

Development of Smart Box Media to Boost Students' Confidence

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Abstract

This study aimed to develop Smart Box as a supporting medium for classroom guidance services to help Grade VIII-A students at MTs Binaul Iman develop self-confidence. The study employed a Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The trial subjects comprised 20 Grade VIII-A students, one material expert, one media expert, and one Guidance and Counseling teacher as a practitioner. Data were collected through observation, interviews, needs analysis questionnaires, validation sheets, Guidance and Counseling teacher response questionnaires, student response questionnaires, and documentation. The developed product was an educational box containing materials on self-confidence and Islamic values, a spinner, self-perception cards, others' perception cards, challenge or courage cards, student response cards, and a user guidebook. The results showed that the material expert validation obtained a score of 82.1%, media expert validation 82.1%, Guidance and Counseling teacher responses 86.1%, and student responses 80.9%; all were categorized as highly feasible based on the research criteria. These findings indicate that Smart Box demonstrates good material suitability, design quality, ease of use, usefulness, and user acceptance as a supporting medium for classroom guidance services. However, the study did not experimentally examine its effectiveness; therefore, the feasibility and practicality percentages cannot be interpreted as empirical evidence of an improvement in students' self-confidence.

Keywords: Smart Box, Self-Confidence, Guidance And Counseling, ADDIE, Classical Services.

A. Introduction

Education is directed not only toward academic achievement but also toward the personal and social development of students. One important aspect of such development is self-confidence, defined as a belief in one's own abilities that encourages individuals to act, interact, express their opinions, and face challenges without excessive anxiety.¹ In

¹ Peter Lauster, *Tes Kepribadian*, diterjemahkan oleh D. H. Gulo (Jakarta: Bumi Aksara, 2003), hlm. 43.

the school context, self-confidence is associated with students' willingness to participate in learning activities, perform in front of the class, answer questions, and express their abilities. Low self-confidence may be manifested through hesitation, fear of making mistakes, a tendency to remain passive, and difficulties in expressing opinions.

These problems were identified among students at MTs Binaul Iman. Initial observations and interviews conducted as part of this study indicated that some students remained hesitant when asked to speak or provide answers in front of the class. Some tended to remain silent even when they knew the answers, while others required encouragement to communicate and express themselves. Thus far, guidance and counseling services have relied primarily on instruction, discussion, and question-and-answer activities. Therefore, a more engaging and interactive medium is needed to provide students with greater opportunities for direct involvement.

Theoretically, self-confidence is associated with belief in one's abilities, optimism, objectivity, responsibility, and the ability to think rationally and realistically.² From an Islamic perspective, this study also positions self-confidence within the framework of effort (*ikhtiar*), trust in Allah (*tawakal*), courage, and awareness that individual abilities are blessings from Allah SWT.² Therefore, the developed medium does not merely incorporate psychological concepts of self-confidence but also integrates Islamic values that are relevant to developing positive attitudes toward oneself.

Previous studies have demonstrated that Smart Box media have been used in various learning contexts. Aminah and Yusnaldi developed a Smart Box for social studies learning,³ while Oktavia et al. and Sukaryanti et al. used Smart Box media to support elementary school learning.⁴ Okta et al. developed a Smart Box for civic education,⁵ whereas Maharani and Nurjannah used it to support early reading instruction.⁶ These

² Ahmad Mustofa dan Yusuf Arisandi, "Konsep Percaya Diri Perspektif Al-Qur'an," *Al-Jadwa: Jurnal Studi Islam* 1, no. 1 (2021): 22–43, <https://doi.org/10.38073/aljadwa.v1i1.470>

³ Siti Aminah dan Eka Yusnaldi, "Pengembangan Media Smart Box untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial di Madrasah Ibtidaiyah," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 3077–3086.

⁴ Jovanka Oktavia, Venneza Zahra, Nurdinah Hanifah, dan Rana Gustian Nugraha, "Penerapan Media Smart Box untuk Meningkatkan Hasil Belajar Kognitif Kelas IV SD Materi Hak dan Kewajiban," *Didaktika: Jurnal Kependidikan* 13, no. 1 (2024): 545–554.

⁵ Anisa Sukaryanti, Murjainah, dan Siti Lutfiah Syaflin, "Pengembangan Media Pembelajaran Kotak Pintar Keragaman di Indonesia untuk Siswa Kelas IV SD," *Jurnal Pendidikan: Riset dan Konseptual* 7, no. 1 (2023): 140–149, https://doi.org/10.28926/riset_konseptual.v7i1.675

⁶ Welni Okta, Yusni Arni, Riska Ulandari, Atika Evi Meliana, dan Sri Wahyuni, "Pengembangan Media Smart Box terhadap Pembelajaran Kewarganegaraan Materi Nilai-Nilai Pancasila di SD Negeri 165 Palembang," *Invention: Journal Research and Education Studies* 6, no. 1 (2025): 22–31.

findings indicate that boxes, cards, and interactive activities can be utilized as learning media. However, based on the literature reviewed in this study, the use of Smart Box as a medium for guidance and counseling services specifically designed to develop self-confidence among junior Islamic secondary school (*Madrasah Tsanawiyah*/MTs) students remains limited. The distinctiveness of this study lies in its target of service, the content of the medium, and the activities designed to promote self-awareness, courage in expressing opinions, reflection, and simple challenges.

The media development was conducted using a Research and Development (R&D) approach with the ADDIE model. This model provides a systematic process encompassing needs analysis, design, development, implementation, and evaluation of the product.⁷ This approach enables the product to be developed based on students' actual needs and to undergo assessment by experts and users before being implemented on a broader scale. Accordingly, this study aims to (1) analyze the need for Smart Box media in classical guidance services, (2) develop a Smart Box prototype that corresponds to students' needs, and (3) determine the feasibility and practicality of the medium based on assessments by experts, guidance and counseling teachers, and students.

This study employed a Research and Development (R&D) method using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study was conducted at MTs Binaul Iman, Jalan Anjangsana No. 13, Karang Rejo, Gunung Maligas District, Simalungun Regency, North Sumatra, from July 20 to August 3, 2026. The research site was selected based on the identified need for guidance and counseling service media that are appropriate to the characteristics of the students.

The research subjects consisted of 20 eighth-grade students from Class VIII A who exhibited characteristics of low self-confidence, particularly in expressing opinions, asking questions, and speaking in front of teachers and classmates. Product feasibility was assessed by one subject-matter expert and one media expert, while the practicality test involved a guidance and counseling teacher and the 20 students as media users. Data were collected through observation, semi-structured interviews with the guidance and counseling teacher, student needs-analysis questionnaires, expert validation sheets,

⁷ Suci Maharani, Nurmayani, Halimatusakdiah, Faisal, dan Masta Marselina Sembiring, "Pengembangan Media Pembelajaran Smart Box untuk Pembelajaran Membaca Permulaan Siswa Kelas I SD Negeri 065006 Belawan TA. 2023/2024," *Jurnal Pendidikan Tambusai* 8, no. 2 (2024): 27498–27510.

guidance and counseling teacher response questionnaires, student response questionnaires, and documentation.

During the Analysis stage, the researchers identified students' self-confidence problems, user characteristics, media needs, and the existing conditions of guidance and counseling services. The Design stage involved developing the learning materials, usage procedures, visual design, activity cards, spinner, user guidebook, and research instruments. During the Development stage, the design was transformed into a physical product and subsequently subjected to expert validation. The validation results were used as the basis for product revision and improvement. The Implementation stage involved using the Smart Box in classical guidance services, while the Evaluation stage was conducted to obtain user responses and provide a basis for further product refinement.

Needs-analysis data were analyzed descriptively by organizing findings from observations, interviews, and questionnaires into problem needs and media needs. Validation and user-response data were analyzed using the percentage formula: $P = (\text{obtained score} / \text{ideal score}) \times 100\%$. The resulting percentages were then interpreted according to the feasibility criteria established in the study. The assessment focused on material suitability, material content, Islamic values, language and presentation, media appearance, quality, ease of use, attractiveness, usefulness, and user acceptance. This study did not conduct an effectiveness test using an experimental design; therefore, the reported findings focus on needs analysis, product development, feasibility, and practicality.

B. Finding Research

The research findings are presented based on three main focuses: needs analysis, the characteristics of the developed product, and the results of the feasibility and practicality tests. The data presented were obtained from observations, interviews, questionnaires, and assessments conducted by validators and users.

Table 1. Results of the Smart Box Media Needs Analysis

Aspect	Main Findings	Development Implications
Courage to speak	Some students were hesitant to speak and chose to remain silent even when they knew the answer.	Activities that provide opportunities for students to

		practice speaking gradually are needed.
Expressing opinions	Students were still afraid of making mistakes when expressing their opinions.	Question and response cards that provide a safe and structured environment are needed.
Self-awareness	Students needed assistance in recognizing their abilities and personal strengths.	Self-perception and others' perception cards were incorporated into the media.
Service engagement	Guidance and counseling services relied primarily on instruction, discussion, and question-and-answer activities.	The media needed to be interactive and directly involve students.
Media needs	Students needed media that were engaging, easy to use, and not monotonous.	A Smart Box incorporating games, cards, a spinner, and a user guide was developed.

The needs analysis indicated that the main problem was not only related to students' courage to perform in front of others but also to their need for structured experiences in recognizing themselves, expressing opinions, and facing challenges. These findings served as the basis for developing media that not only provides information but also offers activities that enable students to respond directly.

Table 2. Components of the Smart Box Product

Component	Content/Function
Main box	The main container that holds all components of the Smart Box.
Self-confidence materials	Information concerning the definition, aspects, and development of self-confidence.
Islamic values materials	Materials that relate self-confidence to <i>ikhtiar</i> (effort), <i>tawakal</i> (trust in Allah), patience, gratitude, and courage.
Spinner	A tool used to determine the category of cards to be used.

Self-perception cards	Activities designed to help students identify their abilities, strengths, and perceptions of themselves.
Others' perception cards	Activities designed to obtain and reflect on positive perceptions of oneself from others.
Challenge/courage cards	Simple challenges designed to develop students' courage in communicating and expressing themselves.
Student response cards	A space for students to provide answers, opinions, and reflections on their experiences.
User guidebook	Instructions for guidance and counseling teachers on how to use the media in classical guidance services.

The final product was designed as an educational game. Students spin the spinner, select a card according to the indicated category, answer questions or complete a challenge, and then provide responses and reflections. This structure makes the guidance service less centered on teacher explanations and provides students with greater opportunities for active participation.

Table 3. Results of the Smart Box Validation and Practicality Tests

Evaluator/User	Score/Basis of Calculation	Percentage	Category
Subject-matter expert	46 out of 56	82.1%	Very Feasible
Media expert	Assessment of appearance, quality, ease of use, and attractiveness	82.1%	Very Feasible
Guidance and counseling teacher	62 out of 72	86.1%	Very Feasible
Students	1,035 out of 1,280	80.9%	Very Feasible

The subject-matter expert validation resulted in a percentage of 82.1%. The assessment covered the suitability of the materials, material content, Islamic values, as well as language and presentation. The media expert validation also resulted in 82.1%, indicating that the appearance, quality, ease of use, and attractiveness of the media met the criteria established in the study. The guidance and counseling teacher's response

resulted in 86.1%, while the students' response resulted in 80.9%. All four results fell within the very feasible category.

Discussion

The needs analysis revealed that students at MTs Binaul Iman required a medium capable of shifting the pattern of guidance and counseling services from predominantly teacher-centered explanations toward more participatory, interactive, and student-centered experiences. This need is important because guidance and counseling services are not merely concerned with delivering information but also with helping students understand themselves, recognize their potential, communicate their thoughts, and develop positive personal and social characteristics. In this context, guidance and counseling media can function not only as supporting instruments for message delivery but also as tools for creating more structured, engaging, and meaningful service experiences.⁸ The findings of this study indicate that students needed activities that allowed them to answer questions, express their opinions, reflect on their personal characteristics, and participate in simple challenges. These needs were subsequently translated into the Smart Box through question cards, self-perception cards, others' perception cards, courage challenges, and reflection activities. Therefore, the Smart Box was not developed merely as a physical object or educational game, but as an interactive medium intended to facilitate students' active involvement in guidance and counseling services.

The development of each Smart Box component was closely connected to the concept of self-confidence proposed by Lauster.⁹ Self-confidence is not merely understood as the courage to appear in front of others, but encompasses belief in one's own abilities, optimism, objectivity, responsibility, and the ability to think rationally and realistically. These dimensions provided the conceptual foundation for translating the theory into concrete activities that students could experience directly. Belief in one's abilities, for example, was represented through activities encouraging students to identify their strengths, abilities, and personal potential. Optimism was developed through questions that encouraged students to recognize positive aspects of themselves.

⁸ Aminah, S., & Yusnaldi, E. (2024). Pengembangan media Smart Box untuk meningkatkan hasil belajar siswa pada mata pelajaran Ilmu Pengetahuan Sosial di Madrasah Ibtidaiyah. *Didaktika: Jurnal Kependidikan*, 13(3), 3077–3086.

⁹ Lauster, P. (2003). *Tes kepribadian* (D. H. Gulo, Trans.). Bumi Aksara.

Meanwhile, objectivity was addressed through activities that compared students' perceptions of themselves with how others perceived them. Such activities provide opportunities for students to develop a more balanced understanding of themselves rather than relying solely on subjective assumptions or perceived weaknesses. Consequently, the components of the Smart Box were theoretically grounded in the dimensions of self-confidence rather than being developed solely on the basis of visual creativity or attractiveness.

The dimension of responsibility was also incorporated through activities that required students to determine their own responses and explain the reasons behind their choices. Such activities provide students with opportunities to practice making decisions and taking responsibility for their opinions. In addition, rational and realistic thinking was developed through reflection on situations commonly encountered in school, such as expressing opinions, answering teachers' questions, asking for assistance, or responding to mistakes in front of peers. Through these activities, students were encouraged not merely to provide spontaneous answers but also to consider the reasons and possible consequences underlying their responses. In this way, the Smart Box connects the abstract concept of self-confidence with concrete experiences that are relevant to students' everyday lives. This approach is particularly relevant to guidance and counseling because students' personal development cannot be adequately facilitated through theoretical explanations alone; it requires opportunities for experience, interaction, and reflection.

Another distinctive characteristic of the Smart Box is the integration of Islamic values. The materials encourage students to understand self-confidence in relation to *ikhtiar* (effort), *tawakal* (reliance on Allah), patience, gratitude, and courage. This integration is important because the study was conducted within an Islamic educational institution, where psychological development can be situated within an Islamic value framework. From an Islamic perspective, confidence in one's abilities should not develop into arrogance or a sense of superiority over others. Rather, confidence should be accompanied by an awareness that human abilities are blessings and trusts from Allah SWT, while human effort remains accompanied by reliance upon Him through *tawakal*.¹⁰ Accordingly, the Smart Box does not merely encourage students to speak, participate, or

¹⁰ Maharani, S., Nurmayani, Halimatusakdiah, Faisal, & Sembiring, M. M. (2024). Pengembangan media pembelajaran Smart Box untuk pembelajaran membaca permulaan siswa kelas I SD Negeri 065006 Belawan TA. 2023/2024. *Jurnal Pendidikan Tambusai*, 8(2), 27498–27510.

perform confidently but also seeks to develop a positive perception of oneself within an Islamic moral and spiritual framework.

The integration of Islamic values therefore provides a broader dimension to the purpose of the developed medium. Students are not merely encouraged to think, “I am capable,” but also to understand that their abilities should be developed through effort, patience, gratitude, and reliance upon Allah. The concept of *ikhtiar* encourages students to continue trying even when they make mistakes, whereas *tawakal* helps them understand that the final outcome of an effort is not entirely under human control. Likewise, gratitude can help students recognize their own potential without excessive comparison with others. Thus, Islamic values incorporated into the Smart Box function not simply as additional content but as a foundation for developing a healthy and constructive attitude toward oneself.

The subject-matter expert validation score of 82.1% indicates that the content of the Smart Box met the established feasibility criteria. This finding suggests that the materials were considered appropriate for the objectives of the guidance and counseling service. In the development of guidance and counseling media, content feasibility is important because an effective medium should not merely have an attractive appearance; its content must also correspond to students’ developmental characteristics, service objectives, and the problems being addressed. The materials contained in the question cards, perception cards, courage challenges, and reflection activities therefore needed to maintain a clear relationship with the objective of developing self-confidence. The validation result indicates that the product demonstrated alignment between its content and the intended objectives of the service.

The media expert validation score of 82.1% likewise indicates that the physical design and visual components of the Smart Box met the established feasibility criteria. Components such as the box design, spinner, activity cards, and user guide are important because they influence how teachers and students interact with the medium during guidance and counseling activities. A medium may have conceptually appropriate content but become difficult to use if its physical components or procedures are complicated. Therefore, the media validation provides evidence that the Smart Box was not only appropriate in terms of content but was also designed in a form that could be utilized in guidance and counseling activities.

These findings also extend the application of Smart Box media, which has previously been reported more frequently in academic learning contexts, including social studies, early reading, and civic education.¹¹ Previous studies indicate that box-based interactive media can organize materials, activities, and learning experiences in a more concrete and engaging manner.¹² In the present study, this principle was adapted to guidance and counseling by transforming the content into activities focusing on self-awareness, communication courage, self-perception, reflection, and simple decision-making.

Compared with previous studies, the Smart Box developed in this research has a distinctive target and purpose. Aminah and Yusnaldi, for example, developed Smart Box media to support social studies learning,¹³ whereas Maharani et al. developed Smart Box media for beginning reading instruction.¹⁴ Okta et al. developed the medium for civic education,¹⁵ while Oktavia et al. applied Smart Box media to support students' cognitive learning outcomes.¹⁶ Sukaryanti et al. likewise demonstrated that a smart box could present learning materials in a more concrete and attractive manner.¹⁷ The principal distinction of the present study lies in the use of Smart Box as a medium for guidance and counseling services, rather than as a medium for subject-based instruction. Its content is specifically oriented toward self-awareness, courage in communication, self-perception, reflection, and simple decision-making related to self-confidence.

The guidance and counseling teacher response score of 86.1% indicates a high level of acceptance in terms of ease of use, clarity of instructions, alignment with service objectives, practicality, usefulness, and applicability in guidance and counseling

¹¹ Mustofa, A., & Arisandi, Y. (2021). Konsep percaya diri perspektif Al-Qur'an. *Al-Jadwa: Jurnal Studi Islam*, 1(1), 22–43. <https://doi.org/10.38073/aljadwa.v1i1.470>

¹² Okta, W., Arni, Y., Ulandari, R., Meliana, A. E., & Wahyuni, S. (2025). Pengembangan media Smart Box terhadap pembelajaran kewarganegaraan materi nilai-nilai Pancasila di SD Negeri 165 Palembang. *Invention: Journal Research and Education Studies*, 6(1), 22–31.

¹³ Oktavia, J., Zahra, V., Hanifah, N., & Nugraha, R. G. (2024). Penerapan media Smart Box untuk meningkatkan hasil belajar kognitif kelas IV SD materi hak dan kewajiban. *Didaktika: Jurnal Kependidikan*, 13(1), 545–554.

¹⁴ Safitri, M., & Aziz, M. R. (2022). ADDIE, sebuah model untuk pengembangan multimedia learning. *Jurnal Pendidikan Dasar*, 3(2), 51–59.

¹⁵ Siregar, T., & Rhamayanti, Y. (2025). Implementasi pengembangan model ADDIE pada dunia pendidikan. *Jurnal Hasil Penelitian dan Pengembangan (JHPP)*, 3(2), 85–100.

¹⁶ Sukaryanti, A., Murjainah, & Syaflin, S. L. (2023). Pengembangan media pembelajaran kotak pintar keragaman di Indonesia untuk siswa kelas IV SD. *Jurnal Pendidikan: Riset dan Konseptual*, 7(1), 140–149. https://doi.org/10.28926/riset_konseptual.v7i1.675

¹⁷ Zamsiswaya, Syawaluddin, & Syahrizul. (2024). Pengembangan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). *Jurnal Pendidikan Tambusai*, 8(3), 46363–46369.

activities. This finding is important because the guidance and counseling teacher is the practitioner who integrates the medium into the service process. A medium that is too complex or requires complicated procedures may hinder implementation. Conversely, a medium with clear instructions, structured components, and activities aligned with service objectives can help teachers create more varied and engaging guidance sessions. Therefore, the teacher response indicates that the Smart Box has practical characteristics that support its use as an alternative medium in classical guidance and counseling services.

The student response score of 80.9% also indicates a positive level of acceptance among the intended users. This percentage suggests that the combination of the box, cards, spinner, questions, challenges, and reflection activities provided students with a more engaging service experience. The interactive characteristics of the medium allowed students to become active participants rather than merely recipients of information. This finding is consistent with previous research on box- and card-based learning media, which emphasizes interactivity and student engagement as important characteristics of such media.¹⁸ In the context of guidance and counseling, these interactive features may provide an alternative to service patterns that rely predominantly on verbal explanations from teachers.

Overall, the findings demonstrate a consistent relationship among needs analysis, theoretical foundations, product design, expert validation, and user responses. The students' need for more active guidance services was translated into the components of the Smart Box; the theory of self-confidence provided the foundation for developing the activities; Islamic values strengthened the content; and the resulting product was assessed by experts and evaluated through teacher and student responses. This sequence indicates that the product was developed systematically rather than intuitively. The ADDIE model enabled the needs identified during the analysis stage to be translated into the design, development, implementation, and evaluation of the product.¹⁹

Nevertheless, the findings should be interpreted cautiously. The percentages of 82.1% for subject-matter expert validation, 82.1% for media expert validation, 86.1% for

¹⁸ Annisyah, F., Syakinah, T. A. F., & Lesmana, G. (2023). Guidance and counseling services strategy in increasing student confidence. *Bright Vision: Journal of Counseling and Guidance*, 3(2)

¹⁹ Satriani, L., Atmoko, A., & Ramli, M. (2023). Formation of confident character in students and the role of guidance and guidance teachers: Case study in high school. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 10(2). <https://doi.org/10.24042/kons.v10i2.19401>

teacher response, and 80.9% for student response indicate the feasibility and acceptance of the product based on the research instruments. These percentages cannot yet be interpreted as empirical evidence that the Smart Box increased students' self-confidence. The study did not employ an experimental design involving pretest and posttest measurements of self-confidence. Consequently, the extent to which students' self-confidence changed after using the medium cannot be established from the present findings. Therefore, the term "improve" in the development objectives should be understood as referring to the intended functional orientation of the medium rather than as a conclusion concerning its empirical effectiveness.

Another limitation concerns the scope of the trial, which involved only one class with a limited number of participants. Therefore, the findings cannot yet be generalized broadly to all MTs students with different characteristics and educational contexts. In addition, the Smart Box is a physical medium consisting of several components, including a box, cards, spinner, and user guide, which require preparation, storage, and maintenance. Nevertheless, these limitations provide opportunities for future research. Subsequent studies could examine the effectiveness of the Smart Box through experimental or quasi-experimental designs using pretest-posttest measurements, control groups, larger samples, and more diverse school contexts. Such research would provide stronger empirical evidence not only regarding the feasibility and practicality of the medium but also regarding its potential contribution to the development of students' self-confidence.

C. Conclusion

This study produced Smart Box media as a supporting medium for classical guidance services to facilitate the development of self-confidence among students in Class VIII A at MTs Binaul Iman. The needs analysis indicated a need for media that are more engaging and interactive and that provide students with opportunities to develop self-awareness, express their opinions, and practice courage. The product was developed using the ADDIE model and consists of a media box, self-confidence materials, Islamic values materials, a spinner, self-perception cards, others' perception cards, challenge or courage cards, student response cards, and a user guidebook. The validation results from the subject-matter and media experts were 82.1% each, while the guidance and counseling teacher's response was 86.1% and the students' response was 80.9%. All results were

categorized as very feasible based on the criteria established in the study. Therefore, Smart Box can be used as a supporting medium in classical guidance services. However, this study has not empirically demonstrated the effectiveness of Smart Box in increasing students' self-confidence. Future research should examine changes in self-confidence through experimental or quasi-experimental designs using measurable instruments and a larger number of participants.

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