



The Implementation of Picture and Picture Learning Model Assisted by Diorama Media on the Learning Outcomes of Fifth-Grade Students in Pancasila Education at SD Negeri 30 Lubuk Linggau

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Abstract: This study aimed to determine the learning mastery in Pancasila education among fourth-grade students at SD Negeri 30 LubukLinggau following the use of the "Picture and Picture" learning model assisted by diorama media. The study employed pre-test and post-test assessments. The sample was drawn from the total population using a random sampling technique. The instrument used consisted of 17 multiple-choice questions. Data analysis was conducted using the z-test at a significance level of $\alpha = 0.05$. The results showed that z-calculated (7.07) was greater than z-table (1.64); thus, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, confirming an improvement in learning outcomes specifically regarding Pancasila Education for fifth-grade students at SD Negeri 30 LubukLinggau after using the "Picture and Picture" model assisted by diorama media. The average score was 83.65, and the percentage of students achieving mastery was 100%.

Keywords: Result, *Picture and Picture*, Pancasila Education, SD.

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Introduction

Education is an important part of the development of students' knowledge, attitudes, and skills. In the context of Pancasila Education, learning is not only directed toward students' understanding of Pancasila and the 1945 Constitution but also toward helping students recognize the environment and territory around them. This is intended to foster students' sense of patriotism and their understanding of the area in which they live.

Pancasila Education learning therefore requires learning activities that can help students understand the material in a meaningful way. However, based on the initial observation conducted at SD Negeri 30 Lubuk Linggau among fifth-grade students, students' learning outcomes in Pancasila Education were still

below the established Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran/KKTP*), which was 70. The observation also showed limited use of learning models and media that could support Pancasila Education learning. This condition made it difficult for students to understand the material and caused students to feel bored during the learning process.

The thesis further explains that monotonous and uninteresting learning methods can contribute to students' boredom. According to Ambarita *et al.* (2024), traditional learning methods that place the teacher as the center of the teaching and learning process, such as lectures and question-and-answer activities, can make students feel bored. The condition at SD Negeri 30

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Lubuk Linggau was reflected in the students' daily test results. Of the **29 students**, only **11 students (37%)** achieved the KKTP, while **18 students (63%)** did not achieve the criterion.

These conditions indicate the need for innovation in learning models and media. One of the models proposed in the thesis is the *Picture and Picture* learning model. This model can make learning more concrete and can be combined with diorama media. The thesis describes diorama as a three-dimensional medium that represents an event or situation. In Pancasila Education, particularly the fifth-grade material in Chapter 1, *Pancasila dalam Kehidupanku*, in accordance with the learning objectives of the Merdeka Curriculum, the *Picture and Picture* model assisted by diorama can be used as an alternative learning approach.

The combination of the *Picture and Picture* learning model and diorama is expected to provide a solution for improving students' learning outcomes in Pancasila Education. The thesis explains that fifth-grade students have learning characteristics that involve seeing and practicing directly. Therefore, a learning model that can visualize the learning material, combined with appropriate media, is considered necessary to make learning more meaningful.

Previous research cited in the thesis also supports the use of the *Picture and Picture* model. Hanna Salsabila dkk. (2024), in a study entitled *Pengaruh Model Pembelajaran Kooperatif Tipe Picture and Picture terhadap Hasil Belajar Pendidikan Pancasila*, found that the *Picture and Picture* model had a positive and significant effect on the Pancasila Education learning outcomes of elementary school students. The similarity between that study and the present study lies in the use of the *Picture and Picture* model and the learning-outcome variable in Pancasila Education. However, the previous study did not use diorama media and was conducted with first-grade elementary school students, whereas the present study combines the *Picture and Picture* model with diorama media for fifth-grade students.

Based on these conditions, the present study was conducted among fifth-grade students at SD Negeri 30 Lubuk Linggau through the implementation of the *Picture and Picture* learning model assisted by diorama media. The study was intended to help students connect the learning material presented in the classroom with their everyday lives.

Therefore, the research problem addressed in this study was whether the learning outcomes of fifth-grade students in Pancasila Education after the implementation of the *Picture and Picture* learning model assisted by diorama at SD Negeri 30 Lubuk Linggau would achieve significant mastery.

Accordingly, the objective of this study was to determine the learning mastery of fifth-grade students in Pancasila Education after the implementation of the *Picture and Picture* learning model assisted by diorama.

Method

Research Design

This study employed a quantitative approach with an experimental method. The research was conducted using pre-test and post-test measurements to determine students' learning outcomes before and after the implementation of the *Picture and Picture* learning model assisted by diorama media.

The research was conducted at SD Negeri 30 Lubuk Linggau. The research activities consisted of five meetings: one meeting for the initial test (*pre-test*), three meetings for the implementation of the *Picture and Picture* learning model assisted by diorama media, and one meeting for the final test (*post-test*).

Research Procedure

The research procedure consisted of the following stages:

Table 1. Research Procedure

Stage	Activity
1	Administration of the pre-test
2	Implementation of the <i>Picture and Picture</i> learning model assisted by diorama media
3	Implementation of the <i>Picture and Picture</i> learning model assisted by diorama media
4	Implementation of the <i>Picture and Picture</i> learning model assisted by diorama media
5	Administration of the post-test

The thesis states that before the learning activities began, the researcher first explained how the *Picture and Picture* learning model assisted by diorama media would be implemented because the model had not previously been used at the school. After the students' initial abilities were identified through the pre-test, the treatment was conducted for three meetings. A post-test was subsequently administered to determine the students' final learning outcomes.

Research Participants

The research involved 23 fifth-grade students. The pre-test and post-test were both administered to these 23 students.

Research Instrument

The instrument used in this study was a multiple-choice test. Initially, the researcher prepared 20 multiple-choice items. The instrument was tested on sixth-grade students to determine the validity of the questions. Based on the validity analysis, 17 items were

declared valid and used, while 3 items were declared invalid and were not used.

Table 2. Research Instrument

Description	Number of Items
Items tested	20
Valid items	17
Invalid items	3
Items used in the research	17

The 17 valid multiple-choice items were subsequently used in the pre-test and post-test.

Data Collection

The pre-test was administered on 30 July 2026 and consisted of 17 multiple-choice questions. The post-test was administered on 5 August 2026 and also consisted of 17 multiple-choice questions. The tests were used to measure students' initial and final learning outcomes in Pancasila Education.

Data Analysis

The data obtained from the post-test were analyzed statistically. The thesis states that hypothesis testing used a **one-sided z-test** because the research sample was considered a saturated sample (*population = sample*). The hypothesis-testing criterion was that if $z_{\text{count}} \geq z_{\text{table}}$, H_0 was rejected and H_a was accepted. Before hypothesis testing, a normality test was conducted using the Chi-square goodness-of-fit test at a significance level of $\alpha = 0.05$. The data were considered normally distributed when $\chi^2_{\text{count}} < \chi^2_{\text{table}}$.

Result and Discussion

Pre-Test Results

The pre-test was administered to determine the students' initial learning outcomes before the implementation of the *Picture and Picture* learning model assisted by diorama media. The test consisted of 17 multiple-choice items and was administered to 23 students.

Table 3. Recapitulation of Pre-Test Results

KKTP	Frequency	Percentage	Description
< 70	21	91.30%	Not Mastered
≥ 70	2	8.70%	Mastered
Total	23	100%	

Descriptive Statistic	Value
Highest score	71
Lowest score	18
Mean	43.22
Standard deviation	16.45

Source: Research data from the thesis.

The pre-test results show that the students' initial learning outcomes were categorized as not yet

mastered, with a mean score of 43.22 and a standard deviation of 16.45.

Post-Test Results

The post-test was administered after the implementation of the *Picture and Picture* learning model assisted by diorama media. The test consisted of 17 multiple-choice questions.

Table 4. Recapitulation of Post-Test Results

KKTP	Frequency	Percentage	Description
< 70	0	0%	Not Mastered
≥ 70	23	100%	Mastered
Total	23	100%	

Descriptive Statistic	Value
Highest score	100
Lowest score	71
Mean	83.65
Standard deviation	16.45*

*The standard deviation value is reproduced from the table as presented in the thesis, although the surrounding narrative does not restate it.

According to the thesis, all 23 students achieved the KKTP of 70 or higher. The highest score was 100, the lowest score was 71, and the mean score was **83.65**. Thus, the students' final learning outcomes were categorized as mastered.

Comparison of Pre-Test and Post-Test Results

The thesis reports that there was a difference between students' pre-test and post-test learning outcomes after the implementation of the *Picture and Picture* learning model assisted by diorama media. The mean score increased from 43.22 to 83.65, representing an increase of 40.43 points.

Table 5. Comparison of Pre-Test and Post-Test Results

Indicator	Pre-Test	Post-Test
Mean score	43.22	83.65
Students achieving KKTP	8.69%	100%
Students not achieving KKTP	91.31%	0%

Source: Research data.

Normality Test

The normality test was conducted using the Chi-square test. The results are presented in the following table.

Table 6. Recapitulation of Normality Test Results

Data	χ^2_{count}	df	χ^2_{table}	Conclusion
Post-test	3.1506	4	9.48	Normal
Pre-test	4.6860	4	9.48	Normal

The results show that both the post-test and pre-test χ^2 count values were lower than the χ^2 table value of 9.48. Therefore, both datasets were categorized as normally distributed at $\alpha = 0.05$.

Hypothesis Test

The hypothesis test was conducted to determine whether the learning outcomes of fifth-grade students in Pancasila Education after the implementation of the *Picture and Picture* learning model assisted by diorama media achieved significant mastery.

Table 7. Hypothesis Test Results

Test	zcount	ztable	Decision
Post-test	7.07	1.64	H_0 rejected; H_a accepted

The calculated value was 7.07, while the table value at a significance level of 5% was 1.64. Because $7.07 \geq 1.64$, H_0 was rejected and H_a was accepted. Thus, according to the hypothesis-testing results reported in the thesis, the learning outcomes of fifth-grade students after the implementation of the *Picture and Picture* learning model assisted by diorama media were significantly mastered.

Discussion

The findings of this study indicate that the implementation of the *Picture and Picture* learning model assisted by diorama media was able to support the achievement of Pancasila Education learning outcomes among fifth-grade students at SD Negeri 30 Lubuk Linggau. The research was conducted through an initial test, three treatment sessions, and a final test. Before the treatment was implemented, the researcher first explained the learning procedures because the students had not previously experienced the *Picture and Picture* learning model assisted by diorama media.

The pre-test results showed that the students' initial learning outcomes were still in the not-mastered category. The mean score was 43.22, with a standard deviation of 16.45. The results reported in the thesis also showed that most students had not achieved the KKTP of 70. These findings indicate that students' initial abilities in Pancasila Education were still relatively low before the treatment was implemented.

The learning process was then conducted using the *Picture and Picture* model assisted by diorama media for three meetings. During the first treatment, students were still adapting to the learning model and some students were confused about the learning procedures. The researcher subsequently provided further explanations and examples related to students' everyday activities. After this explanation, students began to actively ask questions.

During the subsequent learning activities, students became increasingly familiar with the *Picture and Picture* learning model assisted by diorama media. In the third treatment, the learning process was described as running more smoothly and actively. When students were asked to explain the material that had been discussed in the previous treatments, many students volunteered to come forward and explain it. Students also became accustomed to asking questions actively.

The improvement in student learning outcomes was reflected in the post-test results. The thesis reports that all 23 students achieved the KKTP of 70 or higher. The highest score was 100, the lowest score was 71, and the mean score increased to 83.65. The difference between the pre-test and post-test mean scores was reported as 40.43 points.

The increase in learning outcomes is also consistent with the changes observed during the learning process. According to the thesis, the use of the *Picture and Picture* model assisted by diorama media could serve as an alternative when students experienced boredom during learning. The learning process became more active, while the teacher functioned primarily as a facilitator who guided and controlled the activities undertaken by the students.

The statistical analysis further supports the descriptive findings. The normality test showed that the post-test data had a χ^2 count of 3.1506, while the χ^2 table was 9.48. The pre-test data had a χ^2 count of 4.6860, also lower than the χ^2 table of 9.48. Thus, according to the criteria used in the thesis, both datasets were normally distributed.

The hypothesis test produced a calculated value of 7.07, compared with a table value of 1.64 at a significance level of 0.05. Because 7.07 was greater than 1.64, H_0 was rejected and H_a was accepted. Therefore, the hypothesis proposed in the study was accepted, indicating that the learning outcomes of fifth-grade students in Pancasila Education after the implementation of the *Picture and Picture* learning model assisted by diorama media were significantly mastered.

These findings are in line with the previous research cited in the thesis by Hanna Salsabila dkk. (2024) concerning the effect of the *Picture and Picture* cooperative learning model on Pancasila Education learning outcomes. The previous study reported a positive and significant effect of the *Picture and Picture* model on elementary students' Pancasila Education learning outcomes. The similarity with the present study lies in the use of the *Picture and Picture* model and learning outcomes in Pancasila Education. The difference is that the previous research did not use diorama media and involved first-grade students,

whereas the present study used diorama media with fifth-grade students.

Overall, the findings demonstrate that the *Picture and Picture* learning model assisted by diorama media created a learning process that was more active, meaningful, and student-centered. The students became more accustomed to participating, asking questions, explaining learning material, and engaging in the learning process. In accordance with the conclusion of the thesis, the implementation of the *Picture and Picture* model assisted by diorama media supported the achievement of significant mastery in Pancasila Education learning outcomes among fifth-grade students at SD Negeri 30 Lubuk Linggau.

Conclusion

Based on the results of the study, the implementation of the *Picture and Picture* learning model assisted by diorama media resulted in the mastery of Pancasila Education learning outcomes among fifth-grade students at SD Negeri 30 Lubuk Linggau. The students' mean score increased from 43.22 in the pre-test to 83.65 in the post-test, representing an increase of 40.43 points. In the post-test, all 23 students (100%) achieved the KKTP of 70 or higher. The hypothesis test resulted in a calculated value of 7.07, while the table value was 1.64 at a significance level of 0.05. Since $7.07 > 1.64$, H_0 was rejected and H_a was accepted. Therefore, based on the results reported in the thesis, the learning outcomes of fifth-grade students in Pancasila Education after the implementation of the *Picture and Picture* learning model assisted by diorama media achieved significant mastery. Thus, the *Picture and Picture* learning model assisted by diorama media can be used in the learning of Pancasila Education for fifth-grade students at SD Negeri 30 Lubuk Linggau, as reflected in the improvement of students' learning outcomes from the pre-test to the post-test.

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