

Developing Thematic Box Media with Illustrations for Social Sciences: Enhancing Student Engagement in Learning the History of Islam's Arrival Based on Surah Al-Hasyr Verse 18

Adellia Sajidah¹, Eka Yusnaldi¹

¹Universitas Islam Negeri Sumatera Utara Medan, North Sumatra, Indonesia

Corresponding author e-mail: adellia0309211001@uinsu.ac.id

Article History: Received on 13 June 2025, Revised on 1 August 2025,
Published on 14 August 2025

Abstract: This study aims to develop illustrated thematic box media for Social Studies, specifically focusing on the material about the History of the Entry of Islam from the perspective of Surah Al-Hasyr, Verse 18, at SMPN 1 Pagar Merbau. The research method used is Research and Development (R&D) with the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. The validation results from material, media, and language experts indicate that the media is suitable for use, with an average score exceeding 75%. The practicality test conducted by teachers yielded a result of 88%, indicating that the media is practical for use in the learning process. Meanwhile, the results of a limited trial with 35 students showed a feasibility level of 98.85%, accompanied by an increase in learning outcomes, with a standard gain value of 0.355, which falls into the moderate category. The results of the Independent Samples t-Test revealed a significant difference between the experimental and control classes (Sig. 0.000 < 0.05), with the average learning outcomes of students in the experimental class being 9.42 points higher. Therefore, the illustrated thematic box media has proven to be effective in enhancing students' understanding, motivation, and involvement in interactive and contextual Social Studies learning, and is capable of integrating Islamic values through a thematic approach.

Keywords: Learning Media, Social Sciences Learning, Surah Al-Hasyr, Thematic Illustrated Box Media

A. Introduction

Education is the main pillar in creating superior, characterful, and prepared individuals who are ready to face the challenges of the times (Sudarma, 2022). The goals of education are not only limited to the mastery of knowledge but also encompass the development of all aspects of a student's personality in an integrated manner (Rohman, 2018). In the context of school learning, Social Science plays an important role because it combines various social knowledge disciplines to provide insights into history, culture, and society. IPS not only conveys social facts but also builds an understanding of national and religious values. One of the important

topics in social studies lessons is the history of the entry of Islam into Indonesia, which has made a significant contribution to shaping the nation's identity (Damanik, 2020). Understanding this material is crucial for fostering student appreciation of history and Islamic values in the context of the formation of Nusantara civilization (Marhamah, 2025).

The reality on the ground shows that the process of learning Islamic history in schools is still often delivered in a monotonous and text-centered manner. The lack of variety in media and learning methods makes students less enthusiastic and even struggle to understand material that is conceptual and narrative (Yusnaldi, 2019). To address this issue, it is necessary to innovate interactive and contextual learning media. One of the proposed solutions is the use of thematic box media, which can serve the material visually, interactively, and in an enjoyable manner (Kusmirah et al., 2025). This media helps students understand the connections between concepts and historical events through relevant pictures, maps, and illustrations, making the learning process not only more interesting but also more meaningful (Zuliana, Nurul Zahriani Jf, 2022). This aligns with the theory emphasizing the importance of visual learning, where presenting information in the form of images enhances students' memory and understanding.

The use of illustrated thematic boxes has proven effective in several previous studies. One such study is (Anam, 2016), which developed Kotabe media for science materials in elementary schools. This study showed that the media was valid, practical, and effective in increasing students' understanding of concepts. Media like this not only conveys learning content but also instills moral and spiritual values, especially when connected with teachings in the Quran. In the context of the material on the history of the entry of Islam, its association with Surah Al-Hasyr verse 18 is important because this verse contains deep spiritual messages, such as the invitation to be pious, to introspect, and to prepare for life after death. By combining historical and Islamic aspects in one visual and engaging learning medium, students not only learn about history but also about life values applicable to daily life.

The purpose of this study is to determine how the development of thematic illustrated box media in social studies lessons, specifically the material on the history of the entry of Islam from the perspective of Surah Al-Hasyr verse 18, at SMPN 1 Pagar Merbau, can increase students' interest in studying. This research does not only focus on the effectiveness of the media in conveying material, but also evaluates how well the media can capture attention and enhance students' involvement in the history learning process. The developed media is designed to stimulate cognitive, affective, and psychomotor aspects of students through visual, narrative, and religious approaches. The developed product is a thematic illustrated box with a half-circle tiered design, measuring 30x30x30 cm, made from lightweight yet durable materials, making it easy to carry and use in class. The colors used in the design are chosen to reflect the themes of history and Islam, such as blue, green, and brown,

creating a unified visual atmosphere that aligns with the values of the learning material. The box contains various visual media components, including: illustrations of historical events related to the arrival of Islam, maps showing the spread of Islam in Indonesia, illustrations of figures like the Wali Songo, images and interpretations of Quranic verses from Surah Al-Hasyr verse 18, and thematic cards containing concise information about historical concepts. All these elements are designed to provide a contextual, fun, and meaningful learning experience for students, while also strengthening their understanding of the connection between Islamic teachings and the historical development of the nation.

The development of the illustrated thematic box media aligns with the principles of thematic and contextual learning in the Independent Curriculum, which emphasizes strengthening character, literacy, and critical thinking skills (Fahmiyah et al., 2025). This media is expected to enrich the social studies learning process, particularly in the material on the history of the entry of Islam, by providing an active, reflective, and meaningful learning experience (Sri Ayu Esti Ningsih, 2025). Additionally, through the integration of Quranic values, the learning process aims not only at students' cognitive development but also at their affective and spiritual growth. Based on the background mentioned, the researchers recognize the need to develop thematic illustrated box media for social studies lessons, focusing on the material about the history of the entry of Islam from the perspective of Surah Al-Hasyr verse 18 at SMPN 1 Pagar Merbau, in order to create a learning model that is not only informative but also helps to shape the character and morals of students in a comprehensive manner.

The Essence of Social Studies

Social Studies as a subject in elementary and secondary education has generally been established alongside the implementation of the 1975 curriculum. IPS has unique characteristics compared to other subjects in the education system, as it is an integrated, interdisciplinary, multidimensional, and even cross-disciplinary field of study (Nashrullah, 2022). Through the social studies lesson, students are prepared and directed to become democratic and responsible Indonesian citizens as well as global citizens who value peace (Nashrullah, 2025). The goal of social studies is to support the development of citizen competence, including the knowledge, intellectual processes, and democratic character necessary for students to actively participate in public life (Manik & Maulina, 2021). Building citizen competence as a primary objective, the NCSS emphasizes the importance of educating students who are committed to democratic ideas and values. Civic competence is grounded in a commitment to democratic values and requires citizens to be able to use their knowledge of their community, nation, and the world (Aulia, 2023).

Social studies subjects are organized systematically, comprehensively, and integrated into the learning process, guiding students toward maturity and success

in society (Nissa & Arini, 2021). With this approach, it is expected that students will gain a broad and deep understanding of related fields of study. The scope of social studies includes the following aspects: (1) humans, places, and the environment, (2) time, sustainability, and change, (3) social and cultural systems, and (4) economic behavior and welfare (Sya'ban, 2018). Each institutional objective aligns with the curricular objectives of each subject. Based on the domain of learning objectives, social studies, like other subjects, includes three groups of learning domains: cognitive, affective, and connotative. The most essential cognitive domain is knowledge and understanding. The most essential affective domain is the development of values, attitudes, and morals. The connotative domain relates to the desire to implement and demonstrate learning in everyday life (Endayani, 2018).

QS Al- Hasyr verse 18

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

Meaning: "O you who believe, fear Allah and let every soul pay attention to what he has prepared for tomorrow (the day of judgment), and fear Allah. Indeed, Allah is All- Knowing of what you do".

This verse carries an important message for every Muslim to consistently fear Allah and protect themselves from actions that contradict His revelations. The phrase "fear God" in this verse calls on all people to heighten their awareness of Allah in every aspect of life. Taqwa implies full submission to Allah, safeguarding oneself from sin, and striving to perform good deeds. The command to "pay attention to what he has prepared for tomorrow" highlights the importance of planning for life not just in this world, but also for the afterlife. Every action taken in this world will be accounted on the Day of Judgment. Therefore, every Muslim must continuously strive to improve their deeds, both in terms of personal worship and their interactions with others. This verse also serves as a reminder that Allah is All-Knowing of everything His servants do, whether it is visible or hidden. As a result, every action must be performed with full awareness that Allah is always watching.

Surah Al-Hashr, verse 18, reminds us, the Muslims, of the importance of paying attention to good deeds as preparation for the afterlife. This is a universal message that not only applies to individuals but also holds historical significance in the context of the arrival of Islam in Indonesia. Islam, introduced by traders, scholars, and Islamic leaders, teaches its followers to continually improve their good deeds, uphold piety, and prepare for the life after death. Through this approach, Islam not only brings changes in terms of worship and faith but also provides moral and social guidance for Indonesian society. The profound teachings of Islam regarding piety, social justice, and care for the afterlife form the foundation for spiritual and social transformation, shaping Indonesian society into a more diverse, virtuous, just, and purpose-driven community (Moh Abrori, Nora Karima Saffana, 2024).

Instructional Media

The word “media” originates from Latin, where it literally means “intermediary” or “means of communication.” In the context of education, media refers to the tools used to deliver information from the teacher to the students to achieve effective learning. More specifically, in the teaching and learning process, media is interpreted as tools whether graphic, photographic, or electronic that capture, process, and organize visual or verbal information (Siagian, 2019). According to Sudjana in the book by (Hasan, 2021), learning media is a tool that helps teachers organize the learning environment through an approach defined by methodology. Therefore, the understanding of learning media refers to anything used as an intermediary or connector between the giver of information (the teacher) and the recipient (the students) (Eliyawati & Pd, 2010). The goal is to stimulate students’ motivation and enable them to engage fully in the learning process in a meaningful way. There are five components in the understanding of learning media: First, as an intermediary for conveying messages or materials in the learning process; second, as a tool to help source learning materials; third, as a means to stimulate students’ motivation in learning; fourth, as an effective tool to help achieve complete and meaningful learning outcomes; and fifth, as a means to acquire and enhance skills. These five components, when effectively integrated, have significant implications for the successful achievement of learning objectives, aligning with the desired outcomes (Astuti et al., 2024), (Wulandari et al., 2023).

Thematic Box Media Illustrated

Kotabe (Thematic Picture Box) media is similar to the concept of explosion box media. According to (Sari, 2020), an explosion box is a box-shaped media that, when opened, forms a cube-like structure with images and text displayed on each side. The explosion box is designed to have a mysterious or magical quality, where, upon opening the four sides, a grid of boxes appears, each featuring writing and images relevant to the material being presented (Khadijah, 2013). From these descriptions, it can be emphasized that the Kotabe media (Thematic Picture Box) is a form of visual media in the shape of a box or cube, with sides that open to reveal educational content aligned with the lesson being taught. The purpose of developing Kotabe media (Thematic Picture Box) is to create an engaging learning experience while addressing the limitations of existing thematic media infrastructure in schools. In the learning process, the role of media is crucial, as it can significantly motivate students to participate more enthusiastically in their lessons (Lestari, 2022).

B. Methods

The method used in this study is Research and Development (R&D), a purposeful approach aimed at creating or testing the validity of an educational product to determine its suitability for use in the learning process. This method focuses on

developing products with high validity through a systematic research process (Creswell, J. W., & Creswell, 2018). The product developed in this study is a pictorial thematic box media designed to be implemented effectively in teaching activities. In the development process, the researchers adopted the ADDIE model, which consists of five main stages: analysis, design, development, implementation, and evaluation (Sugiyono., 2019).

The population in this study includes all students in class VIII at SMPN 1 Pagar Merbau who participated in Social Studies lessons on the material related to the History of the Entry of Islam, from the perspective of Surah Al-Hashr, verse 18. There are seven classes, each consisting of approximately 30 to 35 students, bringing the total population to around 180 students. The sample selection was done using a purposive sampling technique, which involves selecting samples based on specific criteria relevant to the research objectives. The sample used in this study consists of students from Class VIII-5 (35 students) and Class VIII-6 (32 students). The criteria for selecting the sample include the students' willingness to participate in all stages of the research and the readiness of the subject teachers to integrate the thematic box media into the learning process. This technique was chosen to ensure that the respondents were truly aligned with the context of implementing the developed learning media.

The development process began with a needs analysis, initial data collection, product design, expert validation, a limited trial, and improvements to the product based on the evaluation results. This study also involved an ongoing evaluation process through discussions with teachers and students to identify the strengths and weaknesses of the media, which provided the foundation for making necessary revisions. Once the media was declared valid and effective, the next step was limited distribution to other social studies teachers at SMPN 1 Pagar Merbau.

Data collection was carried out using several instruments, including interviews, observations, and validity questionnaires. The interviews were conducted at the beginning of the development process to gather information and identify issues related to social studies learning, particularly in the context of the history of the arrival of Islam. These interviews were conducted concurrently with observations of the ongoing learning process to gain insight into the real conditions in the classroom. The observation techniques aimed to record the activities of both teachers and students during the use of the thematic box media, both inside the classroom and during interactions with others that supported the learning process. Additionally, the validity questionnaire was used to gather evaluations from experts regarding aspects such as content, media, language, and design, in order to assess the suitability and effectiveness of the media. After revisions based on expert feedback, the questionnaires were also distributed to students to evaluate their responses and interest in using the media for social studies learning.

The data analysis techniques used in this study included both qualitative and quantitative approaches. Qualitative data consisted of descriptive results from interviews, observations, and expert feedback during the media development process. This phase involved collecting reference materials, preparing instruments, and developing the prototype. On the other hand, quantitative data came from the results of validation questionnaires and field trials. The product validation was conducted by material and media experts and analyzed descriptively, followed by testing through teacher and student responses to the media. The trial data were analyzed using a qualitative approach, employing techniques such as data reduction, data presentation, and drawing conclusions. Next, a statistical test was performed using the Independent Samples t-test in the SPSS program to determine whether there was a significant difference in students' interest in studying before and after the use of the media. The decision criteria were based on a significance value (2-tailed) of < 0.05 . To assess the level of improvement in students' interest in studying, the N-Gain Score formula was applied, comparing pretest and posttest results. This aimed to measure the effectiveness of the illustrated thematic box media in enhancing students' interest and involvement in history learning in a quantitative manner.

C. Results and Discussion

This study aims to develop a thematic picture box learning media for social studies lessons, focusing on the history of the entry of Islam from the perspective of Surah Al-Hashr verse 18 at SMPN 1 Pagar Merbau. The Research and Development (R&D) model, with the ADDIE approach consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation was used. The goal is to create interactive media that can enhance students' understanding of the history of Islam's arrival in Indonesia. This media is not only a visual aid tool but also a means to engage students in a fun and meaningful learning experience.

The needs analysis revealed that students require engaging learning media that can increase their attention and motivation. Meanwhile, the curriculum in use is the 2013 Curriculum (K-13), which focuses on active and participatory learning. This supports the development of learning media that not only conveys information but also encourages active student involvement in the learning process. In the design stage, the researcher created media in the form of a box made from thick cardboard, measuring 30x39x24 cm, equipped with educational visual elements such as maps, illustrations of Wali Songo figures, and cultural symbols. The components inside the box include board games, question cards, tokens, and a game guide. All components were designed to support group activities in a fun and student-appropriate manner. The development stage involved creating a media prototype based on the previously designed plan, followed by validation from three experts: a media expert, a material expert, and a language expert. This process generated important feedback for improving the product, such as enhancing aesthetics, adjusting the text layout, and

selecting appropriate colors and materials for the media. Some key points and final results from the validation by the material and media experts are summarized in the table below:

Table 1 Results of the Scores from Media and Material Experts for Thematic Box Media Illustrated

No	Information	Percentage Value (%)	Category
1.	Media Validation	76%	Worthy
2.	Material Validation	75%	Worthy

Based on the validation results from material, language, and media experts, it was found that the thematic picture box media developed by the researchers is appropriate and can be considered good and ready for implementation in the field. However, the experts provided several suggestions for improvement. The material expert recommended reducing the number of commas in the text within the box media, particularly in the section discussing the relevance of Surah Al-Hasyr verse 18 in relation to the history of the entry of Islam to Indonesia, to make it easier for readers to read and understand. The media expert suggested using white paper for the layers inside the box to avoid a dark appearance. The images displayed should be durable to prevent them from falling during media application to students. Additionally, the names and text on the media should be typed, not handwritten, and should use an engaging font. The left and right sides of the box should be reinforced with Styrofoam for a neater appearance. Initially, the inside layers of the thematic picture box were made with blue paper, which gave a dark impression, and the images inside were not durable. The text was handwritten, and the left and right sides lacked Styrofoam, which gave the box a less neat appearance. Below are the results of the revisions based on the input from the media and material experts, as shown in the following pictures:



Figure 1 Front view of the product before revision



Figure 2 Front view of the product after revision



Figure 3 Appearance of the product before revision



Figure 4 Appearance of the product after revision

Then, the practicality level of the thematic picture box media was assessed through questionnaires completed by educators and students after it was used for the social studies lesson on the history of the entry of Islam into Indonesia.

Table 2 Assessment results Practicality of Thematic Box Media Illustrated

No	Information	Percentage Value (%)	Category
1.	Teacher Questionnaire	88%	Practical
2.	Questionnaire Learners	98.85%	Very Practical

Based on the eighth-grade teacher questionnaire, Mrs. Vera Simatupang, S.Pd., the response to the media was practical. This is evident from the total score of 53 out of a maximum score of 60, which corresponds to a percentage of 88%. This result is categorized as “practical.” The student questionnaire involved 35 students from class VIII-5 at SMPN 1 Pagar Merbau. Based on the results of the questionnaire, the student achievement rate reached 98.85%. This percentage was derived from the quantitative calculation of all the assessment indicators completed by the students. This score indicates that nearly all students responded very positively to the use of the illustrated thematic boxes in the learning process. The feasibility criteria show that this media is in the “very practical” category for use in learning.

The effectiveness of the thematic picture box media was measured by the completeness of study results from pretest and posttest scores. Prior to the learning session, students were given a pretest. After completing the pretest, they engaged in learning using the media in the form of thematic picture boxes, and afterward, they were given a posttest.

Based on the calculated percentage of study completeness, a score of 95% was achieved, which falls under the “very effective” category. Therefore, the media was declared very effective as a learning tool. Furthermore, to assess the improvement in study results between the pretest and posttest, an N-Gain analysis was conducted.

Table 3 Summary of Pretest and Posttest Results

Participant educate	Pretest Average	Posttest Average	Max Value	<i>N-Gain</i>	Category
VIII-5	73.44	82.86	100	0.355	Currently

Based on the results of the standard gain formula calculation, a score of 0.355 was obtained from the difference between the average post-test score (82.86) and pre-test score (73.44) in the experimental class, with a maximum score of 100. This standard gain value falls into the medium category according to the classification of gain scores: low (<0.3), medium (0.3-0.7), and high (>0.7). This indicates that the use of the Thematic Picture Box media in teaching the history of the entry of Islam, based on Surah Al-Hasyr Verse 18, at SMPN 1 Pagar Merbau, was able to improve student learning outcomes to a moderate degree, although it has not yet reached the high category. In other words, this learning media has proven effective in increasing students' understanding and involvement in social studies learning.

Based on the data analysis results, the developed thematic picture box learning media shows a very high level of validity. The validation process was thoroughly conducted by experts in the fields of media, materials, and language through two main types of validation. The validation allowed the experts to identify the strengths and weaknesses of the media, which are key indicators of a learning product's eligibility. Based on the results obtained, the validation from media experts reached a percentage of 76%, while the validation from material experts was 75%, both of which fall into the "worthy" category for use in the learning process.

The instructional media was also tested for its practicality through a questionnaire given to both educators and students after the media was used in the teaching activities. The eighth-grade social studies teacher at SMPN 1 Pagar Merbau rated the media at 88%, which falls into the "practical" category. Meanwhile, 35 students from class VIII-5 gave a very positive response, with a score of 98.85%, indicating that the students felt helped, motivated, and engaged while using the media. This demonstrates that the illustrated thematic box media has a high level of practicality from both the teacher's and the students' perspectives.

Additionally, the media was proven to be worthy of use in learning based on the results of the pretest and posttest conducted with students. The students' completion rate after using the media reached 95%, which falls under the "very effective" category. This shows that the illustrated thematic box media successfully increased students' understanding of the history of the entry of Islam into Indonesia, in line with the specified learning objectives.

Furthermore, to quantitatively measure the improvement in student learning outcomes, an *N-Gain* analysis was conducted to assess the difference between the pretest and posttest scores. The pretest score was 73.44, which increased to 82.86 in

the posttest. The N-Gain score was calculated to be 0.355, which falls into the "medium" category. This indicates a significant improvement in students' learning outcomes after using the illustrated thematic box media, although it has not yet reached the highest category.

The findings indicate that the illustrated thematic box media is not only feasible and practical for use, but also has a positive impact on creating an active, fun, and meaningful learning process. This media has proven to encourage students to become more engaged in their learning and to improve their motivation, aligning with the student-centered approach of the 2013 curriculum. The high level of enthusiasm demonstrated by the students further strengthens the idea that this media can reduce monotony in social studies lessons.

Therefore, the results of this study conclude that the development of the illustrated thematic box media based on educational games is worth implementing in social studies learning, especially for the material on the history of the entry of Islam into Indonesia. The validity, practicality, and effectiveness of the media were tested using both quantitative and qualitative methods, and were supported by positive responses from both teachers and students. The use of this media can serve as an innovative alternative for creating a contextual and enjoyable learning experience.

The study aimed to develop innovative and effective learning media for social studies lessons in class VIII at SMP Negeri 1 Pagar Merbau. The learning media developed in this study is an illustrated thematic box, designed to make the social studies learning process more interactive, interesting, and easier for students to understand. The development process followed the stages of needs analysis, design, development, implementation, and evaluation. In the initial stage, researchers identified obstacles faced by students in understanding the material on the history of the entry of Islam into Indonesia. Based on observations and interviews, it was found that students required media that could increase their engagement and motivation to learn. As a result, the researcher designed the thematic box media, which included illustrations of Wali Songo figures, maps of the spread of Islam, and question cards.

The results showed that the illustrated thematic box learning media is feasible and effective for use in social studies learning, especially in the material on the history of the entry of Islam, in light of Surah Al-Hashr Verse 18. Based on the students' needs analysis, it was found that learning solely dependent on textbook material causes boredom and a lack of motivation to learn. Therefore, this media was developed with a fun, visual, and interactive approach. The media is designed in the form of a box containing educational content, including historical pictures, maps of the spread of Islam, and question cards for students to engage with while playing. Expert validation results indicate that this media is considered "good" in terms of material, visual elements, and language, and meets the standards for effective learning media.

The selection of this illustrated thematic box media is supported by previous studies. According to (Windi Astuti et al., 2024), the use of box media significantly increased student activity, reaching a participation rate of 96.7%, and received positive feedback from teachers in terms of its effectiveness in the learning process. Additionally, research by (Cahyaningtyas et al., 2024) found that the implementation of smart box media created a fun learning environment, with teachers feeling supported because the material delivery became easier for students to understand.

Overall, the illustrated thematic box media has proven to be feasible, practical, and effective for use in social studies learning at SMPN 1 Pagar Merbau. Its use not only significantly improved student learning outcomes but also made the learning process more enjoyable, meaningful, and contextual. By combining a visual approach with Islamic values, this media provides a holistic learning experience for students. Therefore, the illustrated thematic box media is highly recommended for further development and implementation in other thematic learning areas at both elementary and secondary education levels.

D. Conclusion

This study aims to develop a thematic box media for social studies lessons, specifically focusing on the history of the arrival of Islam in Indonesia at SMPN 1 Pagar Merbau. The development process follows the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), with an emphasis on the media's validity, practicality, and effectiveness. The validation results from media experts show a score of 76%, categorized as "worthy," while the material expert validation reached a score of 75%, also categorized as "worthy." This indicates that the illustrated thematic box media is suitable for use in the learning process. The practicality test yielded very satisfying results. The response from educators toward this media reached 98.85%, categorized as "very practical," while the response from students was 88%, categorized as "practical." These results indicate that the thematic box media is easy to use in the learning activities. In the effectiveness test, student learning outcomes showed an improvement, with a completion rate of 95%, categorized as "very effective." Furthermore, the average N-Gain score of 0.85 falls within the "high" category, confirming that the development of this media significantly enhances students' understanding and enthusiasm for learning in social studies lessons.

E. Acknowledgement

We express greatest love to all the parties that have given support and contribution in this article. Thanks to SMPN 1 Pagar Merbau, especially teachers and students' class VIII, who provide very valuable data.

References

- Anam, K. (2016). *Inquiry-Based Learning*. Pustaka Belajar.
- Astuti, M., Suryana, I., Anggraini, N., Fitri, A., Fajar, M., & Astuti, P. W. (2024). Learning Media as a Learning Resource Center. *Journal of Law, Administration, and Social Science*, 4(5), 702–709. <https://doi.org/10.54957/jolas.v4i5.870>
- Cahyaningtyas, T. I., Maruti, E. S., Rulviana, V., & Rahmawati, R. (2024). Development of Smart Box Learning Media for Mentally Disabled Children at Sukowinangun 02 Magetan Inclusive Elementary School. *Paedagogia: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 15(1), 66–72. <http://journal.ummat.ac.id/index.php/paedagogia>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). Sage Publications.
- Damanik, M. H. (2020). Integration of Religious Values in Social Science Learning at Bustanul Ulum Elementary School, Batu City. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Eliyawati, H. C. (2010). Early Childhood Learning Media. In Teaching Materials for Teacher Professional Education (PPG).
- Fahmiyah, A. U., Kuswandi, D., & Wahyuni, S. (2025). Using Learning Media to Improve Beginning Reading Skills. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 14(2), 308–326. <https://doi.org/10.26877/paudia.v14i2.1568>
- Kusmirah, Maharani, S. D., & Susanti, L. R. (2025). Analysis of the Needs for Developing Educational Game Media Assisted by Canva in Science Subjects for Elementary Schools. *Jurnal Inovasi Pendidikan IPS*, 5(1), 2025. <https://jurnalp4i.com/index.php/social>
- Manik, Y. M., & Maulina, I. (2021). Improving Social Studies Learning Outcomes through the Contextual Teaching and Learning Model for Fourth Grade Students of Babulawan Elementary School, Simalungun Regency. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 1(1), 31–39. <https://doi.org/10.47709/educendikia.v1i1.1012>
- Marhamah, M. H. D. (2025). Building a Generation of Character: Strategies and Challenges of Character Education at the Elementary School Level in Indonesia. *Journal of Social Work and Science Education*, 6(3), 1200–1216. <https://doi.org/https://doi.org/10.52690/jswse.v6i3.1198>
- Moh Abrori, Nora Karima Saffana, F. F. (2024). Transforming the Quality of Islamic Education Through the Inculcation of a Deep and Sustainable Islamic Culture. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri ISSN*, 15(1), 72–86. <https://doi.org/10.25130/sc.24.1.6>
- Nashrullah. (2022). *Social Studies Learning (Theory and Practice)*. 1–198.
- Nissa, S. A., & Arini, N. W. (2021). Ludo Game Development for Social Studies Learning in Elementary Schools. *Jurnal Basicedu*, 5(4), 2563–2570. <https://doi.org/10.31004/basicedu.v5i4.1259>
- Rohman, F. (2018). The Role of Educators in Fostering Student Discipline in

- Schools/Madrasahs. *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 4(1), 72-94.
- Sri Ayu Esti Ningsih, V. S. P. (2025). Student Participation in OSIS Activities as Citizenship Learning at SMA Negeri 3 Mataram. *Educational Note*, 1(1), 1-7. <https://doi.org/10.70716/edunote.v1i1.7> Studi
- Sudarma, U. (2022). Character Education in Creating Competitive Human Resources Towards Golden Indonesia 2045. *Sharia: Jurnal Kajian Islam*, 1(1), 37-55. <https://doi.org/10.59757/sharia.v1i1.4>
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods* (Ed. II, Ce). Alfabeta.
- Sya'ban, M. A. (2018). Review of Junior High School Social Studies Subjects in the Application of Environmental Education to Awareness of Environmental Responsibility. *Jurnal Geografi, Edukasi Dan Lingkungan (JGEL)*, 2(1), 32-44. <https://journal.uhamka.ac.id/index.php/jgel/article/view/1018>
- Windi Astuti, N., Setyowati, D., & Suriyana, S. (2024). Development of Smart Box Media to Cultivate Student Activeness in Pancasila Education Learning in Grade IV Elementary Schools. *Jurnal Edukasi*, 2(6), 289-303. <https://doi.org/10.60132/edu.v2i6.409>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). The Importance of Learning Media in the Teaching and Learning Process. *Journal on Education*, 5(2), 3928-3936. <https://doi.org/10.31004/joe.v5i2.1074>
- Yusnaldi, E. (2019). *A New Portrait of Social Studies Learning*. Perdana Publishing.
- Zuliana, Nurul Zahriani Jf, M. H. D. (2022). Teacher Professionalism Development Strategy In Basic Education Units. *Al-Fikru: Jurnal Ilmiah*, 2(16), 200-211.