



Pop-Up Book Learning Media on the Pancasila and Civic Education Learning Content

Ni Putu Yuni Damayanti^{1*}, Made Putra²

^{1,2} Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

3 December 2020
Received in revised form
15 January 2021
Accepted 16 February
2021
Available online 25
February 2021

Kata Kunci:

Pop-Up Book, Pancasila,
Pendidikan
Kewarganegaraan

Keywords:

Pop-Up Book, Pancasila,
Civics Education

ABSTRAK

Ketersediaan media pembelajaran di kelas V masing sangat kurang bervariasi, khususnya media pembelajaran tiga dimensi yang memiliki karakteristik yang sesuai dengan siswa sekolah dasar. Hal tersebut menyebabkan siswa sulit dalam memahami materi pelajaran dan siswa mudah bosan dalam kegiatan pembelajaran di dalam kelas. Penelitian ini bertujuan untuk mengetahui kelayakan media pembelajaran *Pop-Up Book* materi nilai-nilai Pancasila dalam kehidupan sehari-hari pada kelas V SD. Pada penelitian ini menggunakan model pengembangan *Dick & Carrey*, yang terdiri 8 tahapan. Subjek pada penelitian ini yaitu media *Pop-Up Book*. Desain uji coba pada penelitian ini terdiri dari *review* ahli isi, *review* ahli desain, dan *review* ahli media pembelajaran, uji coba perorangan dan uji coba kelompok kecil. Metode pengumpulan data pada penelitian pengembangan ini melalui pelaksanaan evaluasi formatif dari *review* para ahli dan siswa. Teknik pengumpulan data pada penelitian ini berupa observasi, wawancara dan kuesioner. Metode analisis data yang digunakan yaitu analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Nilai rata-rata validitas ahli isi atau materi pembelajaran yaitu 93,18% dengan kualifikasi sangat baik, ahli desain pembelajaran yaitu 89,28% dengan kualifikasi baik, ahli media pembelajaran yaitu 91,66% dengan kualifikasi sangat baik, dan uji coba perorangan yaitu 95,83% serta uji coba kelompok kecil yaitu 94,90%. Berdasarkan analisis diatas, dapat dikatakan bahwa pengembangan media *Pop-Up Book* model *Dick & Carrey* dinyatakan valid.

ABSTRACT

The availability of learning media in grade five is very less varied, especially three-dimensional learning media which have characteristics that are suitable for elementary school students. This causes students to find it difficult to understand the subject matter and students get bored easily in the classroom. This study was aimed to find out the validity of Pop-Up Book teaching and learning media toward the Pancasila values lesson in daily life on students grade five in elementary school. This study applied Dick & Carry model consisted of eight steps. The subject in this study is Pop-Up Book. The try-out design in this study consisted of expert review for the teaching and learning content, expert review for the teaching and learning design and expert review for teaching and learning media, personal tryout, and small group tryout. The data in this development study were collected by administrating formative tests from the expert review and students. Data collection techniques in this study were observation, interviews, and questioner. Then, the data were analyzed by using qualitative descriptive techniques and quantitative descriptive techniques. The validity of mean score of the teaching and learning content shown 93.18% with excellent qualification, teaching, and learning design shown 89.28% with good qualification, the teaching and learning media shown 91.66% with an excellent qualification. Whereas personal tryout shown 95.83% and small group tryout shown 94.90%. Based on the analysis data above, this study could be concluded that the development of the Pop-Up Book Model using Dick & Carry was valid.

1. Introduction

The learning process is one of the efforts that can be taken to improve human resources (HR). Finding concepts is not easy, because concepts are very essential in the learning process (Fujiawati, 2016). When talking about the learning process, of course, it cannot be separated from the learning media. Learning media is a component of learning resources or physical media that contains instructional material in the student environment that can arouse students to learn (Istiqlal, 2017). Learning media functions to clarify the material presented and make learning more interesting (Safri et al., 2017). An interesting learning process will have an impact on increasing student motivation and of course will help teachers in delivering material. Therefore, the teacher must have the right learning strategy before

carrying out the learning process. The availability of this learning media is very necessary to make it easier for students to understand the subject matter so that it is expected that students' abilities and attitudes can be achieved maximally (Abdullah, 2017). This can happen if the skills of teachers in managing learning and the availability of adequate learning resources are needed, including the availability of learning media in accordance with the topics of discussion in the subject matter in elementary schools, one of which is the Civic Education lesson content. Civic Education is a learning education program that pragmatically-procedurally seeks to humanize, civilize, and empower humans or students so that they become good citizens in accordance with the applicable regulations in the nation or country concerned. Civic Education is one of the subjects that tends to memorize and uses more teacher strategies in the form of lectures in learning and dominant learning is based on textbooks (Resfira, 2019; Sutiyo, 2018)

Based on the conducted observation and interview in the study area, it was showed that teacher use less various learning media in learning process. The various learning media will make the learning process more interesting that can improve the students' motivation in the learning activities (Ulfa & Nasryah, 2020). Each lesson has different characteristics, so learning media is needed to cope with the characteristics itself. The selection of the right learning media will affect learning quality improvement (Sholeh, 2019). One of the lesson which needs various learning media is Civics lesson especially for material for Pancasila values . Civics is importance lesson to shape students characteristics based on Pancasila (Miswandi, 2018). So teacher must continously be innovative to improve education quality (Noviana & Huda, 2018). Based on the above issue, interesting learning media is needed to trigger the students' interest in the learning process especially for Civics lesson on Pancasila values subject. Pop-Up Book is a book that has 3 dimensional elements atau has a pop-up part that describe the story more interesting, start from the surface of pop-up picture when the book is opened (Fitriani & Fauzy, 2020). The benefit of this media is to encourage students' learning motivation and also can be used for individual or group learning (Masturah, et al., 2018). The use of Pop-up Book on Civics lesson especially for Pancasila Values subject can help the students to understand the material of Pancasila values in daily life. It is because this pop-up book provide concrete objects in the learning process. As if the students were able to see the symbols of each sila in Pancasila in daily life.

This study was supported with relevant study that stated that Pop-Up Book Media that had been developed was ideal to be used in the learning process to improve students' learning outcomes. But there was still possible opportunity to develop similar product for other materials (Dewanti et al., 2018). Other study Media Pop-up Book pada Topik Sistem Tata Surya Kelas VI SD stated that Pop-up Book media had been tested its validity and obtained excellent category, so that Pop-up Book media was suitable to be used in learning process for grade VI of elementary school. Based on above those relevant studies that supported this study, it was stated that the development of Pop-up Book media on Civics lesson was very effective to be used as learning media in elementary school (Sentarik & Kusmariyatni, 2020). Therefore, this study aims to describe the planning process in compiling Pop-up Book media and its validation on Civics lesson.

2. Method

This study was a type of development study, because the researcher developed Pop-up Book media that had validity value obtained from validation test. This study was conducted in September to February 2021. Dick & Carrey instructional model was developed by Walter Dick, Lou Carrey and James O' Carey (Defina, 2018). This study implemented Dick & Carrey model consisted of 10 steps which was simplified to be 8 steps because of limited time. The eight steps were (1) identify need and objectives, (2) conduct analysis instructional, (3) define performance objectives, (4) develop instruments, (5) develop instructional strategies, (6) develop product, (7) design and conduct formative evaluation and (8) conduct instructional revision. First, need and objective analysis was conducted in order to determine product goal that had been developed. The activity related to this step was to identify fact that had been occurred in the research field by conducting interview with the teacher and observation. Second, analyze the instructional that had two objectives that included two activities that were carried out by both teacher and students. The researcher observed the teacher's skill in conducting instructional process and instructional tasks that were needed to achieve instructional objective. Beside analyzing the instructional process, the researcher also analyzed the students' learning process included knowledge, skill, and prior students' characteristics in order the students were easily to follow the instructional process conducted by the teacher. Third, define performance objective of instructional. The researcher defined instructional performance objective based on developed objectives in lesson plan. In this step, the researcher also defined available Basic Competency into particular objectives which were more operational with certain

indicators. Forth, develop instructional instrument. The researcher developed instructional instrument which was related to operational objective that intended to be achieved based on certain indicators and related to product or media quality that had been developed. Fifth, develop instructional strategy which was used to assist the students to achieve particular objective. The researcher compiled a lesson plan in which included chosen method, approach and interaction pattern like what the researcher used to develop Pop-up Book media. Sixth, develop product. The researcher developed Pop-up Book media as instructional media for grade V on Civics lesson on Theme 1 (Movement Organ of Human Being and Animal), subtheme 1 (Movement Organ of Animal). Pop-up Book Media was contained Pancasila values material in daily life and was supported by interesting pictures. Seventh, conduct formative evaluation of instructional. The researcher conducted formative evaluation or validity test for the media. Media validation was a process to evaluate product design by experience expert. Validation that was conducted by the expert was aimed to test product validity, whether the product was suitable enough to be instructional media for elementary school or not. It was also to find out the weaknesses of the media which was needed to repair before it was tested on the subject of the study. Eight, conduct instructional revision. The researcher gave advice on the material and design of Pop-up Book media. In this activity, the researcher concerned the advices and suggestions from the expert team to improve the develop media.

The subject of this study was Pop-up Book media of Pancasila values in daily life. The tryout design in this study consisted of two steps, they were the review from expert team that involved expert of instructional material, expert of instructional design and expert of instructional media as well as individual and group tryout. This study was aimed to obtain complete data in order to use to revise the media. It was also conducted to find out the validation of produced product. Validity test was conducted by distributing the questioner which was evaluated and given advices by the expert and students. Hence, the researcher, then, conducted some revisions based on the given advices and suggestions to improve the developed product. Type of data that had been used in this study were qualitative and quantitative data. Accordance (Sidik & Kartika, 2020) qualitative data is data that appear in the form of words or sentences. Qualitative data in this study were obtained from questioner of experts on the content, design and media, individual and group tryout. Meanwhile, qualitative data is data that appeared from words, figures. While quantitative data is numerical data (Permata et al., 2017). In this study, quantitative data were obtained from questioner result that had been converted into numerical score and also obtained from elementary teacher's interview about the amount of availability of instructional media. Questioner was instrument that was used to collect the data. The questioner was conducted to collect data from expert team in the term of content, design and media evaluation and as well as students' grade V of elementary school. The selection of questioner was used to find out the students' progress in accepting Pop-up Book as an instructional media which was developed to assess the validity of Pop-up Book media. Below was the blueprint of instrument that was used in this study.

Table 1. Blueprint of Expert of Instructional Content

Num.	Aspect	Indicator	Number	Vol.
1.	Curriculum	a. The material is suitable with the basic competency	1	1
		b. The material suitable with indicator	2	1
		c. The material suitable with the instructional objectives	3	1
2.	Material	a. The content is suitable enough with indicator	4	1
		b. Depth of material	5	1
		c. The material presents real life	6	1
		d. The material is supported by suitable media	7	1
		e. The content is easily to understand	8	1
3.	Language	a. Consistence and appropriate	9	1
4.	Evaluation	a. Test is suitable with instructional objective	10	1
		b. Direction of the test is provided	11	1
Amount				11

(Sources: Suartama, 2016 with researcher modifying)

Table 2. Blueprint of Expert of Instructional Design

Num.	Aspect	Indicator	Number	Vol.
1.	Objectives	a. Instructional objective is clear	1	1
2.	Strategies	a. Instructional activities are clear	2	1
		b. The material presentation are able to motivate the students	3	1
		c. The material presents real life	4	1
		d. The material presentation is interesting	5	1
3.	Evaluation	a. The test direction is clear	6	1
		b. The test is suitable with the content	7	1
Amount				7

(Sources: Suartama, 2016 with researcher modifying)

Table 3. Blueprint of Expert of Instructional Media

Num.	Aspect	Indicator	Number	Vol.
1	Design of instructional media	a. Appearance	2,3	2
		b. Text	4	1
		c. Picture	5,6	2
		d. Color	7	1
		e. Layout	8	1
2.	The usage	a. The media is easily to use	1	1
		b. The usage can be control based on the thinking speed	9	1
		c. It is easily to carry	10	1
		d. It can be used both individually or group	11	1
		e. There are clear steps in using the media	12	1
Amount				12

(Sources: Suartama, 2016 with researcher modifying)

Table 4. Individual and Small Group Try-Out Instrument

Num.	Aspect	Indicator	Number	Vol.
1.	Display Design	a. Display	1	1
		b. Text	2	1
		c. Picture	3	1
		d. Color	4	1
		e. Layout	5	1
2.	Material	a. The material can attract students attention	6	1
		b. Material can motivate students	7	1
3.	Operation	a. Media to use easily	8	1
		b. The media is easy to carry	9	1
		c. Used individually as well as in groups	10	1
		d. The use of media can be controlled according to the speed of thinking of students	11	1
		e. The instructions for use are clear	12	12
Amount				12

(Sources: Suartama, 2016 with researcher modifying)

Questioner in this study included (1) data of the result of the expert review in content instructional consisted of 11 questions, data of the result of the expert in design consisted of 7 questions, and data of the result of expert in instructional media consisted of 12 questions. (2) Data from the result of individual and group tryout were in the form of students' review consisted of 12 questions. The analysis technique was quantitative descriptive analysis. In this study, quantitative descriptive analysis was conducted to process the data in the form of numerical score into likert scale such as "Strongly Agree", "Agree", "Disagree", "Totally Disagree" (Nupus & Parmiti, 2017). The numerical score on the questioner used Likert scale as following.

Tabel 5. Likert Scale

Num.	Score	Information
1.	Score 1	Strongly Disagree
2.	Score 2	Disagree
3.	Score 3	Agree
4.	Score 4	Strongly Agree

(Sources: Sukardi, 2013)

Hence, the percentage of calculation result of each questioner was converted into table of 5 Scale achievement in order to give meaning and to make decision on the developed product validation with the following condition.

Table 6. Conversion of Achievement Level Scale 5

Num.	Achievement Rate (%)	Qualification	Explanation
1.	90 – 100	Very Good	No need to revise
2.	75 – 89	Good	Little revision
3.	65 – 74	Enough	Enough revision
4.	55 – 64	Less	Many things to revised
5.	0 – 54	Very Less	Re-create the product

(Sources: Tegeh, dkk 2014)

3. Result and Discussion

The result of obtained validation data based on the validity test was conducted by expert team and students through questioner. The result of data analysis was mean score of validation from each expert test, they were instructional, instructional design and instructional media, both individual and small group test. Based on the description of the result of the study above, the development of Pop-up Book media used Dick & Carrey model consisted of 8 (eight) steps. They are (1) need and objective analysis, (2) conduct instructional analysis, (3) define performance objective of instructional, (4) develop instrument for instructional, (5) develop instructional strategies, (6) develop product, (7) conduct formative evaluation, and (8) conduct instructional revision. The first finding on this study was on the need and objective analysis. It was aimed to determine the program objectives or product which would be developed. The researcher identified basic needs that should be fulfilled. The activity was to identify fact that had been occurred in the research field by conducting interview with the teacher. Based on the result of the interview with homeroom teacher of grade V SD No. 2 Abianbase of Badung Regency on 10th September 2020, the result had shown that: (1) Some lessons were not provided by suitable instructional media for the students to study individually or in group, included Civics lesson to motivate the students more creative and interactive in their learning activities, (2) students' learning sources were dominated by book-oriented. As the result, it less affective to assist the students to study individually, (3) students were hardly to understand the material that being explained because the teacher explained the material without using various learning sources, especially on Pancasila Values material, (4) teacher had limited time in developing innovative 3D of instructional media.

The second finding in instructional analysis was the researcher conducted an interview with the homeroom teacher of grade V. Based on the interview, there were two objectives included two activities that were carried out by both teacher and students. The researcher interviewed about the teacher's skill in conducting instructional process and instructional tasks that were needed to achieve instructional objective. Beside analyzing the instructional process, the researcher also analyzed the students' learning process included knowledge, skill, and prior students' characteristics in order the students were easily to

follow the instructional process conducted by the teacher. Based on the result of the interview, the students were easily bored, less focus, and less active in learning activities. Meanwhile the activities that had been conducted by the teacher, teacher had limited time, material and other in designing instructional media. The third finding was defining performance objective of the instructional. The researcher defined the performance objective of the instructional based on the developed objectives in the lesson plan. In this step, the researcher also defined available Basic Competency into particular objectives which were more operational with certain indicators. The performance objectives included four crucial components, they were A (audience) which was the students, B (behavior) which was the skill that intended to be achieved during the instructional process, C (condition) which was the activities that were conducted during the instructional process, and D (degree) which was the expected action. In this study, the performance objectives which were developed in the lesson plan were as following.

Table 7. Instructional Objectives

Num.	Instructional Objectives
1	By observing the Pop-Up Book media, students are able to identify attitudes that are in accordance with the values contained in the Pancasila precepts.
2	By observing the Pop-Up Book media, students can pronounce the symbols of Pancasila principles correctly.
3	By discussing, students are able to confidently analyze attitudes in accordance with the principles of Pancasila.

The fourth finding was developing instructional instrument. The researcher developed instructional instrument that related to operational objective that were intended to be achieved based on the certain indicators. The development of the instrument was also related to the product quality that was developed. In this study, the instrument that had been developed in the form of questioner consisted of questioner for expert of content, design, media, individual and small group test. The fifth finding was developing instructional strategies that help the students to achieve the particular objectives. The researcher compiled a lesson plan in which contained chosen method, approach and interaction pattern like what the researcher used to develop Pop-up Book media. The lesson plan was based on the syllabus. The lesson plan was for grade V for Civics lesson on theme 1 (Movement organs of human being and animal), subtheme 1 (Movement organs of animal) on Pancasila values topic in daily life. Pop-up book media contained Pancasila values in daily life and was supported with interesting pictures. The storyboard of Pop-up Book media that had been developed by the researcher.

The sixth finding was developing Pop-up Book media as an instructional media for grade V of Civics lesson on theme 1 (Movement organs of human being and animal), subtheme 1 (Movement organs of animal). Pop-up book media contained Pancasila values in daily life and was supported with interesting pictures. The storyboard of Pop-up Book media that had been developed by the researcher. The seventh finding was conducting formative evaluation that was usually mentioned as media validation. This step was a process to assess the product design by experience team expert. The aim was to find out whether the product was appropriate enough to be instructional media or not. There were 2 experts that became the validators in this developing Pop-up Book product. One validator was the expert to evaluate the content, another expert was to evaluate both design and media instructional. After conducting the test from the experts, hence, the researcher carried out the try-out test for the students which included individual and small group test. The percentage result from the five product try-out gained excellent mean score. It meant that Pop-up book was valid to be used as instructional media. The eighth finding was conducting the revision after the validity test conducted on the product by the experts and students. The advices and suggestions that helped to improve Pop-up Book quality had been considered and used to revise Pop-up Book media. The following table 8 shown the revision that had been conducted based on the advices and suggestion from the experts.

Table 8. Comments & Revision

No	Subjek Uji Coba	Comments	Revision
1.	Expert of lesson content	The lesson plan should be completed by material	Completing the material
2.	Expert of lesson design	The fifth <i>Sila</i> must be completed by the word of " <i>sosial</i> "	Completing the Fifth <i>Sila</i> with the word " <i>sosial</i> "

No	Subjek Uji Coba	Comments	Revision
3.	Ahli Media Pelajaran	Include the instruction of using Pop-up Book	Including the instruction

To find out the validation, the product was evaluated or tested first using validity test. The instrument that was used to find out the product validity was a questioner. The validation of Pop-up Book development used Dick & Carrey model that had been tested by team expert of content, design and instructional media, and the subject were individual and small group test. The summary of the validity test and product try-out were described in the following table.

Table 9. Pop-Up Book Product Try-Out Result Percentage Score

Num.	Subject	Result (%)	Explanation
1	Learning Content Expert	93,18	Very Good
2	Learning Design Expert	89,83	Good
3	Learning Media Expert	91,66	Very Good
4	Individual Try-out	95,83	Very Good
5	Small Group Try-out	94,90	Very Good

The result of Pop-up Book media used Dick & Carret model was in the form of physical media with visual appearance as following.



Figure 2. The final result of Pop-up Book

Discussion

In this study, the development was conducted by administrating formative evaluation that was usually said as media validity test (Dewanti et al., 2018). Media validity was a process to evaluate the product design that had been develop by competence team expert in their field (Nopriyanti & Sudira, 2015). The aim of conducting formative evaluation was to find out whether the product was valid to be instructional media or not. In this study, there were 2 experts that became a validator in developing Pop-up Book product. One validator was the expert to evaluate the content, another expert was to evaluate both design and media instructional. Hence, the researcher conducted product try-out test that had been done by the students included individual test that consisted of three students and small group test that consisted of nine students. The percentage of the product validity were as following. The result of the review from the expert of Civics lesson content obtained 93.18% with excellent qualification. From the content, Pop-up Book media was developed based on the competency that was going to be achieved. From the result, it shown that the teacher should take into account to select and use appropriate media based on the content and the characteristic of the lesson. With appropriate plan, the media that had been developed had special attraction for the students. Education is a process that is carried out in planned manner to help the students having intellectual abilities and develop attitudes (Fahreza & Husna, 2017).

The result of review from the expert of instructional design obtain 89.83% with good qualification. It was said that in the instructional process, teacher should be able to select and choose appropriate instructional strategies based on the lesson and students' characteristics (Ilhamdi et al.,

2020). Teacher must have and develop their teaching skill beside having intellectual competence. Those skills are a basic modal for teacher to create planned and professional instructional (Bastian, 2019).

The result of review from the expert of instructional media obtained 91.66% with excellent qualification. It shown that the concrete of instructional media such as Pop-up Book had special attraction for students. The similar statement that stated Pop-up Book media is interesting because it is 3 dimensional media and provide attractive visual that can move (Fitri & Karmila, 2018). Selecting the appropriate media will affect the student's attention and motivation in learning (Agustin et al., 2021). The result individual test obtained 95.83% with excellent qualification and the result of small group test obtained 94.90% with excellent qualification. It shown that a good instructional was an instructional that was able to give learning experience for students. Pop-up Book media was developed interestingly because it had attractive visual and used to vary the instructional process. It similar with statement that pictures with pop-up component on Pop-up Book media give strong impression for the students and it make the students become curious to follow the learning process (Sentarik & Kusmaryatni, 2020).

4. Conclusion

The product of Pop-up Book development on Civics lesson of Pancasila Values material was valid to be used as instructional media in grade V. It was because, Pop-up Book was completed by interesting pictures and produced 3-dimension impression that helped to improve the students' attention when the teacher explained the material.

References

- Abdullah, R. (2017). Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal*, 4(1), 35. <https://doi.org/10.22373/lj.v4i1.1866>.
- Agustin, R., Nurmalia, & Noviardila, I. (2021). Peranan Media Interaktif Animasi Terhadap Minat Belajar Pada Mata Pelajaran Bahasa Indonesia Pada Siswa Kelas IV SD Negeri 019 Tanjung Sawit Kecamatan Tapung Kabupaten Kampar Pembelajaran 2020/2021. *Jurnal Pendidikan Dan Konseling (Jpk)*, 3(1), 71-79. <https://doi.org/https://doi.org/10.31004/jpdk.v3i1.1385>.
- Bastian, B. (2019). Analisis Keterampilan Dasar Mengajar Guru Dalam Melaksanakan Pembelajaran Di Sekolah Dasar. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 3(6), 1357. <https://doi.org/10.33578/pjr.v3i6.7899>.
- Defina, D. (2018). Model Penelitian dan Pengembangan Materi Ajar BIPA (Bahasa Indonesia bagi Penutur Asing). *Indonesian Language Education and Literature*, 4(1), 36. <https://doi.org/10.24235/ileal.v4i1.3012>.
- Dewanti, H., Toenlio, A. J. E., & Soepriyanto, Y. (2018). Pengembangan media Pop-Up Book untuk Pembelajaran Lingkungan Tempat Tinggalku Kelas IV SDN 1 Pakuaden Kabupaten Ponorogo. *Jurnal Kajian Teknologi Pendidikan*, 1(3), 221-228.
- Fahreza, F., & Husna, N. (2017). Pengaruh Strategi Pembelajaran terhadap Hasil Belajar IPS Siswa Kelas V SD Negeri Paya Peunaga Kabupaten Aceh Barat. *Jurnal Bina Gogik*, 4(2), 37-48.
- Fitri, N. A., & Karmila. (2018). Pengembangan Media Pop-Up Book Kubus dan Balok untuk Siswa Kelas V Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(4), 226-239.
- Fitriani, D., & Fauzy, T. (2020). Pengaruh Media Pop Up Book Berbasis Cerita Terhadap Kemampuan Berbicara Anak Usia Dini Kelompok B (Usia 5-6 Tahun) Di Paud Al-Huda Palembang Tahun 2019. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, 2(2). <https://doi.org/10.31851/pernik.v2i2.4177>.
- Fujiawati, F. S. (2016). Pemahaman Konsep Kurikulum dan Pembelajaran dengan Peta Konsep Bagi Mahasiswa Pendidikan Seni. *Jurnal Pendidikan Dan Kajian Seni*, 1(1), 16-28.
- Ilhamdi, M. L., Novita, D., & Awal Nur Kholifatur, R. (2020). Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Kemampuan Berpikir Kritis IPA SD. *Jurnal Ilmiah Kontekstual*.
- Istiqlal, M. (2017). Pengembangan Multimedia Interaktif Dalam Pembelajaran Matematika. *JIPMat*, 2(1). <https://doi.org/10.26877/jipmat.v2i1.1480>.
- Masturah, E. D., Mahadewi, L. P. P., & Simamora, A. H. (2018). Pengembangan Media Pembelajaran Pop-Up Book pada Mata Pelajaran IPA Kelas III Sekolah Dasar. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, 6(2), 212-221.
- Miswandi, M. (2018). Peningkatan Hasil Belajar PKN SD melalui Stategi Crossword Puzzle. *Jurnal Pendidikan : Riset Dan Konseptual*, 2(3), 300. https://doi.org/10.28926/riset_konseptual.v2i3.66.
- Nopriyanti, N., & Sudira, P. (2015). Pengembangan multimedia pembelajaran interaktif kompetensi dasar pemasangan sistem penerangan dan wiring kelistrikan di SMK. *Jurnal Pendidikan Vokasi*, 5(2). <https://doi.org/10.21831/jpv.v5i2.6416>.

- Noviana, E., & Huda, M. N. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Hasil Belajar Pkn Siswa Kelas Iv Sd Negeri 79 Pekanbaru. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 7(2), 204. <https://doi.org/10.33578/jpkip.v7i2.6287>.
- Nopus, M. H., & Parmiti, D. P. (2017). Peningkatan Keterampilan Berbicara Melalui Penerapan Metode Show and Tell Siswa Sd Negeri 3 Banjar Jawa. *Jurnal Ilmiah Sekolah Dasar*, 1(4), 296. <https://doi.org/10.23887/jisd.v1i4.12289>.
- Permata, D. N., Lambey, L., & Tangkuman, S. (2017). Analisis Penerapan Sistem Informasi Akuntansi Pembelian Suku Cadang Pada Pt. Hasjrat Abadi Sudirman Manado. *Going Concern : Jurnal Riset Akuntansi*, 12(2), 905–916. <https://doi.org/10.32400/gc.12.2.18366.2017>.
- Resfira. (2019). Peran Pendidikan Kewarganegaraan dalam Membangun Masyarakat Berjiwa Nasional. *Journal of Civic Education*, 2, 52–58.
- Safri, M., Sari, S. A., & Marlina. (2017). Pengembangan Media Belajar Pop-Up Book Pada Materi Minyak Bumi. *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)*, 5(1), 107–113.
- Sentarik, K., & Kusmariyatni, N. (2020). Media Pop-Up Book pada Topik Sistem Tata Surya Kelas VI Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 197. <https://doi.org/10.23887/jisd.v4i2.25135>.
- Sholeh, M. (2019). Pengembangan Media Pop-Up Book Berbasis Budaya Lokal Keberagaman Budaya Bangsa Siswa Kelas IV Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 4(1), 138–150. <https://doi.org/10.22437/gentala.v4i1.6979>.
- Sidik, F. D. M., & Kartika, I. (2020). Pengembangan E-Modul dengan Pendekatan Problem Based Learning untuk Peserta Didik SMA/MA Kelas XI Materi Gejala Gelombang. *Jurnal Penelitian Pembelajaran Fisika*, 11(2), 185–201. <https://doi.org/10.26877/jp2f.v11i2.6277>.
- Sutiyono, S. (2018). Reformulasi Pendidikan Pancasila Dan Kewarganegaraan Untuk Memperkuat Nasionalisme Warga Negara Muda Di Wilayah Perbatasan. *Citizenship Jurnal Pancasila Dan Kewarganegaraan*, 6(1), 1. <https://doi.org/10.25273/citizenship.v6i1.1824>.
- Ulfa, M. S., & Nasryah, C. E. (2020). Pengembangan Media Pembelajaran Pop – Up Book Untuk Meningkatkan Motivasi Belajar Siswa Kelas IV SD. *Edunesia : Jurnal Ilmiah Pendidikan*, 1(1), 10–16. <https://doi.org/10.51276/edu.v1i1.44>.