



## THE EFFECT OF KOKAMI LEARNING MEDIA (MYSTERIOUS CARD BOXES) ON THE LEARNING MOTIVATION OF JUNIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

The background of this study is the low level of students' learning motivation, which is indicated by students' limited willingness to participate in learning activities, low motivation to achieve good academic results, lack of seriousness in completing assignments on time, as well as low enthusiasm and focus during the learning process. To address this problem, the Kokami (Mystery Card Box) learning media was implemented. This study aims to examine the effect of the Kokami (Mystery Card Box) learning media on students' learning motivation. This study employed a quantitative research method with an experimental method using a Pre-Experimental Design, specifically the One Group Pretest-Posttest design. The sample consisted of 33 students. Data were obtained through observation guidelines, questionnaires, and documentation, and then analyzed using validity, reliability, and normality tests, along with hypothesis testing using the Paired Sample t-test. The research findings indicate that the average student learning motivation before the application of the Kokami (Mystery Card Box) learning media was 58.24, which was categorized as moderate and after the media was implemented, the average learning motivation increased to 63.85. The hypothesis testing the results indicated that the Sig. (2-tailed) value was  $< 0.001 < 0.05$ , and the comparison results indicated that  $t\text{-count} = 3.638 > t\text{-table} = 2.04$ ; therefore,  $H_0$  was rejected and  $H_a$  was accepted. Therefore, it can be concluded that the use of the Kokami (Mystery Card Box) learning media on students' motivation to learn. This study contributes by offering an alternative learning media that is effective in increasing students' learning motivation and can be used as a reference for teachers in developing innovative instructional practices.

Keywords: Learning Media, Kokami (Mysterious Card Box), Learning Motivation

### ABSTRAK

Latar belakang penelitian ini adalah rendahnya tingkat motivasi belajar siswa, yang ditunjukkan dengan keterbatasan kemauan siswa untuk mengikuti kegiatan pembelajaran, rendahnya motivasi untuk mencapai hasil akademik yang baik, kurangnya keseriusan dalam menyelesaikan tugas tepat waktu, serta rendahnya semangat dan fokus selama proses pembelajaran. Untuk mengatasi masalah ini, media pembelajaran Kokami (Kotak Kartu Misteri) diterapkan. Penelitian ini bertujuan untuk mengkaji pengaruh media pembelajaran Kokami (Kotak Kartu Misteri) terhadap motivasi belajar siswa. Penelitian ini menggunakan metode penelitian kuantitatif dengan metode eksperimental menggunakan Desain Pra-Eksperimental, khususnya desain One Group Pretest-Posttest. Sampel terdiri dari 33 siswa. Data diperoleh melalui pedoman observasi, kuesioner, dan dokumentasi, dan kemudian dianalisis menggunakan uji validitas, keandalan, dan normalitas, bersama dengan pengujian hipotesis menggunakan uji-t Sampel Berpasangan. Temuan penelitian menunjukkan bahwa rata-rata motivasi belajar siswa sebelum penerapan media pembelajaran Kokami (Kotak Kartu Misteri) adalah 58,24, yang dikategorikan moderat dan setelah media diimplementasikan, rata-rata motivasi belajar meningkat menjadi 63,85. Hipotesis yang menguji hasil menunjukkan bahwa nilai Sig. (2-tailed) adalah  $< 0,001 < 0,05$ , dan hasil perbandingan menunjukkan bahwa  $t\text{-count} = 3,638 > t\text{-table} = 2,04$ ; oleh karena itu,  $H_0$  ditolak dan  $H_a$  diterima. Oleh karena itu, dapat disimpulkan bahwa penggunaan media pembelajaran Kokami (Kotak Kartu Misteri) pada motivasi siswa untuk belajar. Penelitian ini berkontribusi dengan menawarkan media pembelajaran alternatif yang efektif dalam meningkatkan motivasi belajar siswa dan dapat dijadikan acuan bagi guru dalam mengembangkan praktik instruksional yang inovatif.

**Kata Kunci:** Media Pembelajaran, Kokami (Mysterious Card Box), Motivasi Belajar

### INTRODUCTION

Learning is a process of educational interaction so that it is intertwined between teachers and students. In this process, teachers not only play the role of providing learning materials, but also as

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supervisors by having a great influence on the success of student learning. The success of the learning process is highly dependent on the teacher's ability to understand the needs of students and create a learning environment that supports the achievement of learning goals (Emilia Fitri et al, 2022). From an Islamic perspective, studying is a very noble thing. Allah SWT promises to raise the status of those who believe and have knowledge. This is as mentioned in the Qur'an that Allah will raise the level of those who believe and those who have knowledge.

This verse shows that education has a big role in shaping human qualities in terms of intellectual and spiritual. In line with religious orders in an effort to improve the quality of education, the Indonesian government through the Ministry of Education and Culture has carried out various programs and policies, such as curriculum improvements, infrastructure improvements, development of learning methods, and improvement of the quality of teaching materials. However, based on the U.S. News & World Report (2024) report, Indonesia is still ranked at the bottom of 89 countries in the category of the best educated population. This is proof that the quality of education in Indonesia is not optimal, one of which is due to the lack of teachers' efforts in arousing students' motivation to learn (Mohammad Hilmi Fadhlillah, 2024).

Learning motivation is the main thing in achieving the learning process, because motivation can affect the success of learning activities, learning methods, and assignment completion in the classroom (Mardiana Mardiana, 2021). But in reality, the majority of students still show a lack of student motivation in learning. This condition is reflected in the attitude of students who do not care about learning activities, lack of attention to the teacher's explanations, and lack of seriousness when completing the assignments given. Therefore, the role of teachers is very important in fostering and increasing student learning motivation, considering that the success of the learning process is inseparable from the role of teachers as one of the main factors other than the role of students (Ermis Suryana, Ayu Lestari, and Kasinyo Harto, 2022). Learning motivation can be reviewed through several indicators put forward by Made Wena cited by Siti Nur Hidayah et al., including student involvement in learning, encouragement to obtain good learning outcomes, seriousness in completing tasks on time, and enthusiasm and concentration during learning (Siti Nur Hidayah et al., 2023).

This is in line with the results of initial observations with Islamic Religious Education teachers in the classroom VIII SMP Negeri 5 Lahat, it is known that students' motivation to learn is still not optimal. This condition is caused by the lack of optimal learning motivation indicators, such as low student involvement in asking and answering questions, lack of encouragement to achieving optimal learning outcomes, inconsistent students' seriousness in completing assignments on time, and low student enthusiasm and focus during the learning process (Meiliza Amelia Andariska, 2025).

This condition shows the need to use learning strategies that can foster student learning motivation (Ema Indira Sari et al, 2020). According to Elis Waltri, quoted by Hasnirda Ayunda and Wahidah Fitriani, learning motivation can arise from various sources, both from the students themselves and from the surrounding environment, such as the contribution of teachers, the learning environment, and learning media. In addition, learning motivation is also influenced by the clarity of learning objectives, a conducive learning environment, and the existence of challenges and successful experiences in the learning process (Hasnirda Ayunda and Wahidah Fitriani, 2024). Based on these factors, the use of learning media is an important part of efforts to foster student learning motivation.



Therefore, the use of interactive learning media based on educational games, such as kokami (Mysterious Card Boxes), is a relevant alternative to create more interesting learning and encourage increased student learning motivation (Muhammad Alfarizi, 2021).

Kokami learning media (Mysterious Card Box) is a box that contains a collection of cards containing messages. These messages can be in the form of instructions, questions, and sanctions written on a sheet of paper and the sheets of paper are put in a sealed envelope. Kokami (Mysterious Card Box) learning media serves to support the learning process that helps convey material that is difficult to explain orally, making it easier for students to learn so that the learning process is more optimal (Aufa Alfian Musthofa et al, 2024).

This is in line with the results of research by Wahyu Ningsih, Muhamad Kamaludin, Rifki Alfian showing that there is a significant relationship between learning media and student learning motivation. In the study, it was found that learning media played a role of 29.4% in influencing students' learning motivation (Wahyu Ningsih, 2021). In the context of Islamic Religious Education (PAI) learning, learning media can be one of the means to increase student learning motivation which is designed effectively and proven to have a significant role in encouraging student learning motivation.

In addition, this is also strengthened by Dewi Yuliani's research, where the use of kokami learning media has been proven to contribute to increasing student learning motivation. The results of the learning motivation questionnaire score showed significant progress in the experimental group, from an initial score of 90.33 (medium category) to 99.06 (high category) after treatment. Thus, there was an increase of 8.73 points or around 9.66% (Dewi Yuliani, 2020). Students become more interested, active, and happy because learning is presented in a fun and challenging way. An interactive learning environment can boost students' enthusiasm, increasing their motivation to learn significantly.

Based on these conditions, it shows that students' learning motivation, especially in learning Islamic Religious Education (IRE), needs to be improved. One of the efforts that can be made is through the use of kokami learning media (Mysterious Card Box) which aims to provide solutions by creating a more collaborative, interesting, and effective learning atmosphere in fostering student learning motivation. Based on these conditions, the researcher was encouraged to carry out an experimental study on the use of kokami learning media (Mysterious Card Box) on student learning motivation, so that the research with the title "The Influence of Kokami Learning Media (Mysterious Card Box) on Student Learning Motivation at SMP Negeri 5 Lahat" became important and relevant to be carried out.

## **METHOD**

This study uses a quantitative approach with *Pre-Experimental Design*. *Pre-Experimental Design* is a simple experimental design that is used to see the effect of a treatment on the variables being studied. In this study, a *One Group Pretest-Posttest Design* was used, which is a research design that uses only one group as a research sample (Hartono, 2019). In this design, the researcher first provides a pretest to determine the level of students' motivation to learn before being given treatment. Furthermore, students were given treatment in the form of the use of kokami learning media (Mysterious Card Box) in the learning process of Islamic Religious Education. After the treatment is



given, the researcher conducts a final test (posttest) to determine changes or increases in students' learning motivation after the use of the learning media.

This research was carried out at SMP Negeri 5 Lahat with the object of research 33 students of grade VIII.9, selected using purposive sampling technique, namely the sample was determined based on certain deliberate considerations by the researcher (Imam Machali, 2019). These considerations are based on the consideration that the class has a level of learning motivation that needs to be improved compared to other grade VIII. Data collection was carried out through observation, questionnaires, and documentation.

Observation is a way of obtaining data through direct and systematic observation so that the data collected reflects the real conditions. There are two types of observation, namely *participant observation* and *non-participant observation*. In this study, the researcher used *non-participant observation*, which is observation without direct participation. Observation was carried out in class VIII.9 with the guidelines of the *checklist sheet* (Sulaiman Saat & Sitti Mania, 2020). The purpose is to collect data on the use of kokami learning media (Mysterious Card Boxes), student involvement, and their activities and responses to Islamic Religious Education learning at SMP Negeri 5 Lahat.

Meanwhile, the questionnaire is a way of collecting data by utilizing a list of statements answered by respondents according to the needs of the researcher (Tamaulina Br. Sembiring Irmawati et al, 2024). This study used a Likert scale closed questionnaire with five answer choices and 20 statements based on four indicators of learning motivation, namely involvement in learning, encouragement to achieve good results, seriousness in completing tasks on time, and enthusiasm and concentration while studying. Questionnaire data in the form of scores that show the level of students' motivation before and after the use of kokami (Mysterious Card Box) media. Meanwhile, documentation is a data collection technique through documents such as reports, archives, and records relevant to the research (Dahlia Amelia et al, 2023). Techniques were used to obtain supporting data in the form of school identity, vision and mission, curriculum, teacher and student data, and infrastructure facilities at SMP Negeri 5 Lahat. Documentation data functions to strengthen primary data.

The data analysis method in this study uses descriptive statistical analysis to describe and explain the data obtained from the results of the student learning motivation questionnaire, which includes average scores, percentages, and score categories. Learning motivation data was obtained through *pretest* and *posttest*, namely before and after the use of kokami learning media (Mysterious Card Box). Furthermore, the hypothesis test was carried out using *the Paired Sample t-Test* to find out the difference in students' learning motivation before and after being given treatment. Before the hypothesis test is carried out, the data is first tested through validity, reliability, and normality tests as a prerequisite for statistical analysis.

## RESULTS AND DISCUSSION

The research was carried out from Friday, December 12 to Thursday, December 18, 2025 at SMP Negeri 5 Lahat with a population of 362 students in grade VIII and samples were only taken from students in grade VIII. 9 with a total of 33 students. The sampling technique in this study is *purposive sampling*, the selection of samples based on certain deliberate considerations by the researcher.



### Learning Motivation of Students of Class VIII.9 SMP Negeri 5 Lahat Before Using Kokami Learning Media (Mysterious Card Box)

Learning motivation can be interpreted as a series of reinforcements that arouse students' enthusiasm while participating in learning activities. The indicators of student motivation and learning in the subject of Islamic Religious Education according to Made Wena as quoted by Siti Nur Hidayah et al include, 1) students' willingness to be involved in learning activities, 2) students' encouragement to achieve good grades, 3) students' seriousness in doing assignments on time, and 4) staying enthusiastic and focused while participating in learning (Hidayah, Zulaihati, and Sumiati, n.d).

The learning motivation of grade VIII. 9 students was taken from *the Pretest* scores conducted before the use of kokami learning media (Mysterious Card Box). The researcher provided 20 statements with five answer choices using the Likert scale, namely Strongly Agree (SS), Agree (S), Hesitate (RR), Disagree (TS), and Strongly Disagree (STS) to a sample of 33 respondents. Based on the data obtained, descriptive statistical analysis was then carried out using IBM SPSS version 31 to find out the highest and lowest values, average values, and standard deviations:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	33	48	68	58.24	6.057
POSTEST	33	50	74	63.85	7.216
Valid N (listwise)	33				

From the results of the descriptive statistical analysis above, it is known that before using the kokami learning media (Mysterious Card Box), students' learning motivation had an average score of 58.24 with the lowest score of 48, and the highest score of 68. The standard deviation was 6.057 which showed a variation in the level of learning motivation between students. To group levels of motivation to learn into high, medium, and low categories.

No	CategorY	Interval	Frekuensi	Persentase
1	Tinggi	>64	7	21,21%
2	Sedang	52-64	20	60,61%
3	Rendah	<52	6	18,18%
			33	100%

Based on the table, of the 33 students who were the research sample, most were in the medium category, namely 20 students (60.61%). Furthermore, 7 students (21.21%) were included in the high category, while 6 students (18.18%) were in the low category. This data shows that before the use of kokami (Mysterious Card Box) learning media, the learning motivation of grade VIII.9 students tended to be in the medium category.

From the results of the *pretest* above, it can be concluded that the learning motivation of grade VIII.9 students in the subject of Islamic Religious Education Honest and Trustworthy material



before using kokami learning media (Mysterious Card Boxes) is in the medium category. It was proven that most of the students, namely 20 students out of 33 students (60.61%) had scores between 52-64 with an average of 58.24. The majority of students have shown a desire to learn and follow learning, but their enthusiasm, interest, and activeness are not fully optimal. There are still some students with low motivation who need more attention and encouragement. This shows that there is still an opportunity to increase the learning motivation of all students through more interesting and interactive learning strategies.

### **Learning Motivation of Students of Class VIII.9 SMP Negeri 5 Lahat After Using Kokami Learning Media (Mysterious Card Box)**

Learning motivation can be interpreted as a series of reinforcements that arouse students' enthusiasm while participating in learning activities. The indicators of student motivation and learning in the subject of Islamic Religious Education according to Made Wena quoted by Siti Nur Hidayah et al include, 1) students' willingness to be involved in learning activities, 2) students' encouragement to achieve good grades, 3) students' seriousness in doing assignments on time, and 4) staying enthusiastic and focused while participating in learnin.

The learning motivation of grade VIII. 9 students is taken from *the Posttest* score which is carried out after the use of kokami learning media (Mysterious Card Box). The researcher provided 20 statements with five answer choices using the Likert scale, namely Strongly Agree (SS), Agree (S), Hesitate (RR), Disagree (TS), and Strongly Disagree (STS) to a sample of 33 respondents. Based on this data, a descriptive statistical analysis was carried out using IBM SPSS version 31 to find out the highest and lowest values, average values, and standard deviations:

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	33	48	68	58.24	6.057
POSTEST	33	50	74	63.85	7.216
Valid N (listwise)	33				

From the results of the descriptive statistical analysis above, it is known that after the use of kokami learning media (Mysterious Card Box), students' learning motivation has an average score of 63.85 with the lowest score of 50, and the highest score of 74. The standard deviation is 7.216.

No	Categori	Interval	Frekuensi	Persentase
1	Tinggi	>71	12	36,36%
2	Sedang	57-71	18	54,55%
3	Rendah	<57	3	9,09%
Jumlah			33	100%

Based on the table, of the 33 students, most were in the medium category, namely 18 students (54.55%). Furthermore, 12 students (36.36%) were in the high category, and only 3 students (9.09%) were in the low category. This data shows that after the use of kokami (Mysterious Card Box) learning media, there is an increase in students' motivation to learn. This can be seen from the increase in the

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number of students in the high category and the decrease in the number of students in the low category compared to before the use of media. Based on the results of the *Posttest* above, it can be concluded that the learning motivation of class students

VIII.9 after using Kokami learning media (Mysterious Card Box) in the subject of Islamic Religious Education, the honest and trustworthy material at SMP Negeri 5 Lahat increased. This is evident from 33 students, there are 12 students (36.36%) in the high category with a score range of >71, with an average score of 63.85. The number of students in the high category increased from 7 students (21.21%) to 12 students (36.36%), while students in the low category decreased from 6 students (18.18) to 3 students (9.09%). When compared to the conditions before the use of media, there was an increase of 15% of students in the high category. This shows that kokami (Mysterious Card Box) media is effective in increasing students' learning motivation, making them more excited, actively asking questions, discussing, and involved in every learning activity.

### The Influence of Kokami Learning Media (Mysterious Card Box) on Student Learning Motivation in Islamic Religious Education Subjects at SMP Negeri 5 Lahat

This hypothesis test is often referred to as the T test. This test was carried out to find out the difference in the level of student learning motivation before and after the use of kokami learning media (Mysterious Card Box). The *Paired Sample T-Test* in this study was calculated using SPSS version 31. The level of significance is determined as follows:

1. Sig. 2 Tiled < 0.05 then Ha is accepted and Ho is rejected
2. Sig. 2 Tailed > 0.05 then Ha is rejected and Ho is accepted

In addition, in the hypothesis test, if t calculates > t table, then Ha is accepted and Ho is rejected.

The hypotheses in this study are:

1. Ha: Kokami Learning Media (Mysterious Card Box) Affects Student Learning Motivation in Islamic Religious Education subjects honest and trustworthy material at SMP Negeri 5 Lahat.
2. H0: Kokami Learning Media (Mysterious Card Box) Does Not Affect Student Learning Motivation in Islamic Religious Education subjects honest and trustworthy material at SMP Negeri 5 Lahat.

The following are the results of the hypothesis test calculation using the help of the *SPSS For Windows Software* Version 31 program:

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRETEST - POSTEST	-5.60606	8.85275	1.54107	-8.74511	-2.46701	-3.638	32	<.001	<.001

The results of the Paired Samples Test showed a significance value (Sig. 2-tailed) of < 0.001, smaller than  $\alpha = 0.05$ , so there is a significant difference between the conditions before and after the use of Kokami learning media. In addition, t calculates = 3.638 > table t = 2.04, which is obtained from the distribution t with df = 32 at a significance level of 0.05. This confirms that the increase in students' motivation to learn shows a significant difference. The average score of students before using the media (Pretest) was 58.24, increasing to 63.85 after using the Kokami media (Posttest), Bagas Mukti Nasrowi and Mifta Ayu Fadillah, Integrating Digital Media Into Islamic Education ...



showing that this media was able to increase the learning motivation of grade VIII students. Based on the statistical test, it can be concluded that  $t$  is greater than  $t_{table}$ , so the Alternative Hypothesis ( $H_a$ ) is accepted, which means that the use of Kokami learning media has a significant effect on students' learning motivation and  $H_0$  is rejected.

Based on the results of data analysis and hypothesis testing, it can be concluded that there is a significant influence of the use of kokami learning media (Mysterious Card Boxes). This increase in the average score shows that the conditions of students' learning motivation before and after the use of kokami media are different. This is evidenced by the significance value (Sig. 2-tailed) of  $< 0.001$ , smaller than  $\alpha = 0.05$  and  $t_{count} = 3.638 > t_{table} = 2.04$ . In addition, there was an increase in the average score of students' learning motivation, from 58.24 at the *Pretest*, increasing to 63.84 at the *Posttest*. Thus, the alternative hypothesis Alternative Hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. With the acceptance of this alternative hypothesis, it can be concluded that the use of kokami learning media (Mysterious Card Boxes) really affects students' learning motivation. This shows that kokami media (Mysterious Card Boxes) can be used as an effective learning medium in Islamic Religious Education subjects, especially in the material "Honest and Trustworthy". By using this media, the learning process becomes more interesting and not boring, students are more encouraged to participate, dare to express their opinions, and be actively involved during learning activities.

### **Learning Motivation of Grade VIII.9 Students in Islamic Religious Education Subjects at SMP Negeri 5 Lahat**

Based on the results of *Pretest data processing*, before the use of kokami learning media (Mysterious Card Box), the learning motivation of students in grade VIII.9 of SMP Negeri 5 Lahat was in the medium category. It was proven that most of the students, namely 20 students out of 33 students (60.61%) had scores between 52-64 with an average of 58.24. Students' learning motivation VIII.9 is in the medium category, meaning they have a desire to learn but their enthusiasm, interest, and activeness are not optimal. If it is associated with the theory of behaviorism developed by BF. Skinner, this condition occurs because the previous stimulus and reinforcement have not been enough to encourage learning behavior. Students who receive positive reinforcement are more motivated, so this moderate motivation can be increased with more attractive stimuli and consistent reinforcement (Feida Noorlaila Istiadah, 2020). Meanwhile, there are factors that affect students' motivation to learn, namely: clear learning goals, a conducive classroom environment, and challenges and success experiences that encourage enthusiasm for learning (Ayunda and Fitriani).

Based on this factor, the use of interactive learning media with elements of educational games can help teachers present a more pleasant learning atmosphere so as to increase student motivation (Muhammad Alfarizi, 2021).

This is in line with research conducted by Nur Fitriyah, Merinda Putri, and Ady Darmansyah. The results showed that there was a fairly sufficient relationship between the use of learning media and student learning motivation, with a correlation value of 0.531. The contribution of learning media to students' learning motivation was 28.19%, while the remaining 71.81% was influenced by other factors that were not discussed in this study. Thus,  $H_0$  is rejected and  $H_a$  is accepted (Nur Fitriyah,, 2022). So it can be stated that the use of interesting learning media can increase students' enthusiasm



and motivation when participating in the learning process. This is in line with the words of Allah SWT:

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِّنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِن كَانُوا مِن قَبْلُ لَفِي ضَلَالٍ مُّبِينٍ

*It is He who sent to the illiterate a Messenger among them, who recited His verses to them, purified them and taught them the Book and Wisdom (Sunnah). and indeed they were before them in manifest error." (QS Al-Jumuaḥ verse 2).*<sup>25</sup> The Gospel of Jesus Christ

In his commentary, Ibn Katsir explained that Allah conveyed knowledge to mankind through an intermediary, namely the Prophet (saw), who recited the verses of Allah, cleansed the soul, and taught the book and wisdom. Before the Messenger was sent, people did not understand the right instructions. This is in line with the concept of learning media as a tool so that knowledge can be conveyed clearly and easily understood by students (Minal Muslimin and M Afrizal, 2019)

Based on the results of *the pretest*, students' learning motivation was in the medium category with an average of 58.24 and 60.61% of students in the interval of 52–64. This shows that motivation is not optimal. The use of Kokami (Mysterious Card Boxes) can be a stimulus that increases students' activity and enthusiasm, making it effective in encouraging learning motivation. Furthermore, based on the results of the *Posttest*, the learning motivation of grade VIII.9 students after The use of kokami learning media (Mysterious Card Box) for Islamic Religious Education subjects of honest and trustworthy material at SMP Negeri 5 Lahat has increased. This is evident from 33 students, there are 12 students (36.36%) in the high category with a score range of >71, with an average score of 63.85. The number of students in the high category increased from 7 students (21.21%) to 12 students (36.36%), while students in the low category decreased from 6 students (18.18) to 3 students (9.09%). When compared to the conditions before the use of media, there was an increase of 15% of students in the high category. This shows that kokami (Mysterious Card Box) media effectively increases students' motivation to learn, makes them more excited, actively asks, discusses, and engages in every learning activity.

Theoretically, this finding is explained through B.F. Skinner's theory of behaviorism, in which Learning is the relationship between stimulus and response. The kokami (Mysterious Card Box) media acts as an interesting stimulus. Through kokami learning media (Miserius Card Box), students gain experience of success when they are able to answer questions, and get prizes. Rewards serve as positive reinforcement, while light punishments serve as negative reinforcement to encourage focus and effort. In addition, through attribution theory, students' experience of success when answering questions and receiving rewards fosters confidence that they are capable, so learning motivation increases.

In addition to the theory of behaviorism, this result can also be explained through attribution theory. Attribution theory describes how a person assesses the cause of an event or behavior in order to understand and increase learning motivation (Johan Richardo Wiratraur et al, 2025). Through the medium of kokami (Mysterious Card Box), students gain successful experience when answering questions and receiving awards. The experience fosters the belief that success comes from one's own effort and ability (internal attribution), so that motivation to learn increases.



Some of the characteristics of kokami media (Mysterious Card Boxes) that increase student motivation include: (1) mystery cards that arouse curiosity, (2) group discussions that involve all students, and (3) rewards and light punishments that make the learning atmosphere more lively. This creates a fun learning environment, encouraging students' courage, cooperation, and focus. In addition to media factors, motivation to learn increases due to internal encouragement and external support, such as engaging learning, the right methods, and teacher support. These factors make students more active, comfortable, and motivated to achieve learning goals (I Putu Aditya Perdana and Tience Debora Valentina, 2022).

This is strengthened by research by Wahyu Ningsih, Muhamad Kamaludin, and Rifki Alfian showing that learning media plays a significant role, by 29.4%, to increase students' learning motivation. In the context of PAI, the effective use of media has been proven to be able to encourage motivation to learn (Ningsih, Kamaluddin, and Alfian, 2022), in line with the words of Allah SWT:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا

"Do not follow something that you do not know. Indeed, hearing, sight, and conscience, all of these will be held accountable." (QS. Al-Isra:36).

Tafsir Ibn Kathir explained that the meaning of this verse is so that people do not say, do, or act without a clear and reliable basis of knowledge. This means that humans are prohibited from behaving based on conjecture or prejudice. God commands that all the faculties of hearing, sight, and heart be used to the best of their ability in judging and seeking the truth. In QS. Al-Isra' verse 36, Allah emphasizes that every word and deed must be based on knowledge, because all of them will be held accountable in the hereafter.

This verse encourages humans to take advantage of all the potential given by Allah (Isna Mutiara Nur Hikmah and Maryono, 2022). In the context of learning, students need to learn from clear information and trustworthy, while the teacher conveys it appropriately. Learning media acts as an "intermediary of knowledge", can make students explore the material, interesting, and interactive. Thus, the learning process is not only listening, but also seeing, thinking, and feeling, so that students are more focused, active, motivated, and learning goals are optimally achieved.

Based on the results of *the posttest*, the learning motivation of students in grade VIII.9 of SMP Negeri 5 Lahat increased after the use of kokami media (Mysterious Card Box), with an average of 63.85 and 36.36% of students in the high category. This shows that kokami media is effective in increasing student enthusiasm and activeness. This improvement is explained through behaviorism theory (stimulus and reinforcement) and attribution theory, where the experience of success forms the belief that achievement comes from one's own effort. Teacher support and interactive learning also strengthen learning motivation.

### **The Influence of Kokami Learning Media (Mysterious Card Box) on Student Learning Motivation in Islamic Religious Education Subjects at SMP Negeri 5 Lahat**

The results of hypothesis testing using *the Paired Sample T-Test*, obtained a significance value (Sig. 2-tailed) < 0.001, smaller than  $\alpha = 0.05$ , and t count = 3.638 > t table = 2.04. This shows that there is a significant influence of the use of kokami learning media (Mysterious Card Boxes) on the learning motivation of grade VIII.9 students in the subject of Islamic Religious Education in the



subject of Honest and Trust. There was an increase in the average score obtained by students before and after using kokami learning media (Mysterious Card Box), which was from 58.24 during *the Pretest*, increasing to 63.85 during *the Posttest*. Thus, students' learning motivation increased after the use of kokami (Mysterious Card Box) learning media, which showed a significant change in student learning motivation before and after the use of kokami media (Mysterious Card Box) so that this media was proven to have a positive influence on student learning motivation.

The results of testing the research hypothesis are in line with the results of previous research, a study by Dewi Yuliani entitled "The Use of Mysterious Box and Card Game Media (Kokami) to Increase Mathematics Learning Motivation of Grade V Students" in 2020, proves that Kokami media increases learning motivation, with a score increasing from 90.33 to 99.06 (an increase of 8.73 points or 9.66%). Interactive and fun learning makes students more active and excited so that motivation increases significantly (Yuliani, 2022)

This research is also in line with Kiswa Histagol's study entitled "The Effect of the Use of Mysterious Card Box Media (Kokami) on Student Learning Motivation in Science Subjects" (2022/2023). The results showed that Kokami media had a significant effect on learning motivation, with an average of 84.93 higher experimental classes than 77.75 control classes (Kiswa Hutagol dan Kiswa Hutagaol Rita Herlina, 2023).

It can be concluded that the research conducted by the researcher is in line with previous research, namely the kokami learning media (Mysterious Card Box) has a significant effect on the learning motivation of grade VIII.9 students in the subject of Islamic Religious Education at SMP Negeri 5 Lahat. The results of the t-test show that  $\text{Sig. (2-tailed)} < 0.001 < 0.05$  so that  $H_a$  is accepted while  $H_0$  is rejected, with  $t$  calculated  $3.638 > t$  table 2.04. The average score increased from 58.24 (pretest) to 63.85 (posttest). This It proves that the use of Kokami media has a positive and significant influence on students' motivation to learn.

Theoretically, this finding is explained through B.F. Skinner's theory of behaviorism, where learning is the relationship between stimulus and response. The kokami (Mysterious Card Box) media acts as an interesting stimulus. 34 Through the learning media kokami (Miserius Card Box), students gain experience of success when they are able to answer questions, and get prizes. Rewards serve as positive reinforcement, while light punishments serve as negative reinforcement to encourage focus and effort. In addition to the theory of behaviorism, this result can also be explained through attribution theory. Attribution theory describes how a person assesses the cause of an event or behavior in order to understand and increase learning motivation.35 Through the medium of kokami (Mysterious Card Boxes), students gain successful experience when answering questions and receiving awards. The experience fosters the belief that success comes from one's own effort and ability (internal attribution), so that motivation to learn increases.

## CONCLUSION

Based on the findings and results of data analysis by researchers regarding the influence of Kokami learning media (Mysterious Card Box) on student learning motivation at SMP Negeri 5 Lahat, it can be concluded that the learning motivation of grade VIII.9 students before using Kokami learning media (Mysterious Card Box) in the subject of Islamic Religious Education honest and trustworthy material at SMP Negeri 5 Lahat is in the medium category. It is proven that most of the



students, namely 20 students out of 33 students (60.61%) who obtained scores in the range of 52-64, with an average of 58.24. And also the learning motivation of grade VIII.9 students after using Kokami learning media (Mysterious Card Box) in the subject of Islamic Religious Education, honest and trustworthy material at SMP Negeri 5 Lahat increased. This is evident from 33 students, there are 12 students (36.36%) in the high category with a score range of >71, with an average score of 63.85. The number of students in the high category increased from 7 students (21.21%) to 12 students (36.36%), while students in the low category decreased from 6 students (18.18%) to 3 students (9.09%).

Kokami learning media (Mysterious Card Box) affects the learning motivation of grade VIII.9 students in the subject of Islamic Religious Education, honest and trustworthy material at SMP Negeri 5 Lahat. Based on the results of the hypothesis test using the t-test, a Sig. (2-tailed) value of  $< 0.001 < 0.05$  was obtained, so that  $H_a$  was accepted while  $H_0$  was rejected. In addition, the results of the comparison between t calculated and t tables show that  $t \text{ calculates} = 3.638 > t \text{ tables} = 2.04$ . There was an increase in the average score obtained by students before and after using kokami learning media (Mysterious Card Box), which was from 58.24 during the Pretest, increasing to 63.85 during the Posttest. Thus, students' learning motivation increased after the use of kokami (Mysterious Card Box) learning media, which showed a significant difference in student learning motivation between before and after using kokami (Mysterious Card Box) media so that this media was proven to have a positive influence on student learning motivation.

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