



The Effect Of Diorama Learning Media On Student Learning Outcomes In Pkn Class IV

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Riwayat Artikel:

Diterima: 10 March 2025

Direvisi: 21 November 2025

Diterbitkan: 31 December 2025

Abstract

This study aims to determine the effect of diorama learning media on student learning outcomes in Civics Lessons for Fourth Graders at the UPTD of Public Elementary School 125549 Pematangsiantar. This study used a quantitative research method with a "Pre-Experimental Design" in the form of a One Group Pre-test Posttest. This study was conducted at the UPTD of Public Elementary School 125549 Pematangsiantar on fourth grade students with a population of 23 and a sample of 25. The data collection technique for this study used two tests, namely a pretest and a posttest. The data were processed using statistical analysis techniques. Hypothesis testing showed a significant effect in this study from the data that had been tested. The data analysis obtained the average pretest results (54.60) and posttest (83.20). Based on the results of this study, it can be concluded that there is an Effect of Diorama Learning Media on Student Learning Outcomes in Civics Learning for Class IV of UPTD SD Negeri 125549. This is also proven by the results of the data analysis test obtained a significance level of 0.000 < probability (0.05) and t count -9.737 t table 1.711. Therefore, it is concluded that H_0 is rejected and H_a is accepted, which means "The Effect of Diorama Learning Media on Student Learning Outcomes in Civics Learning for Class IV of UPTD SD Negeri 125549 Pematangsiantar".

Keywords: Learning Media, Diorama, Learning Outcomes

INTRODUCTION

Education is a learning process that aims to improve comprehensive abilities, both from cognitive, emotional, social and moral aspects. In addition, According to Yalia et al., (Marbun, Perangin-angin, Rozi, Manurung, & Siregar, 2025) Education is a process of changing a person's thoughts, attitudes and behavior in an effort to mature a person through teaching in elementary education, secondary school and higher education. Education also aims to create humans who have the values of knowledge, skills, and character abilities to support a positive personal and social life for society. In addition, the National Education System also defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential because basically the world of education today is a reference in the development of a country (Haifaturrahmah et al., 2020) . In Indonesia, education plays a crucial role in

enhancing the nation's intellectual development, as stated in the preamble to the 1945 Constitution. As time goes by and global demands evolve, education in Indonesia continues to undergo changes to adapt to these developments. As a key factor in developing quality human resources, education also plays a crucial role in shaping the character, knowledge, and skills of students. Therefore, the government continues to strive to improve the quality of education through several policies and programs, such as the Merdeka curriculum, which encourages competency-based learning, strengthens character and morals, and enhances student creativity. (Samosir, Purba, & Purba, 2022) .

According to Dewi Rahmadayanti & Agung Hartoyo, the Independent Curriculum (Kurikulum Merdeka) is an alternative curriculum to address learning setbacks during the pandemic, providing freedom for learning implementers, namely teachers and principals, to formulate, implement the learning process, and develop the curriculum in schools, paying attention to students' needs and potential. This study was conducted to provide an overview of the Independent Curriculum as a form of independent learning in elementary schools regarding the profile of Pancasila students, the structure of the Independent Curriculum in elementary schools, and the teaching tools used. The study was conducted using the Library Research method and visiting websites that provide information related to the Independent Curriculum in elementary schools. In preparing for the implementation of the Independent Curriculum, teachers need to study the Independent Curriculum further, consider projects according to student phases to achieve meaningful, in-depth, and enjoyable learning outcomes as well as competent Pancasila students (Yuneva & Suryana, 2022) . According to Ramdani et al. (Zumarnis, 2022) , the goal of Pancasila Education is to provide correct understanding, instill a mindset in accordance with Pancasila, and increase citizen awareness to uphold the moral values of Pancasila. Thus, Pancasila Education is an important part of building national character based on national and humanitarian values. One important aspect of Pancasila is religious diversity. As stated in the first principle, "belief in the one and only God," this value is the foundation for building understanding and respect to foster mutual respect and create a harmonious social environment.

Purwaningsih (Sartika, Nisa, & Ahadi, 2020) Learning outcomes are the abilities acquired by children after undergoing learning activities. Learning itself is a process in which a person strives to achieve a relatively permanent form of behavioral change. Agusti & Aslam (Tarendra, Mushafanah, & Muhajir, 2020) state that learning outcomes play a crucial role in the learning process because they enable teachers to determine the extent to which students have developed their experience or knowledge in their efforts to achieve their learning goals through subsequent teaching and learning activities.

Based on the results of observations on June 19, 2025 in class IV UPTD SD Negeri 125549 Pematangsiantar, researchers found several existing problems, including: learning conducted by teachers is still one-way or conventional so that the teacher is the only source of information, while students tend to be passive in receiving the material, the learning media used is also limited, namely only relying on textbooks as a means of delivering material. This approach makes the learning process feel monotonous and boring for students. As a result, many students are seen not focusing when listening to the teacher's explanation, so the classroom atmosphere becomes less conducive and learning objectives

are not achieved optimally. Based on the results of learning reflections, it was revealed that some students were unable to understand the material thoroughly. They had difficulty concluding important information during the learning process, which has the potential to hinder the achievement of expected competencies. This condition has a direct impact on low student learning outcomes. The inability to understand and process information makes them difficult to answer evaluation questions. Based on the learning outcomes data of fourth grade students at Pematangsiantar State Elementary School 125549, it can be seen that many students obtained scores below the Learning Objective Completion Criteria (KKTP) which has been set at the school with a score of 70.

Based on the table above, it can be concluded that student learning outcomes in Civics are still relatively low. This can be seen from the percentage of students who received a passing grade of 20%, with 10 students, and the percentage of students who received a grade of less than 70 or did not complete the grade at 80%, with 15 students. The low student learning outcomes in Civics are due to the lack of student response during learning and the teacher-centered learning process. (Maulana, Israwati, & Syafrina, 2022).

Low student learning outcomes are evident in their learning activities. Student learning outcomes can be measured using student learning outcome tests or learning achievement tests. Learning outcome tests are usually compiled or created by teachers, and learning outcomes are also inseparable from the learning process.

To achieve maximum learning outcomes is certainly influenced by several internal and external factors, internal factors that include physiological factors and psychological factors and external factors include the social environment, the role of teachers, the role of students, and learning media used during the learning process. In general, learning media that is often used in elementary schools is image media, in this study will use Diorama media, Diorama media is a learning media that uses 3-dimensional images, it is a new change for elementary school children and attracts students' attention.

According to Samosir et al., (Nurkamaliah, Damayani, & Ardiyanto, 2018) Diorama media is a three-dimensional view (scene) made in a small size to demonstrate or explain an event or phenomenon that shows an activity. Diorama media is also one of the three-dimensional media that is able to present a real visualization of a particular concept or phenomenon. In diorama media, it provides access to students to observe, explore, and interact directly with the learning model that is made in detail. In making this diorama media, creative teacher skills are needed in creating this media. The materials in making this diorama media also include materials that are easy to find so that teachers can easily create this diorama media. Diorama media also has many advantages for use in the learning process. With its real visual appearance, it can help students understand concepts more easily. In addition, this diorama media can stimulate student activity in the learning process and create an interactive classroom atmosphere and effective and enjoyable learning, so that this can encourage improved student learning outcomes. So it can be concluded that this diorama media is a visual media that is shaped like a real picture with a smaller shape and size. The images presented by this diorama media can help teachers in delivering material because it can increase student interest and activity from the media. Students will also not be bored anymore with learning so that a pleasant learning atmosphere will be created.

Therefore, this diorama media is very good for improving student learning outcomes, especially in Pancasila Education subjects. (Hendrik, 2021) .

According to Sudjana and Rivai (Murtiana, 2015) states that a diorama is a special medium that creates a certain atmosphere. A diorama is a miniature three-dimensional replica that aims to provide an image of a real atmosphere or situation. Furthermore, the Munandi journal (Wijaya & Mustika, 2022) states that a diorama is a three-dimensional scene made in a small size to demonstrate or explain an event or phenomenon that shows an activity. Meanwhile, in the journal Sa'bani, Nugraha and Lidinillah (Sa'bani, Nugraha, & Lidinillah, 2020) argues that a diorama is an object set in a box or small stage with a painting background to support the presentation of material.

From the expert opinion above, it can be concluded that diorama media is an example of a picture made in a small size to demonstrate or explain an event or material that shows an activity. Diorama media is the main choice for teachers to apply to students because diorama media has many advantages over other media often used by teachers. The advantage of diorama media is that by using diorama media, students will be more creative and students also do not feel bored with learning in the classroom. (Yunanto, 2022) . Not only advantages, there are also many benefits of diorama media, such as diorama media can make duplications of real objects, can make abstract concepts into concrete concepts, can provide a common perception, can provide a pleasant learning atmosphere, and provide a deep impression on the material to be created (Sonah, 2018) .

Based on these problems, this study aims to examine in more depth how "The influence of diorama media on student learning outcomes in Pancasila Education Learning for grade IV elementary school with the theme of Recognizing Religious Diversity in Indonesia". The results of this study are expected to contribute to the development of more innovative and effective learning methods for students in elementary schools.

METHOD

This type of research is quantitative research using experimental research methods. According to Sugiyono (Purba, Sidebang, & Simanungkalit, 2023), quantitative methods are referred to as positivistic methods because they are based on the philosophy of positivism. They are used to research specific populations or samples. Data collection uses research instruments. Data analysis is quantitative in nature with the aim of testing predetermined hypotheses. Experimental research is a research method used to determine the effect of certain treatments on others under controlled conditions.

In this study, the research design used a pre-experimental design with the One-Group Pretest-Posttest Design type. This design was carried out with two measurements of the learning outcomes of fourth-grade students. The first measurement (Pretest) was carried out to see the condition of students before carrying out the treatment, namely to see the learning outcomes of students in the learning process in fourth grade before the application of the influence of diorama learning media on the learning outcomes of Pancasila Education of fourth-grade students of UPTD SD Negeri 125549 Pematangsiantar. and the second measurement (Post-test) was carried out to determine the learning outcomes of students after the application of the influence of diorama learning media on the learning outcomes

of Pancasila Education of fourth-grade students of UPTD SD Negeri 125549 Pematangsiantar by the author (NURTINI, 2021).

The table shows the research design with the One Group Pretest-Posttest Design approach, where the research subjects were fourth-grade students of UPTD SD Negeri 125549. This design involves one group given treatment, namely the Discovery Learning learning model. Before the treatment was given, students first took a pretest (marked with the symbol O_1) to measure their initial abilities. Next, students were given treatment (symbol X) namely learning using the Discovery Learning model. After that, a posttest (O_2) was conducted to determine the improvement in learning outcomes after the treatment. The relationship between the components in this table shows a comparison between the values before and after being given treatment, in order to measure the effectiveness of the Discovery Learning learning model on student learning outcomes.

The research will be conducted at the UPTD of State Elementary School 125549 Pematangsiantar, Jalan Siak, North Siantar District in the odd semester of the 2025/2026 academic year. The population is the entire research subject. In this study, the population is the students of class UPTD of State Elementary School 125549 Pematangsiantar, totaling 25 students. Fourth grade students have age characteristics of 10-11 years (Aswat, Onde, Madiani, & Irsan, 2020).

This study used a total sampling method, meaning all 21 fourth-grade students were included in the sample. Data collection techniques are the most important step in the study, as the primary goal is to obtain data. Without proper data collection techniques, researchers will not obtain data that meets established standards. Therefore, this study employed observation and testing techniques.

Observation is a method for collecting data by conducting regular, direct surveys of the researcher's object or location. According to Sugiyono (2013:203), observation is a data collection technique that has specific characteristics compared to other techniques. Observation is not limited to people, but also other natural objects. This technique was used to observe the condition of Grade VI students at the UPTD of State Elementary School 125549 Pematangsiantar. Tests are tools used to determine the extent of student abilities and to see the level of student success from a given teaching material. In this study, the researcher used a pre-test and a post-test with 25 multiple-choice questions with alternative answers (a, b, c, d). Each correct answer received a score of 1 and an incorrect answer received no score or (0) (Syahid, Maula, Nurmeta, Sulastri, & Ruslani, 2022). The tests were given before and after the treatment.

In quantitative research, the data analysis method applied is clearly defined to answer the problem or test the hypothesis stated in the proposal. Data analysis is the most crucial step in research, because the main goal of research is to obtain data. To analyze the data obtained from the research, statistical analysis will be used. The formulas used are the t-test or t-test and the paired sample t-test. Because the t-value is used, the t-formula has many variations and its use is adjusted to the characteristics of the data to be distinguished. Data from the pretest and posttest results were processed to obtain conclusions regarding the influence of diorama media on students' Pancasila Education learning outcomes.

RESULTS AND DISCUSSION

Description and Location of Research

This research is a Pre-experimental (quantitative) research using a one group pretest posttest design conducted in class IV of UPTD SD Negeri 125549 Pematangsiantar with a total of 25 students. The questions given during the research have been tested for validity first in class IV at a different school, namely UPTD SD Negeri 125543 Pematangsiantar with a total of 23 students. After the validation of the questions was carried out, it was continued with the implementation of research in class IV of UPTD SD Negeri 125549 Pematangsiantar on the subject of Civics with the material "Getting to Know Religious Diversity in Indonesia", the first thing done in this study was giving a pretest to students in order to find out the learning outcomes of students before the Diorama media was used, then learning was carried out on the Civics subject in the 3rd lesson using Diorama learning media after learning was carried out, then a posttest was carried out, the aim was to find out the learning outcomes of students after being given treatment or after using Diorama media (Kisma, Fakhriyah, & Purbasari, 2020).

The researcher conducted a trial of 25 questions on the question instrument in class IV of UPTD SD Negeri 125549 Pematangsiantar, Jl.Siak Martoba, North Siantar District, Pematangsiantar City on September 2, 2025. Where 25 students were given the trial. The trial was conducted to determine the validity and reliability as well as test the level of difficulty and discrimination of the questions. Validity is a measure that shows the levels of validity of an instrument. In testing the validity of the questions that have been worked on by respondents, the researcher used the SPSS 26 application. After the researcher corrected the questions that had been worked on by the students, the researcher input the data in SPSS 26. The questions that are said to be valid are if the r count value is $\geq r$ table with a significance level of 5% or 0.05, and vice versa if r count $< r$ table then the questions are said to be invalid.

Hypothesis Testing

Hypothesis testing is a decision-making method based on data analysis. After considering the characteristics of the variables studied and the analysis statement, the next step is to test the hypothesis using the SPSS 26 program. Based on the problem formulation and the proposed hypothesis, the decision-making process will use a paired sample test to answer the proposed hypothesis. In the first hypothesis test, a one-sample t-test is used. This is because this test is carried out to see the comparison of results in the same class (the same sample), namely the pretest and posttest learning outcomes in the experimental class using the Diorama media. It is used to see whether there is a difference in the average of two paired samples. In SPSS version 26, the basis for decision-making is (NOVITASARI, 2024) :

- a. If $\text{sig (2-tailed)} < 0.05$, then there is a significant difference between the pretest and posttest scores.
- b. if $\text{sig (2-tailed)} > 0.05$ then there is no significant difference between the pretest and posttest scores

In this study, a sample test was used to determine the significant positive influence between Diorama media on the learning outcomes of Civics in grade IV students, as can be seen in the following table:

Table 1. Hypothesis Test Results

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference			Sig. (2-tailed)		
		Mean	n	Standard Deviation	Mean	Error	Lower	Upper	t	df
Pair 1	Pretest	--	14,686	2,937	-34,662	-22,538	-9,737	24	,000	
	Posttest	28,600								

Based on the table above, it is known that the Sig (2-tailed) value is 0.000 and the value is smaller than 0.005 which indicates that there is a significant influence between student learning outcomes in the pretest and posttest. So it can be concluded that in this study Ha is accepted and Ho is rejected, which means there is an influence of Diorama media on the results of Civics Lessons of class IV students of UPTD Negeri 125549 Pematangsiantar.

Discussion of Research Results

This research was conducted in class IV of UPTD SD Negeri 125549 in the academic year of 2025/2026. The population used was all students of class IV of UPTD SD Negeri 125549 Pematangsiantar with a sample of 25 students of class IV. In this study, the researcher used a pre-experimental research type using a one group pretest-posttest design.

This section will describe the results found in the research that has been carried out. The intended results are taken based on the collected data and data analysis that has been done. This study aims to determine the Effect of Diorama Media on Civics Lessons for Grade IV Students of UPTD SD Negeri 125549 with a total of 25 people. Before conducting the research, the researcher first conducted an Instrument Trial at the same level with a different school which was carried out at UPTD SD Negeri 125543 Pematangsiantar. The trial was carried out to determine the number of questions from 25 items that will be tested in the form of multiple choices, namely there are 20 questions that are included in the valid category, and questions that are not valid. 5 questions are declared valid 20 questions that will later be used during the pretest and posttest in the research class. (Widiastuty et al., 2024).

Based on the pretest results, the average value of student learning outcomes was 54.60 with the highest score being 85 and the lowest score being 25. 3 students scored above the KKTP and 22 students scored below the KKTP. Looking at the existing percentages, it can be said that the level of student learning outcomes before using MediaDiorama (Syafila & Rindaningsih, 2022).

Furthermore, the average posttest score was 83.20. So, after using Diorama Media, students had better learning outcomes compared to before using Diorama Media. After the pretest and posttest normality tests were carried out, the hypothesis test was continued. From the student test results, a sig value (2-tailed) of $0.000 < 0.05$ was obtained, indicating that there was a significant difference between the pretest and posttest scores. In this case, H_0 was rejected and H_a was accepted. (Rahmawati & Sati, 2021) .

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that from the pretest results, the average value obtained is 54.60 which is classified as low. While the average value of posttest student learning outcomes is 83.20 which indicates that the results after being given treatment increased with a very large range. From the average pretest and posttest scores there is a difference of 28.6 and based on the data analysis of the pretest and posttest scores, it shows that the sig value (2-tailed) is $0.00 < 0.05$, where H_0 is rejected and H_a is accepted, meaning there is a significant difference between the learning outcomes of students who use Diorama media which is more improved. So it can be concluded that there is an Influence of Diorama Learning Media on Student Learning Outcomes in Civics Learning Class IV UPTD SD Negeri 125549 Pematangsiantar on the material of Religious Diversity in Indonesia in the 2025/2026 Academic Year.

Suggestion

Based on the results of the research that has been carried out by the researcher, suggestions can be put forward that can build successful learning in schools, including the following:

For Teachers

- a. Teachers should get used to using learning media during the learning process because the presence of media makes students more active in learning and aims to make students have a spirit of independence in learning which can foster courage, improve students' thinking processes in learning.
- b. Learning must be carried out using interactive learning media to create a fun teaching and learning process.

For Schools

- a. Schools should play a role in providing encouragement and introducing a variety of learning media so that they can be used to improve the quality of learning, one of which can be done by using image media.
- b. It is hoped that the school will grant permission to conduct further research on this study.

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Future researchers should conduct research on areas that have not yet been optimally achieved in improving student learning outcomes in Civics lessons using dioramas during

the learning process. This is done so that schools can produce the best and most qualified graduates

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