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# Enhancing Geography Learning: Development of 'Map Box' (KOPETA) as an Innovative Educational Tool for 7th Grade Social Studies at SMPN 3 Pamekasan

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***Abstract***

*The design used in this research is R&D (research and design), based on facts found in the field, students' lack of motivation in learning, especially social studies subjects, because the use of media by teachers is limited to visual and audio-visual media only. Therefore, researchers decided to conduct research to develop learning media for social studies subjects, namely Map Box (KOPETA). The formulation of the problem in this research is how to develop Kopeta and how effective Kopeta is. The model that is used in this research is 4D model. The research results show that the Kopeta developed meets the eligibility requirements. The validation results from material experts were 4.0 and the validation results from media experts were 3.4 with good criteria described as valid criteria. Then the product was tested on class VII students at SMP Negeri 3 Pamekasan. The use of Kopeta can make learning activities more effective. Test results in small groups The average value before students used Kopeta was 49.00, whereas after using Kopeta it was 75.00 which was described as having good or effective criteria. After that, a large group trial of 33 students. Recapitulation of results of field trials in large groups. The average value before students used Kopeta was 53.6. Meanwhile, after using Kopeta it was 80.6 which was described as having good or effective criteria.*



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## Introduction

In the world of education, media is everything that contains messages to be transmitted to students, with the aim of stimulating their thoughts, attention, and interest in the learning process (Ramli, 2012). Learning media can be interpreted as a tool used by educators to facilitate teaching and learning activities to take place effectively. These tools can be visual media, such as pictures or diagrams; audio media, such as sound recordings; or audio-visual media, such as videos or multimedia presentations. By utilizing learning media, educators are not only able to deliver material more interestingly, but also help learners understand complex concepts more easily. This makes learning media an important component in creating meaningful and enjoyable learning experiences for students (Andang, 2006).

In the learning process, the media acts as a container that conveys messages to learners or message recipients, while learning materials are the content or content that is the target of learning objectives. In other words, the media functions as an intermediary tool that connects educators and students, ensuring that learning messages are conveyed effectively. Media can also be interpreted as a tool used to support the success of the learning process, as well as stimulate students' interest and motivation to learn. Through the use of appropriate media, learning becomes more interactive, interesting, and easy to understand, so that students can be more actively involved in the teaching and learning process. Thus, the media not only facilitates the delivery of material, but also creates a more meaningful and enjoyable learning experience (Sapriyah, 2019).

In this study, researchers made media realia packaged in boxes and named Kopeta. media Thedeveloped by this researcher has never been made before, where in the media there are elements of learning material, interactive quiz combined with a model, competitive namely learning *Team Game Tournament* (Arizka & Khairuna, 2022). This (Kopeta) aims to map box learning media pour the basic concepts of maps into an box attractiveso that students do not experience difficulties in understanding the concept of maps through quizzes in Kopeta, because they will be assisted in each step of the game through the intermediary of mediaKopeta learning.

The Map Box is a rectangular box or cube that is not transparent and its size can be adjusted according to the needs of the child. It is called Kopeta or map box because the game is made of a box card board, while in its use the child does not know what objects are in the box so that it creates an impression of mystery because when the box is closed. child will know the object in the box The when the lid is opened, so it is called a magic or box mystery (Kristoforus Sukardi, Septian, Robertus Adi, Sarjono Owon, 2022).

Kopeta (media Map box) is a box magic used to learn or gain knowledge that aims to increase student attention, creativity, learning outcomes and fun for students (Simamora, L. H., Hasibuan, H. B. and Lubis, 2019). One of the advantages of the media map box (KOPETA) is that it increases students' concentration. The map box is a box used to learn or gain knowledge that aims to increase student attention, creativity, outcomes learning and fun for students.

The benefits of the box magic according to Hambali suggest that the magic box can increase concentration, creativity, learning outcomes and can create a pleasant learning atmosphere during activities learning (Hambali et al., 2023). The box game magic is a game that requires learners to be able to think clearly and encourage them to be able to find words and help them speak (Tan.et al, 2012).

The tools and materials needed in the application of the Map Box learning media (KOPETA) consist of several main components, namely a card board box as the main container, pieces of picture cards wrapped in flannel to add visual appeal, picture cards tailored to learning materials, and a numbered board as a tool in the game process. The cardboard box serves as a place to store all media components, while the flannel-wrapped picture cards and material cards become the core elements used by students to understand learning concepts interactively (Hidayatulloh & Airlangga, 2023). The numbered board itself acts as a pointer for steps or points in the learning activity. With this simple yet creative combination of tools and materials, KOPETA media can be an interesting, interactive, and effective learning tool in improving students' understanding of the material being taught.

The steps for using the KOPETA media are as follows: First, the researcher provides the learning material for students to review and understand. Next, the map box (KOPETA) is opened, and one of the numbers in the "Answer Me" column on the left side of KOPETA is

selected. Students then answer the questions that appear, with each correct answer earning an additional 2 points. Following this, a card is drawn from the "Topic" box and placed in the "Did You Know?" column. Subsequently, students search for a related card in the box located at the bottom of the "Did You Know?" column and attach it beneath the previously placed card. Each group evaluates the presenting group by assigning a score between 1 and 10, which is then recorded in the respective group's score box. The group with the best concept map presentation is given the opportunity to select a number from the points board, which contains additional points to increase their group's score. At the end of the session, the total score for each group is calculated.

Based on a preliminary study conducted at SMPN 3 in Pamekasan Regency, particularly in Grade VII, it was revealed that the low learning outcomes in Social Studies (IPS) were caused by the lack of active student participation during the learning process. Observations indicated that students tended to be passive, such as being reluctant to ask questions, less responsive when questions were posed, and more engaged in peer interactions rather than paying attention to the teacher's explanations. The teaching methods used were still teacher-centered, dominated by lectures interspersed with Q&A sessions and writing on the whiteboard. Additionally, the use of learning media was limited to static visuals such as images or audio-visual videos, which proved insufficient in enhancing students' understanding and interest in the subject matter.

This study aims to develop and evaluate the effectiveness of KOPETA as an innovative learning medium for Grade VII students in Social Studies. Through this approach, it is expected to significantly increase student engagement and their learning outcomes.

## Method

The type of research used by researchers is research and development or what is known as Research and Development (R&D). According to Sugiyono, the research and development (R&D) method is a research approach that aims to produce certain products as well as test the effectiveness of these products. In this context, researchers developed the Map Box learning media (KOPETA) as an innovative product designed to improve the quality of learning. Through the R&D method, researchers not only create media that suits

learning needs, but also conduct a series of trials and evaluations to ensure that the media is effective in achieving learning objectives. Thus, this method combines the creative process in product development and scientific analysis to test the success of these products in a real context (Sugiyono, 2017). In this case, what will be developed by researchers is the development of Kopeta media social studies subjects on the theme of Understanding Location in Through MAP at SMPN 3 Pamekasan class VII.

The (R&D) *Research and Development* steps used in this study adapt the procedures and development of instructional materials by Thiagarajan (Sugiyono, 2018). This research and development design aims to create products that can help students understand learning materials better. In this study, researchers used the 4-D (Four D) device development research method, which consists of four main stages, namely Define, Design, Develop, and Disseminate. The Define stage was conducted to analyze needs and formulate learning objectives. Furthermore, at the Design stage, researchers design learning media products that are in accordance with these needs. Develop stage involves The product development and testing, while the Disseminate stage aims to disseminate the tested product to a wider environment. By using the 4-D method, researchers ensure that the products produced are not only relevant to learning needs, but also effective in improving learners' understanding (Rahayu et al., 2022). The following are the development steps of the 4-D model:

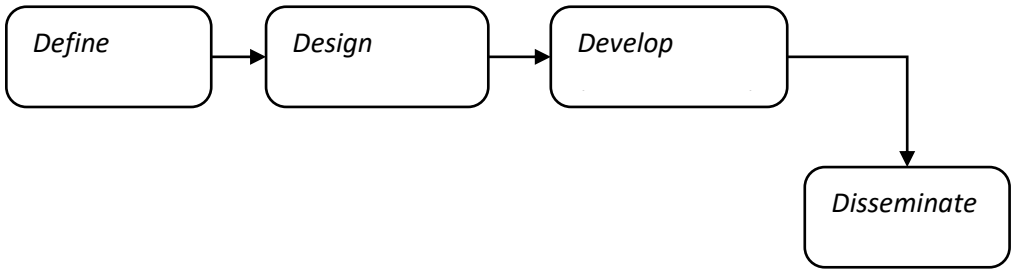


**Figure 1: Development Steps of the Model4-D.**

The preliminary study was conducted using two main instruments, namely interview guidelines and questionnaires. The interview guideline was addressed to educators in grade VII of junior high school to collect data related to analyzing the characteristics of students and the use of teaching materials at school. This instrument was used at the needs analysis stage to understand the existing learning context. In

addition, a questionnaire was distributed to 30 students and 1 educator to find out their responses regarding the material "Understanding Location Through MAP" and the use of module teaching materials in learning. This questionnaire aims to identify the needs and preferences of learners and educators regarding the learning media to be developed (Sugiyono, .2018).

The expert validation instrument consists of two types, namely assessment instruments for media experts and material experts. Instruments for media experts are in the form of validation questionnaires that assess aspects of writing feasibility and language feasibility in the products developed. Meanwhile, the instrument for material experts is in the form of a validation questionnaire that assesses the aspects of content feasibility and product presentation feasibility. The data obtained from expert validation was analyzed and used as a consideration for making product revisions before the stage trial (Richey & Klein, 2014). Expert validation is an important step in the development of learning media to ensure that the resulting product meets the established quality standards.

The product trial instrument is a questionnaire used to measure the attractiveness and quality of products that have been declared feasible by experts. The trial was conducted in two stages, namely small group trials and large group trials. Quantitative data obtained from the questionnaire was then converted to qualitative data using a Likert scale to evaluate product quality. The Likert scale allows researchers to measure the respondent's level of agreement or interest in the product developed (Creswell & Creswell, n.d.). The results of trial this were used as a basis for refining the product before it was widely implemented.

**Table 1. Likert Scale Conversion**

| | |
|---|---|
| Very good | Scored 5 |
| Good | Scored 4 |
| Good enough | Scored 3 |
| Less Good | Scored 2 |
| Not good | Scored 1 |

To calculate the average of each aspect, the formula is used: average of each aspect = Total average score of each indicator/Number of Indicators. The results of this calculation were then converted into a scale of five based on predetermined criteria. This five scale includes the categories of Very Good, Good, Fair, Lack, and Very Lack, which are used to interpret quantitative data into qualitative assessments. table The feasibility percentage makes it easier for researchers to analyze and conclude the feasibility level of the developed product. By using this approach, researchers can evaluate systematically and objectively the extent to which the product meets the standards expected, so that the results can be used as a reference for improvement or further development. (García-Lapresta et al., 2021). This approach allows researchers to evaluate the quality of the product or aspects being assessed in a systematic and structured manner.

In this study, the product feasibility value is established with a minimum standard of 3.4, which falls within the "Good" category. This indicates that if the final assessment results from material experts and media experts meet or exceed this minimum value, the developed product is deemed suitable for use. The establishment of this standard aims to ensure that the product meets the predefined quality criteria, both in terms of content and media. Consequently, the product is not only visually appealing but also effective in delivering the intended learning materials. If the assessment results meet or surpass the minimum standards, the product can be confidently implemented in the learning process, as it has undergone a rigorous validation process and is ready to support educational success.

## Result and Discussion

A. Product Development Description

1. Stage Define

    a. Initial Analysis The results of classroom observations in social studies learning activities showed a passive and learning situation un conducive. This is because the teacher in the process learning is still centered on the educator. Educators are rather monotonous in using media. For example, only using visual media in the form of images and audio visual in the form of videos only. Based on the results of interviews with teaching teachers, it is known that the styles of

learning seventh grade students at SMP Negeri 3 Pamekasan are visual and kinesthetic. So in order to improve the activity and learning outcomes of students, the use of a combination of visual and kinesthetic media is considered very appropriate in the form of Kopeta.

b. Analysis Student

Researchers observed students during the learning process in class and found that most students showed a passive response. The lack of enthusiasm can be seen from the attitude of students who tend to be lackluster in participating in learning activities. This indicates that the learning methods or media used have not been able to attract students' interest and attention optimally. This condition is a challenge for educators to create innovations in learning, such as the use of more interactive and interesting media, so that students can be involved actively and have high motivation in the teaching and learning process.

c. Task Analysis

Researchers conducted a task analysis with the aim of determining the competencies or materials to be developed in the learning media. Based on the analysis, a type of task was chosen, cognitive which is a task designed to hone students' thinking and understanding skills. This task is presented in the form of multiple choice and essay, which were chosen because they are able to measure students' understanding comprehensively. By using these two forms of tasks, the learning media not only evaluates students' basic knowledge, but also encourages them to develop analytical and critical thinking skills. This selection of cognitive tasks is expected to maximize the effectiveness of the learning media in achieving the predetermined learning objectives.

d. Concept Analysis

The material developed in the Map Box (KOPETA) media must be adjusted to the applicable Merdeka curriculum. For this reason, researchers conducted a concept analysis to determine the material to be developed based on the curriculum used at school, namely Phase D with the Concept Understanding element. The topic chosen in the development of this media is Understanding

Map Concepts, which is considered relevant and important to improve students' understanding of the use and interpretation of maps. By adapting the material to the Merdeka curriculum, KOPETA media is expected to effectively support learning objectives while ensuring that the content presented is in accordance with established educational standards. It also aims to create meaningful and contextualized learning experiences for students.

e. Learning Objective Analysis

The learning objectives of the Map Concept Understanding material are for students to be able to explain the location of Indonesia astronomically and geographically independently, as well as understand the elements or components of a map in depth. Through this material, students are expected to not only recognize Indonesia's position based on latitude and longitude, but also understand its geographical characteristics, such as boundaries, natural conditions, and strategic locations. In addition, students will also learn the components of maps, such as legends, scales, symbols, and orientation, which are important elements in reading and using maps correctly. By achieving these objectives, students are expected to develop spatial and analytical thinking skills that are useful in everyday life as well as in broader learning contexts.

f. Learner Interest Analysis

he analysis of students' interest was carried out by giving a questionnaire containing a number of statements related to their interest and response to the implementation of the use of Map Box media (KOPETA). This questionnaire is designed to measure the extent to which KOPETA media is able to attract attention and increase interest in learning students'. Through statements that are arranged systematically, researchers can identify aspects that are most liked or less interested by students. The data obtained from this questionnaire was then analyzed to evaluate the effectiveness of KOPETA media in creating more interactive and fun learning. Thus, this analysis not only provides an overview of student interest, but also becomes the basis for making improvements and developing media in learning the future.

2. Design Stage

   a. Design Selection

      In making KOPETA (Map Box) media, researchers chose to use computer media for the design process to make the results more attractive and professional. To support the creation of this media, researchers utilize graphic design application programs such as Photoshop and Canva. These two applications were chosen because they have complete and features flexible, allowing researchers to create designs that are creative and in accordance with learning needs. Photoshop is used to process images and create detailed visual elements, while Canva helps in creating layouts attractive. With the combination of these two applications, KOPETA media can be designed to be visually appealing, interactive, and easily understood by learners, thus supporting a more effective and enjoyable learning process.

   b. Format Selection

      The format used in the design of KOPETA (Map Box) learning media is designed by utilizing simple but creative materials, such as cardboard as the material main, as well as other supporting materials that are easy to find. Cardboard is chosen because it is lightweight, easy to shape, and environmentally friendly. In addition, the use of additional materials such as colored paper, flannel, and illustrative images make KOPETA media more interesting and interactive. This media is specifically designed to support social studies learning materials that refer to the Merdeka Curriculum, so the content and design are tailored to the learning objectives and needs of students. With a combination of materials and creative design, KOPETA media is not only an effective learning tool, but also able to create a fun and meaningful learning experience for students. The initial design of Kopeta (Map Box) media is as follows:

      1) Title/cover display


**Figure 2. Title Cover Display**

2) Problem practice display

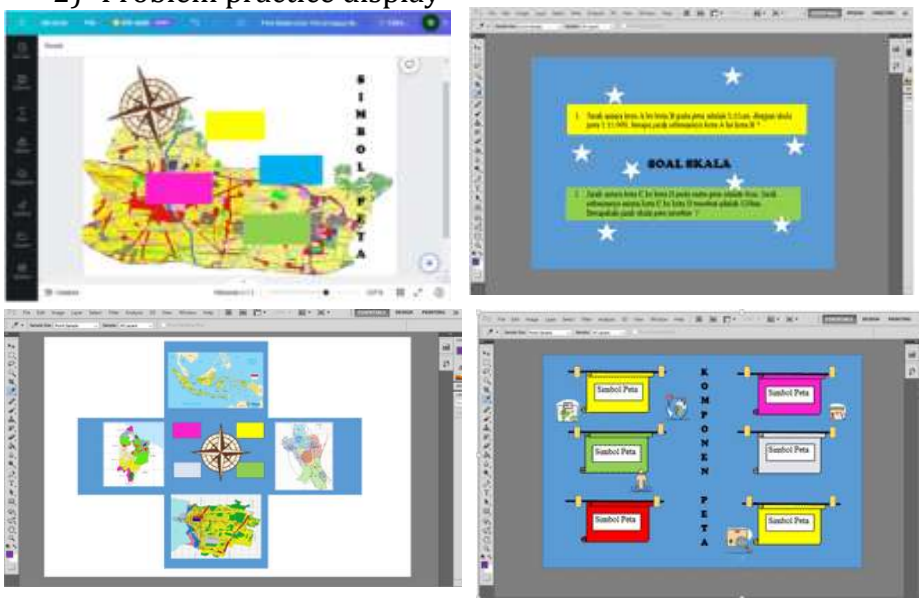


**Figure 3. Display of Practice Questions**

c. Development Stage

1) Expert validation

a) Material Expert Validation

The validator who became a material expert in this study was a social studies teacher in class VII. The validation instrument is a questionnaire using a Likert scale with five alternative answers. The results of the assessment by the material expert are as follows:

**Table 3. Presentation of Material Expert Validation Results**

| No. | Variables | Indicator | Score | Category |
|---|---|---|---|---|
| 1 | Content Appropriateness Aspect | Suitability of material with learning outcomes | 4 | Good |
| | | Depth of material in accordance with the cognitive development of learners | 4 | Good |
| | | Correctness of concepts presented | 4 | Good |
| | | Completeness of teaching materials | 4 | Good |
| | | The usefulness of the map box media (kopeta) | 4 | Good |
| 2 | Language Aspects | Conformity with EYD rulesIndonesian | 4 | Good |
| | | Language effectiveness and efficiency | 4 | Good |
| | | Clarity of objectives and indicators on the media | 4 | Good |
| 3 | Presentation Aspect | Completeness of information | 4 | Good |
| | | Logical and systematic presentation of material | 4 | Good |
| | | Presentation of material motivates students | 4 | Good |
| | Total | | 44 | |

b) Media Expert Validation

Media expert validation of the Map Box (KOPETA) in social studies learning at SMP Negeri 3 was conducted by a lecturer in the Learning Media course from IAIN Madura. This validation process includes an assessment of several important aspects, namely aspects of appearance, illustration, and quality of learning media. To assess these three aspects, an instrument in the form of a questionnaire that adopts a Likert scale is used. The Likert scale was chosen because it is able to measure the level of agreement or expert assessment of KOPETA media in a more detailed and structured manner. Through this validation, it is expected that KOPETA media can meet the required quality standards so that it is feasible to use as an effective and learning tool attractivefor students.

**Table 4. Presentation of Media Expert Validation Results**

| No. | Variables | Indicator | Score | Category |
|---|---|---|---|---|
| 1 | Display and content | Types and materials used | 5 | Very good |
| | | Shape and size | 5 | Very good |
| | | Layout | 4 | Good |
| | | Image | 4 | Good |
| | | Color Composition | 5 | Very good |
| | | Letter | 5 | Very good |
| | | Neatness | 5 | Very good |
| 2 | Illustration | Map box media (kopeta) can help students to recognize the components on the MAP. | 4 | Good |
| 3 | Quality | Media durability | 5 | Very good |
| | | Media attractiveness level | 5 | Very good |
| | | Clarity of media display | 4 | Good |
| | | Effective and efficient | 5 | Very good |
| | Total | | 56 | |

Comments and suggestions given by media expert validators on KOPETA (Map Box) learning media research provide valuable insights for product improvement. Media expert validators appreciated the creativity and innovation in KOPETA media design, especially in the use of simple materials such as cardboard processed into interesting and interactive learning media. However, the validators also provided some suggestions for improvement, such as refining the visual layout, adding interactive elements, and improving the quality of images and colors to make it more attractive to students. In addition, the validators emphasized the importance of ensuring the durability of the media by choosing materials that are more durable. These suggestions are expected to be a reference to improve the quality of KOPETA media so that it is more effective in

supporting the learning process and achieving the expected educational goals.

**Table 5 . Notes of Suggestions from Media Experts**

| No. | Comments and Suggestions |
|---|---|
| 1 | The map image is not clear enough |
| 2 | Use images Map of the arealocal |

2) Effectiveness of Product Trial

a) Small Group Trial

This trial was conducted on seventh grade students of SMP Negeri 3 Pamekasan. The trial was conducted to determine the response of students in a small group of 10 people. Class VII B was chosen to conduct a small group trial. Researchers gave pretest and posttest to 10 students as a consideration to test the effectiveness of learning before using Kopeta media. The results of the small group trial showed the mean or average value of students before learning using Kopeta media was 49.00. while the mean value of students after going through the learning process with Kopeta media was 75.00. This shows a significant increase in the average score of small group students.

b) Large Group Trial

Researchers chose Class VII A to conduct a large group trial. Class VII A consists of 33 students heterogeneous. Researchers gave pretests and posttests to 33 students as a comparison to test the effectiveness of learning before using Kopeta media. Before using Kopeta media, the pretest was conducted and the average score of 33 students was 53.64. Meanwhile, after using Kopeta media, the Posttest was conducted and the average score for 33 students was 80.61. Based on these results there is a significant difference between the mean or average value of students.

c) Student Response Questionnaire

Students were asked to fill out a questionnaire with the aim of knowing the extent to which the effectiveness of using KOPETA (Map Box) media in supporting the process learning in class. This questionnaire is designed to collect student responses or responses to the media developed, both in terms of attractiveness, ease of use, and contribution in understanding learning materials. The following is a recapitulation of data containing responses from 33 students of class VII A. The data obtained from this questionnaire will be analyzed to evaluate the effectiveness of KOPETA media, as well as to provide an overview of the extent to which the media is able to attract interest and students' improve their understanding. Thus, the results of this questionnaire are an important basis for determining further improvement or development steps so that KOPETA media can become a more optimal and useful learning tool.

B. Discussion of Data Analysis

1. Expert Validation Results

a. Material Expert Validation Results

Data from material experts in the form of quantitative data obtained from a questionnaire. The data is then converted into qualitative data using the following calculations. The formula for calculating the average of each aspect:

*average of each aspect* = Number of scores per

$$rata - rata\ tiap\ aspek = \frac{\text{Jumlah skor tiap indikator}}{\text{Jumlah Indikator}}$$

$$rata - rata\ tiap\ aspek = \frac{44}{11}$$

*average per aspect*= 4411 = 4.00

Then after obtaining the average value of each aspect, it can be converted to the feasibility test criteria that have been previously determined in this study.

**Table 7. CriteriaFeasibility Test**

| **Average Score** | **Criteria** |
|---|---|
| X >4,2 | Very Good |
| 3,4 <X ,≤ 4,2 | Good |
| 2.6 <X≤ 3.4 | Simply |
| 1.8 <X≤ 2.6 | Less |
| X≤ 1.8 | Very Less |

So based on the validation of the material expert, it can be concluded that Kopeta x> 3.4 media is classified as good and feasible to use.

b. Media Expert Validation Results

The results of validation from media experts are in the form of scores from a questionnaire which are then converted to determine the feasibility level of Kopeta media. Calculating the average of each aspect with the following formula:

$$rata - rata\ tiap\ aspek = \frac{\text{Jumlah skor tiap indikator}}{\text{Jumlah Indikator}}$$

*average per aspect* = 5612

$$rata - rata\ tiap\ aspek = \frac{56}{12} = 4.7$$

After going through a series of testing and validation by material experts, the results obtained were then converted based on the feasibility test criteria previously established in this study. Based on this analysis, Kopeta media showed a value of x > 3.4, which according to the assessment criteria is classified as "very good" and declared suitable for use. Thus, Kopeta media not only meets the feasibility standards, but also has great potential to make a positive contribution to the learning process or other relevant applications.

2. Product Trial Effectiveness Results

a. Small Group Trial

The results of the test scores obtained during the implementation of the pretest and posttest tested on 10 students in a small group obtained the results following using the SPSS version 22 program.

**Table 8. Results of the analysis of the Mean Pretest and Post test of the small group**

| Paired Samples Statistics | | | | | |
|---|---|---|---|---|---|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest_kel_kecil | 49.0000 | 10 | 11.97219 | 3.78594 |
| | posttest_kel_kecil | 75.0000 | 10 | 5.27046 | 1.66667 |

The results of the pretest and posttest scores were further analyzed using the T test with the help of the SPSS (Statistical Product and Service Solution) program version 22. The average value of the pretest before students used the Map Box (KOPETA) media was 49.00, while the average value of the posttest after using KOPETA media increased significantly to 75.00. This increase shows that media KOPETA has a positive impact on students' understanding and learning outcomes. By using accurate statistical analysis, these results strengthen the evidence that KOPETA media is not only interesting, but also effective in improving student learning achievement, especially in understanding the learning concepts presented.

**Table 9. T-test analysis results of small group pretests and post tests**

| Paired Samples Test | | | | | |
|---|---|---|---|---|---|
| | | Paired Differences | | | |
| | | 95% Confidence Interval of the Difference | | | |
| | | Upper | t | Df | Sig. (2-tailed) |
| Pair 1 | Pretest_kel_kecil - posttest_kel_kecil | -18.31014 | -7.649 | 9 | .000 |

Based on the results of statistical analysis, the Sig. (2-tailed) value of 0.000. Because the value is smaller than 0.05 (0.000 <0.05), it can be concluded that there

is a significant difference between the learning outcomes of the map concept on the pretest and posttest. This shows that the use of Map Box media (KOPETA) has a significant effect in improving student learning outcomes. In other words, KOPETA media proved to be effective in helping students understand map concepts better than before this media was used. This finding reinforces that KOPETA is not only an interesting media, but also able to significantly improve the quality of learning, especially in understanding the concept of maps.

b. Trial Large Group

The following are the results of the pretest and posttest of the large group trial of 33 students in class VII A using SPSS version 22.

**Table 10. Mean Analysis of Pretest and Posttest Values of the large group**

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pretest_kel_besar | 53.6364 | 33 | 15.16950 | 2.64067 |
| | Posttest_kel_besar | 80.6061 | 33 | 11.43990 | 1.99143 |

The results of the pretest and posttest scores were then analyzed using the Paired Sample t-Test test to determine the significant differences before and after using the Map Box (KOPETA) media. The average value of the pretest before students used KOPETA media was 53.6, while the average value of the posttest after using KOPETA media increased to 80.6. This analysis was conducted with the help of the SPSS (Statistical program Product and Service Solution) version 22, which produces accurate and reliable statistical data. The increase in the average score shows that KOPETA media has a positive impact on students' understanding and learning outcomes. Thus, it can be concluded that KOPETA media is not only interesting, but also effective in improving student learning achievement, especially in social studies subjects.

**Table 11. T-test analysis of pretest and posttest scores of large groups**

| Paired Samples Test | | | | | | |
|---|---|---|---|---|---|---|
| | | Paired Differences | | | | |
| | | 95% Confidence Interval of the Difference | | | | |
| | | Upper | | T | df | Sig. (2-tailed) |
| Pair 1 | Pretest_kel_besar - Posttest_kel_besar | -24.23962 | | -20.122 | 32 | .000 |

The results of statistical calculations show that the Sig. (2-tailed) value of 0.000. Because the value is smaller than 0.05 (0.000 <0.05), it can be concluded that there is a significant difference between social studies learning outcomes on pretest and posttest data. This proves that the use of Map Box media (KOPETA) has a positive impact in improving students' social studies learning outcomes. In other words, KOPETA media proved effective in helping students understand the learning material, so that their learning outcomes after using this media were better than before the media was applied. This finding reinforces that KOPETA is not only an interesting media, but also able to significantly improve the quality of learning.

c. Results of Student Response Questionnaire Analysis

After the learning activities were completed, students were asked to fill out a questionnaire containing their responses to the Map Box (KOPETA) media that had been developed. The student response questionnaire was given to 33 students of class VII A as part of the evaluation to measure their level of interest in the media. The data obtained from the questionnaire was then analyzed in depth to determine the extent to which KOPETA media was able to attract students' interest and attention. This analysis was carried out using a certain formula designed to measure the level of interest of students in the developed product. Through this process, researchers can evaluate the effectiveness of KOPETA media as well as get useful feedback for improving the learning media in the future.

$$\text{V-au}=\frac{Tse}{Tsh} \text{ x100\% = (1784: 1980) x 100\% = 90.10\%}$$

Description:

V-au: valuepercentage

Tse : total empirical score obtained from learner responses

Tsh : total expected score

Based on the results of the analysis, the attractiveness value of the Map Box media (KOPETA) reached 90.10%. This figure shows that KOPETA media received a response very positive from seventh grade students. With such a percentage, it can be concluded that KOPETA media falls into the very interesting category. This high level of attractiveness reflects that the media has succeeded in creating a learning experience pleasant and motivating students to be actively involved in the learning process. This proves that KOPETA is not only effective as a learning tool, but also able to attract students' interest and attention, so it can be an alternative to innovative and effective learning media in the classroom.

C. Limitations and Practical Implications

While the findings of this study are promising, several limitations should be acknowledged. First, the study was conducted in a single school setting, which may limit the generalizability of the results to other educational contexts. Second, the sample size, particularly in the small group trial, was relatively small, which may affect the robustness of the statistical analysis. Third, the study focused primarily on the short-term impact of KOPETA media on learning outcomes, and its long-term effectiveness remains unexplored. Finally, the study did not account for potential confounding variables, such as students' prior knowledge or learning styles, which could influence the results.

The findings of this study have several practical implications for educators and curriculum developers. First, the KOPETA media has been validated as an effective and engaging tool for teaching social studies, particularly in improving students' understanding of map concepts. Educators can integrate KOPETA into their teaching strategies to enhance student engagement and learning outcomes. Second, the positive

student responses to the media suggest that it can be used to create a more interactive and enjoyable learning environment, which may help reduce student disengagement and improve motivation. Finally, the study highlights the importance of innovative learning media in addressing the challenges of traditional teaching methods, providing a model for the development of similar tools in other subjects or educational levels.

**Conclusion**

Based on a series of validations and trials that have been carried out, media Kopeta learning is proven to meet the eligibility requirements and effectiveness in its use. Validation by material experts showed a score of 4.0 with a "good" category and was declared valid, while the assessment from media experts reached an average score of 3.4 which was also included in the "good" category and validated descriptively. Field trials in small groups revealed significant improvements, where the average score of students increased from 49.00 to 75.00 after using Kopeta media. improvement a similar was also seen in the large group trial with 33 learners, where the average score rose from 53.6 to 80.6, indicating that this media is effective in learning. In addition, the results of the student response questionnaire to Kopeta media reached a score of 90.10%, which placed it in the "very interesting" category. Thus, it can be concluded that Kopeta media is not only feasible in terms of quality, but also effective and interesting to use in the learning process, so it has great potential to improve the overall quality of education.

**Suggestion**

This study provides a number of suggestions to improve the quality of education and the development of science. IAIN Madura is expected to support the academic community by providing facilities such as books, journals, and relevant references so that students can develop innovative research. SMP Negeri 3 Pamekasan is asked to be open to innovations from student researchers, so as to improve the quality of learning at school. Social studies teachers are advised to be more responsive to students' needs by utilizing various innovative learning media to create an interesting and effective learning atmosphere. Grade VII students are expected to be more active and open to changes in the learning process to maximize their learning potential. Finally, other researchers are expected to use the results of this study as a basis for further research development, by conducting an evaluation first

so that the relevance and benefits can be optimized. With the synergy of all parties, it is expected to create a higher quality and innovative educational ecosystem.

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