

Development of Pop-up Book Learning Media to Improve Student Language Skills

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ABSTRACT

Learning media has a big impact on the success of the teaching and learning process. This study aims to develop innovative and interactive pop-up book learning media, as well as knowing the practicality of the learning media of energy changes in energy. This study uses the Research and Development (R&D) approach using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The sample of this study was all students of Class III SD Negeri 169 Purba Julu, Kec Puncak Sorik Merapi with research instruments in the form of validation sheets of material, language, and design experts. The results showed that the pop-up book learning media developed energy changes had met the validators' criteria based on validator assessment with material validity value of 4.6 with a very feasible category, for the value of language validity of 4.7 with a very feasible category, and for values Design validity of 4.6 with a very decent category. Pop-up Book Learning Media Changes developed have met practicality criteria through: a) Teacher response questionnaire results to interactive teaching materials show practical values of 4.6 with a very practical category; b) The results of student response questionnaires to interactive teaching materials show a practical value of 4 with a very practical category.

KEYWORDS

media pop-up books; energy changes; language skills

INTRODUCTION

Education is an important aspect in life. This is in line with the opinion of Ananda and Nuraini (2019) which states that "Education is a very basic aspect of life and has an important role to build the nation. Because the Indonesian government continues to improve quality and policy". One of them is policies on the education curriculum, such as the 2013 curriculum and the free learning curriculum.

The 2013 curriculum is a refinement of the Education Unit Level Curriculum (KTSP), while the Merdeka Learning Curriculum is a form of evaluation of the 2013 curriculum. The Merdeka Learning Curriculum will form students who are ready for work and complications, as well as noble departure in the community. This is supported by the nuances of learning that are more comfortable, because students can discuss with the teacher, learn with outing classes, more form the character of students who dare to be independent, intelligent, pollute, polite, competent, and do not rely on the ranking system because every child Have talent and intelligence in their respective fields. In addition, students can also hone the skills that students will develop.

Decree of the Ministry of Education and Culture No 008/H/KR/2022 about the learning outcomes of language skills learning includes receptive abilities (listening, reading, and product) and productive abilities (writing, speaking, and presenting). Language, literary and

thinking ability is the foundation of literacy capabilities. Learning media can be used as a means in the learning process in order to create an active and interactive teaching and learning process (Fardavoodi, M., Gojar, S. I., & Bakhtiarvand, M, 2020). Based on data obtained from schools it was found that the learning media used were not varied, especially in visual learning media such as images, models, objects, charts, graphics and others. To make learning interesting, active, and easy to remember the material and not boring, the researcher intends to apply the thematic learning material into the form of image-based media or visual media.

The result of an interview with the teacher class III of SD Negeri 169 Purba Julu was when the delivery of teacher material did not only use teacher textbooks using image media. The ability of teachers to use computers and school facilities is not enough to support so that they do not use power point media in the delivery of material. The results of the interview students stated that in explaining the teacher's material only explained by writing on the blackboard and package, the teacher gave a relatively difficult assignment and the learning process became boring so as to make students talk a lot during the learning process.

Based on the description of the problem above, it is necessary to have an interesting tool in the delivery of material so that students are motivated and have a truck when learning. The learning media needed has an attractive design both from size, shape and color, so that the media used can attract students' attention to be able to pay attention, understand the material that the teacher conveys, and learning is more fun, the researcher intends to develop books in the form of images into images that arise or commonly called a pop-up book. Pop-up Book development will combine 3D images and the presence of questions from the teacher that will be answered by students directly in the media, by attaching their answers precisely, so that students can listen and actively participate when studying in the classroom when using Pop-up Book.

Learning media have the types of characteristics and instructional including humans, equipment, or messages that continue to develop, (Anggraini, 2016). Learning media is a tool that can help in the delivery of material such as directing commands, stimulating understanding, feelings, attention, to help the process of studying, (Asyhari & Silvia, 2016). Learning media are used by teachers when teaching so that preferences arise, enthusiasm for learning, student understanding increases about the lessons, and affect the psychological students, (Rahman, Hidayat, & Yanuttama, 2017). The function of learning media is to change abstract experiences into concrete, help the learning process and increase student interest in learning (Ariyanto & et al, 2018).

Based on the description of the learning media above, it is concluded that the learning media is an intermediary tool in the physical and non -physical form used by the teacher in delivering teaching materials to channel messages, attention to arouse desires, enthusiasm for learning and increase student knowledge of the lesson so that the activity activities Learning is more useful and successful. Based on the type of learning media, two groups are divided into (1) traditional learning media such as real print media, game media, visual media, audiovisual media, and computer -based media (2) Muthakir technology media, (Ariyanto & et al, 2018). Learning media are divided into four types, namely visual media, audio media, audio visual and multimedia media, (Hapsari, 2017).

Based on the results of the interview, researchers try to develop media that can be used in developing students' language skills according to the needs of children. Researchers try to develop a pop-up book media for children's language learning. Pop-up Book media is a three-dimensional teaching aid that can stimulate children's imagination and increase knowledge so that it can make it easier for children to know the depiction of the shape of an object, enrich the vocabulary of words and increase children's understanding.

The selection of learning media by using pop-up book media because this media can overcome the boundary of space, time and can be brought into class, besides that the media is concrete and can be a learning resource for participants and is in the form of three-dimensional so that this book is more interesting for read. The development of this media is equipped with original images based on material in accordance with the SK and KD. The media to be made with attractive colors, original images and practical shapes. This will be easier for students to remember material.

This media can be used as an alternative learning tool to optimize the learning process. Because several aspects include a) Easy to be presented in the learning process, b) can be more able to attract the attention of students. And the image media that is suitable to be presented to students according to researchers is a pop-up book free media. Because this pop-up book media can make students more interested, enthusiastic, and active during the learning process. As well as making it easier for students to understand the material delivered by educators using the media and the learning that is being carried out will be more fun.

Students will also be more independent and can develop their creative thinking skills. Pop-up Book is a 3D-shaped media and has an image arising when the page is opened. This is supported by the theory which states that: "Pop-up Book is a book that can display images with three-dimensional effects Aspects when a book is open and gives a unique display effect when drawn in a several parts" (Sari and Dadan, 2019).

Pop-up Book is a book with a three-dimensional effect that is cutting, sticking and folding images set between the two sides of the book folds, the three-dimensional effect will appear when the book is opened. The use of pop-up book media can grow and stimulate students in learning because every 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.

Some relevant studies related to the development of pop-up book media to develop early childhood language are journals from Wayuningtyas and Fazatun (2018), the development of science-based pop-up learning media in group B RA Raden Fatah Podorejo, Maulana Malik Ibrahim State Islamic University This research uses research and development methods refers to the Borg & Gall model, the application of this science-based pop-up learning media is done by looking at the effectiveness and attractive Science), core activities (children are invited to play while learning related to science in livestock material), and closing activities (recalling material that has been delivered through learning media). In line with the observations, children are seen active in the learning process, children are able to do good assignments due to the assistance of science-based pop-up learning media.

Then the journal from Dewanti, et al (2018) entitled Development of Pop-up Book Media for Learning Environment where I live in grade IV SDN 1 Pakunden Ponorogo Regency, Malang State University, researchers chose the environment of my residence as material on the pop-up book that will be developed. The reason is because in the thematic package theme 8 environmental sub-themes where I live, one of the materials presented is tourist attractions that are generally famous in Indonesia. While the attractions in Ponorogo are only mentioned by the teacher, without being shown on the map or accompanied by a photo. This development research uses the Dick & Carey model, product study based on the results of media validation to the validator, obtained a percentage of 97.79% of the validation of media experts, 94.93% of material experts, 95.17% of user experts (teachers), and 95% of user trials (student). The overall validation result is 95.72% with the "Very Valid" criteria, so this media is very feasible to be used in thematic learning in the environment of the environment where I live.

Furthermore, Pratiwi's research (2020), "Pop-up Book is a 3-dimensional picture book that resembles a real condition and can be used for very interesting learning media that will

be attractive to students, especially in early childhood. The results of the assessment of the language development skills retelling have increased as many as 17 students with a level of achievement of 76%-100% with very good criteria and 3 students with a level of achievement of 51% -75% who have good criteria. This increase in development shows that students become more creative and learning material is easily understood by early childhood".

Based on this description, the authors plan to develop pop-up book media, researchers distinguish in previous studies with what will be carried out, namely the pop-up book media to improve the language skills of students, the pop-up book media can be dismantled so that students are more interactive in using media. This pop-up book has a description of the story about how the energy changes occur.

Based on the problem exposed above, the researcher is interested in developing learning media with the title "Development of Pop-up Book Learning Media to Improve the Language Skills of Students Sub-Theme Energy Change".

RESEARCH METHODS

This study uses a research and development model (research and development). According to Sugiyono (2016) Research and Development (R&D) is a research method used to produce certain products, and test the effectiveness of the product. The product in question is in the form of software or objects that can be re-developed by repairing in order to get perfect results. The learning media developed is in the form of a pop-up book that functions as a learning media in the sub-theme of energy changes in phase B SD Negeri 169 Purba Julu with the aim of improving the language skills of students.

This research was conducted in class III SD Negeri 169 Purba Julu which is located in Purba Julu, Kec. Puncak Sorik Marapi, Mandailing Natal Regency, North Sumatra. This research will be conducted in stages from January to June the year of 2022/2023. With the research subjects of students phase B SD Negeri 169 Purba Julu totaling 20 students consisted of 12 female students and 8 male students. Furthermore, class III teachers and validator experts are material experts, linguists, and media design experts. The object of research is a pop-up book for energy changes developed for students.

Using the ADDIE Development Design Model to develop a pop-up book as a learning medium in the Eyes Sub Theme Energy Change Title "Energy Change" specifically for students. The ADDIE model is a research method used to develop or validate the products used in education and learning (Noelaka, 2014). Researchers chose the ADDIE model because according to researchers, the ADDIE model is an easy development model and has a structured and very clear stage in its implementation. The ADDIE model consists of five stages, namely analysis, design, development, implementation, evaluation.

RESULTS AND DISCUSSION

Analysis Stage

The results obtained at this stage are as follows:

Curriculum Analysis

Curriculum analysis is carried out to identify the characteristics of the material and competencies that must be achieved in the learning process in accordance with the curriculum applied. Based on the results of interviews with class teachers, it is known that the curriculum applied in the 169 Purba Julu Elementary School is the transitional curriculum (transition from the 2013 curriculum to the independent learning curriculum). This curriculum gives the freedom to educators to create quality learning that is in

accordance with the needs of students, but because it is still at the curriculum transition stage, learning has not been effective due to the limitations of facilities and infrastructure in schools. This also has an impact on the classroom learning process, the teacher still uses RPP and syllabus from the 2013 curriculum.

The basic competencies (KD) of the material change in energy in the 2013 curriculum syllabus consist of two, namely:

Table 1. Content: Indonesian Language

No	Competency	Indicator
3.2	Exploring information about the source and form of energy presented in oral, written, visual, and/or environmental exploration.	3.2.1 Identify information related to energy changes correctly.
4.2	Present the results of excavation of information about the concept of source and energy form in written and visual form using standard vocabulary and effective sentences.	4.2.1 Write down the main points of information about the energy changes contained in the text, correctly.

Table 2. Content: Mathematics

No	Competency	Indicator
3.6	Explain and determine the length of time an event takes place	3.6.1. Identify the length of activity appropriately.
4.6	Solve problems related to the length of time when an event takes place.	4.6.1. Determine the exact time unit of time an activity.

Table 3. Content: Science

No	Competency	Indicator
3.5	Identifying various energy sources, changes in energy forms, and alternative energy sources (wind, water, sun, geothermal, organic fuel, and nuclear) in everyday life.	3.5.1 Identify changes in the form of energy in everyday life.
		3.5.2 Designing a simple windmill making

Table 4. Content: SBdP

No	Competency	Indicator
3.3	Knowing the dynamics of dance motion	3.3.1. Identifying strong movements and weak feet in a dance.
4.3	Demonstrates the dynamics of dance movements	4.3.1. Do strong movements and weak feet in dance properly

The ultimate goal of curriculum analysis is to identify, specify, and compile the parts that will be learned by students in the material of energy changes to be more interesting. Based on the results of curriculum analysis, innovative and interactive learning media will be developed by using active and creative learning principles with the competencies and scope of energy change material in order to help students and teachers so as to improve the skills of dawn and the quality of the learning process.

Needs Analysis

The needs analysis is carried out to deal with the problems faced by teachers and students in the learning process. This analysis was carried out through interviews and questionnaires to class teachers and students phase B SD Negeri 169 Purba Julu.

Based on the results of interviews and observations it can be seen that the methods, models, and learning media in accordance with the material to be taught are very important to help students in understanding learning material. In addition, the evaluation carried out by the teacher is also very important in exploring the knowledge of students after learning. One of the ways to explore students' knowledge by providing feedback in the form of questions or it can also be through learning models at the end of learning. The existence of the learning model also makes students not feel bored with the learning that is being carried out. Learning media used for learning in class use more images. This is because it is easier to use. Therefore in this study made learning media that are interactive and innovative so that students in understanding learning more easily and are fun.

The learning media made in the form of pop-up book learning media, with this three-dimensional media learning becomes more active and interactive. The learning model used in this media is the Problem Based Learning Learning Model. The application of Problem Based Learning to material changes in energy is expected to provide a new nuance to the learning process because the beginning of learning will begin with the provision of problems regarding daily life related to energy changes and students find solutions to solve the problem. The application of Problem Based Learning can increase the interests, motivation of students and require students to be active in the learning process.

Design stage

The second stage of the ADDIE development model is the design or design stage. At this stage researchers begin to design learning media that will be developed. There are 4 steps in this design stage, including the preparation of media frameworks, collection and selection of references, preparation of pop-up book designs, and preparation of learning media assessment instruments. Following are the results of the design of the Pop-Up Book Learning Media for Energy Changes:

Preparation of assessment parameters

At this stage the research instrument is prepared in the form of learning tools and data collection instruments. The instrument of learning tools in the form of lesson plans and learning media. While the data collection is in the form of media validation sheets for material expert lecturers, linguists and media design lecturers. This expert validation instrument in the form of an Evaluation questionnaire consisting of an expert evaluation questionnaire, a questionnaire for linguists' evaluation, and a design questionnaire for design experts. For material experts assessing from the aspect of the contents of the material and learning aspects, the language questionnaire is to assess the language and level of readability of students, while the design questionnaire is to assess from the visual aspects and design of learning media.

Media selection

The selection of learning media is adjusted to the results of student character analysis. The learning media used in this learning in the form of a pop-up book for energy changes that have been tested for their feasibility.

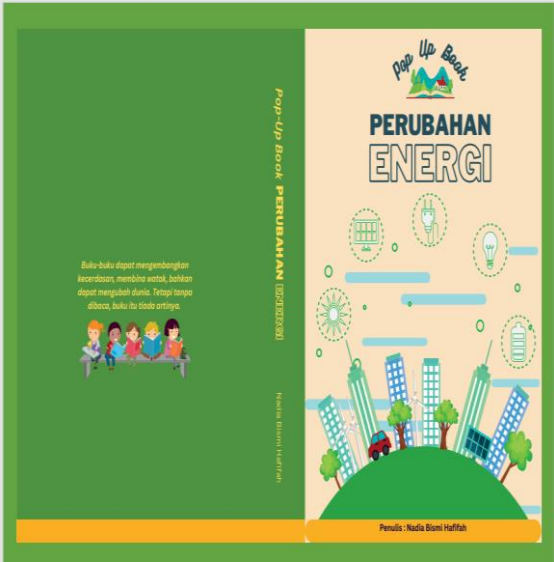
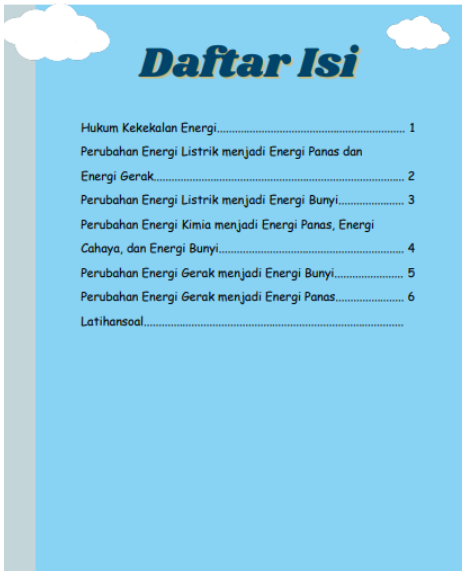
Format selection





At this stage, the design of learning content, strategy selection, approach, and learning resources is designed. The selection of the format is adjusted to the learning material. The format of learning chosen in the development of pop-up media book changes in energy changes in thematic learning sub-themes of energy changes. The scientific approach, using the PBL learning model with learning resources in the form of student books and pop-up book learning media to stimulate the critical thinking of students.




Initial design

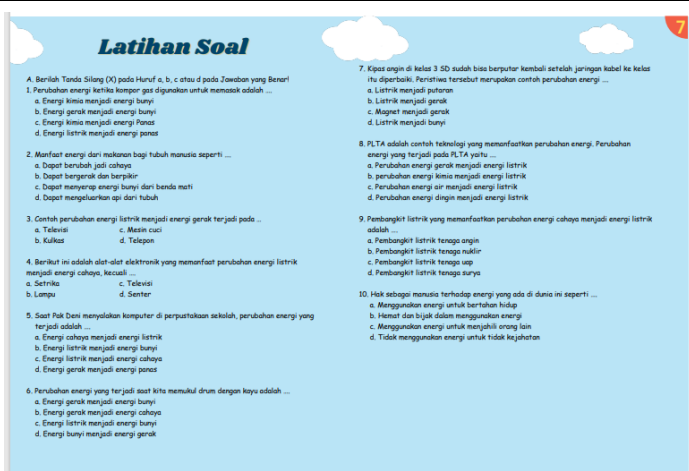
This stage is the initial design of the Pop-up Book Learning Media for the Energy Change Developed. The steps taken in the making of Pop-up Book Learning Media Energy Changes are determining media design, determining teaching materials, arrangements and the appearance of media in accordance with the learning themes.

Table 5. Pop-up Book Learning Media Design Energy Change

No	Format	Appearance
1.	This cover contains the title of learning that will be discussed in the learning media pop-up book changes in energy.	
2.	To make it easier for students to know the contents of the pop-up book, researchers make a table of contents in this learning media.	

<p>3</p>	<p>This page contains the discussion of the law of conservation of energy</p>	
<p>4</p>	<p>The next page contains an explanation of the material change in electrical energy</p>	
<p>5</p>	<p>The next page gives a discussion about changes in electrical energy into sound</p>	
<p>6</p>	<p>This page contains changes in chemical energy into heat energy</p>	

		
7	<p>This haman contains material changes in motion energy into sound energy</p>	
8	<p>This page contains material about changes in motion energy into heat energy</p>	

9	<p>This page contains practice questions that serve to see students' understanding of the material</p>	
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Development Stage

This developed stage was carried out in April 2023. At the Development Stage (Development) Pop-up Book Learning Media that has been designed will be developed by researchers based on the assessment given by the validator in the form of scores and input in the form of suggestions or comments to determine the level of learning media feasibility Pop-up Book Energy changes that have been compiled.

Validation

Validation is the assessment stage of learning media developed. Validation of Pop-up Book Learning Media Energy changes are carried out by two lecturers at Medan State University where one as a material expert, one as a linguist, and one design expert includes:

Validation of material experts

The researcher performs the first validation by the material expert in learning. At this stage the researcher entrusted experts in the field of learning media namely Mr. NS, who is a lecturer from the Faculty of Mathematics and Natural Sciences, Medan State University who served at Medan State University which was held on April 6, 2023. Following are the validation results of the Material Expert:

Table 6. Recapitulation of material validation results

Aspect	Score
Curriculum	4,6
User	5
Introduction	4
Content	5,08
Closing	4,5
Total	23,18
Average	4,63
Percentage	92,6 %

The table shows that the score obtained is 93% and is already in a very valid category. Because the pop-up book learning media has been declared very valid, researchers can continue to validate linguists.

Validation of Linguists

After the validation of the material has been completed and get very valid criteria, the next step is to validate from the language aspect. This validation is entrusted to Mr. SA who served at Medan State University which was conducted on April 10, 2023. Following the results of the validation of Linguists:

Table 7. Recapitulation of the results of the validation of the language aspects

Aspect	Score
Language use	4,5
Language suitability	5
The suitability of the development of students	4,6
Amount	14,1
Average	4,7
Percentage	94 %

The table above shows that the score obtained is 94% and is already in a very valid category. Because the pop-up book learning media has been declared very valid, besides that the language used can also be understood by students, the researcher can continue to validate design experts.

Validation of Design Experts

After the material validation and language validation have been completed and get very valid criteria from both aspects, the next step is to validate from the design aspect. This validation was entrusted to Mrs. ST who served at Medan State University which was carried out on April 13, 2023. Following the results of the validation of the design expert:

Table 8. Recapitulation table of validation results of design aspects

Aspect	Score
Aspects of feasibility of crafting	4,4
Book cover layout	4,83
Book cover layout	4,5
Book Cover Typography	5
Typography of book contents	4,25
Amount	22,98
Average	4,596
Percentage	92 %

The table above shows that the score obtained is 92% and is already in a very valid category. Because the pop-up book learning media has been declared very valid, researchers can continue to test the effectiveness of pop-up book learning media in improving students' language skills.

Implementation Stage

At the implementation stage a practicality test is carried out on interactive teaching materials. The practicality of the product developed according to Nievven refers to the level that the user (user) considers the intervention can be used and liked under normal conditions (Akker, 2013). The practicality test is carried out by distributing questionnaires to practitioners (teachers and students). Pop-up Book Learning Practicality Criteria are obtained through

positive responses from teachers and students to the learning media developed. The following is a description of the results of the response questionnaire analysis:

The Results of the Analysis of the Teacher Response Questionnaire

Teacher response questionnaire is made to assess the practicality of interactive teaching materials based on aspects of material suitability, ease of use, benefits and efficiency of learning time. The results of the analysis of the teacher's response questionnaire data to the learning media of the pop-up book changes in energy developed can be seen in the following table:

Table 10. Teacher Response Questionnaire Analysis Results

Indicator	Value	Criteria
Ease of use	4,5	Very practical
Time efficiency	4,6	Very practical
Benefit	4,7	Very practical
Total	13,8	
Average	4,6	Very practical

Based on the table, it was found that the indicator of the ease of use in use obtained an average value of 4.5 with a very practical criterion, indicator of conformity aspects with the time to obtain an average value Average 4.7 with a very practical category. The cumulative value of the three aspects is 4.6 which is included in the very practical category. This shows that interactive teaching materials developed are practically used by teachers as one of the teaching materials on geometric transformation material.

The comments given by the teacher in the questionnaire given can be seen in the following table

Table 11. Teacher comments on the teaching material developed

Teacher Name	Comentary
	<ul style="list-style-type: none"> • The appearance of the pop-up book learning media is very interesting • Students become more active in the learning process • With the Pop-up Book Learning Media for Student Energy Changes to Be More Understanding the Material.

Based on the table, it was found that the comments given by the teacher regarding the learning media developed were very positive comments. This shows that the learning media of the pop-up book changes in energy developed easily and practically used by the teacher in the learning process.

The suggestions given by the teacher in improving the pop-up book learning media are the color pariation in the book even more cheerful. This aims to attract the attention of students in reading books.

The Results of the Analysis of the Energy Change Response Questionnaire

The student response questionnaire was made to assess the practicality of learning media pop-up book changes in energy changes based on aspects of ease of use, benefits and efficiency of learning time. The results of the analysis of the student response questionnaire data to the learning media of the pop-up book changes in energy developed can be seen in the following table:

Table 12. Results of student response questionnaire analysis

Indicator	Value	Criteria
The attractiveness of the appearance	4,5	Very practical
Ease of use	4,7	Very practical
Openness	4	Very practical
Total	13,2	Very practical
Average	4,4	

Based on this, it was found that the indicator of the display attraction obtained an average value of 4.5 with practical criteria, indicators of aspects of ease of use obtained an average value of 4.7 with practical criteria, and indicators of openness obtain an average value of 4 with practical categories. The cumulative value of the three aspects is 4.4 which is included in the practical category. This shows that the learning media of the pop-up book changes in the energy developed receives a positive and practical response to students as one of the teaching materials in the energy change material.

Evaluation Stage

Evaluation is a process to obtain criticism and suggestions for teaching materials developed. These criticisms and suggestions will be a blend in improving learning media. Evaluation of Pop-up Book Learning Media Energy changes are carried out formatively. Formative evaluation is carried out in the middle of the development process. Formative evaluation is a type of focusing on improving the development products produced.

In this study, there were four evaluation results of the Pop-up Book Learning Media for Energy Changes to the Energy Change Material, namely:

Material Validation

The results of the evaluation of the validation of the material, obtained that the average value of the validity of the pop-up book learning media changed energy changes was 4.6 with a very feasible category.

Language Validation

The results of the evaluation of material validation, it was obtained that the average value of the validity of the pop-up book learning media changed energy changes was 4.7 with a very feasible category.

Media Validation

The results of the evaluation of media validation, it was found that the average value of the validity of the media teaching material developed was 4.6 with a very feasible category.

CONCLUSION

Development of Pop-up Book Learning Media in Energy Change Material Using the ADDIE Development Model. The product development process starts from the analysis stage (analysis), design stage (design), development stage, implementation stage, and ends with the evaluation stage (evaluation). Based on the results of the analysis and discussion in this study, several conclusions were stated as follows:

1. Learning Media Pop-up Book Changes in energy developed are considered valid in terms of material and media. In the validity of the Pop-up Book learning media material changes in energy obtained an average value of 4.63 with very valid criteria. For the validity of the language language language, the learning media learning changes in

energy changes get an average value of 4.7 with very valid criteria. While the language validity of the Learning Media Learning Book Energy Changes get an average value of 4.59 with very valid criteria.

2. Learning Media Pop-up Book Energy changes developed are considered practical, based on the teacher and student response questionnaire. In the teacher's response questionnaire the practicality value of Pop-up Book Learning Media Changes in energy changes an average value of 4.6 with a very practical category. Whereas in the student response questionnaire, the practicality value of the pop-up book learning media changes in energy changes an average value of 4.4 with a very practical.

Suggestion

Based on the overall results in this study, the following suggestions can be given:

1. It is advisable to class teachers to use pop-up learning media for energy changes during learning.
2. Learning Media Pop-up Book Energy changes developed have been said to be valid and practical, but not yet effective. It is hoped that this interactive teaching material can be analyzed in subsequent research to complement the aspects carried out in developing a learning tool.

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