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Development of Magazine-Based Social Studies Teaching Materials on Socio Cultural Problems for Seventh-Grade Students

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Abstract
Teaching materials are vital learning resources that help educators deliver instructional content effectively. A needs analysis conducted at MTs Negeri 6 Jember revealed that Grade VII Social Studies instruction relied heavily on textbooks. Furthermore, limited facilities, such as projectors, restricted classroom activities, leading to low student engagement and boredom, which negatively impacted learning outcomes. To address these issues, this study developed magazine-based teaching materials focusing on socio-cultural topics relevant to students' daily lives and surrounding environments, such as vandalism and juvenile delinquency. This study aimed to evaluate the validity, practicality, and effectiveness of these developed materials. Utilizing a Research and Development (R&D) method with the ADDIE model, data were gathered through interviews, questionnaires, and tests. Product trials involved 10 students for the small-group evaluation and 25 students for the large-group evaluation. Validity was analyzed using expert evaluation questionnaires, while practicality was assessed based on teacher and student interview and questionnaire data. Meanwhile, effectiveness was measured using the N-Gain score. The results demonstrated that the magazine-based teaching materials were highly valid, achieving validation scores of 80% from material experts, 85% from language experts, and 80% from media experts. The materials also proved highly practical, receiving positive response rates of 90% from teachers and 86% from students. Moreover, an N-Gain score of 0.67 indicated moderate effectiveness. In conclusion, the developed magazine-based teaching materials are valid, practical, effective, and suitable for use as an alternative learning resource in Grade VII Social Studies.

Keywords: development of teaching materials, magazines, social studies, socio-cultural problems, ADDIE

Abstrak
Bahan ajar merupakan sumber belajar yang membantu guru menyampaikan materi secara efektif. Hasil analisis kebutuhan di MTs Negeri 6 Jember menunjukkan bahwa pembelajaran Ilmu Pengetahuan Sosial kelas VII masih bergantung pada buku paket sebagai sumber belajar utama. Selain itu, keterbatasan sarana pembelajaran, seperti proyektor dan LCD, menyebabkan proses pembelajaran kurang bervariasi sehingga keterlibatan siswa rendah dan menimbulkan kejenuhan. Kondisi tersebut berdampak pada kurang optimalnya pemahaman siswa terhadap materi pembelajaran. Oleh karena itu, penelitian ini mengembangkan bahan ajar berbasis majalah pada materi permasalahan sosial budaya. Materi ini dipilih karena memiliki karakteristik naratif dan relevan dengan kondisi lingkungan sekitar siswa, seperti adanya kasus vandalisme dan kenakalan remaja yang masih ditemukan di lingkungan sekolah maupun masyarakat. Penelitian ini bertujuan untuk mendeskripsikan tingkat kevalidan, kepraktisan, dan keefektifan bahan ajar berbasis majalah pada mata pelajaran IPS kelas VII di MTs Negeri 6 Jember. Metode yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE. Teknik pengumpulan data meliputi wawancara, angket, dan tes. Uji coba produk dilakukan melalui uji coba kelompok kecil yang melibatkan 10 siswa dan uji coba kelompok besar yang melibatkan 25 siswa. Analisis data dilakukan melalui uji kevalidan dan kepraktisan berdasarkan hasil angket, serta uji keefektifan menggunakan perhitungan N-Gain. Hasil penelitian menunjukkan bahwa bahan ajar berbasis majalah tergolong valid dengan skor validasi materi 80%, bahasa 85%, dan media 80%. Kepraktisannya termasuk sangat praktis berdasarkan respons guru sebesar 90% dan peserta didik sebesar 86%. Nilai N-Gain sebesar 67% menunjukkan bahwa bahan ajar cukup efektif dan layak digunakan sebagai sumber belajar IPS kelas VII.

Kata kunci: pengembangan bahan ajar, majalah, IPS, permasalahan sosial budaya, ADDIE

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Introduction

Education is a means of developing oneself into a skilled and knowledgeable person.(Ratnawati Susanto, 2022, p. 399) Process learning in class or school is a form of implementation education. The learning process can be said to be achieved if the main components are available and implemented well, namely consisting of teachers, students, learning objectives, learning materials, learning strategies , learning media, and evaluation. These components serve as a guide for teachers in planning classroom learning, with a focus on the effectiveness of the results achieved after the teaching and learning process. (Darsyah, 2023, p. 859)

The learning process in the classroom is one of the main indicators in determining the success of education, so teachers are responsible for making learning effective. (Zulfatunnisa, 2022, p. 211) Fact Which happen in field there is various constraint Which arise in the learning process, such as limited materials relevant teaching, methods less varied, as well as low participation and active involvement from students. (Hafiz, 2024, p. 376)

These problems need to be identified and analyzed in depth to find solutions . solution Which capable increase the effectiveness of learning. Solution Which can be implemented in handling the Wrong One problem generally is by developing material teach that in accordance to student needs and supports active learning. With strategically designed teaching materials, the learning process is expected to be more focused, engaging, and in-depth, thereby achieving learning objectives. can be achieved in an optimal. Material taught is the source material Which served by the teacher and is intended for the students. Material teaching holds an important role in the implementation process learning because with the existence of teaching materials, teachers and students can more easily carry out the teaching and learning process. (Magdalena, Sundari, et al., 2020, p. 312)

Based on the results of the needs analysis conducted by researchers through direct interviews with class VII social studies teachers at MTs Negeri 6 Jember, information was obtained regarding the use of material to teach Social Studies. Material taught by class VII in MTs Country 6 Jember, only in the form of a book package. In a way, overall, the availability of material taught in school is still not diverse enough and is dominated by the use of a book package as the main source of learning. Existence means in MTs Negeri 6 Jember is also not evenly distributed, for example, projectors and LCDs must be used interchangeably with other classes. Students are also prohibited from bringing cell phones . This situation makes learning difficult. not enough optimal in utilise material teach Which diverse.

The teaching materials available at school focus more on theory with less interesting presentation. And a minimal picture,so that student difficulty For understand material. Condition: This result at the lowest interest read student, so that results Study Which obtained not satisfactory. Students also appear bored during the learning process due to a lack of variety in the teaching materials used. This is especially true in social studies, which generally contain more theory, making them considered boring and uninteresting by students. All of these factors contribute to low learning interest. student in eye lesson Social Studies. Based on this, it can be concluded that less interesting teaching materials with minimal variation are among the causes of low student interest and learning outcomes in social studies.(Setiawan, 2023, p. 102)

The main problem in Social Studies learning at MTs Negeri 6 Jember is the theoretical nature of the subject matter and the limited availability of engaging teaching materials. These conditions make it difficult for students to understand the content and reduce their motivation to learn. To address this issue, innovative teaching materials are needed to create more effective and engaging learning experiences. Therefore, this study focuses on the development of educational magazine-based teaching materials. One of the topics presented in the magazine is socio-cultural issues. This topic is predominantly narrative in nature and may lead to student boredom if delivered through conventional methods. Socio-cultural issues are contextual and closely related to students' daily lives, including phenomena found at MTs Negeri 6 Jember, such as juvenile delinquency. Therefore, presenting this material in a magazine format is considered an appropriate approach. The magazine is designed to present socio-cultural issues in an engaging, interactive, and student-centered manner, thereby supporting students' understanding and learning motivation.

Research conducted by Nur Amalia et al. focused on developing digital magazine-based teaching materials accessible on smartphones and laptops (Nur Amalia, Noorhidayati, 2025, p. 40). The implementation of technology-based teaching materials that are practical and easy to use is strongly influenced by the availability of digital infrastructure, teachers' readiness to integrate technology into the learning process, and the learning culture within educational institutions. These factors indicate that not all schools are able to fully utilize technology-based learning resources. Limited technological facilities and infrastructure remain significant challenges, encouraging researchers to develop alternative teaching materials, including printed magazine-based resources, to support the learning process effectively (Yuliastuti et al., 2025, p. 6). Furthermore, the magazine developed by Nur Amalia et al. focused

on the digestive system in senior high school science subjects and did not specifically address socio-cultural issues. In contrast, magazine-based teaching materials that present content through attractive visual elements can help students understand complex social studies concepts more easily and improve their learning outcomes (Siti Junanah et al., 2024, p. 82).

This research gap has motivated the present study to develop magazine-based teaching materials that are tailored to school conditions, particularly those characterized by limited technological facilities and learning resources that rely primarily on textbooks. The developed magazine is designed around socio-cultural issues in the Social Studies curriculum under the Merdeka Curriculum and incorporates contextual social problems in students' surroundings, such as juvenile delinquency, to enhance the relevance and meaningfulness of learning.

A magazine is a communication medium that contains information on a particular topic and is accompanied by attractive images (Permadi, 2021, p. 100). Based on its characteristics, a magazine can attract students' attention through its appealing appearance, informative content, and interesting illustrations (Ramadhani et al., 2024, p. 90). A magazine is also a form of teaching material that can be designed in a digital format and used in both printed and electronic forms (Izzah, Hani Atus Sholikhah, 2024, p. 63). The use of magazine-based teaching materials provides benefits for students by facilitating their understanding of social studies content, particularly on the topic of socio-cultural issues. A magazine with an engaging presentation can transform theory-rich material into content that is easier to understand and more accessible to learners. As a result, the learning process becomes more enjoyable and less monotonous. Based on this rationale, the researchers focused on developing magazine-based teaching materials for social studies entitled *"Development of Magazine-Based Social Studies Teaching Materials on Socio Cultural Problems for Seventh-Grade Students"*

Literature Review

Review Teaching Materials Library

Teaching materials are sources or learning tools that contain material in stages for use by the teacher and the student in process learning.(Cahyadi, 2019, p. 38) Development material teaching is a process study For create And test product material teach in accordance with the stages that exist for use in the learning process. Teaching materials play an important role in the classroom learning process because they are the main source of learning references for teachers and students. (Magdalena, Prabandani, et al., 2020, p. 172)

Based on this matter This, this material teach give benefit important benefits for teachers and students. For student, teaching materials help get material learning, which, in accordance with the curriculum, reduces dependence on textbooks, as well as enriching insight through various references. For teachers, teaching materials function as a means to broaden insight and improve professional competence through the process of compiling them, strengthening interaction and communication with students, and supporting the implementation of learning. Which is more directed, efficient, and effective?(Rustamana et al., 2023, p. 15)

Material teaching, which was developed by researchers, is material teaching print, Which No projected. According to Steffen - Peter Ballstaedt , in compiling printed teaching materials, it is necessary to pay attention to several important aspects, such as compilation material Which structured and easy to understand, use Language Which clear and short, and presentation appearance Which interesting and motivating.(Nasional, 2008) Understanding student can be tested through interaction or an evaluation list. In addition, teaching materials must use letters that are comfortable to read and include important elements such as tables of contents, summaries, assignments, study materials, and worksheets that support the learning process.

Magazine

Magazines are a form of mass media communication shaped by print and digital, which plays an important role in conveying information and influencing readers. (Adawiyah & Farhatunnisa, 2021, p. 134) Magazine, in a way general functioning as a means of information, with an objective main source of breaking news.(Rosad, 2025, p. 102) Based on Munadi's opinion quoted by Ballad of R, et al., disclose that besides become media information, magazines also own potential Which significant as an educational medium and can be used in the learning process.

(Rangsing. et al., 2015, p. 244) Magazines can be integrated as teaching materials. teach Which capable create an atmosphere. Study which active helps students understand material according to their respective learning abilities, and encourages students to build understanding independently.(Komaroh et al., 2025, p. 60)

Eye Lesson Social Studies

Social Sciences (IPS) is one of the subjects taught from elementary school/Islamic elementary school/special elementary school to junior high school/ Islamic junior high school /special middle school. IPS is the result of combining various disciplines, such as geography, history, economics, law, politics, citizenship, sociology, as well as the fields of humanities, education, and religion. (Sri

Maharani, 2023, p. 4037) Eye lesson Knowledge Knowledge Social Which The topics studied in the development of teaching materials in the form of this magazine focused on the topic of socio-cultural issues. Socio-cultural issues are problems that arise in community life due to differences in values, norms, or ways of interacting between individuals and groups. These problems can arise because of a change in era, difference view, or a habit Which contradictory.(Mariatin, 2019) Thus, the social studies subject on socio-cultural problems is contextual material that helps students analyze problems and be sensitive to life around them, in accordance with the objectives of social studies learning.(Musyarofah, Abdurrahman Ahmad, 2021, p. 3)

Method

Study this use method study and development (Research and Development or R&D). Development is a stage study Which aims to create and test a product, ensuring its success so that it can be used. (Okpatrioka, 2023, p. 88) In the context of education, development is carried out by creating products that are useful in the learning process or education in general. The process started with learning results study related product, which will be developed, then develop the product based on the findings, and revise it to correct any deficiencies found during testing.(Waruwu, 2024, p. 1223)

This method is applied with the aim of producing a certain product. (Sugiyono, 2013, p. 28) Process manufacturing products through various stages, with a final stage in the form of testing and accountability for the results of the product that has made. (Nurul Huda Panggabean et al., 2020, p. 59) Research model used in the study. This is model ADDIE, which consists of five steps, namely (1) Analysis , (2) Design , (3) Development , (4) Implementation, (5) Evaluation. (Anindya Fajarini, 2021, p. 26)

Data were collected through interviews, questionnaires, and tests. The sampling technique employed was purposive sampling, in which participants were selected based on specific considerations aligned with the research objectives. The research subjects consisted of three expert validators (a material expert, a language expert, and a media expert), one Grade VII Social Studies teacher, and students of Class VII D at MTs Negeri 6 Jember. The product evaluation was conducted in two stages. First, a construction test (expert validation) was carried out to assess the validity of the teaching materials through evaluations by material, language, and media experts, as well as teacher responses collected through a teacher response questionnaire. Second, field testing was conducted in two phases: a small-group trial involving 10 students and a large-group trial involving 25 students from Class VII D of MTs Negeri 6 Jember.

The data collection instruments included: (a) a material expert validation questionnaire consisting of 12 items covering content feasibility and material aspects; (b) a language expert validation questionnaire consisting of 8 items assessing language feasibility; (c) a media expert validation questionnaire consisting of 15 items evaluating appearance, typography, size, and physical attractiveness; (d) a teacher response questionnaire consisting of 18 items covering material suitability, design, language, ease of use, and the benefits of the teaching materials; (e) a student response questionnaire consisting of 20 items assessing content suitability, presentation, graphics, and material profile; and (f) a 20-item multiple-choice test on socio-cultural issues, which was administered as both a pretest and a posttest to measure the effectiveness of the teaching materials.

The research procedure was conducted following the five stages of the ADDIE model, namely: First, the stage analysis was done for become a deep foundation manufacturing product material teach Which developed. Stage analysis consists of two step is stage analysis performance For identify problem Which faced school related to use material teach during This And analysis need For study material teach Which needed by students. Second, namely stage design with designing draft product, which will be made.

The third stage is development, by making a product based on the design that will be made. Stage four, namely implementation with the applied product, which has already been made and declared valid by validator. Stage implementation: there are a number of steps, namely, test validity. First, the product is submitted to a validator

who is an expert in material, language, and media. If there are suggestions and comments from the validator , the product will be revised until it is declared valid. If the product is declared valid, it is ready for implementation. to students in learning in class in groups, small and large. Process: This includes administering a questionnaire to teachers and students on the products that have been made. The final stage is evaluation, with giving question pre test And post test For evaluate the ability student after using this product .

a. Analysis Test Validity

Formula Which used For by evaluation validity from validator , namely as following:

$$Vah = \frac{Tse}{\text{Tsh}}\ x\ 100\%$$

Information:
Vah = Validation Expert
Tse = Amount score empirical Which obtained
Tsh = Expected score

Criteria validity magazine based on category following this:

Table 1. Criteria Category Validity

Presentation (%)	Category Validity
81%- 100%	Very Valid
61%- 80%	Valid
41%- 60%	Enough Valid
21%- 40%	Not enough Valid
0%- 20%	No Valid

Souce: (Yani Susanti & Ardiawan, 2021, p. 230)

b. Analysis Test Practicality

Formula management data practicality response response Teacher And student, that is as as follows: (R & Susanti, 2019, p. 41)

$$K = \frac{\sum \text{ni}}{\text{N}}\ x\ 100\%$$

K = Presentation score Which obtained
∑ ni = Amount score
Which obtained N = Maximum number of score

The practicality results obtained are adjusted to the practicality category measurements. as follows:

Table 2. Category Category Practicality

Presentation (%)	Category Practicality
81%- 100%	Very Practical
61%- 80%	Practical
41%- 60%	Enough Practical
21%- 40%	Not enough Practical
0%- 20%	No Practical

Souce: (Yani Susanti & Ardiawan, 2021, p. 230)

c. Analysis Test Effectiveness

Effectiveness magazine analyzed based on results data test cognitive student, Which includes *pre-test* and *post-test* . The level of effectiveness of using magazines on students' abilities is calculated. use formula N-Gain Score following: (Rahma, 2021, p. 49)

$$N - Gain = \frac{\text{Skor Postest} - \text{Skor Pretest}}{\text{Skor Maksimal} - \text{Skor Pretest}}$$

Description:
Posttest score = the score obtained by students after using the magazine teaching materials.
Pretest score = the score obtained by students before using the magazine teaching materials.
Maximum score = the highest possible score (100).

The effectiveness results from the N-Gain calculations obtained are then aligned based on the effectiveness categories as follows:

Table 3. Category Category Effectiveness

Presentation (%)	Category Effectiveness
<40%	No Effective
40%- 55%	Not enough Effective
55%- 76%	Enough Effective
>76%	Effective

Souce: (Rahma, 2021, p. 49)

Results & Discussion

Result

The results obtained from the development of IPS magazine teaching materials using the ADDIE model, namely: First, stage analysis Which done For study runway to make a product with two stages , namely analysis performance And analysis need. Analysis performance obtained through an interview with Teacher A, a seventh-grade social studies student at MTs Negeri 6, revealed several learning challenges, such as limited teaching materials that rely solely on textbooks, boring social studies material, a lack of supporting devices such as LCDs, and a ban on mobile phone use that limits access to digital resources. Students also feel bored with the book package Which too congested with writing, and the appearance is not interesting. Based on a needs analysis, it was discovered that students require contextual, illustrated, and colorful teaching materials to make them more engaging and easier to understand. Therefore, the development of the Social Studies Magazine as a learning medium was undertaken. The study assessed the appropriate answer need the. Limitations of material teaching. These interesting researchers for study material Social Studies Which own relatedness from problem. Wrong One material Social Studies on class VII, there is a topic regarding socio-cultural issues. This material in the student textbook is still complex, and does not enough give example Which near with life everyday life.

Second, level design with a planned design early product magazine through collecting material, as well as planning content and pictures which will be included to deep magazine. Third, level development with Make magazine with an application canvas based on a plan early which already been made.



Figure 1. Cover Product Magazine, List Contents, Map Draft Material



Figure 2. Material Images, Puzzles, Crosswords, Bibliography, and Back Cover

Fourth, the implementation stage was carried out after the product had been developed. This stage consisted of several steps, namely: the validation of the magazine product by a material expert, specifically a lecturer from the Social Studies Education (Tadris IPS) Department at UIN KHAS Jember. The results of the material validation are presented in the following scores:

Table 4. Results of Material Expert Validation

No.	Indicator	Score	Maximum Score
A. Aspects Content Eligibility			
1.	Compliance material with achievements learning and objectives learning	4	5
2.	Completeness description material in accordance with level development student	4	5
3.	Appropriate material applicable curriculum	4	5
4.	Truth draft from aspect science	4	5
B. Material Aspects			
5.	Systematics delivery material	4	5
6.	Attraction material	4	5
7.	Completeness material	4	5
8.	Order presentation in material	4	5
9.	Not occur repetition excessive material	4	5
10.	Compliance picture with the material presented	4	5
11.	Convenience in understand material learning	4	5
12.	Compliance question exercise with the material presented	4	5
Empirical Scores Obtained		48	60

Based on Table 4.3, the results of the material validation test show that the empirical score obtained was 48 from the expected score of 60. Based on this score, the percentage of material expert validation is calculated as follows:

$$Vah = \frac{Tse}{\text{Tsh}}\ x\ 100\%$$
$$Vah = \frac{48}{60}\ x\ 100\%$$
$$Vah = 80\ \%$$

The expert validation score of 80% was categorized as valid, indicating that the material contained in the magazine teaching materials is suitable for use in the Social Studies learning process on the topic of Socio-Cultural Problems. Qualitative data obtained from the validator's feedback indicated that the formulation of learning objectives needed improvement, wording needed clarification, and scientific terms should be written in italics. The magazine teaching materials were also validated by an Indonesian language lecturer at UIN KHAS Jember to assess the language structure used in the magazine teaching materials developed by the researchers. The results of the language validation are presented in the following scores:

Table 5. Validation by Linguists

No.	Indicator	Score	Maximum Score
A. Aspects Language Eligibility			
1.	Use appropriate language with rules Indonesian (good , correct and precise)	4	5
2.	Use communicative language	5	5
3.	Do not repeat the same words/ groups of words , except is One unity understanding	4	5
4.	Accuracy use spelling	4	5
5.	Accuracy use term	4	5
6.	Accuracy writing sign read	4	5
7.	Structure arrangement Already appropriate	4	5
8.	Compliance with development intellectual student	5	5
Empirical Scores Obtained		**34**	**40**

Based on table 5, validation test results Language show that score empirically obtained amounting to 34 of expected score of 40. Based on score said , the percentage validation expert Language counted as following:

$$Vah = \frac{Tse}{\text{Tsh}}\ x\ 100\%$$
$$Vah = \frac{34}{40}\ x\ 100\%$$
$$Vah = 85\ \%$$

The language expert validation score was 85%, which falls into the very valid category. Therefore, the magazine teaching materials are considered suitable for implementation in the social studies learning process, particularly in terms of grammatical aspects. Qualitative data obtained from the language expert's feedback generally indicated that the teaching materials had fulfilled linguistic standards. However, several revisions were recommended, including improving sentence construction in scientific writing, italicizing foreign words, and correcting inappropriate or misspelled words. These suggestions were subsequently incorporated into the revisions.

Furthermore, the magazine teaching materials were also validated by media experts. This validation involved a lecturer from the Social Studies Education Department of UIN KHAS Jember and aimed to assess the magazine design. The results of the media validation are presented in the following scores:

Table 6. Media Expert Validation Results

No.	Indicator	Score	Maximum Score
A. Aspects Appearance			
1.	Appearance magazine beautiful and neat	5	5
2.	Appearance magazine can motivating student For learn and understand	5	5
3.	Compliance cover color	5	5
4.	Images and text displayed clear	5	5
5.	Pictures in magazines worthy For used	5	5
6.	Combination color on display magazine in accordance	5	5
B. Writing Aspects			
7.	Font color on display magazine	4	5
8.	Clear and easy letters read	4	5
9.	Use variation letter No excessive	4	5
10.	Space between normal rows	4	5
11.	Space between normal letters	4	5
12.	Do not use too Lots type letter	4	5
C. Aspects Size			
13.	With normal size and thin easy brought when want to used	4	5
14.	With appropriate size magazine easy brought where and when just	4	5
D. Aspects Physical Attractiveness			
15.	Quality material in the magazine	4	5
Empirical Scores Obtained		**60**	**75**

Based on Table 6, the results of the media validation test show that score empirically obtained as much as 60 of expected score of 75. Percentage validation media experts are counted as following :

$$Vah = \frac{Tse}{\text{Tsh}}\ x\ 100\%$$

$$Vah = \frac{60}{75}\ x\ 100\%$$

$$Vah = 80\ \%$$

Percentage validation media experts amounts to 80%, including in the valid category , so that magazine teaching materials can be implemented in the social studies learning process . Qualitative data from the media validator states that, in a way, overall magazine fulfil conditions , but on the content or teaching materials are not yet fulfilled, so they need to be repaired.

Next, after the product magazine was validated and revised, a questionnaire was administered to social studies teachers to obtain feedback and reactions to the product magazine, which would be implemented in the learning process. The questionnaire responses from the social studies teachers were provided to test the product's practicality.

Table 7. Questionnaire Results Social Studies Teacher Response

No.	Rated aspect	Score	Maximum Score
A. Aspects Material Suitability			
1.	Compliance material with applicable curriculum	5	5
2.	Compliance material with objective learning	5	5
3.	Depth the material presented in magazine	4	5
B. Design/ Appearance Aspects			
4.	Appearance magazine attractive and neat	5	5
5.	Combination color appropriate and attractive	5	5
6.	Relevant and supporting images material	5	5
C. Language Aspects			
7.	Use easy language understood	4	5
8.	Effective and ineffective sentences ambiguous	4	5
9.	Spelling and signs read correctly	5	5
D. Aspects Convenience Use			
10.	Magazine easy used in the learning process	5	5
11.	Instruction use clear	4	5
12.	Practical and easy brought	5	5
E. Aspects of the Benefits of Teaching Materials			
13.	Magazine help student understand material problem social culture	5	5
14.	Magazine increase interest Study student	5	5
15.	Magazine can used as source Study alternative	5	5
16.	Magazine support learning independent student	4	5
17.	Magazine push student think contextual	5	5
18.	Magazine worthy used in schools	5	5
Empirical Scores Obtained		**81**	**90**

Based on table 7, percentage practicality magazine teaching materials from teacher responses are counted as following :

$$K = \frac{\sum \text{ni}}{\text{N}} \; x \; 100\%$$

$$K = \frac{81}{90} \; x \; 100\%$$

$$K = 90\%$$

Calculation results from the teacher's response obtained a score of 90%, which is included in the very practical category . This shows that the teaching materials for the IPS magazine are considered very practical by teachers and can be utilized in an effective way in the learning process . The product development stage, after being declared valid and practically implemented, involves teaching materials in the form of magazines to students through small-scale trials and large-scale trials by providing student response questionnaires and pre-test and post-test questions . The trial group was small, involving 10 students and obtaining a total score of 869 out of a maximum 1,000, so that the percentage practicality by 86.9% (very practical). The trial group big involving 25 students and obtaining a total score of 2,152 out of a maximum 2,500, so the percentage practicality 86 % (very practical). This percentage is included in the very practical category, so that teaching materials in the form of magazines can be used in the learning process at school, both as a learning resource for students and as a means of learning innovation for teachers.



Figure 3. Giving a list of questions Response Student Group Small And Big

The fifth stage, evaluation, aims to measure the effectiveness of the IPS magazine teaching materials after they have been implemented and used by students. To measure the effectiveness of the magazine's teaching materials, IPS researchers administered *pre-* and *post-tests* to students. The tests consisted of 20 multiple-choice questions on socio-cultural issues.

Table 8. Data on Pre-Test, Post-Test, N-Gain Score, and N-Gain Percentage of Grade VII D Students

No.	Name	Pre-Test	Post-Test	Post-Pre	Ideal-Pre	N-Gain Score	N-Gain (%)	Category
1	AAM	50	80	30	50	0.60	60%	Quite Effective
2	ATM	45	90	45	55	0.81	81%	Effective
3	ARM	45	80	35	55	0.64	64%	Quite Effective
4	AAA	55	90	35	45	0.78	78%	Effective
5	AZR	40	80	40	60	0.67	67%	Quite Effective
6	AFA	50	80	30	50	0.60	60%	Quite Effective
7	ANLP	45	80	35	55	0.64	64%	Quite Effective
8	AFM	45	85	40	55	0.73	73%	Quite Effective

No.	Name	Pre-Test	Post-Test	Post-Pre	Ideal-Pre	N-Gain Score	N-Gain (%)	Category
9	BASP	50	90	40	50	0.80	80%	Effective
10	CEAP	50	80	30	50	0.60	60%	Quite Effective
11	FTAI	60	80	20	40	0.50	50%	Less Effective
12	FN	50	85	35	50	0.70	70%	Quite Effective
13	GRA	65	90	25	35	0.71	71%	Quite Effective
14	MDRAF	55	80	25	45	0.56	56%	Quite Effective
15	MMA	65	80	15	35	0.42	42%	Less Effective
16	NNA	65	95	30	35	0.86	86%	Effective
17	NEH	45	80	35	55	0.64	64%	Quite Effective
18	QNPN	50	80	30	50	0.60	60%	Quite Effective
19	RDF	45	85	40	55	0.73	73%	Quite Effective
20	SNA	70	95	25	30	0.83	83%	Effective
21	SZM	45	80	35	55	0.64	64%	Quite Effective
22	TRR	50	85	35	50	0.70	70%	Quite Effective
23	V	45	80	35	55	0.64	64%	Quite Effective
24	WH	40	80	40	60	0.67	67%	Quite Effective
25	ZAB	50	85	35	50	0.70	70%	Quite Effective
	Average	51	84	33	49	0.67	67%	**Quite Effective**

Based on Table 8, the average pre-test score for students was 51, while the average post-test score increased to 84 after students received learning using magazine-shaped teaching materials. The improvement in student learning outcomes was analyzed using the N-Gain score, which showed a figure of 0.67 with an N-Gain percentage of 67%. Based on the N-Gain assessment criteria, this value is included in the fairly effective category (range 55%–76%). This shows that the use of magazine-shaped teaching materials is able to provide increased student understanding and improve learning outcomes for class VII D students at MTs Negari 6 Jember with a focus on the material "Socio-Cultural Problems".

Discussion

Based on the data obtained, developing teaching materials in the form of magazines on social issues and culture can address issues occurring in schools. The existence of magazines can help provide references for students with limited learning resources, complex topics, and low levels of engagement. This development suggests that providing more diverse and contextual learning reference sources is expected to help students understand the material more easily. Presenting material through engaging visuals that are relevant to everyday life also contributes to increasing student interest in learning. This increased interest in learning motivates students to engage in a more active learning process, resulting in improved conceptual understanding. Ultimately, this condition also has positive implications for student learning outcomes. (Susrini, 2021, p. 119) .

The results of the material validation obtained a score of 80% with a valid category. This score indicates that the presentation of the material in the magazine teaching material is in accordance with the learning outcomes and learning objectives of social studies, especially in the social studies material for grade VII in the independent curriculum. The validity of the material on socio-cultural issues in the magazine is supported by the presentation of the material that is structured and relates to real phenomena in the school environment, such as issues of juvenile delinquency and vandalism. The material approach provided uses a contextual

approach as a strategy to encourage learning to be more meaningful when students can connect the material with real experiences in everyday life . (Oktaviana et al., 2025, p. 26) The results of the analysis of the validity of the material are also in line with research that emphasizes quality teaching materials supported by materials that are compiled comprehensively, systematically, and in accordance with the curriculum. (Magdalena, Prabandani, et al., 2020, p. 172) .

The material validation results obtained a score of 85%, categorized as very valid. This validation result indicates that the use of the Indonesian language in the magazine has met the rules of the Indonesian language, is communicative, and adaptive to the level of intellectual development of junior high school students. Based on validation by media experts, the magazine-based teaching materials have a validity level of 80%, included in the valid category. The assessment shows that the visual aspects of the magazine, such as the use of attractive colors, appropriate images, and clear and easy-to-read typography, have met the standards for good teaching materials. The validation results for the material, language, and media aspects, which are categorized as valid to very valid, provide evidence that the social studies magazine-based teaching materials are suitable for use as learning resources in the teaching and learning process.(Fatwa Hambali, Muhammad Nawir, 2022, p. 37)

The practicality test results of the magazine, obtained through questionnaires, showed that the teacher response score reached 90%, which falls into the very practical category. Meanwhile, the student response questionnaires in the small-group trial (10 students) obtained a score of 86.9%, and those in the large-group trial (25 students) obtained a score of 86%. Both results are categorized as very practical. The achievement of a very practical score based on the social studies teacher's assessment indicates that the magazine can serve as a learning resource for students, encouraging them to become more independent and active in understanding the material. Furthermore, the practicality scores obtained from the student response questionnaires, which were also categorized as very practical, indicate that students appreciated the magazine's attractive and informative visual design as well as the relevance of the material to their daily lives, thereby increasing their learning interest. The developed print magazine remains relevant and effective for implementation in schools with limited technological facilities. As stated by Rustamana et al., effective teaching materials with appropriate formats are needed in the learning process to adapt to existing environmental conditions (Rustamana et al., 2023, p. 18)

The practical results of magazine development are supported by several relevant previous studies. Adawiyah and Farhatunnisa, in their study on the use of magazine media in early childhood, found that magazines were proven to improve learning outcomes due to their visually appealing nature and ease of use by students . (Adawiyah & Farhatunnisa, 2021, p. 134) Ramadhani et al., in developing electronic magazine media for the Protista sub-topic, also reported that magazines designed with attractive visuals and relevant content received very positive responses from students, indicating a high level of acceptance and practicality. (Ramadhani et al., 2024, p. 90) Research by Yuliastuti et al. confirms that alternative printed teaching materials, including magazines, remain relevant and effective in schools facing limited digital facilities, as was the case at MTs Negeri 6 Jember. (Yuliastuti et al., 2025, p. 6) Meanwhile, Setiawan reinforced this finding by stating that the use of appropriate and relevant teaching materials in madrasas can significantly increase student learning motivation, which in turn positively impacts learning outcomes. (Setiawan, 2023, p. 102)

The effectiveness of the social studies magazine teaching material was assessed using the N-gain formula for 25 students of class VII D MTs Negeri 6 Jember. The effectiveness of using the magazine was measured by giving pre-test and post-test questions with an average pre-test score of 51 and a post-test score of 84. The measurement of effectiveness was measured using the N-Gain formula with a final result of 0.67 or 67% with a fairly effective category. The use of social studies magazines improves students' understanding and learning outcomes on socio-cultural issues, as evidenced by an increase in the average score of 33 points. Several factors contribute to the improvement in learning outcomes, namely contextual materials, visually appealing designs that include relevant images, dynamic layouts as a characteristic of the magazine, and appropriate graphics that can help students understand socio-cultural issues better.

Siti Junanah et al. proved that the application of visual media significantly improves student learning outcomes in social studies because visualizations from magazines can help the brain process information more efficiently (Nur Tri Atika, Husni Wakhuyudin, 2019). The presence of content that raises contextual social issues such as juvenile delinquency that are relevant to students' environment can motivate them to learn more actively. This success is also supported by the availability of practice questions in the format of crossword puzzles and word guessing, providing fun learning reinforcement, thus encouraging better understanding of the material (Susrini, 2021, p. 119). Although the results of N-Gain in this study can be considered very effective

with a success rate of 67%, this is understandable considering the very short implementation period, which is only one learning cycle lasting about one week. In addition, the majority of students were successfully guided towards the desired learning outcomes with this learning material, as seen from the average post-test score of 84 points which exceeds the minimum required completion criteria. With this, the application of magazines in the material of socio-cultural issues can be used as a sustainable alternative learning resource at MTs Negeri 6 Jember and similar schools, and has the potential to be even more effective with continued use.

Conclusion

Based on the research results, the development of teaching materials in the form of IPS magazines on the material of Social Cultural Problems was declared valid, practical, and quite effective. The validity of this magazine was validated by three lecturers from UIN KH Achmad Siddiq Jember, with the results: material validation 80% (valid category), language validation 85% (very valid), and media validation 80% (valid). The practicality of the teaching materials was obtained from the response of IPS teachers with a score of 90% (very practical), as well as student responses through two experimental stages: small groups 86.9% and large groups 86% , both included in the very practical category. Testing the effectiveness of the magazine product obtained an average student pre-test score of 51 , and the post-test score increased to 84 , with an N-Gain value of 67%, classified as quite effective .

Suggestions for the utilization, distribution, and development of Social Studies magazine products. This emphasizes the importance of using magazines as contextual learning references by teachers and as teaching materials for students' understanding of the material through reading and practice questions. The distribution of magazines is recommended for use not only in developing schools, but also in other junior high schools/high schools, especially for seventh grade students in the even semester. Development continues to focus on expanding the scope of Social Studies material and other subjects, as well as improving the quality of content to make it more contextual, diverse, and appropriate to learning needs. This research provides theoretical and practical contributions in the field of developing Social Studies teaching materials. Theoretically, this research enriches the study of the development of innovative print media-based teaching materials by presenting magazines as an alternative contextual and interesting learning resource at the junior high school/Islamic junior high school level, especially on the material of socio-cultural issues in the Independent Curriculum. Practically, this research produces teaching materials in the form of Social Studies magazines that have been validated and tested for their practicality and effectiveness, so that they can be directly used by teachers and students as independent learning resources that are able to overcome the limitations of learning references in schools with limited digital facilities.

This study has several limitations, namely the limited product trial was only conducted in one school, namely MTs Negeri 6 Jember, with research subjects in class VII D with a total of 25 students. Furthermore, the measurement of effectiveness through N-Gain was limited to one short learning cycle, namely in one week, so it has not fully explored the impact of magazine use on student learning outcomes in the long term. Further research is recommended to expand the scope of subjects, locations, and duration of implementation in order to obtain a more complete picture of the usefulness of social studies magazine teaching materials in other materials.

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