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3D Diorama Learning Media on the History of the Independence of Indonesia to Improve Learning Outcomes in Social Studies Learning

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ABSTRAK

Pembelajaran IPS masih belum optimal. Permasalahan ini dilatarbelakangi yaitu kurangnya media pembelajaran yang relevan. Hal ini mengakibatkan siswa cenderung pasif dan mempengaruhi hasil belajar yang masih rendah. Tujuan penelitian ini untuk mengembangkan media diorama 3 dimensi pada muatan pelajaran IPS kelas Sekolah Dasar. Jenis penelitian ini berupa research dan development, model pengembangan Borg and Gall. Teknik pengumpulan data berupa test dan non-tes, berupa observasi, wawancara, tes, angket, dan dokumentasi. Instrumen pengumpulan data berupa lembar kuesioner dan soal tes. Teknik analisis data menggunakan analisis data produk, analisis data uji normalitas Kolmogorov Smirnov, uji t yang berpasangan, uji N-Gain. Hasil penelitian menunjukan bahwa media diorama 3 dimensi layak digunakan dengan persentase penilaian ahli media 81,25%, ahli materi 94,4%. Hasil uji-t menunjukan bahwa media yang digunakan efektif digunakan dalam pembelajaran untuk meningkatkan hasil belajar IPS pada muatan Peristiwa Nasional Sekitar Proklamasi Kemerdekaan. Hasil uji N-Gain menunjukkan peningkatan hasil belajar IPS. Disimpulkan bahwa media diorama 3 dimensi efektif dan layak digunakan dalam pembelajaran IPS. Implikasi penelitian yaitu media diorama 3 dimensi dapat digunakan untuk meningkatkan hasil belajar IPS pada siswa.

ABSTRACT

Social studies learning still needs to be more optimal. This problem is motivated by the need for more relevant learning media. This results in students tending to be passive and affecting learning outcomes, which are still low. This research aims to develop 3-dimensional diorama media for social studies lesson content in elementary school classes. This type of research is in the form of research and development, the Borg and Gall development model. Data collection techniques include tests and non-tests in the form of observations, interviews, tests, questionnaires, and documentation. The data collection instruments are in the form of questionnaires and test questions. Data analysis techniques use product data analysis, Kolmogorov-Smirnov normality test data analysis, paired t-test, and N-Gain test. The research results show that 3-dimensional diorama media is suitable for use with a percentage of media expert assessment of 81.25% and material experts of 94.4%. The t-test results show that the media used is effective in learning to improve social studies learning outcomes on the content of National Events Around the Proclamation of Independence. The N-Gain test results show an increase in social studies learning outcomes. It was concluded that 3-dimensional diorama media was effective and suitable for social studies learning. The research implication is that 3-dimensional diorama media can be used to improve social studies learning outcomes for students.

1. INTRODUCTION

Education is a process of efforts to realize the development of human resources from one generation to the next in Indonesia. The Indonesian education system implements a minimum of 9 years of compulsory education, with six years in elementary school and three years in junior high school (Mahpudin, 2020; Syakarofath et al., 2020). One of the subjects taught in elementary school is social studies (Meldina et al., 2020; Rando & Wali, 2018; Widodo, 2020). Social studies subjects aim to familiarize students with concepts related to community life and the environment (Prehanto et al., 2021; Wahyuni et al., 2018).

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Social studies learning is essential because it will make students appreciate the backgrounds of members of society with different cultures (Chabiba et al., 2022; Wahyuni et al., 2018). Social studies in education at a practical level teaches social sciences, both holistically, integratively (whole-integrated), and separately (interdisciplinary) for educational purposes at the school level (Hutama, 2016; Meldina et al., 2020; Rando & Wali, 2018; Riyanti & Nisrohah, 2018; Widodo, 2020). The main goal of social science is to help the younger generation develop critical thinking skills to make appropriate and rational decisions for the good of society as citizens of a culturally plural world, a democratic society, who are dependent on each other as social creatures (Melindawati et al., 2021; Widodo et al., 2020). Therefore, social studies is one of the mandatory subjects taught and applied in Indonesian education.

However, the reality is that social studies learning in elementary schools in Indonesia still needs to be implemented optimally (Afnan et al., 2022; Novianti et al., 2017). One of the problem factors is that teachers still need to be more optimal in developing learning media. In implementation, students feel bored because the presentation could be more varied, and students could be more enthusiastic (Puspitasari & Murda, 2018; Suryadewi et al., 2020). Lack of learning media development can affect student learning outcomes (Fajrianti & Meilana, 2022; Laili et al., 2023; Nurhasana, 2021). The results of observations at SD Negeri 03 Sukorejo also found the same problem. The results obtained during learning are that students tend to be passive and often lose focus. This is because students need help understanding learning content with abstract content concepts. During social studies lessons, teachers only use teachers' books and students' books and use media such as pictures, Indonesian maps, globes, and atlas. The use of available media is not related to the social studies learning content "National Events Regarding the Proclamation of Independence." This causes low student learning outcomes. Data on learning outcomes for class V students at SD Negeri 03 Sukorejo is still less than the KKM. This is evidenced by the mid-semester assessment scores of 18 (60%) who received incomplete marks below the KKM, while 12 (40%) received completed marks, with the lowest score being 35 and the highest being 100. In the final semester assessment, 16 (53%) students got a passing score below the KKM, while 14 (47%) other students got a passing score, with the lowest score 38 and the highest 100.

Based on these problems, efforts are needed to improve learning outcomes with appropriate learning media. Learning media is essential in increasing students' understanding to achieve learning objectives (Maronta et al., 2023; P. P. Sari et al., 2023; Utomo et al., 2023). Previous findings confirm that learning media is very necessary to support the learning process so that students better understand the content and increase their curiosity (Ristiyah et al., 2023; S. M. Sari et al., 2023; Wulandari et al., 2023). Developing appropriate media can create practical and efficient learning to achieve learning objectives as expected (Hasanah et al., 2023; Amelia et al., 2023). One learning media that can improve social studies learning outcomes for students is diorama learning media.

Diorama media can develop students' interest in learning so that student learning outcomes in social studies subjects can increase (Evitasari & Aulia, 2022; Maghfiroh et al., 2023; Yanti & Huda, 2023). Diorama media is a concrete media. In Piaget's cognitive development theory, elementary school children are at the concrete operational stage, so it is appropriate to use concrete learning media (Anjarani et al., 2020; Fadilah et al., 2022). 3-dimensional diorama media can be used as an alternative learning media by teachers because it can stimulate student activity in classroom learning to support an active and creative learning activity system. The development of diorama media can provide direct experience in observing and studying events presented in the original 3-dimensional diorama media. Diorama media makes students enthusiastic about learning and makes it easier to understand the content of social studies learning (Amalia et al., 2018; Kisma et al., 2020; Safitri & Munjiatun, 2022).

Previous research findings explain that diorama media is in the form of scenes that have 3-dimensional sides, which are usually used to explain accompanied by demonstrating a situation with a size reduced from the size of the original shape (Kustadiyono, 2020; Nadhliroh & Prasetyaningtyas, 2018). Meanwhile, other research states that a diorama is a box media or 3-dimensional media that visualizes a display that has a background with a perspective like reality (Hoekstra, 2019; Kisma et al., 2020; Sidyawati et al., 2021). A diorama combines a model with a complete and complex visual perspective image. This 3-dimensional diorama learning media is a medium created to display original images by reducing the size to make it easier to use in classroom learning. Diorama media can contribute to arousing students' interest in the direct observation learning process, and students can stimulate students' curiosity about the use of 3-dimensional diorama media (Islamiyah & Asmarani, 2022; Megawatie Sa'bani et al., 2017).

Diorama media has the advantage of displaying structure details in an organization clearly, which can show the process flow and provide a direct experience to students so that students remember it longer (Putra & Suniasih, 2021; Rusdi et al., 2022). Also, diorama media can be moved after use, meaning it is not permanent and can be used many times (Evitasari & Aulia, 2022; Nuzulia, 2016). The advantage of 3-dimensional diorama media is that it can visualize the condition of objects as they are in reality so that

students can observe directly (Amalia et al., 2018; Birsyada et al., 2022; Yanti & Huda, 2023). Diorama media can be used as an alternative media that teachers can use in developing media to support successful learning in the classroom in order to achieve maximum learning goals. There has yet to be a study regarding 3-dimensional Diorama Media to increase student interest and improve students' social studies learning outcomes in social studies subjects. Based on this, this research aims to develop 3D Diorama Learning Media on the History of Indonesian Independence to Improve Social Sciences Learning Outcomes for Class V Elementary School Students.

2. METHOD

R&D research was used for this study. Research and development research methods are used to produce products and test the effectiveness of these products (Sugiyono, 2019). In this study, researchers developed 3-dimensional diorama media previously adjusted by the problems in the classroom and later tested the feasibility conducted by media validators, and content validators. Afterward, the effectiveness of the diorama media was obtained with the results of small-scale tests and large-scale tests. There are 10 steps in the Borg and Gall model, namely: (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision (8) usage trial; (9) product revision; (10) mass production (Sugiyono, 2019). In the Borg and Gall model, research steps can be adjusted to the needs of the development carried out by the researcher, therefore the procedure in this study was carried out only 8 steps because it intends to test the feasibility and effectiveness of the media. This research was conducted at state elementary school 03 Sukorejo., Pemalang Regency, the pilot test of questions was conducted in sixth grade in state elementary school 03 Sukorejo with a total of 20 students. The small group test was conducted in fifth grade in state elementary school 03 Sukorejo with 6 students and the large group test was conducted in fifth grade state elementary school 03 Sukorejo. with 30 students.

This study uses data collection techniques using test techniques to determine the initial condition before being treated using the product being developed. There are 2 kinds of Development of a 3-dimensional Diorama Learning Media in Social Studies Learning Content National Events Around the Proclamation of Independence fifth grade state elementary school 03 Sukorejo Pemalang. Of tests in this study pretest and posttest. A pretest is a test taken before treatment and a posttest after treatment. As well as non-test data processing techniques, namely: observation, interviews, questionnaires, and documentation. Questionnaires in the form of media feasibility were given to media validators, and content validators, as well as questionnaires of student and teacher responses about 3-dimensional diorama media. The questionnaire lattice used in the development of 3-dimensional diorama media in public elementary school 03 Sukorejo, Pemalang district is shown in Table 1, Table 2, and Table 3.

Table 1. Media Expert Instrument Grids

Component Indicators	Item numbers
Accuracy with the objectives achieved	1,2,3,4,5
Teacher skills in operating the media	6,7,8
The characteristics and thinking ability of learners	9,10

Table 2. Content Expert Instrument Grids

Component Indicators	Item numbers
Suitability of content with KI, KD, Indicators, and learning objectives	1,2,3
Suitability of the content with the level of thinking of students	4,5,6
Suitability of content with images on the media	7,8,9

Table 3. Teacher Response Instrument Grid

Component Indicators	Item numbers
Display of 3-dimensional diorama media as a whole	1,3,4,9,10
Compatibility with content	2
The usefulness of 3-dimensional diorama media for learning	7
The usefulness of 3-dimensional diorama media for students	5,6,8

The techniques used to analyze the data are qualitative descriptive analysis, quantitative descriptive analysis, and inferential statistics. Qualitative descriptive analysis is used to analyze data in the

form of input or suggestions from experts regarding 3D Diorama Learning Media on the History of Indonesian Independence. Quantitative descriptive analysis is used to analyze data in the form of expert scores regarding the 3D Diorama Learning Media of the History of Indonesian Independence. Inferential statistical analysis was used to test the effectiveness of 3D Diorama Learning Media on the History of Indonesian Independence in improving Social Studies Learning Outcomes for Class V Elementary School Students.

3. RESULTS AND DISCUSSION

Result

This research was conducted to develop 3-dimensional diorama media in social studies learning by using 8 steps that are: (1) potential and problems, based on the results of pre-research, it was found that the teacher still delivered the content toeritically and limited media that was attractive to students, causing students to be less interested in the learning process, which resulted in student learning outcomes; (2) data collection at this stage the researcher collected data by analyzing the needs of students and teachers through a needs questionnaire. The results of data analysis showthat the media in the learning process has not used media, and in getting students and teachers to agree if the 3-dimensional diorama media as media used in social studies learning; (3) product design; 3-dimensional diorama media that is made must be by social studies learning in the classroom.

Media diorama 3 dimensions is a media in the form of a picture of conditions that are reduced in size. It can be said to be a concrete media and can provide direct experience to students in learning the content "National Events Around the Proclamation of Independence". This media has 5 sections each section contains a chronology of National Events Around the Proclamation of Independence with a brief explanation of the audio contained in the diorama. The final design of the 3-dimensional diorama media is shown in Figure 1.

Figure 1. Results of 3-Dimensional Diorama Media Development

The results of research on the development of a 3-dimensional diorama for social studies subjects include (1) the development 3-dimensional diorama, (2) the feasibility of a 3-dimensional diorama, and (3) the effectiveness of a 3-dimensional diorama. Media feasibility can be measured from the validity test results of media experts, content experts, teacher responses, and student responses in Table 4**.**

Table 4. Validity Results of Media Experts, Content Experts, Teacher Responses, and Student Responses

No	Test Subject	Validity Results	Description
1	Media expert test	81.25%	Very worthy
2	Content expert test	94.4%	Very worthy
3	Small group student trial	95%	Very worthy
4	Large group student trial	97.5%	Very worthy
5	Small group teacher test	92.5%	Very worthy
6	Large group teacher test	95%	Very worthy

From the results of Table 4, it is found that the 3-dimensional diorama media is feasible to use in social studies learning. This study uses normality test data. Normality test to determine whether the research data is normally distributed or abnormal. Data can be said to be normal if the sig value. > 0.05 and if the sig value < 0.05 the data is not normally distributed. Testing the normality test using SPSS as follows in Table 5.

Table 5. Pretest and Posttest Data Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Pretest	0.153	30	0.071	0.954	30	0.222
Posttest	0.155	30	0.063	0.918	30	0.024

The results in Table 5, show that the pretest and posttest data have normal distribution results because the results of the pretest and posttest data calculations have a sig value. 0.071 and 0.063 or greater than 0.05. So it can be concluded that the pretest and posttest data are normal. The results of the paired t-test paired T-test showed in Table 6.

Table 6. Paired t-test Results

Parameters	**Post**	**Pre**
Mean	88	42.71111
Variance	69.42529	34.48838
Observations	30	30
Pearson Correlation	0.019262	
Hypothesized Mean Difference	0	
Df	29	
t_{count}	24.11638	
P(T<=t) one-tail	4.87E-21	
t Critical one-tail	1.699127	
P(T<=t) two-tail	9.73E-21	
t_{table}	2.04523	

Based on Table 6 showing the results of the two dependent sample t-tests on the final test of the large group obtained the value of t_{count} = 24.11 and t_{table} = 2.045. From the calculation results obtained t_{count} = 24.11 > t_{tabel} = 2.045 then H_0 is rejected and H_a is accepted or interpreted that the media used is effectively used in learning to improve social studies learning outcomes on the content of National Events Around the Proclamation of Independence. Next, to find out the results of the average increase from the pretest and posttest by using the difference between SMI and Pretest. The following are the results of the average increase in pretest and posttest data shown in Table 7**.**

Table 7. N-Gain Test

Category	**Score**
Pretest	42.71
Posttetst	88.00
Gain	45.29
N-Gain of class	0.79
Criteria	High

From Table 7, the results of the N-Gain test show that students in fifth-grade state elementary school 03 Sukorejo, Pemalang Regency show an average increase of 0.79 with an average difference of 45.29 and have high criteria. This shows that the 3D Diorama Learning Media History of Indonesian Independence is effectively used in learning because it can improve social science learning outcomes in fifth grade elementary school students.

Discussion

The results of data analysis show that 3-dimensional diorama media has received excellent qualifications from experts, students, and teachers, so it is suitable for use in learning. 3-dimensional diorama media is suitable for learning due to several factors, namely as follows. First, 3-dimensional

diorama media is suitable for use in learning because it improves student learning outcomes. Student learning outcomes can increase due to using learning media proven to be suitable for use (Prabawa & Restami, 2020; Primasari & Zulela, 2021; Simamora et al., 2019). Previous research findings also state that the use of diorama media can improve student learning outcomes if the media is packaged very well (Kisma et al., 2020; Kustadiyono, 2020; Sapitri et al., 2021; Wardoyo et al., 2022). The effectiveness of using 3-dimensional diorama media in improving learning outcomes can be assessed by comparing pretest and posttest scores. The pretest score describes students' understanding before participating in social studies learning using 3-dimensional diorama media regarding the content of national events surrounding the proclamation of independence. Meanwhile, the posttest scores reflect students' learning achievements after participating in social studies learning using 3-dimensional diorama media. This media effectively improves social studies learning outcomes regarding national events surrounding the proclamation of independence. Learning packaged with games will create a sense of fun so that it can improve student learning outcomes (Kurniawan, 2020; Nurwahidah et al., 2021; Rozi & Khomsatun, 2019). Thus, concrete media such as 3-dimensional dioramas are the right choice because they can bridge students' understanding of learning content.

Second, 3-dimensional diorama media is suitable for learning because it makes learning more accessible for students. Three-dimensional dioramas are suitable for learning because they make it easier for students to learn by increasing interest in the subject matter. Dioramas are 3-dimensional scenes created to depict academic subjects, stories, or historical events and can be used at all levels of education (Evitasari & Aulia, 2022; Munifah et al., 2020). This media gives students a better understanding of real things (Enti et al., 2010; Kisma et al., 2020). Diorama media to make it easier for students to learn (Amalia et al., 2018; Munifah et al., 2020). The choice of learning media must consider various factors, including student needs, the content to be conveyed, and learning objectives. 3-dimensional diorama media has been prepared to consider student needs, learning objectives, content, and affordable costs—an iconic experience, making dioramas an effective tool for learning purposes. In addition, dioramas replicate reality and cause students to think creatively, adding interest and meaning to lessons (Safitri & Munjiatun, 2022; Yanti & Huda, 2023). A teacher must have the skills to choose learning media that suit the content and assessment (Kisma et al., 2020; Kustadiyono, 2020; Sapitri et al., 2021; Wardoyo et al., 2022). Effective learning media is simple but capable of activating the participation of all students, compared to sophisticated media that makes students passive (Amalia et al., 2018; Munifah et al., 2020; Safitri & Munjiatun, 2022). Therefore, 3-dimensional diorama media makes it easier for students to learn.

Third, 3-dimensional diorama media is suitable for learning because it increases students' interest. Three-dimensional dioramas are suitable for learning because they can increase students' interest in the subject matter. Students' interest in learning increases when using appropriate learning media (Islamiyah & Asmarani, 2022; Weranti, 2017). Visual media can help students better understand complex concepts and improve learning outcomes (Anggraeni & Istianah, 2017; Munifah et al., 2020). In addition, 3-dimensional diorama learning media can connect students with real-world events, helping them see theories and concepts in action. This connection can increase students' interest in learning and make it easier for them to understand the material (Laili et al., 2023; Yanti & Huda, 2023). Apart from that, other research findings confirm that the development of 3-dimensional diorama media has proven effective in increasing student activity in the learning process and helping teachers convey content so that students can easily understand it (Enti et al., 2010; Evitasari & Aulia, 2022).

Dimensional diorama media, namely the content being taught, is effectively used as a learning medium in the classroom and can improve student learning outcomes (Evitasari & Aulia, 2022; Gustina, 2021; Weranti, 2017). This research is supported by the results of previous research, which examined the use of diorama media in learning and found that diorama media was feasible and effective in supporting student creativity in the social studies learning process in the classroom (Barton, 2023; Ibad & Hidayah, 2022). Diorama media has also been proven to increase students' enthusiasm for learning (Munifah et al., 2020). Research on dioramas with the content of Heroic Actions Supporting the Proclamation of Indonesian Independence is used as a medium to stimulate students' ideas to be more creative in the learning process (Sapitri et al., 2021; Suhana & Wardani, 2022). Other research states that learning models and dioramas can improve student learning outcomes (Anggraeni & Istianah, 2017; Partika et al., 2023; Yanti & Huda, 2023). 3-dimensional diorama media could solve learning problems in the classroom so that social studies learning outcomes for fifth-grade elementary school students could improve.

The limitation of this research is that the 3D diorama learning media developed can only be used for social studies learning, especially material on the History of Indonesian Independence. This research implies that 3-dimensional diorama media can be used by teachers in social studies learning, especially for class V elementary school. This media involves students so that they not only look at it but can also use their

sense of touch to hold it so that learning is more meaningful and students can remember and understand the content.

4. CONCLUSION

The results of data analysis show that the 3-dimensional diorama learning media in social studies material for class V elementary school received excellent qualifications from experts, teachers, and students. The t-test results also show that the average post-test score obtained increased. 3-dimensional diorama media is effectively used in learning in class V. N-gain value in small and large group tests with high classification. It was concluded that 3-dimensional diorama media was influential in social studies learning to improve the learning outcomes of class V students. It is recommended that teachers use 3-dimensional diorama learning media to teach the content of national events surrounding the proclamation. This learning media is very relevant and effective in supporting learning objectives.

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