The Use of Diorama Learning Media Towards Learning Motivation of Students in Class X IPS 2

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ABSTRACT

The research entitled The Use of Diorama Learning Media on Student Motivation in Class X Social Sciences 2 SMA Negeri 1 Rundeng District”. This study aims to determine the effect of using diorama learning media on students' motivation to learn history at SMA Negeri 1 Rundeng District. This study uses a qualitative approach while the type of research is descriptive. The subjects in this study were all students of class X IPS 2 SMA Negeri 1 Rundeng District, totaling 17 students. Sampling technique using purposive sample or sample purpose. selecting this sample was based on the teacher's reference which allowed the data collection techniques to be used were observation, interviews and documentation. Meanwhile, the data analysis technique in this study begins with data reduction, then data model (data display), and ends with verification (conclusion) Based on the data analysis carried out, the average level of motivation obtained by students in class X IPS 2 SMA Negeri 1 Rundeng District is highly motivated. Based on the calculation of the percentage scores obtained by students in class X IPS 2 consisting of 82%, 90%, 94%, 96%, 98%, 100% and if added as a whole, the average percentage score is 88%, the results fall into the category very motivated. It can be concluded that there is an effect of using diorama learning media on the motivation to learn the history of students in class X IPS 2 SMA Negeri 1 Rundeng District.

Keywords: Diorama learning media, motivation to learn

Penelitian dengan judul Penggunaan Media Pembelajaran Diorama Terhadap Motivasi Belajar Siswa Kelas X IPS 2 SMA Negeri 1 Kecamatan Rundeng.”. Bertujuan untuk mengetahui pengaruh penggunaan media pembelajaran diorama terhadap motivasi belajar sejarah siswa di SMA Negeri 1 Kecamatan Rundeng. Penelitian ini menggunakan pendekatan kualitatif sedangkan jenis penelitian adalah deskriptif. Subjek dalam penelitian ini adalah seluruh siswa kelas X IPS 2 SMA Negeri 1 Kecamatan Rundeng yang berjumlah 17 orang siswa. Teknik pengambilan sampel yang menggunakan purposive sample atau sampel bertujuan. Alasan pemilihan sampel ini didasarkan oleh referensi guru yang memungkinkan teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Sedangkan, teknik analisis data dalam penelitian ini diawali reduksi data, kemudian model data (data display), dan diakhiri dengan verifikasi (kesimpulan). Berdasarkan analisis data yang dilaksanakan, rata-rata tingkat motivasi yang diperoleh siswa di kelas X IPS 2 SMA Negeri 1 Kecamatan Rundeng adalah sangat termotivasi. Berdasarkan perhitungan skor persentase yang diperoleh siswa di kelas X IPS 2 terdiri dari 82%, 90%, 94%, 96%, 98%, 100% beserta jika dijumlahkan secara keseluruhan maka rata-rata skor persentasenya adalah 88% yang hasilnya masih kedalam kategori sangat termotivasi. Dapat disimpulkan bahwa terdapat pengaruh penggunaan media pembelajaran diorama terhadap motivasi belajar sejarah siswa kelas X IPS 2 SMA Negeri 1 Kecamatan Rundeng.

Kata kunci: Media pembelajaran diorama, motivasi belajar

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INTRODUCTION

Education is a process whose results cannot be enjoyed immediately. Education in its routine is to prepare quality human resources (HR) in the future. Overall the learning process carried out in schools is a proof of the implementation of educational activities. Where, in its implementation the teacher has an important role. Among them are involving teachers as directors, mediators and motivators as well as being a determinant of the success of the learning carried out. Therefore, every teacher is required to have the ability to create a teaching and learning atmosphere that is able to develop students' creative abilities, have attractiveness, develop students' understanding of learning materials, and explore their abilities.

Learning media is used as a physical vehicle for teachers in conveying material to students so that learning is more effective, so this is very important to note, especially in history lessons, is the selection of media that is in accordance with the topic of the material, may be seen directly. As for one of the uses of the selected learning media, it can function to visualize historical events, so that students can more easily understand and appreciate historical events that have occurred in this life.

Another thing that appears is that when the teacher asks questions, most of the students do not have an enthusiastic attitude or are not motivated to respond to questions during the discussion. Students are more busy with their respective activities. For example, chatting with friends next to him, writing or drawing outside the subject matter that takes place on a piece of paper and there are some students who come in and out of class.

Based on an initial preliminary study conducted at SMA Negeri 1 Rundeng District, when the history lesson was taking place the teacher had been able to develop varied learning methods. Such as using the lecture method in delivering material and sometimes forming study groups so that students can socialize and solve problems or material provided by the teacher in the form of discussions. However, the application of the lecture method and group discussion is still not optimal because the teacher still has obstacles in generating student learning motivation, so that during the implementation of teaching and learning the impression that is displayed in the class is too monotonous and unattractive. This condition is known from the way students do not pay too much attention to the presentation of the material by the teacher.

Based on the problems that occur, the history teacher must pay attention to the type and use of a media in the learning process. The function of this learning media as a tool in conveying messages in learning and making it easier to achieve learning goals

Media is often said to be a teaching aid, with the aim of facilitating the communication conveyed by the teacher to students, thereby maximizing the learning process. The learning media chosen in this study was diorama media.

According to Sudjana and Rivai in Lestari and Mulyana (2015: 1114) diorama media is an object that displays a three-dimensional and mini-sized scene in an imitation form as a representative of the actual form. In the application of learning history using diorama media, it is expected to provide convenience for teachers in delivering learning materials to achieve the desired learning objectives.

Based on the description of the problems that apply in schools, of course it is necessary to modify the activities and the selection of the media used. For this reason, in conducting this research the authors are interested in testing the application of the learning model with the help of diorama
media so as to get responses and impressions to students from the media used on students' learning motivation. With this, the researcher raised the topic with the title "Use of Diorama Learning Media on Student Motivation in Class X IPS 2 SMA Negeri 1 Rundeng District"

Theoretical Study

Human life since birth undergoes many learning processes. This indicates that learning activities are activities that are very close to humans and cannot be separated. Learning is a process in which organizations and individuals intentionally change behavior that is obtained from their experience (Hamalik, 2007; Dahar, 2011) in Husamah et al. (2016:4). In line with this opinion (Witherington, 1952; Crow and Crow, 1958) in Suyono and Hariyanto (2017:11) explains that learning is to say that individuals who learn will get new changes in their behavior as a result of the stimulus obtained and the response given. The behavior change includes the knowledge, skills, and values and attitudes. Thus, that someone who learns will realize that there is a change in him.

According to Suyono and Hariyanto (2017:13) behavioral changes in the individual are as a result of learning due to the relationship between a person and other people, and a person with their environment.

According to Suryabrata (2004:232) states that the definition of learning can be summarized in 3 main things, namely: 1) A person who learns to bring about changes in himself; 2) Someone who learns will get new skills; 3) That the changes obtained by the study subject are due to deliberate efforts. Based on the above understanding, it can be concluded that learning is a real effort carried out by a person or group consciously and intentionally to gain new skills and improve abilities that are better than before in terms of attitude, knowledge, experience or so on.

Literally media is the plural form of the word medium, which literally means "intermediary or introduction". Therefore, it can be said that the media is a means of intermediary learning information or channeling messages (Uno, 2011:124). Meanwhile, Gagne and Briggs in Arsyad (2010:4) absolutely argue that learning media is a physical tool to convey material content. In line with this opinion, Arsyad (2010:5) also adds that media is a learning resource or physical vehicle that contains instructional materials in a learning environment aimed at stimulating students to learn.

Based on the understanding of the experts above, that in general all the above experts position the media as a tool or the like that can be used as a means or tool in conveying learning content during learning activities. The message in question is teaching material, in its application it is hoped that students will more easily understand and understand what is conveyed by the teacher. Thus, the learning process can run more optimally and efficiently in order to achieve the learning objectives that have been set.

Hamalik (1986) in (Arsyad, 2010:15) argues that the use of media in the teaching and learning process can foster new interests, generate student motivation and provide a psychological impact on students.

According to Derek Rowntree in Jennah (2009:20) there are several functions and benefits of learning media, namely: 1) Fostering students' enthusiasm in responding to stimuli contained in the content of learning media; 2) Make it easy for students to provide feedback; 3) Stimulate students to do the exercises.

In addition to some of the media functions that have been described above, Harry C. Mc. Kown in Jennah (2009:20) also explains several functions of learning media, including: 1) Can create a learning atmosphere that was originally theoretical into practical and abstract becomes more concrete; 2) Attract students' attention to the object being studied; 3) Can clarify
learning materials and foster curiosity about learning materials.
Based on the function of the media that has been described by the expert above, it can be concluded that the application of learning media has a very large function in helping students and teachers in the implementation of learning, the media as a learning component can be positioned as a tool used in solving various problems encountered in learning.

According to Sudjana and Rivai in Sefriana et al. (2020:23) Diorama media is media without projections whose visual presentation is three-dimensional in the form of imitations that resemble their original form or state.

Benny A. Pribadi (in Aris and Hanifah, 2021:64) diorama is a static or silent exhibition media designed to convey information and knowledge about real events that have occurred in the past or present or describe the future in three-dimensional form. In line with the previous expert opinion, Bambang Sutjipto in Aris and Hanifah (2021:63) argues that a diorama is a picture of events, whether they have historical value or not, which are presented in mini or small forms. Based on the explanation from the experts above, it can be concluded that the diorama media is a three-dimensional object in which it shows a situation or event that is made with a small size. Aims to describe the actual scene.

Diorama media which is one type of three-dimensional media, therefore some of the benefits of diorama media that have been described above are of course also owned by diorama media. It can be concluded that the use of diorama media can provide benefits in overcoming the limitations of the senses that students have and in studying objects in the past.

Thus, the existence of good learning motivation in students will show good results for their learning success. Then, according to Winarsih in Amma Emda (2018:176) some of the functions of learning motivation are: 1). As an impetus to move, so in this case motivation can function as a driving engine in a person in carrying out an activity. 2). Determining the direction of the activities to be achieved, it can be said that motivation directs something that must be done in accordance with the objectives. 3). Selecting actions, namely determining the things that must be done to achieve the goal.

Referring to some of the functions that have been described by the experts above, it can be concluded that the existence of motivation functions as a driving force or impetus, directing everything that needs to be done in meeting the goals to be achieved. Therefore, students who have good learning motivation will find it easier to determine what should and should not be done, and understand all things that are beneficial to them in achieving their goals.

The following are indicators of learning motivation: 1) There is a desire and desire to succeed. 2) There are interesting activities in learning. 3) There is a drive and a need for learning. 4) There are hopes and aspirations for the future. 5) There is an appreciation in learning. 6) The existence of a conducive learning environment, making it possible to study well (Uno, 2011:23)

Based on the exposure of learning motivation indicators from learning motivation experts, namely the existence of indicators in learning motivation will make it easier for teachers to motivate students during the implementation of learning.

RESEARCH METHOD

Based on the problems raised by the author, in this study using a qualitative approach. According to Sugiyon (2015:1) qualitative method is a research method used to examine natural conditions, where the researcher is as a key instrument, data collection techniques are carried out by triagulation (combined), data analysis is inductive, and research results emphasize more on meaning rather than generalization. The use of a qualitative approach aims to obtain deeper, broader, and meaningful data regarding the use of diorama learning
media on student learning motivation. The type of research used is descriptive. Best Darmadi (in Salamah 2020: 534) describes research as a form of research in which the researcher tries to describe or describe and interpret an object of research as the actual condition. The reason the researcher uses this type of research is because the author will describe the effect of diorama learning media in increasing students' learning motivation in history subjects for class X IPS-2 SMA Negeri 1 Rundeng District.

Data Collection Techniques

The data collection technique used in this study was observation, this observation was carried out to see the activeness of students' history learning during the learning process. Observations were made using an observation sheet consisting of questions that had been developed from indicators of learning motivation. Then at the next stage using interviews after learning is complete by using interview guidelines as a guide in conducting interviews. Furthermore, documentation is used to obtain useful data for research.

Data analysis technique

The data collection techniques used by the author in this problem are as follows:

1. Data reduction, from the research results obtained quite a lot of data, therefore it is necessary to record the data carefully and in detail. At the data reduction stage, the researcher determines in advance the main things, looks for themes and patterns, and focuses on the important things. Thus, data reduction will make it easier for researchers to collect further data and provide a clearer picture to see student motivation in history lessons using dioramas, so the analysis in this study analyzes quite a lot of data first in data reduction, namely:
   - Observation

   Observations were made to students during the learning process using diorama media, and those who will serve as observers are the teachers in charge of history subjects in the class. The motivation score of the students is the number of scores that will be obtained through the scale score from the checklist of the observation sheet that has been answered by the teacher. The maximum scale score is 5 and the minimum is total, which can be seen in the following table.

   Table 1 Scale Interval Values of Observations

   Source: Sudjana, 2009: 81 (Modification)

   | No | Answer       | Total score |
   |----|--------------|-------------|
   | 1  | Very Good (SB) | 5           |
   | 2  | Good (B)     | 4           |
   | 3  | Fairly Good (CB) | 3         |
   | 4  | Not Good (TB) | 2           |
   | 5  | Very Not Good (STB) | 1       |

   To find out the scores obtained by students, the % index formula is used as follows:

   \[ I\% = \frac{\text{total score}}{Y} \times 100 \]

   Source: Sugiyono, 2010

   Information:
   
   \[ I = \text{Index} \]
   \[ Y = \text{ideal score of all items} \]

   From the observation, it produces data from the learning motivation of students after that it is processed by multiplying each answer point with the weight that has been determined in the qualifying score table. The qualification score is the percentage value to determine student motivation.
Table 2 Qualification of the Percentage Value of Learning Motivation

Source: Arikunto, 2010: 44 (modification)

- Interview.

After the observations are made, the researcher will also conduct in-depth interviews with students in order to find the appropriateness of the responses from the observation data obtained by the researchers about students' learning motivation by using diorama media in history lessons. So from this interview it can be seen the equality or gap from the observations.

Data model (Data Display), At this stage is the presentation of data in the form of a structured collection of information that is allowed to describe and take action. The form commonly used from qualitative data models so far is in the form of narrative text.

Verification (Conclusion), In qualitative research conclusions are new findings that have never existed before. The findings can be in the form of a description or description of an object that was still a bit dark before being studied so that after being investigated it became clear. It can be a causal or interactive relationship, theoretical or hypothetical.

The success criteria used in this study are as follows:
- Implementation of history learning using diorama media
- Students get the results of the category of learning motivation with high and very high categories obtained from observation data
- The results of the interview data show that many students are interested and motivated in learning history by using diorama learning media.

RESEARCH RESULTS AND DISCUSSION

| No | Percentage | Qualification     |
|----|------------|-------------------|
| 1. | 81% - 100% | Very Motivated    |
| 2. | 60% - 80%  | Motivated         |
| 3. | 41% - 60%  | Motivated enough  |
| 4. | 21% - 40%  | Less Motivated    |
| 5. | 0% - 20%   | Not Motivated     |

Overview of Research Results

This research activity begins with making observations, to obtain observation data, it is carried out by giving observation sheets using diorama media on motivation to the observer or the person appointed to make observations. Those who were appointed as observers were the teachers of history subjects in the class and those who became the objects of observation were the students during the learning process. Giving this observation sheet aims to assess the level of student motivation when learning to use diorama media.

The observation sheet provided contains statements that have been adjusted to the indicators of motivation and the variables contained in the research grid. The observation sheet consists of 10 questions developed from 6 indicators of learning motivation according to Hamzah B. Uno. The indicators of learning motivation are:

1) There is a desire to succeed
2) There is a drive and a need to learn
3) There are hopes and aspirations for the future
4) There is an appreciation in learning
5) There are interesting activities in learning
6) The existence of a conducive learning environment that allows students to learn well.

The results of the total score of the observational value of students' learning motivation using diorama media as a whole can be seen in table 3.
Table 3. Scoring of the Results of Observation of Students' Learning Motivation Using Diorama Media as a whole.

In accordance with the results of the observation scores in table 4.2 to facilitate the search for the percentage level of motivation to learn history using diorama learning media, the researchers will group research subjects based on the equivalence of the observation scores obtained. Here are the groupings:

1) YM, SE, and LI got the same observation score, which is 50
2) UK got a total observation score of 49;
3) AR and MI got the same number of observation scores, which were 48;
4) HE, II, JU and NO got the same number of observation scores, namely 47;
5) IS, IR, MR and SA got the same total score, which is 45;
6) AN, HA and RA got the same total score, which is 41.

The observation scores obtained by students will be calculated using the formula:

\[ I\% = \frac{\text{Total skor}}{Y} \times 100 \]

The purpose of using the above formula is to calculate the percentage of observations so that researchers can find out the level of qualification of students' motivation in learning history by using diorama learning media. The percentages obtained by students are as follows:

1) Students who get a total observation score of 50, then the percentage score is as follows:
   \[ I\% = \frac{50}{50} \times 100 \]
   \[ I = 100\% \]
2) Students who get an observation score of 49, then the percentage score is as follows;
   \[ I\% = \frac{49}{50} \times 100 \]
   \[ I = 98\% \]
3) Students who get an observation score of 48, then the percentage score is as follows;
   \[ I\% = \frac{48}{50} \times 100 \]
   \[ I = 96\% \]
4) Students who get an observation score of 47, then the percentage score is as follows;
   \[ I\% = \frac{47}{50} \times 100 \]
   \[ I = 94\% \]
5) Students who get an observation score of 45, then the percentage score is as follows;
   \[ I\% = \frac{45}{50} \times 100 \]
   \[ I = 90\% \]
6) Students who get an observation score of 41, then the percentage score is as follows;
   \[ I\% = \frac{41}{50} \times 100 \]
   \[ I = 82\% \]

The students who got an observation score of 50, namely YM, SE, and LI based on calculations, got a score of
100%. What can be seen at the time of observation is that students show a very good attitude towards their enthusiasm during learning, ask the teacher for things they don't understand, focus on learning, and try to get good grades and show a happy attitude when getting applause from the teacher. Thus, if there is a match in the qualification value of learning motivation, it is categorized as highly motivated.

The students who got an observation score of 49, namely UK based on calculations, got a score of 98%. What was seen during UK observations showed that he was very interested in attending lessons, orderly following lessons, paying attention to the teacher's explanations and asking the group in charge of presentations about things he wanted to know more about in order to get good grades. Thus, if there is a match in the qualification value of learning motivation, it is categorized as highly motivated.

The students who got an observation score of 48, namely AR and MI based on calculations, got a score of 96%. The thing that can be seen when observing students shows a happy and enthusiastic attitude during learning, paying attention to lessons, being active when group discussions are carried out in learning. Thus, if there is a match in the qualification value of learning motivation, it is categorized as highly motivated.

The students who got an observation score of 47, namely HE, II, JU, and SE based on calculations, got a score of 94%. It can be seen that students show their curiosity about the media they bring, are happy when learning, do not interfere with the comfort of the class, and ask the teacher about things they don't know. Thus, if there is a match in the qualification value of learning motivation, it is categorized as highly motivated.

The students who got an observation score of 45, namely IS, IR, MR, and SA based on calculations, got a score of 90%. What can be seen when the observation takes place is that students show good attitudes during learning, compete with their classmates to get good grades, and focus on learning. Thus, if there is a match in the qualification value of learning motivation, it is categorized as highly motivated.

The students who got an observation score of 41, namely AN, HA, and RA based on calculations, got a score of 82%. The things that can be seen at the time of observation are that students show a pretty good attitude when learning takes place, students give questions to the teacher and provide answers when the teacher gives questions, are able to present lessons well and are not noisy during learning. Thus, if there is a match in the qualification value of learning motivation, it is categorized as highly motivated.

The formula used to find the percentage of individuals from the observations of each individual student is also used to determine the average percentage of observations from all students. The overall score obtained from students is 745, so the maximum score from the observations of all students is 850 and the minimum score from the overall observation of students is 510. The overall observation score can be seen in table 4.3 in the appendix (Appendix 7). The percentages obtained by students are as follows:

$$I\% = \frac{745}{850} \times 100$$

$$I = 88\%$$

Based on the results of the above calculations, it can be concluded that the total percentage score of all students based on the number of observation scores of students' history learning motivation in class X IPS – 2 SMA Negeri 1 Rundeng District amounting to 745 is 88% because in general students pay attention when learning takes place, have curiosity about the material being studied, able to present the material given, orderly following lessons, showing happy expressions when the teacher gives applause and being active in group discussions. Thus, if it is entered in the percentage value of the qualification
the value of learning motivation, it is categorized in the qualification of students with a very high level of learning motivation.

The interview guide sheet which has provided several questions that are in accordance with the motivation indicators to be obtained, has been determined with 20 questions which were developed based on 6 indicators of learning motivation adopted by Hamzah B. Uno. Among them are as follows: (1) the desire to succeed; (2) the existence of encouragement and need in learning; (3) the existence of hopes and aspirations for the future; (4) there is an appreciation in learning; (5) there are interesting activities in learning; and (6) the existence of a conducive learning environment that allows a student to learn well.

Based on the results of the interview on Question number 1 contained in Appendix 8. It was found that most of the total number of students who gave the answer "Yes" then they stated the reasons for the answer. Students who answered "Yes" on behalf of AN, AR, HE, MR, and RA argued that the use of diorama media in history learning made them happy and excited to learn because the diorama media which displays a scene of an actual event, makes it easy for them to imagine imagine the events described by the teacher. HA added that the reason he likes learning by using dioramas is because the diorama contains objects of mountains, rivers, forests and people make him excited to pay attention to the scenery. Then students on behalf of IR, II, JU, LI, SA, SE and UK gave that learning history using dioramas was a new experience for them, thus making them curious about the diorama media that the teacher brought while studying. Another thing that made them happy by using dioramas was also confirmed by students on behalf of IS, for him the diorama media contained a chronological message of an event that made him interested in paying attention, right. Meanwhile, it was found that a small number of students answered "No" on behalf of NO and YM gave the reasons for the answer choices. They thought that the drama media brought by the teacher into the classroom did not give them the opportunity to pay closer attention because of the limited time for them to see more clearly the media.

Furthermore, based on the results of the interview on Question number 2 which is contained in appendix 8. Most of the total number of students answered "Yes" then gave their reasons for choosing that answer. Students on behalf of AN, IS, LI Stated the reason they are curious about local and international history is because they realize that the situation they are feeling now is a series of struggles of people in the past, by studying history they can learn from the fighters in the past and for Curiosity towards historical stories is a manifestation of their love for their homeland. HA, HEE and SA gave reasons for being curious about local and international historical stories because historical stories are interesting for them. In addition, IR, IS, JU, MR, MI and NO Also added that historical stories often made them curious, thus making them curious about certain historical stories and also to add insight. While a few of the students answered "No" namely AR, UK and SE then they stated the reason they did not have curiosity about local and international history is because historical stories often confuse them because the discussion is too broad and long so that it often makes them sleepy at the same time history learning.

Furthermore, based on the results of the interview on Question number 3 contained in appendix 8. It was found that a small portion of the total number of students answered "Yes" and continued by stating the reasons they chose the answer. Students on behalf of YM feel that if they get bad grades, they easily give up and are lazy to study because they feel inferior and lack confidence. In addition, HE and NO argue that when they get bad grades, they will be scolded by their parents and feel that
the efforts they have made so far to get good grades are in vain. Furthermore, almost all students from the total number answered "no" then they stated the reasons for the choice of answers. UK, II and SA considered themselves to have an unyielding attitude, which was further added by students on behalf of AR, AN, LI, RA, IS, IR, JU, MR and MI giving reasons that when getting bad grades should be an introspection material for them. them to do better in order to get good grades. HE also added that failure is not the end of everything, but is the beginning to try to be better than yesterday. The student on behalf of SE added that he had an obligation to make his parents proud so that he should not give up when he got bad grades.

Based on the results of the interview on question number 4 contained in appendix 8. It was found that most of the total number of students gave the answer "Yes" and then gave reasons for the choice of answers. Students on behalf of AN reasoned that getting good grades was a fun thing for him. AR, HA, RA, IR, MI gave reasons that he wanted to prove to his parents and loved ones proud. SA gave the reason he wanted to prove to his friends that he was able to get good grades. IS, HE and MR said that getting good grades is proof of their hard work. While a few of the number of students gave the answer "No" namely Students on behalf of JU, NO, YM they walked they did not really like history lessons and realized that history lessons were their interests and talents.

Furthermore, based on the results of the interview on Question number 5 which is contained in appendix 8. There are almost all of the total number of students who answered "Yes" and then gave reasons for the choice of answers. Students on behalf of AN, HE, JU, HE the reason they are proud to get praise from the teacher is because it can increase their self-confidence. HA reasoned that getting praise from the teacher could increase his focus on ongoing learning. Then another opinion was added by students on behalf of SA, MI, YM, IS, NO because they felt valued, appreciated and cared for by the teacher so that it increased their enthusiasm for learning. Meanwhile, only one of the number of students who answered no, namely on behalf of IS, reasoned that if he received praise from the teacher, he was afraid to make him lulled into the praise, thus making him stop trying and being lazy to study.

Then based on the results of the interview on Question number 6 which is contained in appendix 8. It was found that almost all of the total number of students gave the answer "Yes" and then explained the reasons for the choice of answers. Students on behalf of JU, AN, AR, HE, IR, II, and MI because the diorama media brought by the teacher during learning provides an overview of historical events or events described by the teacher so that it makes them easy to imagine. HA, IS, RA, LI reasoned because they had never seen diorama media before. Thus, making them curious about the media brought by the teacher. Then SA, SE, NO and UK they feel interested in this diorama media because the objects in the media have various colors so that they are interested in paying attention to it. While there was a small percentage of the total number of students who gave the answer "No", YM reasoned that the diorama media that was made was too simple and only one. But the media was to be observed by all students in the class, thus making it difficult to observe due to time constraints and inadequate seating. easy to pay attention to the details of the media.

Then based on the results of the interview from question number 7 which is contained in appendix 8. It was found in general from the total number of students who gave the answer "Yes" then followed by giving reasons for the answer. Students on behalf of AR, MI, IS, II, and LI reasoned that the teacher's praise was one of the factors to raise their motivation, to cultivate themselves to be better in learning. Meanwhile, HA, JU, AN, HE, MR, RA
and SA reasoned that teacher’s praise made them feel cared for, appreciated, and cared for. SE adds praise can make him more focused in learning. Meanwhile, a small part of the total number of students who answered the question "No" were students on behalf of NO and UK on the grounds that the enthusiasm came from within themselves.

Furthermore, based on the results of the interview on Question number 8 which is contained in appendix 8. It was found that all students gave the answer "Yes" and then stated their reasons for giving the answer. Students on behalf of UK, HE, HA, HE, MR and NO Reasoned because they like cleanliness. AR, YM, LI Also added that cleanliness is part of faith. Meanwhile, MI, IR, LI, IS and SA students reasoned that clean classes made them more focused on studying because their concentration was not disturbed by dirty classroom conditions.

Next, based on the results of the interview on question number 9 which is contained in appendix 8. There are almost all of the total number of students who gave a "yes" answer and then explained the reasons for the answer. Students on behalf of SE, UK, AR, JU, MI, IR and MR reasoned because the diorama media used by the teacher during history learning made them more focused and concentrated when studying. IS and RA reasoned because when the diorama was used, friends in the class focused on paying attention to learning so that the class was less noisy and calmer when studying. In addition, students on behalf of AN, LI, SA reasoned because the diorama media was very appropriate for the material they were studying at that time. While a small part of the total number of students gave the answer "No" namely NO and YM on the grounds that when learning history using dioramas they did not have enough time to observe the media in more detail so that they did not really understand the contents of the media.

Then based on the results of the interview on question number 10 made in appendix 8. It was found that in general the total number of students gave the answer "Yes" and then gave the reasons for the choice of answers. Students on behalf of SE, UK, MI, IS, AR, HE reasoned that repeating school lessons at home made them always remember and not easily forget the material they had learned. HA, JU, AN, MR and RA reasoned because it made them understand better and increase their knowledge of the material they have learned at school. While a small part of the total number of students who gave the answer "No" namely NO and YM said that they did not really like history lessons. Meanwhile, II said that he did not have much time to study at home.

Next, based on the results of the interview on Question number 11 which is contained in appendix 8. It was found that almost all of the total number of students gave the answer "Yes" and followed by their reasons for choosing that answer. Students on behalf of SA and MI said their diorama media could see firsthand the true picture of the historical story explained by the teacher. Then, YM gave an answer that he liked the shape of the diorama media. SE, UK, AR, JU, AN and RA reasoned that the diorama media depicting events in the form of a mini made it easier for them to understand the lesson, so far they considered history lessons to be difficult lessons to understand, with the presence of diorama media making them easier understand it. While other answers were added by students on behalf of IS, IR and II who reasoned because it could relieve their boredom and boredom in the lecture method that the teacher used to do. While there are a few of the total number of students who gave a "no" answer, namely NO who considered the diorama media not enough to make him interested in history lessons because according to him it was an ordinary form and he did not like history lessons.

Then based on the results of the interview on question number 12 which is contained in appendix 8. It was found that almost all of the total number of students
answered "Yes" and their reasons for answering were followed. Students on behalf of AR, HA, II, LI, MR and RA gave the reason that the use of diorama media in history learning makes it easy for them to overcome difficulties to concentrate during learning, because diorama media can attract the attention of all students in the class so that the class is more conducive. AN, HE, IR, JU, MI, NO and SA give reasons that diorama media can overcome their difficulties to visualize historical stories explained by the teacher. IS gives reasons for the diorama to overcome its difficulty in equating the perceptions of himself and the teacher to the events described. Meanwhile, there were some of the total number of students who answered the question with "No" namely YM according to him the diorama had not been able to overcome its difficulties in imagining the historical story explained by the teacher, because of the difficulty of seeing more clearly the media provided by the teacher.

Furthermore, based on the results of the interview on Question number 13 contained in appendix 8. It was found that most of the total number of students gave the answer "Yes" then continued by giving reasons for the answer. Students who answered "Yes" on behalf of AN, II and MR reasoned because they like competition. Furthermore, HA, HE and LI reasoned that in order to realize their dreams and aspirations, they were required to be the best among their friends. SE, HE, RA, YM, JU and SA reasoned because they wanted to be proud of themselves and their loved ones, especially their parents. Meanwhile, there is a small percentage of the total number of students who gave the answer "No", namely IR who said that he did not need to see other people to compete but himself, in order to be better every time. Next On behalf of NO reasoned because he realized that everyone has expertise in their respective fields.

Next, based on the results of the interview on question number 14 which is contained in appendix 8. It was found that in general the total number of students gave the answer "Yes" and then gave the reasons for the answer choices. Students on behalf of AN, II reasoned because getting achievements in school is a form of proof of the results of their efforts. AR, IR, JU, LI, RA reasoned because they wanted to make their parents proud. Meanwhile, students on behalf of IS, MI, NO, SE and UK reasoned because they wanted to be great people. Another reason was also added by a student on behalf of MR who said that he did not come from an economically well-off family, so he had to have achievements in school to realize his dreams and aspirations. Meanwhile, it was found that only a few of the total number of students who answered "No", namely YM reasoned because he said that achievement could not only be obtained at school but also outside of school.

Then based on the results of the interview on question number 15 contained in appendix 8. It was found that almost all of the total number of students gave the answer "Yes" which was then followed by giving reasons for the answer. Students who answered "Yes" on behalf of HA, LI, RA, UK and AR reasoned because the diorama media used when studying history could attract their attention so that they focus on learning, because it makes them concentrate more on learning. IS, IR, JU and MI gave reasons by using diorama media to make the class more conducive so that they could focus more. While a few of the total number of students gave the answer "No" and then followed by the reason, namely YM who reasoned that he could not focus too much on learning because when the teacher explained the material the students should be able to see the media in order to better understand the relationship between the teacher's explanation and the media brought, but he couldn't see the media he was carrying too clearly.

Then based on the results of the interview on question number 16 which is contained in appendix 8. It was found that
most of the total number of students gave the answer "Yes" which was then followed by giving reasons for the answer. Students who answered "Yes" on behalf of HE, AN, AR, IR, MR and UK, they reasoned that when the teacher brought the media into the classroom, it aroused their curiosity about the media, so that during the lesson they paid attention to the teacher's explanation. Then when the teacher gave them the opportunity to ask questions, they asked again the things they did not understand, and the things they wanted to understand more. HA, LI, SA, MI, SE said that the method used by teachers and combined with diorama media gave them the opportunity to ask questions both during group discussions and outside group discussions. Meanwhile, RA gave another reason that he wanted to practice his speaking skills again. Meanwhile, it was found that a small proportion of the total number of students who gave the answer "No" were JU and YM who gave reasons for being afraid to speak in public and did not understand what the teacher explained.

Furthermore, based on the results of the interview on question number 17 which is contained in appendix 8. It was found in general from the total number of students who answered the question "Yes" and then they gave reasons for the choice of answers. Students who answered yes on behalf of IR, HE, HA, UK, IS, AN and AR gave reasons in the form of group discussions so they could learn from each other, ask questions they did not know about their group members, share their understanding of the material explained by the teacher, and can reinforce each other. II, LI reasoned that with group discussions they could solve the problems given by the teacher more quickly and efficiently. While there are a few of the total number of students who gave the answer "No" and then gave reasons for the answer, students on behalf of MI and NO gave reasons because they preferred to study alone rather than group discussion.

Furthermore, based on the results of the interview on question number 18 which is contained in appendix 8. It was found in general from the total number of students who answered the question "Yes" and then they gave reasons for the choice of answers. Students who answered yes on behalf of IR, HE, HA, UK, IS, AN and AR gave reasons because they liked history lessons so that if history lessons did not use media, they would still learn. AN and YM also added that history lessons are compulsory lessons at school. Meanwhile, it was found that a small part of the total number of students answered the question with "No" and was followed by giving reasons for the answer. The students who answered "No" namely II gave reasons because according to him, history lessons would be very difficult to understand if they did not use the media because the discussion was very large and broad. NO and YM give reasons because history lessons are very saturated and boring lessons.

Furthermore, based on the results of the interview on question number 19 which is contained in appendix 8. It was found in general from the total number of students who answered the question "Yes" and then they gave reasons for the choice of answers. Students who answered yes on behalf of II, IS, AR, MI, NO, and UK reasons because of their curiosity about a particular history, so they find out. HA and HE said because they like history lessons and also to add insight. Meanwhile, there are a few of the total number of students who gave the answer "No" and gave reasons and from the answer, namely the student on behalf of YM who said that because he did not really like history lessons and preferred other things.

Next, based on the results of the interview on question number 20 contained in appendix 8. it was found that most of the total number of students gave the answer "Yes" and then stated the reasons for the choice of answers. Students on behalf of II, IR, SA, HA, IS, AN and MI reasoned because the use of diorama media in history learning made them focus their attention on learning, this was because learning to use
diorama media was a new experience for them and depicting an event in the media is an interesting thing for them so that they are more enthusiastic to learn. Then the student on behalf of AR argued that he was more enthusiastic when learning using dioramas because he not only got the theory as usual by the teacher but he could also see directly the stories from the historical material being studied. So, according to LI, AR, NO, RA and SE, history lessons that they considered difficult so far became easier to understand, thereby eliminating the boredom and boredom they usually experience. Meanwhile, there is a small part of the total number of students who answered "No" namely students on behalf of YM who gave the reason that he was not too enthusiastic in learning history using dioramas, because the diorama media that the teacher brought in the history lesson did not give him enough opportunities to understand the content of the message in the media resulted in him also not really understanding the material brought by the teacher.

Based on the acquisition of individual observation data at the data reduction stage from 17 students, there are 3 students who get a total observation score of 50 with a percentage of 100%, there is 1 student who gets a total observation score of 49 with a percentage of 98%, 2 students get Observation scores with a total of 48, the percentage is 96%, 4 students get a total score of 47 with a percentage of 94%, 4 students get a total score of 45 with a total score of 90%, 3 students get a total score of 41 with a percentage of 82%. Based on table 3.6, those who get values of 50, 49, 48, 47, 45 and 41 are classified into students who are motivated to learn history by using diorama media.

Based on the interview data obtained from the data reduction stage, in question number 1 it was also found that a small number of students answered "No" the reason which could be concluded that they were not interested in local or international history, because for him the history lesson was too long and the language broad so that it often confused them in understanding it.

Based on the interview data obtained from the data reduction stage, in question number 3 it was found that a few students answered "Yes" and it can be concluded that bad grades can make them easy to give up and lazy to learn, because they feel less confident and inferior and the efforts they make during this is in vain. Then in question number 3 there are also almost all students giving the answer "No" with reasons that can be concluded because they have an unyielding attitude. In
addition, getting bad grades should also be a material for introspection for them to be better in the future.

Based on interview data obtained from the data reduction stage, in question number 4 it was found that in general students gave the answer "Yes" and it can be concluded because for them getting good grades is a fun thing and one way to prove that they are capable. In addition, by getting good grades they can also make their parents proud. Then in question number 3 it was also found that a small number of students gave the answer "No" with the reason that it could be concluded that they did not like history lessons.

Based on the interview data obtained from the data reduction stage, in question number 5 it was found that almost all students answered "Yes" with the reason that it could be concluded that teacher praise could increase their confidence during learning. In addition, getting praise from the teacher they feel the teacher pays attention to them, cares, if they get praise from the teacher they feel the teacher pays attention and cares about them so that it makes them more focused on the learning that takes place. Then in question number 5, there are also a small number of students who give the answer "No" with reasons that can be concluded that praise from the teacher can make him lulled so that he stops trying and is lazy to learn.

Based on interview data obtained from the data reduction stage for question number 6, it was found that most students answered "Yes" with the reason that it could be concluded that the use of diorama learning media in history lessons made them interested in learning. This is because diorama media has never been used before in history learning. In addition, the diorama media provides a view of the actual events that can attract students' attention to pay more attention to learning. Then in question number one, there are also a small number of students who answered "No" on the grounds that only one diorama was made and they did not have the opportunity to pay more attention to the objects in the media.

Based on the interview data obtained from the data reduction stage for question number 7, it was found that most students answered "Yes" with the reason that it could be concluded that the praise given by the teacher to the students made students eager to learn. This is because praise can revive their learning motivation, besides that the praise given also makes them feel cared for, observed, and cared for so that they can focus more on learning. Then in question number 7, it was also found that a few students gave the answer "No" with reasons that could be concluded that they felt that the enthusiasm for learning came from themselves and not others.

Based on interview data obtained from the data reduction stage for question number 8, it was found that all students answered "Yes" with reasons that could be concluded that a clean class made them comfortable to take part in learning because they concentrated more on the ongoing learning, if a dirty class could make them divide the focus is on learning and an uncomfortable classroom atmosphere. A clean class also makes them feel at home in learning for a long time. They also realize that cleanliness is a part of faith, and with cleanliness they will get the benefit of avoiding all diseases related to cleanliness.

Based on the interview data obtained from the data reduction stage for question number 9, most students answered "Yes" with the reason that it could be concluded that the use of diorama learning media in history lessons made them feel more comfortable studying, because the diorama media created could attract students' attention. in the classroom so that they are more focused on learning. Thus, the learning atmosphere is more conducive due to reduced student activities that are not related to learning. In addition, the diorama media combined with the discussion method also made them feel more involved in learning and gave them
space to express themselves more in class. Then in question no 1 it was also found that a few students gave the answer "No." With reasons that can be concluded the use of diorama media in history learning does not give them many opportunities to linger paying attention to the media provided by the teacher so that they are not too able to see details and messages contained in the diorama media.

Based on interview data obtained from the data reduction stage for question number 10, it was found that in general students who gave the answer "Yes" with the reason that it could be concluded that repeating school lessons at home could fill their spare time with more positive and useful things. They understand, remember and do not forget the lessons that have been learned at school, so that at the time of the exam or test they are ready to take the exam. Then in question number 10 there are also a small number of students who gave the answer "No" with reasons that can be concluded they have other activities outside of school and because they do not really like history lessons.

Based on interview data obtained from the data reduction stage for question number 11, almost all students answered "Yes" with the reason that it could be concluded that the use of diorama media in history learning was a new experience for them so that it made them curious to pay attention to the media brought by the teacher. In addition, the diorama media which displays a view of the story explained by the teacher makes them not bored and bored with the teacher's explanation. Then in question no 11, there were also a few students who answered "No" with reasons that could be concluded they have other activities outside of school and because they do not really like history lessons.

Based on interview data obtained from the data reduction stage for question number 12, almost all students answered "Yes" with the reason that it could be concluded that the use of diorama media in history learning could overcome their difficulties in imagining or visualizing historical stories explained by the teacher. This is because apart from listening to their teacher's explanation, they can also see directly the description of the story. In addition, the use of diorama media in history learning also makes it easier for them to understand history lessons. Another thing they have experienced so far is the difficulty in remembering the lessons they have learned longer, but with the diorama media they are easier to remember because they can see directly the picture of the actual story. Not only that, they admit that by using it makes it easier for them to equate their perception with the teacher's of the historical story being explained. Then in question no 12 there are also a few students who gave the answer "No" with reasons that can be concluded Still having difficulty understanding historical material because the diorama media used by the teacher did not give him the opportunity to see in more detail and clearly.

Based on the interview data obtained from the data reduction stage for question number 13, in general, students who gave the answer "Yes" with the reason that it can be concluded because they like competition and want to be the best among their friends. In addition, getting good grades among other people is proof that they are capable of being the best. and, to realize their dreams and aspirations, they must be the best. Then in question no 13, there are also a small number of students who answered "No" on the grounds that they did not see other people as competition but that they had to be better than before. In addition, they that everyone has the ability in their respective fields.

Based on the interview data obtained from the data reduction stage for question number 14, most of the students answered "Yes" with the reason that it could be concluded that they wanted to succeed and become a stepping stone to realize their ideals and hopes. In addition, they realize that their parents, as well as those who love them have high hopes for them to succeed. not only that, some of
them also realize that they come from underprivileged circles so they must get achievements in school to make it easier for them to continue their education to a higher level. Then in question no 14 there are also a few students who gave the answer "No" with the reason because he realized that achievement can not only be obtained at school but can also be outside school.

Based on interview data obtained from the data reduction stage for question number 15, it was found that the majority of students who gave the answer "Yes" with the reason that it could be concluded because they were curious about the media used by the teacher in learning to attract the attention of students in class, thus making the class more conducive and they can focus on the learning that is taking place. Then in question no 15, there are also a small number of students who gave the answer "No" on the grounds that they could not see the media that was brought by the teacher so clearly that they could feel the message conveyed through it.

Based on the interview data obtained from the data reduction stage for question number 16, almost all students answered "Yes" with the reason that it could be concluded that during the learning process they paid attention to the teacher's explanation. so, when the teacher gives them the opportunity to ask questions, they ask questions that they don't understand and want to understand better. In addition, the group discussion method created by the teacher made them more involved in learning, as well as to improve their public speaking skills. Then in question no. 16, there are also a small number of students who answered "No" with the reason that they were afraid to speak in public.

Based on the interview data obtained from the data reduction stage for question number 17, there are generally students who give the answer "Yes" with the reason that it can be concluded because history lessons are mandatory lessons in schools. In addition, some of them also like history. However, when they prefer to learn history by using the media because it is easier to understand. Then in question no 17, there are also a small number of students who gave the answer "No" on the grounds that history lessons are difficult to understand if you don't use the media so that you get bored and bored easily.

Based on interview data obtained from the data reduction stage for question number 18, the majority of students answered "Yes" with the reason that it could be concluded that learning in the form of discussion allowed them to study together and solve problems given by the teacher. So it's faster and easier to do. Group discussions also provide opportunities for them to learn together, ask questions that are not understood from the teacher's explanation to their group mates. In addition, the discussion also fosters a sense of togetherness among their fellow group members. Then in question no. 18 there are also a few students who gave the answer "No" on the grounds that they prefer to study alone.

Based on interview data obtained from the data reduction stage for question number 19, almost all students answered "Yes" with the reason that it could be concluded that there were certain history that made them curious so that they found out about the history, apart from liking history lessons, it also added their knowledge of history. Then in question no 19, there are also a small number of students who answered "No" with the reason that they did not really like history lessons.

Based on the interview data obtained from the data reduction stage for question number 20, almost all of the students answered "Yes" with the reason that it could be concluded that the use of diorama media in history learning was a new experience for them so that it attracted their attention to the new media. The history lessons that they have considered difficult so far have made them feel bored and bored become more interesting and fun.
Then in question no 20 there are also a small number of students who gave the answer "No" with the reason that they were not too enthusiastic about learning history with diorama media because the media brought by the teacher was only one while the diorama was to be observed by all students in the class, making it impossible to see the media clearly its contents.

Based on the observations obtained, it can be concluded that the results of calculating the percentage level of students' motivation in learning history using diorama media on 17 students, obtained the following results:

- a. 3 students get a percentage score of 100%
- b. 1 student gets a percentage score of 98%
- c. 2 students get a percentage score of 96%
- d. 4 students get a percentage score of 94%
- e. 4 students get a percentage score of 90%
- f. 3 students get a percentage score of 82%

From the data above, it can be seen that the percentage score obtained for each student starts from 100%, 98%, 96%, 94%, 90%, 82%. When matched with the qualification value of the percentage of learning motivation, the results are included in the highly motivated qualification. Then when calculated as a whole the results of the average score of history learning motivation using diorama media on 17 students amounted to 88%, the results of which were also categorized as highly motivated. Thus, it can be concluded that the use of diorama media can increase students' motivation to learn history in class X IPS 2 SMA Negeri 1 Rundeng District.

**CONCLUSION**

Based on the results of research that has been carried out regarding the use of diorama learning media on the motivation to learn history of students in class X IPS 2 SMA Negeri 1 Rundeng District, it can be concluded that the use of diorama learning media has an influence on the level of student motivation in class X IPS 2 SMA Negeri 1 Rundeng District. Based on the results of data collection carried out by observation, students' learning motivation in history lessons using diorama media
from 17 students was found to have a motivational percentage score of 88% which means they are highly motivated to learn history when using diorama media. This statement is also supported by interview data obtained, where almost all students expressed interest and motivation in learning history when using diorama media.

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