



## THE DEVELOPMENT OF POP-UP BOOK LEARNING MEDIA IN PANCASILA MATERIALS BASED ON LOCAL WISDOM AT ELEMENTARY SCHOOL

**Muhamad Afandi**

Sultan Agung Islamic University, Semarang, Indonesia  
*mafandi@unissula.ac.id*

**Sari Yustiana**

Sultan Agung Islamic University, Semarang, Indonesia  
*sari.yustiana@unissula.ac.id*

**Nofita Puji Kesuma**

Sultan Agung Islamic University, Semarang, Indonesia  
*nofita@std.unissula.ac.id*

### Abstract

The Development of Pop-Up Book learning media in Pancasila Material Based on Local Wisdom at second grade of Elementary Schools was conducted to find out its feasibility, practicality and effectiveness. This study used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. At the Analysis stage, interviews, material analysis and student needs are carried out. Then, at the design stage, namely the selection of product formats and images are conducted. The development stage is carried out by validating the expert validator. Furthermore, the Implementation stage was tested on students and the Evaluation stage was carried out by pretest and posttest to determine the effectiveness of students. Based on these five stages, the development of Pop-Up Book Learning media resulted in the feasibility of learning media with a score of 0.90 which was obtained by four validators, then the practicality of the Pop-Up Book learning media got a value of 90.8%. The effectiveness of using the Gain Test was 0.45. and get the "moderate" criteria. Based on these results, the Pop-Up Book learning media is declared feasible, practical and effective in learning.

**Keywords:** Learning Media, Pop-Up Book, Local Wisdom, Pancasila.

### Abstrak

*Pengembangan media pembelajaran Pop-Up Book pada Materi Pancasila Berbasis Kearifan Lokal di Kelas II Sekolah Dasar untuk mengetahui kelayakan, kepraktisan dan keefektifannya. Penelitian ini menggunakan model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation). Pada tahap Analisis dilakukannya wawancara dan analisis materi serta kebutuhan siswa, Kemudian pada tahap design yaitu pemilihan format dan gambar produk. Tahap Development dilakukan dengan uji validasi kepada validator ahli. Selanjutnya tahap Implementation di ujikan kepada siswa dan tahap Evaluation di lakukan dengan Pretest dan Posttest untuk mengetahui keefektifan siswa. Berdasarkan kelima tahapan tersebut Pengembangan media Pembelajaran Pop-Up Book menghasilkan kelayakan media pembelajaran dengan skor 0,90 yang didapatkan oleh empat validator, Kemudian pada kepraktisan media pembelajaran Pop-Up Book mendapatkan nilai 90,8% serta keefektifan menggunakan Uji Gain sebesar 0,45 dan mendapatkan kriteria "sedang". Berdasarkan hasil tersebut media pembelajaran Pop-Up Book dinyatakan layak, praktis dan efektif untuk digunakan dalam pembelajaran.*

**Kata Kunci:** Media Pembelajaran, Pop-Up Book, Pancasila.

## INTRODUCTION

Education has become an important aspect in human's life. Through education, people can develop insight, knowledge, values and character as well as the cultural inheritance. Therefore, educators should prepare appropriate methods in teaching to promote successful education especially in this era of the industrial revolution 4.0 (Maghfiroh *et al.*, 2020; Wahyuningsih & Susanti, 2020).

Curriculum is an educational plan, handles and guidelines regarding the type, scope, and content and process of education. The curriculum is seen as a tool designed to achieve the expected goals. The curriculum was developed as a guide to direct students to become qualified in facing the challenges of every era. Efforts made by the government are updating the Unit Level Curriculum into the 2013 curriculum. It is included in the curriculum of the Minister of Education and Culture Regulation No. 69 of 2013 that "prepares Indonesian citizens to have the ability as individuals or citizens who are productive, loyal, creative, innovative and effective and can contribute to the lives of the community, nation and state". It is this cultural literacy and citizenship that must be introduced from an early age because students must know Indonesian culture, customs, beliefs, race, and



ethnicity (Ahsani & Azizah, 2021). The 2013 curriculum is directed at preparing students to be more productive, in the form of books, pictures, tapes, video recorders, computers. Teaching materials such as teacher books and student books were prepared by the government in order to support the curriculum 2013 (Ahsani *et al.*, 2020). The use of appropriate media will improve the quality of good and meaningful learning, and help students understand material that is difficult to understand (Maghfiroh *et al.*, 2020). At elementary schools, teachers have an important role in making it happen through classroom learning, including the teacher being able to develop lesson planning, carry out learning and also conduct learning evaluations (Afandi *et al.*, 2021).

Based on an interview with one of the Gebang Sari 01 Elementary School teachers on November 26, 2019, it shows that the level of interest of students in the material is not maximal. The use of learning media is still lacking and only using books making students get bored. The delivery of Pancasila material was done by giving examples of Pancasila behavior and using the lecture method. Moreover, students tend to be less interested and do not understand how to apply the values of Pancasila in their daily lives. From the results of the interviews, the writers attempted to create and develop an innovative book media to make it more attractive and effective in the material Pancasila, namely Pop-up book media.

The Pop-up book is a three-dimensional element with movable parts so that it gives the appearance of an attractive image. According to (Devi & Maisaroh, 2017) "The appearance of the Pop-Up book is very interesting because it has three-dimensional elements and kinetic motion". The use of Pop-up Book media can grow and stimulate students in their learning because each page of the Pop-Up Book provides illustrations with interesting surprises. This can also encourage the desire of students to read and understand the material, especially Pancasila material. Efforts to cultivate Pancasila material can be used in various ways, namely by instilling the spirit of Pancasila in students through local wisdom.

A number of studies in accordance with the use of pop-up book have been conducted by some previous researchers. Recently pop-up book can be used as a media in teaching and learning process (Colidiyah, 2018; Praheto, 2018; Sari & Suryana, 2019; Wulandari *et al.*, 2020). Besides, pop-up can be used as media to improve students' understanding of science (Safri *et al.*, 2017). In addition, pop-



up can be used as an alternative to improve learning autonomy among students (Elmunsyah *et al.*, 2019). Referring to it, some studies explore the pop-up book in teaching science, language, mathematic without correlating to local wisdom. This present study explores more about the use of pop-up book as a learning media to teach Pancasila by considering local wisdom.

## METHODS

This study used *Research and Development* (R & D) combining qualitative and quantitative methods" (Najib, 2018). In the field of education, products produced through R&D research are expected to increase educational productivity, namely graduates with a large number, quality, and relevance as needed (Haryati, 2012). The developed products have been tested for effectiveness by experts to match the goals achieved.

This research design uses the ADDIE Model model. According to (Barokati & Annas, 2013), the ADDIE Model, which stands for Analysis-Design-Development-Implementation-Evaluation, is one of the models that guides the development of effective, dynamic and supportive learning. In line with this statement, the ADDIE model is also arranged in order with systematic activities as a means of solving learning problems related to learning resources according to the needs of students' characteristics (Tegeh & Kirna, 2013). Then it can be concluded that the ADDIE model can be an effective model guide and supports efforts to solve various learning problems according to student needs.

The research model ADDIE consists of 5 steps (Tegeh & Kirna, 2013), namely (1) analysis (*analyze* ), (2) design (*design* ), (3) development, (4) implementations and (5) evaluation. Activities with the ADDIE model basically have a relationship between one another (Benny & Pribadi, 2014). The Research used by this model is done in stages and in order to achieve the desired goals.

The data collection techniques used in this study were in the form of interviews, questionnaires and tests. Interviews were conducted to obtain initial data and to guide the development of Pop-Up Book media. The questionnaire was given to the validators, students and teachers in order to find out the feasibility and practicality of the media. Then, the test was used to determine the effectiveness of



students in using Pop-Up Book media. The data analysis technique is to do book feasibility analysis, practicality analysis, and effectiveness analysis.

## **RESULTS AND DISCUSSION**

The results of developing learning media were obtained using the ADDIE model. The ADDIE model consists of 5 stages, namely analysis, design, development, implementation, and evaluate. The descriptions of the stages are as follows:

### **Analysis Stage**

At this stage, a needs analysis and development of the *Pop-Up Book* media are needed. At this stage of the analysis, namely performance analysis and Need Analysis. (a) *Performance Analysis*; Performance analysis at this stage is done through observation and interview to the teachers. (b) *Need Analysis*; Based on a needs analysis, the necessary development of instructional media Pop-Up Book based on local wisdom was used to help teachers improve the taste of interest and understanding of the learning Pancasila material in order to achieve the intended learning objectives.

### **Design Stage**

Based on the analysis above, that the need for further development of instructional media is designing teaching media. The design stage consists of the following: (1) Compilation of material, preparation of the material in the development of instructional media tailored to the core competencies and core competencies of the problems experienced by students is a lack of understanding on the matter of Pancasila. (2) Format and image selection, the Pop-Up book learning media format based on local wisdom is in an attractive design. In selecting the format and images used according to the needs of low-grade students by providing illustrations so as not to be boring. Details of the learning media format, namely: (a) Pop-Up Book Media has an attractive design style, (b) Pop-Up Book Media has A3 size, (c) Pop-Up Book Media has a 3-dimensional shape, (d) Font size according to low students is easy read, (e) Pop-Up Book



media using clear illustrations, (f) Learning media printed on ivory paper. (3) Initial Design, learning media are designed in the format according to what has been designed. Media Pop-Up Book is designed using CorelDraw application. In the design, you must choose the accuracy of the color and the accuracy of the illustration so that it is easy to see and. At the design stage, you must also adjust the accuracy of the location to make it balanced. Material adjustments and cultural elements are highlighted

### **Development Stage**

At this stage the draft is generated from the design stage. Then the draft is validated by expert validators for revision or improvement in order to meet the product's feasibility before being applied to the subject in the field; (a) Writing instructional media, The writing of learning media is prepared based on several aspects of assessment, namely suitability, arrangement, balance, color, readability, attractiveness, goodness, and cultural identity. (b) Expert Validation, In the draft of instructional media Pop-Up Book finished further validated by Mrs. Nuhyal Ulia, Mr. Mohammad Ramdoni, Mrs. Djuni, and Mrs. Saginem. Validation is the study of an action in the proof to products designed through research. The feasibility of the product in development is assessed at the validation stage. The assessment in this study was carried out by four validators and also provided suggestions and input for product improvement. Media validation of 12 statements to the 8 indicators conformance statement consists of learning objectives, arrangement, balance, color, easy to read, draw, containing the virtues, and has the advantage of identity. The input of the four existing validators of capitalization should be read obviously. The use of the letters is clearly easier for students to read the content of the material in the medium of learning. The Pop-Up Book is still visible from the outside when the Pop-Up Book is closed so there must be design improvements to make it interesting. Instructional media Pop-Up Book gets revised and input in order to enhance the learning media before being tested in the field. (c) Revision, the revision stage contains suggestions and input from the four validators for the perfection of the media prior to the implementation stage of the revision, including the use of letters must be read clearly; Before the revision, the part of page Pop-Up Book still uses letters *Ebrima* with font size 20. Then after revising





the Pop-Up Book page, *the Cooper Black* typeface is bigger and thicker, which is 25. The use of these letters is because these letters become clearer and more visible.

At the stage of developing the pop-up learning media, the integrated Pancasila material with local wisdom is found on page 1 there is a picture of the Garuda bird as the basis for the state symbol. On this page, the Garuda bird is made into a pop-up shape in the middle position. On page 1, there are also symbols and sounds of Pancasila. Pop-Up book is made into boxes so that it can be drawn lengthwise like a comic strip. On page 2, there is an example of practicing the first precepts, namely Godhead in One God. This section shows examples of practicing the first precepts in everyday life and examples of practicing precepts. On page 3, there is the practice of the second precept, namely Just and Civilized Humanity. On page 3, the page design is the same as the previous page, which is an example of practicing precepts 3 in everyday life. There are also examples of the *Perelek Beas* Tradition in West Java and the *Ngejot* Tradition in Bali as examples of local wisdom. On page 4 there is the third precept practice, namely the Indonesian Unity. This page also shows an example of practicing the 3rd precept and examples of local wisdom. On page 5, there is the practice of the fourth precept, namely Democracy Led by Wisdom in Representative Consultations. On page 5, there is a practice of precepts with class conditions. There are also examples of local wisdom, namely the King in North Sulawesi and the Tradition of Election of Tribal Leaders in Papua. On page 6, there is the practice of the 5th precept, namely Social Justice for All Indonesians. The design of this page is the same as the previous page, such as the practice of the last precepts, namely the 5th precepts. There are examples of the practice of precepts and local wisdom, namely the *Nugal* Tradition and the *Marakka 'Bola* Tradition.

### **Implementation Stage**

This implementation stage is carried out at Gebangsari 01 Elementary School in class 2B with a total of 10 students. The implementation schedule is described in the following table



**Table 1. Product Implementation Schedule**

Date	Aktivities
Monday, September 21, 2020	Pretest
Tuesday, September 22, 2020	Treatment I
Wednesday, September 23, 2020	Treatment II and Posttest

The pretest was conducted to find out the students' initial understanding so that the researcher could find out the increase in students before after the treatment by using learning media with local wisdom-based Pop-Up Books.

The treatment with the use of instructional media with Pop-Up book based on knowledge to the class 2 do with the treatment two times in a row. The treatment was carried out twice in a row. The treatment was carried out with 10 students for 2 treatments with a time of 6x35 minutes.

Student opinion regarding the treatment using instructional media with Pop-Up Book based on local wisdom is that if the book is making students interested in the book Pop-Up Book for a book of his own designed many colors there are also illustrations. In the Pop-Up Book there are also advantages over ordinary books, namely that it can display 3 dimensional shapes and can provide a surprise when opening it. When the student is interested in the Pop-Up Book, the student will understand and be interested in learning.

### **Evaluation Stage**

At the stage of the evaluation carried out *post-test* and evaluation by the students and teachers who have been using instructional media Pop-Up Book wisdom-based local. (a) Post-test, the post-test was conducted to determine whether there was an increase in students' understanding of concepts before and after the treatment. Based on the post-test results and then compared with the pre-test results, there is an increase in student learning outcomes. Some students experience a significant increase in learning outcomes. (b) Teacher Response, the teacher's response is an evaluation process carried out by the classroom teacher, namely, Djuni, through a questionnaire. There are 10 statements that must be filled in by the teacher which consists of four aspects, namely suitability, design, color, and interest. The teacher's response gets a score of 49





out of 50 maximum scores. The score is referenced in the form of percent, namely at 98% with the category "Very Good". (c) Student Response, Evaluation by students was carried out by 10 students by filling out a student response questionnaire after the treatment was completed. There are 10 statements with four aspects, namely suitability, design, color, and interest that must be answered by students. Qualitatively, the students did not provide any input to the media. The maximum score of the statements that must be answered by all students is 454. The treatment results obtained a score of 90.8% with the category "Very Good".

### Data Analysis

Data analysis was carried out to conclude the validation results, student and teacher responses, and student cognitive test tests; (a) Validation Test Analysis, after the validation test was carried out by four validators, it was necessary to analyze the data to draw conclusions from the four validators regarding the feasibility of teaching materials. The validation test contains the results of the recapitulation on each statement with the following indicator aspects:

**Table 2. Table of Validation Records for Each Indicator**

Indicator	Number of Statements	Validation Results	Average of each indicator	Overall average
As intended learning	1	1,00	1,00	
Settings	2	0,81	0,81	
Balance	3	0,93	0,93	
Color	4	0,93	0,93	
Easy to read	5	0,68	0,80	
	6	0,87		
	7	1,00		
Interesting	8	1,00	0,90	
	9	0,75		
	10	0,87		
Contain goodness value	11	0,81	0,81	
Having a good identity	12	0,93	0,93	



Based on the elaboration that has been described, the average limit of the media eligibility is  $<0.41$ . From Aiken's formula, it is obtained that the average number of Pop-Up Book learning media is 0.90 with the "Very valid" category. So it can be concluded that the Pop-Up Book learning media is said to be feasible as a medium for learning. (b) Practicality Test Analysis, The practicality test was carried out by teachers and students through teacher response questionnaires and student responses. The results of filling out the teacher response questionnaire obtained a score of 49 out of 50 maximum scores with the percentage formula (Yuliandari & Wahjudi, 2014). Based on the results of the percentage of feasibility obtained by 98%, it can be concluded that the learning media with the Pop-Up Book is in the "Very good" category. So it is said that this learning media is "practical" to use. While the practicality test was carried out by students through student response questionnaires and obtained an average score of 454 out of 500 average maximum score or 91%, it was concluded that the learning media obtained the "Very Good" category and that the "Practical" learning media was used. (c) Effectiveness Analysis, an analysis effectiveness test do so via *pre-test post-test*. Test functions to determine whether the effectiveness of instructional media with Pop- Up Book is effective to help teachers improve students' understanding of the material Pancasila. The *pre-test* results got the total value of 39 and the number of the *post-test* score was 67. In the analysis of the effectiveness using the t test with the following criteria. If  $\text{Sig} > 0.05$ , then  $H_0$  is accepted, If  $\text{Sig} < 0.05$ , then  $H_0$  is rejected.

**Tabel 3. Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Preetest & Posttest	10	-,048	,896

On the table *Paired Samples correlations* obtained  $\text{Sig} > 0.05$  with  $\text{Sig} = 896$ . So with that can disimpulk a n that,  $0,896 > 0,05$ .

with the result that  $H_0$  is received. The meaning is considered to be no different and not significant.



**Table 4. Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Preetest - Posttest	-2,800	1,229	,389	-3,679	-1,921	-7,203	9	,000

In the Paired Sample Test table, the sig = 0.000, is obtained, because the criteria for Sig < 0,05, H<sub>0</sub> is rejected. This means that there is a difference between Pretest and Posttest and it is considered different. Then it is considered more effective. The average scores obtained from the pretest and posttest were 3,9 and 6,7 with a difference of 2,8.

## Discussion

This study aims to determine the development of products, feasibility, practicality, and effectiveness of instructional media Pop-Up Book. The objectives of this study are outlined in the discussion, namely:

### Learning Media Development

Development of instructional media Pop-Up Book using the model of ADDIE development. The ADDIE stage includes analysis, development, implementation, and evaluate. A similar ADDIE has been done by (Rofiqoh *et al.*, 2020) by producing a product in the form of a Match Space Adventure game . In these studies, the product of development of instructional media was developed to achieve the effectiveness of which is similar to previous studies.

The first stage carried out in this research is the analysis stage to formulate the problems experienced by teachers or students. Through observations and interviews, it was concluded that the problem faced by the teacher was the lack of attractive learning media in learning so teachers and students needed interesting learning media so that students were not bored with learning and understanding the material, especially Pancasila. On other problems apart from the material,



namely the lack of media that contains elements of local wisdom in introducing the culture around students. The problems analyzed are then formulated to find solutions and solutions to the problem. The solution that is considered appropriate is the need for the development of learning media and based on local wisdom.

In developing the learning media, it begins with designing and compiling the contents of a jar material. Stage design begins with creating the concept of instructional media itself, Media Education which will be designed by researchers is the instructional media Pop-Up Book based on knowledge of local On stage is a medium of learning is in line with KI and KD in order to achieve the goal of learning the importance. Then choosing an attractive format and image according to the needs and characteristics of low-grade students in order to assist in understanding the material to be delivered.

Next is the development stage, namely by collecting material, designing the content and format of the learning media to produce a complete draft of teaching materials. The difficulty in this stage is the design time. The design of teaching materials uses the CorelDraw application and takes a long time to produce a complete Pop-Up Book draft with a variety of colors, illustrated and attractive images. Furthermore, the resulting draft was validated by four validators, namely Mrs. Nuhyal Ulia, M.Pd., Mr. Muhamad Ramdoni, M.Pd., Mrs. Djuni, S.Pd., and Mrs. Saginem, S.Pd. From the statement, each validator consists of 8 indicator aspects with each obtaining results using Aiken's formula.

Validation of teaching materials ju g a generating some input from the validators of which is the use of the letters are clear and also Pop-Up look untidy because it still looks Pop-Up Book that out of the book .Next is the stage of development produces learning media l a horse valid to then be applied to the research subject. The learning media was tested on 10 grade students to determine the practicality and effectiveness of the teaching materials. Same as with research by product by using the same model (Masturah *et al.*, 2018) who determine the effectiveness of the implementation phase in products Pop-Up Book . The test conducted for three days in a row starting with giving a pre-test to the second treatment. From the evaluation stage, results and conclusions will be obtained regarding the practicality and effectiveness of teaching materials.



### **Feasibility of learning media**

The feasibility of learning media is carried out with a validation test. Then fill out a learning media assessment questionnaire which has 12 statements with 8 criteria for answer choice indicators. Feasibility assessment be some learning media rated on a facet of which is conformity, arrangement, balance, color, easy to read, draw, containing the virtues, has the advantage of cultural identity.

The tests demonstrate the suitability indicator gained 1.00 learning objectives with kategori very valid. In the regulatory indicator, it is obtained 0.81 with a very valid category. The balance and indicators get 0.93 with very valid criteria. Then the readability indicator obtained 0.80 with a valid criterion. Interesting indicators are obtained 0.90 with very valid criteria. While the indicators contain good values and have the advantage of obtaining identities, respectively, are 0.81 and 0.93 with very valid criteria as well.

Of test validation did by four validator indicates that learning media with *Pop-Up Book* based on local wisdom “worthy” to be used with very valid category.

### **Practical Learning Media**

The practicality of the learning media was assessed using a questionnaire for teacher responses and student responses. The teacher response questionnaire and student responses have 10 questions with 6 types of assessment indicators, namely suitability, color, readability, attractiveness, contain goodness values and have the advantage of identity. The teacher response questionnaire produced a percentage of 100% on the indicator of suitability of learning objectives and got the “very good” category. The color indicator gets a percentage of 80% in the “good” category. The readability indicator was rated “very good” with www w a percentage of 100%. Then an interesting indicator is obtained a percentage of 100% with the category “very good”. Meanwhile, indicators contain values of goodness and indicators have the advantage of having the identity of each obtaining 100% and the criteria are “very good”. If collected as a whole, the teacher’s response questionnaire on learning media with *Pop-Up Book* gets a score of 49 with a percentage value of 98%. Furthermore, the questionnaire responses from 10 grade 2 students resulted in an average score of 45.4 with a percentage of 91%.

It is similarly conducted by research of Pramesti (2015) with the same development, namely *Pop-Up Book* and received a very good student response of



4.31 categories. The results of the student response questionnaire for each indicator were indicators according to the learning objectives category “very good” with a percentage of 82%. Color indicator with the category “very good” percentage of 100%. The readability indicator obtained a percentage of 91% in the “very good” category. Then the attractive indicators yielded 89% in the “very good” category. While the indicators contain good values and have the advantage of identity, respectively, get a percentage of 90% and 98% and get a “very good” category.

### **The Effectiveness of Learning Media**

Pop-Up Book learning media can be said to be effective if there is an increase in students' understanding of Pancasila material seen from the students' pre-test and post-test scores. In this study, the pretest and posttest scores were 39 and 67, respectively. From the pre-test and post-test data that were tested on 10 students, it turned out that these two activities were not related to one another. This can be seen from the results of the *paired samples correlations* test obtained sig. A total of  $0.896 > 0.05$  means that there is no relationship between activity 1 and subsequent activities. In addition to the relationship between the Pre-Test and Post-Test activities, based on data from 10 students taken as a sample, the difference in Pretest and Post-Test scores has a significant difference. From the Pre-Test with an average of 3.9 and Post-Test with an average of 6.7 there is a difference of 2.8. This significant difference means that students who receive special treatment with Pop-up Book learning media in the learning process have a higher average score than students who have not received special treatment. Without the paired samples test, it was clear that there was an effect. This is reinforced by the opinion of (Marliani; *et al.*, 2017) that “the test criteria are accepted if  $T \text{ count} < T. \text{ table}$  and rejected if  $T. \text{ Count} > T. \text{ table}$ ”. The results of the paired samples test obtained are sig. (2-tailed) of  $0.896 > 0.05$ , which means that it is accepted. There is a significant difference between the mean value before treatment (Pre-Test) and the mean value after treatment (Post-Test). In the *Paired Sample Test* table above, the sig is 0.000. Then the criteria for  $\text{Sig} < 0.05$  can be obtained, so it can be obtained that  $H_0$  is rejected. In Sig (2-tailed) it gets  $0.000 < 0.05$  so that  $H_0$  is rejected, meaning that there is a difference between *Pretest* and *Posttest* and it is considered different and considered more effective.

By obtaining the significance of the number of pretest and posttest and there is no qualitative revision, it can be assumed that the Pop-Up Book learning media stage has reached the final stage as the final product of development.





The media used in learning in elementary schools is the ability of the teacher to innovate to make or choose the right media according to the material and needs of students, the learning media used by the teacher greatly determines the learning process and student learning outcomes in cognitive, affective, psychomotor aspects, this is appropriate with the results of research conducted by (Muskania *et al.*, 2019) that learning media can improve learning outcomes. According to (Hanik, 2020) that the implementation of learning is always related to changes in behavior as a result of the learning media used. According to (Setyoningsih, 2015) states that using internet learning media makes learning more interesting and interactive between teachers and students. Learning media according to (Mujab, 2015) that media is one of the tools for teachers to understand students about the material presented.

The development of the Pop-Up book learning media is a learning media that integrates Pancasila material with local wisdom, making it easier for students to get to know various cultures in Indonesia .

## **CONCLUSION**

The development of pop-up book learning media based on local wisdom using the ADDIE model, was declared feasible from the results of the validation test by four validators by getting an average score of 0.90 in the “very valid” category. “practical” local wisdom is used in learning. The score on the teacher response questionnaire is 49 with a percentage of 98% in the “very good” category. Student response questionnaires get an average score of 45.4 with a percentage of 90.8% in the “very good” category. “. The effectiveness test was obtained by comparing the pre-test and post-test results. The number of students’ pre-test scores was 39 while the post-test scores were 67. There was an increase in the number of scores of 28 with the t test. Then the criteria for Sig <0.05 can be obtained, so that Ho can be rejected. Sig (2-tailed) gets 0.000 <0.05 so that Ho is rejected, meaning that there is a difference between pretest and posttest and it is considered different and considered more effective. The suggestion is the need of another theme that can be carried out in the development of learning media for Elementary Schools and Islamic Primary Schools. The results of this development can be used as a reference in developing instructional media. The resulting products are expected to benefit teachers, students and schools and Islamic schools.



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