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trn:oid::1:3179703354

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DOI: 10.30596/17446

Vol. 15, No. 2 (December 2023)

**Enhancing Learning Quality with Magic Box Media in
Khulafaur Rasyidin Chapter: Primary
Education in Indonesia**Zumrotus Sa'diyah^{1*}, Rere Faria², Nurul Mahruzah Yulia³Universitas Nahdlatul Ulama Sunan Giri ^{*1, 2, 3}¹email: zumrotus@unugiri.ac.id,²email: rerefaria2@gmail.com³email: nurulmahruzah@unugiri.ac.id**Abstract**

Studying the historical aspects of Islamic culture is part of the elementary school curriculum in Indonesia under the subject of Islamic Religious Education. The large number of narratives in this material makes it difficult for students to understand. In this case, the classroom instructional process necessitates the utilization of diverse strategies and methods to attain specific learning objectives. This study involved the creation of the Magic Box learning tool with the goal of enhancing students' comprehension, particularly in relation to the content covering the exemplary stories of Khulafaur Rasyidin. This study is Research and Development (R&D) with a development design model using the ADDIE model: Analyze, Design, Development, Implementation, and Evaluation. The research product development yielded validation percentages of 92% and 94% from media and material experts, respectively. The outcomes of the media effectiveness assessment showed an average score of 0.82, classifying it within the high category. Additionally, the pre-test and post-test outcomes demonstrated a percentage range from 16% to 84%. The student response questionnaire results, with a percentage of 80%, fell within the high category.

Keywords : Learning Media; Magic Box; Khulafaur Rasyidin; Primary Education.

Artikel Info**Received:**

August 16, 2023

Revised:

September 27, 2023

Accepted:

November 24, 2023

Published:

December 15, 2023

Abstrak

Pengajaran mengenai sejarah kebudayaan Islam adalah bagian dari kurikulum sekolah dasar di Indonesia dalam mata pelajaran Pendidikan Agama Islam. Banyaknya narasi dalam materi ini membuat siswa kesulitan dalam memahami

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DOI: 10.30596/17446

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hal tersebut. Dalam konteks ini, pelaksanaan proses belajar-mengajar di dalam kelas mengharuskan penggunaan beragam strategi dan metode guna mencapai tujuan pembelajaran tertentu. Dalam situasi ini, penelitian dilaksanakan dengan menciptakan media pembelajaran Magic Box dengan tujuan meningkatkan pemahaman siswa, terutama pada materi kisah teladan Khulafaur Rasyidin. Studi ini merupakan *Research and Development (R&D)* dengan model desain pengembangan menggunakan model ADDIE yaitu: *Analyze, Design, Development, Implementation, and Evaluation*. Produk penelitian yang dikembangkan dan divalidasi oleh ahli media dan materi memperoleh persentase sebesar 92% dan 94%. Dalam uji keefektifan media, nilai rata-ratanya adalah 0,82, yang masuk dalam kategori tinggi. Di samping itu, hasil pre-test dan post-test menunjukkan kisaran persentase dari 16% hingga 84%, sementara hasil kuesioner respons siswa mencapai persentase 80%, yang masuk dalam kategori tinggi.

Kata Kunci : Media Pembelajaran; Magic Box; Khulafaur Rasyidin; Pendidikan Dasar.

A. Introduction

Education has a very important role in the overall development of human resources, especially in the case of Islamic Religious Education (Alhamuddin et al., 2021; Ilham, 2020; Rahmawati et al., 2022). Therefore, Islamic Religious Education needs to be developed from various sciences (Ilham, 2020; Lafrarchi, 2020). To attain educational objectives, it is essential to take into account the quality of education. On the other side, the success of a student in educational activities serves as an indicator of the quality of

education. (Tolchah & Mu'ammam, 2019; Zaman, 2020; Zuhairiah et al., 2020). During the teaching and learning process, it is anticipated that students engage directly in the learning process or acquire knowledge contextually, as stipulated in Law Number 20 of 2003 regarding the National Education System (Sistem Pendidikan Nasional, 2003).

In the learning process, a teacher must be creative in creating a conducive class and innovative in creating supporting tools for learning so that the material provided can be distributed well. (Nursyahidin et al., 2021; Sutrisno

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& Nasucha, 2022; Zulkifli et al., 2022). Implementing teaching activities is not just an activity of transferring knowledge from teachers to students but is also an activity of building students' knowledge about learning activities (Amiruddin et al., 2021; Hakim et al., 2020; Zuhaeriah et al., 2020). Teachers must actively construct knowledge, create meaning, seek clarity, think critically, and evaluate things for students (Masuwai et al., 2022; Supena et al., 2021). In this case, teaching needs to help students to think critically and systematically (Faiz & Purwati, 2021).

A crucial factor contributing to the success of the teaching and learning process is the engaging communication of educational content by teachers, particularly through the utilization of effective learning resources (Amiruddin et al., 2021; Ediyani et al., 2020; Winarto et al., 2020). There are many types and forms of communication, from the simplest to the most technologically advanced. However, teachers' limitations in creating learning materials can make the learning process less effective (Mahnun, 2020). One of the simple learning media developments teachers can develop independently is Magic Box

(Endah, 2017). The Magic Box is a visual learning tool presented in a box format. Upon opening the box, its sides reveal text or visuals tailored to the educational content (Nasriya et al., 2021).

Research conducted by Azizah et al. (2023) shows that using Magic Box learning media can increase Islamic Boarding School students' activity and learning outcomes by up to 30% and 35%, respectively. In other research, the Magic Box can also be used to instill the values of honesty in the concept of Islam in young children (Arifa, 2022). Menurut Dewi & Negara (2020), The use of the Magic Box learning media also influences the social science competence of fourth-grade elementary school students. Besides that, Firmansyah et al. (2023) also revealed that using Exploding Box media improved elementary school students' critical thinking skills by up to 44%. In this case, the Magic Box contains writing and images according to the desired theme. However, an innovation has emerged in the development of Magic Box media: if the boxes opened, 3D images and other visual animations will appear.

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Based on the explanation above, learning feels active, effective and efficient when teachers can use and develop interactive learning media that attract students' attention. In this case, learning that feels fun can have a positive impact on improving student learning outcomes. The Magic Box innovation, developed from the conventional Exploding Box, is a challenge to create learning media that is simple and can be made independently by teachers but is effective in teaching and learning activities. This research aims to develop Magic Box learning media in Islamic religious education, especially Khulafaal Rasyidin material for elementary school students. The research results obtained analyze the increase in student learning achievement on this material to determine the effectiveness of the learning media that has been developed.

B. Method

Development of Magic Box Learning Media

The development of Magic Box learning media begins with preparing tools and materials. Then, draw a pattern on a plywood board measuring 40×40

cm, then cut the pattern on the plywood board using a saw. After cutting it into several pieces, combine each part of the plywood board into a box using a box hinge that can be opened and closed. Paint the wooden board with oil paint to add an interesting impression to the Magic Box learning media. After making the first box, make the second pattern using cardboard with dimensions of 35×35 cm and the third box with dimensions of 30×30 cm. Then, cut the pattern on cardboard using scissors, cover the pattern with coloured paper using double-sided tape, and combine each piece using adhesive. After making the first box to the third box, make a lid for the first box with dimensions of 41×41 cm, for the second box 36×36 cm, and for the third box 31×31 cm according to the specified materials. Next, decorate the box with animated images, quizzes, animations with origami paper, materials, and evaluation questions. After decorating it and giving lessons, close lastly, give the box an identity and colour the outside of the box to make it more attractive. The flow of development of Magic Box learning media can be seen in Figure 1 below.

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Figure 1. Development of Magic Box Learning Media

Analysis of Learning Media Development using the ADDIE Model

This research uses research and development (R&D) to produce Magic Box learning media products. R&D research is a basic research activity to obtain information on user needs (needs

assessment), then continue with development activities to produce products and test the effectiveness of these products. This development uses the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model design. According to Pribadi, the ADDIE

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development model is a training program that contains learning activities through design and development activities (Pribadi, 2014). Using this design can make it easier for teachers to design learning media.

The data analysis method used in this development research is a qualitative and quantitative descriptive data analysis method. According to (Rukin, 2019), The qualitative descriptive data analysis method is a systematic data processing method in the form of sentences to obtain general conclusions. This method is used to process data in input, criticism and suggestions in questionnaires, which are then used in revising products developed from the validation results from material and media experts (Mahyudin, 2023). Meanwhile, the quantitative descriptive data analysis method systematically processes data in numbers to obtain a general conclusion (Sugiyono, 2017). The stages of developing learning media using the ADDIE model can be seen in Figure 2 below.

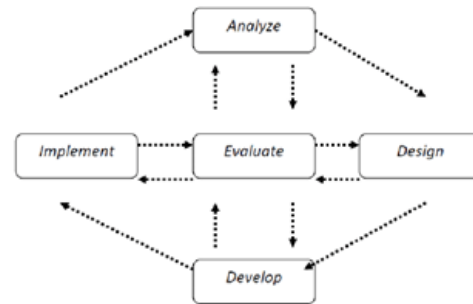


Figure 2. Stages of the ADDIE Development Model (Hidayat & Nizar, 2021)

There are five stages of developing Magic Box learning media using the ADDIE model: analyze, design, develop, implement, and evaluate. These five stages are carried out sequentially and use data according to the stages.

First, starting from the analysis stage, the researcher carried out (1) needs analysis by adjusting field conditions and needs that need to be developed to see a picture of field conditions, (2) analyzing student characteristics and learning problems. This activity was carried out by interviewing Islamic Cultural History (SKI) subject teachers, observing and documenting the schools studied, and (3) analysis of the subject matter, it was found that historical material related to Khulafaur Rasyidin material needed to be developed as learning media interesting because this material contains

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much narrative text and is complicated for students, so it is difficult to understand.

The second phase involves the planning (design) stage. In this design phase, tasks include (1) initiating the creation of a media design by defining the designs for the Magic Box learning tool, (2) constructing a flowchart to illustrate the comprehensive development process and serve as a guide for subsequent stages, and (3) crafting a storyboard comprising a series of sketches portraying a sequence (storyline) and elements envisioned for the Magic Box media, encompassing a blend of text and images.

The third stage is the development stage, namely putting the design into physical form to produce a development product prototype. At the development stage, the activities are (1) collection of materials and supplies. The activities are collecting basic materials that will be used to develop magic box learning media, such as materials, images, text, and other supporting materials, (2) developing magic box media. After all the materials have been collected, proceed with developing the structure of the media framework.

The fourth phase is the implementation stage. During this phase, tasks involve (1) conducting product validation tests with experts, including content experts in Islamic Education and Character for Khulafaur Rasyidin material (material experts) and experts in learning media, (2) conducting product trials, including individual trials with three students and small group trials with six students. The objective of expert assessments and product trials is to evaluate the appeal, effectiveness, and feasibility of the developed Magic Box media product.

The fifth phase is the evaluation stage, where the primary activity involves assessing the data gathered during the implementation stage (expert validation, small group trials, and large group trials). The evaluation conducted is formative in nature. Formative evaluation is a process that involves providing and utilizing information to make decisions with the goal of enhancing the quality of a product or learning program (Aeni & Yusupa, 2018). The aim of formative evaluation is to appraise the developed Magic Box media product. With these steps, the application of the ADDIE model in the

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development of the Magic Box media is considered successful. The validation of Magic Box media development serves the purpose of evaluating the effectiveness of its utilization in the learning process.

The research design employed in this study is pre-experimental, specifically utilizing a one-group pre-test-post-test design. This design involves a single group undergoing both a pre-test (assessment before treatment) and a post-test (assessment after treatment). Various data collection techniques, including interviews, observation, questionnaires, tests, and documentation, are employed. Descriptive analysis is applied in this research to offer insights and enhance the development of the learning media through input, improvements, and refinements.

C. Result and Discussion Research Environmental Conditions

Based on the observations and interviews conducted at Madrasah Ibtidaiyah (MI) Wasilatul Huda Ngasem by the Head of the Madrasah, it was revealed that the use of learning media in the learning process is still

minimal. This is supported by statements conveyed through interviews by teachers who teach SKI subjects who complain that many students are lazy about studying, especially SKI material, which tends to have much narration. Interviews were also conducted with two class V students at Madrasah Ibtidaiyah (MI), Wasilatul Huda Ngasem, who said SKI learning was boring.

Based on the results of the interview above, it can be said that several factors influence the level of student interest in learning and student learning outcomes, one of which is the teacher's difficulty in creating suitable learning media related to the material studied in the learning process, one of which is the History of Islamic Culture material about the exemplary story of Khulafaur Rasyidin. In this material many students have difficulty understanding the material because SKI learning material is included in material relating to history. In contrast, students tend to be lazy and have no interest in reading, coupled with the lack of teacher innovation in creating interactive learning media that makes students lazy to follow the learning

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process in class.

Implementation of Magic Box Learning Media

This research and development have produced a learning media product as a Magic Box based on the exemplary story of Khulafaur Rasyidin class V of Madrasah Ibtidaiyah (MI) Wasilatul Huda Ngasem. From the results of the analysis stage, it is clear that real conditions in schools require learning media, which are used to support teachers in delivering the material and make it easier for students to understand the material. Therefore, media is needed to make it easier for students to understand the material the teacher presents.

Magic box media is a type of visual media that relies on the sense of sight in its implementation in the learning process. According to Nasriya et al., (2021), Explosion Magic Box is a media in the form of a box. When the box is opened, the four sides of the box will form a grid of boxes and display writing or images according to the theme. Apart from that, if the box is opened, you will see the arrangement of the box parts blooming, arranged in a row so that it looks very beautiful and attractive, especially when decorated with components in the form of pictures, writing, decorations, small boxes, and others (Endah, 2017).

Table 1. Data Analysis Results

Name	Average	Percentage	Category
Media Expert Validation	3.7	92%	Complete
Material Expert Validation	3.8	94%	Complete
Student Response Questionnaire		80%	High
Pre-test	62	16%	Incomplete
Post-test	83	84%	Complete
Test Effectiveness	0.82		Highly Effective

The results of the learning media assessment, namely material expert validation, got an average score of 3.8 with a percentage of 94%. In comparison, validation scores from

media experts got an average score of 3.7 with a percentage of 92%, all of which were classified in the appropriate category. The results before and after implementation (pre-test and post-test)

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obtained a very good category with an increase in learning outcomes, which initially got an average of 62 with classical completeness of 16% to 83 for average and classical completeness of 84%. The assessment of the effectiveness of learning media using the N-Gain formula received high criteria score with an average of 0.82, classified as very effective. The evaluation of learning media through the results of student response questionnaires resulted in a percentage of 80%, which was classified as strongly agree.

Previous research was conducted by Tsanidya (2019) with the title Magic Box Media Development Material on Changes in the Form of Objects and Their Properties Class V SDN 3 Kunduran Blora. This research produced categories suitable for use in learning with assessments from media and material experts of 93.3% and 83.3%, respectively. Effectively improving the learning outcomes of class IV students with t-test results of 0.662 and n-gain of 0.59 with medium criteria. The similarity between previous research and researchers is that they used magic box media.

Meanwhile, the difference lies in the use of different materials and in the development of a magic box that the researchers developed with a 3D impression so that it can give a real impression of the material.

Based on the study above, it can be concluded that research and development can increase student understanding and improve student learning outcomes. An important role in the use of learning media in the teaching and learning process is that it can make it easier for teachers to transfer knowledge to students to increase students' understanding and make learning more interactive and enjoyable.

D. Conclusion

Media development is carried out based on the Research and Development research steps with the ADDIE development model starting from (1) the analysis stage, (2) the media design creation stage, (3) the learning media development stage, (4) the expert validation stage, trial, and implementation of learning media, (5) evaluation stage. The results of the learning media assessment, namely

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material expert validation, got an average score of 3.8 with a percentage of 94%. In comparison, validation scores from media experts got an average score of 3.7 with a percentage of 92%, all of which were classified in the very appropriate category. The results before and after implementation (pre-test and post-test) obtained a very good category with an increase in learning outcomes, which initially got an average of 62 with classical completeness of 16% to 83 for average and classical completeness of 84%. The assessment of the effectiveness of learning media using the N-Gain formula received high criteria score with an average of 0.82, which is classified as very effective. The assessment of learning media through the results of student response questionnaires resulted in a percentage of 80%, which was classified as strongly agree.

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INTIQAD: JURNAL AGAMA DAN PENDIDIKAN ISLAMISSN 1979-9950 (print) || ISSN 2598-0033 (online), <http://jurnal.umsu.ac.id/index.php/intiqad>

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