



DEVELOPMENT OF DIORAMA MEDIA TO INCREASE THE LEARNING INTEREST OF CLASS IV STUDENTS WITH IPS CONTENT

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Abstract

The aims of this study was to develop Diorama media content of social studies subject matter of “Economic Activities of The Community in The Area of Residence”, lesson in class IV SD. This research used the methods Research and Development ADDIE model. This research was implemented at SDN Susukan 05 Pagi, class IV as many as 25 people. The data collection in this study used a method of assessment of validation questionnaire addressed to media experts and material experts, as well as response questionnaires and learning interest questionnaires addressed to the subject of this study, fourth grade students. Assessment of media expert obtained the category “Very Worthy” with a percentage of 84,4%, then assessment of material expert obtained the category “Very Worthy” with a percentage of 100%. Student response to Diorama media obtained the category “Strongly Agree” through the small group trial stage (10 students) with a percentage of 99,2% and large group trial stage (25 students) with a percentage of 87,44%, as well as the results of social studies interest questionnaire before using Diorama media obtained a percentage of 72%, while after using Diorama media obtained a percentage of 88%, it shows that students' social studies interest increased by 16%. Based on the research results obtained, developed Diorama media on the social studies content of “Economic Activities of The Community in The Area of Residence” can be declared “Very Worthy” to be implemented as a medium of learning and can increase the interest in social studies learning of grade IV students.

Keywords: *Diorama; Social Sciences; Learning Interest.*

Abstrak

Tujuan penelitian ini adalah untuk mengembangkan media Diorama muatan pelajaran IPS materi “Kegiatan Ekonomi Masyarakat di Daerah Tempat Tinggal” di kelas IV SD. Penelitian ini menggunakan metode Research and Development model ADDIE. Penelitian ini dilaksanakan di SDN Susukan 05 Pagi, kelas IV sebanyak 25 orang. Pengumpulan data dalam penelitian ini menggunakan metode yaitu melalui penilaian angket validasi yang ditujukan kepada ahli media dan ahli materi, serta angket respon dan angket minat belajar yang ditujukan kepada subjek pada penelitian ini yaitu siswa kelas IV. Penilaian dari ahli media memperoleh kategori “Sangat Layak” dengan persentase sebesar 84,4%, kemudian penilaian dari ahli materi memperoleh kategori “Sangat Layak” dengan persentase 100%. Respon siswa terhadap media Diorama memperoleh kategori “Sangat Setuju” melalui tahap uji kelompok kecil (10 siswa) dengan persentase 99,2% dan tahap uji kelompok besar (25 siswa) dengan persentase 87,44%, serta hasil angket minat belajar IPS sebelum menggunakan media Diorama memperoleh persentase 72%, sedangkan setelah menggunakan media Diorama memperoleh persentase 88%, hal tersebut menunjukkan bahwa minat belajar IPS siswa meningkat sebesar 16%. Media Diorama yang telah dikembangkan pada muatan IPS materi “Kegiatan Ekonomi Masyarakat di Daerah Tempat Tinggal” dapat dinyatakan “Sangat Layak” untuk diimplementasikan sebagai media pembelajaran serta minat belajar pada muatan IPS siswa kelas IV dapat meningkat.

Kata Kunci: *Diorama; IPS; Minat Belajar.*

INTRODUCTION

Learning media is a tool whose function is to clarify the meaning of learning messages from teachers to students, so that attainable learning objectives more optimally (Rahmi et al., 2019). Through the utility of media, the targeted learning objectives attainable effectively and efficiently (Nurrita, 2018).

Apart from being a tool in the learning and teaching process, learning media can also be a solution to overcome students' boredom and lack of enthusiasm in the classroom. Therefore, teacher creativity is needed in creating a pleasant learning atmosphere so that students' interest in learning increases. One way is to use learning media that fits their characteristics. Apart from adapting to students' characters, teachers must also choose the relevant media for the purpose of learning objectives to make it easier for students to better understand the lessons being taught (Apriansyah et al., 2023).

Considerations in media selection must also be related to students' stages of cognitive development. This refers to the theory by Piaget about cognitive development which is divided into four stages, namely: 1) sensorimotor stage, which develops from the age of 0-2 years; 2) pre-operational stage, which develops from the age of 2-7 years; 3) concrete operational stage, which develops from the age of 7-11 years; and 4) the formal operational stage, which develops from the age of 11 years until adulthood (Utaminingsih et al., 2019).

On generally, fourth grade in elementary school students are around 7-8 years old. Therefore, the cognitive development stage in fourth grade is the concrete operational stage, where students cannot yet master ideas abstractly, but can already think logically about something concrete and group objects into different forms, so students need concrete experience to understand an object (Utaminingsih et al., 2019). Therefore, learning media is needed that has a concrete form to make it easier for students to better understand the material presented.

Social sciences is one of the lesson contents in elementary and middle schools. In general, social studies in elementary school aims to emphasize and introduce students as social creatures who know about themselves and their surrounding environment. One of the materials taught in social studies learning in elementary school is Economic Activities of The Community in The Area of Residence. This material discusses economic activities that exist in each neighborhood.

Social studies learning content is abstract and requires have more memorization so students are less interested in following the learning process. Students are more interested in learning if social studies learning is supported by real pictures or media. Therefore, new innovations are needed to be relate to the development of visual learning media to increase students' interest in learning (Apriliani et al., 2023).

Researchers choose conventional media as media that has a concrete form. In its operation, conventional media does not use applications or other digital programs (Yuniarti et al., 2023), but put together by the teacher himself. Conventional media can enable students to have real experience in learning so that students are able to have strong memories in understanding the material being taught. One example of conventional media is Diorama. Diorama media is a combination of a model with a perspective drawing in a complete view that depicts the actual situation. Dioramas usually consist of objects placed on stage with a painting background adapted to the related material. The advantages of using this media in the learning process include being able to provide an overview of the condition of an object as it is, so that students can easily appreciate it (Suhana & Wardani, 2022).

Diorama media provide hands-on experience to students. Based on Dale's Cone of Experience, the best medium is through direct experience. Diorama media, which has a three-dimensional concept, provides direct experience to students through observation activities. The concrete form makes it easier for students to learn, this is in tune with the theory of cognitive development according to Piaget that an elementary school-aged child are in the concrete operational stage where their type of learning uses concrete objects (Prabowo & Wulandari, 2019).

Researchers have developed a model concept, which is in adapted with relevant research results in order to complete the theoretical study that have been described and can become a study that is relevant to the research to be carried out.

Research by Anisatul Badriah entitled "Development of Diorama Learning Media for Social Sciences Subjects to Improve Analysis of the Role of the Economy in the Social Life of Class V Students at SDN Mrican 1", obtained information that the development of Diorama media for Social Sciences subjects was declared very valid. Based on the information in this research, it was concluded that the Diorama in the Social Sciences subject material on types of economic roles based on natural resources for class V at SDN

Mrican 1 Kota Kediri is worthy for use, effective, and practical for students to use in analyzing the material on types of roles. an economy based on natural resources (Badriah, 2023).

Research by Nurul Sapitri, Guslinda, and Zufriady entitled "Development of Diorama Media for IV Grade Elementary School Social Studies Learning" obtained information that the development of Diorama media for social studies learning with material on economic activities and its relationship with types of work in IV grade elementary school was declared very feasible (Sapitri et al., 2021).

Research by Nurhidayatul Maulida, Asrin, and Muhammad Sobri entitled "Development of Diorama Media to Increase Learning Motivation at SDN 35 Ampenan" provided information that the development carried out had been declared very valid and suitable for use. The development of Diorama media which includes Indonesian language content carried out by researchers, was declared effective and able to increase student learning motivation after receiving an assessment from students with an average of 79% (Maulida et al., 2023).

Based on the above relevant studies that have been presented, there are similarities in all three, namely in terms of the utility of Diorama media for elementary school students. The first and second studies, it was found that the content of the lessons and materials were similar, namely that they were both about economic activities in a region. The differences between the three lie in the research location and media design. The third research is also different in terms of lesson content and research objectives, because that research contains Indonesian language lessons, while this research contains social studies lessons, and the aim of that research is to increase students' learning motivation, while the purpose of this research is to increase interest student learning. Therefore, from the results of previous research it can be concluded that in terms of the media development carried out it has been successful and has feasibility that has been validated by media and material experts for development.

Based on the these problems and the results of previous research, first thing to do and that will be used as a solution is to develop Diorama media to increase students' interest in learning about social studies content which is packaged creatively and innovatively. It is expect that the development of this media can increase students' interest in learning in social studies lessons on the focused material, namely "Economic Activities

of The Community in The Area of Residence", so that they will develop and apply learning media to support the social studies learning process in elementary schools.

Based on the description above, the researcher is interested in developing a Diorama media to increase fourth grade students' learning interest in social studies learning content.

RESEARCH METHODOLOGY

This research is Research and Development research. Sugiyono said that the R&D is a method used to produce a product and test whether the product is suitable or not (Sugiyono, 2019). The model or approach used in this study is the ADDIE model, a research model whose structure is systematic, so that each stage is easy to control.

The stages in this research include: (1) analysis, namely the development stage obtained from the results of work analysis and needs analysis; (2) design, namely the stage of designing the Diorama learning media design with the material "Economic Activities of The Community in The Area of Residence"; (3) development, namely the stage of product development which begins with assembling and modifying Diorama media so as to produce media that can be validated by media experts and material experts; (4) implementation, namely the implementation stage which is done by testing Diorama media in small groups and large groups; and (5) evaluation, namely the stage of analyzing data from validation results from media and material experts, results of response questionnaires in small group trials, results of student interest in learning questionnaires before using the media, and results of student interest in learning questionnaires after using the media. The research stages can be explained in the following picture.



Figure 1. Stages of the ADDIE Model

The subjects in this study are fourth grade students of SDN Susukan 05 Pagi, totaling 25 people. The object of this study is Diorama learning media on IPAS learning grade 4 semester 2, social studies material content, namely about "Economic Activities

of The Community in The Area of Residence".

Technique data collection in this study used a questionnaire, which goals to find out the results of assessments from media and material experts, as well as knowing student responses in small group and large group trials of the Diorama media that has been developed. The results of the questionnaire were analyzed to ensure the feasibility and validity of Diorama media before it was implemented in the classroom learning process. To determine the increase in students' interest in learning, students who were research subjects were given two types of questionnaires, namely a questionnaire before using Diorama media and a questionnaire after using Diorama media in social studies learning on "Economic Activities of The Community in The Area of Residence".

Data on this research is qualitative and quantitative. These two data were analyzed descriptively statistically. The qualitative data in this research includes criticism and suggestions from media and material experts after the validation process. Criticism and suggestions are used to revise the product. Quantitative data comes from assesment results from media and material experts, as well as student questionnaire scores. The assessment of the media validation test and student responses refers to the Likert Scale table which can be referred tosee in Table 1 below:

Table 1. Likert Scale

Score	Criteria
5	Very good
4	Good
3	Enough
2	Not good
1	Very Not Good

The assessment of the validation results of Diorama media on the social studies learning content of class IV students obtained from the media and material expert validation sheets will be interpreted using the reference in Table 2 below:

Table 2. Interpretation of Data Analysis of Validation Results

Percentage	Interpretation
81% - 100%	Very Worthy
61% - 80%	Worthy
41% - 60%	Decent Enough
21% - 40%	Less Worthy
1% - 20%	Not Worthy

The student response questionnaire was submitted through small group and large group tests using the same Likert Scale assessment as in Table 1, then interpreted using the reference in Table 3 below:

Table 3. Interpretation of Students Response Data Analysis

Percentage	Interpretation
81% - 100%	Strongly agree
61% - 80%	Agree
41% - 60%	Simply Agree
21% - 40%	Disagree
1% - 20%	Don't agree

The data assessment technique be carried out by percentage use assessment technique using the following formula:

$$P = \frac{f}{N} \times 100$$

Information:

P : Percentage

f : Total score by data collection

N : Maximum score

Besides media suitability, researchers also measured the increase in students' interest in learning in social studies learning content for fourth grade in elementary school using Diorama media on "Economic Activities of The Community in The Area of Residence". The instrument research used was an interest questionnaire before used media and after used the Diorama media. The data analysis technique used is the before-after technique.

RESULTS AND DISCUSSION

This development research results in a product in the form of Diorama media for fourth grade in elementary school, in second semester on the material of "Economic Activities of The Community in The Area of Residence". This development research uses the ADDIE model with the following stages.

Analyze

The analysis stage performed with the aim of knowing what problems a class is experiencing. Based on observations, there are problems in the class, namely the lack of

interest in student participating in lessons. Teaching and learning activities carried out also tend to rarely use learning media. Lesson that has been done is only limited to textbooks. Social studies learning, which is identical to memorization, requires alternative learning. Departing from this, concrete learning media is needed so that students' interest in learning can increase, so that students can better understand the material being taught. Therefore, researchers developed Diorama media based on IPAS lesson content social studies learning material "Economic Activities of The Community in The Area of Residence" grade IV in second semester. The material discusses the correlation between geographical influences with the dominant livelihoods that exist in a region of residence.

Design

This stage is done by making research tools, which include lesson plans, validation test sheets, student response questionnaires, and student learning interest questionnaires. In addition, at this stage also produced Diorama learning media material "Economic Activities of The Community in The Area of Residence" as research material. The materials used in making this Diorama media include; styrofoam, cardboard, paper glue, colored HVS paper, printed out images of material content, laminating plastic, mineral water straws, and toothpicks. The diorama media design developed is 39 cm long, 31 cm wide and 29 cm high.

The interior of the Diorama media is designed in the form of steps (tiered) where each step represents a depiction of the highlands, lowlands and coast. This steps are made from styrofoam and function as a place to place pictures of "Economic Activities of The Community in The Area of Residence". The purpose of this Diorama media, created with a design as explained, is to clarify students' picture of what the livelihoods is in the highland, lowland and coastal environments. Regardless, students can also understand that the livelihoods of residents in each region were influenced by the characteristics of each natural landscape.

The coloring in the Diorama media being developed is designed using a combination of bright colors such as green, blue, yellow, orange and purple. The aim is to make the media look eye catching so that it can attract students' attention and interest in using Diorama media. The images that are printed out as part of the material content

on Diorama media are designed with a "removable" concept to make it easier for students to use. In addition, teachers can also apply it with games whose concept is to rearrange professional images to suit the natural landscape.

Development

At the development stage, this was done by compiling the components of the Dioama content which were adapted to the material on "Economic Activities of The Community in The Area of Residence". This stage is the process of realizing the media that has been designed.

Making Diorama media begins with making steps which will later be placed inside the Diorama to depict the highlands, lowlands and beaches. The design of the steps was chosen to make it easier for students to understand the geography of an area, which means that the higher the steps, the higher the natural landscape. Therefore, it can be seen in Figure 2 that the highlands are placed on the top steps (green steps), followed by the lowlands (yellow steps) and the beach (blue steps). Use styrofoam for each The platform functions as a place to place toothpicks at several points, where the toothpicks will become pillars supporting professional pictures.



Figure 2. Frame of steps in Diorama Media

After making the step frame, the next step is to combine it with the diorama background. This diorama background is made from 3 sides of styrofoam consisting of; the base is blue as a depiction of the sea which is directly adjacent to the coastal area, the back is pasted with pictures of views based on the area, and the left side will later be pasted with captions indicating the "Highlands", "Lowlands" and "Beach" sections. On each step there is also a background attached that characterizes each area, such as the coast where images of coconut trees are attached, the lowlands have images of urban and rural areas attached, and the highlands have images of mountains attached.



Figure 3. Steps that have been combined with the diorama background

The next is to make pictures of professions as a crucial piece of the material. These images come from the internet which are then printed out. Each image is laminated so that it can stand up straight and not be easily damaged. After all the images have been laminated and cut to shape, the back of the image attached with a mineral water straw, the aim is so that the image can stand on a toothpick pole, and Diorama media can be implemented with a removable concept.



Figure 4. Back view of the profession attached with a straw



Figure 5. Overall form of Diorama Media

When the product is finished developed, the product is first validated by media and material experts. This aims to test whether the product is suitable or not which will later be used in the lesson. Here are the results of product validation by media and material experts.

Media Expert Validation Results

The Diorama that has been developed is given to media experts by including validation instruments to make a decision the whether or not to suit of the media in several aspects. Media experts provide assessments based on guidelines that have been provided, namely in the form of a Likert Scale questionnaire with 5 scale options; Not Worthy (1), Less Worthy (2), Decent Enough (3), Worthy (4), and Very Worthy (5). The validation results by media experts which have been converted into percentages are showed in the table 4 below:

Table 4. Media Expert Validation Results

No.	Observed Aspects	S	N	Percentage	Category
1.	Ease of materials	4	5	80%	Worthy
2.	Easy to store	4	5	80%	Worthy
3.	Easy to use/suitable to student abilities	4	5	80%	Worthy
4.	Media display	5	5	100%	Very Worthy
5.	The level of media usability resistance	4	5	80%	Worthy
6.	Media size compatibility	4	5	80%	Worthy
7.	Harmony in media color selection	4	5	80%	Worthy
8.	Harmony in choosing letter colors	4	5	80%	Worthy
9.	Media compability with material	4	5	80%	Worthy
10.	Suitability of image to material	5	5	100%	Very Worthy
11.	Presentation of image displays	4	5	80%	Worthy
12.	Layout settings	4	5	80%	Worthy
13.	Select the type and size of letters used	4	5	80%	Worthy
14.	Neatness of design	4	5	80%	Worthy
15.	Has attraction	5	5	100%	Very Worthy
16.	Attract students' curiosity	5	5	100%	Very Worthy
17.	Creative and Innovative	4	5	80%	Worthy
18.	Communicative	4	5	80%	Worthy
Amount		76	90	84.4%	Very Worthy

The validation results of Diorama media experts are calculated with the following percentages:

$$Percentage = \frac{76}{90} \times 100 = 84,4\%$$

Some suggestions from media experts regarding the product are presented in the following table:

Table 5. Advice from Media Experts

No	Suggestions for Diorama Media
1.	At the back of each picture, stick the question papers related to the material.
2.	Include the meaning of highlands, lowlands, and coast.

Based on an assessment by validation of media experts of all aspects in the table 4, the average validation results is 84,4% and were included in the "Very Worthy" category for use but with several additions as presented in Table 5.

Material Expert Validation Results

Diorama media is then tested by material experts to review the material displayed in the learning media. Material experts provide assessments based on guidelines that have been provided, namely in the form of a Likert Scale questionnaire with 5 scale options; Not Worthy (1), Less Worthy (2), Decent Enough (3), Worthy (4), and Very Worthy (5). The results by material experts which have been converted into percentages are showed in the table 6 below:

Table 6. Material Expert Validation Results

No	Observed Aspects	S	N	Percentage	Category
1.	Relevance of material to learning objectives	5	5	100%	Very Worthy
2.	Relevance of material to the curriculum/SK/KD	5	5	100%	Very Worthy
3.	Suitability to student development	5	5	100%	Very Worthy
4.	Relevant to what students should learn	5	5	100%	Very Worthy
5.	Depth of material	5	5	100%	Very Worthy
6.	Clarity of material	5	5	100%	Very Worthy
7.	Can be used for independent learning	5	5	100%	Very Worthy
8.	Ease of understanding	5	5	100%	Very Worthy
9.	The use of media can attract students' interest	5	5	100%	Very Worthy
10.	Communicative and interactive	5	5	100%	Very Worthy
Amount		50	50	100%	Very Worthy

The validation results of Diorama media experts are calculated with the following percentages:

$$Percentage = \frac{50}{50} \times 100 = 100\%$$

Based on an assessment by validation of material experts of all aspects in the table 6, the average validation results is 100% and were included in the "Very Worthy" category for use without a revision process.

Implementation

In this section, small and large group trials were conducted. This stage is conducted with the goals of knowing students' responses regarding whether the Diorama that has been developed is feasible or not. The results of the small group test are presented in Table 7 below:

Table 7. Results of Small Group Test

Name	Statement Item Number										Score	Score
	1	2	3	4	5	6	7	8	9	10	Total	Max
Adi Purnama	5	5	5	5	5	5	5	5	5	5	50	50
Andhika Maulana	5	5	5	5	5	5	5	5	5	5	50	50
Arby	5	5	5	5	5	5	5	5	5	5	50	50
I Kadek Aditya	5	5	5	5	5	5	5	5	5	5	50	50
Immanuel Sebastian	5	5	5	5	5	4	5	5	5	5	49	50
Nizham Khoirul	5	5	5	5	5	5	5	5	5	5	50	50
Shakira Kaldira	5	5	5	5	5	5	5	5	5	5	50	50
Siti Fatimathu A	5	5	5	5	5	5	5	5	5	5	50	50
Syifa Aurelia Nurfatih	5	5	5	5	5	5	5	5	5	5	50	50
Violetta Freyja	5	5	4	5	4	5	5	4	5	5	47	50
Amount											496	500
Percentage											99.2%	
Category											Strongly agree	

Small group test results are calculated with the following percentages:

$$Percentage = \frac{496}{500} \times 100 = 99,2\%$$

After conducting small group test on all aspects assessed regarding the Diorama that had been developed, the questionnaire results obtained were 496 out of a maximum score of 500, with an average percentage of 99,2% and included in the "Strongly Agree" category. Students really agree with the Diorama media that was developed.

The next was a large group test which was implemented to 25 fourth grade elementary school students. The results of the large group test are showed in Table 8 below:

Table 8. Results of Large Group Test

Name	Statement Item Number										Score	Score
	1	2	3	4	5	6	7	8	9	10	Total	Max
Abid Abdullah	4	3	5	4	4	5	4	3	4	3	39	50
Aditya Candra Dinata	5	4	4	5	5	4	5	5	4	5	46	50
Aira Khanza	4	4	4	4	4	5	5	4	5	5	44	50
Alif Ayyas Fauzan	5	3	4	3	4	5	3	3	4	5	39	50
Azwa Danita Husna	5	4	5	5	4	5	5	5	5	5	48	50
Damar Rizky Aditya	5	4	5	5	5	5	4	5	5	5	48	50
Dzaki Arkana	4	4	5	4	4	3	3	4	3	5	39	50
Fatih Risai Halim	5	5	5	5	5	5	5	5	5	5	50	50
Fergie Fellaini Messa	5	4	5	5	4	4	5	5	5	4	46	50
Hassan	4	4	4	5	4	5	5	4	5	5	45	50

Hatim	3	4	5	4	5	5	4	3	5	3	41	50
Hernando Tri Bintang	3	5	5	4	5	5	3	5	5	5	45	50
Ikhsan	5	3	4	5	4	4	4	5	3	4	41	50
Iqbal Maulana	4	5	5	3	2	5	4	3	3	4	38	50
Ershad	4	3	5	5	3	2	1	5	3	4	35	50
Kamal	5	5	5	5	5	5	5	5	5	5	50	50
Khumaira Salsabila	4	4	5	4	3	4	5	5	4	5	43	50
M. Farrell Alghani	5	5	5	5	5	5	5	5	5	5	50	50
M. Sahal Sam	5	4	5	4	5	5	3	5	4	4	44	50
Nazmi	4	4	3	4	4	4	5	3	4	4	39	50
Raisha Maulia R.	5	5	5	5	5	5	4	5	5	5	49	50
Sekar Laras Sati	4	3	4	3	3	2	4	5	4	4	36	50
Sholehatsu Adwa R.	5	5	5	4	4	5	5	4	4	5	46	50
Syafira	5	5	4	5	4	4	5	4	4	5	45	50
Thufailah Azka F.	5	5	3	5	4	5	5	5	5	5	47	50
Amount											1093	1250
Percentage											87.44%	
Category											Strongly agree	

Large group test results calculated with the following percentages:

$$Percentage = \frac{1093}{1250} \times 100 = 87,44\%$$

This large group was implemented with 25 fourth grade in elementary school students. Based on the large group test assessment of all aspects assessed regarding the Diorama that has been developed, the questionnaire results obtained were 1093 out of a maximum score of 1250, with an average percentage of 87,44% which was included in the "Strongly Agree" category.

The assessment of interest in learning social studies on the material "Economic Activities of The Community in The Area of Residence" was conducted in fourth grade with a total of 25 students. The assessment was conducted twice, namely assessing student interest before using Diorama media and assessing student interest after using Diorama media.

Table 9. Assessment of Student Learning Interest

No.	Interest to learn	Percentage
1.	Before using media	72%
2.	After using the media	88%

Based on the assessment of learning interest in all aspects assessed, the results of the student interest questionnaire before using the media were 72%, and after using the

media it was 88%, resulting in an increase in student interest in learning of 16%. These results show that the use of Diorama media in social studies learning content can increase students' learning interest, especially in the material "Economic Activities of The Community in The Area of Residence". The increase in student interest in learning can be seen in the bar diagram in Figure 6 below:

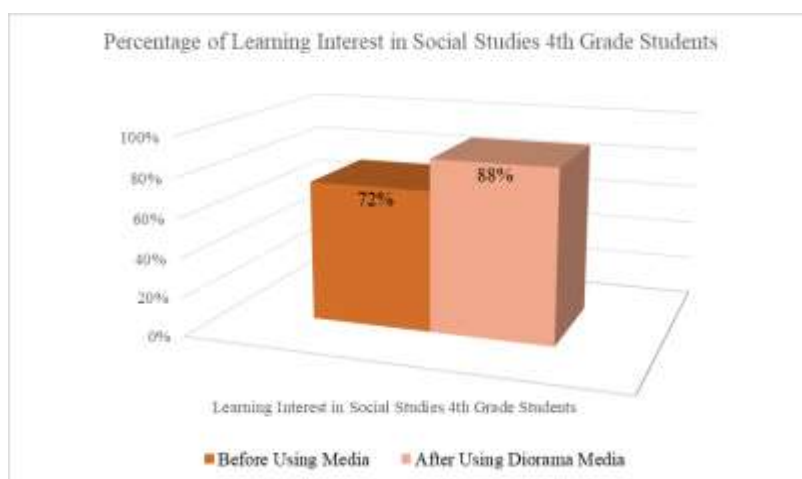


Figure 6. Percentage of Fourth Grade Students' Interest in Learning Social Sciences Before and After Using Diorama Media

Evaluation

The evaluation stage is a stage carried out to perfect the media being developed. This research produces a final product in the form of Diorama media that is worthy for use in the lesson. This is proven by the results of product validation tests by media experts who state that the Diorama that has been developed is "Very Worthy" to be tested by making several additional suggestions, while the results of product validation tests by material experts state that the Diorama that has been developed is "Very Worthy" to be tested. without revision. This is in tune with the results of previous research by Nurul Sapitri, Guslinda, and Zufriady with the research title "Development of Diorama Media for Class IV Elementary School Social Studies Learning" (Sapitri et al., 2021). The results of his research showed that the development of Diorama media for fourth grade elementary school students was declared very suitable for use in social studies learning.

On test small group and large group test, fourth grade students also stated "Strongly Agree" with the Diorama that had been developed. The use of Diorama media can increase students' learning interest in social studies content, especially "Economic Activities of The Community in The Area of Residence". Based on the discussion starting

from the analysis stage to the evaluation stage, the Diorama media was declared very worthy for use in the social studies learning process and could increase students' learning interest in social studies content.

CONCLUSION

The research and development conducted by the researchers aims to produce Diorama media products for social studies learning content for class IV elementary school on "Economic Activities of The Community in The Area of Residence". Based on the development that has been conducted, the Diorama that has been developed is very suitable for use as learning media in fourth grade in elementary school. This can be proven by the media expert validation results which obtained a feasibility percentage of 84,4% and the material expert validation results obtained a feasibility percentage of 100%, in accordance with the achievement level of 81% - 100% which is included in the "Very Worthy" category. Students' response to Diorama media went through the small group test stage with a percentage of 99,2% and the large group test stage with a percentage of 87,44%, with the "Strongly Agree" category. Students' interest in learning social studies after using Diorama media obtained a percentage of 88%, whereas before using Diorama media it only obtained a percentage of 72%. So the results showed that Diorama media could be used in social studies learning and can improve students' learning interest in study.

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