
THE EFFECT OF DIORAMA LEARNING MEDIA ON STUDENTS' LEARNING ACTIVENESS IN GRADE V AT BAKTI I PRIVATE ELEMENTARY SCHOOL MEDAN

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ABSTRACT

This study was conducted due to the problem of low student learning activeness, where teachers used limited variations of teaching methods and learning media, resulting in only a few students paying attention during lessons. This study aims to determine the effect of using diorama learning media on students' learning activeness in the IPAS subject for Grade V at Bakti I Private Elementary School Medan. This research is an experimental study. The population consisted of 28 students, including 19 male students and 9 female students. The sampling technique used was total sampling, in which all members of the population were included as the research sample. The instrument used in this study was an observation sheet. The independent variable in this study was diorama learning media, while the dependent variable was students' learning activeness. Hypothesis testing was conducted using the independent sample t-test, which resulted in a significance value of $0.000 < 0.05$. This indicates that H_a is accepted, meaning there is a significant effect of diorama learning media on students' learning activeness, while H_0 is rejected. Thus, it can be concluded that there is a significant effect of diorama learning media on the learning activeness of Grade V students at Bakti I Private Elementary School Medan.

Keywords: Diorama Learning Media, Students' Learning Activeness, Natural and Social Sciences

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1. INTRODUCTION

Education is one of the most important aspects of human life because, through education, individuals undergo a continuous learning process in a social context to acquire knowledge, skills, attitudes, and behaviors. This process can take place individually or in groups to develop abilities that are useful for social life. The purpose of education is not only to achieve learning outcomes but also to understand and interpret those outcomes both potentially and factually for learners. Based on the Law of the Republic of Indonesia No. 20 of 2003, Article 1 Paragraph 1 concerning the National Education System, education aims to develop learners' potential to become individuals who are faithful, noble, healthy, competent, creative, independent, and responsible through both formal and non-formal education (Apriyanti, 2021).

Learning is an interaction process between teachers and students aimed at enabling students to learn more effectively. Teachers act as facilitators who involve students and available learning resources to create effective learning, making it easier for students to absorb knowledge and helping them understand important facts, skills, values, and concepts (Cholidah & Himawati, 2024; Kisma et al., 2020). The learning process involves various components such as objectives, subject matter, methods, learning media, environment, teachers, and students, all of which are interconnected and

play a role in the success of learning (Putra & Suniasih, 2021). One of the key components is learning media, which functions to deliver material more easily, motivate students, attract attention, and improve students' understanding and memory (Muchtar et al., 2023; Hendrik et al., 2021).

The development of information technology has also influenced the use of learning media. Schools that are able to utilize technology can create more efficient and engaging learning environments. Modern learning media are designed to help teachers deliver material effectively; however, some teachers are still not proficient in utilizing these media optimally (Yeni et al., 2023). Diorama media, as a form of three-dimensional visual media, can be used to present learning material in a concrete and realistic way, making it easier for students to understand concepts and increasing their engagement in Natural and Social Sciences (IPAS) learning (Pentianasari & Firmannandya, 2022).

Initial observations at Bakti I Private Elementary School Medan showed that the learning activeness of Grade V students is still low. Students tend to become easily bored because the learning media used are limited to textbooks and static images, making the learning process less interactive. The use of diorama media is expected to improve students' understanding through concrete and visual presentation of material, especially on the water cycle topic. This media is aligned with children's cognitive development stage according to Piaget, enabling students to understand lessons clearly and realistically.

Based on this background, this study aims to determine the effect of using diorama learning media on students' learning activeness in Grade V at Bakti I Private Elementary School Medan in the subject of Natural and Social Sciences (IPAS), specifically on the topic of the water cycle. This study is expected to provide an alternative learning media that is effective and engaging, as well as to enhance students' activeness and understanding during the teaching and learning process.

2. RESEARCH METHOD

This study employs an experimental method to determine the effect of diorama learning media on the learning activeness of Grade V students at Bakti I Private Elementary School Medan. The experimental method is used to examine the effect of a treatment on another variable under controlled conditions. In this study, the experimental design applied is a pre-experimental (non-equivalent) design, as there is still a possibility of external variables influencing the dependent variable.

The form of the design used is the pre-test and post-test one-group design, in which the study involves only one experimental class without a comparison or control group. The research design can be illustrated as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂

Description:

- **O₁** : Initial test to measure students' learning activeness before the treatment is applied.
- **X** : Treatment in the form of using diorama learning media in IPAS learning.
- **O₂** : Final test to measure students' learning activeness after the treatment is applied.

This method is applied to compare changes in students' learning activeness before and after the use of diorama media. Data analysis is carried out by comparing pre-test and

post-test scores to assess the effectiveness of the learning media in improving students' activeness.

3. RESULTS AND DISCUSSION

This study was conducted at Bakti I Private Elementary School Medan with 28 Grade V students, aiming to determine the effect of diorama learning media on students' learning activeness in the subject of Natural and Social Sciences (IPAS). Data were collected through observation sheets measuring students' activeness before and after the implementation of the diorama media and were analyzed using a paired sample t-test. Before the treatment, the observation results showed that students' learning activeness was relatively low. Out of 28 students, most were categorized as less active, with an average score of 60.5 out of a maximum score of 71. Only one student was categorized as very active, while the majority were still in the less or moderately active categories. This indicates that previous learning, which relied only on textbooks and image media, was not sufficient to optimally motivate students.

After the implementation of diorama learning media, students' learning activeness showed a significant improvement. The average score increased to 90.5, with a minimum score of 84 and a maximum of 97. Most students were categorized as active to very active, with 12 students scoring between 90–92 and 2 students reaching scores of 96–97. These results indicate that diorama media effectively increased students' engagement, attention, and participation in the learning process. The media provided a more concrete learning experience, making it easier for students to understand concepts and encouraging them to think critically and participate actively.

The hypothesis testing using a paired sample t-test supports these findings, with a significance value (2-tailed) of 0.000, which is less than 0.05. This indicates that diorama learning media has a significant effect on students' learning activeness. Based on these results, it can be concluded that the use of diorama media not only increases students' physical and mental activity during learning but also enhances motivation, interest, and understanding of IPAS concepts more effectively. Diorama media proves to be an effective alternative learning tool, especially for materials that require visualization of abstract concepts into more concrete forms, making the learning process more enjoyable and meaningful for students.

Thus, this study shows that the use of diorama learning media has a positive and significant effect on the learning activeness of Grade V students at Bakti I Private Elementary School Medan. The implementation of this media can serve as an effective strategy for teachers to improve the quality of learning, encourage active student participation, and maximize conceptual understanding in IPAS subjects.

4. CONCLUSION

Based on the results of the study and data analysis, it can be concluded that the use of diorama learning media has a significant effect on the learning activeness of Grade V students at Bakti I Private Elementary School Medan. Before the implementation of the diorama media, students' learning activeness was categorized as less active, with an average score of 60.5, a highest score of 71, and a lowest score of 53. After the implementation, students' activeness increased significantly, with an average score of 90.5, a highest score of 97, and a lowest score of 84, categorized as very active.

The hypothesis test results showed a significance value (2-tailed) of $0.000 < 0.05$, indicating that H_a is accepted and H_0 is rejected. This confirms that diorama learning media effectively improves students' learning activeness, making it a suitable and

effective medium to support the teaching and learning process in IPAS for Grade V students.

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