

# Development of Natural and Artificial Ecosystem Diorama Learning Media (Simita) Ecosystem Theme for Class V Student

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## Abstract

*This research focuses on student responses and the feasibility of Simita diorama learning media on an ecosystem theme for class V students. With this focus, this research aims to develop Simita diorama media on an ecosystem theme for class V students. The research method used is Research and Development (R&D), because the research method is used to produce certain products and test the effectiveness of these products. The observation stage was carried out at three elementary schools in Blitar, namely MI Hidayatul Ulum, SDN Sanankulon 02, and SDN Karang Sari 03. The Simita diorama learning media trial was carried out in the instructional simulation trial stage using 12 students to determine student responses to the Simita diorama learning media. as a participant in a limited trial. The results of the research show that the Simita diorama learning media on ecosystem theme material in class V elementary school has gone through a feasibility test by material expert validators, media experts and language experts. The percentage obtained from material expert validators was 81.3%, media expert validators 91.1%, and language expert validators 85%. Based on the validator results, it can be concluded that the Simita diorama learning media is categorized as appropriate by experts. Based on the analysis of questionnaire data, students' responses to the Simita diorama media obtained a percentage score of 95.8% with very good information.*

**Keywords:** Natural Ecosystems, Dioramas, Learning Media

## 1. INTRODUCTION

Teachers need to create learning strategies and a comfortable learning atmosphere, so that students are motivated to follow the learning process well. Having an attractive learning design, adequate media, and teacher creativity will make it easier for students to achieve learning targets. The use of media at the elementary school level is important because the development of cognition in elementary school students is in the concrete operational stage. Piaget argued that the cognitive

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development stage of elementary school age students, namely 6 to 12 years, is the concrete operational stage (Lonto, 2023). At this stage, students can form ideas based on thoughts that arise in objects or logistical events around them, or in other words, students begin to think logistically about concrete objects, so that the delivery of material will be more effective if assisted by media that can increase the level of activeness and thinking. students independently.

Meanwhile, at one madrasah ibtidaiyah school, it was revealed that teachers used reality media to learn about ecosystem themes. Teachers also invite students to use the open air for learning activities. Learning in the open makes it easier for students to understand concrete objects. Students have the opportunity to explore using the natural surroundings actively and freely. Students don't feel bored or boring in class because. Learning can be done anywhere. However, the weakness of learning outside the classroom is that students' concentration is easily divided due to the many objects outside which really attracts students' attention and takes up more time. The risk of students getting injured or falling is also greater.

The results of interviews with teachers and students show that the limitations and use of learning media are the main problems that need attention. Teachers must be able to use and develop media. Especially in supporting the delivery of ecosystem theme material. Meanwhile, the obstacle faced by students in receiving ecosystem theme material is that students have difficulty describing the conditions of natural ecosystems such as forests, seas and lakes, which cannot be shown in real terms because they are located far away. However, it is unlikely to bring students to their natural environment due to many constraining factors in the form of limited time, large costs and long distances so that media is needed that depicts real conditions and can be brought into the classroom.

The implementation of learning that has been carried out so far has an impact on student interest and learning outcomes. Based on a questionnaire given to 71 students from three school institutions, it was found that 70% stated that the ecosystem theme material taught by teachers was not interesting. Students obtained learning outcomes that were 74% below average, so the learning outcomes obtained by students on ecosystem theme material were quite low. So it is necessary to have supporting media in the form of Simita diorama media to understand the material being taught so that learning outcomes also increase.

One way to optimize the learning process is by providing learning media. Learning media can help students increase interest and learning outcomes which are related to learning outcomes because interest is an awareness in learning for students. Learning with full awareness will give different results compared to studying carelessly. So the higher the interest in the lesson, the higher the learning outcomes achieved by students. One media that has the potential to make it easier for students to learn about ecosystem materials is the Simita diorama media. The choice of dioramas as learning media, apart from being an alternative problem solving related to understanding media needs regarding ecosystem components, also has several basic considerations, including first, Simita media contains ecosystem theme material in the form of three-dimensional media. Second, Simita media can visualize material that is not possible to bring to class. Third, Simita's diorama media has elements of many

colors so that it can attract attention and interest in learning. Fourth, guide students actively and minimize the lecture method to teachers.

## 2. LITERATURE REVIEW

### 2.1. Development of Learning Media

Education is a process of forming character and personality in developing a platform for students to develop their potential to overcome life's problems. According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, Article 1 Paragraph 1 states that education is a person's conscious and planned effort to create a learning atmosphere and an active learning process for students (Permendikbud, 2018).

Education is always related with learning. Febriyanti (2021:1) states that learning is a process of a person's efforts to achieve a change in his or her behavior. In learning, a teacher must realize that this learning is not just a concept, but also a collection of processes and values that are developed in real life. Therefore, learning cannot be separated from the learning media used in the learning process.

Learning media is an introduction or intermediary to convey information that can stimulate thoughts, feelings, attention and will in the learning process. According to H. Malik (Sumiharsono:2017) explains that learning media is everything that is used to convey messages. So that media can stimulate students' attention and interest. The use of learning media, apart from helping students create a learning experience, is intended to help teachers teach more effectively.

Learning media in process learning will attract more students' attention, thereby increasing students' learning motivation and the meaning of the learning materials will be clearer. Saleh (2023) learning media is essentially a means of conveying information from the communicator (teacher) to the communicant (student) as the recipient. If the learning environment is designed systematically, learning objectives will be achieved optimally. This is intended to convey the relationship between subjects and student interests to improve student learning outcomes.

### 2.2. Simita Diorama Media

Diorama media is three-dimensional media or often called multi-dimensional media. (Iswandari: 2018) diorama media is a presentation of beautiful, small 3-dimensional views made to provide an original depiction of a real scene. Diorama media can be used in learning to represent real objects that are difficult to present in the classroom.

It is hoped that diorama media can attract students' attention in learning, even if only through direct observation in the form of imitation. (Hasanah: 2024) Diorama media is a type of art work that represents objects through the surrounding environment, with parts made on a smaller scale than the original with a three-dimensional shape. This learning media is used in class when we cannot learn something slowly or silently. (Wafa & Rizkiyana: 2019) Diorama media is able to provide direct experience to students, help students understand the material, make students active in understanding the material, make students active in more interesting learning activities.

Based on the explanation above, the media that will be developed is the Simita diorama media (Natural and Artificial Ecosystems). Simita Diorama Media is

three-dimensional media made in small sizes that depicts the theme of natural and artificial ecosystems. This learning media is intended for class V thematic learning, ecosystem components sub-theme.

Simita's diorama media is packaged in the form of a large aquarium which is divided into two parts, namely natural and artificial ecosystem components. Simita's diorama media is presented on a flat, block-shaped base and is made to resemble an aquarium. Then, it is filled with components of living things that support a forest ecosystem and rice field ecosystem so that a complete diorama is formed and students can make observations from the Simita diorama media.

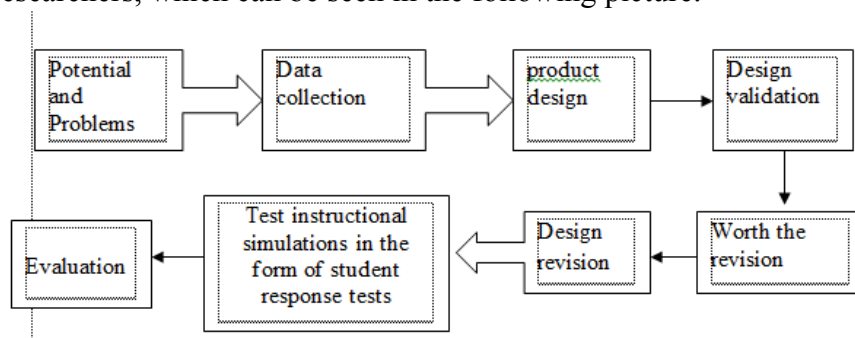
### 2.3 Definition of Ecosystem

The ecosystem theme is a thematic lesson that explains how the reciprocal relationships of living things are renewed and not updated. And can determine interrelated concepts in a text in your own language. (Dara: 2022) explains that ecosystems are a combination of each ecosystem which involves reciprocal interactions between organisms and the physical environment.

It is very important to teach material on the ecosystem theme in elementary schools with the aim of students knowing and understanding how to understand the order and components of an ecosystem and being able to listen to explanations regarding ecosystem information. However, it is not possible for students to be asked to participate in observing the process of ecosystem formation directly in nature, so this material requires media that can facilitate student activities (Yahya: 2019)

## 3. METHODS (12PT)

Research method: This type of learning media development research uses Research and Development (R&D) research because the research method is used to produce certain products and test the effectiveness of these products. This research uses seven stages due to the researchers' limited time, energy and costs. This research development refers to the Borg and Gall research procedures which are adapted to the needs of researchers, which can be seen in the following picture.



**Figure 1.** Framework of research procedures limited to evaluation

The procedures carried out in this research and development include several stages, namely the potential and problem stages. In this stage, the initial activity before developing learning media is observation. The observation stage was carried out

at three elementary schools in Blitar, namely MI Hidayatul Ulum, SDN Sanankulon 02, and SDN Karang Sari 03. The next stage was collecting data for the initial stage in developing Simita diorama media by distributing observation questionnaires to students regarding initial experiences in learning the ecosystem theme. Next, conduct interviews with teachers regarding learning the ecosystem theme. The results of the completed questionnaires are analyzed as a basis for preparing the background to the problem.

Next, at this stage of product design, researchers began to develop an initial product or prototype of SIMITA diorama media with an ecosystem theme. Researchers prepared learning materials that would be included in the media and the materials needed to make the media, namely styrofoam, flannel, dacron, pine nails, glue, iron elbows, glass, miniature animals and miniature plastic plants. The design modification stage is a process of activities to revise weaknesses and improve the product. The initial product design is validated by experts first before testing.

The design revision stage, namely after the product design is validated by experts, its weaknesses will be identified. These weaknesses are then corrected based on expert advice. This process is usually repeated until the product is declared suitable by experts. As for the Instructional Simulation Test, the Simita diorama learning media trial was carried out in the instructional simulation trial stage using 10 students to determine students' responses to the Simita diorama learning media and finally in the evaluation, researchers were able to evaluate the advantages and disadvantages of the product being developed. On this basis, researchers will improve what is obtained from the field.

## 4. RESULTS

### 4.1 Analysis of Potential Problems and Solutions

Research and data collection is carried out to determine the materials and analyze the needs used in preparing the product to be developed. Observations carried out in three elementary schools in Blitar Regency in 2018/2019 revealed that the learning media used for ecosystem components was limited to simple illustrations contained in books. Delivery of material without interesting media makes students less active in learning. The way to optimize the learning process is by providing learning media. The choice of learning media in this research was Simita diorama media.

### 4.2 Initial Product Design and Development

Diorama media was developed based on research and development steps. Research and development methods are methods used to produce certain products. Diorama media is a learning media that is modified from conventional learning to fun learning. Diorama media can be used in learning to represent real objects that are difficult to explain in class. In its use, diorama media involves all students to participate in learning in a fun way.

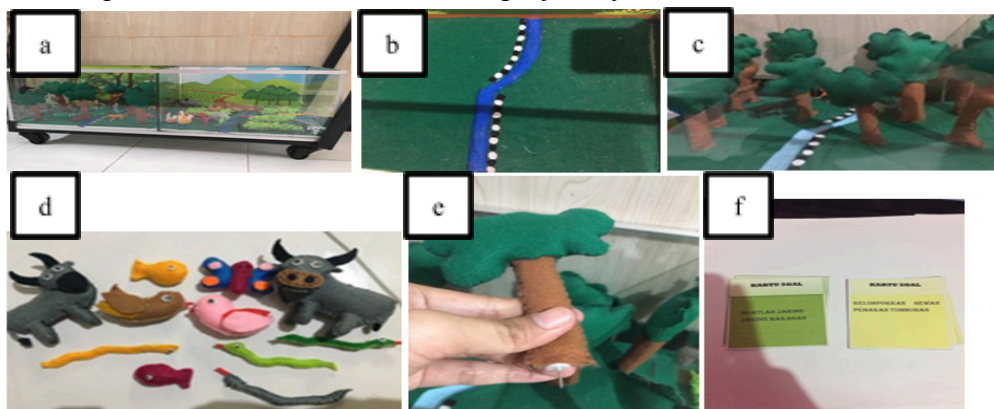
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The media that will be developed is first planned and designed according to the initial observation data that has been collected, in addition to being adapted to the characteristics of the learning material. The first step taken in creating learning media is product design. The design process began by preparing learning materials for the sub-theme of ecosystem components in the form of a Simita disassembly diorama. The media is designed to be as attractive as possible and given colors that match the student's character. The materials needed to make media include styrofoam, flannel, hot glue, Dacron, pine nails, iron elbows, glass, miniature animals and miniature plastic plants.

With the Simita diorama diorama game, it is hoped that students will be more active and easily understand the sub-theme material on ecosystem components. The stages of making Simita disassembled diorama media are: Make a Simita disassembled diorama box from glass measuring 80 cm long x 30 cm wide x 25 cm high which is glued together and the edges are coated with iron angles and divided into 2 equal parts according to the detailed shape. Made a pusher board from iron angles and attached wheels at the bottom to make it easy to move the Simita diorama media. After that, prepare styrofoam measuring 39.5 cm long x 29.5 cm wide then make a depression to show the difference between land, rice fields and rivers. Next, the surface is covered with flannel cloth. The details form as follows.

Make miniature animals and trees from flannel which are printed, cut, and filled with dacron so that the replicas in the diorama are 3-dimensional. Next, sew the miniature diorama using the Feston stitch technique. Punch holes in the miniature tree to install pins so that the miniature tree can be attached to the media base and the last question card will be taken and played by students.



**Figure 2.** Design Initial Product Design and Development a) Aquarium Simita, b) River ecosystem, c) Forest ecosystem, d) Supporting animal components, e) Media attachment pins, and f) Question cards

The next stage is the final stage of perfecting the Simita diorama learning media for class V elementary school. This media is applied directly when learning the sub-theme of ecosystem components with teacher guidance and played in groups and individually.

#### 4.3 Product Development Results

Simita diorama learning media display for fifth grade elementary school students. Simita's diorama learning media was validated by several experts, namely 3 material experts, 3 language experts, and 3 media experts. Validation aims to determine the suitability value of the Simita diorama learning media that has been created, by filling out a questionnaire and providing suggestions for improving the media to make it more suitable for use. The level of effectiveness of this material was validated by two teaching staff at Balitar Islamic University (UNISBA) and one elementary school teaching staff (SD Teacher). The assessment from the material expert validator is presented in table 1.

**Table 1.**Recapitulation of Material Expert Validation

Statement Validation	Validator I	Validator II	Validator III	Total
Suitability of Simita media material with KI and KD	4	4	5	13
Suitability of Simita media with sub-theme material on ecosystem components	4	5	4	13
Clarity of sub-theme material in Simita media	4	4	4	12
Completeness of the description of the material presented	4	4	4	12
Simita media does not cause misconceptions about the material	4	4	3	11
Total				61
Score criteria is				75
Percentage				81.3%

The results of the assessment data from 3 material expert validators had a total score of 61 from the score criteria of 75, resulting in a score of 81.3%. in the range  $80 \leq x \leq 100\%$  and categorized as very feasible, no need for revision. During the material validation process, there were several suggestions for improving the material. Revisions and suggestions are given in table 2.

**Table 2.**Material validator revisions and suggestions

No	Revision Materials	Revisions made
1.	The validator suggests that researchers made improvements to the material attachments to link learning media products with the use of learning materials	Researchers made improvements to the material attachments to suit the learning media
2.	The validator suggests correcting the terms in the question card so that they are not ambiguous	The researcher corrected the card terms so that students could understand the question cards

The Simita diorama learning media that has been developed by researchers has been validated by several experts, namely material experts, language experts and media experts. Validation from media experts was carried out by lecturers from PGSD who understand learning media as validator I, lecturers in charge of the PKN study program as validator II and one of the teachers at the elementary school as validator III. The results of validation recapitulation by media experts on Simita diorama learning media can be presented in table 3.

**Table 3.**Recapitulation of media expert validation

Statement Validation	Validator I	Validator II	Validator III	Total
Suitability of the media to the material	5	5	4	14
Suitability of media with thematic learning	5	4	5	14
Suitability of media to student learning environment	5	5	5	15
Suitability of media with tools to help understand information	5	5	5	15
The level of attractiveness of media displays	4	4	5	13
Clarity of the shape of Simita media image objects	4	4	5	13
Selection of colors in the media	4	5	5	14
Media contrast to media	4	4	5	13
The media presented is appropriate to everyday life	4	4	5	13
Media is easy to carry/move	4	5	4	13
Simita media storage convenience	4	4	4	12
The durability of the materials used by Simita media	5	5	5	15
Total				164
Score criteria is				180
Percentage				91.1 %

Based on the data obtained in table 3, the research results from 3 validators have a score of 164 from the score criteria of 180, so a percentage value of 91.1% is obtained. This value is in the range  $80 \leq x \leq 100\%$  and is included in the very suitable for use category. During the media validation process, there are several revisions submitted by the validator to achieve validity. These revisions and suggestions are in table 4 as follows.

**Table 4.**Media validator revisions and suggestions

No	Revision Materials	Revisions made
1.	The validator suggested that the back of the diorama media be given a background depicting the rice field and forest ecosystem.	Researchers provide background according to the learning media material. The background is rice fields for artificial ecosystems and forests for natural ecosystems



2.	The validator suggests adding wheels to make it easier to move the media.	Researchers added 4 wheels so that when the media was moved from one place to another it was easy.
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The Simita diorama learning media that has been developed by researchers has been validated by several experts, namely material experts, media experts and language experts. Validation from language experts was carried out by PGSD teaching lecturer who is proficient in language as validator I, IT teaching lecturer as validator II who is a lecturer at FTI Balitar Islamic University, and as elementary school teaching staff. In the questionnaire, the discussion contained in the questionnaire is about the language rules used, correct spelling and punctuation. The researcher developed it into a 5 point statement and the assessment obtained by the validator can be seen in table 5.

**Table 5.** Linguist Validation Recapitulation

Statement Validation	Validator I	Validator II	Validator III	Total
The sentences used use standard language	4	4	5	13
The sequence of material in the guidebook covers all sub-theme material on ecosystem components	4	5	4	13
Punctuation according to EYD	4	4	4	12
The language in Simita's media use book (including the spelling of words, sentences and paragraphs) is easy to understand	4	4	4	12
Usage book format	4	5	5	14
<b>Total</b>				<b>64</b>
Score criteria is				75
Percentage				85%

The assessment results from 3 language expert validators had a total score of 64 out of a criterion of 75, resulting in a score of 85%. This value is said by Arikunta (2010:35) to be in the range  $80 \leq x \leq 100\%$  and is categorized as very good and suitable for use. During the language validation process, there are several revisions submitted by the validators to achieve validity. The revisions and suggestions given can be seen in table 6.

**Table 6.** Revisions and Suggestions for language validators

No	Revision Materials	Before Revision
1.	The validator suggests correcting sentences that need to be reordered because their meaning is less understandable	Researchers correct sentences that are less understandable
2.	The validator suggested that correcting the punctuation and letter writing needs to be paid attention to because it does not match the spelling	Researchers improve punctuation and letter writing based on EYD.

Based on the validation results by three expert validators, it is known that the Simita diorama learning media developed is categorized as very good with an average percentage of 82.7% and is suitable for testing. The following table describes the scores obtained from the three expert fields, which can be seen in table 7.

**Table 7.**Recapitulation results of 3 expert validators

No	Field experts	Percentage
1.	Material expert	81.3%
2.	Media expert	91.1%
3.	Linguist	85%
Average		80%
Categories		Worthy

Media that is declared valid is then tested. The test subjects in this research were all class V UPT students at SD Negeri Sanankulon 02 on 1 September – 2 September 2020. The results of the analysis of student responses were carried out in class V UPT SD Negeri Sanankulon 02 with a total of 12 students . An instructional simulation trial was carried out to determine students' responses regarding the interest in the Simita diorama diorama learning media. The results of the questionnaire are presented in Table 8 as follows.

**Table 8.** Student Response Questionnaire

Students	Statement										Total Score
	1	2	3	4	5	6	7	8	9	10	
AR	1	1	0	1	1	1	1	1	1	1	9
RY	1	1	0	1	1	1	1	1	1	1	9
MD	1	1	1	1	1	1	1	1	1	1	10
VP	1	1	0	1	1	1	1	1	1	1	9
TB	1	1	1	1	1	1	1	1	1	1	10
DD	1	1	1	1	1	1	1	1	1	1	10
IS	1	1	1	1	1	1	1	1	1	1	10
D.G	1	1	1	1	1	1	1	1	1	1	10
F.A	1	1	1	1	1	1	1	1	1	1	10
ID	1	1	1	1	1	1	1	1	1	1	10
WW	1	1	0	1	1	1	1	1	1	1	9
C.M	1	1	0	1	1	1	1	1	1	1	9
Total											97
Maximum											120
Percentage											95.8%

Based on table 8, the student response questionnaire obtained a score of 97 out of a maximum score of 120, resulting in a percentage value of 95.8%. This value is included in the range  $80 \leq x \leq 100\%$  and is considered very appropriate and suitable for students. The results of the analysis of student responses, 70% wrote statements with perfect scores. Meanwhile, 30% of students wrote imperfect statements in number 3 about understanding material ecosystems through everyday events. Therefore, with diorama media, Simita can visualize material that is not possible to bring in the classroom.

Researchers view the product according to observations made in the field. This media has the following advantages.

1. The learning process is not boring
2. Students do not feel tense because learning is done while playing and studying.

3. Students become active because they can compose their own Simita diorama media according to their creativity.

Apart from having advantages, of course there are disadvantages, among others, the classroom atmosphere tends to be busy and requires a lot of time to prepare the media. Simita's diorama learning media is also in accordance with the RPP so that teachers have no difficulty in classifying this media with the material being studied.

At this stage of product refinement, the product has been tested and received a response from students, then the media is further refined in terms of design that is more popular with students to get media that is truly suitable for use by elementary school students and teachers in learning.

This research was published by making a scientific report on product research. Apart from that, publication is done by uploading products to social media. The purpose of this research publication is so that it can be used as a research reference or as a reference for Simita diorama learning media. Scientific publications are in the Balitar Islamic University Journal of Student Academic Research (JOSAR).

## 5. DISCUSSION

The results of Simita's diorama media development in learning the ecosystem theme were successfully developed at SDN Sanankulon 02 to become media that is suitable for use. Because with the Simita diorama media, students can understand the ecosystem theme material that has been presented, and this media is also very helpful for educators in conveying material and this media can be used in future learning activities. (Abrar, 2018) believes that apart from students, teachers are also observers in learning because the media is intended and used by students.

The results of this research, in line with Prabowo's (2017) research, developed 3-dimensional diorama media in science learning with high or very feasible criteria results. This shows that 3-dimensional diorama media in science learning is interesting and not boring with average media expert research results - an average of 97% and the assessment of results from material experts averaged 97% with very high criteria. Furthermore, Putra developed water cycle diorama media for science content for class V elementary school with very good results, succeeding in making students enjoy learning by using water cycle diorama media for science content. From the research results, he obtained a result of 95.33% in the very good category (Putra, 2021).

Furthermore, research conducted by Amalia, namely the feasibility of diorama media in integrated thematic learning on the theme of the beauty of my country from experts, class teachers and students, was said to be feasible. In this study, the results of media expert validation obtained an average of 91.25%, for material experts 91.7% and limited trials obtained an average of 92.2%. So it is concluded that media development is suitable for use in learning (Amalia, 2018)

The learning media developed by researchers has gone through validation and revision stages by 3 expert fields, each consisting of two expert lecturers and an elementary school teacher. Feasibility of Simita diorama media from validation results of material, language and media. Based on the material assessment, the percentage score shows that the media is suitable for use and the learning is in accordance with learning in class V elementary school. Assessed by three material

expert validators, a percentage of 81.3% of the value was obtained, including the range  $60 \leq x \leq 80\%$ , which was included in the feasible category, no need for revision.

Regarding the physical component of the media, the media expert validator stated that Simita's diorama media was quite suitable in terms of the durability of the media used which were made from glass, flannel as well as miniature plants and animals made of plastic and age suitability for learning. Based on research from three expert media validators, a percentage of 91.1% was found to be in the range  $80 \leq x \leq 100\%$  and included in the very suitable for use category.

As a result of the language validation, the validator stated that the Simita diorama media guidebook with learning materials was in accordance with language rules, spelling used and language that was easy for students to understand. Based on the assessment of three language expert validators in the Simita diorama media guidebook, a percentage of 85% of the value was obtained, including the range  $80 \leq x \leq 100\%$ , so it is included in the category very good and worthy.

Based on the student instructional simulation test, 12 students from class V were used to determine student responses to the Simita diorama media that had been provided. The results of student responses obtained a percentage of 95.8% so that it can be categorized as very feasible because Simita diorama media can make it easier for students to learn ecosystem material.

The disadvantages of the media that researchers have developed are: *First* This media uses a glass container which requires caution when using. *Second*, there are concerns about the fixing pins made from small pine nails which could injure children, so supervision and caution is needed when using Simita diorama media.

## 6. CONCLUSION

Simita's diorama learning media on ecosystem theme material, in class V elementary schools, has gone through a feasibility test by material expert validators, media experts and language experts. The percentage obtained from material expert validators was 81.3%, media expert validators 91.1%, and language expert validators 85%. Based on the validator results, it can be concluded that the Simita diorama learning media is categorized as appropriate by experts. Based on the analysis of questionnaire data, students' responses to the Simita diorama media obtained a percentage score of 95.8% with very good information. Based on the results of student criticism and suggestions, it is proven that the Simita diorama learning media developed by researchers received a good response from students. students are interested in learning using learning media developed by researchers. The Simita diorama media can foster students' interest and response to participate in learning by using good media.

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