

## Development of Pop-Up Book Media for Introducing the Concept of Islamic Philanthropy to Children Aged 5 to 6 Years

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**Abstract:** This research aims to develop an interactive pop-up storybook to introduce the concept of Islamic philanthropy to children aged 5 to 6 in Kudus District. The research sample consisted of 49 children from two Raudlatul Athfal (RA) schools, selected using a multi-stage random sampling technique. The research method employed the ADDIE development model. Phase I analysis involved a literature review, institutional assessment, and media needs analysis. Phase II focused on conceptual media design. Phase III involved media construction and validation by experts. Phase IV included media implementation, and Phase V was the evaluation stage. Data analysis techniques encompassed both qualitative and quantitative methods. Expert validation results regarding children's ability to understand Islamic philanthropy concepts indicated that all components were valid for measuring children's comprehension according to early childhood development stages (ages 5 to 6). Paired sample t-test calculations yielded a t-value of 3.501, with a Sig (2-tailed) value of 0.001, indicating significance ( $p < 0.05$ ). Data analysis concluded that the interactive pop-up storybook effectively introduces Islamic philanthropy concepts to children.

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**Keywords:** Pop-Up Book, Islamic Philanthropy, Early Childhood

## A. Introduction

Indonesia is a country with a characteristic population that has an attitude of generosity. One proof that Indonesian people have a generous attitude is based on the Charities Aid Foundation (CAF) Word Giving Index 2021 report which places Indonesia as the most generous country in the world, whereas Western countries have experienced a decline in ranking due to the impact of the pandemic (Makhrus, 2021). One of the factors that causes Indonesia to become the most generous country is due to the encouragement of the obligation to pay zakat where global zakat payments are the highest in 2020. The activity of paying zakat is an essential form of activity where zakat is one of the five most important pillars of Islam. Fundamental. This zakat activity is included in the aspect of Islamic philanthropy. Aspects of Islamic philanthropy include zakat, infaq, alms, and waqf (Kasdi, 2016).

Islamic philanthropy is teaching in encouraging people to improve their quality of life through the spirit of charity as per Allah SWT's command regarding the obligations of zakat, *infaq*, and alms. (Sa'i, 2014). Islamic philanthropy as a practice of generosity in Islam has been going on for a long time since the beginning of Islam, so it can become an important instrument in the lives of Muslims. Philanthropy is a form of awareness in helping, caring, and helping each other in encouraging the welfare and independence of people in need and helping to improve a person's quality of life. (Ichsan, 2020). To introduce the concept of philanthropy, it needs to be held from an early age, especially for children who need good habituation experiences. This can be formed by introducing concepts in Islam such as the concept of almsgiving, charity, and generosity which makes children understand the importance of sharing with people in need and can develop children's awareness of human values. This concept can be called the concept of Islamic philanthropy in early childhood. Not just by example, but how people around you can be role models for children to start positive actions that train their sense of sensitivity towards their social environment.

Early Childhood Education, especially in Kindergarten and Raudlatul Athfal, is very necessary for children to gain knowledge appropriate to the child's age. Based on Law Number 20 of 2003 on the National Education System, specifically Article 28,

Paragraph 1, Point 14, early childhood education refers to the level of education preceding basic education. It is an effort directed toward children from birth until the age of six, aiming to provide educational stimulation to aid their physical and mental growth and development. This ensures that children are prepared to enter further education and is conducted through formal, non-formal, and informal channels (Ari Pratiwi, 2013).

The success of learning is not seen academically but rather how this potential can grow and develop optimally based on learning principles. The scope of learning activities in Kindergarten or RA starts from forming behavior, morals, religious education, applying discipline, and being able to control children's emotions. (Bautista et al., 2016). Apart from that, children are trained to develop their creativity and skills. The implementation of activities at the PAUD level is oriented towards shaping children's behavior through habituation and developing the basic abilities contained in students according to the stage of development.

The role of educators in instilling generosity in children is important. Educators must often reflect on every charitable activity carried out by children so that what children do can be embedded in the child's soul from an early age until the child is an adult. (Kholilah & Astuti, 2022). The role of educators in instilling generosity in enthusiastic children is because almost all of their productive time is spent at school. Even young children are also oriented and socializing with their peers and in daily interactions both outside of school and at school, an educator must also be able to be actively involved in the child's developing body. An educator must choose a character, he is not only able to teach but also able to educate.

It is hoped that philanthropic investment can form good behavior that follows applicable norms. Philanthropy planting is very effective in instilling a positive attitude in students. It is proven from the results of research trials carried out by giving small cans of charity to children, that the positive habit of giving *infaq* has been instilled from an early age (Muslimah & Asrori, 2022). Children are often accustomed to sharing and being sensitive to their surroundings with good role models from people around them such as parents and teachers, so good behavior will also be ingrained in children. This is why it is important to start

educating children from an early age because, for the development of children's souls, they begin to grow from childhood, by human nature. Human nature is to be channeled, guided, and directed towards a good path, which should be by its direction. One of the activities carried out in preschools is to teach children to behave generously, helpfully, and socially.

Media This pop-up book not only contains stories but also several games that can attract children's interest in reading the contents of the story in the book. Equipped with a touch of technology, this pop-up book makes children even more interested in having this book themselves. The contents of this pop-up book are adapted to the pre-operational cognitive development stage so that there are funny and informative features. According to Susilana and Riyana, storybooks are print media, namely visual media which are made through a printing or offset process. (Sunarno, 2015). This printed material media presents its message through letters and illustrated pictures to clarify the message or information.

This is different from Nancy Bluemel (2012) that states that Pop-up Books is a book that offers the potential for movement and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs, or wheels. This means that a pop-up book is a book that can move and interact with the user through the use of several techniques including folding, rolling, slides, or wheels. With books such as pop-up books that employ various techniques and interactions with readers, pop-up books have become highly diverse.

This is explained by Suhr's opinion that Pop-up is a mechanic, whereas books should look like ordinary books. Their success is measured by the ingenuity with which their bookish format conceals unbookish characteristics. (Suhr, n.d.). Pop-up is a book that uses mechanical techniques that must still look like a normal book. The success of a book is measured by the ingenuity in creating a book format that hides the shape or character of the book.

Philanthropy, broadly defined as the act of giving time, money, and knowledge to advance the common good (Sholikhah, 2021), encompasses more than just the exchange of tangible goods. It includes investing time and knowledge towards larger social objectives. Terms like giving or sharing can also encompass

awareness, support, commitment, dedication, participation, and community involvement in addressing poverty and finding solutions to social issues. This form of philanthropy represents a long-standing human endeavor in humanitarian missions. According to Hilman, philanthropy can be understood as generosity and altruism (prioritizing the interests of others or common interests), inherent in both individual and collective human nature.

The social and cultural values in society that inspire and motivate the practice of generosity may be different, even though they ultimately lead to the same practice of giving. Philanthropy is a universal activity, based on sincere compassion. Philanthropy is synonymous with charitable activities, inviting everyone to become a philanthropist. (Lestari, 2019). Giving charity does not only involve using material things, it can also use existing or non-material abilities. Philanthropy began with concern for carrying out religious orders and became a culture of kindness. Philanthropy contributes to saving social inequality in society. This foundational concept should be introduced at an early age to instill social values that will shape future social interactions. This term was not known at the beginning of Islam. The term was later equated with *al-ata al ijtima'i* (social giving), *al takaful al insani* (human solidarity), *ata'khayri* (giving for good), *al-birr* (good deeds). ) and *sadaqah* (almsgiving) (Makhrus, 2014). In this context, Islamic philanthropy refers to those terms.

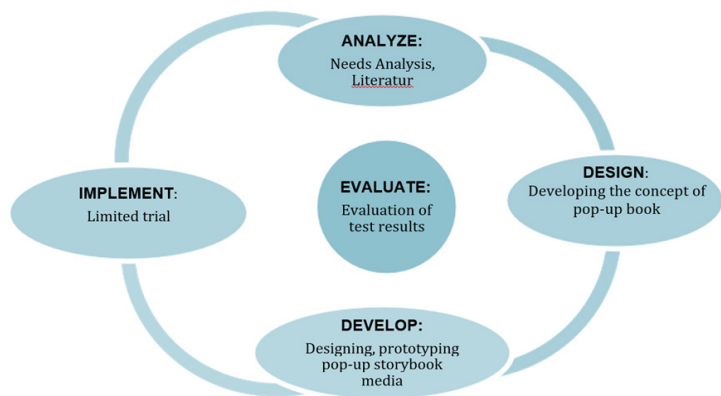
The implementation of philanthropy in the curriculum or lesson planning at TK ABA has not been comprehensively planned. Neither the KTSP documents nor the lesson plans (RPP) visibly incorporate philanthropic values. In determining learning themes, the institution has not included philanthropic content as a theme in the lesson plans. Philanthropy has not been integrated as a learning theme for children, a study theme for teachers, or a theme in the institution's parenting activities (Amalia Uswatun Hasanah, 2021).

There are numerous methods educators can employ to introduce the concept of philanthropy to young children, including giving alms, sharing, and charity. Nevertheless, educators often rely on dialogue strategies alone to impart these concepts, lacking accompanying media that supports their introduction.

This approach is understandable given the limited availability of media dedicated to portraying philanthropic themes. Educators more often use the story of the prophet's example to describe the activities of charity, sharing, and charity. Based on this, interesting media is needed, in children's reading stages, namely by making pop-up books about introducing the concept of Islamic philanthropy for children aged 5 to 6 years.

## B. Method

This pop-up storybook is research and development (Research and Development) for learning media products. Research and development is research that aims to develop existing knowledge. Research and development is included in applied research, namely research that aims to provide results that can be used immediately, and practically to solve problems faced by humans, for example, health, agricultural, social, economic, and political education problems. This development research procedure refers to the ADDIE Model design or Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation developed by Dick and Carry. (Wibawa, 2017). This research and development model aims to produce a product in the form of learning media Pop Story Books Up is used to provide knowledge and understanding to children about the concept of Islamic philanthropy for children aged 5 to 6 years.



**Figure 1.** Product Development Stages from the ADDIE Model

The researchers carried out adaptation and modification of these five steps, namely: (1) Analyze and collect information, namely by conducting literature reviews, conducting learning surveys, curriculum analysis and analysis of STPPA material related to Islamic philanthropy (2) carrying out research planning and design, including includes Pop-up Book design as well as content from Pop-up Book media which contains Islamic philanthropy (zakat, alms, infaq) (3) Arranging the development of initial product draft prototypes and production of pop-up book storybook media (4) conducting preliminary field trials (preliminary field test) with RA teachers regarding the use and content of the Pop-up story book (5) carrying out product evaluation and revision. After the final revision of the Pop-up Book storybook product has been completed, the researcher will carry out dissemination and implement the product. These five steps are the result of modifications that meet research limitations, namely related to the operational field trial stages, product revisions resulting from field trials and dissemination, carried out with FGDs, and distributing Pop-up Book storybook products to teachers and children.

The implementation and testing of this research took place in Kudus District, specifically at RA D F and RA I F. The selection of these research locations was based on proximity and emotional connection as part of the academic community's obligation to contribute scholarly benefits to the surrounding society. The study population consisted of teachers and students from RA schools in Kudus District. From this population, the sample was purposively selected from teachers and students of RA D F and RA I F, which focus on multicultural education based on religious and cultural foundations. The data sources in this research are validators (experts), teachers, and media experts. After using the Pop-up Book developed by the researchers, the respondents were requested to complete a questionnaire to evaluate the feasibility of the developed product. In addition, researchers also conducted observations and interviews with respondents to gather input for the content of the Pop-up Book media. The data in this research includes assessment data from validators and data from field trials. Data collection was carried out by observation (using Pop-up Book media) and questionnaires

with the help of Google Forms and interviews. Data analysis regarding scores for increasing recognition of the concept of Islamic philanthropy obtained from tests before and after the use of interactive pop-up storybook media was processed through a t-test.

### **C. Results and Discussion**

This development aims to produce a product in the form of interactive Pop-up Story Book learning media which is used to provide knowledge and understanding to children about the concept of sharing in terms of Islamic philanthropy in introducing Islamic philanthropy to children aged 5 to 6 years. This research and development were carried out concerning the research and development stages according to the ADDIE Model design or Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation developed by Dick and Carry.

#### **Analyze**

This research is based on the results of observations at RA (Raudlathul Athfal) especially in the Kudus area, where researchers found various problems in the field. One of them is the problem of children's lack of knowledge about the concept of zakat and alms. This interactive pop-up book media was developed with the hope of being able to help teachers introduce the concept of zakat and alms which are included in Islamic philanthropy. This interactive pop-up book not only contains stories but also has several games that can attract children's interest in reading the contents of the story in the book. Equipped with a touch of technology, this interactive pop-up book makes children even more interested in having this book themselves. The material in this interactive pop-up book is also adapted to the thinking stage of children who are still in the pre-operational stage so that the material presented also contains content that is entertaining but can provide learning for children.

#### **Design**

Interactive pop-up book media consists of interactive activities and games in the story so that children can be physically and emotionally involved directly in the content of the story. The use of physical and emotional activities wrapped in play so that



children can learn behavior in a non-threatening way. When children are engrossed in playing, these activities will provide opportunities for children to learn motoric, emotional, social, and cognitive skills in an environment that can support almost perfect learning performance.

Interactive games in pop-up stories also function to measure the level of understanding of the story content and personal responses in the form of self-control from each child when the content of the story depicts events that require a response from the child. Children need to show personal responses when they play because each child has different characteristics so the response shown by the child will likely be different for each child. The content of the interactive pop-up book media is getting to know the concept of giving alms to people in need, introducing various types of zakat.

### **Development**

The development of this interactive pop-up book media has naturally undergone various processes, beginning with expert validation of the story content and extending to assessments of media readability. The process is carried out to obtain input from experts regarding the model that researchers are developing as well as efforts to obtain validity. The assessments obtained from experts regarding the media that researchers have developed are all positive, in other words, this interactive pop-up book media model introduces children's ability to recognize the concept of Islamic philanthropy, especially zakat and alms, is worthy of being developed and can be used.

The experts asked to test the feasibility of the model included PAUD experts, language experts, and media experts. The model feasibility test was carried out by 3 (three) experts who truly have the expertise required for the validity of this interactive pop-up storybook media. The feasibility assessed is the content of the story which is intended to equip children with the ability to carry out zakat and alms to friends and people in need. Below are presented in the table the results of testing the feasibility of interactive pop-up storybook media.

**Table 1.** Expert/Expert Validity Sheet

No	Question	Yes	No	Response
1.	Can interactive pop-up storybooks attract the attention of RA Group B children to find out the content of the story?	V		Quite interesting and innovative, it would be better if the language used to greet children is more cheerful and less formal.
2.	Are the games in the interactive pop-up storybook appropriate to the types of games suitable for RA Group B children?	V		This type of game is quite creative and requires synergy between the atmosphere you want to display and the images.
3.	The contents of the stories and games in the interactive pop-up storybook are appropriate to the thinking stage of RA Group B children?	V		In my opinion, not everything can be digested at the age of Kindergarten B children, but teachers and parents still need assistance when explaining various pictures and games.
4.	Are the displays and images in interactive pop-up books appropriate for RA Group B children's books?	V		The picture is appropriate and depicts the content of the story according to age level.
5.	Is the story content in the interactive pop-up storybook by the activity techniques in the Introduction to the Concept of Islamic Philanthropy for RA Group B children?	V		It's appropriate, but the storyline needs to be looked at again. Continuing the story in the form of writing or pictures

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- |                                                                                                                                                                                                 |                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 6. Based on your V assessment, does the interactive pop-up storybook meet the criteria for suitability as a media tool to introduce the concept of Islamic philanthropy to RA Group B children? | It's worth starting to deploy with some improvements. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
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The results of expert validation regarding media concluded that the interactive pop-up book media can be aimed at early childhood and can be used as a medium for introducing knowledge of Islamic philanthropy to children. The results of expert validation regarding children's Islamic philanthropy concluded that all the grids contained in it were valid for measuring children's understanding of the concept of children's Islamic philanthropy according to the stages of early childhood development (5 to 6 years).

### **Implementation**

Following expert review, research was subsequently conducted at two RA schools, namely RA D F and RA I F. The next stage began to test the use and effectiveness of interactive pop-up storybook media products for children starting from one to one then a small group to use according to the total number of respondents, namely 49 children. At each stage of development, revisions are made so that the interactive pop-up storybook media is tested for its reliability in introducing Islamic philanthropy to children.



**Figure 1.** Empirical Test of the Pop-up Book “Let’s Share” Alms series



**Figure 2.** Empirical test of the Pop-up Book “Let’s Share” Zakat series

The next stage began to test the use and effectiveness of interactive pop-up storybook media products for children starting from one to one then a small group to use according to the total number of respondents, namely 49 children. At each stage of development, revisions are made so that the interactive pop-up storybook media is tested for its reliability in introducing Islamic philanthropy to children. After the trial was carried out, a result was obtained to see the effectiveness of the media before treatment (pretest) and after treatment

(posttest) processed through a t-test (paired test) using SPSS.16.

**Table 2.** Results of Pretest And Posttest Spss Tes With T Test (Paired Samples Test)

Pair	POSTTEST - PRETEST	Mean	Std. Deviation	Std. Error	Paired Differences		t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference	Lower			
1		.694	1.388	.198	.295	1.092	3.501	48	.001

The calculated value of the paired test, obtained from the t count, is 3.501, while the Sig (2-tailed) value is 0.001. So, the value of 0.001 is smaller than 0.05, it can be concluded that the use of interactive pop-up book media can influence the introduction of the concept of Islamic philanthropy, and from the results of the pretest post-test, there is an increase in children’s understanding of Islamic philanthropy.

Increases were observed in all aspects of understanding Islamic philanthropy. At each stage of development, feedback, and revisions were implemented to create interactive pop-up storybook media whose validity and reliability were tested to introduce Islamic philanthropy to children. The results from these trials demonstrate that the developed interactive pop-up storybook learning media effectively introduces Islamic philanthropy to children. This resulted in a significant increase in their understanding of Islamic philanthropy from the initial assessment to the final assessment. After undergoing two field trials, the development of the pop-up book media model concluded in its final stage.

**Evaluation**

The refinement process that is still being carried out is on the cover of the guidebook so that it looks more attractive, the quality of the media used is good in terms of materials, size, and color as well as interactive games in the interactive pop-up book media. Through a long process of developing this pop-up book

media model, it is hoped that it will be able to instill the concept of introducing Islamic philanthropy to children. Researchers also hope that this media will be useful as a solution that can help teachers introduce the concept of zakat and alms.

Based on research, over 89% of children show greater interest in books featuring engaging and interactive illustrations. This certainly needs to be the attention of educators and academics to develop learning media in the form of Pop-up Books to introduce the concept of children's philanthropy. This media serves as a solution that assists educators in providing age-appropriate learning materials aligned with children's developmental stages. (Qolbiyah et al., 2022). This book is interesting and accompanied by technology that keeps children entertained and at the same time gains new knowledge about the concepts of sharing, giving alms, or zakat. It is hoped that the Pop-up Book "Let's Share", apart from being a medium that attracts children's attention, can also insert or include Islamic concepts in children's stories. The process of developing this media is also a form of integrating Islamic concepts with technology that is widely used today.

The pre-operational thinking stage requires children to learn directly through the games they play. (Marinda, 2020) Therefore, the most appropriate media is media that can actively and interactively involve children in the stories they are reading. Seeing this analysis, Interactive Pop-up Storybook Media will be able to fulfill media needs to increase understanding of Islamic philanthropy among children who are at the pre-operational thinking stage.

#### **D. Conclusion**

Interactive pop-up storybooks provide a solution to overcome challenges in imparting knowledge to children regarding the concepts of sharing within the framework of zakat and alms, which are forms of Islamic philanthropy. These interactive pop-up storybooks are designed and developed by researchers through in-depth theoretical studies of early childhood education, Islamic philanthropy, and media. To ensure the reliability of these media in introducing Islamic philanthropy, the interactive pop-up storybooks have also been validated by experts in the fields of media and learning technology, language and communication, and

early childhood education. The feasibility test of the interactive pop-up storybook media includes crucial aspects such as usability and readability. As a result, the final product consists of a user guidebook, an interactive pop-up storybook, and an Islamic philanthropy assessment tool. Based on trials conducted in three locations—RA D F and RA I F it has been proven that these interactive pop-up books effectively introduce children to the concept of Islamic philanthropy. After going through a long process in developing a pop-up book media model to increase children's understanding of Islamic philanthropy, researchers hope that this media will be useful as a solution that can help teachers introduce the concept of Islamic philanthropy, especially zakat and alms, by using media that is attractive to children.

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