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## Implementation of Learning Media For Building Space Based on Temple Architecture In Mathematics Subject

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### ABSTRACT

Elementary school students often face difficulties in understanding the concept of building space due to its abstract nature. The use of concrete learning media can help students to more clearly understand the shape and characteristics of spatial shapes, especially when related to everyday life. The method used in this research is descriptive qualitative, with data collection techniques through observation, interviews, and questionnaires. The results of questionnaires given to students and educators showed that 98% of students felt it was easier to understand the material when learning media was used effectively. In addition, 92% of teachers recognized that the use of learning media increased students' active participation in class. This research is expected to be a reference to improve the quality of mathematics learning in elementary schools. Therefore, it is expected that teachers can continue to develop and utilize learning media optimally to create more effective and interesting learning.

## 1. Introduction

Mathematics learning is a process of interaction between students, educators, and learning resources that aims to develop understanding, skills, and problem-solving in the field of mathematics (Maharani et al., 2023). The main purpose of mathematics learning is to encourage initiative and increase students' active participation in learning activities (Ryan et al., 2022). Learning mathematics at school has a very important role because it aims to prepare students mentally and intellectually as a provision for life. In addition, through learning mathematics, students acquire knowledge that is systematically arranged (Sadewo et al., 2022). Mathematics has a very important role as a basis for logic, reasoning, and quantitative solutions that support various other fields of learning. However, there are still many people who view math as a difficult and scary subject. Learning mathematics is not only limited to understanding concepts and procedures but also

includes various aspects that can be produced through the learning process (Putra, 2017).

Regardless of the statements of experts, mathematics is still often considered frightening by students. According to Wiryana et al., (2023) one of them is due to ineffective teaching methods, especially direct learning with minimal interaction. This hinders the understanding of mathematical concepts and the development of mathematical thinking skills. Therefore, interactive methods such as games, manipulative tools, or group discussions are needed to improve students' understanding and critical thinking skills.

Research by Nailia et al., (2023) explained that several factors cause students to have difficulty in solving math story problems, including low student interest in learning mathematics, inadequate learning motivation, limitations in the use of learning media, and lack of variety in learning strategies. Research by Husna et al., (2022) confirmed that the main problems in learning mathematics are generally related to difficulties in understanding concepts and a lack of skills in performing calculations. According to Ananda et al., (2022) educators are required to be more innovative in designing media and learning strategies that are attractive to students. In addition, the development of media and learning strategies must be adjusted to the ability of students so that the learning process can run more effectively.

According to Nurfadhillah et al., (2021) Mathematics needs to be made a subject that is more valued and interesting by students. Math learning must be delivered in a more interesting and fun way. Research by Cantika et al., (2023) said that in the learning process, the use of learning media is very important as a means of conveying material so that students more easily understand the concepts taught. In addition, learning media also serves to increase the effectiveness of teaching methods. Research by Anggraini et al., (2023) also said that learning media is one of the most important elements in the learning process, functioning as a link in delivering material. The use of concrete media has proven effective in assisting teachers in delivering math materials, such as building space and multiplication.

Based on the results of observations made on December 18 2024 of fifth-grade students of SDN Penataran 06 Blitar Regency, a problem was found in the form of low student learning activities due to the lack of use of interactive learning media, especially in mathematics subjects. Educators tend to use learning media that are conventional and monotonous so that students easily experience boredom and are less actively involved in the learning process. In addition, limited time, resources, and lack of creativity and innovation in developing learning media are also contributing factors. In addition, the results of interviews with fifth-grade teachers revealed that students felt bored and hoped that there was an element of play in learning math so that the learning atmosphere became more fun and less stressful. This statement is in line with the opinions of several grade V students who stated that they understand the material more easily if learning activities are delivered in a fun and interactive manner. Therefore, it is necessary to apply innovative,

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effective, and efficient learning methods to increase students' interest and motivation in the learning process.

In response to these problems, researchers are trying to conduct research by utilizing local wisdom-based learning media, so that students can learn more interactively through a play-while-learning approach. By research conducted by Chowdhury et al., (2024) the integration of learning media in the teaching and learning process can combine elements of education with games, as well as develop student skills and support the achievement of learning objectives. Research by Hamidah et al., (2022) also revealed that an analysis of media use needs to be done to determine the factors that influence the effectiveness of learning in the classroom using learning media.

The learning media for this space building box is called Bara Box or space building box which was inspired by the Development of Eco-Friendly Based Space Building Box Media in Mathematics Learning to Improve Critical Thinking of Grade II Elementary School Students development of space building box learning media in mathematics learning to improve critical thinking of grade II students (Afifah et al., 2023). The Bara Box media design is also inspired by the Claws Box learning media on the material of spatial and flat figures used in this study which is a learning media in the form of an elevated beam, and there are spatial and flat figures of various colors. In addition, this learning media provides a way to distinguish between the sides and corner points of each workpiece of spatial and flat shapes (Saraswati et al., 2022). Bara Box learning media also has an architectural theme inspired by the results of ethnomathematics exploration in the Karang Bayan Ancient Mosque Building can be implemented into classroom learning in classrooms that contain geometry geometry concepts, namely spatial and flat shapes (Aini et al., 2023).

Based on the opinions that have been presented, it can be concluded that the Bara Box learning media is a learning media that provides various forms of miniature buildings that can be arranged to involve students' active participation in understanding mathematics. In addition, Bara Box learning media has advantages in its use, namely enabling teachers to create meaningful and enjoyable learning for students, the learning process is not boring, has a wide selection of miniature buildings to create interesting temple architecture art (Wijaya et al., 2021). In addition to the advantages, The Bara Box does not rule out the possibility of having disadvantages, namely the media box has a fairly large size so it is a bit difficult to carry anywhere.

The use of Bara Box learning media has significant benefits to the learning process, as has been shown by previous research by Hendratni (2016). The mathematics learning media developed is adapted to the surrounding environment, making it suitable for use in learning. The results of this study indicate that the learning media in the form of miniature building spaces developed are acceptable and feasible to use as one of the mathematics learning media for grade V elementary school. However, there are differences between this research and previous research, namely in the elements chosen. In the previous study, the

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media developed was based on the concept of a house, while in this study, the learning media was developed concerning local wisdom, namely temple architecture.

The purpose of this study is to analyze the implementation of learning media in the material of building space used in the teaching and learning process in grade 5, as well as evaluate its effectiveness in improving students' understanding of the material. In addition, this study will also explore the factors that support and hinder the use of learning media in the material, both in terms of the availability of facilities, teacher skills, and student responses to the media used. Thus, the results of this study are expected to provide recommendations for teachers and schools in optimizing the use of learning media to be more innovative and effective in supporting students' understanding of the material in grade 5. This research is in line with research Fitriana et al., (2023).

Analysis of the use of concrete media in mathematics learning can be observed through the media provided by the teacher in the classroom as a teaching aid. The media is used regularly and continuously, by the results of research on the application of concrete media in classroom learning. Research by Amalia (2023) is also in line, which states that the use of concrete learning media can help overcome students' learning difficulties in understanding the material of building space, especially cubes and blocks. This can be seen from the increasing activeness, interest, pleasure, enthusiasm, confidence, and courage of students during the learning process.

## **2. Methodology**

This research uses a qualitative approach with a descriptive research design. Qualitative methods, which are based on the philosophy of postpositivism, are used to examine objects in natural situations with researchers as the main instrument. This approach was chosen because it can provide an in-depth understanding of the learning process in the field, especially in learning mathematics related to building space (Fiantika et al., 2022).

This study used the main techniques in data collection, namely observation, interviews, and questionnaires for teachers and students. The data were processed using analysis techniques quoted from Saleh & Sirajuddin (2017) with an interactive model that includes three stages, namely data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers filtered, focused, and simplified the data obtained from the field. Furthermore, the data was presented in the form of narratives, tables, or charts to make it easier to understand. Finally, the researcher draws conclusions based on the results of the data analysis that has been carried out, while still verifying to ensure the validity of the research findings.

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### **3. Results and Discussion**

The use of media in learning has various advantages that can help the student learning process. Learning media creates a more pleasant learning atmosphere, encouraging students to be more active. In addition, students more easily conclude and develop critical thinking skills. With these advantages, students' understanding and learning outcomes can improve significantly (Mariyana et al., 2022). This study aims to analyze the application of learning media in grade 5 in the teaching and learning process. Based on the results of observations, interviews, and questionnaires by educators as well as students, it was found that the learning media used helped in the process of learning and learning mathematics, especially in the material of building space.

Initial observations show that mathematics learning, especially on the material of building spaces, still faces various challenges that hinder students' understanding. Many students have difficulty in imagining three-dimensional shapes only through pictures on the blackboard or textbooks. They tend to have difficulty in identifying the number of sides, ribs and corner points of a shape, so their understanding of the concept is still not deep enough. In addition, learning that takes place conventionally, with the lecture method and problem exercises, makes students less actively involved. The classroom atmosphere is often passive, with little interaction and discussion between students and teachers.

As a result, students' motivation to learn tends to be low, and they easily get bored during lessons. Observations also show that some students have a high interest in visual and manipulative-based learning. When given simple teaching aids, they seemed more enthusiastic and quickly understood the concepts taught. This shows that the use of more concrete and interactive learning media can be a solution in optimizing learning. Therefore, research on analyzing the use of Bara Box media is necessary to examine the extent to which this media can help improve students' understanding, increase participation in learning, and increase their motivation in learning mathematics.

Research by Azizul et al., (2024) said the school that analyzes the application of learning media is very necessary considering the needs of students at the time of learning need to be considered. The application of Bara Box media in grade 5 math learning is carried out to help students understand the concept of building space more concretely. This media is in the form of cube, block, prism, and pyramid models made of light wood so that they are easy for students to observe and arrange. Before the learning begins, the teacher prepares several Bara Boxes of various sizes. In the learning process, the teacher introduces the media by asking triggering questions that encourage students to observe the differences in shape and characteristics of each building. Furthermore, students in groups are allowed to hold the Bara Box to understand the number of sides, ribs, and corner points (Figure 1). In the application stage, the teacher forms groups and each group arranges the shapes of spatial shapes into temple architecture.

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Figure 1. Miniature Building Arrangement

In group activities, before arranging the miniature building space, students are allowed to read the pop-up book available on the top wall of the box, this aims to strengthen students' knowledge related to the parts of the building space (Figure 2). Then, students receive a challenge card containing the steps of arranging the building space according to the architecture of the Penataran temple. Students arrange the temple architecture, which must be in sequence according to the steps on the challenge card so that the temple stands firmly. After completing the challenge card, the student group presents the results in front of the class and fills in the student activity sheet (LKPD).



Figure 2. Building box and pop-up book

The results of the application show that students are more enthusiastic and active in learning because they can see and feel directly the shapes of the studied shapes.

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The use of Bara Box learning media in the learning process creates a more interactive and interesting atmosphere for students. With this media, students can observe, touch, and explore directly the shapes of spatial shapes, so that their understanding of geometry concepts becomes deeper. The teacher guides the students in identifying the properties of the shapes, such as the number of sides, ribs, and corner points, by using concrete models that can be manipulated. Learning becomes more active as students not only listen to the teacher's explanation, but also participate in group discussions and experiments. In addition, this media helps students visualize three-dimensional shapes more clearly, which is often difficult to understand only through pictures in books. The classroom atmosphere also becomes more lively because students are more enthusiastic in learning, and they are encouraged to work together in analyzing and constructing various shapes. Thus, the use of Bara Box not only improves the understanding of mathematical concepts, but also develops students' critical and collaborative thinking skills, making learning more effective and fun.

To get an overview of teachers' and students' responses to the application of Bara Box learning media, a questionnaire was distributed as a data collection instrument. The questionnaire was systematically organized to measure the extent to which the media helped improve students' understanding, their involvement in learning, and the various obstacles faced during the implementation process. In addition, the questionnaire also aims to identify teachers' perceptions of the ease of using the media in learning activities and its impact on the teaching strategies applied. The results of this questionnaire analysis are expected to provide a comprehensive picture of the contribution of learning media to improving the quality of mathematics learning at the elementary school level. The questionnaires were distributed on December 18, 2024. The respondents were 1 class teacher and 15 students.

Table 1. Teacher and student response questionnaires

Category	Indicator		Teacher response	Student response
	Teacher	Student		
Uses of Media	Easy to understand instructions for use	Is the Bara Box learning media easy to play?	4	1
	Media is easy to apply in Math learning	Did you find it difficult or bored while learning with the Bara Box learning media?	4	1
	Media is easy for teachers and students to understand	Is the Bara Box learning media fun?	4	1
	Make it easy for students to distinguish between various kinds of buildings	Do you like miniature buildings?	4	1
	Media contains interrelated subject matter	Is the pop-up book attached to the box easy to understand?	3	1
	Media appearance and advantages	Are the colors of the Bara Box Learning Media (building space box) are clear?	4	1

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Media can be used repeatedly	Does the Bara Box learning media look interesting?	3	1
Media is interactive	Do you like the shape of the Bara Box learning media?	4	1
Media attracts students' attention and motivates students	Did the media box hurt your skin?	4	1
Media can help teachers in learning	Did you enjoy building the temple architecture?	3	1
Media can help teachers in learning			

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### ***Teacher Response***

Learning media has an important role in helping students understand abstract concepts, one of which is in the material of building spaces. The use of a building box made of wooden boards and containing various miniature buildings provides a more concrete learning experience for students. By utilizing this media, students can directly observe three-dimensional shapes, understand the characteristics of each shape, and develop visual and spatial thinking skills. Moreover, there are games when operating the media by arranging the architecture of the temple building to add the impression of art to students and minimize the feeling of boredom during learning. The fifth-grade teacher also said “I appreciate the use of the learning media of the building box made of wooden boards. This media provides a more concrete learning experience for students because they can see and touch directly the various miniature buildings in it. With the real form, students will more easily understand the concept of building space, such as shape, sides, ribs, and corner points ” . From the results of the questionnaire given to educators, the data shows that 92% of teachers recognize that the use of learning media increases the active participation of students in the classroom.

However, there are several aspects that need to be considered in using this media. In terms of material, wooden boards have good durability, but tend to be heavy and less practical to move. This can be an obstacle in learning that requires high mobility. In addition, the large size of the box requires ample storage space, making it less efficient if used in classrooms with limited space.

### ***Student Response***

Concrete learning media plays an important role in helping students understand abstract concepts, including in the material of building spaces. Based on observations and student responses, the use of a wooden box containing various miniature shapes provides a more interactive and in-depth learning experience. Students find it easier to recognize the shapes and characteristics of each shape because they can see, touch, and compare them directly. Thus, understanding concepts such as the number of sides, ribs, and corner points becomes clearer than if they only rely on illustrations in books. From the results of the questionnaire given to students, the data shows that 98% of students find it easier to understand the material when learning media is effectively applied.

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Despite this, some students expressed constraints in using this media. One of the most frequently mentioned disadvantages is the weight of the wooden box, making it less practical to move, especially in group learning that requires high mobility. In addition, the large size of the box can take up a lot of space on the study table, reducing comfort when used in a class with a large number of students.

#### 4. Conclusion

The use of Bara Box learning media in building space material for grade 5 students has an important role in improving concept understanding and spatial thinking skills. The analysis conducted shows that before the use of Bara Box learning media, the learning process of mathematics, especially on the material of building space, tended to be conventional. Teachers mostly used the lecture method with explanations through pictures on the blackboard or textbooks. As a result, students often have difficulty imagining three-dimensional shapes, so their understanding of concepts such as sides, ribs, and corner points is still limited. In addition, students' involvement in learning is relatively low as they only receive information passively without the opportunity to explore directly. The classroom atmosphere also tends to be monotonous, so students' learning motivation is less than optimal. However, after the use of the Bara Box, there was a significant change in learning. Students can see, touch, and arrange spatial shapes directly so that concepts that were previously abstract become more concrete and easy to understand. Learning becomes more active and interactive, with students engaging in group discussions and exploration. This not only improves their understanding but also encourages the development of critical thinking skills and cooperation. In addition, the classroom atmosphere becomes more dynamic and fun, making students more motivated to learn. However, the success of the application of learning media also depends on the teacher's creativity in choosing and managing media in accordance with the characteristics of students and classroom conditions. Therefore, teachers are expected to continue to develop and utilize learning media optimally to support more effective and interesting learning.

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