



IMPROVING STUDENT LEARNING OUTCOMES ON CULTURAL DIVERSITY IN INDONESIA THROUGH DIORAMA MEDIA

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Abstract

This class action research aims to improve the learning outcomes of fifth grade students of SDN Joho 1 Sukoharjo on the material of cultural diversity in Indonesia through the use of diorama media. The background of this research is the low learning achievement of students due to the lack of use of concrete media in the learning process. The research took place in two cycles, each cycle consisted of steps of planning, implementation, observation, and reflection. This study involved nine fifth grade students, consisting of seven male students and two female students. Data were collected through observation of learning activities and learning outcome tests at the end of each cycle. Data were analyzed descriptively quantitatively to assess the improvement of students' learning achievement. The research findings showed an increase in students' learning achievement from cycle I to cycle II. Diorama media supports learners in understanding the material more effectively because it is able to present cultural concepts in a clear and interesting way. The conclusion of this study is that diorama media is effectively used to improve learners' learning achievement on the topic of cultural diversity in Indonesia.

Keywords

Learning outcomes, cultural diversity, diorama media, Pancasila education

INTRODUCTION

Primary education is the initial level of education that has a strategic role in shaping the character, knowledge and basic skills of students. According to the National Education System Law Number 20 of 2003, basic education is the level of education that underlies the level of secondary education, which is organized in the form of primary schools (SD) and madrasah ibtidaiyah (MI) or other equivalent forms. Basic education aims to provide students with basic skills to develop their lives as individuals, members of society and responsible citizens.

One of the important contents in basic education is Pancasila Education which substantively not only aims to instill an understanding of state ideology, but also to internalize the noble values contained in Pancasila in the daily lives of students. Through Pancasila Education, learners are expected to foster attitudes of tolerance, love for the country, mutual cooperation, and social responsibility, which are an integral part of the character of the Indonesian nation. Pancasila Education is a strategic medium in building national foundations from an early age, so as to grow a young generation that has a strong personality, high integrity, and upholds the cultural diversity that exists in the archipelago. This is in line with the statement of Rozi (2024) that Pancasila Education at the elementary school level serves as a means to introduce the basic values of the state to students in a contextual and applicable manner, so that they not only understand cognitively, but are also able to apply in real actions. Furthermore, Ashar & Supriansyah (2023) explain that Pancasila Education learning should be delivered with an approach that touches the personal experience of students and is closely related to the social reality they face, in order to create a meaningful learning process. In this context, learning materials such as Indonesian cultural diversity play a central role, because they not only reflect the noble values of the nation, but are also part of the national identity that must be maintained and preserved through a structured educational process that is relevant to the lives of students. Thus, the urgency of learning Pancasila Education at the basic level cannot be underestimated, given its huge function in building the national foundation and developing the character of students as a whole.

In the Pancasila Education curriculum for elementary school, material on cultural diversity in Indonesia is one of the most important topics to be taught to grade V students. This material not only aims to introduce various forms of regional culture, such as traditional houses, traditional clothing, regional languages, arts, and traditional ceremonies, but also to instill values of tolerance,

respect for differences, and a spirit of unity within the framework of the Unitary State of the Republic of Indonesia. Education that teaches diversity from an early age can form an open mindset and collective awareness of the importance of maintaining social harmony in the midst of community plurality. Learning about cultural diversity must be done optimally and contextually, so that students not only memorize cultural forms, but also understand the values inherent in them. The introduction to the nation's cultural diversity can also strengthen learners' identity as part of Indonesia's diverse citizens. Especially in the current era of globalization, where challenges to local cultural identity are increasingly complex, learning about cultural diversity is important as a form of protection of cultural heritage as well as an effort to build national awareness. Therefore, teachers need to design learning strategies that are not only informative, but also interactive so that students are actively involved and feel ownership of their own cultural values (Winangun, M., 2020) . With this approach, cultural diversity material will be more easily understood and accepted by students as a whole, not just memorization that is quickly forgotten.

Pancasila education is one of the core subjects that must be taught at the Elementary School (SD) level because it has an important role in shaping the character and identity of the nation from an early age (Anatasya & Dewi, 2021) . This subject not only conveys knowledge about the basic values of Pancasila, but also instills attitudes, mindsets, and behaviors that are in accordance with national values and state life (Wana, 2023) . Therefore, a deep understanding of Pancasila Education is needed so that students not only know the contents of Pancasila, but are also able to internalize and practice it in everyday life.

Pancasila education is not just a rote lesson about the five precepts, but includes an understanding of how to think critically, be tolerant, and make wise decisions in social life (Pudma et al., 2024) . Based on the Merdeka Curriculum at the elementary school level, the learning objectives of Pancasila Education include:

1. Fostering belief in God Almighty through the practice of spiritual values contained in the first precept of Pancasila.
2. Provide an understanding of the rights and obligations as citizens in everyday life.
3. Forming an attitude of mutual cooperation, love for the country, and tolerance in the life of the nation and state.
4. Develop critical, communicative, and reflective thinking skills in addressing social issues related to Pancasila values.
5. Growing awareness and responsibility in maintaining national unity through concrete actions in the surrounding environment.

In practice, learning Pancasila Education, especially on cultural diversity material in grade V SD still faces various challenges. This is evidenced by the learning that the observer has done in class V of SD Negeri Joho 1. Based on the results of observations, it was found that the learning outcomes of students in the material of Indonesian cultural diversity were still in the low category. This is clearly seen from the low active involvement of students during the learning process, the lack of understanding of the concept of cultural diversity, and the inability of students to identify regional cultural forms correctly. Some learners seem to have difficulty classifying local cultures in Indonesia, which indicates a weak mastery of the material conceptually. This condition is exacerbated by the use of monotonous teaching methods, which do not involve learners emotionally and intellectually, and the lack of media that can help visualize the cultural concepts being taught. As explained by Salsabila (2023) , learners at the elementary school level are in the stage of concrete operational cognitive development process according to Piaget, which allows them to understand material presented through real or physical media.

According to Wasiyah (2023) , the learning process that focuses on students by utilizing concrete or visual media can increase the absorption and understanding of students, especially on abstract or complex material. This statement is supported by research Sari Hutami (2023) , which states that the use of visual-based learning media and direct experience can increase students' interest and make it easier for them to understand the concepts of cultural diversity taught. Unfortunately, the use of this kind of media is still rarely applied optimally in elementary schools, especially in schools that are limited in resources or do not yet have an awareness of the importance of learning innovation. Therefore, it is necessary to make an effort to design a teaching model that is able to bridge these limitations, one of which is by utilizing diorama media that can be designed

simply, but still functional and contextual. This media allows students to not only see and imagine cultural diversity visually, but also have direct experience with the material through explorative and creative activities.

Based on these problems, alternative solutions are needed that can improve students' understanding of Indonesian cultural diversity material. One strategy that can be applied is through the application of more contextual and interesting media, such as diorama media. This media was chosen because of its ability to represent real conditions in miniature, so that it can bridge the gap between abstract concepts and concrete experiences of students (Rahmah et al., 2024). Thus, through the application of diorama media in learning Pancasila Education, it is expected that students' understanding of cultural diversity in Indonesia can increase significantly, both cognitively and affectively. This is in line with the statement (Afifah et al., 2022) which argues that the selection of appropriate learning media can be a means of support for students who experience obstacles in understanding the teaching material.

Various previous studies have revealed that learners' understanding of the material can be improved by the use or application of visual aided media in learning. For example, research by Sari Hutami (2023) shows that the use of visual media such as cultural diversity boards can improve students' learning achievement towards Pancasila Education learning. Another study by Pulungan (2024) concluded that the use of cultural cards, can enrich the learning experience of students. However, from the review of a number of existing studies, it is still rare to find research that specifically examines the effectiveness of diorama media which is a visual and concrete media in learning cultural diversity material. In fact, diorama media has the advantage of displaying a miniature reality that can help students understand the material more deeply and contextually, especially at elementary school age which is still at the stage of concrete operational development according to Piaget's theory. Therefore, this research is present to fill the gap by examining the application of visual diorama media to facilitate the delivery of material on cultural diversity material in grade V SDN Joho 1 Sukoharjo.

This diorama media is expected to not only act as a visual aid, but also a means that encourages active participation of students in the learning process through observation, discussion, and reflection on cultural values displayed in the diorama. In addition, the diorama media also has the potential to foster an attitude of love for the country, respect for diversity, and strengthen the character of students as part of multicultural Indonesian citizens. Therefore, the focus of this study is to examine the extent to which diorama media has an impact in improving the learning achievement of fifth grade students of SDN Joho 1 on the material of Indonesian cultural diversity. It is expected that the results of this study can have a positive impact on the understanding of cultural concepts and improve the achievement of students, as well as a reference for teachers in developing creative media and methods to improve the quality of character and nationality education in elementary schools.

METHOD

This research is a study that belongs to the category of Classroom Action Research (PTK) which is carried out in collaboration between researchers and fifth grade teachers at SD Negeri Joho 1 Sukoharjo. Classroom Action Research (PTK) is a form of study conducted by teachers in the classroom with the intention of improving and improving the quality of learning through continuous reflection and action (Azizah, 2021). The purpose of this research is to improve the learning achievement of students in the subject of Pancasila Education, specifically on the material of cultural diversity in Indonesia through the application of diorama learning media. This research took place in two cycles, one cycle consisting of the stages of planning, action implementation, observation, and reflection. The subjects of this study were fifth grade students of SD Negeri Joho 1 Sukoharjo in the 2024/2025 school year totaling 9 people, consisting of 7 male students and 2 female students from February to March 2025.

Each cycle in this study consists of four stages. The planning stage was carried out by preparing learning devices such as lesson plans, LKPD, diagnostic instruments, and assessment instruments. The action implementation stage is in the form of learning implementation by the teacher. The observation stage was carried out by researchers to observe the activeness and

involvement of students in the learning process. Furthermore, the reflection stage is carried out to evaluate the implementation of the action and determine improvements in the next cycle. The research procedure includes: 1) planning, 2) implementation, 3) observation and 4) reflection activities. The following is a chart of classroom action research procedures that researchers do:

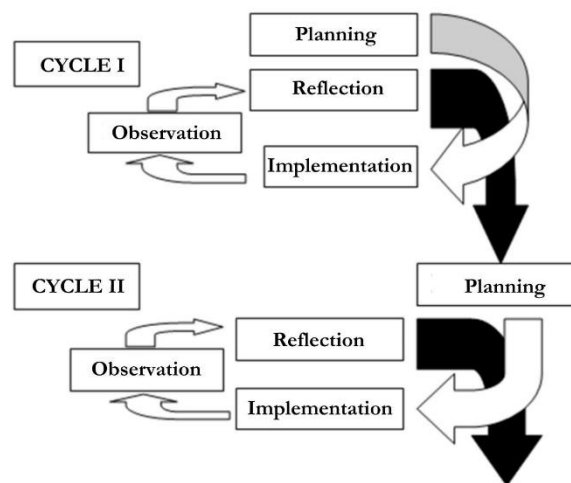


Figure 1: Classroom Action Research Procedure

Data collection was done through observation, learning outcome tests, and documentation. Observation is used to see the involvement of students during learning. Learning outcome tests were used to determine the improvement of students' abilities after the action was taken. Documentation was used to collect supporting data such as photos of learning activities. Data analysis techniques used include quantitative analysis. Observations were carried out systematically using a Likert Scale to measure the achievement of students' learning outcomes towards learning. The data is analyzed quantitatively with a statistical approach so that the results are objective and measurable to the impact of the actions taken.

RESULT

1. Cycle I (Learning before using Media Diorama of Cultural Diversity in Indonesia)

In cycle I, learning was carried out using a contextual approach, without using additional media. The teacher delivered the material classically through lectures and questions and answers, and divided learners into small groups to discuss the forms of cultural diversity that exist in Indonesia. At this stage, the teacher tended to dominate the learning activities and the learners did not show active participation in the learning process.

The evaluation results in cycle I showed that out of 9 students, 5 students (55.5%) had exceeded the Minimum Completion Criteria (KKM), which is ≥ 70 . Meanwhile, 4 learners (44.5%) had not managed to reach the Minimum Completion Criteria (KKM). In addition, the observation results showed that students' involvement in discussions was still low. Many learners were passive, lacked confidence when expressing their opinions, and did not show a deep understanding of the material being studied.

2. Cycle 2 (Application of Media Diorama of Cultural Diversity in Indonesia)

Based on the reflection of learning outcomes in cycle I, improvements were made in cycle II by adding learning media in the form of dioramas as visual and explorative aids. The teacher arranged more structured tasks, increased interaction between groups, and provided gradual guidance for students who had difficulties. Diorama is designed to represent various cultural diversity in Indonesia concretely, making it easier for learners to observe, analyze, and present their findings.

The implementation of learning in cycle II showed better results. In cycle I only 5 learners (55.5%) managed to achieve scores above the KKM, while in cycle II as many as 9 learners

(100%) managed to achieve scores above the KKM. Not only the achievement of grades, learners seemed more enthusiastic, active in discussion, and more confident when delivering the results of observations in front of the class. They were able to explain the content and meaning of the diorama that had been observed more focused and critical.

The increase was also seen from the results of the observation sheet of students' activities, especially in the aspects of involvement in learning, cooperation in groups, and the ability to communicate ideas orally. This shows that the use of diorama media can help strengthen students' understanding of Indonesian cultural diversity, as well as increase active participation in a meaningful learning process.

Understanding the diversity of Indonesian culture is an important part of character building and national insight of students from an early age. However, in reality in the field there are still many students who have difficulty in understanding the material, which has an impact on low learning outcomes. This condition also occurs in one of the elementary schools in Central Java, namely SDN Joho 1 Sukoharjo. The low learning outcomes were seen when researchers conducted cycle I, which showed that some students had not yet reached the Minimum Completion Criteria (KKM) in the subject of Pancasila Education with material on cultural diversity in Indonesia. The following are the learning outcomes of students in cycle I, and cycle II:

Table 1. Data on student learning outcomes

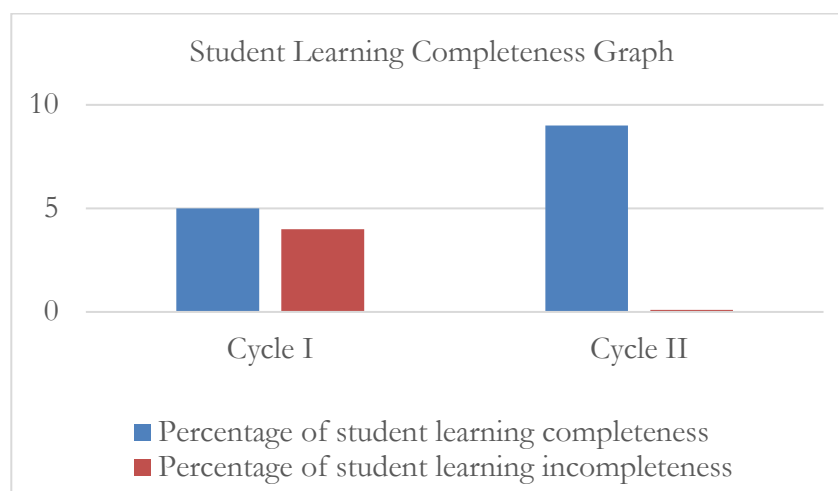
No.	Student Name	Cycle I score	Cycle II Score	Description
1.	Ajio Putu Anggoro	75	100	Improved
2.	Askadina Rheva	75	100	Improved
3.	Cahyo Piwulang	50	75	Improved
4.	Elang Alfajri Saysar M	75	75	Improved
5.	Fauzan Tsaqif F	50	75	Improved
6.	Muhammad Rifky	50	75	Improved
7.	Muhammad Rizky	75	100	Improved
8.	Nabila Dyah Pratiwizka	75	100	Improved
9.	Shantana Enggal Z	50	75	Improved
	Average	63,8	75	Improvement: 9 learners

The improvement of students' learning outcomes in Pancasila Education subjects looks significant after the action through two learning cycles. This improvement is reflected in the results of the learning evaluation in cycle I, and cycle II. The data on the development of student learning outcomes can be seen in the following table:

Table 2. Data on the development of student learning outcomes

Cycle	Improved	No Improvement	Average Score	Percentage Increase (%)
Cycle I	5	4	71,6	55,5%
Cycle II	4	0	75	100%

3. Cycle I-Cycle II Summary



Picture 1. Student Learning Completeness Graph

Learning in cycle I was carried out without the use of assistive media, only through lectures, questions and answers, and simple group discussions. The teacher still dominated the learning process, while student participation was low. Based on Figure 1, it can be seen that the evaluation results show that out of 9 students, only 5 students (55.5%) achieved scores above the Minimum Completion Criteria (KKM), with a class average of 63.8. Based on the reflection of these results, improvements were made in cycle II by applying learning media in the form of Diorama of Indonesian Cultural Diversity designed to help students understand the material concretely and visually. Learning outcomes in cycle II showed a significant improvement: all students (100%) managed to achieve scores above the KKM with the class average increasing to 75.

4. Analysis of Results

Based on the data on students' learning outcomes from cycle I and cycle II, it can be concluded that the research success indicators have been achieved. The success indicator set is that at least 85% of students get a score above the Minimum Completion Criteria (KKM) of 70. In cycle I, only 5 out of 9 students (55.5%) managed to achieve a score of ≥ 70 . However, after the corrective action through the application of diorama media in cycle II, all learners (100%) managed to achieve a complete score. Thus, the indicator of classical completeness has been exceeded. In addition to grade completeness, there was an increase in the average learning outcomes from 63.8 in cycle I to 75 in cycle II. That is, there was an average increase of 11.2 points. This increase is considered significant considering that all students experienced an increase in grades, including students who had not previously completed.

DISCUSSION

Diorama learning media used in this study is a concrete learning media that describes a real situation in the form of three-dimensional miniature. This media is very helpful for students to visualize abstract material, especially the material of cultural diversity in Indonesia. The use of diorama as a three-dimensional visual learning media has various advantages, one of which is to increase the active participation of students in the learning process. According to Kemp and Dayton (in Evitasari & Aulia, 2022), the use of media in learning has several advantages, including: (1) the presentation of material can be done uniformly; (2) the learning process becomes easier to understand and attract the attention of students; (3) create higher interaction during learning; (4) save time and energy; (5) able to improve the quality of student learning outcomes; (6) flexible to use in various places and times; (7) help foster a positive attitude towards the material and the learning process; and (8) encourage changes in the role of the teacher to be more active and

productive. The use of diorama media in learning aims to improve the learning outcomes of fifth grade students of SDN Joho 1 Sukoharjo in the subject of Pancasila Education.

In the learning process, all students simultaneously observe several dioramas that have been prepared by the teacher, without division into certain groups. Each diorama depicts various forms of cultural diversity in Indonesia, such as traditional houses, traditional clothing, typical weapons, to regional dances. Learners are invited to observe carefully every detail in the diorama, then have a class discussion to discuss the results of their observations. Through this approach, learners not only understand the content of the material visually and concretely, but also trained to express opinions, and build a shared understanding of the importance of cultural diversity as part of national identity. This is in line with research by Anis Fuadah (2023) which states that through visual media, students can be introduced and think logically through direct observation and questions and answers with the teacher so that experience emerges.

Based on the results of the study, the use of diorama media in learning is significantly able to improve students' learning outcomes. In the first cycle, although most learners have started to show interest and involvement, there are still some learners who have not reached the KKM and show low participation in group discussions. However, in the second cycle, after applying diorama media on the material of cultural diversity in Indonesia, students showed increased motivation and better understanding. Learning outcomes also improved significantly, where 100% of learners reached the KKM. This increase shows that the use of concrete learning media such as dioramas can have a positive impact on learning.

In addition to improving cognitive learning outcomes, the use of diorama media also contributes to the development of students' social attitudes. Through group work in creating and presenting the contents of the diorama, learners are trained to cooperate, respect the opinions of friends, and build a sense of responsibility in completing the task. This activity creates an active and participatory learning atmosphere, so that not only the academic aspects are developed, but also the social skills and character of learners. This is in accordance with the view of Junita (2023) which states that learning that involves collaborative work and concrete media can strengthen learners' social values such as tolerance, responsibility, and mutual cooperation in learning activities. Dioramas not only help learners understand the material of cultural diversity better, but also encourage active involvement in the learning process, improve critical thinking skills, and strengthen learners' communication and collaboration skills.

This research is in line with previous findings which show that concrete visual media can improve students' understanding and learning outcomes. According to Rohani (2020) learning media that stimulate more than one sense can accelerate the process of understanding concepts, especially in material related to culture or the surrounding environment. The use of local cultural context-based media helps learners feel closer to the material and increases their curiosity.

Thus, diorama media is an effective and innovative alternative in improving students' learning outcomes, especially on materials related to culture. This method can be recommended for teachers in elementary schools to be applied to thematic learning that promotes the values of diversity.

CONCLUSION

This study shows that the use of diorama media can improve the learning outcomes of students in the material of cultural diversity in Indonesia. Based on the results of observation and assessment in two learning cycles, there was a significant increase both in terms of cognitive and active participation of students. In cycle I, some students still did not reach the Minimum Completeness Criteria (KKM) and seemed less active in the discussion process. However, after improvements in cycle II through the provision of cultural diversity diorama media, as well as increased teacher and learner interaction, learning outcomes increased and learner involvement in learning became more optimal. Diorama media proved to be able to help students understand abstract concepts concretely, motivate them to learn, and foster curiosity about the nation's culture. Thus, diorama media can be used as an alternative learning media that is effective and fun in learning Pancasila Education, especially on the material of Indonesian cultural diversity.

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