

The Application of Learning Media based-Magic Box to Improve Learning Outcomes in Islamic History Material

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Abstract: Learning outcomes have an essential role as a measuring tool for achieving the goals of learning activities. However, there is still material below the average value, one of which is Islamic history material, because the learning seems monotonous, so some students are not focused and lack attention, making it difficult to understand the lesson. This study aimed to increase students' activity and learning outcomes in Islamic history material in class 2 I KMI at Darussalam Gontor Islamic Boarding School. The research method used classroom action research with the model Kemmis and McTaggart. Applying Magic Box learning media in class 2I in Islamic history subjects at Darussalam Gontor Boarding school produces the following research results: 1) student activeness in cycle 1 reached a percentage of 75.2%; in cycle 2, the increase in student activity reached 83.5%. The comparison of increased active learning cycles 1 and 2 is 30%. 2). Students who got scores above the average, In cycle 1, students who got scores above the average, namely 23 out of 40, reached 57.5% of all students with an average of 45.75. In cycle 2, students got scores above the average, namely 36 out of 40, achieving 90% of all students with an average of 74.25. The comparison of increased student learning outcomes in cycles 1 and 2 is 35%.

Keywords: Magic Box-based Learning Media, learning outcomes, Islamic History material

INTRODUCTION

Education is "a conscious and planned effort to create an atmosphere of learning and studying so that students can actively develop their potential for religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. The definition of education, in a broad sense, is life. The means education is information about lifelong learning in all places and all situations, which positively affects the growth of everyone. This education lasts a lifetime (education for a long life). In a broader sense, teaching is also a process of teaching activities, and learning can occur in any environment and at any time (Pristiwanti et al., 2022).

Islamic religious education is an essential educational process. It must be considered so that students can practice it in everyday life, which is one of the crucial points in learning Islamic religious education. Educators need to introduce the spread of Islam. Education is an essential educational process. It must be considered so that students can practice it in everyday life, which is one of the critical points in learning Islamic religious education. Educators need to introduce the spread of Islam.

The success of learning is highly dependent on the teacher's qualifications, skills, and professionalism. One of the indicators is having good pedagogical competence. Good pedagogical competence will allow the teacher to convey teaching material to students, how he chooses models, strategies, and learning methods that are appropriate and appropriate to the subjects and students' maturity level (Aprilia et al., 2020).

The subject of Islamic history is one of the most challenging subjects, and this is because students have to memorize the names of figures, events, and dates of events. These problems affect the interest and motivation of students to participate in the teaching and learning process in the classroom. Hence, it decreases the activity and learning outcomes in Islamic history subjects. Based on the results of grade 2I documentation

on Islamic history material, the overall percentage results show that 25 students, or 59% of 42 students, still need to grade a minimum passing standard score.

Teachers as educators are required to be able to develop learning media. Media is an important part of the learning process to support learning activities that are designed according to the demands of the curriculum, the characteristics of the facilities and the needs for solving learning problems. The use of media will help teachers and students in the learning process. A good learning process must involve two-way communication; in this case, the teacher must create learning activities that involve students. In addition, the teacher must stimulate students' interest to participate in learning. Quality learning is made more meaningful through appropriate media, and learning objectives by learning needs are easily achieved (Sukmawarti, 2021).

The use of instructional media influences the learning outcomes obtained by students. With teacher-student interaction learning media, it becomes a benchmark in increasing the success of learning Islamic history. Achievement Good learning outcomes are the ultimate goal of the teaching and learning process. Learning outcomes are abilities students possess after the learning process occurs as a reference in improving the learning process. To measure learning outcomes and learning improvement is carried out with an assessment that is calculated from cognitive, affective, and psychomotor changes in students (Rahma, 2019).

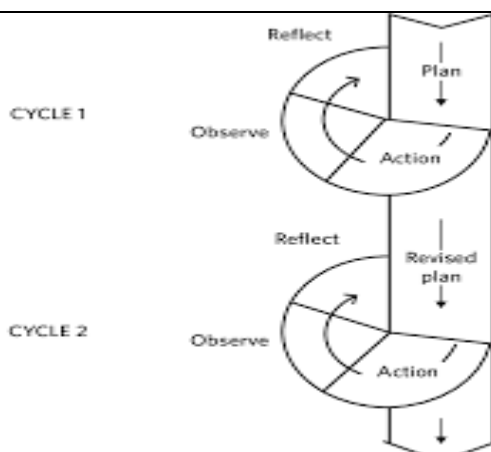
So, in this action classroom research, the solution chosen for learning Islamic history material uses learning media. It is hoped that students will follow the world of teaching and learning with a focus. As the function of learning media can increase student interest, it is hoped that if student interest increases, it will impact the success of learning outcomes.

Magic Box is a learning medium based on visual and game-based media; this media brings multiplayer activities to the classroom and makes learning more fun and interactive. Media learning-based magic box; when the box is opened, the four sides of the box will open and bring up writing in the form of questions according to the theme arranged to look attractive. The characteristics of the Magic Box are that it is made of thick paper or wood in the shape of a box with four sides. Magic Box is a media that can attract students' attention because it shows the magic in the box. It can be concluded that magic box learning media can attract students attention to be more active in the learning process and help improve their understanding of the material as a benchmark in increasing learning success (Endah, 2017).

The learning media used is visual media, namely Magic Box, which is known as a type of concrete media because it relies on the sense of sight, namely visual media. Magic box media is a 3-dimensional visual media that presents facts, ideas, or ideas through pictorial words. This media aims to attract students' attention, make them more active in the learning process, help them improve their understanding of the material, and increase the value of students' cognitive learning outcomes (Tsanidya, 2019).

METHOD

The research method used classroom action research. The research location at Gontor Islamic Boarding School is in class 2 I with 42 students. This classroom action research results aim to improve student learning outcomes. This collaboration between the teacher and researcher. This study used Kemmis and McTaggart. Related the problems studied can be used as guidelines and descriptions in designing and conducting classroom action research (Huda & Abduh, 2021). The research steps are carried out in each cycle according to the Kemmis and Mc. Taggart as follows:



Picture.1 Model Kemmis and Mc. Taggart

1. *Planning*, in this steps, the researcher prepares a lesson plan, observation Sheets, and Questions.
2. *Acting*, on this research's implementation step, the action uses magic box-based visual learning media.
3. *Observing*, at the observation step, observing the teacher's activities in the teaching process and students' activeness in learning in class.
4. *Reflecting*, The last step in classroom action research is a reflection with activities that include analysis and interpretation of data and evaluation obtained through observation. The data collected during observation is analyzed and reviewed to ensure a more effective increase in outcome learning. The reflection results are then made into a plan for action in the next cycle.

Data Collection Technique

1. *Observation*, at this stage, get data on student activity in the learning process in class.
2. *Test*, at this stage, to determine student learning outcomes
3. *Documentation*, at this stage, to find out data values, and institution profiles

Data analysis technique

1. Analysis of student activity data, In analyzing students' active learning data, researchers use the following formula :

No	Nilai	Keterangan
1	4	Very good
2	3,9-3	Good
3	2,9-2	Pretty good
4	1,9-1	Not good

Table 1. The scale of student activity values

2. Analysis of student learning outcomes, The formula used for the average student learning outcomes is as follows:

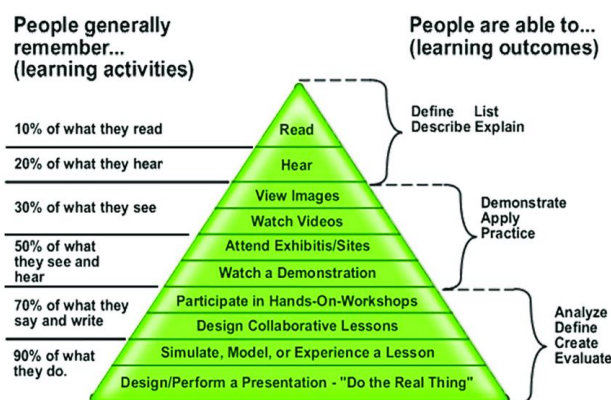
$$x = \frac{\sum x}{N}$$

X = Student learning score level
 $\sum x$ = The total score of student results
 N = Total number of students

RESULTS AND DISCUSSION

In Gagne's theory, learning media classifies into seven groups: objects for demonstrations, oral communication, print media, still images, sound films, and learning machines (Gagne, 1985). Rudy Bretz in

Sanjaya classifies the main characteristics of learning media into three main elements: sound, visual, and motion. Meanwhile, in an attempt to utilize media as a teaching aid, Edgar Dale, in his book "Audiovisual methods in teaching," Edgar Dale classifies media according to the level from the most concrete to the most abstract.



Picture.2 Edgar dale cone of experience

Based on the experts, it can be concluded that using special-purpose learning media makes learning more exciting and facilitates teacher communication in delivering teaching material.

Learning steps using the media learning-based Magic Box are as follows (Sari et al., 2020)

1. The teacher prepares the class to deliver the subject to be provided.
2. After explaining the lesson, the teacher divides 40 students into 2 study groups (teams).
3. Each group representative comes forward to convey the material explained by the teacher using magic box learning media in discussion between groups.
4. After all have finished discussing, the teacher will give questions about the material to measure student success.

The implementation of classroom action research adjusts the learning steps to the theory, and the results of the application of Magic box-based learning media to increase student activity and learning outcomes in Islamic historical material are as follows:

1. The activeness of student learning on the material of Islamic history.

Table 1. Data on the results of active learning

NO	Indicators of activeness learning	Cycle 1		Cycle 2	
		Score	Percentage	Score	Percentage
1	Students participate in their learning tasks.	3.2	80.60%	3.45	86.20%
2	Students want to be involved in solving problems.	2.9	74.30%	3.37	84.30%
3	Students want to ask f if they need help understanding the material difficulties.	2.9	73.10%	3.3	82.50%
4	Students want to find information needed to solve their problems.	3.2	79.30%	3.4	75.50%
5	Students participate in group discussions.	3.1	77.50%	3.25	81.20%
6	Students can assess their task results.	2.6	65%	3.17	79.30%
7	Students apply obtained in completing the tasks or problems.	3.1	76.80%	3.45	86.20%
Total score		21	527%	23.39	575.20%
Average		3.00	75%	3.34	82%

The data table above explains that in cycle 1, the increase in student activeness reached a percentage of 75.2%, and in cycle 2, the increase in student activity reached 83.5%. The comparison of increased active learning cycles 1 and 2 is 30%. This showed successfully that the application of magic box-based learning media has succeeded in increasing the activity of student learning outcomes.

The research data shows conformity with the said theory. Using appropriate and varied media can overcome the shortage of student learning interest because the media can create activity and motivation to learn (Rohmah & Syifa, 2022).

2. Student learning outcomes on Islamic history material

Table. 2 Student learning outcomes data on Islamic history material

Average Score of learning outcomes		Total student who achieve the minimum completeness score		The percentage of students who achieve the minimum completeness score		Percentage increase in learning outcomes
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	
45,75	74,25.	23	36	57,5%	90%	35%.

The data table explains Student learning outcomes in cycle 1; students who got scores above the average, namely 23 out of 40, reached 57.5% of all students with an average of 45.75. In cycle 2, students who got scores above the average, namely 36 students out of 40 students reaching 90% of all students with an average of 74.25.

The data above shows the successful application of magic box-based learning media to increase activity and learning outcomes. As with the theory of excess, Magic Box media is considered superior in innovative education, including making students interested in magic box learning media. Able to help students discuss in groups actively. Help students understand the material better because it is written concisely and clearly. (Sari et al., 2020).

CONCLUSION

Based on the data explained by the researcher, it shows that the application of learning media-based magic box in class 2I in Islamic history subjects at Darussalam Gontor Boarding school produces the following research results:

1. In cycle 1, the increase in student activeness reached a percentage of 75.2%, and in cycle 2, the increase in student activity reached 83.5%. The comparison of increased active learning cycles 1 and 2 is 30%.
2. In cycle 1, students got scores above the average, namely 23 out of 40, reached 57.5% of all students with an average of 45.75. In cycle 2, students who got scores above the average, namely 36 out of 40 students reached 90% of all students with an average of 74.25. The comparison of increased student learning outcomes in cycles 1 and 2 is 35%.

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