

Using Smart Box Media to Improve Learning Interest in Pancasila Education Among First Grade Students at SD Negeri 99 Palembang

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan media Kotak Pintar dalam pembelajaran Pendidikan Pancasila serta manfaatnya dalam meningkatkan minat belajar siswa kelas I B di SD Negeri 99 Palembang. Latar belakang penelitian ini didasarkan pada rendahnya minat belajar siswa akibat pembelajaran yang masih bersifat monoton dan kurang melibatkan siswa secara aktif. Metode yang digunakan dalam kegiatan ini adalah deskriptif kualitatif melalui observasi, asistensi mengajar, dan praktik mandiri selama pelaksanaan Pengenalan Lapangan Persekolahan (PLP). Media Kotak Pintar digunakan sebagai media pembelajaran interaktif yang berisi kartu bergambar tentang sikap tanggung jawab dan tidak bertanggung jawab. Hasil pelaksanaan menunjukkan bahwa penggunaan media Kotak Pintar mampu meningkatkan minat belajar siswa, membuat suasana pembelajaran lebih aktif dan menyenangkan, serta membantu siswa memahami sikap tanggung jawab dalam kehidupan sehari-hari. Selain itu, siswa menjadi lebih antusias, percaya diri, dan terlibat aktif selama proses pembelajaran berlangsung. Dengan demikian, media Kotak Pintar dapat menjadi salah satu alternatif media pembelajaran inovatif yang efektif digunakan dalam pembelajaran Pendidikan Pancasila di sekolah dasar.

Kata kunci: Media Pembelajaran, Kotak Pintar, Minat Belajar, Pendidikan Pancasila, Sekolah Dasar.

Abstract

This study aims to determine the use of Smart Box media in Pancasila Education learning and its benefits in increasing the learning interest of first-grade students at SD Negeri 99 Palembang. The background of this study is based on the low learning interest of students caused by monotonous learning methods and the lack of active student involvement in the learning process. The method used in this study was descriptive qualitative through observation, teaching assistance, and independent practice during the implementation of the School Field Introduction Program (PLP). Smart Box media was used as an interactive learning medium containing picture cards about responsible and irresponsible behavior. The results showed that the use of Smart Box media was able to increase students' learning interest, create a more active and enjoyable learning atmosphere, and help students understand responsible behavior in daily life. In addition, students became more enthusiastic, confident, and actively involved during the learning process. Therefore, Smart Box media can be an alternative innovative learning medium that is effectively used in Pancasila Education learning in elementary schools.

Keywords: Learning Media, Smart Box, Learning Interest, Pancasila Education, Elementary School.

1. INTRODUCTION

Education is an effort to acquire knowledge, both formally through schools and informally through family and community environments. Ramadhani et al. (2024: 61) state that education is a conscious and systematic effort to achieve a better standard of living and progress. Meanwhile, Elfachmi (2020: 23) explains that education is essentially an effort to provide individuals or students with knowledge, insight, abilities, skills, and expertise in

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order to develop their talents and personalities. Through education, humans strive to develop themselves so that they are able to face every change resulting from the advancement of science and technology (Rimang & Suwadah, 2021: 12; Susanto et al., 2020; Teo et al., 2018).

Pancasila Education instills attitudes and behaviors in everyday life based on the values of Pancasila (Ibda, 2012; Utari & Afendi, 2022; Islami, 2022). These Pancasila values consist of divinity, humanity, unity, democracy, and justice. Hierarchically and pyramidally, the values of Pancasila are interconnected and inspire one another among its principles, making them guidelines in social, national, and state life. Pancasila Education is one of the important subjects in elementary school because it serves as the foundation for shaping students' character and personality.

However, in its implementation, Pancasila Education learning is often considered monotonous and less interesting for students, especially at the elementary school level. This condition affects students' learning interest, which in turn can influence the achievement of learning objectives. Learning interest is one of the important factors that play a role in the success of the learning process (Dash, 2022; Tanduklangi et al., 2019; Al-Bahadli et al., 2023). Students who have a high interest in learning tend to be more active, diligent, and enthusiastic in participating in learning activities. On the other hand, students with low learning interest are usually less focused and easily become bored during lessons.

According to Sardiman (2022), learning interest is an encouragement that arises from within and outside students in the form of efforts to create desired learning conditions. This interest provides continuity and direction in the learning process so that the predetermined learning objectives can be achieved. Meanwhile, Uno (2021) states that learning interest is an internal and external drive that encourages students to experience behavioral changes. This interest creates changes in a person's energy related to mental, psychological, and emotional symptoms, thereby influencing the actions or behaviors taken.

Based on these opinions, it can be concluded that learning interest is a form of attention, attraction, and strong desire from individuals to be actively involved in the learning process. Learning interest reflects feelings of enjoyment, enthusiasm, and motivation toward learning activities, both inside and outside school. Therefore, teachers need to create enjoyable learning environments and use interesting learning media that are suitable for the characteristics of elementary school students.

One effort that can be made is to optimize the use of smart box-based media. This media combines visual, kinesthetic, and interactive elements that are able to attract students' attention and make it easier for them to understand abstract concepts in Pancasila Education. The use of smart box-based media also encourages students to be more active in learning through direct experiences and enjoyable activities.

The use of learning media today is very diverse, including visual, audio, and audiovisual media that are widely used by teachers during the learning process. One visual medium that

can be used is the Smart Box, which is able to increase students' learning attraction (Sudarto, Amin, and Suriana, 2024; Smaldino et al., 2015; Umoh et al., 2020). A Smart Box is a box-shaped medium containing pictures or teaching aids used to deliver learning materials in an interesting way. This Smart Box functions as a storage place for various learning resources that can be adjusted to the learning theme, making it an attractive teaching aid especially for elementary school students.

Smart Box Media is one of the innovative learning media used to make the teaching and learning process more interesting and interactive. This media is usually in the form of a box containing various cards, pictures, or objects adjusted to the learning materials. The use of Smart Box Media aims to make it easier for students to understand the material through concrete and enjoyable activities.

The use of Smart Box Media has several advantages in the learning process. This media is able to increase students' interest and motivation in learning because the learning process becomes more interesting, interactive, and enjoyable. In addition, Smart Box Media helps students understand the material more easily because it uses concrete objects and pictures that suit the characteristics of elementary school students. However, Smart Box Media also has some disadvantages, namely requiring teacher creativity in designing the media, requiring quite a long preparation time, and requiring good classroom management so that students remain focused on learning activities. This study focuses on how this learning media can improve and develop students' learning interest and learning outcomes, as well as its contribution to achieving more effective and comprehensive learning objectives.

Through this study, it is expected that concrete evidence regarding the effectiveness of using Smart Box in increasing elementary school students' learning interest can be found. In addition, this study is also expected to contribute to the development of more innovative technology-based learning methods that are relevant to future educational needs. In the context of education in Indonesia, where challenges related to the quality of learning are still a major issue, the implementation of interactive learning media such as Smart Box is expected to become an effective solution for creating a more dynamic, attractive, and suitable learning environment for the millennial generation.

Based on the explanation above, this study is expected to improve the learning interest of Grade I students in Pancasila Education learning at SD Negeri 99 Palembang. The results of this activity are expected to become a reference for educators in selecting and developing effective learning media that are suitable for students' characteristics.

2. METHOD

This study employed a qualitative descriptive method. This method was used to describe the use of Smart Box media in Pancasila Education learning and its benefits in improving the learning interest of Grade I B students at SD Negeri 99 Palembang. The study was conducted

during the School Field Introduction Program (PLP) at SD Negeri 99 Palembang, located on Jl. Pertahanan, 16 Ulu, Seberang Ulu II District, Palembang City, South Sumatra.

The subjects of this study were 25 students of Grade I B, consisting of 16 female students and 9 male students. Data collection was carried out through direct observation of the learning process, student involvement, and students' responses during the use of Smart Box media in Pancasila Education learning.

Smart Box media were used in learning activities to help students understand responsible behavior in everyday life. This media contained picture cards about responsible and irresponsible behaviors. In its implementation, the teacher first explained how to use the Smart Box media to the students. Furthermore, students were asked to choose a card and then determine whether the behavior reflected responsibility or irresponsibility using check and cross marks. Learning activities were conducted actively through discussions, question-and-answer sessions, and educational games both individually and in groups.

The data analysis technique was carried out descriptively by describing the results of observations during the learning process. The results of the study showed that the use of Smart Box media could increase students' learning interest, create a more active and enjoyable learning atmosphere, and help students understand the importance of responsible behavior in everyday life.

3. RESULT AND DISCUSSION

Result

The results of the study showed that the use of Smart Box media in Pancasila Education learning in Grade I B at SD Negeri 99 Palembang had a positive impact on students' learning interest. Before the use of Smart Box media, some students appeared less active, less focused, and easily became bored during the learning process. Learning activities that were still dominated by the lecture method caused students to be less interested in participating in learning activities and less confident in answering questions or expressing opinions in class.

After the implementation of Smart Box media in learning activities, students became more active and enthusiastic in participating in the learning process. Students were able to understand the material about responsible behavior better through the picture cards contained in the Smart Box media. Students were also able to distinguish behaviors that reflected responsibility and irresponsibility in everyday life. In addition, the use of Smart Box media helped students become more confident when answering questions, participating in discussions, and carrying out activities in front of the class.

In addition to increasing learning interest, Smart Box media also created a more enjoyable and interactive learning atmosphere. Students became more active in asking questions, answering the teacher's questions, and directly participating in learning activities through educational games and group discussions. Learning activities conducted through play-based learning made it easier for students to understand the material delivered by the teacher and prevented them from becoming easily bored during the learning process. Therefore, the use of Smart Box media was effective in helping improve students' learning interest in Pancasila Education learning in Grade I B at SD Negeri 99 Palembang.

Discussion

The use of Smart Box media in Pancasila Education learning in Grade I B at SD Negeri 99 Palembang had a positive impact on students' learning interest. Based on the results of observations during the learning process, students showed significant improvements in their attitudes compared to before the implementation of the learning media. Before the Smart Box media was applied, the learning process tended to be monotonous because the teacher mostly used lecture methods and verbal explanations. This condition caused some students to lose focus easily, become bored quickly, and be less active during the learning process. Students also appeared less enthusiastic when asked to answer questions or express opinions in front of the class.

After the use of Smart Box media was implemented, the learning atmosphere became more active, interesting, and enjoyable. The Smart Box media, which contained picture cards about responsible and irresponsible behavior, was able to attract students' attention because the learning activities were carried out through play-based learning. Students appeared more enthusiastic when the teacher introduced the learning media. They showed high curiosity and excitement in participating in learning activities from beginning to end. This was evident when students actively wanted to take cards, answer questions, and express opinions about the pictures contained in the Smart Box media.

The use of Smart Box media also helped students understand the learning material more concretely. Elementary school students, especially lower-grade students, more easily understand material presented through pictures and real objects rather than through verbal explanations alone. Through the picture cards in the Smart Box media, students could directly observe examples of behaviors that reflected responsibility as well as behaviors that showed irresponsibility. Through these activities, students became more capable of distinguishing between good and inappropriate behavior in everyday life.

Smart Box media also had a positive impact on the classroom atmosphere. Learning became more lively and interactive because students were directly involved in every learning activity. Teachers found it easier to manage the classroom because students' attention was focused on the ongoing learning activities. In addition, the enjoyable learning atmosphere prevented students from becoming easily bored during lessons. Students appeared more focused and were able to follow the teacher's instructions well.

The results of this study are in line with the opinion of Yusnaldi (2024), who stated that the use of Smart Box media can make students happier and more active in participating in learning because learning is conducted through play-based activities. In addition, Sukaryanti et al. (2023) also stated that Smart Box media can improve students' learning interest, creativity, and involvement in the learning process. The use of interesting and innovative learning media can help teachers create an effective and enjoyable learning atmosphere for elementary school students.

Through the use of Smart Box media, students not only gained knowledge about responsible behavior, but also began applying such behavior in their daily lives. Some students were able to provide examples of responsible behavior carried out at home and at school, such as organizing stationery after use, throwing garbage in the proper place, helping parents at home, and completing school assignments on time. This indicates that learning activities not only had an impact on the cognitive aspect, but also began shaping students' positive character from an early age.

Although the use of Smart Box media provided many benefits, there were still several challenges in its implementation. One of the obstacles faced was that some students were still difficult to manage and easily distracted during learning activities. In addition, teachers required sufficient time and preparation to create attractive Smart Box media that matched the learning materials. However, these obstacles could be overcome through good classroom management and teacher creativity in designing learning media suitable for the characteristics of elementary school students.

Overall, the use of Smart Box media in Pancasila Education learning in Grade I B at SD Negeri 99 Palembang proved effective in increasing students' learning interest. This media was able to create a more active, enjoyable, and interactive learning atmosphere, enabling students to understand the learning material more easily. In addition, Smart Box media also helped students develop responsible behavior in everyday life. Therefore, Smart Box media can be used as an innovative alternative learning medium for teachers in Pancasila Education learning in elementary schools.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of Smart Box media in Pancasila Education learning in Grade I B at SD Negeri 99 Palembang was effective in increasing students' learning interest. The use of interactive and interesting learning media was able to create a more active, enjoyable, and meaningful learning atmosphere for students.

The use of Smart Box media helped students understand the material about responsible behavior more easily through picture cards and educational games. In addition, students became more enthusiastic, confident, and active during the learning process. Learning activities also encouraged students to be more confident in participating in discussions, answering questions, and expressing opinions in front of the class.

Therefore, Smart Box media can be used as an innovative alternative learning medium to support Pancasila Education learning in elementary schools, especially in lower grades that require concrete and interactive learning experiences.

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