all efforts that lead to success. Education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have spiritual religious power, self-control, personality, intelligence, noble morals, and skills needed by themselves and society. (Simarmata et al., 2022). Education is one of the efforts aimed at making the lives of the nation's children smarter, and education is one of the keys to achieving the ideals of a nation. To achieve these ideals, efforts are needed from teachers in the learning process in order to achieve good learning outcomes. (Simanjuntak et al., 2024). English (Siahaan et al., 2024) education plays an important role in reflecting the character of the nation, the path of education can be taken through formal education and formal learning. Formal education is education held in schools. Formal education has an important role in



maximizing the quality of education. The quality of teaching cannot be separated from the teaching and learning process that is carried out.

Based on the above opinion, the author can conclude that teachers play a very important role in the world of education, namely, encouraging, guiding, and providing supporting facilities for students' learning processes in order to achieve optimal learning goals. This is because effective learning can have a major influence on student learning outcomes, especially in Social Sciences (IPS) subjects on the material of Cultural Wealth in Indonesia Class IV. Sudarisman (Rosnaeni, 2021) The 21st century is called the century of knowledge-based economy, the century of information technology, globalization, the industrial revolution 4.0, and so on. In this century, there have been very rapid and unpredictable changes in all aspects of life, including economy, transportation, technology, communication, information, and others. These changes occur so quickly in everyday life along with the progress of the times, especially in the world of education.

The quality of education in Indonesia at the world education level is still considered low in terms of the education system and quality. This can be seen from the data published by the World Population Review. In 2021, Indonesia was ranked 54th out of a total of 78 countries. Indonesia is still inferior when compared to fellow countries in the Southeast Asian region such as Singapore in 21st place, Malaysia in 38th place, and Thailand in 46th place. Meanwhile, the top 10 countries with the highest education systems and quality are the United States, United Kingdom, Germany, Canada, France, Switzerland, Japan, Australia, Sweden, and the Netherlands (Larasati, 2022).

The government has made various efforts to improve the quality of education in Indonesia, including by improving the curriculum and implementing an independent curriculum. In an independent curriculum, teachers are required to innovate in learning so that it is interactive and improves learning outcomes. These innovations include creating interesting learning media and implementing learning models (Maradika et al., 2023). One of the subjects in the independent curriculum at the elementary school level is IPAS (Natural and Social Sciences) which is integrated into the independent learning curriculum. The combination of IPA and IPS can make learning more relevant to everyday life and hone important skills in the era of globalization. IPS in the independent curriculum makes a very important contribution in shaping the character and social insight of students. In learning IPS, an interdisciplinary and contextual approach is very important. This approach aims to link the subject matter to everyday life, so that students can understand and apply the knowledge they learn in real situations.

In today's era, educators are required to be able to guide students not only in academic aspects, but also in character development. The main problem facing the world of education today is the weak learning process. Often students are not encouraged to develop their thinking skills, so that lessons become meaningless. This is because the learning process is still too dependent on textbooks so that it is boring and less interesting for students. If this problem is not resolved immediately, it will have a negative impact on student learning outcomes. Learning outcomes are a number of experiences obtained by students which include cognitive, affective and psychomotor domains (Manurung et al., 2022). Learning achievement is the ability that students have after undergoing learning experiences and through the learning process. Learning itself is a process in which individuals try to achieve relatively permanent behavioral changes (Aminah & Yusnaldi, 2024). A person who is successful in learning is someone who has succeeded in achieving learning or learning goals. Learning achievement is the peak of the learning process which is evidence of the efforts that have been made (Sitohang et al., 2023). Based on the above opinion, the author can conclude that learning outcomes are abilities possessed by students after going through learning experiences that include cognitive, affective, and psychomotor aspects. These learning outcomes indicate a change in behavior that is permanent as a result of the learning experience that has been undergone.



Success in learning can be seen from the achievement of the learning objectives that have been set, which is evidence of the efforts and achievements of students during the learning process, especially in the subject of Social Studies on the material of Indonesian Cultural Wealth in Class IV. Learning outcomes are also influenced by the activeness of teachers in building a learning atmosphere in the classroom so that learning in the classroom is not monotonous and students can follow the learning well. Teachers can improve student learning outcomes in several ways, namely: mastering the subject matter, utilizing learning media, implementing various learning methods, and using effective learning models. A teacher is expected to be able to convey material clearly, combine various learning methods, maximize the use of existing media, and create an interesting and meaningful learning process for students. (Anggraeni & Meilina, 2024)..

The results of research conducted by Habibah, (2024) with the title The Effect of Utilization of QR Code-Based Smart Box Media on Reading Comprehension Skills of Fourth Grade Students. This study aims to determine the differences in reading comprehension skills with the application of QR Code-Based Smart Box media and conventional learning in fourth grade students of SDN Cigugur. This study uses a quantitative approach with a quasi-experimental research design and a Nonequivalent Control Group Design. The population of this study were all fourth grade students of SDN Cigugur. The sample of this study was all fourth grade students of SDN Cigugur with Class IV-A as the experimental class totaling 20 people and Class IV-B students as the control class totaling 20 people at SDN 3 Purwawinangun. The data collected in this study were reading comprehension skills. Students' reading comprehension skills were collected through tests in the form of pretest and posttest essay tests to measure students' reading comprehension skills and non-tests, namely interviews. The data were analyzed using the Independent Sample t-Test statistic obtained a Sig. (2-tailed) value of 0.000 < 0.05, it can be concluded that there is a significant difference in the average reading comprehension ability of students between the use of QR Code-Based Smart Box media and conventional learning. Based on these data, it can be concluded that there is an influence of Smart Box media.

Furthermore, the results of research conducted by Maradika et al., (2023). This study aims to determine the effect of the implementation of the Project Based Learning Model and Smart Box Media on Pancasila Education Subjects. This type of research is a Pre-Experimental (Non-design) experimental research with a One Group Pretest-Posttest Design research flow. The population of this study were all second-grade students of SDN Tugurejo 02 and the sample of this study was 26 second-grade students. The research data were analyzed using tests. Normality test, N Gain test and t test (t test). From the data analysis, the results of the t count value were 9.506 and the t table value was 2.060 with $\alpha = 0.05$, then $t_{count} > t_{table}$ which indicates that there is a significant influence and H_a is declared accepted. The results of the study indicate that there is an increase in student learning outcomes by using Smart Box media and the Project Based Learning model in Pancasila Education learning for class II of SD Negeri Tugurejo 02. The novelty of the research that will be studied with previous research can be seen from the Experimental method with the type of One Group Design research and the subjects studied were class IV students of SD Negeri 091273 Karang Bangun with a research sample of 24 class IV students of SD Negeri 091273 Karang Bangun.

Based on the results of the author's observations at SD Negeri 091273 Karang Bangun, it can be seen that in Social Sciences (IPS) learning activities, the learning process still uses conventional methods that are only centered on the teacher, namely the lecture method. In this method, teachers do not use varied learning media that are able to attract students' attention. The application of this lecture method is expected to help students understand the learning material, but in reality many students are less active, not focused and feel bored because they only listen to the teacher's explanation without being directly involved so that students find it difficult to understand the material being taught. In addition, the use of learning media is only limited to textbooks and blackboards so that students are less interested and not enthusiastic in following the lesson. When students are given tests or exams, students are less able to answer questions properly and correctly because they do not understand the lesson material presented by the teacher. As a result, the learning outcomes of grade IV students are

still low and have not met the Learning Target Achievement Criteria (KKTP) KKTP scores set in the IPS subject, which is 70. The following is a table of the learning outcomes of UTS IPS students in grade IV at SD Negeri 091273 Karang Bangun. We can see this in Table 1. as follows.

Table 1. Results of the Mid-Semester Social Studies Exam Scores for Grade IV Students of SDN 091273 Karang Bangun for the 2024/2025 Academic Year

NO.	KKTP	Criteria	Number of Students	Percentage
1.	≥ 70	Passed	8	33.3%
2.	≤ 70	Not pass	16	66.7%
Amount			24	100%

Source: Data Processing

Based on the data in the Table of learning outcomes of class IV IPS students, many have not reached the KKTP, which is less than 70. This can be seen from 24 students, only 8 students or 33.3% have reached the KKTP, while 16 students or 66.7% of students have not reached the KKTP. So it can be said that the teaching and learning process has not been successful. To overcome the low learning outcomes of fourth grade students of SD Negeri 091273 Karang Bangun, teachers apply learning media that can help students achieve learning outcomes, do not make students quickly feel bored while learning, so that students can understand the material being taught, the teaching and learning process in the classroom becomes active, fun and full of challenges in learning. One of them is by using Smart Box media where this media can make students relate learning materials to real life situations. This media not only motivates students to understand the relationship between the knowledge gained and its application in the real world, but also helps students to more easily remember and apply the material that has been learned.

Boxis a tool or media in the form of a box filled with images and words used by teachers in delivering learning materials to attract students' attention in learning. Smart Box is an interactive learning media designed to increase student involvement in the teaching and learning process. This media offers a fun learning experience, where students can actively participate, explore, and apply the concepts learned (Nugraha et al., 2024). On each side of the Smart Box there are teaching materials provided by the teacher to be delivered to students in developing attraction so as to produce effective learning outcomes. With the presence of the Smart Box, it is hoped that students will be more interested and active in following lessons and can help students understand the concepts taught in a fun way. (Maulidina, 2025).

Based on the explanation above, it can be concluded that the use of Smart Box learning media can improve student learning outcomes, build student enthusiasm, and can foster student curiosity in the learning process because this media is very interesting and efficient for elementary schools. The reason the author chose this title is because this title is based on a problem that is important to conduct research and to determine the extent to which the use of Smart Box media influences student learning outcomes compared to conventional learning methods without using learning media. The author is interested in conducting research at SD Negeri 091273 Karang Bangun, because in this school there are problems that are relevant to the problem or title that the author wants to research. Therefore, the author hopes that the results of the research conducted later can provide solutions to the problems that have been previously identified. Based on this phenomenon, to find out the extent of the influence of learning media on student learning outcomes at school, it is necessary to conduct a study to measure or see the achievement of student learning outcomes. Therefore, the author is interested in conducting a study entitled "The Influence of Smart Box Learning Media on Social Studies Learning Outcomes of Grade IV Students of SD Negeri 091273 Karang Bangun".

2. Method

This research is a quantitative research with an experimental research method. Experimental research can be interpreted as a research method used to find the effect of

certain treatments on others under controlled conditions. (Sugiyono, 2016). The research design used is Pre-experimental design is so called because it does not yet meet the criteria as a true experiment. This is due to the influence of external variables on dependent variables. Thus, the dependent variables as a result of the experiment are not fully determined by independent variables. This situation occurs due to the non-application of control variables and the selection of samples that are not randomly carried out. This research design uses One Group Pretest-Posttest Design involving one class. In this study, the results of the treatment can be known more accurately, because it can be compared between the conditions before being treated and the conditions after being treated. The following is a description of the research design used. This research was conducted at SD Negeri 091273 Karang Bangun, located at Jl. Rajamin Purba, SH, Siantar District, Simalungun Regency, North Sumatra Province. This research will be conducted in the even semester of the 2024/2025 academic year.

Population is a generalized area that includes objects or subjects with certain characteristics and characteristics that have been determined by researchers to be researched and used as a basis for drawing conclusions. In this study, the population is all grade IV students of SD Negeri 091273 Karang Bangun which is 24 people, as shown in the following table. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2016). So the sample used in this study is nonprobability sampling, the sample selected is a saturated sample. Saturated sampling is a sampling technique when all members of the population are sampled. Saturated sampling is carried out when the population is relatively small, namely less than 30 people. So in this study the sample consisted of all fourth grade students totaling 24 students consisting of 9 boys and 15 girls. Data collection techniques play an important and strategic role in a research, because the core of research activities is to obtain data. Without a proper understanding of data collection methods, researchers will find it difficult to obtain data that is in accordance with the standards or criteria that have been set. (Sugiyono, 2016). In quantitative research, the data analysis techniques used are clear, namely directed to answer the problem formulation or test the hypothesis that has been formulated in the proposal. Pretest and posttest data are processed to obtain conclusions.

3. Results and Discussion

Research Location Description

This research was conducted at SD Negeri 0912373 Karang Bangun located at Jl. Rajamin Purba SH, Siantar District, Simalungun Regency, Pematangsiantar City, North Sumatra Province. SD Negeri 0912373 Karang Bangun has adequate school facilities so that the teaching and learning process runs well. SD Negeri 0912373 Karang Bangun currently uses the Merdeka Curriculum, the students to be studied are all grade IV students. The researcher conducted the research in class IV with 24 students. Before the research was conducted, the researcher conducted a trial of the instrument in another school, the results of the trial were then given to the research sample. The researcher gave a pretest first. The questions given to the sample amounted to 25 questions with 4 answer choices (A, B, C, and D). After the pretest was conducted, the researcher then carried out the learning process with Smart Box Media. The researcher then gave a posttest to find out the students' learning outcomes before and after being given treatment.

The researcher conducted a trial of the instrument at SD Negeri 091277 Siantar Estate located at Jl. Makmur, Rambung Merah, Siantar District, Simalungun Regency, North Sumatra Province on April 10, 2025. The number of students tested was 24 students. The trial of the instrument was conducted to see the validity, reliability, level of difficulty and discriminatory power of the questions before being given to the research sample.

Validity is a measure that shows how valid an instrument is. Validity is carried out to find valid questions so that they can be used in research. The data used to find the results of the research instrument trial consisting of 30 multiple-choice questions.

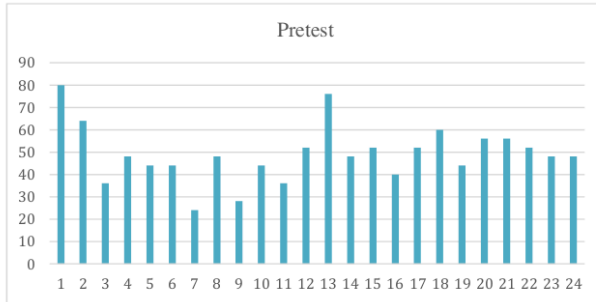


Figure 1. Pretest Results Diagram

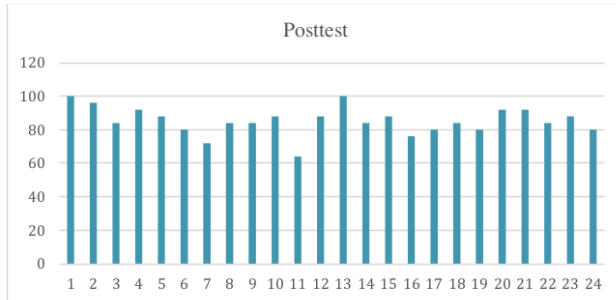


Figure 2. Posttest Results Diagram

The average value in the pretest was 49.16 while the average value in the posttest was 85.33. Students who obtained an average score above the KKTP in the pretest were only 2 students, while students who obtained a score below the KKTP in the pretest were 22 students. The posttest results showed that there was an increase in the completeness of student learning outcomes in class IV of SD Negeri 190273 Karang Bangun, where the results of these scores can be seen from the posttest score which is higher than the pretest score. Where as many as 23 students have obtained scores above the KKTP and the average posttest score was 85.33 while the average pretest score was 49.16%.

Research Data Analysis

Normality Test

The normality test is used to see whether the data obtained from the population is normally distributed or not. In the normality test using the help of the SPSS 24 program with the Shapiro-Wilk program with the lilliefors correction criteria. The basis for decision making in this test is:

- a. If the sig value > 0.05 then it is normally distributed.
- b. If the sig value < 0.05 then the distribution is not normal.

Table 2. Normality Test Results

Results	Sig. Shapiro-Wilk	Important Level	Information
Pre-exam	0.24	0.05	Normal
Post-exam	0.35	0.05	Normal

Source: Data Processing

Based on the table above, the results of the normality test obtained a significance of 0.24 in the pretest and a significance of 0.35 in the posttest with a sample size of 24 students. It can be seen from the results of decision making, it can be concluded that the pretest and posttest are normally distributed because the results obtained are >0.05 .

Hypothesis Testing (t-Test)

After the requirement test, namely the normality test, is fulfilled, it can be continued with hypothesis testing using the paired sample t test to assess the effect of Smart Box media on the social studies learning outcomes of grade IV students of SD Negeri 091273 Karang Bangun, as can be seen in the following table:

Table 3. t-test (Hypothesis)

Paired Sample Test

	Difference in pairs				T	df	Sig. (2-tails)	
	Means	Standard Deviation	Standard Error of the Mean	95% Confidence Interval of Difference				
Post-test Couple 1	-36,167	8,380	1,711	32,628	39,705	21,142	23	,000
Pre-test	people	people	people	people	people	people	people	

(Source: SPSS 24)

Based on table 4.8 above, it is obtained $t_{count} = 21.142$ with a significant level (2-tailed) of 0.000 with a significant probability of $t_{count} > t_{table} = 21.142 > 1.711$, then H_0 is rejected and H_a is accepted. This explanation shows that there is an Influence of Smart Box Media on the Social Studies Learning Outcomes of Grade IV Students of SD Negeri 091273 Karang Bangun.

N-Gain Test

The N-Gain test is used to measure the extent of the effectiveness of learning media before treatment is given (pretest) on the target learning outcomes after treatment is given (posttest), which can be seen in the following table:

Table 4. N-Gain Test Results

	Descriptive Statistics				
	N	Minimum	Maximum	Means	Standard deviation
N_Get Score	24	,44	1.00	,7246	,13140
N_Profit Percent	24	44	100	72.46	13,140 people
Valid N (based on list)	24				

Source: Data Processing

Based on the table above, the results of N-Gain Score = 0.7246 with moderate interpretation and N-Gain percent 72.46 with quite effective interpretation. This explanation shows that the Influence of Smart Box Media on the Social Studies Learning Outcomes of Grade IV Students of SD Negeri 091273 Karang Bangun when viewed from its interpretation (significant) can be classified into the quite effective category.

Discussion of Research Results

This research was conducted at SD Negeri 091273 Karang Bangun to determine the Effect of Smart Box Media on the Social Studies Learning Outcomes of Grade IV Students of SD Negeri 091273 Karang Bangun on the material "Indonesian Cultural Wealth". This study used a one group pretest-posttest design. With a sample size of 24 students. This study involved giving multiple choice tests and documentation during the study. Before the research was conducted, the researcher first conducted a trial of the question instrument in class IV of SD Negeri 091277 Siantar Estate, Pematang Siantar City. Based on the results of the trial of questions, there were 25 multiple choice pretest questions and 25 multiple choice posttest questions that were declared suitable for use in research that met the criteria of valid and reliable. In the validity test of 30 questions, after the validity test was conducted, there were 5 invalid questions, so the researcher used 25 questions with a reliability of 0.927 with high interpretation and all questions could be declared reliable. Furthermore, in the test of the level of difficulty of the questions, there were 2 questions with an easy level of difficulty, 22 questions with a medium level of difficulty and 1 question with a difficult level of difficulty. Furthermore, the test of the discriminating power of the questions was included in the Good category as many as 23 questions, and very good as many as 2 questions.

After the criteria were met, the author conducted a study at SD Negeri 091273 Karang Bangun which conducted a pretest, before being given treatment with Smart Box learning media. and posttest after being given treatment at the research school. The pretest was conducted to see the initial abilities of students before being given treatment to students, after the pretest was conducted, low scores were obtained when after the pretest the researcher provided material on "Indonesian Cultural Wealth" using Smart Box learning media then the treatment was conducted the researcher gave a posttest, namely the final test to see the abilities of students after being given treatment with Smart Box learning media(Sudarto et al., 2024).

Based on the descriptive data that has been done by the researcher through the SPSS 24 Test, it can be concluded that the average value of 24 students in the pretest and posttest results is 49.16 and 85.33 based on the data before and after the treatment increased from 49.16 to 85.33. After conducting a descriptive test, the researcher conducted a Normality Test, Hypothesis Test (T-Test) and N-Gain Test. The Normality Test is calculated with the help of SPSS. 24 with Shapiro - Wilk significance where if the significant value (sig) for all data > 0.05 is said to be normal and if sig <0.05 is said to be not normally distributed. Based on the data obtained that the significance of the normality test in the pretest 0.24 > 0.05 and posttest 0.35 > 0.05 which results are greater and normal, the t-test obtained 21.142 with a significance level of 0.000. Because the probability of significance is much smaller than 0.05, namely 0.000 and t count > t table (21.142 > 1.711), then H₀ is rejected and H_a is accepted and in the N-Gain test, a mean value of 0.7246 is obtained, so when viewed from the level of significance, it can be classified into the fairly effective category. This shows that there is a significant influence between the Influence of Smart Box Media on the Social Studies Learning Outcomes of Grade IV Students of SD Negeri 091273 Karang Bangun in the 2024/2025 Academic Year.

4. Conclusion and suggestions

In accordance with the results of the research conducted by the researcher, it can be concluded that there is an influence of Smart Box media on the social studies learning outcomes of Class IV students of SD Negeri 091273 Karang Bangun. This can be proven from the learning outcomes of students before being given treatment, namely 2 students had reached the KKTP score and 22 students had not reached the KKTP score and after being given treatment, the learning outcomes of students increased, namely 23 students had scores above the KKTP and 1 student below the KKTP. Based on the results of the hypothesis test that has been carried out using SPSS version 24, it was obtained t count = 21.142 > t table = 1.711 and significant (2-tailed) = 0.00 < 0.05. From these results, H_a is accepted, it can be concluded that there is an Influence of Smart Box Media on the Social Studies Learning Outcomes of Class IV Students of SD Negeri 091273 Karang Bangun in the 2024/2025 Academic Year.

Suggestion

Based on the results of research conducted on Smart Box media to improve student learning outcomes in social studies learning in class IV SDN 091273 Karang Bangun, the researcher provides suggestions in accordance with the results of the research that has been conducted as follows:

- a. For teachers, in delivering a lesson, teachers are expected to provide direct examples using Smart Box media so that students can more easily understand the material being delivered.
- b. For schools, the existence of Smart Box learning media can be used as a reference that will be used by schools to implement various learning media, while also improving the quality of education.
- c. For researchers, it is hoped that this research can be used as reference material and can be a basis for developing researchers in the future.

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