Learning media using Pop-up Book "Variety of traditional houses in Indonesia" as alternative media in Pancasila Education for primary school

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Abstract
The research process involved creating a pop-up book for Pancasila Education, explicitly focusing on the physical diversity of traditional Indonesian houses. The study used the comprehensive ADDIE model for research and development, involving thorough analysis, design, development, implementation, and evaluation. Data collection techniques included qualitative and quantitative methods. The results showed that the pop-up books were of high quality, with media experts assessing them at 87.1, material experts at 83.3, learning experts at 73.3, and linguists at 81.7. Field-tested, the book received high scores from teachers and students at 98.0 and 93.3, respectively. The overall score was 91.0, indicating its high quality. The pop-up book can be a valuable tool for boosting students' enthusiasm and interest in learning and achieving goals optimally.

Keywords: elementary school; interactive media; Pancasila education; Pop-up Book; traditional house

Introduction

Learning is a process of interaction between teachers and students and is equipped with learning resources in a learning environment. According to Suardi (2018), learning is a sequence of activities that a person experiences through an activity with the environment. The learning process commonly carried out at school aims to form students in a specific development and student knowledge. There was a change in learning from distance learning to face-to-face learning after the pandemic was reduced (Livari et al., 2020; Pokhrel & Chhetri, 2021; Scarpellini et al., 2021). In connection with the changes in learning, there are many obstacles in the face-to-face learning process, one of which is due to learning loss (Dallolio et al., 2022; Daniel, 2020; Schult et al., 2022). Learning loss is a condition that causes the achievement of student learning outcomes to be reduced due to disruption in the learning

process in the education system (Haryati, 2022; Skar et al., 2022; Tomasik et al., 2021). The result of learning loss is limited interaction between teachers and students, lack of concentration and loss of student focus, and lack of motivation in learning (Donnelly & Patrinos, 2022; Muthmainnah & Rohmah, 2022; Zhu & Liu, 2020). Other factors include learning that uses learning models that do not follow the material taught to students, teaching materials used, learning that is presented is too abstract, so students have difficulty understanding it, and classroom conditions that are not interactive (Ramadhani et al., 2022). These obstacles and constraints must be immediately overcome and intervened so that the face-to-face learning process, following the independent learning curriculum carried out by teachers and students in delivering the material to be taught, runs well and optimally (Widyasari et al., 2022).

In Indonesia, education consists of various levels, and the most basic level is primary school education. Primary schools are social institutions that provide basic education to the community (Aka, 2016). The subject matter that plays an important role at the elementary school level is the subject matter of Pancasila Education. Pancasila Education is a subject content given within the scope of the school that is useful for fostering the behaviour and morals of students following the values of Pancasila (Lubis, 2020; Normah et al., 2020). The material on the physical diversity of traditional houses in Indonesia, if delivered too abstractly, students need help understanding the material, and the expected learning objectives still need to be achieved. Suyahman (2021) argues that learning is expected to provide students with a direct and authentic experience. However, for some reason, circumstances, and others, not all material is given with direct and authentic experience. There is a need for tools (learning media) that follow appearance and content/material standards so that the expected competencies in Pancasila Education, namely intellectual competence, self-positioning, and participation, can be achieved optimally.

Professional teachers not only need to prepare subject matter but are also required to be creative in using and developing learning media. Learning media is a tool for the teaching and learning process; learning media can be used to stimulate students' emotional thoughts, attention, skills, or abilities to facilitate the learning process (Rahmawati et al., 2022). According to Supriyono (2018), There are three fundamental reasons for the need to use media in the learning process in elementary schools. *First,* elementary school students tend to think concretely still, so abstract learning materials need to be visualised so they become more accurate. *Second,* using media in the learning process can arouse students' interest and motivation to learn, reduce or avoid verbalism, generate regular, systematic reasoning, foster understanding, and develop values in students (Rahmawati & Dewi, 2020). Third, learning to use media can also provide meaningful experiences for students because, with the use of media, students can witness firsthand things that happen around them (Hayati & Kurniawan, 2020).

Appropriate learning media is needed to save time and be more efficient and effective, especially in Pancasila Education. One of the learning media that can be chosen to involve students in learning actively is pop-up book media. Pop-ups are maps or books that can be seen when opened in 3D or embossed form (Putra et al., 2023; Sari & Suryana, 2019). The advantage of a pop-up book is that it can visualise images to be more interesting. Pop-up books can be used as teaching materials for students individually or in groups (Khadijah et al., 2021). This pop-up book has an image size that can be displayed on the opening page (Masturah et al., 2018). Learning media is the quality of learning tools and materials made or used by teachers to deliver lessons to attract student interest in learning, positively impacting learning outcomes (Natalia & Kristin, 2021). The use of learning media in teaching and learning activities requires an assessment to determine the accuracy of a medium. According to Walker and Hes (in Azhar 2019, p. 219), the criteria for assessing learning media are based on the quality of content and objectives, instructional, technical, and media feasibility.

Based on the observations made at SDN Candi Gedangsari on September 23, 2022, problems were found: *First,* the material is delivered using the lecture method so that students only depend on the teacher's presence in the classroom. *Second,* delivering material using the

lecture method makes students less active and creative. As a result, learning achievement needs to be maximised in learning Pancasila Education, especially the material of traditional houses. This can be seen during theoretical learning in the classroom. Students need more enthusiasm to participate in Pancasila education learning, especially the material of traditional houses, and the awareness to ask questions still needs to be higher. *Third,* students do not fully understand the teacher's explanation delivered by the teacher, so students need other references, one of which is a pop-up book. *Fourth,* teachers still use textbook learning resources when doing learning. *Fifth,* this is the first time anyone has developed a pop-up book learning Pancasila education material for class IV elementary school.

This research aims to develop effective learning media to improve the quality of learning and student understanding, especially in understanding the physical diversity of Indonesian traditional houses. The benefit of developing pop-up book learning media is that it can improve the quality of learning by providing a more exciting and interactive experience for students. This media also encourages students' imagination, creativity, and participation in learning. In addition, pop-up book media can help reduce the risk of learning loss and improve students' understanding of Pancasila Education learning materials. The novelty of this research is to develop pop-up book media that has never been used before in learning Pancasila Education. This research is also an innovation in learning, where pop-up books are used as interactive and exciting learning media. This research aims to overcome several challenges in learning, such as learning loss and lack of interaction in face-to-face learning. Thus, this research is expected to improve the quality of Pancasila Education learning, especially in understanding the physical diversity of Indonesian traditional houses.

Method

The development model used in this research is the research and development method or in English Research and Development (R&D). Research and Development (R&D) is a form of research used to produce specific products in the form of pop-up books and test the quality of these products. The pop-up book was developed based on the physical material diversity of traditional houses in Indonesia as an alternative media for Pancasila Education grade IV SD. This pop-up book is packaged as a book that functions as teaching material or media containing education pop-up books (Elmunsyah et al., 2019). The development research model researchers use refers to the research design developed by Azhar (2019). The development model or research steps using ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The type of data used in this research is comprehensive, utilising both quantitative and qualitative data to provide a holistic view.

Figure 1.
ADDIE Development Model
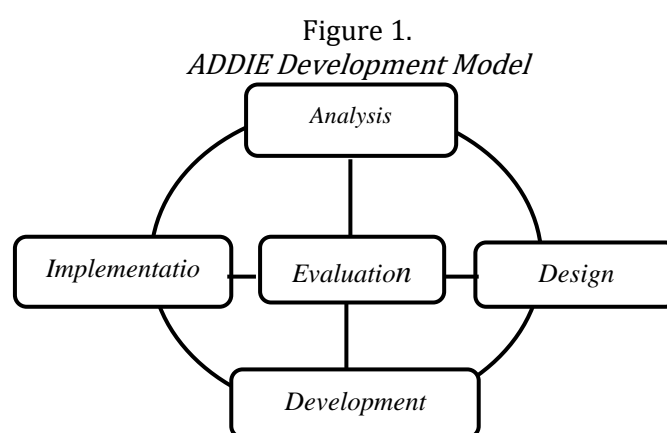
Source: Ningsih et al. (2022)

In this study, data collection techniques were used in the form of assessment sheets. A *scoring sheet* is a data collection technique that gives written questions to respondents to answer (Astiwi et al., 2020). In this pop-up book, media development can be presented as an assessment sheet to assess the product to be developed and given to material experts, media experts, learning experts, and linguists. In addition, the assessment sheet will also be given to

teachers and students to test and get suggestions and input on the pop-up book product to be developed. The material validation sheet refers to the concept initiated by Rudi and Cepi (2009).

Media experts conducted a media quality assessment (Table 2). The media expert assessment criteria were adopted from the learning media assessment (Azhar, 2019). Furthermore, the linguist validation sheet is used to assess the feasibility of media in terms of grammar, including straightforward, communicative, dialogical, and interactive content following student characters. The learning validation sheet developed by the researcher refers to Sugiyono and Suryandari (2016). The learning expert assessed the learning expert's validation assessment sheet. The learning validation sheet developed by the researcher refers to the opinion of Reiser & Dick (in Indriana, 2011). This includes the standards of graduate competence, practicality, and usefulness. The teacher assessment sheet was given to the fourth-grade teacher during the pop-up book media trial. The student assessment sheet was given to fourth-grade students during the pop-up book media trial. The student assessment sheet is used to determine the response to the use of pop-up book media by providing an assessment according to the grids adopted by Azhar (2019) and Indriana (2011).

The techniques of analyzing data carried out in this research and development are qualitative data and quantitative data. This qualitative data is obtained from responses, comments, and suggestions from expert assessment sheets (media, material, language, and learning experts), teacher, and grade IV student assessments. Then, the data is analyzed as a basis for making improvements and knowing the quality of the pop-up book media products that have been developed. Quantitative data conducted in this research and development in the form of an assessment of each indicator with five criteria carried out by experts, which include media experts, material experts, learning experts, and linguists, as well as responses from grade IV elementary school teachers and students. The pop-up book learning media quality assessment sheet uses a Likert scale. The Likert scale has a primary characteristic of various answer choices, with both positive and negative answers having a balance (Sugeng, 2020).

Furthermore, the data was analyzed to determine the quality of learning media, and the data analysis used descriptive percentage techniques and categories.

1) Calculate the score that has been obtained, then percentage using the following formula.

$$N = \frac{\Sigma x}{\Sigma maks} \; x \; 100$$

N	: Value
Σ	: Obtained score
Σ$maks$	: Total of maximum score

2) Calculating the average results of the pop-up book learning media assessment from media experts, material experts, learning experts, and language experts using the following formula.

$$X = \frac{\Sigma x}{n}$$

X	: Average score
Σx	: Number of scores
n	: Number of researchers

3) Converting the percentage obtained into qualitative, by categorizing the qualitative determined first by finding the distance interval between the category levels of very high quality used (SBD), quality used (BD), quite high quality used (CBD), not high quality used (TBD), and very low quality used (STBD), The results of the scores obtained are categorized if the percentage value is 81-100%, then the quality is very good. The percentage of 61-80% indicates good quality, 41-60% is quite good, 21-40% is not good, and 1-20% is very bad (Arikunto:2011).

Result and Discussion

The learning process of Pancasila Education in elementary schools has several problems at SDN Candi Gedangsari (elementary school) class IV, and there are still 15 students who need to be more fluent and skilled in reading. Students feel bored with monotonous learning and the dominance of the lecture method, and there are no relevant media used due to teacher limitations, and the lack of student interest in learning due to the delivery of material that is still less interesting, so students are more easily bored and not excited when learning takes place. Based on the needs analysis, learning media was developed as an alternative way to use supporting media to learn about the physical diversity of traditional houses in Indonesia. According to Rahmawati and Dewi (2020), teachers can use and develop various learning media, such as videos, images, or props, to explain complex concepts for students to understand.

This research develops pop-up book learning media on the physical diversity of traditional houses in Indonesia that teachers and students can use through the expert validation stage and teacher and student responses. *Pop-up book media* is a three-dimensional media that can stimulate children's imagination, expand knowledge, make it easier for students to understand descriptions of the shape of objects, enrich vocabulary, and improve student understanding (Winarti & Setiani, 2019, p. 136). The advantages of pop-up books are that they can visualize images to be more attractive, pop-up books can be used as teaching materials for students individually or in groups, pop-up books are practical, and can increase students' enthusiasm and interest in learning (Fajriah et al., 2022, p. 55). The appearance of the pop-up book is one of the advantages of its unique appearance and is different from other 2D learning media. This pop-up book has an image size that can be displayed on the opening page (Masturah et al., 2018). This research is supported by developing pop-up book media that can make the learning process more exciting and not dull (Erica, 2021).

The procedure for developing pop-up book media material on the physical diversity of traditional houses in Indonesia goes through 5 stages, namely the first analysis stage. The first step in the analysis carried out by the researcher is to conduct a field study, namely observing problems in the object that the researcher has determined. This was done by observation and interviews. The analysis step carried out by researchers includes 3 things, namely needs analysis, curriculum analysis, and analysis of student characteristics. The next stage is product design in the form of pop-up book media by determining the material starting from learning objectives, elements, learning outcomes, and making flowcharts by making storyboards. Then, the media is validated by conducting expert validation. Expert validation consists of media experts, material experts, learning experts, and linguists. The expert validation stage aims to determine the experts' assessment of the media developed by researchers. In addition, before validating the expert, the researcher validates the instrument to the instrument validation expert who will be approved. Then the experts validated the pop-up book learning media material on the physical diversity of Indonesian traditional houses through an assessment instrument that the instrument validator had approved. The assessment instrument is presented in the form of qualitative data containing questions such as 'Does the pop-up book effectively convey the concept of traditional houses?' and 'Is the language used in the pop-up book appropriate for the target audience?' which according to the theorist are then developed by the researcher. The following are the stages of development in research through the ADDIE development model as follows:

1. Analysis

This stage is the initial stage carried out to collect information as a basis for research by conducting a needs analysis. The analysis conducted at the beginning was to analyze the use of curriculum in elementary schools. The curriculum used at SD Negeri Candi Gedangsari is the independent curriculum. In the implementation of learning, the independent curriculum uses the Pancasila Education package book for Class IV elementary school. After knowing the

curriculum used, then the research is adjusted to the teaching materials to be developed according to the needs of students.

The development of pop-up books on the material and physical diversity of traditional houses in Indonesia in grade IV is based on student needs. Based on the results of observations and interviews with teachers at SD Negeri Candi Gedangsari, the use of media during the learning process is still lacking. Students learn only using package books provided by the school. From the data obtained through observations and interviews, it can be concluded that the needs of students are being learned individually or in groups, and there is a variation in using a teaching medium.

2. Design

Preparation of a pop-up book framework that contains the physical diversity of Indonesian traditional houses, especially for grade IV students. At this stage, the author compiles the initial framework of the pop-up book starting from the cover, preface, procedures for use, learning objectives, learning outcome elements, learning goal achievement indicators, evaluation questions, author biography, bibliography.

Determining the material to be presented starting from learning objectives, learning outcome elements, learning outcome indicators taken from the independent curriculum grade IV package book. After that, look for illustrations that will be included in the pop-up book media.

Making a flowchart in making media (flowchart), designing a Storyboard to describe the shape of the pop-up book for each page. Then, look for tools and materials that will be used in making media such as cartoon illustrations of children as the character of the character Budi, material and images of traditional houses, scissors, cutters, double tape, uhu glue, G glue, bontax stickers ruler, fox glue, solation, foam art, ballpoint pen and image design.

3. Development

Pre-Establishment

This development stage aims to produce and validate learning products. Product validation is carried out by media experts, material experts, learning experts and linguists. Experts use the assessment sheet provided, and then the assessment sheet is adjusted to the quality values of the learning media.

The results of the pop-up book media validation of the physical diversity of Indonesian homes before proceeding to the product trial stage to the teacher. Conducting trials first for each expert validator.

Media Expert Validation

The media expert assessment of the pop-up book on the physical diversity of Indonesian traditional houses conducted by Lovandri Dwanda Putra, M.Pd, received a score of 87.1, so it can be said that this media is in the "high quality" category. The material expert assessment of the pop-up book physical diversity of Indonesian traditional houses conducted by Suyitno, M.Pd received a score of 83.3 so that it can be said that this media is in the "high quality" category. Learning expert assessment of pop-up book media physical diversity of Indonesian traditional houses conducted by Lisa Retnasari, M.Pd get a score of 73.3 so that it can be said that this media with the category "qualified". The linguist's assessment of the pop-up book media on the physical diversity of Indonesian traditional houses conducted by Fendy Yogha Pratama, M.Pd received a score of 81.7 so that it can be said that this media is in the "High Quality" category.

4. Implementation

After the pop-up book media about the physical diversity of Indonesian traditional houses is declared qualified by experts such as media experts, material experts, learning experts, and language experts, the pop-up book media can be implemented in the field. At this stage the pop-up book media on the physical diversity of Indonesian traditional houses is

implemented to students and teachers. The trial was conducted in class IV at SDN Candi Gedangsari to test the quality of pop-up book media on the physical diversity of Indonesian traditional houses to students and teachers. Implementation of pop-up book media to students and teachers by linking the learning that has been prepared with the teaching module for Pancasila Education learning.

The next product trial was carried out after revising the pop-up book media based on criticism, suggestions, responses from media experts, material experts, learning experts and linguists. This product trial was carried out with a field test. After that, the test was conducted on the teacher. The trial was conducted at SDN Candi Gedangsari. The trial was conducted to test the quality of the pop-up book on the physical diversity of Indonesian traditional houses by the teacher. The assessment of the teacher's response to the pop-up book physical diversity of Indonesian traditional houses conducted by Etik Handayani, D.P, S.Pd.SD received a score of 98.0 so that it can be said that this media with the category "high quality". The conclusion from the results of the teacher's assessment is that the pop-up book media on the physical diversity of Indonesian traditional houses is qualified to be used in the learning process.

The next product trial was carried out after revising the pop-up book media based on criticism, suggestions, responses from media experts, material experts, learning experts and linguists. This product trial was carried out with a field test. After that, students were tested. The trial was conducted at SDN Candi Gedangsari. The trial was conducted to test the quality of the pop-up book of physical diversity of Indonesian traditional houses by students. The results of the student response assessment showed that out of 30 students 93.9 rated it very good with a very highly qualified category.

5. Evaluation

The last stage is the evaluation stage of the ADDIE development model. Researchers carry out this evaluation stage by analyzing the data obtained from media experts, material experts, learning experts, linguists and teachers. The assessment that has been carried out by media expert validators, material experts, learning experts and linguists gets an average of 81.3 so that the pop-up book media of physical diversity of Indonesian traditional houses can be said to be categorized as "high quality". The conclusion from the results of the overall assessment of expert validators is that the pop-up book media of the physical diversity of Indonesian traditional houses is very qualified to be used in the learning process. In addition to providing assessments, experts also provide input suggestions and comments namely:

a. Media experts: Consistency between the name of the traditional house in the picture and the background colour of the writing of the traditional house.

b. Material expert: The material on Kalimantan traditional houses is adjusted to other traditional houses and must be consistent.

c. Learning Experts: Modules and pop-up book media on the evaluation sheet for questions are added and adjusted to the learning objectives related to the differences in the physical characteristics of Indonesian traditional houses.

d. Language Expert: The mechanics of the structural system to form an architectural aesthetic system is made simpler that is easily understood by elementary school children.

Input suggestions and comments by expert validation are useful for improving pop-up book learning media on the physical diversity of traditional houses in Indonesia in class IV to achieve the quality of the learning module. The next stage is the trial stage, which is conducted by teachers and students. At this stage, teachers and students are asked to fill out an assessment sheet validated by the instrument validator. The assessment sheet includes engagement, comprehension, and visual appeal criteria. The goal is to be able to collect information related to the use of media in the learning process. This product trial was conducted by one fourth-grade teacher and 30 fourth-grade students of SDN Candi Gedangsari.

The assessment results carried out by the fourth-grade teacher of SDN Candi Gedangsari got an average score, placing the pop-up book media on the physical diversity of Indonesian traditional houses in the 'High quality' category. This categorization is based on specific criteria such as engagement, comprehension, and visual appeal. The conclusion from the results of the fourth-grade teacher's assessment of the pop-up book media on the physical diversity of Indonesian traditional houses is 'Quality' used in the learning process. The quality assessment of the product from media experts, material experts, learning experts, and linguists, as well as teacher and student assessments, are accumulated values that are then calculated on average. The average assessment percentage given by all experts, teachers, and students is 91.0%, which is in the 'high quality' category.

Learning media in the form of pop-up books is one of the interesting and innovative media for delivering learning materials (Haagsman et al., 2020). Pop-up books have pages that can be folded or pressed to produce images or parts that 'jump' out of the page (Amani et al., 2021). This media utilizes the third dimension and visual elements intensively, thus providing an interesting visual experience for users (Sari & Suryana, 2019). The pop-up book media is particularly effective in addressing the disruption of regular schooling caused by the COVID-19 pandemic, as it can help restore students' interest in learning and improve their understanding of the material being taught (Carless, 2022).

Pop-up books feature images that can jump out of the page, thus attracting students' attention and making the material easier to remember (Anjarwati et al., 2023). This media allows students to interact directly with the material, for example, by pressing buttons or moving parts of the pop-up to display additional information (Dawson et al., 2019). Pop-up books can display various objects, concepts, or processes visually, making it easier for students to understand the concepts taught (Manjorang et al., 2023). Using the third dimension, pop-up books can enrich students' learning experience and make it more interesting. Pop-up books can be used in various learning situations, both in and outside the classroom.

Conclusion

A pop-up book on the physical diversity of traditional Indonesian houses was developed as an alternative media for elementary school Pancasila Education using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The first step is analysis, which includes needs analysis, curriculum analysis, and analysis of student characteristics. The next stage is product design in pop-up book media by determining the material, starting from learning objectives, elements, and learning outcomes, and making flowcharts by making storyboards. Then, the media is validated by conducting expert validation, teacher assessment, and student response. Expert validation consists of media experts, material experts, learning experts, and linguists. The assessment shows that the pop-up book on the physical diversity of Indonesian traditional houses as an alternative media for Pancasila Education in elementary schools is qualified to be used in the learning process. This research is limited to the pilot test subject of only one school. Further research recommendations to test the effectiveness of pop-up book media in the learning process, significantly to increase students' interest and learning outcomes.

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