ICTL
International Conference on Technopedagogy and Local Wisdom
https://conference.unikama.ac.id/index.php/event/ICTL2025
Vol. 1, January 2025

The Influence of Contextual-Based Smart Box Learning Media on Social Studies Learning Outcomes of Grade III Students

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***Abstract*—**An interesting learning process can be realized by utilizing a learning media. However, there is a problem that teachers still do not use enough learning media in the learning process in the classroom, which causes student learning outcomes to decline. This study aims to determine the effect of using contextual-based smart box learning media on student learning outcomes in social studies subjects for grade III elementary schools in the even semester. This research was conducted at one of the elementary schools in Malang Regency. The population of this study was all grade III students of SDN Kebonagung 02 with a research sample of class III A and class III B with a total of 79 students, selected based on saturated sampling techniques. The research used is quantitative research with a Quasi Experimental research type. The research instruments used are treatment instruments and measurement instruments. Data collection techniques used are observation, documentation and test techniques with data analysis techniques using normality tests, homogeneity tests and also hypothesis tests. The results of this study indicate that the use of contextual-based smart box learning media has a significant effect on learning outcomes with a mean Post-test result in the control class of 65.76, in the experimental class getting a result of 79.39 and the t-test obtained the Sig. (2-tailed) 0.000 <0.05.

Keywords: Media, Smart Box, Contextual Based, Learning Outcomes, Social Studies

INTRODUCTION

Along with the development of modern technology, the world of education is increasingly advanced and developing rapidly. Various technologies can now be utilized to facilitate the learning process, especially the use of learning media in the classroom. However, there is a problem where teachers still do not use enough learning media in the teaching and learning process in the classroom, especially in Social Studies subjects. According to Rohmanurmeta (2019) Social Studies is a subject consisting of various branches of social sciences which are arranged using an educational approach and a psychological approach to be useful for students. However, in practice, many students feel bored with Social Studies learning. Yusnaldi et al., (2023) said that this is because many students consider Social Studies to be learning that is full of memorization and theory. Teachers are

required to make learning interesting and meaningful for students. The creation of interesting learning can be realized by utilizing learning media. This is in line with Dewi's opinion (2019), students will follow lessons more often if there is variation in learning, including variation in the use of learning media.

Based on the results of observations at SDN Kebonagung 02, there are significant problems in social studies learning, where many students feel that the material taught is not relevant to their daily lives, also the use of monotonous learning media is one of the factors that causes student learning outcomes in social studies learning to decline. Based on the study, it was found that the learning outcomes of students in social studies for class III A totaling 40 students, only 19 students got scores reaching KKM and for class III B totaling 39 students, only 16 students got scores reaching KKM (KKM IPS = 70). This shows that the number of students who achieve the KKM score is still low.

Based on the problems in the field to overcome them, researchers apply appropriate learning media so that the social studies learning process makes students more active and interactive, namely by using contextual-based smart box media. Smart box learning media is a block-shaped media with sides and tools in the form of cards inside (Rahayuningsih et al., 2019). Contextual-based learning will make it easier for students to understand teaching materials meaningfully and connected to everyday life so that students not only gain knowledge but are able to apply it to their lives (Rukman et al., 2022). Contextual-based smart box media can be used to help students understand the material being taught and with a contextual basis can encourage students to create the knowledge they have with applications in everyday life (Nofiasri, 2023).The novelty of this research lies in the use of contextual-based smart box learning media which can actively involve students in the learning process and in the creation of learning media.Contextual-based smart box learning media can be read and there are game cards related to cultural wealth material that can sharpen the brain and make students more active and enthusiastic in participating in learning, not only that in the learning media there will be a barcode scan that will take you to the drive link where in the drive link there will be cultural wealth material, and questions related to cultural wealth material so that students not only learn at school but students can also learn at home. Smart Box is made of ALVAboard material which has a waterproof capacity, is not easily torn, is stronger, and is more durable than cardboard

To support and strengthen the basis of this research, the researcher reviewed several previous research results that were relevant to the topic raised. ResearchSudarto, S., Amin, M., & Suriana, S. (2024) which shows that there is a significant influence related to the use of smart box media on improving the social studies learning outcomes of grade IV students at SD Negeri 216 Talunggeng. Manik, IK ., Lasmawan, MPPIW, & Marheani MPA, (2015) in their research showed that contextual-based student learning outcomes had significantly better motivation than students who learned with conventional models.

Based on the description in the field, contextual-based smart box learning media in social studies learning is the right solution so that it can overcome problems comprehensively both from the side of students, teachers and learning aids used. This study aims to determine the Effect of Contextual-Based Smart Box Learning Media on Social Studies Learning to Improve Learning Outcomes of Class III Students of SDN Kebonagung 02 on the Material of History, Tradition or Indonesian Culture.

METHOD

The research approach used is the Quantitative Research approach.Dwi (2019) who said that quantitative research is research based on the philosophy of positivism which aims to test established hypotheses through investigation of certain populations or samples, use of research instruments, and quantitative or statistical analysis of the data collected. The type of research used is the type of Quasy Experimental research. According to Sugiyono (2021) "Quasi Experimental Design has a control group, but cannot function fully to control external variables that affect the implementation of the experiment".

Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Purwitasari, 2019: 49). The population in the study was all students of class III SDN Kebonagung 02 Malang with a total of 79 students consisting of 40 students in class III A and 39 students in class III B.

A sample is a component of some of the characteristics possessed by a valid population, namely being able to measure something that should be measured correctly (Bunga, 2021). In accordance with the type of research chosen by the researcher, the sample will be divided into two classes. Class III A as a control class using conventional learning totaling 40 students and Class III B as an experimental class using contextual-based Smart Box media totaling 39 students. In the data collection technique in this study there are three techniques, namely: Observation, Documentation and Testing.

Instruments and Instrument Grids Sugiyono (2021: 148), a research instrument is a tool used to measure natural or social phenomena that are observed. In this study, the instrument used in data collection in the study was a test instrument. Research instruments are divided into 2, namely: Treatment Instruments and Measurement Instruments.

Instrument Test There are 2 types of instruments used, namely: Validity Test is conducted to determine whether the test instrument in this study can measure student learning outcomes. This is in accordance with the opinion of Sugiyono (2016) Valid means that the instrument can be used to measure what should be measured. And Reliability Test According to Sugiyono (2016), instruments that are used repeatedly to measure the same object will produce the same data.

Data analysis serves to collect research results. Data analysis is assisted by spss 27 for windows, using prerequisite tests which include first, normality test to determine whether the distribution of data to be analyzed is normal or not. The normality test

criteria are as follows: If the significant value> α, then the data distribution is normal, otherwise If the significant value <α, then the data distribution is not normal. The value of α = 0.05 (Sarwoko, 2018). Second, the homogeneity test determines whether there is the same variance or not from samples taken from a population. The homogeneity test criteria are as follows: If the significance> α, then the sample comes from the same variant (Homogeneous) otherwise If the significance <α, then the sample does not come from the same variant (Not Homogeneous) where α = 0.05. The third hypothesis test is tested with the t test to determine whether the hypothesis is accepted or rejected. Statistical testing is formulated as follows: Ho: There is no influence of contextual-based Smart Box learning media on the learning outcomes of students in grade III kebonagung 02 on the material of the history of tradition or culture in Indonesia. Ha: There is an influence of contextual-based Smart Box learning media on the learning outcomes of students in grade III kebonagung 02 on the material of the history of tradition or culture in Indonesia. The provision is by comparing the t-count value with the t-table with a significance level of 5%. If t-count <t-table then Ho is accepted. It is better if t-count> t-table then Ha is accepted. (Priyatno, 2017:164)

RESEARCH RESULT

Instrument Validity Test

The purpose of the question validity test is to ensure that an instrument or test actually measures what it should measure. To test the validity of the questions, the researcher conducted a validity test at SDN Gadang 02 Malang. The researcher prepared 25 questions that were given to 15 grade III students at SDN Gadang 02. Based on the validity test with the help of SPSS 27 For Windows, out of 25 questions, there were 10 valid questions or there were 10 questions with a sig. <0.05. The results of the question validity are arranged in the following table:

Table 1. Validity Test

Question Number	Amount	Category
1,3,7,11,,12,14,15,16,19,21	10	Valid
2,4,6,8,9,10,13,17,18,20,22,23,24,25	15	Invalid

Reliability Test

Reliability testing aims to ensure that an instrument or test can provide consistent and stable results when used repeatedly under the same conditions. Researchers tested the reliability of the test instrument using the SPSS Version 27 For Windows program. With the criteria according to Sarwoko (2018) as follows:

- If the Cronbach Alpha (α) value > 0.60, then the instrument is reliable.
- If the Crobanch Alpha (α) value is < 0.60, then the instrument is not reliable.
- The questions are calculated using the Cronbach Alpha test with the help of SPSS 27 For Windows and can be arranged in the following table:

Table 2. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.665	26

Based on the table above, the Cronbach Alpha value is 0.665. Because the Cronbach Alpha value is 0.665 < 0.60, it can be said that the instrument is reliable.

Prerequisite Test

Normality Test

Data normality test is conducted with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normal or not. Data normality test for two classes presented experimental class IIIA, namely by using contextual-based smart box media and control class IIIB, namely without contextual or conventional smart box media calculated using the Shapiro Wilk test with the help of SPSS 27 For Windows can be arranged in the following table:

Table 3. Normality Test

Tests of Normality

		Shapiro Wilk		
	Class	Statistics	df	Sig.
Results	Pretest A (Control)	.917	33	.015
	Posttest A (Control)	.927	33	.029
	Pretest B (Experiment)	.915	33	.014
	Posttest B (Experiment)	.936	33	.051

a. Lilliefors Significance Correction

Based on the results of the normality test using Shapiro-Wilk from the table above, it can be seen that the results of the pretest normality test for the control class are 0.015 and the pretest for the experimental class is 0.014. The results of the posttest normality test for the control class are 0.029 and the results of the posttest normality test for the experimental class are 0.051. Based on the criteria for the normality test, it shows that the pretest and posttest values for the control class and the experimental class are >0.05. Based on these results, it shows that the test scores taken by students are normally distributed.

Homogeneity Test

The homogeneity test in this study is used to determine whether or not there is the same variance from samples taken from a population. The homogeneity test in this study uses the Test Of Homogeneity Of Variances with the help of the SPSS Version 27 For Windows application with the Levene statistics test. The homogeneity test criteria are as follows:

- If the significance > α, then the sample comes from the same variant (Homogeneous)
- If the significance < α, then the sample does not come from the same variant (not homogeneous) where 0.05

The homogeneity test of the results of social studies learning with the material of History, Tradition or Culture in Indonesia carried out by students can be seen based on the following table:

Table 4. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Social Studies learning outcomes	Based on Mean	.140	3	128	.936
	Based on Median	.081	3	128	.970
	Based on Median and with adjusted df	.081	3	126,561	.970
	Based on trimmed mean	.144	3	128	.933

Based on the table above, it can be seen that the results of the homogeneity test of the pretest and posttest of IPS learning History of Tradition or Culture in Indonesia are 0.936. Based on the criteria in the homogeneity test that 0.936>0.05, based on these results it can be concluded that the pretest and posttest are homogeneous.

Hypothesis Testing

After conducting both prerequisite tests, the researcher can conduct a hypothesis test. Hypothesis testing is used to determine the hypothesis. The hypothesis in this study is accepted or rejected. To test the hypothesis, the researcher uses the t-test with the help of the SPSS Version 27 For Windows application. Statistical testing is formulated as follows:

Ho: There is no influence of contextual-based Smart Box learning media on the learning outcomes of class III students of Kebonagung 02 on the material of the history of traditions or culture in Indonesia.

Ha: There is an Influence of Contextual-Based Smart Box Learning Media on the Learning Outcomes of Class III Kebonagung 02 Students on the Material of History, Tradition or Culture in Indonesia

The provision is by comparing the calculated t value with the t table with a significance level of 5%. If the calculated t <t table then Ho is accepted. It is better if the calculated t> t table then Ha is accepted. (Priyatno, 2017:164). The data test conducted by the researcher used an independent sample test. To make it easier for researchers to calculate, the researcher conducted an independent sample test using the SPSS 27 For Windows program. The hypothesis test criteria are if the probability (sig) <a, then Ho is rejected. The independent sample test on the IPS learning test scores with the material History of Tradition or Culture in Indonesia carried out by students can be seen in the following table:

Table 5. Hypothesis Testing

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Mark	Equal variances assumed	-4.837	64	.000	-13,636	2,819	-19,269	-8.004
	Equal variances not assumed	-4.837	62,756	.000	-13,636	2,819	-19,271	-8.002

Based on the independent sample test in the table above, the results of the significance value can be seen as 0.000. So based on the criteria in the independent sample test, it shows that 0.000 <0.05, then Ho is rejected and Ha is accepted, which means there is a difference in the average results of the pretest and posttest carried out by students. Therefore, contextual-based smart box learning media can be said to be effective for use in social studies learning with the material of History, Tradition or Culture in Indonesia.

DISCUSSION

This research was conducted at SDN Kebonagung 02 Malang 2024/2025 even semester in class III-A as the Control class and class III-B as the experimental class before conducting the research, the researcher had first conducted a trial of the question instrument to students in class III which was carried out at SDN Gadang 02 Malang. Then the researcher conducted a validation test of the students' questions. After conducting the validity test, there were 10 valid questions and 15 invalid ones out of 25 questions. Sugiyono (2016) said that valid means that the instrument can be used to measure what should be measured, with the validity criteria if the sig. <0.05. 10 questions are said to be valid because their sig. <0.05 and the other 15 questions are said to be invalid because the sig.>0.05. After that, the researcher tested the reliability of the questions to find out whether this test instrument produces the same data every time it is used and got a value of 0.665. In accordance with the criteria according to Sarwoko (2018) which states that an instrument will be reliable if the Cronbach alpha value is > 0.60, because the Cronbach Alpha value is 0.665> 0.60, it can be said that the instrument is reliable. After knowing the number of valid questions, and testing their reliability, the researcher can then rearrange the valid questions into a research instrument. After carrying out learning in both classes, the researcher gave pretest and posttest learning questions to students. After that, the data on students' pretest and posttest scores were processed. From the research conducted, the following results were obtained.

The data normality test carried out with the help of SPSS 27 for windows using the Shapiro Wilk test is a method used to test data normality. Ghozali (2019) said that the normality test aims to test whether the data in the regression model is normally distributed or not. The normality test criteria are as follows: If the significant value> α, then the data distribution is normal If the significant value <α, then the data distribution is not normal. The value of α = 0.05 (Sarwoko, 2018). From the results of the analysis, the results of the pre-test value of the experimental class were 0.014> 0.05, the post-test value of the experimental class was 0.051> 0.05, the pre-test value of the control class was 0.015> 0.05, and the post-test value of the control class was 0.029> 0.05. Then the data is declared normally distributed. After the data is declared normally distributed, it is continued with a data homogeneity test.

The homogeneity test of data in this study was used to determine whether or not there was the same variance from samples taken from a population (Dwi, 2019). The homogeneity test criteria are as follows: If the significance> α, then the sample comes from the same variant (Homogeneous), If the significance <α, then the sample does not come from the same variant (Not Homogeneous) where α = 0.05. From the results of the analysis, the mean value was obtained 0.0936> 0.05, the median value 0.0970> 0.05, the median value of with adjusted 0.0970> 0.05 and the trimmed mean value 0.0933> 0.05, then the data was declared homogeneous. After the normality test and homogeneity test were carried out, the hypothesis was continued to see if there was a comparison of learning outcome values in the experimental class and in the control class.

Hypothesis testing is used to determine whether the research hypothesis is accepted or rejected (Priyatno, 2017:164). To test the hypothesis, the researcher used the t-test with the help of the SPSS Version 27 For Windows application. Statistical testing is formulated as follows: Ho: There is no effect of contextual-based Smart Box learning media on the learning outcomes of class III kebonagung 02 students on the material of the history of tradition or culture in Indonesia. Ha: There is an effect of contextual-based Smart Box learning media on the learning outcomes of class III kebonagung 02 students on the material of the history of tradition or culture in Indonesia. The provisions are by comparing the t-count value with the t table with a significance level of 5%. If t count <t table then Ho is accepted. It is better if t count> t table then Ha is accepted (Priyatno, 2017:165). To test the truth of the hypothesis, the researcher used the T-test formula with the results of the statistical group of the mean post-test value of the experimental class students of 79.39 and the mean post-test value of the control class students of 65.76. The post-test results showed that students in the experimental class had better learning outcomes after being given treatment in the form of contextual-based smart box media compared to the learning outcomes of students in the control class. From the results of the t-test calculation, the researcher used the independent sample test with SPSS 27 for windows with a t-test sig (2 tailed) 0.000 <0.05, which means that Ha is accepted and Ho is rejected, which reads "There is an influence of the use of contextual-based smart box learning media on the learning outcomes of social studies of grade III students on the material of Indonesian tradition or culture history.

CONCLUSION AND SUGGESTIONS

The use of contextual-based smart box media has a significant influence on the learning outcomes of Social Sciences on the material of History of Indonesian Traditions or Culture, grade III students of SDN Kebonagung 02 Malang 2024/2025. This is shown through a hypothesis test using the t-test, where a significance value of 0.000 (<0.05) indicates a significant influence. In addition, student learning outcomes in the subject of Social Studies on the material of History of Indonesian Traditions or Culture using contextual-based smart box media in grade III B students obtained an average score (mean) of 79.39 in the good category. Overall, the application of contextual-based smart box media has succeeded in improving student learning outcomes compared to before the use of the media.

Teachers are advised to improve the quality of learning with interactive and varied media that can make learning more concrete. Other researchers can test other interesting media.

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