

# History Learning Innovation: *Khulafaur Rasyidin* Interactive Media for *Madrasah Tsanawiyah* Students

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**Abstract.** This article discusses the development of Islamic Cultural History learning media for Khulafaur Rasyidin grade VII MTsN 1 Tana Toraja based on Box and Q.R. Code Quiz Paper. This study aims to determine the media's validity, practicality, and effectiveness. Using the Research and Development (R&D) method with the Plom model, the research was conducted on grade VII students at MTsN 1 Tana Toraja. Data were collected through questionnaires, interviews, and tests and analyzed in a quantitative descriptive manner. The results showed that this Media was valid, with a percentage of 90% by media experts, 100% by material experts, 87.9% by linguists, and 100% by Islamic Cultural History teachers. The practicality of this media reached 87.9%, and its effectiveness was shown by a post-test score with a sig (2-tailed) of  $0.024 < 0.05$ , indicating that this Media was effectively used in teaching. The results of this study confirm that the Media Based on Box and Q.R. Code Quiz Paper is a valid, practical, and effective learning tool for teaching Islamic Cultural History.

**Keywords:** Learning Media, QR Quiz Paper, Khulafaur Rasyidin

## 1. Introduction

The problem that often occurs is the weakening of the learning process. In learning activities, students are required to understand the theory taught. However, sometimes students have difficulty understanding the material presented (Nurrita, 2018). It can happen if students have difficulty learning complex and difficult-to-understand material (Nisak, 2021). Problems that often occur can be overcome using learning media based on the conditions, characteristics, limitations, and learning objectives (Chotib, 2018). Media has different characteristics; it is necessary to choose it carefully and appropriately to be used appropriately (Wulandari et al., 2023).

Good media use depends on the selection and design of learning media. Choosing important media to fit the learning process (Supriyono, 2018). The right selection must consider several factors, such as the conditions of the learning environment, existing limitations, and learning objectives. In addition, there are four considerations: first, the availability of resources; Second, whether the Media is made by themselves or bought. Third, there is ease of using media, and lastly, there is efficiency in the costs incurred. Learning media not only focuses on the purpose and content itself, but it is necessary to consider other influential factors, such as available facilities and infrastructure. The need for the use of media in every subject is urgently needed (Nurul Mujtahidah et al., 2023).

The provision of media creates variation in learning. With this variety, students will have more fun (Kulle, 2024). One of them needs to use learning media such as Khulafaurasyidin material. One of the important lessons to learn in madrassas is Islamic Cultural History. However, ironically, this learning tends to be monotonous or boring. In contrast, it is important to be studied because it

provides an understanding of the history and the role of the *khulafaurasyidin* in the development of Islam. This material can also inspire students to take an example from the life and leadership of the *khulafaurasyidin* in carrying out their duties as leaders of Muslims until now.

Based on an interview with Mrs Irna Susanti, a grade VII MTsN 1 Tana Toraja teacher who teaches Islamic Cultural History, it is known that the learning process is carried out using LKS and package books. Meanwhile, the obstacles to this subject are a large amount of material and the study hours are in the last hour, so the student's concentration level is reduced. Mrs Irna said that the way to overcome it was only with a joke, so media use is still not innovative and interesting. The researcher also tried to analyze student needs by distributing a questionnaire to 42 students. It is known that students need 90.5% of learning media, while those who have learning difficulties because of a lot of material are 83.3%. And finally, the loss of concentration at the end of learning is 66.7%. It can be concluded that they need learning media that suits their needs. It led to the development of Box and Q.R. Code Quiz Paper learning media on Khulafaur Rasyidin material.

The learning media is in the form of boxes. One of the devices that can be lifted and moved is the lid and the tool for presenting learning materials (Sukaryanti et al., 2023). The media contains material relevant to learning and visualizes the studied concept. The media box made by the researcher has a distinctive characteristic. The material is presented in the form of Lift the Flap, which creates an exciting learning experience. In addition, the content is delivered in clear language and is equipped with interesting colors. The development of an explosion-based box, previously researched in social studies class VII, was declared Valid (Negeri et al., 2022).

Media developed by the Explosion box can help teachers achieve the learning goals they want to teach (Efiani et al., 2020). The expected Media is not only fixated on the box learning media but complements it with quizzes as an evaluation. Q.R. Code Quiz Paper is a learning medium that positively impacts learning. Even at this time, students prefer digital learning media. For this reason, Q.R. Code Quiz Paper is made like an innovation medium. Learning media innovation using Q.R. Codes can answer the challenges of using technology in the world of education that can help students achieve learning goals (Handayani & Haryati, 2024).

Educators must carry out innovative learning activities, whether the principal or classroom teacher (Kulbi, 2019). Improvements in the learning process need to be made based on existing conditions (Arianta et al., 2022). The existence of learning media is a tool or prop used to deliver material to make it easier for students to understand an object or material delivered by educators faster (Hasan et al., 2021). This study aims to describe the media's validity, practicality, and effectiveness in the Islamic Cultural History of Khulafaur Rasyidin Class VII MTsN 1 Tana Toraja based on Box and Q.R. Code Quiz Paper.

## 2. Method

Research This is development research with Research and development methods, better known as R&D, a systematic approach used to generate new knowledge, solve problems, or develop products, processes, or services (Hardani, S.Pd., M.Si Nur Hikmatul Auliya, 2020). The development model is used using the Plom model. The Plomp development model consists of three stages: (1) Preliminary Research, which is the phase to find out the root of the problem and the analysis of needs that the literature will study to find the solution to the problem and make a conceptual framework. (2) The development or prototyping phase is carried out by making a prototype and focusing on the assessment used to revise the developed prototype. (3) Assessment Phase: this stage is carried out with an emphasis on testing practicality and effectiveness (Plomp & Nieveen, 2013). The use of the Plom development model in this study shows that the stages are flexible because they can adjust to the characteristics of the research. This research was carried out at MTsN 1 Tana Toraja, Jl. Tengkokatu Kamali, Kel. The time for conducting the Research is June 10, 2024. The subject of the study was a class VII student at MTsN 1, Tana Toraja. The object of the research is the development of Box and Q.R. Code Quiz Paper learning media on Khulafaur Rasyidin material. The data collection technique in this study uses interviews, questionnaires, and test questions. The analysis

technique for assessing validity and practicality uses percentage calculations and criteria. The formula used to determine the percentage level of validators is:

$$x_i = \frac{\Sigma s}{\Sigma max} \times 100\%$$

Information:

$x_i$  = Product validity value

$\Sigma s$  = Number of scores

$\Sigma max$  = Total Number (maximum score)

The results of the average assessment of product validity are classified based on the assessment of the following validity criteria.

**Table 1.** Validity Criteria

| Percentage Scale | Validity Criteria |
|------------------|-------------------|
| 85,01% - 100,00% | Highly Valid      |
| 70,01% - 85,00%  | Valid             |
| 50,01% - 70,00%  | Quite Valid       |
| 01,01% - 50,00%  | Invalid           |

The formula for calculating the percentage and category of student response percentage scores is as follows:

$$P = \frac{F}{N} \times 100$$

Information:

P = Percentage of Student Response

F = Sum of Scores

N = Maximum Score

**Table 2.** Criteria for Student Response Percentage

| Interval              | Criterion      |
|-----------------------|----------------|
| $85\% \leq R.S.$      | Very Positive  |
| $70\% \leq RS < 84\%$ | Positive       |
| $50\% \leq RS < 70\%$ | Quite Positive |
| $R.S. \leq 49\%$      | Not Positive   |

Effectiveness analysis data was obtained from the student's learning post-test. To conduct an effectiveness test, you must first conduct a prerequisite test, namely a normality and homogeneity test, followed by an Independent Sample T-test to determine the effectiveness of the media. The level of significance used is 0.05, with a confidence level of 95%. If Sig. (2-tailed) < 0.05, then there is a significant difference after using Box and Q.R. Code Quiz Paper-based media for Khulafaur Rasyidin material.

### 3. Result

#### a. Preliminary Research

Preliminary analysis is the initial stage that focuses on analyzing problems in the learning process. The preliminary analysis is divided into several stages, namely:

##### 1) Needs and Context Analysis

Needs and context analysis is carried out to determine students' needs and problems that occur in learning. The needs analysis was conducted on MTsN 1 Tana Toraja grade VII students. Initially, the analysis was carried out through an interview with one of the teachers of the Islamic Cultural History subject; it was known that there was a lack of use of media, only using student worksheets as a learning tool and overcoming students' boredom with jokes. Meanwhile, the analysis of the students shows that 90.5% of students need learning media, and also, students have learning difficulties because of a lot of material, with a percentage of 83.3%, As well as loss of

concentration at the end of learning with a percentage of 66.7%. It happens because the learning media factor lacks innovation and only races on LKS books. The need analysis is carried out by reviewing the learning in the classroom and identifying problems experienced during learning (Purwati & Erawati, 2021).

## 2) Literature Review or Literature Review

Problems known in the needs analysis and context that have been carried out must be solved. A literature review was conducted from journals and books to find a solution to this research.

## 3) Conceptual Framework Development

Development of a conceptual framework used by K.D. and Learning Objectives. Later, I will discuss the Basic Competencies and Learning Objectives of Khulafaur Rasyidin material.

## b. Development or Prototyping Phase (Pengembangan atau Pembuatan Prototipe)

### 1) Planning

The next design was the preparation of a Box and Q.R. Code Quiz Paper. The steps are preparing tools and materials, designing the box's shape, summarizing the material, arranging the material on the box, and evaluating through the Quizizz application.

### 2) Development

#### a) Self-evaluation

Self-evaluation is a product evaluation that is carried out by self-evaluation. This evaluation is carried out to produce a good product. This stage is done by correcting the entire product to produce prototype 1.

#### b) Expert Review

This stage aims to validate box-based and Q.R. Code Quiz Paper-based learning media. This media validation consists of expert validators of Material, Media, and Language and its users. Validation is carried out by filling out a validation sheet to measure the validity of the learning media developed. The validation results are used to guide the improvement of products. Then, the result of the revision became prototype 2.

### (1) Material Expert Validation

Experts in the field of Islamic religious education validate material experts. The presentation of data on the results of the validation of material expert products can be seen in Table 3 as follows:

**Table 3.** Material Expert Validation Results

| No.            | Assessed aspects                   | Item Score | Maximum Score | Presented (%) | Category            |
|----------------|------------------------------------|------------|---------------|---------------|---------------------|
| 1              | Material                           | 12         | 12            | 100%          | Highly Valid        |
| 2              | Ease of understanding the material | 8          | 8             | 100%          | Highly Valid        |
| 3              | Media Quality and Display          | 8          | 8             | 100%          | Highly Valid        |
| 4              | Appeal and serving                 | 8          | 8             | 100%          | Highly Valid        |
| 5              | Language                           | 8          | 8             | 100%          | Highly Valid        |
| <b>Average</b> |                                    |            | <b>100%</b>   |               | <b>Highly Valid</b> |

The results of the validation of Table 3 show that the material experts in the box-based and Q.R. Code Quiz Paper-based learning media developed reached an average of 100%, showing that the score was in the very valid category.

### (2) Media Expert Validation

This media expert validation aims to determine the level of validity of learning media. One learning media expert validates this Media. The product is validated using an assessment questionnaire and validator suggestions, and the data is analyzed by determining the percentage. The presentation of the results of media validation data can be seen in Table 4 as follows:

**Table 4.** Media Expert Validation Results

| No.            | Assessed aspects          | Item Score | Maximum Score | Presented (%) | Category            |
|----------------|---------------------------|------------|---------------|---------------|---------------------|
| 1              | Material                  | 12         | 12            | 100%          | Highly Valid        |
| 2              | Illustration              | 6          | 8             | 75%           |                     |
| 3              | Media Quality and Display | 8          | 8             | 100%          | Highly Valid        |
| 4              | Appeal and serving        | 7          | 8             | 87,5%         | Valid               |
| 5              | Language                  | 7          | 8             | 87,5%         | Valid               |
| <b>Average</b> |                           |            | <b>90%</b>    |               | <b>Highly Valid</b> |

The results of the validation of Media experts on the box-based and Q.R. Code Quiz Paper-based learning media developed reached an average of 90%, indicating that the score was in the very valid category.

### (3) Linguist validation

Language validation aims to validate the language that corresponds to the good and correct language. Experts in Indonesian language validation carry out this language validation. This assessment is carried out by providing questionnaires, criticism, and suggestions as guidelines for product improvement. The presentation of language validation data can be seen in Table 5 as follows:

**Table 5.** Linguist Validation Results

| No             | Rated indicators                                                                                  | Item Score | Maximum Score | (%)   | Category            |
|----------------|---------------------------------------------------------------------------------------------------|------------|---------------|-------|---------------------|
| 1              | The language used in the media corresponds to the intellectual level of secondary school students | 21         | 24            | 87,5% | Highly Valid        |
| 2              | Consistency in the use of terms/symbols/symbols that describe a concept or the like               |            |               |       |                     |
| 3              | The language used is easy to understand                                                           |            |               |       |                     |
| 4              | The language used is interactive.                                                                 |            |               |       |                     |
| 5              | Communicative language                                                                            |            |               |       |                     |
| 6              | The sentences used represent the information conveyed                                             |            |               |       |                     |
| <b>Average</b> |                                                                                                   |            | <b>87,5%</b>  |       | <b>Highly Valid</b> |

The results of linguist validation on the developed box and Q.R. Code Quiz Paper-based learning media reached an average of 87.5% in the very valid category.

### (4) Teacher validation

Teacher validation was carried out by Mrs Irna S. Pd, a teacher of Islamic cultural history at MTsN 1 Tana Toraja. The purpose of validation is to determine the level of validation of the media developed. The assessment of teacher validation results can be seen in Table 6 as follows:

**Table 6.** Teacher Validation Results

| No.            | Assessed aspects                   | Item Score | Maximum Score | Percentage (%) | Category            |
|----------------|------------------------------------|------------|---------------|----------------|---------------------|
| 1              | Material                           | 12         | 12            | 100%           | Highly Valid        |
| 2              | Ease of understanding the material | 8          | 8             | 100%           | Highly Valid        |
| 3              | Media Quality and Display          | 8          | 8             | 100%           | Highly Valid        |
| 4              | Appeal and serving                 | 8          | 8             | 100%           | Highly Valid        |
| 5              | Language                           | 8          | 8             | 100%           | Highly Valid        |
| <b>Average</b> |                                    |            | <b>100%</b>   |                | <b>Highly Valid</b> |

The results of teacher validation from the table above on the Box and Q.R. Code Quiz Paper-based learning media developed reached an average of 100%, indicating that the score was in the very valid category.

c) One to one

Individual trials were conducted to determine the media quality developed as Box and Q.R. Code Quiz-based learning media on Khulafaur Rasyidin material. The questionnaire was given to students after using the media box and operating the quiz answers from the scanned results of the student's answers. The results of the one-to-one test can be seen in Table 7 as follows:

**Table 7.** Results of One-to-One Student Response

| It             | Assessed aspects | Presented     | Category             |
|----------------|------------------|---------------|----------------------|
| 1              | Material         | 87,5%         | Very Positive        |
| 2              | Illustration     | 87,5%         | Very Positive        |
| 3              | Quality          | 100%          | Very Positive        |
| 4              | Attraction       | 90,6%         | Very Positive        |
| 5              | Language         | 87,5%         | Very Positive        |
| <b>Average</b> |                  | <b>90,62%</b> | <b>Very Positive</b> |

The results above show that *the one-to-one* student response obtained an average percentage of 90.62%, which can be included in the very positive category for students in MTsN 1 Tana Toraja grade VII.

d) Small group

The questionnaire was given to students after using the learning media. The results of student responses at the *small group* stage can be seen in Table 8 as follows:

**Table 8.** Small Group Student Response Results

| It             | Assessed aspects | Presented     | Category        |
|----------------|------------------|---------------|-----------------|
| 1              | Material         | 79,7%         | Positive        |
| 2              | Illustration     | 85,4%         | Very Positive   |
| 3              | Quality          | 78,1%         | Positive        |
| 4              | Attraction       | 79,7%         | Positive        |
| 5              | Language         | 81,2%         | Positive        |
| <b>Average</b> |                  | <b>80,82%</b> | <b>Positive</b> |

The results above show that the response results of small-scale students obtained an average percentage of 80.82%. The results show the media implemented in MTsN 1 Tana Toraja class VII. It was declared in the very positive category.

### c. Assessment Phase

The assessment stage focuses on testing practicality (large-scale student response) and effectiveness with field tests. At this stage, prototype four is tested to measure the practicality and effectiveness of the Box and Q.R. Code Quiz Paper-based learning media. The large-scale practicality test (Field Test) was tested in the experimental class only to find out the results of the practicality of the media made. The effectiveness test used two classes of respondents, namely the control class and the experiment, to compare the use of Box and Q.R. Code Quiz Paper media. Each class has 21 students.

#### 1) Practicality Test

The practicality test was carried out by testing prototype 4 involving class VII A with as many as 21 students as an experimental class and given a questionnaire to be filled out by students to obtain data on the practicality of the product provided (Wirdaningsih et al., 2017). The results of the practicality (field test) can be seen in the following table 9:

**Table 9.** Results of the Practicality Test (*Field Test*)

| It             | Assessed aspects | Presented     | Category             |
|----------------|------------------|---------------|----------------------|
| 1              | Material         | 85,4%         | Very Positive        |
| 2              | Illustration     | 86,9%         | Very Positive        |
| 3              | Quality          | 89,3%         | Very Positive        |
| 4              | Attraction       | 89,6%         | Very Positive        |
| 5              | Language         | 88,5%         | Very Positive        |
| <b>Average</b> |                  | <b>87,9 %</b> | <b>Very Positive</b> |

The results above show that the results of the field test students' responses obtained an average percentage of 87.9% against the Box and Q.R. Code Quiz Paper media. It shows that the media implemented in MTsN 1 Tana Toraja class VII is very positive.

#### 2) Effectiveness Test

The effectiveness test is the final stage in testing the product, namely the learning media. This test was carried out using two classes, namely class VII A as the experimental class and class VII B as the control class. To conduct an effectiveness test, you must first conduct a prerequisite test, namely normality and homogeneity, and then continue the t-test to determine the effectiveness of the media. The following are the results of the post-test from both classes:

**Table 10.** Post-test Results of Experimental Class and Control Class

| No | Class             | Post-test Results | Average |
|----|-------------------|-------------------|---------|
| 1  | <b>Experiment</b> | 1700              | 80,90%  |
| 2  | <b>Control</b>    | 1330              | 63,30%  |

#### a) Normality Test

The normality test was carried out to determine whether the data from the experimental and control classes were normally distributed. The data processed in this study are the results of the post-test of the control class and experiments. For the normality test, Shapiro-Wilk was used to assess the significance of the data distribution. The data is normally distributed if the significant value exceeds 0.05. The results of the normality test can be seen in Table 11 below:

**Table 11.** Normality Test Results

| Class      | Tests of Normality |                    |      |
|------------|--------------------|--------------------|------|
|            | Statistic          | Shapiro wilk<br>Df | Sig. |
| Eksperimen | ,761               | 21                 | ,178 |
| Control    | ,898               | 21                 | ,031 |

Based on the above results, it can be seen that the significant value of the experimental class is 0.178, while that of the control class is 0.031. So, it can be concluded that the data is normally distributed because the significant value is  $> 0.05$ .

#### b) Homogeneity Test

The homogeneity test aims to find similarities between two group subjects, namely the control group and the experiment. The homogeneity test was carried out after conducting a normality test. The data is homogeneous if the data obtained is more than a significant level of 0.05. The results of the homogeneity calculation can be seen in Table 12 below:

**Table 12.** Homogeneity Test Results

| Result                                   | Levene Statistic | df1 | df2   | Sig.  |
|------------------------------------------|------------------|-----|-------|-------|
| Based on Mean                            | 2,556            | 1   | 40    | 0,118 |
| Based on Median                          | 2,696            | 1   | 40    | 0,108 |
| Based on the Median and with adjusted df | 2,696            | 1   | 39,29 | 0,109 |
| Based on trimmed mean                    | 2,758            | 1   | 40    | 0,105 |

Based on the results of the table above, it can be seen that the results of the homogeneity test obtained significance, namely mean 0.118, median 0.108, median and with adjusted df 0.109 and trimmed mean 0.105. It proves that the significant level is  $> 0.05$ , so the data produced is homogeneously distributed.

#### c) Uji T-test

The t-test aims to determine the effectiveness level after using Box and Q.R. Code Quiz Paper media. The t-test was analyzed using parametric statistics, namely the Independent Sample T-test. The significant level used is 0.05, with a confidence level of 95%. If Sig. (2-tailed)  $< 0.05$ , then there is an influence of Box and Q.R. Code Quiz Paper media. The results of the t-test can be seen in Table 13 as follows:

**Table 13.** Hasil Indenpent Sample Test T-test

| Indenpent Sample Test T-test |       |       |       |    |                 |
|------------------------------|-------|-------|-------|----|-----------------|
|                              | F     | Mr.   | T     | Df | Sig. (2-tailed) |
| Equal variances assumed      | 2,556 | 0,118 | 2,348 | 40 | 0,024           |

From the results of the table calculation, it can be seen that the independent results of the sample t-test obtained sig. (2-tailed) which is 0.024. It shows that sig. (2-tailed)  $< 0.05$ , then  $H_a$  is accepted, and  $H_0$  is rejected. It means that the use of Box and Q.R. Code Quiz Paper-based learning media had a significant influence on the students of the experimental class. It can be concluded that Box and Q.R. Code Quiz Paper-based media is effectively used as a learning medium.

## 4. Discussion

Researchers have found solutions based on the problems found after developing media in the subject of Islamic Cultural History class VII MTsN 1 Tana Toraja based on Box and Q.R. Code Quiz Paper by having a good impact on students' interest. The role of using learning media is to help students better understand the lesson and arouse students' enthusiasm for learning.

Media based on Box and Q.R. Code Quiz Paper obtained a percentage of 100c/o with a very valid category from material experts, a percentage of 90c/o with a very valid category from media experts, and a percentage of 87.5c/o with a very valid category from linguists and validation from Islamic Cultural History teachers obtained a percentage of 100% with a very valid category. One of the criteria for media to be suitable for use is to be aligned with the needs of learning tasks and support the content of learning materials. So, learning media is made based on the needs of students and educators (Fitria, Mustami, and Taufik, 2017). Box and Q.R. Code Quiz Paper-based learning

media for grade VII MTsN 1 Tana Toraja made product improvements through an expert review stage consisting of media experts and linguists.

Findings This Research contributes to the existing literature by reaffirming the importance of using creative learning media in education. Learning media arouses interest and motivation and positively impacts their psychological aspects (Lestari, 2023). Learning media also effectively improves learning outcomes and abilities (Wahyudi, 2018). In the same thought, Nurul argued that the use of learning media not only makes it easier for educators to deliver material to students but the use of learning media helps to increase students' motivation to learn more interactively and more actively in the classroom so that there is feedback to the educator and students (Nurul Audie, 2019). It will also support a more planned and organized learning environment and facilitate measuring and monitoring student development (Marwiyah et al., 2023). So, it is important to choose learning media for learning activities. In line with that, the latest researchers have proven that including Sakinah, has used the box as a learning material to get student response by obtaining the "Positive" category with a percentage of 88.95% and the influence on the improvement of student learning outcomes (Sakinah, 2019).

Putri Nur Rosyidah also stated another thing that the use of Q.R. Code shows the validity, practicality, and effectiveness in developing flipcharts equipped with Q.R. Code in biology learning for Umbulsari State High School students to learn to get innovations in biology learning (Negeri et al., 2022). The theory that is in line with this research is the Behavioristic theory, which prioritizes environmental factors. Developing student behavior depends on the learning process, attaches importance to the reaction of habits, and all behaviors are formed due to the experiences and exercises that students do (Budiyanti et al., 2023).

Media development based on Box and Q.R. Code Quiz Paper is an assessment stage in the form of a practicality test. The practicality test was conducted after implementing the Box and Q.R. Code Quiz Paper-based media in class VII A. After using media, the assessment was carried out by providing a questionnaire of student responses. The results of the large-scale student response obtained 87.9%, so it was in the very positive category. The Media Based on Box and Q.R. Code Quiz Paper is very valid for students to use during learning. In addition, many student responses commented that the media is easy to apply, making it easier to understand the material and answer questions. The assessment criteria show that the product developed is good to be implemented or disseminated because the product has entered the very positive criteria. The assessment aspect of the ease of use of Q.R. codes aims to make it easier for students to understand the material for evaluation. Using Q.R. codes in education can increase motivation skills and get a positive response from students (Firmansyah, 2019).

The development of media from the effectiveness test can be known from the evaluation that has been carried out using two classes, namely the experimental class (class VIIA) and the control class (class VIIB), for a comparison of classes that use media and do not use media based on Box and Q.R. Code Quiz Paper. Each class consists of 21 students. Before the test was carried out, the experimental class was given Box-based learning media, while the control class was not given learning media. Based on the average post-test results from both classes, the experimental class obtained a higher score of 80.90%, while the control class was only 63.30%. The post-test results are then tested for normal homogeneity, a prerequisite for the t-test to determine the final result.

The normality, homogeneity, and t-test tests were calculated with the help of software, namely SPSS 26. The normality results showed that the significant values of the experimental class were  $0.178 > 0.05$ , and the control class was  $0.031 > 0.05$ , so it can be concluded that the data is normally distributed. Because the data is normally distributed, the homogeneity test shows significant results: *Mean*  $0.118 > 0.05$ , *median*  $0.108 > 0.05$ , *median with adjusted df*  $0.109 > 0.05$ , and *trimmed mean*  $0.105 > 0.05$ . It can be concluded that the data obtained is proven to be homogeneous because it is greater than 0.05. Afterward, a t-test was conducted to test the effectiveness of an *independent sample t-test*, which shows that obtaining sig. (2-tailed) which is 0.024. It shows that sig. (2-tailed)  $< 0.05$ , then reject  $H_0$  and accept  $H_a$ . So, it can be concluded that there is a significant difference in the provision of learning media. The effectiveness of game media is seen from the value

of learning outcomes of game media users (Kurniawan et al., 2022). In line with that, (Meiliputri et al., 2021) said that if the test results of the class that was given a significantly higher treatment, then the product proved effective.

Advantages of Media Development in the Islamic Cultural History Subject Khulafaur Rasyidin's material based on Box and Q.R. Code Quiz Paper has never been researched. However, previous research had the same effect on developing media boxes and Q.R. codes that differentiated or needed the learning media developed by the researcher, namely quiz questions in paper mode, where the quiz answer becomes a barcode link.

## 5. Conclusion

The findings of this study show that media development in the subject of Islamic Cultural History material Khulafaur Rasyidin grade VII MTsN 1 Tana Toraja resulted in a percentage of 100c/o from material experts, 90c/o from media experts, and 87.5c/o from linguists and validation from Islamic Cultural History teachers obtained 100%. Meanwhile, the results of the practicality test using a student response questionnaire obtained 87.9%. The Media Based on Box and Q.R. Code Quiz Paper is very valid for students to use during learning. Finally, the effectiveness test results using an *independent sample t-test* showed that obtaining sig. (2-tailed) which is 0.024. So, it can be concluded that there is a significant difference in the provision of learning media. The implications of the media can be used as a learning media tool in the Islamic Cultural History subject of Khulafaur Rasyidin grade VII material at MTsN 1 Tana Toraja. This research was made to try new things from various existing learning media.

## 6. References

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