



## **Paired T-Test to Determine the Effect of Smart Paperboard Learning Media on Student Learning Outcomes in the Subject of Islamic Cultural History**

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### **Abstract:**

This study aims to determine and measure the impact of smart paperboard learning media integration on student learning outcomes in the Islamic Cultural History (SKI) subject at MA Mambaul Ulum Megaluh Jombang. Both students and teachers utilized this learning media during the teaching and learning process. A quantitative research method with paired t-test analysis was employed in this study. Data was collected through pre-test, post-test, and observation towards the students of Class X AB at MA Mambaul Ulum Megaluh Jombang as research participants. Before conducting the paired t-test, a normality test was performed, which resulted in a value of  $0.109 > 0.05$ , indicating that the data is normally distributed. The results of the paired t-test analysis showed a significance value of  $0.00 < 0.05$ , meaning that the smart paperboard learning media has a positive effect on student learning outcomes. The findings of this study strengthen the theory that using cutting-edge and interactive learning media, such as smart paperboard, can foster the effectiveness of learning. Likewise, this study implies that active student participation in the learning process positively contributes to enhancing their learning outcomes.

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## Introduction

Education is an effort to develop the skills possessed by individuals. As a matter of fact, the progress or decline of a country can also be influenced by the quality of education and the excellence of its human resources (Abd Rahman, et al., 2022; Darim., 2020). As stated in Law No. 20 of 2003, education is defined as an intentional effort aimed at developing abilities, religious values, self-control, knowledge, and commendable behavior. In the field of education, religious education is compulsory and comes after general education in terms of priority. Islamic religious education refers to learning that is grounded by Islamic teachings and values, which are sourced from the Qur'an, Hadith, Ijma' (consensus) and Qiyas (analogical reasoning) (Rahmat., 2019; Santoso, et al., 2024). This particular education aims to shape individuals who are obedient and submissive to the commands of Allah Swt. and abstain from His prohibitions.

Generally, Islamic religious studies are categorized into four core subjects, including Qur'an-Hadith, Aqidah-Akhlaq, Fiqh as well as Islamic Cultural History. In detail, Al-Qur'an Hadith focuses on the study of the sciences of the Qur'an and Hadith, while Aqidah-Akhlaq emphasizes students' personality and moral development along with their faith. Fiqh is a study subject which involves the discussion of Islamic jurisprudence and legal rulings. Lastly, Islamic Cultural History is a study that discusses about the historical development of Islam and its civilization. As Muslims, we are strongly expected to understand and acknowledge the history of Islamic culture. In this regard, the history of Islamic civilization refers to a collection of past events that offer valuable lessons for the future. It also illustrates to the Muslims the progress and decline of Islam and the Muslim community itself, as well as the struggles of key Islamic figures in upholding Islam as a religion (Rusiadi., 2019; Mar'atusholeha et al., 2023).

Islamic Cultural History (*Sejarah Kebudayaan Islam* – SKI) is a part of Islamic studies subjects, within the notion that history plays an important role in human life. Distinctively, the subject of Islamic Cultural History consists of three words: history, culture, and Islam. In this context, culture is defined as things related to human reasoning and intellectuality (Faisal Ismail., 2017; Yadi., 2020). However, this subject tends to be less favored by students due to several factors, and one of the primary ones is that it includes numerous historical narratives and a multitude of names of important figures, which frequently can be difficult for students to understand and memorize.

Moreover, the subject of Islamic Cultural History (SKI) is a fundamental component of Islamic religious education, which aims to instill in students an understanding of historical events and the values of struggle within Islam. As previously discussed, some students still perceive SKI to be less engaging in practice

for the same reason. This has led to a lack of interest and poor comprehension among students toward Islamic cultural history study materials and concepts (Septy Nurfadhillah, et al., 2021; Al Ayyubi et al., 2024). Various learning media have been utilized to enhance teaching effectiveness, but there is still a limited number of studies that specifically evaluate how effective the smart paperboard medium in the context of SKI learning, especially at the level of *Madrasah Aliyah* (Islamic Senior High School). In detail, the smart paperboard is a visual aid based on mind mapping that has the potential to foster students' understanding of learning, yet it has not been widely examined scientifically in this learning context. Likewise, most prior studies have only concentrated on the use of interactive multimedia or digital media, while the discussion on manually-visually operated smart paperboard has not been extensively explored as a potentially effective tool for teaching Islamic history. Therefore, research on this topic is needed to address and examine whether the use of the smart paperboard can enhance students' comprehension of the Islamic Cultural History (SKI) subject.

Although various instructional media have been used in Islamic religious education, most of the teachings and research still focus on digital or interactive media. However, not all schools have access to adequate technological facilities, resulting in the need for more accessible and practical media alternatives, such as smart paperboard (Zahfa et al., 2025; Putri and Kasriman., 2022). Besides, research on the use of smart paperboard as a mind mapping-based medium remains very limited, particularly in the context of Islamic Cultural History (SKI) learning (H. Fuadi et al., 2022; Rusiadi., 2019). In fact, SKI learning materials often involve complex narratives and require the support of visualization throughout the learning process, so that the students can better grasp the visual representation of the learning content. To date, only a few studies have been conducted at the *Madrasah Aliyah* level, particularly the studies examining the impact of using the smart paperboard on student learning outcomes in the SKI subject. As a result, this highlights a significant research gap that requires further exploration.

Based on the aforementioned explanation, the researchers are interested in examining the impact of using smart paperboard learning media on students' understanding of the subject of Islamic Cultural History at MA Mambaul Ulum Megaluh Jombang. With the aim of having a positive impact on student learning outcomes through the use of smart paperboard as a learning medium.

## Research Method

This study employed quantitative methods, which are used to test a theory or problem by examining the relationship between variables (Imam Machali, 2021; Ali

[et al., 2022](#)). This research method is particularly utilized to determine the effect of smart paperboard learning media on student learning outcomes.

Some argue that this study relies on the use of numerical data to support its findings. Significantly, there is a casual relationship in this study, which implies a cause-and-effect relationship between the variables and the research object. This study includes two types of variables, namely the dependent variable and the independent variable. Following this, the influence between the dependent and independent variables will be examined.

This study was conducted at MA Mambaul Ulum Megaluh Jombang, which is located on Jalan KH. Irsyad No.12, Megaluh Jombang. The researchers purposefully chose this Islamic school as the research setting to determine the effect of smart paperboard learning media on the learning outcomes of MA Mambaul Ulum Megaluh Jombang students who were studying the Islamic Cultural History (SKI) subject. Specifically, Class X was selected for this study since the learning process in this class is notably active. By implementing this learning media in the aforementioned class, it is expected that there will be an increase in student learning outcomes in the selected research setting.

In a quantitative study, variables are crucial factors as they allow researchers to measure, observe, and analyze the phenomenon being studied. In this study, the variables are classified into two: the Independent Variable (X) – smart paperboard learning media and the Dependent Variable (Y) – student learning outcomes. In order to represent the population of the study, the researchers collected a number of study samples. As previously mentioned, students at MA Mambaul Ulum Megaluh Jombang from Class X served as this study's samples. For the purpose of data collection, this study employed observation, pre-test, post-test, and documentation. Data collection is a systematic and standard procedure for obtaining the required data or information. Finally, the analysis techniques used in this study are the data normality test and the paired t-test for hypothesis testing.

## Results and Discussion

### 1. Students' Understanding of Islamic Cultural History (SKI) Before They Started Using Smart Paperboard Learning Media

Islamic Cultural History (SKI) is one of the study branches of Islamic religious education, along with Qur'an-Hadith, Aqidah-Akhlaq, and Fiqh. Notably, Islamic Cultural History focuses on the historical development of the Muslim community and life in terms of worship, preaching, and behavior in past eras ([Ibnu Imam Al Ayyubi., 2024](#); [Abbas et al., 2024](#)). This subject allows students to draw valuable lessons from historical Islamic events for their future lives. ([Ita Rianti, et al., 2016](#); [Arif et al., 2024](#)).

Traditionally, SKI teachers have relied on lecture and storytelling methods, considering them appropriate due to the narrative nature of the subject (Moh Kholik., 2025; Fauziah and Fauzan., 2024). However, students have diverse learning styles as some learn better visually, while others verbally or kinesthetically. Teachers' awareness of these differences enables them to adjust their teaching methods for more effective learning and to enhance students' comprehension of the study material (Zamzam Mustofa., 2023; Mariyatul et al., 2024).

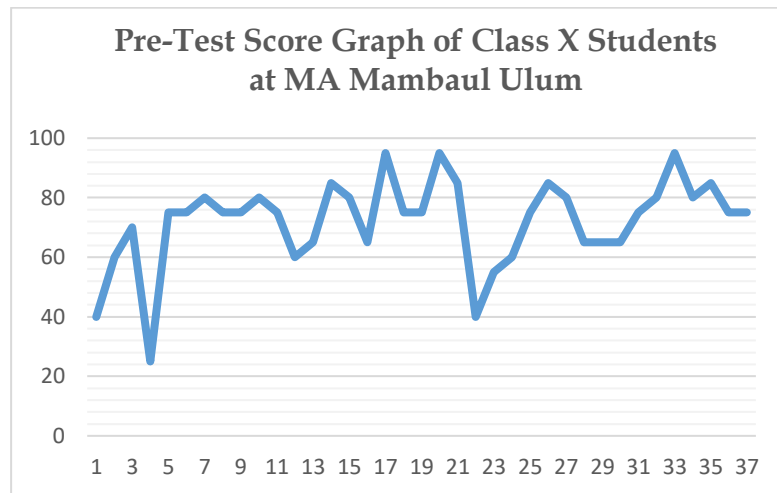


Figure 1. Pre-test Score Graph

To assess students' understanding prior to the implementation the smart paperboard learning media in the classroom, a pre-test was conducted. This pre-test aimed to determine whether the class already possesses the necessary prior knowledge. It was an initial test with 20 multiple-choice questions assigned to one selected class, specifically Class X AB as the research subject. According to the pre-test results, the average score obtained was 72.03.

## 2. Students' Understanding of the Islamic Cultural History (SKI) After Using Smart Paperboard Learning Media

The term 'learning media' consists of two words: 'media' and 'learning'. Etymologically, the word media is derived from the Latin word *medius*, which means 'a means of conveying something' or 'a messenger' (Aisyah Fadilah, 2023; Susanto et al. 2023). According to the National Education Association (NEA), media are defined as objects or materials that can be seen, felt, and discussed in order to support the accomplishment of a specific activity goal (Septy Nurfadhillah, 2021; Fuadi., 2021). On the other hand, the Association for Educational Communications and Technology (AECT) defined media as tools

that can be used to deliver or transmit or deliver information (Ani Daniyati et al., 2023; Karsubi and Adrian., 2024).

Learning originates from the English word *'learn'*, which means to study or acquire knowledge. The Indonesian Dictionary (KBBI) defines learning as an effort that encourages individuals to learn. Learning media are thus tools designed to facilitate the teaching and learning process, assisting and easing the delivery of study materials as well as helping to achieve educational objectives more effectively and efficiently (Septy Nurfadhillah., 2021) (Supriyono., 2018).

The smart paperboard learning media aims to help students more easily memorize and recall historical events. This medium is an advancement over traditional blackboard commonly found in schools. With technological development, smartboards have emerged as interactive teaching tools. Essentially, teachers can enhance these smartboards to support students' understanding of the subject matter and achieve the learning objectives at the same time. The SKI teacher at MA Mambaul Ulum reported that the adoption of the smart paperboard in the SKI classroom has significantly helped to boost student motivation. Students have demonstrated their heightened enthusiasm for the study material covered in class. Formerly, students predominantly listened to the teacher's storytelling and studied with the SKI textbooks by completing the exercises.

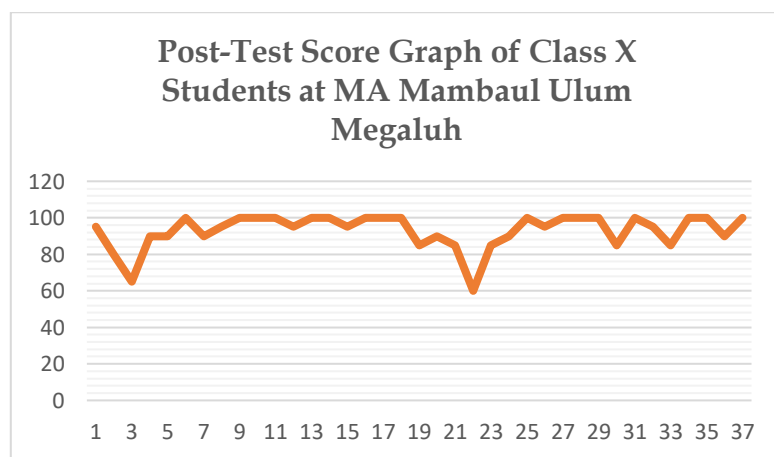


Figure 2. Post-test Score Graph

Based Figure 2. The post-test results of Class X AB showed an average score of 92.97, which is higher than the pre-test average. This increase in average score indicates that the use of smart paperboard as a learning medium can enhance student learning outcomes in the Islamic Cultural History (SKI) subject.

To evaluate students' understanding of the SKI subject following the integration of the smart paperboard learning media, the researchers conducted a post-test consisting of 20 multiple-choice questions. The purpose of the post-test was to measure the effect or impact of using the smart paperboard on the observed variable. This test was once again administered to the same class that participated in the pre-test. Interestingly, the results also revealed an improvement in student learning outcomes in the SKI subject after integrating the smart paperboard during the learning process.

### 3. The Influence of Smart Paperboard Learning Media on Student Learning Outcomes in the Subject of Islamic Cultural History

Learning media have a significant impact on student achievement due to their ability to increase engagement, facilitate conceptual understanding, and create a more stimulating and meaningful learning environment. Compared to traditional teaching approaches that are more static and teacher-centered, learning media provide a more dynamic and visually as well as audio-visually appealing presentation of information. As can be seen, this helps students process and retain information more effectively.

#### 1. Normality Test

Data Assumption of Data Normality:

H<sub>0</sub>: The data are normally distributed

H<sub>1</sub>: The data are not normally distributed

*Table 1. Normality Test*

		Residual Values
N		37
Mean		.0000000
Std. Deviation		9.02260644
Maximum Difference	Absolute	.198
	Positive	.168
	Negative	-.198
		1.206
Normality Test		
Significance Value		.109

Based on the results in Table 1, the significance value is 0.109, which is greater than 0.05. This value indicates that the data are normally distributed. Therefore, the assumption of normality is satisfied, and it means that a paired t-test can be employed.



## Paired T-Test to Determine the Effect of Smart ...

### 2. Paired t-Test

$H_0$ : There is no effect of the Smart Paperboard learning media on student learning outcomes in the Islamic Cultural History subject at MA Mambaul Ulum Megaluh Jombang.

$H_1$ : There is an effect of the Smart Paperboard learning media on student learning outcomes in the Islamic Cultural History subject at MA Mambaul Ulum Megaluh Jombang.

**Table 2. Descriptive Statistics**

		N	Minimum Score	Maximum Score	Mean	Std. Error of the Mean
Paired Sample 1	Pre Test	37	25	95	72.03	14.882
	Post Test	37	60	100	92.97	9.535

Table 2 depicts the calculated average scores of the pre-test and post-test. The average post-test score was 92.97, while the average pre-test score was 72.03, indicating an increase in students' average performance. This value implies that the use of smart paperboard learning media has a significant impact on students' understanding of the subject matter.

**Table 3. Paired t-Test**

Paired Differences					
	Mean Difference	Std. Deviation	t	df	Significance (2-tailed)
Pair 1: Pretest - Posttest	-20.946	14.853	- 8.578	36	.000

Moreover, as shown in Table 3, the paired t-test analysis revealed a significance value of 0.000, which is less than 0.05. This result indicates that the use of smart paperboard learning media has a significant impact on student learning outcomes in the Islamic Cultural History (SKI) subject at MA Mambaul Ulum Megaluh Jombang.



The average pre-test score was 72.03, while the average post-test score was 92.97, reflecting a noticeable improvement in students' learning performance. Before conducting the analysis, a normality test was performed, resulting in a significance value of  $0.109 > 0.05$  (greater than 0.05), which confirms that the data were normally distributed. Further, based on the results of the paired t-test, with a significance value of  $0.000 < 0.05$  (less than 0.05), it can be concluded that the smart paperboard implementation positively influenced the learning outcomes of Class X AB students at MA Mambaul Ulum Megaluh Jombang.

Overall, these study results agree with the findings of several previous studies. For instance, this research is in line with a study conducted by Rosalina Putri and Kasriman, entitled *"The Influence of Smartboard Learning Media on Early Reading Ability in Indonesian Language Subjects at Elementary School."* Their findings showed that learning was more engaging for students in classes that utilized smartboard media. The hypothesis test results showed a t-value of  $3.228 > 2.002$  (greater than 2.002), indicating a significant influence of smartboard media on early reading skills in Grade 1 at SDN Pulau Harapan 01 Pagi. (Rosalina Putri and Kasriman., 2022; Langka., 2023).

Similarly, Fran Richard Langka's research, entitled *"Development of Smartboard Media for Algebra Learning on One-Variable Linear Equations,"* concluded that the smartboard media was a valid instructional tool. The validation score reached an average of 88.9%. In terms of content, the media showed an influence with an average score of 95%. Likewise, student feedback also showed a high degree of satisfaction, with an average score of 93.25%. (Fran Richard Langka., 2016; Putri and Kasriman., 2022)

Another supporting study by Siti Herniyanti, entitled *"Development of Smartboard Media to Improve Students' Higher-Order Thinking Skills on Pancasila Material"* revealed an increase in student learning outcomes. The average pre-test score was 53.21, while the post-test score rose to 89.28, showing a 36.07-point improvement in student skills after the implementation of smartboard media. (Herniyanti.,2023; Putri and Kasriman 2022).

Based on these previous studies, smart paperboard learning media has been proven to enhance student learning outcomes. Once it was incorporated into the classroom instruction, students showed improvement in their learning performance. To sum up, this current study confirms the previous findings and contributes additional evidence that the use of smart paperboard

also increases students' interest towards the subject of Islamic Cultural History (SKI), which was previously considered as less engaging subject due to its heavy historical content. Therefore, this type of media not only helps improve learning outcomes but also boosts student interest in the subject.

## Conclusion

Referring to the results of the research conducted at MA Mambaul Ulum Megaluh Jombang, it can be concluded that the implementation of smart paperboard learning media significantly helps both teachers and students in the teaching and learning process of the (Islamic Cultural History) SKI subject. In detail, the average score for the validation of the media used was 93.75%, which falls under the "feasible" qualification. After all, the implications of this research also demonstrated that active student involvement in the learning process contributes positively to achieving better learning outcomes.

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