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Increasing Student Learning Motivation by Using Diorama Media in Ecosystem Material for Junior High School Student

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Abstract: The learning process at State Junior High School 4 Babahrot takes place conventionally and student motivation is still low in learning. This study aims to determine the increase in student learning motivation with the use of diorama media on the ecosystem material of class VII of State Junior High School 4 Babahrot. The research design used is true experiment. The population in this study were all students of class VII of State Junior High School 4 Babahrot consisting of two classes VIIa and VIIb. The sample in this study was class VIIa consisting of 14 students and class VII consisting of 10 students with random sampling technique. Data were collected using a learning motivation observation sheet observed by two observers. Data analysis using the percentage formula. The results of the study prove that there is a difference in student learning motivation between the experimental class and the control class, where the experimental class meeting I was 77.5% with very good criteria and meeting II was 91.25% with very good criteria while the control class meeting I was 40% with fairly good criteria and meeting II was 50% with fairly good criteria. It can be concluded that the use of diorama media in ecosystem material can increase the learning motivation of seventh grade students at Babahrot 4 State Junior Hogh School, Southwest Aceh Regency.

Keywords: Learning motivation, diorama media, ecosystem material.

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INTRODUCTION

Teachers as message senders play an active role in creating a pleasant learning atmosphere and can motivate students to learn (Fatwa et al., 2024; Lubis, 2024; Wolfolk, 2016). In improving learning, teachers need the right learning media to support the desired learning outcomes (Arsyad, 2011; Kimianti & Prasetyo, 2019; Ningsih et al., 2023; Nurliza et al., 2024; Putra et al., 2023). Learning media is one of the supporting factors in creating a pleasant learning atmosphere and making it easier for students to understand the material presented by the teacher (Fatimah & Maryani, 2018; Fatwa & Rofiq, 2019; Lubis & Lubis, 2024; Mulyono & Hidayati, 2020).

Based on the results of observations at State Junior High School 4 Babahrot, West Aceh Regency, during the learning process, especially on ecosystem material, it was seen that teachers implemented learning by explaining the lesson material in front of the class

and only focused on textbooks so that this caused a less than good response from students, such as students not paying attention to the teacher's explanation and talking to their deskmates when the teacher was explaining the material, so that this condition could affect students' learning motivation.

Based on the results of interviews with science teachers at State Junior High School 4 Babahrot, West Aceh Regency, the media used in the learning process were very limited because there were no laboratories, projectors, and other types of media such as teaching aids. This was also supported by the results of interviews with several students, who stated that learning so far had only taken place with explanations from the teacher and focused on textbooks as a source of learning so that the learning that had taken place so far was boring and did not foster students' motivation in learning biology.

Therefore, a media is needed that can optimize the teaching and learning process so that it can foster motivation in learning activities. The benefits of using media in the learning process are that it can foster students' learning motivation so that learning will attract more students' attention and can lead to better understanding (Agustin et al., 2020; Lubis & Wangid, 2019; Silvia et al., 2023). One of the media that is suitable for use in the learning process of ecosystem material is diorama media. Diorama media is a media that is made by manipulating real objects into miniature three-dimensional imitation objects that aim to depict real scenery. One of the biology materials that requires media in conveying messages is ecosystem material. This is also supported by the results of research conducted by Siskha (2012) explaining that the use of 3-dimensional visual media can increase students' learning motivation in the field of science studies in grade III of elementary school 37 Pekanbaru in 2011/2012.

METHODS

This research was conducted at State Junior High School 4 Babahrot, Southwest Aceh Regency. The research was conducted in January 2020. The population in this study were all students of class VII of State Junior High School 4 Babahrot, Southwest Aceh Regency consisting of 36 students. The sampling technique in this study used random sampling. The classes selected as samples were class VIIa with 19 students and class VIIb with 17 students.

The data collection technique used in this study is observation. The observation of learning motivation contains 12 statements for the experimental class and 10 statements for the control class. This observation sheet contains 12 statements for the experimental class and 10 statements for the control class which will later be filled in by the observer according to observations in the classroom during the learning process by providing a check-list according to the assessment criteria according to the Likert Scale. The grid on the student learning motivation indicator includes 1) desire to succeed, 2) interest in learning, 3) motivation and need to learn, 4) appreciation in learning, and 5) conducive learning environment.

TABLE 1. *Student Learning Motivation Observation Assessment Score*

Category	Score
Very Good (VG)	4
Good (G)	3
Bad (B)	2
Very Bad (VB)	1

RESULTS AND DISCUSSION

Based on the results of the study, research data was obtained on student learning motivation conducted at State Junior High School 4 Babahrot, Southwest Aceh Regency. The results of observations on student learning motivation obtained during learning activities using the motivation observation sheet observed by two observers in the experimental class can be seen in the percentage of learning motivation in Table 2.

Furthermore, the results of observations using the student learning motivation observation sheet observed by two observers obtained during learning activities in the control class can be seen in the percentage in Table 3.

Based on Tables 2 and 3, the results of student learning motivation show an increase between students who are taught using diorama media compared to students who are taught conventionally.

TABLE 2. *Percentage of Student Learning Motivation in Experimental Class*

No	Indicator	Class		Total Average	Criteria
		Average P1	Average P2		
1	Desire to Succeed	3 (75%)	3,5 (87,5%)	81,25 %	VG
2	Interest in Learning	3,5 (87,5%)	4 (100%)	93,75%	VG
3	Motivation and Need for Learning	2 (50%)	2,75 (68,75%)	59,37%	G
4	Rewards in Learning	3 (75%)	4 (100%)	87,5%	VG
5	Conducive Learning Environment	4 (100%)	4 (100%)	100%	VG
Total Average		**1,6**	**2**	**-**	**-**
Total Percentage		**40%**	**50%**	**45%**	**VG**

TABLE 3. *Percentage of Student Learning Motivation in the Control Class*

No	Indicator	Class		Total Average	Criteria
		Average P1	Average P2		
1	Desire to Succeed	2 (50%)	2,5 (62,5%)	56,25 %	G
2	Interest in Learning	1,5 (37,5%)	1,5 (37,5%)	37,5%	B
3	Motivation and Need for Learning	1,5 (37,5%)	2,5 (62,5%)	50%	B
4	Rewards in Learning	1,5 (37,5%)	1,5 (37,5%)	37,5%	B
5	Conducive Learning Environment	1,5 (37,5%)	2 (50%)	43,75%	B
Total Average		**1,6**	**2**	**-**	**-**
Total Percentage		**40%**	**50%**	**45%**	**B**

Based on the results of the analysis of student learning motivation research data with the use of diorama media on the ecosystem material of class VII of State Junior High School 4 Babahrot, the experimental class and the control class observed using the student learning motivation observation sheet instrument, it can be seen that the experimental class using diorama media shows better learning motivation compared to the control class which is taught conventionally (as usual). This can be seen from the average percentage of student learning motivation indicators from the experimental class and the control class. Based on the results of observations of student learning motivation in the experimental class, the indicator of the desire to succeed at the first meeting obtained a score of 3 with a percentage of 75% which is included in the good criteria and at the second meeting obtained a score of 3.5 with a percentage of 87.5% which is included in the very good criteria with an average percentage of both meetings 81.25% which is included in the very

good criteria. Student learning motivation at the second meeting increased because at the first meeting students were not used to learning using media. While different from the control class on the indicator of desire to succeed the first meeting obtained a score of 2 with a percentage of 50% which is categorized as quite good criteria and the second meeting obtained a score of 2.5 with a percentage of 62.25% which is categorized as good criteria with an average percentage of both meetings 56.25% which is categorized as good criteria.

Based on the results of observations of learning motivation of students in the experimental class on the indicator of interest in learning at the first meeting obtained a score of 3.5 with a percentage of 87.5% which is categorized as very good criteria and at the second meeting obtained a score of 4 with a percentage of 100% which is categorized as very good criteria with an average percentage of both meetings 93.75% which is categorized as very good criteria, while the control class for the first and second meetings obtained the same score, namely 1.5 with a percentage of 37.% with fairly good criteria which did not increase with an average percentage of both meetings 37.5% which is categorized as quite good.

Based on the results of observations of the learning motivation of students in the experimental class on the indicators of motivation and learning needs, the experimental class at the first meeting obtained a score of 2 with a percentage of 50% which is included in the fairly good criteria and the second meeting obtained a score of 2.75% with a percentage of 68.75% which is included in the good criteria with an average percentage of both meetings of 59.37% which is included in the good criteria, while the control class at the first meeting obtained a score of 1.5 with a percentage of 37.5% which is included in the fairly good criteria and the second meeting obtained a score of 2.5 with a percentage of 62.5% which is included in the good criteria with an average percentage of both meetings of 50% which is included in the fairly good criteria.

Based on the results of observations of the learning motivation of students in the experimental class on the reward indicator in learning, the experimental class at the first meeting obtained a score of 3 with a percentage of 75% which is included in the good criteria and the second meeting obtained a score of 4 with a percentage of 100% which is included in the very good criteria with an average percentage of both meetings of 87.5% which is included in the very good criteria, while the control class at the first and second meetings obtained the same score of 1.5 with a percentage of 37.5% which is included in the fairly good criteria with an average percentage of both meetings of 37.5% which is included in the fairly good criteria. Based on the results of observations of the learning motivation of students in the experimental class on the conducive learning environment indicator, the first and second meetings obtained the same score of 4 with a percentage of 100% which is included in the very good criteria with an average percentage of both meetings of 100% which is included in the very good criteria, while the control class for the first meeting obtained a score of 1.5 with a percentage of 37.5% which is included in the fairly good criteria and the second meeting obtained a score of 2 with a percentage of 50% with a fairly good criteria with an average percentage of both meetings of 43.75% which is included in the fairly good category. This is in accordance with the results of research conducted by Arinda stating that there is a positive and significant influence of the learning environment and the use of learning media on student learning motivation. The more conducive the learning environment, the higher the student's learning motivation. Based on the explanation above, the use of diorama media can increase students' learning motivation at State Junior High School 4 Babahrot, Southwest Aceh Regency in the experimental class with an average percentage of 5 indicators, namely 84.37%, which is included in the very good criteria, different from the control class which obtained an average percentage of 5 indicators, namely 45%, which is included in the fairly good criteria.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of diorama media in learning has proven to be effective in increasing students' learning motivation in the ecosystem material of class VII of State Junior High School 4 Babahrot, Southwest Aceh Regency.

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