Development of Diorama Media on The Cultural Diversity Material of My Country in Islamic Elementary School

Pengembangan Media Diorama pada Materi Keanekaragaman Budaya Negaraku di Madrasah Ibtidaiyah

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ABSTRACT

This study aims to: (1) produce valid integrative thematic diorama learning media, (2) produce practical integrative thematic diorama learning media. The method used is the R&D development method with the ADDIE development model which consists of 5 stages, namely: *Analysis, Design, Development, Implementation, Evaluation.* The data collection used is a questionnaire and documentation. Test the validity and practicality of the data using a predetermined formula. The subjects of this study were fourth grade students of MI Al-Ittifaqiah Indralaya with a total of 15 students. Therefore, it can be concluded: (1) Produce valid integrative thematic diorama learning media seen from the validity questionnaire of design experts with a score of 62 with an average result of 85, validation of linguists with a score of 49 with an average result of 81, and material expert validation with a score of 58 with an average result of 96.66. (2) Produce practical integrative thematic diorama learning media as seen from the score of 1,379.82 with an average score of 91.98.

Keywords: *Diorama Learning Media, Integrative Thematic, Islamic Elementary School.*

ABSTRAK

Penelitian ini bertujuan untuk: (1) Menghasilkan media pembelajaran diorama tematik integratif yang valid, (2) Menghasilkan media pembelajaran diorama tematik integratif yang praktis. Metode yang digunakan adalah metode pengembangan R&D dengan model pengembangan ADDIE yang terdiri dari 5 tahap yaitu: Analisis, Perancangan, Pengembangan, Implementasi, dan Evaluasi. Pengumpulan data yang digunakan adalah angket dan dokumentasi. Uji validitas dan kepraktisan data menggunakan rumus yang telah ditentukan. Subyek penelitian ini adalah siswa kelas IV MI AlIttifaqiah Indralaya yang berjumlah 15 siswa. Oleh karena itu dapat disimpulkan (1) Menghasilkan media pembelajaran diorama tematik integratif yang valid dilihat dari validitas angket ahli desain dengan skor 62 dengan hasil rata-rata 85, validasi ahli bahasa dengan skor 49 dengan hasil rata-rata 81, dan validasi ahli materi dengan skor 58 dengan hasil rata-rata 96,66. (2)

Menghasilkan media pembelajaran diorama tematik pratical integrative dilihat dari skor 1,379,82 dengan skor rata-rata 91,98.

Kata Kunci*: Media Pembelajaran Diorama, Tematik Integratif, Madrasah Ibtidaiyah

INTRODCUTION

Education is a conscious effort to prepare students through guidance, teaching, and or training activities for their future roles, with a conscious effort meant that education is held based on a mature, steady, clear, complete, comprehensive plan, based on rational thinking. objective. Education is not organized by accident, or is incidental and arbitrary, or based on daydreams and is full of fantasy. (Oemar, 2019). There are institutions that carry out the learning process, namely the School The school is an educational institution that is also accountable for achieving educational objectives, including shaping the character of student (Hafina et al., 2022)

Various efforts have been made in improving education which cannot be separated from educational supporting instruments such as teachers, materials, media, infrastructure, and learning methods, all of which are given to create quality education and be able to compete in developing human resources. Teachers as the key to success in the learning process play an important role in the learning process, there are differences in the skills of teachers who have attended training and have not (Boyraz & Türkcan, 2020) , teachers in the modern era are directed to be able to carry out a learner-centered learning process, the system can work if supported by various skills. One of them is by developing learning media as a tool to facilitate students in learning, developing social process skills to support students in deepening understanding of the material presented by educators. The learning process experienced by humans takes three main routes, namely those related to the cognitive, affective and psychomotor domains (Mahendra, 2010) . Thematic learning has been evenly applied in schools / madrasas. An approach that integrates various competencies from various subjects into a particular theme to develop students' affective, cognitive, and psychomotor aspects in order to provide meaningful learning (Putri, 2017)

A meaningful learning experience can occur if students can feel directly the learning activities carried out with the social activities carried out, there is a *reciprocal* interaction between teachers and students (Fahri & Qusyairi, 2019) . Social Sciences (IPS) subjects or so-called social sciences. This subject teaches about social phenomena that occur in the environment of students in everyday life. In essence, social studies learning in elementary schools examines a set of events, concepts, facts, and generalizations related to social science. This dimension will hone students' skills in various aspects from the affective, cognitive and psychomotor domains. (Wahid Murni, 2017) there must be continuity of activities carried out by teachers in the classroom that give a meaningful impression to students in line with Darlin's opinion, It was documented that the insufficient connectivity between teacher development programs and implementation instructions often lead to insignificant changes (Mu'arifin & Narmaditya, 2022)

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At the level of elementary school education in general, they already have knowledge experience related to the life experiences of students in their respective families. Learning success is strongly influenced by factors from the students themselves as research by Jelena, Our results further indicate that a low proportion of variance is explained by the behavior-based indicators, while a significant portion of variability stems from the learners' internal conditions (Jovanović et al., 2021) . Social science in the primary education level has a very important factor to study. In general, the objectives achieved in social studies learning in SD/MI are to obtain an overview of a regional environment or its own environment. Gaining knowledge about the Indonesian population, developing national awareness and insight, knowing the needs of life, being able to communicate, cooperating and competing at local, national and international levels, and being able to interact as culturally social beings. social skills (Littin & Haspel, 2020) .

The implementation of meaningful learning needs media assistance that can provide direct experience, one of which is diorama media, learning media that teachers can use to provide concrete or real experiences, namely diorama media. Diorama is one type of three-dimensional media (Kiswandari, 2016) , besides that the age of elementary school students is included in the concrete operational stage. Piaget Rita Eka Izzaty, et al argues that the cognitive development stage of elementary school age students, ie 6 to 12 years is a concrete operational stage, at this stage students have been able to form ideas based on thoughts that appear on objects or logical events around them or in other words students start to think. logically towards concrete objects, so that the delivery of material will be more effective if assisted by a media that can hone the level of student activity and thinking independently. (Izzaty et al., 2007) As research by Miftah Devi et al showed that diorama media was appropriate to be applied to elementary school and Islamic elementary school students, the expansion trial was carried out in 2 elementary schools, namely SDN 4 Panggang and SDN 5 Mulyoharjo with a response 92% students and 87.5% teacher responses from the analysis it can be concluded that diorama media is suitable for use in elementary schools and research from Pitanti explains that the results of the assessment by material experts obtained a score of 4.47 (criteria "very good"). The assessment by media experts scored 4.1 (the "very good" criteria). The assessment by the practitioner obtained a score of 4.1 (the "very good" criterion). The results of the trial obtained a score of 4.27 (criteria "very good"). (Darajati, 2016) , and Aisyah 's research. The results showed that the development of learning diorama media had a material validity level of 89%, diorama media validity 96%, learning validity 94%. (Aisiah, 2016)

Media is used to support the continuity of learning activities, while learning activities always start from a curriculum. Aunurrahman states instructional learning as a system that aims to assist the student learning process, which contains a series of events that are designed, arranged in such a way as to support and influence the occurrence of internal student learning processes. [6] teaching materials developed must be relevant to the curriculum For the success of the process, development of teaching materials prepared in accordance with

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common procedures and special procedures that refer to Curriculum 2013 is a must (Prastowo, 2016)

Based on the observations I made regarding the learning process at the school, the teacher was still limited to explaining the material in the book, not looking for other reference sources that facilitate the implementation of the learning process, the Interview session with Mrs. Y explained that if there were interesting media, we really needed it for students in carrying out the learning process. varied, we have not developed the media needed due to limited time, information and others so that at this time the new learning is focused on the material presented in the student package book, the active learning process the implementation of education certainly cannot be separated from the learning process every day so to implement For this reason, educators must be more creative and innovative in providing meaningful learning for their students. One of the components that must be considered is the teaching materials or media used. .

The results of the follow-up interview with the teacher gave the teacher's explanation at the time of the interview explaining that the teacher had never used diorama media for learning. Fourth grade teachers strongly agree that researchers want to develop diorama media to attract interest and develop student interest in learning so that student learning outcomes can increase. And can be used as an alternative learning media by teachers and can trigger student activity in learning to support active and creative teaching and learning activities.

The results of the research above indicate that the teacher has just explained the material and has not developed the use of learning media. Moreover, the material presented supports the existence of media assistance in the learning process carried out. Referring to the stage of development of students at the Basic and Research level that has been carried out by Miftah and Darajati, the researcher offers the development of diorama media. That is a combination of a model with a three-dimensional perspective image in a complete appearance that describes the actual atmosphere, so that students can experience a meaningful learning process as a whole.

Therefore, diorama media has the potential to be used as a learning medium to convey messages in teaching and learning in schools and is expected to be able to improve student learning outcomes. So the researcher wants to develop a development with the title "Development of Diorama Media Theme 7 Material for the Beauty of Cultural Diversity in my Country Class IV at MI AL-Ittifaqiah Indralaya".

RESEARCH METHODOLOGY

This research is a research development *Research and development* (R&D) is a research method used to produce products that will be tested for quality. The design used in this research is the ADDIE development developed by Dick and Cary to design a learning system (Yudi Hari Rayanto, 2020) . The ADDIE development model consists of five stages which include:

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1. Analysis (Analysis)

The analysis stage is a stage of gathering information that can be used as material for making products, in this case the products produced are learning media. The stages that the author takes are as follows:

a. Student Analysis

At the first stage of analysis carried out is student analysis, to see how the development of students at the Elementary School and Madrasah Ibtidaiyah education levels, especially looking at the characteristics of students at Madrasah Ibtidaiyah AL-Itifaqiah in South Sumatra

b. Needs Analysis

What the researchers did was to look at the need for learning media that was applied in Madrasah Ibtidaiyah, to see whether the media was needed for the learning process or enough with the material in the student book, besides that there were also supporting aspects for the implementation of the media properly so that the media designed was in accordance with student needs.

c. Curriculum Analysis

Curriculum analysis is carried out in order to be able to adjust the curriculum that applies in schools, see how far the implementation of the applicable curriculum is in accordance with government regulations and the needs of students. Making learning media begins with analyzing the curriculum to select competency standards, basic competencies, indicators, and materials to be developed.

2. Design (Design)

The design stages are carried out to make it easier for researchers to design learning media to be made, the following are the design stages:

a. Determine and collect data related to the implementation of the media, including learning materials and specific learning objectives. Learning materials are obtained from learning that mentions the main theme through a guide book. While the specific learning objectives are obtained from the development of competency standards contained in the syllabus.

b. Designing learning media. At this stage, the development, making of diorama media and the collection of various kinds of fourth grade books, learning media will be carried out to be used as guidelines for makers in the development process.

3 . Development (Development)

Development is the stage of realizing the stage in accordance with the design that has been made in the design stage to become a product. The final results of this stage will be tested. The steps are as follows:

a. *Interface* Design (interface)

In general, this *interface* will be designed for the convenience of students and teachers in using diorama-based media.

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b. Material Presentation Development

The format and presentation of material in this diorama learning media are subject matter, summaries, and also practice questions as evaluations that students can use when studying at home or at school. The material contained in the diorama learning media is designed using complete, clear and attractive materials and tools so that it is suitable for use for elementary school children of Madrasah Ibtidaiyah. Evaluation tools will be presented in the form of *multiple choice questions* and descriptions according to student characteristics.

c. Product Packaging

After the production process of this diorama learning media is complete, the learning media is given a picture that matches the material of the beauty of my country's cultural diversity with interesting pictures according to the fourth grade students of elementary school.

4. Implementation

This stage can be done if the results of the expert test have met the good criteria, the implementation of learning is carried out in class IV, namely by testing the product results. This trial activity was conducted to collect data on the effectiveness and efficiency of diorama learning media. This trial activity is also carried out to determine whether this learning media product is valid to be used as one of the learning media that can support learning activities.

a. Trial Stage

The trial was carried out in 1 trial phase. This diorama learning media was tested by taking a sample of 15 fourth grade students who have different characteristics of gender, age, level of ability and skill of students and intelligence of students.

b. Trial Subject

1) Material/Content Expert

Before being tested on students, the diorama learning media was tested to material/content experts. This is done to determine the completeness and suitability of the material presented in the diorama learning media according to the level of the target level for the development of material experts, namely lecturers who are truly material experts in the subject area. The validation teacher criteria are diorama learning media as follows:

   a) Class IV teacher at MI Al-Ittifaqiah
   b) Understanding of integrated thematic material
   c) Knowing the integrated thematic curriculum
   d) Has attended education up to S1 level.

The purpose of the trial assessment to material experts is to measure the level of validity of the learning media and find out how far this diorama learning media meets the criteria for elementary / MI level students.

2) Media/Design Expert

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The purpose of the media/design expert trial assessment is to measure the level of validity of the learning media and find out how far this diorama learning media meets the criteria for making learning media for SD/MI students.

3) Linguist

After the diorama learning media was tested on material experts and design experts, it was continued to linguists, namely to find out the validity of this learning media that was appropriate and appropriate for students. Criteria for the Validator of linguists are as follows:

a) Lecturer / Teacher Supporting Indonesian language material who has obtained an Educator certificate and has various experiences in the language field
b) Experienced in designing and designing media
c) Have attended S3/S2 education

5. Evaluation

Evaluation is the fifth or final stage in applying the ADDIE model to design and develop a practical product. This evaluation is interpreted as the process carried out to determine the value, price and benefits of the object. In this case, it is intended that the diorama learning media theme 7, the beauty of cultural diversity in my country class IV at MI Al-Ittifaqiah Indralaya is developed according to and can be used by schools.

Data collection technique

Collecting data in research using data collection tools in accordance with research objectives. The technique used in this study is to use questionnaires for quantitative data and interviews for qualitative data:

1. Questionnaire

Questionnaires were used to collect data about the accuracy of the components of learning media, the accuracy of the design or learning design, the determination of the content of the learning media, the attractiveness and feasibility of using learning media. The questionnaire contains a number of questions that must be answered or responded to by the respondent (HAVIZ, 2016) . Questionnaires were used to collect data on responses and suggestions from test subjects, then analyzed and used as revisions.

Researchers will arrange the questionnaire into 4 kinds. The lift is required as follows:

a) Questionnaire Assessment / feedback from material experts
b) Design expert assessment/response questionnaire
c) Linguist assessment/response questionnaire
d) Questionnaire assessment/response of students in class IV C MI Al-Ittifaqiah Indralaya

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2. Interview

Interviews are used as a data collection technique if researchers want to conduct a preliminary study to find problems that must be investigated, and also if researchers want to know things from respondents who are more in-depth and the number of respondents is small. (Sugiono, 2011)

Data analysis technique

1. **Test the Validity of the Development of Diorama Media Theme 7 : The Beauty of the Cultural Diversity of My Country.**

The validity test is used to determine the validity or practicality of an instrument that is not feasible, meaning that it cannot measure what is being measured so that the results obtained are inappropriate and cannot be trusted, so those that are not feasible must be repaired or discarded (Sugiono, 2011) . In field trials, the data examiners used an experimental design which was carried out by comparing the conditions before and after using the development product because the development product was used as a test material.

$$V = \frac{F}{N} x\ 100$$

V : Validation Value
F : Score
N : Maximum Score

After getting the results from the data that has been processed using the above formula, the results are matched with the following criteria for the validity of the use of learning media:

Table 1. Category of Product Validity and Feasibility Level

Category	Percentage (%)	Eligibility Level	Information
5	81-100	Very Valid	No Revision
4	61- 80	Eligible Valid	No Revision
3	41- 60	Quite Valid	Partial Revision
2	21- 40	Less Valid	Revision
1	0-20	Very invalid	Total Revision

2. **Practical Test of Diorama Media Development Theme 7 The Beauty of My Country's Cultural Diversity.**

The calculation of the final value data from the practicality data analyzed on a scale (0 – 100) is carried out using the formula:

$$V = \frac{F}{N} x\ 100$$

V : Validation Value

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F : Score

N : Maximum Score

The category of practicality of developing diorama learning media material for the beauty of my country's cultural diversity based on the final value obtained can be seen in the following table:

Table 2. Product Categories and Practicality Intervals

interval	Category
0-20	Very Impractical
21-40	Not Practical
41-60	Less Practical
61-80	Practical
81-100	Very Practical

RESEARCH RESULTS AND DISCUSSION

Based on the development research that has been carried out, the results obtained are as follows:

1. *Analysis* (Analysis)

Based on the initial research and interviews with the fourth grade teacher of MI Al-Ittifaqiah Indralaya, the results of the analysis that have been carried out are used as guidelines and considerations in preparing integrative thematic learning media, the researchers formulate the following matters:

a. Needs analysis, based on the results of interviews, with teacher Y explaining that the school requires the right media to be used at Madrasah Ibtidaiyah Inderalaya besides that, observations are carried out with a pesantren-based class design that has a busy schedule of activities, very appropriate for the use of the developed diorama media. by researchers this is in line with research from

b. Curriculum analysis, carried out in order to be able to adjust the existing curriculum in schools with the developed learning media, see the extent of its relevance to the developed learning media, in line with Yulia's research, it is important to present curriculum analysis because At the curriculum analysis stage, researchers determine the curriculum used and identify the natural and artificial environment learning materials used in class III M (Samiha, 2019) , Based on the analysis, the 2013 edition of the curriculum is employed, while the 2019 version is being developed. The selected and appropriate competencies (Handayani et al., 2021)

c. Student Analysis, this analysis was conducted to determine the characteristics of each student and to find out the achievements and problems in the class in thematic learning on the sub-theme of the beauty of my country's cultural diversity, as a reference point for making integrative thematic learning media. After doing the research, the data obtained from the MI Al-Ittifaqiah Indralaya school, namely:

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1) There are still some students who do not know the cultural diversity of the country, one of which is the traditional house
2) Students do not understand the material explained by the teacher.
3) Some students still don't pay attention to books thematically when the teacher is explaining.

From the problems above, it can be seen that the cause is that in the learning process, new teachers only use thematic book media. So, almost 50% of fourth grade students are less aware of cultural customs in Indonesia. So, through the development of diorama learning media, students will understand more about the cultural customs that exist in Indonesia.

Test the Validity of the Development of Diorama Media Theme 7 The Beauty of the Cultural Diversity of My Country.

a. Media Expert Validator

1) Quantitative Data Results

Based on data from the results of media validation, it can be seen that the total score is 62 with an average result of 85. For that reason, the diorama learning media in thematic learning sub-theme 2 learning 3 the beauty of my country's cultural diversity is categorized as **"Very Valid".** In line with the research, it shows that the average product validation results on the website aspect are 84% and in the e-scaffolding aspect it is 86.67%. While the results of the product readability test were 82.29%. This means that the development of an e-scaffolding website based on scientific explanations is very valid and very feasible to use in developing the scientific explanation abilities of prospective elementary school teachers (Amelia, 2021) . Furthermore, Umbara Research Results with different score criteria, namely The results of the development show the the average value of the media expert validation test was 4.62 (Umbara et al., 2021) , and the fitri research on media expert validation was categorized as very feasible. The results of this developed research show that diorama media for social studies learning for grade IV elementary schools is very feasible to use in learning (Sapitri, 2021) . Based on the two previous studies there are differences in the score mapping used, but the contribution of the research carried out is to offer diorama learning media according to the needs of the theme in Thematic Learning.

2) Qualitative Data Results

The results of the media expert questionnaire above, obtained criticisms and suggestions, namely the learning media is very interesting and educative, making it easier for students to accept the learning methods provided through educational, cognitive and creative learning media, in line with research This media's effectiveness is indicated by the improvement of the Students' learning outcomes and learning achievements (Trimurtini et al., 2021) , interesting learning

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will have an impact on students' interest and learning achievement in carrying out the learning process.

b.Linguist Validator
1) Quantitative Data Results

Based on the data from the validation results of linguists, it can be seen that the total score is 49 with an average result of 81. For this reason, the diorama learning media in the thematic learning sub-theme of the beauty of my country's cultural diversity is categorized, this is also in line with the following research. Learning application products in the form of education games based on local culture for early reading skills proved feasible to be implemented. This is supported by the results of an expert assessment of elementary Indonesian language learning (Kharisma & Arvianto, 2019) **"very valid"** .

2) Qualitative Data Results

From the results of the linguist's questionnaire above, criticism and suggestions were obtained, namely checking the writing again, checking spelling, and researching the product with guidelines.

c. Material Expert Validator

Based on data from the results of material validation, it can be seen that the total score is 58 with an average result of 96.66. For this reason, the diorama learning media in thematic learning of sub-theme 2, the beauty of my country's cultural diversity is categorized as " **very valid** ". From the collaborative learning worksheets that were developed, they obtained very good qualifications with an average score of 4.79 (Ambara et al., 2019) , the results of small and wide-scale student responses showed that the media was very feasible with a percentage of 100% (Safitri et al., 2018) , The results of data analysis from media expert validation I amounted to 91.25%, (Amalia et al., 2018) . Based on the comparison of the results of the validator developed by the researcher, it shows that the material developed has a positive impact for teachers to develop material according to learning needs.

Based on the results of the three validators above, it can be concluded that the development of diorama media has a positive contribution to be developed at the elementary school level. reference for education in Finland the learning process In the educational learning process in this Scandinavian country they adhere to the concept of a student-centered humanistic curriculum, students are the central point of education (Absawati, 2020) , interesting learning media in the midst of the post-pandemic transition period, there are differences between students who learn face-to-face and face-to-face (Günindi, 2022) , one of the student-oriented learning goals so that students are sensitive to the environment and can cooperate well in social settings (Kamei & Harriott, 2020) . The new finding in this study in the realm of validity is the

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validator of linguists based on previous findings that rarely show aspects of the language applied to diorama development.

Practical Test of Diorama Media Development Theme 7 The Beauty of My Country's Cultural Diversity.

Based on the results of student respondents' questionnaires, the score obtained is 1,379.82 with an average of 91.98. From the results of the questionnaire scores of student respondents that the learning media of theme 7 diorama material is the beauty of the cultural diversity of my country in class IV at MI Al-Ittifaqiah Indralaya is categorized as **"Very Practical"** in line with research from Nadhliroh x The results of the t-test obtained tcount of 16,661 and ttable of 2,034; (3) the average increase (gain) is 0.343 with moderate criteria. The conclusion of this study is that audiovisual-based diorama media is feasible and effective to use in social studies learning material for the formation of the Republic of Indonesia (Nadhliroh et al., 2018) . Based on the results of the practicality of practical diorama media for use in elementary school students, new findings in this study based on comparisons from previous research results can be developed on thematic learning, previous research focused on subjects only, following respondent data from the results of the questionnaire

Table 1. Results of Assessment of Student Respondents Through Questionnaires Distributed to Class IV MI Al-Ittifaqiah Indralaya

No	Student's name	Score	Score
1	Ahmad Nizar Korib Alkaromi	56	93.33
2	Arman	56	93.33
3	Alya Shakila	54	90
4	Annisa Atiyah	54	90
5	Alya Putri Yanira	55	91.66
6	Aldi	52	86.66
7	Anchester Istiqlal	52	86.66
8	Fahri	56	93.33
9	Najwa Humairoh	55	91.66
10	Princess Adria Zapira	54	90
11	Khumairoh Al Azkia	56	93.33
12	Aldo Ferdiansyah	56	93.33
13	M Alfaro	56	93.33
14	Aishahara's Charisma	58	96.66
15	Widi Amiranda Hadi	58	96.66
	Amount		1,379.82
	Average		91.98

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CONCLUSION

Based on the results of the study, it was concluded that the research on the development of the theme 7 diorama media was the beauty of cultural diversity My country class IV at MI Al-Ittifaqiah Indralaya is as follows:

1. The developed diorama learning media can be categorized as valid. Because it can be seen from the form of assessment in the form of a validator in the form of revisions, comments and suggestions with the results of a score acquisition questionnaire that can be broken down into three, namely: design expert validation obtained a score of 674 with an average score of 56.4, linguist validation obtained a score of 647 with an average value of 759.99 and material expert validation obtained a score of 858 with an average value of 758. So it can be concluded that the development of theme 7 diorama media material for the beauty of cultural diversity in my country class IV at MI Al-Ittifaqiah Indralaya sub-theme 2 learning 3 shows the criteria **very valid** .

2. The learning media for the theme 7 diorama, the material for the beauty of my country's cultural diversity in class IV at MI Al-Ittifaqiah Indralaya, which was developed is categorized as very practical. These results were obtained from the practicality test of student respondents, which obtained a total score of 78388 with an average score of 568. So from the results of the student respondents it can be concluded that the development of learning media diorama theme 7 material beautiful cultural diversity of my country class IV at MI AlIttifaqiah Indralaya meets the criteria **very practical.**

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