

# MUADDIB: Studi Kependidikan dan Keislaman

Journal homepage: <https://journal.umpo.ac.id/index.php/muaddib>

## The Effect of Box Explosion Media on Student Learning Interest in Islamic Education Learning in Medan City

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### ABSTRACT

Education shapes good people, yet low interest and student involvement are issues. This may be caused by lack of preparation, laziness, indifference in learning, and poor learning goal awareness. Box Explosion media is used in Islamic Religious Education (PAI) Class VIII SMP Muhammadiyah 48 Medan to engage pupils. Based on this context, this research investigates if Box Explosion media affects students' interest in Islamic Religious Education (PAI) Class VIII SMP Muhammadiyah 48 Medan. This research investigated if Box Explosion Media affects students' learning interest in Islamic Religious Education (PAI) Class VIII SMP Muhammadiyah 48 Medan School Year 2023/2024. This study is quantitative and experimental. Nonequivalent Group Posttest Only Design is used for Quasi Experimental Design. Study participants were Class VIII SMP Muhammadiyah 48 Medan. Purposive sampling was used to choose 60 pupils from class VIII-Hisyam and VIII-Ibrahim. Based on data analysis using the Hypothesis test (t) with the help of IBM SPSS Statistic 25, it can be seen that the significance value is  $0.000 < 0.005$  which means that the independent variable has a significant effect on the dependent variable with the average interest in the control class is 50.33 while the average in the experimental class is 58.47, meaning that there is an increase in interest in learning in students when the use of Box Explosion learning media is carried out. So it can be concluded that there is an effect of using Box Explosion media on students' interest in learning in the subject of Islamic Religious Education (PAI) Class VIII SMP Muhammadiyah 48 Medan School Year 2023/2024.

### ARTICLE INFO

#### Article History:

Submitted/Received 07 Aug 2024

First Revised 12 Aug 2024

Accepted 13 Aug 2024

First Available online 13 Aug 2024

Publication Date 13 Aug 2024

#### Keyword:

Box Explosion,

Learning Interest,

Islamic Religious Education

Subject.

## INTRODUCTION

Education is in fact an effort about the formation of quality individuals in this century (Azizah, 2022; (Amirullah et al., 2021). Education has an important role in developing the potential of each individual in order to maximize their potential. According to (Nabilla & Nora, 2022) that learning this century requires teachers to be more creative and innovative and have soft skills and skills in the world of education.

Learning is a process of gaining knowledge and knowledge as well as forming patterns of student behavior in order to achieve a good learning process (Arifin et al., 2023). According to (Sutiah, 2020), learning is a process of changing patterns. Learning is defined as an effort that has been designed in manipulating learning resources to achieve the learning process in students Abdurrahman Saleh Abdullah said in (Mahfud dkk., 2015) in a book entitled "Educational Theory a Qur'anic Outlook" Islamic education seeks to form a personality as the khalifah of Allah SWT or at least prepare for the path that refers to the ultimate goal, the main goal of the khalifah of Allah is to believe in Allah and submit and obey Him totally.

One of the keys to effective learning is high motivation and interest in learning (Islamy, 2022). This is in accordance with Dalyono's opinion quoted by (Sholikah, 2020) that whether or not someone succeeds in learning is caused by several factors that influence the achievement of learning outcomes, namely internal and external factors. One of the factors that comes from within students who learn is motivation and interest in learning.

Interest in learning is an encouragement in a person or a factor that creates interest or attention effectively, which causes the choice of an object or activity that is profitable, enjoyable, and over time will bring satisfaction to him and cause a sense of pleasure in learning (Dianti dkk., 2022). The pleasure of learning can be generated by using various methods such as stimulus questions in the learning process, learning strategies, as well as the use of learning media that are

creative and can attract the attention of students. This is in accordance with Akrim arguing that students' interest in learning can be generated by providing stimuli in the form of interesting learning media (Akrim, 2022).

Efforts to increase student interest in learning educators need to use media or tools in learning to make it easier for students to understand the subject matter from the abstract to be more concrete for students. so that learning can be carried out pleasantly, actively, effectively and also efficiently (Istiqomah, 2024). Learning media is a tool that can help the teaching and learning process which functions to clarify the meaning of the message conveyed so that the lesson objectives are better and perfect (Kustandi Cecep, 2020).

AECT (Association for Education and Communication Technology) states that learning media are all things used by educators to convey information to students (Kugler dkk., 2023). Learning media will definitely always be used in the learning process in order to achieve learning objectives. besides that, learning media is also used as a medium of communication between educators and students (Nia Daniati dkk., 2022). The more creative and innovative the learning media used, the interest in learning students will increase, more enthusiasm and more enthusiasm in participating in the learning process, and vice versa (Putra & Fuad, 2018).

An educator or teacher needs the use of interesting learning media to concretize the understanding of students who are still abstract and through interesting learning media can also foster students' interest in learning so that students are more enthusiastic and concentrated in learning (Asih dkk., 2023). With the interest of students, it can make students contribute actively in learning so that students are more active and learning materials are more easily understood by students.

PAI learning is often considered a boring lesson. This learning is considered nothing more than a sequence of events that

must be remembered and then revealed again when answering exam questions (Qairani, 2023). This fact cannot be denied, because it is still happening today, and in accordance with the results of research (Hasbullah, 2020) explains that in teaching and learning activities PAI teachers emphasize more on the learning model that is oriented to the teacher himself, besides that the teacher is less varied in using learning media when providing material, PAI teachers only use the lecture method, so that student activeness in learning activities is not optimal, as a result students are less motivated to learn and less master the material taught so that students experience boredom in learning. With the selection of appropriate learning media, it can increase the interaction between teachers and students so that students will not easily feel bored to take part in learning because there are media that can optimize student interest in learning so that it will produce good output (Tirtoni dkk., 2019).

The problems experienced by students when in class today are quite complex. Based on observations in the field conducted on February 27, 2024 at SMP Swasta Muhammadiyah 48 Medan, it can be seen that students are less active in learning and do not make good use of learning time, for example when there are empty lesson hours, many students are still hanging around outside, no students ask questions when given the opportunity to ask (Risnawati, 2020). This can be caused by various factors including lack of preparation in starting learning activities, laziness, lack of interest in learning, low involvement and learning activities of students when learning. so that it can cause boredom, focus distracted by friends around, distractions from outside the classroom, and also because students do not know what the purpose of learning the material is. So that students are not interested in what is being learned and can result in low student enthusiasm.

In line with his research (Wibowo, 2016) which suggests that several things affect the learning process in the classroom, namely teachers, student activeness, facilities

and infrastructure, learning methods and medissa, student activity can be in the form of personal or group activities in classroom learning. So that classroom learning can take place well, educators and students need to find solutions in solving these problems.

Box Explosion learning media is a gift-shaped square box made with paper material whose visuals are created to make the inside of the box filled with various interesting constructions when the lid is opened (Maelafitri dkk., 2019). So far, there are several kinds of Box Explosion that have been created based on the creativity of each person. This breadth of creativity is the origin of the idea to use Box Explosion as a teaching medium (Risnawati, 2020). The characteristics and special characteristics of Box Explosion in its use as teaching media are that it looks visually unusual from other teaching media, a combination of boxes and folding books, construction that can be folded, pulled, and opened and closed, then loading dense material because it has many sides that can be utilized and is still in an efficient form, so Box Explosion is fairly flexible and practical to carry and use at any time (Islamy & Suputra, 2022).

According to informant Sari, it is explained that Box Explosion media is effective for improving student learning outcomes in class fiqh subjects at MA Allhsan Kalikejambon. The application of Box Explosion media has previously been re-examined by Deviana who explained that the application of Box Explosion media to increase student interest in learning is included in the very good category. This can be seen when learning takes place students feel happy, pay attention, get involved, listen and follow the learning according to the teacher's direction.

Based on these problems, educators need to revive a pleasant learning atmosphere and make students active in learning, one of which is by using unique learning media so that it can attract the attention of students. After conducting observations at SMP Swasta Muhammadiyah 48 Medan, researchers found that in PAI learning, educators need to use

Box Explosionmedia inclass VIII every PAI lesson. This is done by educators with the aim of attracting students' interest in learning PAI,

especially in the material of Healthy living with halal and nutritious food and drinks.

## METHODS

In this study, the type of research uses a quantitative approach and in this study uses an experimental method which will have an experimental class and a control class (Purwanti, 2019). The research design that will be used in this study is a simple experimental design (Post questionnaire only control group design). The population in this study were all students in grade VIII of junior high school in Islamic Religious Education subjects totaling 60 people. In this study using saturated sampling technique. Saturated sampling is a sampling technique if all members of the population are sampled (Parobbo dkk., 2024). The instruments used in

this study were questionnaires and observation sheets. SPSS data analysis with validity, reliability, difficulty, question differentiability, normalcy, homogeneity, and hypothesis testing. Two classes' pupils participated in this research's pilot study. The classrooms received the same instructional materials but were unaligned. The experimental group got explosion box media for material distribution, whereas the permanent control group learnt normally. A final posttest compared the two groups/classes. Instruments are used to measure natural or social phenomena.

## RESULTS AND DISCUSSION

### Results

#### Descriptive Analysis

Descriptive analysis is a statistic used to analyze data by describing or describing the data that has been collected as it is (Rahmah dkk., 2019). The data obtained in this study are data collected from questionnaires of learning interest and observation sheets of the use of Box Explosion learning media during the learning process in class VIII Ibrahim students and class VIII Hisyam students. Ibrahim's VIII grade students were the control class while Hisyam's VIII grade students were

the experimental class. The data obtained in the form of questionnaires before and questionnaires after learning using Box Explosion learning media conducted in the class that was sampled. Post questionnaire data in the control class was obtained on student interest in learning using conventional methods (Lectures, Questions and Answers and Assignments). The instruments used in this study include a student interest questionnaire as many as 20 statement items.

#### Descriptive Analysis of Control Class

**Table 1. Descriptive Analysis of Learning Interest of Control Class**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Control Learning Interest</b>	30	44	54	50.33	2.324
<b>Valid N (listwise)</b>	30				

Source: Processed Researcher Data 2024

Based on the table above, it is obtained that the standard deviation of learning interest is 2.32, this figure is below the average figure of 50.33, this indicates that the distribution of

values on the items does not occur gaps (accurate). The lowest score obtained from the questionnaire answer was 44, while the highest score from the questionnaire answer

was 54. The results of descriptive analysis of student interest in learning in the control class can be seen in the following table:

**Table 2. Data Analysis of Learning Interest Respondents**

Kategori	Interval	Frekuensi	Persentase
High	>55 – 75	0	0%
Medium	>35 – 55	30	100%
Low	15 – 35	0	0%
Total		30	100%

Source: Processed Researcher Data 2024

Based on the table above, it is known that the respondents' response to learning interest was 30 people in the moderate category of 100%. Thus, it can be seen that

students' interest in learning needs to be increased again because students' interest in learning is still in the moderate category.

### Descriptive Analysis of Experimental Class

This experimental class uses Box Explosion learning media. The results of the descriptive analysis of student learning

interest results in the control class can be seen in the following table:

**Table 3 Descriptive Analysis of Experimental Class Learning Interest**

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Interest Experiment	30	52	67	58.47	3.071
Valid N (listwise)	30				

Source: Processed Researcher Data 2024

Based on the table above, it is obtained that the standard deviation of learning interest is 3.07, this figure is below the average figure of 58.47, this indicates that the distribution of values on the items does not occur gaps

(accurate). The lowest score obtained from the questionnaire answer is 52, while the highest score from the questionnaire answer is 67.

**Table 4 Respondent Data on Creative Thinking Ability**

Kategori	Interval	Frekuensi	Persentase
High	>55 – 75	26	86,66%
Medium	>35 – 55	4	13,4%
Low	15 – 35	0	0%
Total		30	100%

Source: Processed Researcher Data 2024

Based on the table above, it can be seen that the respondents' response to creative thinking skills after using the teams Games Tournament type cooperative learning model

assisted by Box Explosion learning media is in the high category. This can be seen from the respondents' answers of 86.66% in the high category and only 13.4% in the medium

category, meaning that students' interest in learning after using Box Explosion learning media is in the high category. It can be

concluded that using Box Explosion learning media can increase student interest in learning.

### Normality Test

In the normality test to determine the distribution of data obtained from the questionnaire results are normally distributed or not (Victorya, 2024). The normality test was carried out using the saphiro wilk test to

determine whether the results obtained from the questionnaire were normally distributed or not provided that if the sig value  $> 0.05$ , it means that the data is normally distributed.

**Table 5 Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
<b>Control Class</b>	.150	30	.084	.949	30	.162
<b>Eksperiment Class</b>	.138	30	.150	.951	30	.175

Source: Processed Researcher Data 2024

Based on the Shapiro Wilk table above, it shows that the significant value of the questionnaire in the experimental class (the treated class, namely class VIII Hisyam) is 0.175 and the significant value of the questionnaire in the control class (the untreated class, namely class VIII Ibrahim) is

0.162. Based on these results, it proves that both the significance value of both the experimental and control classes is greater than the alpha value of 0.05 ( $0.175 > \alpha = 0.05$  and  $0.162 > \alpha = 0.05$ ), so it can be concluded that the data of both classes are normally distributed.

### Homogeneity Test

To find the homogeneity value of the control class and experimental class (Kustandi Cecep, 2020). The criteria for testing homogeneity is if the sig value at the output of the test of homogeneity of variance

$< 0.05$  then the variants of the data groups are not the same (inhomogeneous). Second, if the sig value at the output of the test of homogeneity of variance  $> 0.05$  then the data group variances are the same (homogeneous).

**Table 6 Homogeneity Test**

		Levene	df1	df2	Sig.
		Statistic			
<b>Learning Interest of Control Class and Experimental Class</b>	Based on Mean	2.145	1	58	.148
	Based on Median	1.821	1	58	.182
	Based on Median and with adjusted df	1.821	1	54.065	.183
	Based on trimmed mean	2.154	1	58	.148

Source: Processed Researcher Data 2024

Based on the Test of homogeneity of variance table (homogeneity test) that the levene statistic value is 2.145 and the probability value (significance) is 0.148. Because the significance value of 0.148 is

greater than the value of 0.05. This proves that both samples from the experimental and control classes come from homogeneous classes.

### Hypothesis Test

Hypothesis testing in this study used Paired Sample T Test analysis. Where the

decision making in this test is: Ho: If the sig value  $> 0.05$ , it means that there is no effect of

the kahoot learning model on student interest in learning H1: If the sig value  $<0.05$ , it means that there is an effect of the kahoot learning model on student interest in lea.

**Table 7 t test**

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
<b>Pair 1</b>	Control Class Post Questionnaire - Experimental Class Post Questionnaire	- 8.133	3.569	.652	-9.466	-6.801	- 12.481	.000	

Source: Processed Researcher Data 2024

The sig value shows a number of 0.000  $<0.005$ , meaning that there is a difference in learning interest between the control class and the experimental class. To see how big the difference in interest between the control class and the experimental class is shown in the following table:

**Table 8 Hypothesis Test of Control and Experiment Classes**

		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	Control Class Post Questionnaire	50.33	30	2.324	.424
	Experimental Class Post Questionnaire	58.47	30	3.071	.561

Source: Processed Researcher Data 2024

The average interest in the control class is 50.33 while the average in the experimental class is 58.47, meaning that there is an increase in interest in learning in students if the use of Box Explosion learning media is carried out during learning.

## Discussion

In planning activities, researchers prepare all the things needed during research, including materials that will be used as data collection tools during research. First, the researcher compiles a lesson plan (RPP) in which contains several steps that will be taken in the learning process. The lesson plan prepared by explosion box media also includes student worksheets (LKPD) and essay questions totaling three questions for evaluation at the end of learning to determine student learning outcomes. The researcher compiled an observation sheet to assess the course of the learning process in the classroom, the observation sheet was prepared based on the lesson plan and predetermined indicators of student interest.

Learning can be done in various ways (Azizah, 2022). A teacher or teacher can

provide teaching media that is deemed appropriate for the implementation of learning. One of the supporting learning media is Box Explosion learning media using the Teams Games Tournaments Type Cooperative learning model. Where the team's games tournament learning model is a group learning model consisting of 5-6 people and Box Explosion learning media is a platform created by carrying the theme of quizzes and games that can be utilized for teachers to provide learning that is not boring. Based on the results of research conducted by researchers using a questionnaire on student learning interest variables as measured by 4 indicators, namely: feelings of pleasure, interest, student attention and student involvement (Islamy, 2022). The results of descriptive analysis showed an increase in

student interest in learning class VIII SMP Swasta Muhammadiyah 48 Medan by using Box Explosion learning media.

This research was conducted at SMP Swasta Muhammadiyah 48 Medan using two classes, namely the experimental class and the control class. The experimental class applied Box Explosion learning media, while the control class did not apply learning media only teaching and learning as usual using conventional models. In the experimental class using Box Explosion learning media while the control class did not use Box Explosion learning media at the end of the study a post questionnaire was given to see the results of the difference between the experimental and control classes. Based on the research results obtained from descriptive analysis, the average post questionnaire in the control class was in the medium 30 people by 100% while in the experimental class the average post questionnaire increased in the high category, namely 26 people by 86.66% and 4 people by 13.4%. Therefore, based on descriptive analysis data, students' interest in learning is higher with the existence of Box Explosion learning media.

Experimental class students have an increased interest in learning after learning with Box Explosion learning media. Box Explosion media provides a learning atmosphere that is not boring, namely with quizzes and games. This increased the learning interest of experimental class students. This is evidenced by the data from the Paired Sample T-Test test results which obtained a significance value smaller than 0.005, meaning that there was a significant difference in student interest in learning between the experimental and control classes.

## CONCLUSION

In this case, the effect of the application of Box Explosion learning media in class VIII SMP Muhammadiyah 48 Medan. After processing the data, it can be concluded that the effect of Box Explosion learning media in the learning process of Islamic Religious Education affects the learning interest of students in class VIII SMP Muhammadiyah Medan. This can be seen from hypothesis

The existence of a significant difference shows that Box Explosion learning media can affect student interest in learning at Muhammadiyah 48 Medan Private Junior High School.

This research is in line with research conducted by (Sholikah, 2020). Research (Kugler dkk., 2023) states that there is a difference in learning interest between before and after treatment in the experimental class using Box Explosion learning media. Box Explosion can be said that learning media has an influence on increasing student interest in learning. This increased interest in learning is due to the existence of interesting games and tournaments if learning uses Box Explosion learning media. In addition, according to the theory of Bonwel and Eison also said that "learning activities that involve students to actively participate and collaborate during learning will have an influence on student interest in learning" (Nia Daniati dkk., 2022). This means that the Box Explosion media involves active participation of students when learning can affect student interest in learning.

The analysis shows that there is a significant increase in student interest in learning at SMP Muhammadiyah 48 Medan after learning using Box Explosion learning media. So it can be said that learning by using the right media by integrating learning with the nuances of games and quizzes is an attraction for students in carrying out learning. Teachers and the government, especially the education office, can collaborate in creating a new learning atmosphere, especially using media assistance with technological advances as learning media.

testing conducted using SPSS 25. It is known that the significant value of  $0.000 < 0.005$ . So it can be concluded that  $H_0$  is rejected or the data is normally distributed. So it can be seen that there is an effect of using Box Explosion learning media on student interest in learning Islamic Religious Education in class VIII SMP Muhammadiyah 48 Medan.



## ACKNOWLEDGMENT

Praise be to Allah SWT who has bestowed his grace and taufiq, so that I can complete the preparation of research that I am very proud of. Furthermore, my thanks to Mr Sapri as my supervisor who helped in the

preparation of this research. Furthermore, my gratitude goes as the author to the MUADDIB team: Educational and Islamic Studies which has helped the process of publishing this paper until the final stage.

## AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication

of this article. Authors confirmed that the paper was free of plagiarism.

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