The Effect Of Smartbox Learning Media On Science Learning Outcomes Of Grade IV

Tetty Melisa Siringoringo[1], Lisbet Novianti Sihombing[2], Rio Parsaoran Napitupulu[3]
Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan
Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar
melisatetty032004@gmail.com, lisbetsihombing@uhn.ac.id, rio.napitupulu@uhnp.ac.id

Abstract

This study aims to determine: The Effect of Smartbox Media on the Science Learning Outcomes of Grade IV Students at SD Negeri 091281 Batu IV for the Academic Year 2025/2026. The type of research used in this study is quantitative research, with a "one group pretest-posttest design". The sample in this study consisted of 24 Grade IV students at SD Negeri 091281 Batu IV. The instrument used was multiple-choice questions. Based on statistical data analysis using the N-Gain test, it was shown that most students experienced an improvement in understanding with an average N-Gain score of 0.7046 and an average N-Gain Percent of 70.4626%, which is classified as quite effective. Therefore, it can be concluded that there is a significant effect on the improvement of students' learning outcomes who used the Smartbox media on the Science learning outcomes of Grade IV students at SD Negeri 091281 Batu IV for the Academic Year 2025/2026.
Keywords : Smartbox Media, Learning Outcomes, Social Studies

INTRODUCTION

The progress of a nation is inseparable from education. Education is a fundamental aspect of a nation's development. Without education, a nation will experience various negative impacts such as poverty, social inequality, and low competitiveness. In reality, education is an individual's conscious effort to develop a better personality (Aminah & Yusnaldi, 2024). Based on the results of the 2018 world education system survey conducted by PISA (*Program for International Student Assessment*), Indonesia ranked low, at 74th out of 79 countries surveyed. In other words, Indonesia is ranked sixth from the bottom, indicating

the need to improve the quality of student learning outcomes at various levels, especially in elementary school (Maradika, Kumalasari, Azizah, Widodo, & Nurkhikmah, 2023).

For a student to achieve a good quality education, they need to study diligently and achieve satisfactory learning outcomes. Learning is a process or effort undertaken to achieve changes in knowledge, skills, attitudes, and positive values as a result of experiences gained from various materials that have been studied. Learning is the support provided by educators to ensure that students can acquire knowledge. The learning process involves interactions between teachers and students with the aim of achieving learning outcomes. Success in achieving these goals depends heavily on the role of the teacher, who not only delivers material but must also be able to guide and educate students so they can grow and develop in the attitudinal, physical, and psychological aspects (Maradika ,Alya Putri, Eni Kumalasari, Wulan Aulia Azizah, 2023).

Elementary school teaching is a system designed to increase students' awareness of the concept of continuous learning. According to Piaget (cited by Juwantara, 2019), students are in the concrete active phase. This concrete action phase, which occurs between the ages of 7 and 12, By the age of 18, children have reached a level of maturity sufficient to think logically, although this ability is limited to physical objects they can see and touch at the time. The skills that emerge at this stage are reflective abilities, which aid them in logical thinking, although they remain tied to concrete objects. In this stage of cognitive development, children still interact with specific objects they perceive through their senses. When studying natural and social sciences (IPAS), students experience several difficulties, such as a lack of interest in learning, lack of environmental support, and a lack of understanding of complex material (Nugraha, Bagas Adistiya, Luthfia Az Zahra, Yola Prasetya, 2024).

IPAS is an acronym for natural science and social science in the independent curriculum. Despite this integration, the learning process remains separate, with science material studied in the odd semester and social science material in the even semester. IPAS learning is often neglected by students, even though this subject is a primary focus at the elementary school level (Fadli, Yuliana, & Yanuartanti, 2024). IPAS serves as a tool to develop students' knowledge, attitudes, and skills in understanding natural and social phenomena around them. Furthermore, IPAS also aims to apply these concepts in everyday life, so that students recognize and appreciate Indonesia's cultural and natural richness. Frequently encountered in schools is that many students are unable to grasp IPAS material, such as the classification of animals and plants, the properties of objects, energy sources, or climate and weather. Students tend to memorize these concepts without understanding their application in real life. This indicates that students are unable to connect IPAS material to the context of everyday life. Therefore, innovative and interactive learning approaches are needed to improve students' understanding of IPAS material (Maradika , Alya Putri, Eni Kumalasari, Wulan Aulia Azizah, 2023).

This was reinforced when researchers conducted observations in class III at the 091281 Batu IV State Elementary School (Maulidina Nadila, 2025). Problems were found in the learning process, the problem being the low learning outcomes of students in science learning. In addition, researchers also found that in science learning, students' learning outcomes were still low and obtained scores below the Learning Objective Achievement Criteria (KKTP), this was because the learning media used were less varied and less interesting for students, learning in class was still teacher-centered rather than student-centered, and students were less interested in science learning because the material tended to be boring for students. Most students only listened but did not understand the material given by the teacher. In addition to students who were never serious about learning, students also did not want to play an active role in class, students tended to be shy in expressing their opinions and students' low curiosity about science learning. Several factors that influenced low student learning outcomes included; 1. Not all students were active during the learning process, 2. Students also played a lot with their friends and did not want to pay attention to the teacher when explaining, 3. Learning was boring and rarely used learning media. Of the 28 students in grade III of SDN 091281 Batu IV, there are still several students who did not pass (Habibah, Listim, 2024).

In accordance with the results of observations at SD Negeri 091281 Batu IV on May 28, 2025. Which was obtained from the Mid-Semester Exam (UTS) scores of students in grade III, there was a problem that the results of learning science still did not reach the criteria for success in learning as evidenced by 28 students, 67.8% (19 students) failed to achieve the criteria for achieving learning objectives (KKTP). While 32.2% (9 students) had learning outcomes exceeding the criteria for achieving learning objectives (KKTP). The low learning outcomes of these students were caused by the lack of involvement or lack of activity of students in the classroom during the learning process and the lack of student confidence to express their opinions/ideas as well as the lack of innovative and creative learning media (Maradika et al., 2023).

One solution that can be implemented is the use of engaging and interactive learning media. In learning, a teacher or instructor must use engaging learning media so that students' understanding becomes concrete from the abstract. With engaging learning media, students' interest in learning can be stimulated in such a way that it influences student learning outcomes (Sumiyati, Fauqi, & Jumiati, 2025). The use of learning media in the teaching and learning process can develop new interests and desires, stimulate motivation, and even have a psychological impact on learning. Therefore, learning media must be carefully selected so that learning objectives can be achieved properly and effectively. The use of learning media in the classroom must be more effective and engaging so that the learning process is not boring and is easier for students to understand (Aminah & Yusnaldi, 2024).

One learning medium that can be used in the learning process is Smartbox . Smartbox *is* a visual tool in the form of a box consisting of four sides containing picture cards and

word cards. According to Basori (Victorya, Arsil, & Destrinelli, 2024) medium helps students process information more actively with an interactive and engaging approach. This learning medium not only captures students' attention but also improves their understanding of the material presented.

In previous studies, the use of learning media has shown a positive influence on various aspects of student learning. Research conducted by (Citra Prameswari et al., 2024) found that the application of *Smartbox learning media* had a positive impact on improving student learning outcomes. Based on the findings of the researchers, the percentage of learning completion before implementing *Smartbox learning media* in the pre-cycle was 58.25%, and after implementing *Smartbox learning media* in cycle I was 75%, cycle II was 90%. An increase was seen from the percentage before and after the application of *Smartbox learning media* in the subject of science in grade VI (Zahra, Hanifah, & Nugraha, 2024). also noted that the application of *Smartbox learning media* can improve student learning outcomes. This learning outcome is evidenced by looking at the results of the average pretest and posttest scores after the application of the learning media took place. The results of the average pretest score obtained were 50.3 and increased to 79.1 in the average posttest score. The results of the assessment can show that there is an increase in student learning outcomes in the Civics subject in class III using *Smartbox learning media* .

Although there have been many studies using *Smartbox learning media, the use of Smartbox* learning media has not been specifically used in life cycle material in elementary schools, most of the use of *Smartbox learning media* is used in other subjects such as Civics or Pancasila Education. By linking the material to everyday life, students are able to follow the learning process well, improve student understanding and encourage students to work together in groups in a game created in *Smartbox learning media* .(Sudarto, Amin, & Suriana, 2024). By using *Smartbox learning media* , it is expected to influence the learning outcomes of students who have difficulty in understanding the learning material, thereby improving student learning outcomes in the fourth grade Science subject (Sandra & Kusuma, 2024).

Based on the given problem background, the researcher is interested in conducting research entitled "The Influence of *Smartbox Learning Media* on the Science Learning Outcomes of Grade IV Students of SD Negeri 091281 Batu IV".

RESEARCH METHODS

In this study, the author uses a quantitative research method on the effect of the use of Smartbox media on student learning outcomes in science learning for grade IV at SD Negeri 091281 Batu IV using the experimental method. According to Sugiyono (2023:111) that experimental research is a research method carried out by experiment, which is a quantitative method, used to determine the effect of independent variables (treatment) on dependent variables (results) in controlled conditions.

The research design used was a one-group pretest-posttest design. This design includes a pretest before treatment and a posttest after treatment. This design involves only

one class, the experimental class, which begins with a pretest before treatment and then a posttest after treatment using Smartbox media. Therefore, the treatment results can be known more accurately because they can be compared with the conditions before treatment, according to Sugiyono (Berlilana, Kusuma, & Ramadhan, 2021).

According to Sugiyono a population is a generalized area consisting of objects/subjects that have qualities and characteristics determined by the researcher to be studied and then conclusions drawn. Therefore, it can be interpreted that the population is the entire object to be studied. The population in this study was all fourth-grade students at SD Negeri 091281 Batu IV, totaling 28 students.

A sample is a portion of the number and characteristics of the population. If the population is large, and researchers cannot study all existing populations, for example due to limited funds, manpower, and time, then researchers can use samples taken from the population according to Sugiyono (Huwaida, Magdalena, & Huilatunisa, 2023).The sample used in this study is saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples according to Sugyono (Meylovia & Alfin Julianto, 2023). So the sample in this study was 28 fourth-grade students of SD Negeri 091281 Batu IV.

In this quantitative research, data analysis techniques are used to obtain research data. Data analysis techniques are clearly directed at answering problems or testing hypotheses that have been formulated in the proposal. According to Sugiyono (Sitinjak, Wardani, Siregar, & Siregar, 2024) data analysis techniques are the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, choosing what is important and what will be studied, and drawing conclusions so that they are easily understood by oneself and others. In this research, all research data were analyzed using the SPSS program.

RESULTS AND DISCUSSION

Description of Research Results

This research is an experimental study that describes student learning outcomes using Smartbox learning media. This study is aimed at fourth-grade students of SD Negeri 091281 Batu IV to determine the effect of Smartbox learning media on student learning outcomes in the subject of science. The research instruments used were pre-test and post-test, where the pre-test is used to see students' initial abilities and the post-test to measure students' abilities after being given treatment. The data from this study are presented in the form of descriptions and tables that will be described in detail (Ni Made Dwi Septia Pradnyani & Made Vina Arie Paramita, 2024).

Instrument Trial Results

Before collecting data, researchers conducted a pilot test of the test instruments that would be used as pre-test and post-test instruments. In this study, the instruments were first tested by piloting them on test subjects with similar characteristics to the research subjects.

The instrument trial was administered to fourth-grade students of the UPTD of SD Negeri 124398 Pematangsiantar. The instrument consisted of 40 questions on how objects change shape in the science subject. After the test was administered and completed by the students, the results were analyzed to determine which questions were valid. After the questions were sorted into valid and invalid ones, the valid instruments were then used to collect research data (Syalommitha & Fanani, 2025).

In testing the validity of the test items that have been worked on by students, researchers use the SPSS 26 program to test the validity of the test items that have been worked on by students and researchers correct the questions that have been worked on by students and input the data into Microsoft Excel 2013. If the value > with a significance level of 5%, then the test items are valid. Conversely, if the value <, then the test items are invalid. This result is in line with the opinion expressed by (Listianah, Isdaryanti, & Azizah, 2024) which states that if >, then the difference is significant, so the instrument is declared valid. Therefore, tests that pass the validity test can accurately describe the indicators of science learning. In determining it can be obtained from the r product moment table with N = 20, then = 0.4227 is obtained.

Data analysis

N-Gain Test Results

After conducting a pretest and posttest, the researcher inputted data on the learning outcomes into the SPSS 26 application to obtain the *N-Gain value* . The results obtained were then used as a benchmark for the extent of the influence of the use of *smartbox learning media* on the science learning outcomes of fourth-grade students at SD Negeri 091281 Batu IV.

The level of effectiveness of the treatment that has been implemented on students can be seen from the following *N-Gain grouping criteria:*

1. If the *N-Gain value* is > 0.7 then the level of effectiveness of the treatment is high.
2. If the *N-Gain value* is ≥ 0.3 or ≤ 0.7 then the level of effectiveness of the treatment is moderate.
3. If the *N-Gain value* is <0.3 then the level of effectiveness of the treatment is low.

   N-Gain test that researchers have conducted in the SPSS 26 application:

Table 1. *N-Gain Test Results*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	24	.46	.91	.7046	.09664
NGain_Persen	24	46.15	90.91	70.4626	9.66379
Valid N (listwise)	24				

Based on the table above, the *N-Gain test result* obtained was 0.7046. Therefore, the level of effectiveness of using *smartbox learning media* on the learning outcomes of fourth-grade students in the subject of science at SD Negeri 091281 Batu IV is at a fairly high level. This test was obtained by comparing students' pretest scores with their posttest scores, which can be obtained by students during the learning process.

Hypothesis Test Results (t)

After conducting the *N-Gain test* , a hypothesis test was conducted to provide answers to the problem formulation and to prove the stronger influence of *smartbox learning media* on the learning outcomes of fourth-grade students in the science subject at SD Negeri 091281 Batu IV. The t-test used by researchers in this study is *the paired samples test* using SPSS 26. The hypothesis in this study is (Marbun, Perangin-angin, Rozi, Manurung, & Siregar, 2025):

Ha: There is an influence of *Smartbox learning media* on the science learning outcomes of fourth grade students at SD Negeri 091281 Batu IV.

H0: There is no influence of *Smartbox learning media* on the science learning outcomes of fourth grade students at SD Negeri 091281 Batu IV.

With the criteria

1. If t count < t table then Ha is rejected, with a significance level of 0.05

2. If t count > t table then H0 is accepted with a significance level < 0.05

The following are the results of the Hypothesis Test that was carried out at SD Negeri 091281 Batu IV:

Table 2. Hypothesis Test Results

Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	35.41667	9.88154	2.01706	31.24406	39.58928	17.559	23	.000

Based on the table above, it is known that the Sig (2-tailed) value is 0.000 and the value is smaller than 0.005 which indicates that there is a significant influence between student learning outcomes in the pretest and posttest. So it can be concluded that in this study Ha is accepted and Ho is rejected, which means there is an influence of *smartbox*

learning media on the science learning outcomes of Grade IV Students of SD Negeri 091281 Batu IV.

Discussion of Research Results

This section will describe the results of the study. These results refer to the conclusions drawn based on the collected and analyzed data. This study aims to determine the effect of *Smartbox media* on the science learning outcomes of fourth-grade students at SD Negeri 091281 Batu IV.

Before the questions were administered to the research subjects, each item underwent a feasibility test to ensure the instrument was suitable and could be used as a measurement tool in the study. The tests included validity, reliability, discriminatory power, and difficulty level. Twenty of the 40 questions were deemed valid and had a very high reliability coefficient (0.842). Furthermore, the type of questions used effectively differentiated students based on their ability levels. Furthermore, the questions were evenly distributed, with most falling within the moderate to easy category, suitable for elementary school students, especially fourth-grade students. Therefore, the 20 questions could be used as a measurement in this study (Nova Berliana, 2021).

During the research period, data collection was carried out by giving students time to answer questions twice, namely *pretest* and *posttest questions* . In the pretest results, 1 student obtained a score of 35, 4 students obtained a score of 40, 8 students obtained a score of 45, 5 students obtained a score of 50, 4 students obtained a score of 55, and 2 students obtained a score of 85. The average value of pretest learning outcomes was 49.79 with 91.6% in the less category and 8.3% in the sufficient category. Looking at the existing percentage results, it can be said that the level of student learning outcomes before using *smartbox learning media* is relatively low (Salsabilah, Boty, & Fatimah, 2025). Meanwhile, for the posttest results, 1 student obtained a score of 65, 1 student obtained a score of 75, 4 students obtained a score of 80, 10 students obtained a score of 85, 5 students obtained a score of 90, and 3 students obtained a score of 95. The average value of posttest learning outcomes is 85.20. After obtaining the data, it will be continued by analyzing the data that has been done previously with the *N-Gain test* with a result of 0.7046. Furthermore, by using the results of the hypothesis test (t-test) obtained sig. 2 -*tailed* for the *pretest* and *posttest values* of 0.000 <0.05, it can be concluded that there is high effectiveness and there is an Influence of *Smartbox Learning Media* on the Science Learning Outcomes of Grade IV Students in Learning How the Form of Objects Changes at SD Negeri 091281 Batu IV (Paratiwi & Ramadhan, 2023).

This happens because the *smartbox learning media* can help students understand the material being studied, thereby improving student learning outcomes (Fanani, Alfiansyah, & Subayani, 2024). *Smartbox learning media* has a positive influence on the learning that has been carried out. This smartbox learning media *is presented in an interesting way where the smartbox* media also includes games that are played by students (Nisa, Ardiansyah, & Rahmawati, 2024). This activity is carried out in groups. By using this learning media,

students can learn optimally, actively, creatively, and enjoyably in improving student learning comprehension (MAGHFERA, 2025). The advantages of this *smartbox learning media* can be seen from the frequency of comparison of learning outcomes in the pretest and posttest. So after using the *smartbox learning media* , student learning outcomes are better than before using the *smartbox learning media* . Based on the data analysis that has been carried out in the study, the researcher concluded that after implementing learning using the *smartbox learning media,* there is an effect (Handayani, Gultom, Lubis, Sitohang, & Irsan, 2024).

CONCLUSION

Based on the research results and discussion presented, it can be concluded that the pretest results yielded an average score of 49.79, which is considered low. Meanwhile, the posttest results yielded an average score of 85.20. shows a significant increase with a very large range. From the average *pretest* and *posttest* there is a difference of 35.41 and based on the *N-Gain data analysis* and hypothesis testing (t-test), the increase in student learning outcomes is included in the high category. This shows that there is a positive influence in the use of *smartbox learning media* on student learning outcomes. So it can be concluded that there is an Influence of *Smartbox Learning Media* on Student Learning Outcomes in the Science Subject in Grade IV of SDN 091281 Batu IV on the material How the Form of Objects Changes in the 2025/2026 Academic Year.

Suggestion

Based on the research results that have been conducted by researchers, suggestions can be put forward that can build successful learning in schools, including the following:

1. **For Teachers**   Using fun learning models such as *smartbox learning media* to increase student involvement actively and collaboratively and make learning more interesting and fun.
2. **For students** who get bored easily and find it difficult to concentrate during lessons, *SmartBox learning media should be used* to practice quick thinking, logical thinking, and group collaboration. Actively ask questions and participate for better understanding.
3. **For Researchers:**   This research is recommended for future researchers to use as a primary reference for further study. This step is essential to ensure future learning processes become more innovative and continue to evolve in line with the increasingly advanced era.

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