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The Development of Pop-Up Book Media Based on Scientific Literacy for Class V SD Muhammadiyah 1 Kisaran

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ABSTRACT

This study aims to determine the validity, practicality, and effectiveness of pop-up books in science lessons on the food digestive system. This type of research is the ADDIE (Analyze, Design, Development, Implementation and Evaluation) model development research. Data collection techniques in this study are observation, interviews, validation and tests. This research was conducted in class V. The results showed 1) Valid products in terms of material were 95%, media 96%, scientific literacy 92%, language 91%; 2) The product received a positive response from students with a percentage of 83%; and the proportion of classical completeness reaches 85% or most of the student learning outcomes are declared complete.

KEYWORDS

Development, pop-up book, learning outcomes

INTRODUCTION

Science could be a subject that thinks about occasions that happen in nature. Normal science lessons in elementary schools contain fabric approximately characteristic information that's near to the lives of rudimentary school understudies, so understudies are anticipated to be able to recognize and know this characteristic information in their everyday lives (Indrastuti, 2017).

Natural sciences should be implemented properly in the learning process at school considering the importance of these subjects such as natural science which will be very useful for students' lives or work in the future, train students to think critically, and be able to hone the potential of children to be able to form a good personality qualified overall. But in reality, there are still numerous understudies who have moo common science learning results since they have not come to the standard of completeness that has been set.

This fact can be proven by the results of repeat science lessons on Theme 3 Healthy Food in the last 3 years which were obtained by researchers during observations and interviews which took place in September 2022 in class V SD Muhammadiyah 1 Kisaran. The results of the repetition of Science lessons on Theme 3 Healthy Food for class V students showed a percentage of 84% in 2019/2020, a percentage of 44.44% in 2020/2021, and a percentage of 39.58% in 2021/2022.

Based on the data presented, it is known that there are some students who obtain learning outcomes that have not reached the minimum completeness criteria (KKM). This is because the media used by teachers in teaching is still monotonous and does not interest students, such as only using pictures in student books which can lead to boredom, laziness and low learning outcomes.

Based on the low grade V science learning outcomes, visualization is needed in the form of interesting pictures and media (Chalid, S., Hanim, H., Anggraini, Y., Bahri, H., &

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