

THE EFFECT OF DIORAMA MEDIA ON THE LEARNING OUTCOMES OF PANCASILA EDUCATION FOR 3RD GRADE STUDENTS AT SD MUHAMMADIYAH 1 KEDUNGALAR NGAWI

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ABSTRACT

The implementation of Pancasila education at the elementary school level requires Education plays a central role in the development of students' character and knowledge. One of the subjects that significantly influences the shaping of national character is Pancasila Education. In the implementation of Pancasila education in elementary schools, engaging learning media is essential. The use of instructional media in the teaching and learning process contributes positively to the overall psychological development of children. Diorama media is a three dimensional miniature learning media designed to demonstrate and depict real forms visualized in the classroom. Diorama media can help explain learning processes that were previously abstract into more concrete forms. The design of research is One-Group Pretest and Posttest Design. The sample is also the 20 third-grade students at SD Muhammadiyah 1 Kedungalar. Results of this research the paired sample ttest showed a Sig.(2 tailed) value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_a accepted. There is a significant difference between the students' pre-test and post-test scores. The pretest had an average (mean) score of 60.50, while the posttest average (mean) score was 86.50. The increase in the average scores between the 2 tests indicates an improvement in student performance. It can be concluded that the use of diorama media positively affects the learning outcomes of Pancasila Education for first grade students at SD Muhammadiyah.1 Kedungalar.

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INTRODUCTIONS

Education plays a central role in the development of students' character and knowledge. One of the subjects that significantly influences the shaping of national character is Pancasila Education. Within the Pancasila Education curriculum, there are several topics that require special attention, one of which is religious diversity. Indonesia, as a country rich in ethnic, cultural, and religious diversity, requires a deep understanding of this diversity. Therefore, it is hoped that students can grow into a generation that is tolerant and respectful of differences, thereby strengthening social integration and harmony within society. (Kaaffah et al., 2022).

During an interview with the third-grade teacher at SD Muhammadiyah 1 Kedunggal, it was found that there was an issue with low student learning outcomes in the Pancasila education subject. Among the 20 students, 5 achieved high scores, 6 obtained medium scores, and the remaining 9 received low scores. The teaching method used by the third-grade teacher for the Pancasila Education subject at SD Muhammadiyah 1 Kedunggal is conventional, such as lectures and the use of textbooks.

Implementation of Pancasila education in elementary schools, engaging learning media is essential. The use of instructional media in the teaching and learning process contributes positively to the overall psychological development of children. Learning media are not merely visual or audio aids, but also serve as effective tools to stimulate learning interest, enhance motivation, and facilitate the understanding of complex concepts. Psychologically, learning media help students visualize lesson content, make connections between new information and prior knowledge, and create a more interactive and enjoyable learning experience. Thus, learning media can transform abstract concepts into more concrete and relevant ideas for students' lives. (Magdalena et al., 2021).

Learning media are tools used to deliver instructional material from educators to students, with the aim of supporting effective communication in the learning and teaching process. In other words, also learning media can help students understand what is being taught by the teacher. (Premana, 2022). According to Sadiman, as cited in (Ita Dwi et al., 2024), learning media is one of the available learning resources. There are various types of media, ranging from simple media such as flashcards to more modern media such as computers, the internet, mobile phones, LCD projectors, television, and VCDs. Instructional media is anything used as a means to deliver information between two parties, in this case, from the teacher to the students. (Nurul Dea et al., 2024)

According to (Rahmah et al., 2024), diorama learning media are three dimensional miniature scenes that depict or explain a situation or phenomenon showcasing an activity. Dioramas typically consist of figures or objects arranged on a stage that is matched with a painted background. Diorama media have three dimensional length, width, and depth, and can be viewed from all directions. (Hendrik et al., 2021) state that diorama media is a three-dimensional miniature learning media designed to demonstrate and depict real forms visualized in the classroom. Supporting the two opinions above, (Maulana et al., 2022), diorama media can help explain learning processes that were previously abstract into more concrete forms. Thus, students can visualize the actual conditions of the learning material through diorama media. Diorama media make it easier for students to understand the concepts of the material studied, which will positively affect each student's learning outcomes

The integration of diorama media into the learning process has been shown to significantly enhance students' motivation. By facilitating a clearer understanding of complex subject matter and fostering a more interactive and stimulating educational environment, diorama media contributes meaningfully to improved student engagement and learning outcomes. The teaching methods applied become more varied and innovative, helping to reduce boredom and increase students' interest in learning. Additionally, the use of diorama media enables teachers to transform abstract knowledge into more concrete and easily understood concepts for students. By using learning media, the learning process can shift from being teacher centered to more student centered. This occurs because students become more Engaged directly in the process of learning through the use of learning media, allowing them not only to receive information, passively but to directly participate in understanding and internalizing the material being taught. (Ramdan et al., 2024).

Research by (Wulandari et al., 2023) found that the use of interactive media has a positive effect on students' motivation in Pancasila Education. In addition, a study by (Wulandari et al., 2023) showed that the use of diorama media in thematic learning at the elementary school level can enhance learning motivation, content understanding, and students' cognitive skills. Thus, previous studies highlight that the use of visual learning media such as dioramas Active participation in learning may boost students' academic performance.

Previous research focusing on the use of diorama media has contributed to efforts in boosting learning achievements within the subject of Pancasila Education. However, there remains a lack of in-depth research examining the specific effects of using diorama media in fostering religious diversity awareness among elementary school learners. Therefore, the present study aims to contribute by filling the existing gap in the literature, namely the lack of focus on the application of diorama media in the context of religious diversity learning in elementary schools. This research offers various interactive features, such as touch and animation, To improve third-grade students' academic performance on religious diversity at SD Muhammadiyah 1 Kedunggal.

This research holds value by supporting the development of creative and effective educational media that align with learners' needs. This research is expected to yield results that will contribute valuable insights for media

developers regarding the effective application of dioramas in Pancasila Education, covering aspects such as visualization, interactivity, relevant content, and ease of use. In addition, this study also aims to promote innovation in Pancasila Education strategies by presenting concrete examples of how technology can be utilized To design learning experiences that are more captivating, relevant, and impactful for students. Therefore, this research not only plays a role in improving student learning outcomes but also in enhancing teacher professionalism and the overall quality of learning media.

RESEARCH METHOD

The design of this research is a One'Group Pretest'and Posttest, According (Sugiyono, 2018), the One'Group Pretest and Posttest'Design is a pre-experimental design that includes pretest and posttest within a single group. This design is used because the study involves only one class, which serves as the experimental group, beginning with a pretest before the treatment is administered. Thus, the results of the treatment are more accurate as they can be compared with the condition before the treatment was given

The population in this research includes all third-grade students at SD Muhammadiyah 1 Kedunggalar, totaling 20 individuals. The sample is identical to the population, comprising the same 20 third-grade students. A saturated sampling technique was employed to determine the sample.. According to Sugiyono (2018), saturated sampling is a sampling technique where all members of the population are taken as the sample. This approach is used when the population size is relatively small, less than 30, or when the study aims to make generalizations with very minimal error. Therefore, the sample for this research includes all third-grade students at SD Muhammadiyah 1 Kedunggalar.

According to (Djaali, 2021), A research instrument refers to a tool utilized by researchers to gather data or measure variables, which is subsequently described and employed to test the hypotheses formulated in the study. In this research, the instrument used was a test guide. Data analysis was performed using both descriptive and inferential statistical methods. The paired t-test was applied to examine differences before and after the intervention within the experimental group, whereas the independent t test was used to compare outcomes between the experimental and control groups. Data analysis was carried out using the latest version of SPSS software (Field, 2018) to ensure the accuracy of the research results

RESULT AND DISCUSSION

Data description provides an overview of the data used in this research. The data this research were Taken from the sample at SD Muhammadiyah 1 Kedunggalar, consisting of 20 students. Students' learning outcome data were collected through pretest and posttest assessments based on material delivered using the one-group pretest-posttest method. The tests consisted of 20 multiple choice questions for both the pretest and posttest. Data collection was conducted twice: once for the pretest and once for the posttest. Data Collected in research are presented in terms of mean, sum, and standard deviation.

Table of Descriptive Statistical Test Results

	PRE TEST	POST TEST
Mean	60,50	86,50
Sum	1210	1730
Std. Deviation	5,356	5,871
Minimum	50	75
Maximum	70	95

Validity Testing is used to determine the validity or appropriateness of the instrument used to measure and collect research data from respondents. This test is conducted using Pearson Correlation, where an item is considered valid if the significance level is below 0.05. In that case, the question item can be declared valid. The validity test in this study was carried out using SPSS 24 for Windows, The basis for decision making in the validity test using SPSS 24 for Windows indicates that all 20 items are considered valid.

Reliability testing was conducted with the assistance of SPSS 24 for Windows. The criteria used to determine decisions in the reliability test is that A Cronbach's Alpha value greater than 0.40 indicates that the instrument is reliable. The reliability test yielded a Cronbach's Alpha value of 0.877, exceeding the 0.40 threshold, which indicates that the instrument is reliable. This is demonstrated in the table below:

Table of Reability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Item
0,877	20

He item difficulty analysis was performed using SPSS 24 for Windows. According to the findings, the questions' difficulty levels are classified as follows:

- 0.00 – 0.30: Difficult
- 0.31–0.70: Moderate
- 0.71–1.00: Easy

Out of 20 questions, 13 questions fall into the moderate category, while 7 questions are classified as easy. Normality testing is conducted to assess whether the sample data originate from a normally distributed population, making it essential to perform this test. The normality test was carried out using SPSS 24 for Windows. A summary of the data analysis results for The normality test results are shown in the table below.:

Table of Normality Test Results

	Tests of Normality					
	Kolmogorov – Smirnov. ^a			Shapiro – Wilk.		
	Statistic.	Df.	Sig.	Statistic.	Df.	Sig..
PRE TEST.	0,187	20	0,064	0,926	20	0,128
POST TEST	0,199	20	0,037	0,909	20	0,062

The normality test relies on the rule that data are normal when the significance (Sig) value surpasses 0.05, the residuals are normally distributed; If the significance value (Sig.) is less than 0.05, it indicates that the residuals do not follow a normal distribution. According to the normality test results, the pretest yielded a Sig value of 0.128, which is greater than 0.05, and the posttest produced a Sig value of 0.062, also exceeding 0.05. Accordingly, it is concluded that the residuals are normally distributed.

A paired t-test was applied to examine if the scores from the pretest and posttest show a statistically significant difference. indicating the effect of using diorama media on students' learning outcomes in the Pancasila education subject. The paired sample t-test was conducted using SPSS 24 for Windows. The results of the paired sample t test can be seen in the following table :

Table of Paired Sample T-Test

		Paired Samples Test						Sig. (2-tailed)	
		Paired Differences.							
		95% Confidence							
		Std. Error of the							
		Difference.							
		Mean	Std Deviation	Std. Error Mean	Lower,	Upper,	T,	Df,	
Pair 1	Pre Test	-	4,757	1,064	-28,226	-23,774	-	19	0,000
	Post Test	26,000					24,442		

The decision criteria for the Paired Sample t-test are as follows: if the Sig. (2-tailed) value is less than 0.05, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Conversely, if the Sig. (2- tailed) value is greater than 0.05, Ho is accepted and Ha is rejected. According to the Paired Sample t-test results, the Sig. (2- tailed) value is 0.000, which is below the 0.05 threshold. Therefore, Ho is rejected and Ha is accepted. This indicates that the use of diorama media has a significant impact on the learning outcomes of Pancasila education among third-grade students at SD Muhammadiyah 1 Kedunggalar.

DISCUSSION

The research results show that the use of learning media plays an important role in improving students' learning outcomes. Learning media functions as a tool to assist teachers in delivering material and also serves as a bridge between teachers and students, making learning more engaging and easier to understand. In the context of mathematics learning, media greatly helps students comprehend abstract concepts, such as fractions. This research demonstrates that media utilization significantly influences student achievement. This theory aligns with the findings of (Rudi, S., Riyana, 2020), who stated that abstract learning media, which are difficult to explain directly to students, can be made concrete or simplified through The gains from using educational media.

As learning occurs, the researcher delivered the subject outlined in the lesson plan, explaining the content while using diorama media. During the pretest, the students tended to be passive and did their best to complete the tasks. Additionally, the noisy atmosphere caused by the students made it difficult for them to concentrate well. Concentration is very Essential for students' in the learning process; by focusing, they can remember and understand the material presented by the teacher. The greater the students' concentration and motivation, the better their learning outcomes will be (Winata, 2021).

the treatment was carried out using diorama media. In the first session, the students were introduced to the diorama media, and the researcher observed that the students listened attentively to the explanation on how to use the diorama. This was intended to help students develop a new understanding of the religious diversity material through the diorama media taught. This aligns with the statement that the use of diorama media can assist students in understanding the material on religious diversity and enable them to achieve the Minimum Mastery Criteria (KKM).

The use of diorama media provides visual and interactive stimuli for students, enabling them to understand the concept of religious diversity in a more concrete and enjoyable way. This media allows students to explore religious diversity through dynamic simulations, activating the right brain for visualization and the left brain for understanding the concept of religious diversity. This aligns with (Rahmawati & Sati, 2021), who showed that the use of diorama media can present material in a tangible visual form, allowing students to grasp concepts more clearly and not rely solely on verbal explanations, which can sometimes be difficult to understand.

Utilizing diorama as a learning tool affects students' performance, as reflected in the changes between their pretest and posttest scores. The study was conducted over three sessions, consisting of the pretest, treatment using diorama media, and the posttest. Through the use of diorama media, students became more active in the learning activities.

Based on the posttest scores, It can be determined that there is a statistically significant effect of using diorama media on students' learning outcomes in the topic of religious diversity. The increase clearly indicates the significance in the average student scores, where before using the diorama media (pretest), the average score was 60.50, and after using the media (posttest), the average score rose to 86.50. This demonstrates that diorama media is effective in helping students understand the concept of religious diversity in a visual and interactive way.

Based on the test results, it is evident That diorama media usage contributes significantly to enhancing learning outcomes in Pancasila Education, specifically on the topic of religious diversity, for third-grade students at SD Muhammadiyah 1 Kedunggalar. Through the treatment, there was a significant difference in students' learning outcomes. This is proven by the hypothesis test using the paired sample t test, which showed a Sig (2 tailed) value of $0.000 < 0.05$, indicating that the hypothesis is accepted. Therefore, there is a significant effect of using diorama media on the learning outcomes of Pancasila Education regarding religious diversity for third-grade students at SD Muhammadiyah 1 Kedunggalar.

CONCLUSION

Based on the research results and discussion, the paired sample t-test showed a Sig (2 tailed) value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_a is accepted. Students demonstrated a significant improvement, as indicated by the difference between pre- and post-test outcomes. The pretest had an average (mean) score of 60.50, while the posttest average (mean) score was 86.50. The increase in the average scores between the two tests indicates an improvement in student performance. As a result, it can be inferred that the implementation of diorama media positively affects the learning outcomes of Pancasila Education for first-grade students at SD Muhammadiyah 1 Kedunggalar.

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