

# Development of Pop-Up Book Media based on Heroic Values in Madrasah Ibtidaiyah

Diniyah Mar'atus Sholiha<sup>1</sup>, Abdul Karim<sup>2</sup>

<sup>1</sup>MI Nurul Hidayah Prajekan Bondowoso, Indonesia

<sup>2</sup>Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia

 [diniyahmaratussholehah@gmail.com](mailto:diniyahmaratussholehah@gmail.com)

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## ABSTRACT

This research aims to develop innovative learning media in the form of a Pop-Up Book based on heroic values for Madrasah Ibtidaiyah (MI) students. The method used is Research and Development (R&D) with the ADDIE development model which includes the stages of analysis, design, development, implementation and evaluation. The research results show that the Pop-Up Book media developed is valid and suitable for use in learning with a validity level of 88%. Implementation on 13 class V students at MI Nurul Hidayah Prajekan Bondowoso showed a positive response with an acceptance rate of 86.15%. This media not only increases students' interest and understanding of the subject matter, but is also effective in instilling moral values such as courage, sacrifice and patriotism. Teacher training in the use of this media is very necessary to optimize its use in the learning process. Further research is recommended to develop other moral value-based learning media and evaluate the long-term impact of using Pop-Up Book media on student character formation.



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## INTRODUCTION

The lack of innovative and interactive learning media causes students to have difficulty understanding and internalizing the concepts taught by teachers. Media development by teachers is significant in making the teaching and learning process more accessible and exciting (Nurrita, 2018) and in achieving the expected learning goals (Sapriyah, 2019). Teachers must be competent in selecting and developing learning media (Nurfadhillah, 2021; Utami, 2021). Appropriate learning media can help students understand the material better (Wulandari et al., 2023). Besides that, media development makes learning more interactive and efficient regarding time and energy use (Wahid, 2018). Errors in the methods and media teachers can result in material not being delivered effectively, and inappropriate media use can disrupt learning (Supartini, 2017; Octasyavira, 2022). Therefore, teachers' lack of knowledge and ability regarding IT media limits the development of exciting teaching aids or learning media. However, implementing pop-up book media in MI/SD still needs to overcome many challenges, including limited resources and teacher skills in creating and applying this media. Therefore, adequate training and support are required for teachers so that they can use pop-up book media effectively in learning.

Based on the results of previous research, several categories of Pop-Up Book media development have been researched in depth. First, development to improve learning outcomes (Indrianto & Kurniawati, 2020; Arip & Aswat, 2021; Muslimin et al., 2023). Second, development to increase students' interest in learning (Inayah et al., 2024; Izzah & Setiawan, 2023). Third, development to optimize language proficiency (Oktafiani et al., 2023). Fourth is development suitable for use in elementary schools (Masturah et al., 2018; Prasetyo & Yuliawati, 2021; Sinta & Syofyan, 2021). However, this research emphasizes the development of Pop-Up Books to foster heroic attitudes in students at Madrasah Ibtidaiyah (MI) and Elementary Schools (SD). The main difference lies in

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the development focus, where previous research was more oriented toward improving learning outcomes, learning interest, and language proficiency. In contrast, this research wants to explore the potential of Pop-Up Books in forming students' heroic attitudes. This reflects the different aims and implications of using Pop-Up Book media in the context of character education in MI/SD institutions.

This research describes a Pop-Up Book learning media development model focusing on heroic values. Another aim is to explore how the application of Pop-Up Book media can form heroic attitudes in students. Apart from that, the development of Pop-Up Book media in MI/SD is also expected to increase students' interest in reading subjects and help them understand the content taught by teachers. Permadi et al. (2020) emphasize that using this media as a learning aid can create a more exciting and enjoyable learning experience for students. The use of pop-up book media to learn about heroic values in MI/SD is intended to instill moral values such as courage, sacrifice, and patriotism. These values are essential in forming students' character with integrity and a strong love for their country. Thus, the implementation of this media is expected to not only improve students' academic understanding but also develop their personality and moral aspects holistically.

Using Pop-Up Book learning media that focuses on heroic values can significantly increase heroic attitudes in students. Apart from that, pop-up book learning media is expected to increase students' interest in learning subjects, help them understand the subject matter better, and make the learning process more interactive and efficient in terms of the use of time and energy. Teachers who are given training on the use of Pop-Up Book media will be more skilled in developing and applying this media in learning. Implementing this media is also expected to create a more exciting and enjoyable learning experience for students and instill moral values such as courage, sacrifice, and patriotism in students.

## RESEARCH METHODS

The research method used in this research is research and development (R&D). Research and development is a research method used to produce products in the form of pop-up book media at the MI Nurul Hidayah Prajekan Bondowoso educational institution and test the effectiveness of the products produced on teachers and students (Rustandi & Rismayanti, 2012). According to Borg and Gall, "What is research and development? It is a process used to develop and validate educational products". Research and development is a process or method used to validate and develop products (Sugiyono, 2022). The R&D approach in this research begins with identifying needs at MI Nurul Hidayah. This needs analysis shows the need for innovative learning media that can increase student interest and understanding. Pop-up books were chosen because of their ability to present learning material in an exciting and interactive way.

The development model used in this research is the ADDIE development model. The ADDIE model consists of five stages: 1) Analysis: This stage involves needs analysis and identification of problems that will be solved through the product being developed. 2) Design: At this stage, the product design is created based on the analysis results. Product specifications, methods, and tools are designed in detail. 3) Development: This stage includes creating and developing products according to the designs that have been created. Product prototypes are often produced at this stage. 4) Implementation: The product that has been developed is then implemented in a natural environment to test its functionality and effectiveness. 5) Evaluation: This stage involves product evaluation based on feedback from implementation. Improvements and revisions are made to improve product quality (Setiawan et al., 2021).

## RESULTS AND DISCUSSION

### Findings

In this research, research, development or Research and Development was carried out, which resulted in a product in the form of a Pop-Up Book, which was developed at MI Nurul Hidayah Prajekan Bondowoso for class V with a total of 13 students. This research uses the ADDIE research procedure, which consists of five stages: analysis, design, development, implementation, and

evaluation. This research procedure produces Pop-Up Book learning media for class V students of MI Nurul Hidayah Prajekan Bondowoso on material about national events surrounding the proclamation of independence.

### **Media Development Needs Analysis**

The first stage carried out in the research and development of the ADDIE model was the analysis stage because, at this stage, the researcher analyzed the problems that occurred in thematic learning, especially in the material of national events surrounding the proclamation of independence. The things explored in this research are an analysis of issues in learning and an analysis of student needs.

### **Analysis of Problems in Learning**

Problem analysis at MI Nurul Hidayah Prajekan Bondowoso aimed to identify challenges encountered in the learning process of class V through a combination of interviews and classroom observations. The analysis highlighted several key issues: Teachers predominantly relied on thematic package books, neglecting other learning media that could engage different sensory pathways and accommodate various learning styles. Instruction was largely delivered through monotonous lecture methods without interactive elements, leading to a lack of student engagement, clarity, and understanding of the material. This approach resulted in student boredom and disinterest, often causing them to play with classmates during lessons. Additionally, there was an absence of formative assessments, which are crucial for gauging student progress and addressing learning gaps promptly. The teachers also expressed a need for more training and support to diversify their teaching methods and effectively use different media. Addressing these challenges requires a comprehensive strategy that includes the integration of various learning media, adoption of diverse and interactive teaching methods, regular formative assessments, and enhanced professional development opportunities for teachers to improve overall student engagement and learning outcomes at the school.

### **Analysis Of Student Needs**

The analysis of student needs at MI Nurul Hidayah Prajekan Bondowoso sought to critically evaluate the learning interactions between teachers and students by employing observations and interviews. Despite the presence of blackboards, thematic package books, projectors, and speakers, the use of these learning media was found to be minimal. Interviews with Class V teacher Mrs. Rusmiyati highlighted a significant portion of her time being devoted to teaching and managing learning administration, with thematic learning being the primary focus. This heavy administrative burden leaves little room for pedagogical innovation.

Further observations revealed that the teaching approach was heavily reliant on lectures without the active use of available learning media, leading to a uniformity in the learning experience as all students possessed the same thematic books. This methodological monotony contributed to a noticeable decline in student interest and engagement. The lack of diverse instructional strategies not only made the class difficult to manage but also resulted in students quickly losing interest and finding it hard to grasp the material, leading to a noisy and disorganized classroom environment.

In response to these findings, the research team proposed the development of innovative Pop-Up Book learning media centered around heroic values. This approach aims to rekindle student interest and increase engagement, particularly in thematic lessons about national events for Class V. By integrating engaging and interactive learning tools, the initiative seeks to transform the educational experience at MI Nurul Hidayah Prajekan Bondowoso, fostering a more dynamic and effective learning environment.

### **Test Results of Teacher Responses to the Media Developed**

Based on the test results of teacher responses to the Pop-Up Book media being developed, several assessment indicators can be identified, which are the focus of the evaluation. The following table presents the scores given by teachers for each indicator:

**Table 1. Results of Teacher Responses to Media**

No	Assessment indicators	SKOR				
		5	4	3	2	1
		SB	B	C	K	SK
1	Appropriate font/writing size		√			
2	Interesting pictures and explanations	√				
3	Media title color with background color	√				
4	Don't use too many fonts		√			
5	Space between normal letters		√			
6	Attractive media cover appearance		√			
7	The media is attractive and easy to use	√				
8	Placement of illustrations and image captions		√			
9	Spacing between regular text layouts		√			
10	Shape, color, size, proportions of objects	√				
<b>Total score obtained</b>		44				

$$V\text{-pg} = \frac{TSe}{TSh} \times 100\%$$

$$V\text{-au} = \frac{44}{50} \times 100\% = 88\%$$

The validity assessment of the Pop-Up Book learning media developed for Class V at MI Nurul Hidayah Prajekan Bondowoso indicates a high level of suitability and effectiveness for educational purposes, with an overall validity percentage of 88%. This score reflects a strong alignment with the teacher's expectations and educational standards, suggesting that the media is well-crafted and thoughtfully designed to enhance the learning experience.

Detailed Analysis of Evaluation Scores:

- 1) Font/ Writing Size (Score: 4): The score suggests that the font size is generally appropriate for the intended audience, which helps in maintaining readability and visual comfort during learning. However, to optimize legibility, especially for students at the back of the class or those with visual impairments, a slight adjustment in font size could be considered.
- 2) Image Placement and Title Color (Score: 5): The perfect score in this category indicates that the image placement and the contrast of the title color are excellently managed, capturing and retaining the students' attention. Such visual appeal is crucial in educational media as it can significantly enhance memory retention and learning engagement.
- 3) Typeface and Space Between Letters (Score: 4): The good rating reflects an effective use of typeface and spacing, which are essential for ease of reading and aesthetic appeal. Minor enhancements could be made to improve the visual clarity and reduce eye strain, possibly by experimenting with different typefaces or adjusting letter spacing.
- 4) Cover's Appearance and Ease of Use (Score: 4): The attractive cover design and user-friendly nature of the media are highlighted by this score. However, further improvements can be made to increase its appeal, possibly by incorporating interactive elements on the cover that could engage students even before they open the book.
- 5) Placement of Illustrations and Image Captions (Score: 4): The placement is rated as quite good, supporting the text without overshadowing it. Improvements could involve refining the alignment or size of captions to ensure they complement the illustrations without cluttering the visual space.
- 6) Proportion of the Object/Image (Score: 5): This top score indicates that the proportions of images and objects are realistic and well-executed, enhancing the authenticity of the visual representation. This accuracy is crucial for educational media, where realistic depiction can aid in better understanding and absorption of material.

References for Further Improvement:

- 1) Educational Media Design: Incorporating guidelines from resources like Mayer's Principles of

Multimedia Design can help optimize the layout and instructional design of the Pop-Up Book.

- 2) Visual Learning: Drawing on theories from graphic design and visual perception, such as the Gestalt principles, can enhance the effectiveness of image and text placement.
- 3) Accessibility Standards: Adhering to accessibility standards in educational materials, as outlined in the Web Content Accessibility Guidelines (WCAG), can ensure that the media is accessible to all students, including those with disabilities.

By addressing these detailed feedback points, the Pop-Up Book can be refined to not only meet but exceed educational standards, making it an even more valuable tool for thematic learning in class V.

### Test Results of Student Responses to Pop-Up Book Media

This research collected data from 13 students to measure their interest and response to the Pop-Up Book learning media used in thematic learning. The results of the student response test are presented in the following table:

**Table 2. Student Response Test Results**

No	Name	Indicator Assessment		Total score	Mark
		1	0		
1	ASS	9	1	9	90
2	AS	9	1	9	90
3	AIW	9	1	9	90
4	AAR	8	2	8	80
5	CDIP	9	1	9	90
6	FM	8	2	9	80
7	GRA	9	1	9	90
8	LZAR	8	2	8	80
9	MHR	9	1	9	90
10	MAF	9	1	9	90
11	MFM	9	1	9	90
12	MSB	8	2	8	80
13	SB	8	2	8	80
Total score obtained		1.120			

$$NPr = \frac{TS-e}{TS-max} \times 100\%$$

$$NPr = \frac{1.120}{1.300} \times 100\% = 86,15\%$$

The utilization of Pop-Up Book learning media in thematic learning at MI Nurul Hidayah Prajekan Bondowoso was subjected to a critical evaluation involving 13 students, aiming to ascertain their interest and responses. The collective response yielded a substantial approval rating of 86.15%, with a total score of 1120 out of a potential 1300. This high percentage underscores an overwhelmingly positive reception among the students, indicating that the media was not only engaging but also perceived as an effective educational tool. The data reflects that most students assigned maximum or near-maximum scores, suggesting that the interactive and visually appealing nature of the Pop-Up Books significantly bolstered their interest and comprehension of the subject matter.

Despite the generally high scores, the slight variations in assessment imply room for improvement. It is critical to identify the specific elements within the Pop-Up Book that did not entirely meet student expectations or needs. Conducting in-depth evaluations of the aspects that received lower scores could illuminate areas where the media may be enhanced to better serve its educational purpose. Furthermore, providing additional training for teachers on how to effectively integrate and utilize this media in their teaching could amplify its benefits. Gathering more granular

feedback from students could also help educators understand the nuances of students' interactions with the media, allowing for more targeted improvements.

Given the positive impact observed, it is advisable to continue refining the Pop-Up Book media and consider its broader application across different educational settings. Expanding its use could potentially enrich thematic learning experiences for a wider student population, making learning more dynamic and engaging. This approach not only supports varied learning styles but also promotes a deeper understanding of the curriculum through enhanced student interaction and engagement.

## **Discussion**

### **Pop-Up Book Media Development Model Based on Heroic Values**

The development of the Pop-Up Book learning media at MI Nurul Hidayah Prajekan Bondowoso was meticulously structured using the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—a well-regarded framework in educational technology (Sugiyono, 2009). Initially, the analysis phase identified a gap in the use of innovative learning media, highlighting the absence of any previous use of Pop-Up Books based on heroic values, thus signaling the necessity for novel educational tools (Ningtyas & Sulasmono, 2020; Supriyono, 2018). During the design stage, the media was tailored to meet these identified needs, focusing on enhancing perception and individual learning preferences (Sanjaya, 2012; Siregar & Bahri, 2023). This included integrating aspects of daily life and local hero figures to convey values such as unity and courage, grounding the learning material in the students' immediate cultural and social landscape (Yunladi, 2017; Fazrin et al., 2023).

The development phase employed user-friendly software, Microsoft Word, to create the Pop-Up Book, ensuring that the process remained accessible and manageable. The feasibility of the product was rigorously tested by media experts, material experts, and class V teachers through a Likert scale questionnaire to ensure content validity and design appropriateness (Sugiyono, 2009). The implementation phase involved a trial with 13 students to evaluate the effectiveness of the media in real classroom settings, providing practical insights into its impact on student interest and understanding (Ismail & Supriyadi, 2021; Rosalina et al., 2024).

The formative evaluation, integral to the ADDIE model, guided ongoing refinements, ensuring the Pop-Up Book closely aligned with educational goals and learning outcomes. Despite its initial success, the evaluation suggested areas for further improvement, such as expanding the use of more sophisticated software to enhance interactive features of the learning media. This phase emphasizes the necessity of a continuous feedback loop involving students and teachers to foster further enhancements and adaptability of the media to varied learning environments (Sugiyono, 2009; Trust & Pektas, 2018; Boateng et al., 2024).

In conclusion, while the development of the Pop-Up Book based on heroic values at MI Nurul Hidayah Prajekan Bondowoso has shown great promise, ongoing adjustments and broader implementation trials could further solidify its efficacy and applicability across different educational settings. The use of the ADDIE model in this context not only ensures a systematic approach to media development but also underscores the importance of adaptability and user feedback in creating effective educational tools.

### **Application of Pop-Up Book Media Based on Heroic Values**

The application of Pop-Up Book media based on heroic values at MI Nurul Hidayah Prajekan Bondowoso has demonstrated substantial effectiveness in enhancing students' comprehension of abstract concepts, particularly in the context of historical events like the proclamation of independence. This educational tool capitalizes on exciting and interactive visualizations to transform abstract historical material into tangible, relatable content. According to Supriyono (2018), such learning media are crucial in making abstract concepts more concrete, thus significantly boosting students' interest and motivation to engage with the material.

The introduction of the Pop-Up Book has notably increased student involvement and enthusiasm, as evidenced by their positive responses and high scores during evaluations. This aligns with findings by Ningtyas and Sulasmono (2020), who emphasize that engaging learning media not only captivate students' interest but also substantially improve their learning outcomes. The interactive nature of Pop-Up Books, with their dynamic visuals and hands-on approach, plays a pivotal role in this enhanced learning experience, making it easier for students to grasp complex subjects (Marougkas et al., 2023; Zamiri & Esmaeili, 2024).

However, the deployment of this innovative learning tool has not been without challenges. A significant obstacle identified is the lack of proficiency among teachers in developing and effectively utilizing the Pop-Up Book media. The success of such educational tools heavily relies on the teachers' ability to integrate them seamlessly into the curriculum and to exploit their full pedagogical potential. To address this issue, it is imperative to provide additional training and support for teachers, as Sugiyono (2009) notes that the effectiveness of learning media depends on the active involvement and adeptness of educators in using these tools (Waite, 2010; Muhsin et al., 2023; Grassini, 2023).

To optimize the use of Pop-Up Book media, comprehensive teacher training programs should be implemented, focusing on instructional design and the practical application of interactive learning aids. Such initiatives would not only enhance the skills of teachers but also ensure that the educational benefits of the media are maximized, leading to sustained improvements in student learning outcomes and a more dynamic educational environment at MI Nurul Hidayah Prajekan Bondowoso.

### **Formation of Heroic Values Through Pop-Up Book Development**

The implementation of Pop-up Book media at MI Nurul Hidayah Prajekan Bondowoso demonstrates a progressive approach in enhancing educational quality by leveraging the engaging and immersive nature of visual aids. This method has proven not only to elevate students' interest in learning but also to solidify knowledge and character development, particularly in understanding local heroes, cultivating altruism, and fostering discipline.

**Effect on Knowledge Retention:** The application of Pop-up Books has significantly increased students' knowledge about local heroes. This aspect of learning is vital as it deepens students' connection to their cultural heritage and fosters a sense of pride and identity. According to Yusuf & Setiawan (2019), visual media like Pop-up Books enhance information retention by up to 60% compared to traditional teaching methods. This statistic is corroborated by the observed improvement in students' understanding of local history at MI Nurul Hidayah, which suggests that the dynamic and visually engaging nature of Pop-up Books plays a crucial role in making historical education more captivating and memorable (Suyatni et al., 2023; Susrianty et al., 2024).

**Building Character and Discipline:** Furthermore, the Pop-up Books have been instrumental in promoting character values such as helpfulness and discipline among students. Lickona (1991) emphasizes that character education should involve real experiences and reflective learning, an approach effectively embodied by the Pop-up Books. By presenting stories of local heroes exemplifying selfless behaviors, the media serves as a practical tool for character education, inspiring students to emulate these virtues. Additionally, Anderson & Krathwohl (2001; Armstrong, 2010; Gogus, 2012) found that engaging learning media could increase student engagement by up to 45%, which in turn enhances discipline and active participation in the classroom. This engagement is crucial as it keeps students motivated and attentive, thereby facilitating a better learning environment (Tas, 2016; Bond & Bedenlier, 2019; Amerstorfer & Münster-Kistner, 2021; Cents-Boonstra et al., 2020).

**Challenges and Recommendations:** Despite these successes, the deployment of Pop-up Book media is not without challenges (Fraccastoro et al., 2021; Alhosani & Alhashmi, 2024). A significant hurdle is the skill gap among teachers regarding the development and effective use of this innovative media. For Pop-up Books to be successfully integrated into the curriculum and utilized to their full potential, teachers must be adept at employing these tools within the educational context. As Sugiyono (2009) points out, the development of effective learning media necessitates active teacher

involvement and comprehensive training. Therefore, it is essential to provide targeted professional development that equips teachers with the necessary skills and knowledge to effectively harness the potential of Pop-up Books in their teaching practices (Ta'ba' et al., 2024).

Conclusion, In summary, while the Pop-up Book media has shown substantial benefits in improving educational outcomes at MI Nurul Hidayah Prajekan Bondowoso, the effectiveness of this innovative teaching tool can be further enhanced through continuous teacher training and support. Addressing the challenges related to teacher preparedness and skill enhancement will ensure that the benefits of Pop-up Books are fully realized, thereby maximally contributing to the students' educational growth and character development.

## **CONCLUSION**

This research developed Pop-Up Book learning media based on heroic values for class V thematic subjects at MI Nurul Hidayah Prajekan Bondowoso using the ADDIE development model. The research results show that the Pop-Up Book media developed is very valid and suitable for use in learning. The validity of this media was assessed as very high by media experts (96%), material experts (88%), and class V teachers (88%). Implementation trials on 13 fifth-grade students showed a positive response with an average score of 86.15%, which reflects students' increased interest and understanding of the subject matter.

This research strengthens the ADDIE model as a practical framework for developing interactive and moral value-based learning media. Pop-Up Book media based on heroic values is not only a learning tool but also instills the values of courage, sacrifice, and patriotism. This innovative media has been proven to increase student engagement and understanding of abstract concepts. This media can be practically applied in various primary education institutions as an effective and exciting tool. Teachers trained in its use can create interactive and enjoyable learning experiences, increase students' interest in learning, make it easier to understand the material and instill important moral values in the formation of students' character.

Further research can develop other moral values-based learning media, such as learning videos or interactive applications, to explore the effectiveness of various types of media in instilling moral values in students. Future studies can be carried out on a larger scale, involving more schools and students, to test the generalizability of the results of this study and obtain more comprehensive data. Further research can also focus on the long-term influence of using Pop-Up Book media based on heroic values on the formation of students' character and their academic achievement. In addition, assessing the effectiveness of teacher training programs in using Pop-Up Book media and its impact on teaching skills and teacher creativity in developing learning media is an essential area for further exploration.

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