



The Effectiveness of Nusantara Smart Box Media Assisted by Display Advertisements in Learning to Advertise Products to Slow Learners

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ABSTRACT

The objectives of this study are: 1) to describe the application of Smart Box Nusantara media assisted by pictorial advertisements on the ability to advertise products to 8th grade slow learners at SMPN 24 Surabaya, 2) to describe the effectiveness of Smart Box Nusantara media assisted by pictorial advertisements on the ability to advertise products to 8th grade slow learners at SMPN 24 Surabaya, and 3) to describe the response of 8th grade slow learners at SMPN 24 Surabaya to the use of Smart Box Nusantara media assisted by pictorial advertisements on the ability to advertise products. This type of research uses pre-experimental using a one-group pretest-posttest design. The subjects of this study were 8th grade slow learner students at SMPN 24 Surabaya. Data collection techniques applied observation, tests, and interviews. This study shows the results of observations with a percentage of student activity scores of 91.6% and educator activities of 97.9%. The test results showed an increase in learning outcomes in advertising Indonesian culinary orally with an average pre-test score of 68.2 (KKTPe⁸²), then experienced an increase in the post-test average of 86.2 (KKTPe⁸²). Based on the calculation of the Wilcoxon Math Pair Test, it is known that Z count = 2, while Z table = 1.96 ($\alpha=5\%$), so Z count > Z table. The response of slow learner students showed a positive response as evidenced by statements in the interview session.

Keywords: Nusantara smart box, display advertisements, advertise products, slow learners

Efektivitas Media *Smart Box* Nusantara Berbantuan Iklan Bergambar dalam Pembelajaran Mengiklankan Produk pada Penyandang *Slow Learner*

ABSTRAK

Tujuan penelitian ini adalah: 1) mendeskripsikan penerapan media Smart Box Nusantara berbantuan iklan bergambar terhadap kemampuan lisan mengiklankan produk pada penyandang slow learner kelas 8 di SMPN 24 Surabaya, 2) Mendeskripsikan keefektifan media Smart Box Nusantara berbantuan iklan bergambar terhadap kemampuan mengiklankan produk pada penyandang slow learner kelas 8 di SMPN 24 Surabaya, dan 3) Mendeskripsikan respon penyandang slow learner kelas 8 di SMPN 24 Surabaya terhadap penggunaan media Smart Box Nusantara berbantuan iklan bergambar terhadap kemampuan mengiklankan produk. Jenis penelitian ini menggunakan penelitian pre-eksperimen melalui desain one-group pretest-posttest design. Subjek penelitian ini peserta didik slow learner kelas 8 di SMPN 24 Surabaya. Teknik pengumpulan data menerapkan observasi, tes, dan wawancara. Penelitian ini menunjukkan hasil observasi dengan persentase nilai kegiatan peserta didik sebesar 91,6% dan kegiatan pendidik sebesar 97,9%. Hasil tes menunjukkan peningkatan hasil belajar mengiklankan kuliner Nusantara secara lisan dengan perolehan nilai rata-rata pre-test sebesar 68,2 (KKTPe⁸²), kemudian mengalami peningkatan rata-rata post-test sebesar 86,2 (KKTPe⁸²). Berdasarkan perhitungan uji Wilcoxon Math Pair Test, diketahui bahwa Z hitung = 2, sedangkan Z tabel = 1,96 ($\alpha=5\%$), maka Z hitung > Z tabel. Respon peserta didik slow learner menunjukkan respon positif dibuktikan dengan pernyataan pada sesi wawancara.

Kata Kunci: smart box Nusantara, iklan berrgambar, mengiklankan produk, penyandang slow learner

Submitted
29/12/2025

Accepted
21/01/2026

Published
23/01/2026

Citation	Damayanti, A., & Mintowati, M. (2026). The Effectiveness of Nusantara Smart Box Media Assisted by Display Advertisements in Learning to Advertise Products to Slow Learners. <i>Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 1, Januari 2026, 851-866</i> . DOI: https://doi.org/10.55909/jpbs.v5i1.1143
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

The practice of inclusive education is one of the government's priority programs aimed at optimizing educational equity in Indonesia. This is based on Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 3 of 2025 concerning the New Student Admission System (SPMB), which guarantees the continuity of equitable education without discrimination (Permendikdasmen, 2025). This mandates that every student with a disability, whether academic or physical, has the right to receive equal educational services as other students and a space to learn together without discrimination or discrimination from typical students. This statement is reinforced by Law Number 8 of 2016, Article 10 concerning persons with disabilities, which states, "Students with special needs have the right to receive quality educational services in all types, pathways, and levels of education" (Pendidikan, 2016).

To support the sustainability of inclusive education in Surabaya, several principles of inclusive education require attention. This is based on the "Inclusive Education Guidelines for Junior High Schools" issued by the Surabaya City Education Office on May 29, 2024 (Surabaya, 2024). The principles of inclusive education are as follows: 1) acceptance, namely every educational unit is required to be able to serve and accept students with special needs according to the quota and capacity of the organizing school, 2) participation, namely every student with disabilities is expected to be able to be involved in various activities both internal and external that can hone the skills and creativity of students without any distinction from typical students in the organizing school, 3) receive support related to ease of access and receive learning based on a special curriculum that takes into account the learning styles of students with disabilities to encourage their academic and non-academic potential, 4) involve collaboration between various parties, and 5) inclusive leadership. The establishment of inclusive schools also has benefits for students with disabilities, including

the following: 1) improving academic achievement, 2) developing social skills of students with disabilities in carrying out community life, this statement is reflected in the habits of students when carrying out learning together with their peers in the classroom, this is reinforced by research (Yanuar, 2023) regarding "Improving the Social Skills of Children with Special Needs through Inclusive Education" which focuses on the problem of disability personalities who tend to withdraw from the community environment, and 3) increasing a sense of tolerance and empathy towards events in the environment around students. Inclusive education is designed in such a way as to provide many benefits for students with disabilities. However, on the other hand, there are still many challenges faced by educational institutions in launching the Government program, including: 1) the lack of Special Assistant Teachers (GPK) in Indonesia, this is proven based on basic education data uploaded on the kompas.id page on November 12, 2023 (Aranditio, 2023), which states that the number of special assistant teachers in Indonesia is 4,695 people and 10,244 regular teachers who have gone through an integrated mentoring period to be ready to enter inclusive education, while Indonesia has ± 40,165 inclusive schools in primary and secondary education with an accumulated number of students with disabilities of 135,874 people.

SMPN 24 Surabaya is one of the "A" accredited public schools located on Jalan Kebraon Indah Permai, Karangpilang District, Surabaya, East Java, led by Mrs. Hesti Kusuma since 2023. The majority of slow learner or delayed learning students in grade 8 at SMPN 24 Surabaya have limitations in communicating and expressing their thoughts during learning. One of them tends to be quieter during learning and rarely interacts or starts a conversation with their classmates. This is in accordance with the results of research conducted by Mansyur (Mansyur, 2022) entitled "A Study of Problems of Slow Learner Children in Learning", which states that slow learner children tend to have a burden on social adjustment or have difficulty



interpreting quickly and responsively to all phenomena that occur around them when compared to normal children in general, this results in self-isolation and even worse is being ostracized by their classmates due to a lack of confidence to mingle with the surrounding environment.

There are three research questions that serve as the focus of consideration in this study, as follows:

- 1) How does the application of Smart Box Nusantara media, supported by pictorial advertisements, affect the verbal advertising skills of eighth-grade slow learners at SMPN 24 Surabaya?
- 2) How effective is Smart Box Nusantara media, supported by pictorial advertisements, on the verbal advertising skills of eighth-grade slow learners at SMPN 24 Surabaya?
- 3) How do eighth-grade slow learners at SMPN 24 Surabaya respond to the use of Smart Box Nusantara media, supported by pictorial advertisements, on their verbal advertising skills?

One effective approach that eighth-grade slow learners need to master, based on the problems encountered at SMPN 24 Surabaya, is to create a new learning environment that can increase their confidence in expressing their thoughts and feelings through mastery of speaking skills. One effort that can be made is to create supporting learning media to optimize slow learners' understanding of the material being studied. The objectives of this study are as follows:

- 1) To describe the application of Smart Box Nusantara media, supported by graphic advertisements, on the product advertising skills of eighth-grade slow learners at SMPN 24 Surabaya;
- 2) To describe the effectiveness of Smart Box Nusantara media, supported by graphic advertisements, on the product advertising skills of eighth-grade slow learners at SMPN 24 Surabaya;
- 3) To describe the responses of eighth-grade slow learners at SMPN 24 Surabaya to the

use of Smart Box Nusantara media, supported by graphic advertisements, on their product advertising skills

Based on the research objectives, it is hoped that it will provide benefits to relevant parties within the same scope, namely the field of education and learning, more specifically related to supporting learning for slow learners. First, for slow learners, it is hoped that it can increase their learning motivation so they can continue to hone their speaking skills and facilitate their understanding of material concepts through visualization using the Nusantara Smart Box media. Second, for educators, it is hoped that it can provide an overview to educators regarding the development of slow learners' speaking skills when treated using the Nusantara Smart Box media gradually over several sessions. And third, for other researchers, one of whom can serve as a reference source for other researchers interested in the topic of developing interactive learning media, especially those focused on improving the speaking skills of slow learners in inclusive schools.

There are five relevant previous studies that were considered in this research, including the following:

- 1) Afriyani, R. (2023). Implementation of Image Media Techniques to Improve Reading Skills in Children with Slow Learner Tendencies at MI Nwtanak Beak Narmada. Thesis, 1–68.
- 2) Maharani, Suci., Nurmayani., Halimatusakdiah., Faisal., Sembiring, Masta Marselina. (2024). Development of Smart Box Learning Media for Beginning Reading Learning for Grade I Students of SD Negeri 065006 Belawan, Academic Year 2023/2024. *Tambusai Education Journal*, Volume 8, Number 2, 2024.
- 3) Zebua, Aventrus., Halawa, Noibe., Ndruru, Mastawati., Waruru Lestaru. (2025). Development of Smart Box Learning Media for News Text Material in Grade VII of SMP Negeri 1 Botomuzoi. *J-Symbol: Journal of Master of Indonesian Language*

- and Literature Education, volume 13, number 2, 2025.
- 4) Prihadi, Adhitya., Suherdiyanto., Arifqah, Nawrah. (2025). The Effectiveness of 3D Smart Box Interactive Learning Media for Grade VIII at SMP Negeri 1 Sungai Kakap. *Journal of Educational and Teaching Innovation*, volume 4, number 2, 2025.
 - 5) Nabila, Kholisatun., Zuhdi, Ulhaq., Wandik. (2024). The Use of Smart Box Media to Improve Learning Outcomes of Grade V-B Students at SDN Manukan Kulon II/499 Surabaya. *Pendas: Scientific Journal of Elementary Education*, volume 09, number 4, 2024.

LITERATURE REVIEW

Ausubel's Cognitive Learning Theory

Cognitive learning theory is a learning theory that prioritizes the process rather than the learning outcomes of students. In other words, a person's learning success is not only influenced by the stimulus and response given, but also involves a complex thought process involving the continuity of newly received information with previously acquired knowledge (Rossner, 1918). Cognitive theory also emphasizes long-term thinking, meaning that the knowledge acquired by students is not merely needed during their education but is also applicable throughout life and continuously applied in social life.

Ausubel is an American psychologist who pioneered cognitive learning theory. One of Ausubel's concepts is "Meaningful Learning by David Ausubel" (Umam, 2021). Learning is not merely memorizing course material to achieve perfect grades in school, but rather a series of processes of understanding and reasoning about events occurring in the surrounding environment and connecting them to previously learned insights.

Ausubel stated that there are 4 types of learning that are often encountered in everyday life, including the following: a) learning by receiving (reception learning) is a learning model that is oriented towards educators as the main source of

information while students act as recipients or absorb the information presented, in the sense that educators have an active role in providing information while students are passive, b) learning by discovering (discovery learning) is a learning model that requires students to be active in discovering their own learning process through investigation, c) learning by memorizing (rote learning) is a learning method by memorizing definite material without understanding it further, such as for example: names of provinces in Indonesia, memorizing mathematical formulas, etc.), and d) meaningful learning (meaningful learning) is a learning process that prioritizes students' understanding of the material that has been learned, then making it relevant to everyday life (Ariani, 2022). David Ausubel's "Meaningful Learning" theory is considered more relevant for application to slow learners' learning because its benchmarks for success focus on the ongoing process rather than on learning outcomes. The limited intellectual capacity of slow learners compared to typical children is a key factor that must be considered in the learning process. Therefore, a consistent, regular learning system is necessary to hone and continuously enhance their motivation to understand the material.

Meaningful Learning Strategy

The learning process in Ausubel's "meaningful learning" theory employs three pedagogical techniques that serve as guidelines for classroom instruction. The goal of applying these principles is to sharpen students' understanding of basic concepts clearly and consistently, building cognitive structures based on previous experiences (Rossner, 1918). Optimal application of these techniques is also considered to facilitate students' understanding of new material. The pedagogical techniques referred to in Ausubel's "meaningful learning" theory are as follows:

1) Presentation of Advance Organizer

The first phase involves the educator providing introductory material in the form of



questions or provocative statements that can stimulate students' memory regarding the topic covered in the previous session. This initial phase also aims to test students' level of understanding of the previous material. The Advance Organizer model was created to strengthen students' cognitive structures regarding the information acquired in the previous lesson (Parenta, 2020). Ausubel speculates that students' cognitive structures can determine the level of usefulness of new material presented by the educator in the next phase. If students are able to understand the initial concepts, it will facilitate their understanding of the core concepts, and vice versa. Therefore, before the educator reviews the core material, it must be ensured that students already understand the previous material to ensure an effective learning process.

2) Presentation of Learning Task or Material

In this phase, the educator presents new material to students, tailored to their cognitive developmental level, based on the results of the identification process during the first phase. If students' understanding of the material in the introductory stage is low, this data can be used as a consideration for lowering the targeted learning outcomes. This statement aligns with Ausubel's assertion that learning is not merely about providing material, but rather about the educator's efforts to build students' understanding. This statement is evidenced by the quote, "Appropriately designed instructional materials presumably enhance the acquisition and retention of new learning both by paralleling the spontaneous assimilative cognitive processes as they are believed to occur, and by preventing or delaying the loss of knowledge that occurs during the retention-reduction phase of the subsumption process. In this way, the emergence of new meanings is believed to be facilitated" (Rossner, 1982). This quote explains Ausubel's concept, which states that developing appropriate teaching materials according to students' cognitive levels plays a supporting role in optimizing the

achievement of new material and minimizing the loss of previously learned material. In other words, good learning must be consistent and continuous.

3) Strengthening of Cognitive Organization

Correlating newly presented material to students with previously acquired knowledge serves as an assessment of students' level of understanding of previously acquired material on the same topic. This statement is evidenced by the quote, "These should be presented in familiar terms based on what the learner already knows, thus making them clear and recognizable as anchoring concepts for new learning" (Rossner, 1982). This quote explains Ausubel's concept of enhancing students' cognitive abilities to acquire new information for easy understanding, namely by presenting material that is familiar or general. This means that the topics discussed by the educator are familiar with events occurring in the students' environment, so that the learning concepts presented must be contextual.

METHOD

The quantitative approach is demonstrated through numerical percentages of the effect of media interventions on students' learning activities, while the qualitative approach involves descriptive descriptions of students' responses and changes in attitudes before and after the intervention (Fraenkel et al., 2012; Sihotang, 2023; Razak, 2027). This study used a pre-experimental design, which aimed to test hypotheses on one group without a control group to compare the results, namely the effect of the Nusantara smart box media on product advertising skills in slow-learning students (Sugiyono, 2020; Sudaryanto 015).

This study employed a one-group pretest-posttest design, involving one group of subjects. Four meetings were held, beginning with observations of the slow-learning students' abilities before treatment, followed by pre-test activities, treatment administration, and post-test (Hartono, 2019).

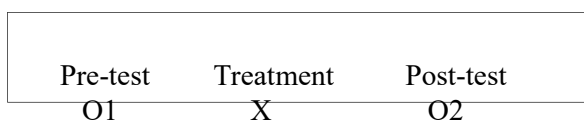


Figure-1
 Research Design

Description:

- O1: Initial observation (pre-test) conducted to identify the speaking skills of slow-learners before treatment. The pre-test was conducted in one meeting using an observation sheet and test instruments.
- X: Treatment was implemented in stages over two meetings, each lasting 2 x 40 minutes, or 2 sessions. Treatment was administered by implementing the Nusantara Smart Box media as a means of supporting the speaking skills of slow-learners.
- O2: Final observation (post-test) conducted at the end of the meeting after treatment. This observation aimed to determine the effect of

the Nusantara Smart Box media on the speaking skills of slow-learners. The post-test was conducted in one meeting using an observation sheet and test instruments.

The subjects in this study were five slow-learning eighth-grade students from SMPN 24 Surabaya from different classes who experienced barriers to social interaction, characterized by poor communication or speaking skills and a tendency to withdraw from their surroundings. The data collection techniques used in this study included: 1) observation of student and teacher activities, 2) oral tests, and 3) student interviews to determine their responses to the implementation of the Nusantara smart box media during classroom learning.

Observation Sheet Outline

Below are two observation sheet outlines in table form. First, the student activity observation sheet. Second, the teacher activity observation sheet.

Table 1

No.	Observed Activities	Detail Activities	1	2	3	4
1	Opening Activities	1) Students greet the teacher and raise their hands during attendance. 2) Students actively answer the teacher's questions related to the material learned in the previous meeting, referring to their Indonesian language notebooks. 3) Students listen to the teacher's explanation of the learning objectives. 4) Students actively ask questions and discuss with their classmates related to the case study given by the teacher at the beginning of the lesson.				
2	Main Activities	1) Students listen to examples of advertisements explained by the teacher. 2) Students actively ask questions related to the Indonesian advertising material being studied. 3) Students listen to the teacher's explanation and note down important points in their Indonesian language notebooks. 4) Students actively search for recommendations for advertisements with Indonesian culinary themes on the internet and in textbooks. 5) Students present their work to the teacher.				



3	Closing Activities	1) Students actively ask questions regarding material they don't yet understand during the lesson. 2) Students actively convey written and verbal reflections on the learning activities. 3) Students remain conducive to participating in a prayer together as a closing prayer for the Indonesian culinary advertising material.				
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Notes

- 1 : sangat tidak baik
- 2 : tidak baik
- 3 : baik
- 4 : sangat baik

Table 2
 Educator Activity Observation Sheet

No.	Observed Activities	Detail Activities	1	2	3	4
1	Opening Activities	1) The teacher opens the class with a prayer and continues by checking student attendance. 2) The teacher reviews the material learned in the previous meeting. 3) The teacher conveys the learning objectives to be achieved. 4) The teacher provides students with a case study related to the material to be studied.				
2	Main Activities	1) The teacher provides examples of the application of advertising in everyday life. 2) The teacher provides opportunities for students to express their arguments related to the material being studied. 3) The teacher delivers the learning material in more detail. 4) The teacher assigns students to find references for advertisements with an Indonesian culinary theme. 5) The teacher assesses the students' work.				
3	Closing Activities	1) The teacher gives appreciation to students who actively participate in arguments during the lesson. 2) The teacher invites students to reflect on the lesson. 3) The teacher closes the lesson with a prayer.				

Student Activity Observation Sheet

2. Oral Skills Assessment Grid for Advertising Products

Di bawah ini disajikan kisi-kisi penilaian keterampilan lisan mengiklankan produk. Kisikisi ini juga disajikan dalam sebuah tabel yang berisi

dua kolom utama. Pertama, kolom nomor urut. Kedua, kolom aspek yang dinilai. Ketiga, kolom

pernyataan yang melibat lima pernyataan.

Table 3

No.	Observed Aspects	Statement		
1	Linguistic Aspects	1 Students are able to introduce themselves using appropriate language, starting with a greeting, introducing themselves, and stating their purpose and objectives.		
		2 Students are able to convey information related to East Javanese culinary specialties using Indonesian language rules.		
		3 Students systematically present an advertisement for Indonesian culinary delights using the Nusantara smart box media. The sequence of the advertisement presentation is as follows: a characteristics of Indonesian cuisine b cooking ingredients c serving suggestions d recommendations for places selling Indonesian cuisine in the Surabaya area e a closing sentence containing advice on the importance of preserving Indonesian cuisine		
		4 Students are able to describe up-to-date information regarding the characteristics of Indonesian culinary delights using the Nusantara smart box media, including: a the origins of typical East Javanese Indonesian culinary delights b the distinctive characteristics of typical East Javanese Indonesian culinary delights		
		5 Students are able to apply the use of constructive sentences that promote or promote Indonesian culinary products without denigrating other products		
		6 Students are able to close a presentation of Indonesian culinary delights using polite language, namely by giving a closing greeting		
		2	non-Linguistic Aspects	1 Students are able to use facial expressions when presenting Indonesian culinary advertisements
				2 Students are able to maintain eye contact with the audience when presenting Indonesian culinary advertisements.
				3 Students are able to apply hand gestures when presenting Indonesian culinary advertisements.
				4 Students are able to present Indonesian culinary advertisements with clear articulation
5 Students are able to present Indonesian culinary advertisements fluently without excessive pauses				
6 Students are able to present Indonesian culinary advertisements using a loud volume so that they can be heard by the audience				



Oral Skills Assessment Grid for Advertising Products

3. Interview Forms for Assessing Teacher and Student Responses

The interview forms for assessing teacher and student responses are presented in two tables. The first table describes the student interview instrument. The second table describes the teacher interview instrument.

Table 4

No.	Questions	Answer
1	How do you feel about using the Nusantara smart box in Indonesian language learning?	
2	Have you ever encountered this tool during your lessons at SMPN 24 Surabaya?	
3	Describe the features of the Nusantara smart box!	
4	Of the various features available, which part do you like the most? Please	
5	What material has been most memorable when using the Nusantara smart box?	

INTERVIEW INSTRUMENT FOR STUDENTS

Table 5

No.	Questions	Answer
1	What learning media do you typically use in advertising promotion lessons?	
2	In your opinion, to what extent are these learning media effective in improving slow-learner students' skills in advertising promotion?	
3	Have you ever used a variety of different learning media, and what were the results?	
4	What are your biggest challenges in teaching slow-learner students about advertising promotion, and how do you overcome them?	
5	What criteria do you typically use to assess the development of slow-learner students' speaking skills, especially in advertising promotion?	

Interview Instrument for Teacher

RESULTS

Application of Nusantara Smart Box Media with Pictorial Advertising on Product Advertising Skills

Learning to advertise typical East Javanese Nusantara culinary delights was implemented in

one group, or pre-test and post-test, consisting of 5 8th-grade slow learners who had difficulties socializing with their surroundings. The learning used supporting media in the form of Nusantara smart box, which aimed to facilitate students in conveying their arguments regarding advertising

material learned in 8th-grade students in the 2025/2026 academic year. This study implemented a learning system in a small group of 5 students, aiming to focus on the topic of problems faced by slow learners in regular schools, especially



Figure 2
Nusantara Smart Box Media

The Nusantara Smart Box is one of the Indonesian language learning media for 8th grade students in Chapter II: Creating Advertisements, Slogans, and Posters. The media presents themes related to Indonesian cultural diversity, including traditional Indonesian cuisine, in a simple box format. The Nusantara Smart Box media is presented in a colorful display and includes supporting images. This aims to increase student learning motivation through the use of engaging media. The Nusantara Smart Box media is shaped like a cube, with each side containing a presentation of the learning topic in the form of images.

The learning to advertise East Javanese traditional Indonesian cuisine using the Nusantara

Smart Box media was conducted over two 40-minute sessions: two sessions for the post-test and pre-test, and two sessions for implementing the Nusantara Smart Box media to improve product advertising skills. A pre-test was conducted at the first meeting to measure the students' speaking ability, using advertising products in the advertising lesson for 8th grade students before the media was introduced. This was followed by interventions 1 and 2. The intervention used the previously designed Nusantara Smart Box media, followed by a post-test to measure the media's effectiveness in improving the speaking skills of slow-learners.

Effectiveness of the Nusantara Smart Box Media, Supported by Pictorial Advertisements, on the Product Advertising Skills of Slow-Learners

Data analysis of learning outcomes in verbally advertising Nusantara culinary arts used descriptive techniques, taking into account the following steps: 1) scoring the learning outcomes of advertising Nusantara culinary arts, 2) calculating the average score from the pre-test and post-test results, and 3) calculating the Wilcoxon Math Pair Test to determine the effectiveness of the learning media in improving the learning outcomes of slow-learners.

The scoring criteria for slow learners are 82 if they meet the Learning Objective Achievement Criteria (KKTP) at SMPN 24 Surabaya. The assessment of Indonesian culinary advertising skills is divided into two aspects: linguistic and non-linguistic, with a scoring ratio of 1-4. The linguistic aspect includes several assessments: 1) self-introduction, 2) information delivery skills, 3) systematic advertising delivery, 4) presentation presentation skills, 5) effective and persuasive word choice, and 6) closing skills. Meanwhile, the non-linguistic aspects consist of several aspects, including: 1) facial expressions, 2) eye



contact with the audience, 3) hand gestures when advertising culinary products, 4) clear articulation, 5) fluent delivery, and 6) loudness of speech sufficient to be heard by the audience.

Table 6
 Data on the Ability to Advertise Products for Slow Learners

No.	Samle Code	Classes	Value	KKTP ≥ 82	Value	KKTP ≥ 82
			Pra-test	L/TL	Post-test	L/TL
1	ATS	8D	60	TL	85	L
2	SRK	8E	73	TL	85	L
3	VFK	8F	75	TL	91	L
4	APS	8F	62	TL	81	L
5	MAA	8I	71	TL	89	L
Sum			341		431	
Mean			68,2		86,2	

		Pretest	Posttest
N	Valid	5	5
	Missing	0	0
Mean		68.20	86.20
Std. Error of Mean		3.023	1.744
Std. Deviation		6.760	3.899

Figure 3
 SPSS Descriptive Statistics Screenshot

Z	-2.023 ^b
Asymp. Sig. (2-tailed)	.043

a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks.

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	5 ^b	3.00	15.00
Ties		0 ^c		
Total		5		

a. Posttest < Pretest
 b. Posttest > Pretest
 c. Posttest = Pretest

Figure 4
 SPSS Screenshot of Z-Score and Rank Calculation Results

Based on the data analysis above, it shows that $Z_h = -2$ (the (-) value is ignored because it is an absolute value). Therefore, $Z_h = 2$.

The hypothesis based on the calculation results with a 5% crisis value and decision-making using a two-way test, namely to test whether there is an effect of variable X on variable Y, is that a = 5% or 1.96, with n = 5 slow-learning students. Based on the data analysis, it is known that Z count = 2, while Z table = 1.96, so Z count > Z table, so it can be concluded that there is an improvement in the skills of advertising Indonesian culinary arts by slow-learning students when treated with the Nusantara smart box media.

DISCUSSION

Implementation of Nusantara smart box media with the aid of pictorial advertising on the product advertising skills of eighth-grade slow learners at SMPN 24 Surabaya

A pre-test was administered in the first meeting without any intervention using Nusantara smart box media. Students did not yet understand the advertising material and how to properly present Nusantara culinary advertisements. Furthermore, they tended to lack confidence when

asked to introduce themselves and briefly describe a type of Indonesian culinary dish. Slow learners' low level of confidence in speaking was caused by excessive panic, which resulted in chaotic thought patterns (Setyonegoro, 2020). This meant that some of them tended to be afraid to express their ideas due to the negative consequences of their actions. Finally, the educators attempted to motivate the slow learners to participate in the pre-test, which was documented in video. Motivation was based on Santrock's (2004) opinion, which states that motivation is a process that channels energy, providing encouragement, directing, and supporting behavior that encourages students to engage in activities to achieve learning objectives (Yuliani, 2024).

In the post-test, students experienced several improvements, including: 1) increased self-confidence, as seen in facial expressions when presenting advertisements; 2) hand gestures such as waving when introducing themselves as a form of interaction with the audience; and 3) active participation in describing information related to East Javanese culinary specialties using the Nusantara smart box.

These improvements were influenced by the components of the Nusantara smart box, which predominantly featured concrete visuals, including images of ingredients and traditional dishes such as Madurese satay, Lamongan soto, rujak cingur, and lontong balap. This statement is based on the characteristics of slow learners, who tend to understand material more easily in visual and concrete forms than in abstract forms (Sukma, 2021). Therefore, the visualizations highlighted in the Nusantara smart box media can create a more interactive learning atmosphere.

Student and teacher activities are carried out periodically through two interventions, resulting in a significant increase in learning percentage. This aligns with Ausubel's theory of meaningful learning, more specifically the Advance Organizer process, which states that providing an introduction at each meeting can strengthen students' cognitive structures regarding information acquired in

previous lessons with the new lesson (Parenta, 2020).

Similarly, in this study, before beginning the lesson in intervention 2, the educator always provided a provocative question and reiterated the information obtained in intervention 1, lasting a maximum of 5 minutes. This served as a starting point and a bridge for students to more easily correlate the information received in the first session with the previous session.

The Effectiveness of Smart Box Nusantara Media Assisted by Display Advertising on the Product Advertising Skills of Slow Learners

The overall frequency score (Sfx) of the students' pre-test results was 341, with an average score (M) of 68.2. None of the students' pre-test scores met the Indonesian Language Learning Objective Achievement Criteria (KKTP) of 82. After the post-test, the overall frequency (Sfx) was 431, with an average score (M) of 86.2. The post-test scores of the five slow-learners were found to meet the Learning Objective Achievement Criteria (KKTP) for Indonesian, with a score of 82. This indicates that the average score of the slow-learners increased from a pre-test of 68.2 to a post-test of 86.2.

The results of the verbal advertising test for East Javanese culinary products in the eighth-grade advertising class showed improvement. This improvement was influenced by the use of the Nusantara smart box as a supporting tool to improve the advertising skills of slow-learners, which was implemented periodically through two offline meetings at SMPN 24 Surabaya. These results align with David Ausubel's "Meaningful Learning" approach, which focuses on a series of learning processes conducted periodically with the aim of providing in-depth understanding or creating learning experiences for students (Umam, 2021). Furthermore, the application of the material in the Nusantara Smart Box learning media is contextual, taking themes from the students' surrounding environment or geographic location to ensure easy comprehension. This statement is



relevant to Ausubel's cognitive theory, which states that the success of learning is seen from the process of processing new knowledge with previously learned insights, or meaningful learning (Nurhayani & Salistina, 2022).

The influence of the use of the Nusantara Smart Box media on learning outcomes in verbally advertising Nusantara culinary products typical of East Java can be demonstrated using the Wilcoxon Math Pair Test. The results of this test showed that $Z = 2$, while $Z = 1.96$, therefore $Z > Z$, indicating an improvement in the skills of advertising Nusantara culinary products by slow learners at SMPN 24 Surabaya when exposed to the Nusantara Smart Box media. This also confirms that H_0 is accepted.

Responses of Eighth-Grade Slow Learners at SMPN 24 Surabaya to the Use of Nusantara Smart Box Media with Graphic Advertisements on their Product Advertising Skills

This study focused on interviews with students and educators to determine student responses after completing a series of lessons on advertising Nusantara culinary delights typical of East Java using Nusantara Smart Box media. The interviews consisted of five open-ended questions, allowing students and educators to freely express their opinions without any binding stipulations or criteria.

Based on the conclusion drawing (Conclusion Drawing/Verification) during the interview phase, it was found that five students expressed enjoyment when learning using the Nusantara Smart Box media, as the learning environment became more engaging, thereby increasing the motivation of slow learners to learn advertising material. These results align with the first relevant study by Affriyani in 2023, which applied pictorial media to increase slow learners' motivation in reading (Affriyani, 2023). The use of media significantly enhanced the imagination of slow learners, enabling them to respond quickly to the material. Learning advertising using the Nusantara Smart Box media was able to arouse the curiosity and

enthusiasm of slow learners. One such student, MAA, expressed her preference and interest in the material presented in the raw material diagram feature due to her curiosity about the ingredients. This curiosity is an indication that students are beginning to be interested in exploring Nusantara culinary advertising materials. These results are relevant to a third previous study by Maharani (2024), which implemented an innovative smart box media with a combination of images and text, which increased student engagement and enthusiasm during learning (Maharani, 2024).

All students expressed interest in the raw material diagrams for various reasons. VFK liked the raw material diagram feature, saying it was engaging, and encouraged them to learn about ingredients found in Indonesian cuisine. Furthermore, VFK's expressed interest was also relevant to her post-test score of 91. These results align with a third relevant study by Zebua (2025), which implemented smart box media in news writing lessons. Through this media, seventh-grade students at SMP Negeri 1 BotoMuzoi experienced a significant improvement in learning outcomes, reaching above-average scores of 81.12%. This was influenced by students' strong interest in learning, making the material easier to understand (Zebua, 2025).

The Nusantara smart box media display became the center of students' attention, one of which was the raw material diagram that dominated the visualization of Nusantara culinary raw materials. This statement was emphasized by ATS's argument in the interview session, which revealed that he was more interested and liked the raw material diagram feature because it looked good, clear, and detailed. In addition, Mrs. Ernawati, an Indonesian language educator, also confirmed this by stating that slow learners tend to be interested in seeing authentic learning media. These results are in line with the third relevant study by Prihadi 2025 who applied smart box media to hone students' learning interest in material that uses concrete visualization (Adhitya, 2025). The study revealed that smart box media that utilizes the use

of images as the main center of learning is able to improve students' understanding of abstract material to more concrete.

In the interview data display table, one student, APS (grade 8F), stated that the Nusantara smart box display was very engaging, facilitating student understanding, particularly regarding the composition of raw materials used in making Indonesian culinary delights. Through the display of raw material diagrams, APS was able to easily memorize several important pieces of information to use as topics of conversation during culinary advertising sessions with peers. This statement aligns with research by Nabila et al., (2024), which revealed that smart boxes can support students' understanding and facilitate memorization of the values contained in Pancasila and provide examples of behavior that exemplify these values (Nabila, 2024).

Based on the previous discussion, the Nusantara smart box learning media, implemented in the learning process, can influence student learning outcomes, specifically in the skills of advertising Indonesian culinary delights. This answers the third research question, which states that student responses agree that the Nusantara smart box learning media has an influence on advertising Indonesian culinary delights for slow learner eighth-grade students at SMPN 24 Surabaya.

CONCLUSION

Based on the results of the research data analysis, it can be concluded that the Nusantara smart box media, supported by pictorial advertisements, effectively influenced the product advertising skills of slow learners at SMPN 24 Surabaya. This was evidenced by a 28.1% increase in student activity observations and a 2.1% increase in teacher activity observations. Furthermore, student learning outcomes showed an average pre-test score of 68.2 (KKTP = 82) and a significant increase in the post-test average of 86.2 (KKTP = 82). Based on the Wilcoxon Math Pair Test, the calculated $Z = 2$, while the Z table = 1.96 ($\alpha =$

5%), therefore, the calculated $Z > Z$ table, H_a is accepted and H_o is rejected, indicating an improvement. Student responses after using the Nusantara smart box media were positive. Five students also expressed greater interest in the raw material feature due to the detailed presentation of the material, complemented by engaging visuals, which stimulated students' curiosity to learn the advertising material.

ACKNOWLEDGEMENTS

Thanks are extended to all parties involved in the implementation of this research, who supported, participated, and provided input to ensure the success of the research process. We also extend our gratitude to the principal of SMPN 24 Surabaya, the Indonesian language educators, and the students who volunteered to be subjects in this research. We hope that the analysis of the effectiveness of the Nusantara smart box media will be beneficial for students and educators, facilitating the learning process.

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