

Reka Edu SmartBox: Smart and Practical Media to Instill the Value of Multiculturalism in Grade V Elementary School

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Abstract

The national education system requires Indonesian citizens to receive six years of basic education in school. This study aims to examine the feasibility of the Smartbox learning media in terms of practicality and effectiveness. The implementation of the media focuses on Civic Education (PKn) learning in fifth-grade elementary school, with the specification of cultural diversity material referring to multicultural values. This study employed the Research and Development (R&D) method using the ADDIE model, which was selected to implement the product development procedure by presenting descriptive quantitative data and narrative qualitative data. The research subjects involved several experts, including two practitioners and two expert lecturers who acted as evaluators of the media design and material concept design. Data collection methods used questionnaire techniques distributed to several experts, and the assessment results were then recapitulated based on predetermined criteria. Meanwhile, qualitative data were obtained through classroom observations to identify students' responses to the media implementation. In addition, interview data from teachers were collected to determine the initial learning problems. Various activity documentations supported the research implementation, particularly regarding students' interactions with the developed product. The results showed that the media received a very good assessment from expert lecturers in the media design aspect with an achievement score of 87.5%, while the assessment from practitioners reached 83.3%. In the material content aspect, expert lecturers gave a score of 79.16%, while practitioners provided an assessment score of 77.08%. Both assessments were categorized as good criteria, indicating that the Smartbox learning media is feasible to be used in Civic Education learning in elementary schools.

Keywords

Learning Media, Multiculturalism, Smartbox



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INTRODUCTION

The national education system requires Indonesian citizens to receive six years of basic education in school. This stage is the initial formal foundation for students to learn science,

develop attitudes and skills. Especially in the development of attitudes through the formation of fundamental character values. As stated in Permendikbud Number 20 of 2018, this policy requires the integration of character values in the implementation of the curriculum. The regulation shows an indication of the importance of a character value in the development of civilization and the progress of the nation.

The seeds of nationalism should grow in students from an early age, the insight of tolerance that teaches respect for differences in identities will form an understanding of the meaning of diversity. Social conflicts due to the issue of sara, radicalism, separatism, and public skepticism are real threats to the integrity of the nation's unity that is rampant today (Nugraha et al., 2025). Underlying in raising awareness of tolerance for diversity on the basis of inherent differences in individual identities (Ririanti et al., 2025). The assumption that the value of nationalism is true, some of these factors are strong reasons in influencing changes in public mindset. Deflecting a paradigm, the spirit of nationalism is converted into apathy and even the loss of national sentiment. These problems cannot be ignored just like that, there needs to be repressive measures to restore values that have faded through strengthening the education system. Multiculturalism education is considered very appropriate in the current conditions to be actualized at the basic education level as an effort to form the character of tolerance and nationalism. Especially in school education units that are in a plural environment (Husaini et al., 2025). In fact, the culture of respecting and respecting others has been taught by many parents in the family environment and is inherent in the daily lives of students. However, the teaching of the concept of multiculturalism is very necessary for teachers to develop the ability to tolerate in a wider scope so that it is expected to create a sense of pride in the cultural wealth of their nation.

Realizing the vision "to be a smart and good citizens" does not always refer to the educational process that is conceptual, but rather emphasizes the practice and development of insights directly in the community (Malika Kamilatul Maharani et al., 2025). Therefore, to apply the principles of multiculturalism in learning, it should be through the provision of interesting and realistic experiences. Learning objects or something that can be explored are related to multicultural themes, whether it is packaged in a display of the real dimension of events (phenomena) or objects that accompany the provision of interesting experiences. The content of the material contained in the teaching material module is generally in the form of reading materials accompanied by abstract images in it. While the information presented in the reading is often limited, it means that it is not general and meaningful is actually far from the material context that is close to the lives of students. References to conventional teaching materials are irrelevant to 21st century learning that demands precision in critical thinking. In addition, the effectiveness and efficiency of its use in increasing students' motivation and learning outcomes are relatively low (Tri, 2021). Interactive learning media feels worthy to start considering a learning system that accommodates the needs of students, especially in the inclusion of multicultural values. Related to the characteristics of interactive media, among them are that

they can attract attention due to memorable visualizations and provide a new experience to identify objects in depth (Fatih Musoffa, 2025).

The design of contextual learning media is believed to be able to visualize abstract objects in an interesting way, of course it will direct students to a high focal point. Not only does it provide an interesting experience, but also students can explore the content by thoroughly exploring the material based on a high sense of curiosity. The design of the media in question is "Smart Box" This type of learning media is innovative and rarely known to teachers, because it is not so popular in its use. However, the review of the function of the media is one of the interactive media that is able to increase students' concentration in understanding the material (Pratiwi et al., 2024). In addition, the presentation Smart Box What is interesting will spark students' creativity in their cognitive and psychomotor abilities. Providing stimulus in thinking broadly and being inspired to create interesting creations after observing the media (Sitio et al., 2024). Specification Smart Box In detail, in the form of a small block-shaped box, the inside of which there are four sides of different components such as materials and cards flashcard Quiz (Sari et al., 2024).

Content planning details inserted on Smart Box In the form of civic education materials, specifically the cultural diversity of the archipelago from all corners of the region. The cultural structure of the archipelago has basic elements in it, including insight into houses of worship which are the plural identity of Indonesian society. The variety of national identity ornaments adorning the media will be neatly and attractively packaged and present detailed information about multicultural insights. Questioning the practice of developing multicultural insights, teachers can use flashcards to conduct a quiz "Guess Culture" with the help of the learning video media that is broadcast. The next task of students is to guess and demonstrate regional cultures, so that students understand the essence of appreciating the value of diversity. Based on previous research conducted by Sumiyati et al., (2025) Application of learning media Smart Box in elementary schools is able to significantly improve student learning outcomes. This is proven based on the results of the pretest with an average gain (64.5) while after being given treatment Especially the posttest results reached (83.0). The improvement is not only seen in numbers, of course, in terms of observation, the quality of learning is also better. Media Smart Box encourage students to be more active in learning activities and be able to think creatively to develop new ideas. Media development Smart Box It is allegedly able to support learning that is oriented towards the value of multiculturalism with all innovative creations of media elements and materials in it. The study of several learning concepts has been steadily compiled into an actual media design that is unique from the development of existing media.

METHODS

Research and Development is a type of research with the application of ADDIE Analysis model design, design, development, implementation, evaluation. The research was carried out on April 12, 2025 at SD Negeri Pedes which coincided with Argomulyo Village, Sedayu District, Bantul. The research subject is focused on students in grade V of elementary school, with

consideration of the suitability of material aspects and their needs. Data collection is carried out through several techniques, including problem analysis or needs analysis in the field using observation sheets of student activities in learning. It has been known that several problems related to the teaching and learning process in PKN lesson content with the theme of diversity. The results of the analysis are used as a basic guideline in creating an appropriate media design. The next step is to collect data on the practicality of media by media experts and material experts, in this case an assessment demonstration is submitted to expert lecturers and teachers as practitioners. The questionnaire sheet is analyzed to find out the criteria for the assessment results with the predicate (feasible and unfeasible), the researcher also provides criticism sheets and suggestions for experts to provide input or revision orders. The research data is presented in a descriptive quantitative form supported by qualitative data to complement the validity of the data obtained in the research process.

FINDINGS AND DISCUSSION

Findings

The 21st century demands a variety of graduate competencies to master science, critical thinking skills, creativity and collaboration. In principle, 21st century learning is so adaptive to current developments, where many creative processes are rolled out in each educational unit. For example, the use of learning media in the delivery of material is a process of reasoning about a real object that is abstracted by students to gain new knowledge or insights. It can be concluded that the observation and interaction of students using learning media is a learning process that is oriented towards 21st century learning. Where students are indirectly directed to activities for critical reasoning, not just understanding the material.

The role of learning media is not spared from the needs of students who are deeply understood by teachers in learning. Problems often arise both in terms of academic achievement and student attitudes. Achieving academic results below the KKM standard is a common occurrence in every educational unit and is the main focus that teachers pay attention to. But no less important, the development of attitudes is related to the expected behavior. Especially in appreciating differences in physical and cultural backgrounds, a series of media integration in learning will shape the process of individual appreciation in the group. It was also conveyed by Zain & Akbar, (2025) Which explains that learning media does not only present interactive display visualizations, on the other hand learning media also plays a role in forming positive attitudes such as empathy and respect for others. The topic of PKn material is more specific to the cultural diversity of the archipelago, relevant to the values to be formed, namely multicultural. Cultural diversity is the main material to be explored into a learning that gives the meaning of respect for differences in the midst of a plural society.

The development of smartbox media includes two discussions, namely the media design process and the results of the validity of learning media. Design R&D implements ADDIE's steps through the stages of analysis, design, development, implementation, and evaluation. The Analysis Stage, namely (1) examining problems in the field through direct observation

and interviews with classroom teachers, by exploring the actual acceptance of multicultural values in a learning environment by each individual student. In addition, it also traces information based on the teacher's experience while teaching in class, the teacher expresses his views on the level of students' tolerance values in daily life. Through interviews, teachers also revealed the importance of interactive learning media that supports students' learning activities to get an interesting and memorable experience in the learning process. So that at this stage of analysis, it is the initial capital for researchers to create an innovative learning tool that can accommodate all the needs of students, especially in realizing multicultural values in the elementary school environment.

In the design stage, this step begins with preparing several main materials in the content of PKn related to the values of nationalism, tolerance, and diversity. The design of learning media always begins with compiling material in the form of learning modules, ideas and creations are poured into it. The determination of CP and TP is an important element in the development of material and sustainability towards becoming a content. Furthermore, at the media design stage, material mapping related to the theme of cultural diversity was carried out which was packaged in the form of archipelago multicultural learning. The learning modules that are compiled are the main guidelines in the development of Smartbox media. The Development Stage aims to be a step in the process of making Smartbox media starting from who to collect tools and materials and arrange each image frame in it. In addition, what is not inferior is the execution of existing designs so that the media can be operated effectively. One of the real innovations of Smartbox media and what distinguishes it from existing media is the attractive material elements and the display of three-dimensional object dioramas. Dioramas present a contextual impression, allowing for a meaningful learning experience. In addition, on the side of the Smartbox wall there is an evaluation of questions that can be easily done directly, this evaluation is very important for students to review their self-competence in understanding the material.

The Implementation Stage is the process of implementing Smartbox products carried out in class V SDN 01 Pedes, including; (1) the validity test of Smartbox material by material experts in this case on the basis of the assessment of practitioners and also expert lecturers, (2) the validity test of Smartbox media refers to the appearance and design design by expert lecturers and practitioners, (3) small-scale trials of application to learning subjects, namely students directly to see its effectiveness in the learning process, but only six students were selected heterogeneously Based on the criteria of academic ability level (4) large-scale trials of application to larger subjects, meaning that they are implemented in one classroom consisting of 30 students.

Table 1. Results of Learning Media Validity Test

Yes	Validity Test Subjects			Validity Results	Remarks
1	Learning Design	Expert		87.5%	Excellent
	Lecturer Test				

2	Expert Practitioner Test of Learning Design	83.3%	Excellent
3	Expert Lecturer Test Learning Content	79.16%	Good
4	Expert Practitioner Testing of the Content of the Learning Material	77.08%	Good



Figure 1. Smartbox Media Implementation

Based on the validity test, the results were obtained 87.5% from media design expert lecturers with the title of very good and 83.3% from practitioners. Meanwhile, the Learning Content Expert obtained a score of 79,167 with good criteria. Although experts determined that the method was feasible to be implemented at the next stage, some inputs became a consideration for researchers to improve and refine. So that *Smartbox* learning media will be more effective and efficient for large-scale learning. Meanwhile, in the development of materials based on assessments conducted by material expert practitioners, a score of 77.08% with moderate or good predicates achievements. In addition, the observation sheet of student activity activities shows a high level of enthusiasm when *Smartbox* learning media is applied. Students seem interested in using the media as indicated by their interaction with the learning objects in it, they read the material and then also touch the media.

CONCLUSION

The analysis of the results and discussion showed that the category was very good in the development of *Smartbox* learning media design, while in the review of the content of the material was included in the good category. So based on the results of the data, it is said that *Smartbox* media is suitable for use in learning, referring to the practicality assessment criteria. The implementation in the field trial indicated the students' interest in the media. Because of its interactive and contextual nature, it spurs students' analytical skills about cultural diversity materials. *Smartbox* can be an option in the development of PKn learning, the creation of innovations presented in different forms will be able to increase students' motivation and

academic achievement. Teachers can consider various learning resources that not only focus on manuals, but also apply innovative devices in the form of non-electronic three-dimensional to overcome the limitations of technological capabilities. In fact, students are also more interested in contextual media such as real ones rather than virtual.

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