



# Pop-Up Book Learning Media for Nationalism Character Building

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## ABSTRAK

Masih banyak guru menggunakan buku pegangan sebagai bahan mengajar, bahkan pada masa pandemic Covid-19 guru hanya menggunakan aplikasi WhatsApp sebagai media untuk menyampaikan materi. Penelitian ini bertujuan untuk mengembangkan media pembelajaran dalam bentuk buku yang diberi nama Pop-up Book menggunakan bahan kertas tebal. Pengembangan media Pop-up Book bertujuan untuk membangun karakter nasionalisme pada siswa kelas III dan IV SD dalam mata pelajaran IPS. Metode yang digunakan dalam penelitian ini adalah metode penelitian dan pengembangan (R&D) yang mengacu pada model Borg and Gall. Instrumen yang digunakan dalam penelitian ini berupa lembar angket, lembar wawancara, dan lembar validasi. Tipe dari ketiga instrumen penilaian adalah non test. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis data deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa berdasarkan hasil validasi media pop-up book mendapatkan presentase 97% dengan kategori sangat valid. Validasi materi IPS dalam pop-up book mendapatkan presentase 86% dengan kategori sangat valid. Validasi Bahasa media pop-up book mendapatkan presentase 88% dengan kategori sangat valid. Berdasarkan hasil validasi yang telah dilakukan, maka media pop-up book dinyatakan sangat valid dalam mengembangkan karakter nasionalisme dalam mata pelajaran IPS siswa sekolah dasar. Keterbatasan penelitian ini adalah kami tidak melakukan uji efektivitas pada model pengembangan pop-up book. Rekomendasi untuk peneliti selanjutnya yaitu melakukan uji efektivitas pada model ini, agar didapatkan informasi bahwa model pengembangan pop-up book ini layak dan efektif digunakan bagi siswa sekolah dasar.

## ABSTRACT

There are still many teachers who use handbooks as teaching materials, even during the Covid-19 pandemic, teachers only use the WhatsApp application as a medium to deliver material. This study aims to develop learning media in the form of a book called Pop-up Book using thick paper. Pop-up Book media development aims to build the character of nationalism in third and fourth grade elementary school students in social studies subjects. The method used in this study is a research and development (R&D) method that refers to the Borg and Gall model. The instruments used in this study were questionnaire sheets, interview sheets, and validation sheets. The type of the three assessment instruments is non-test. The data analysis technique used in this research is descriptive qualitative and quantitative data analysis techniques. The results showed that based on the results of the validation of the pop-up book media get a percentage of 97% with a very valid category. The validation of social studies material in the pop-up book gets a percentage of 86% with a very valid category. Validation Language pop-up book media get a percentage of 88% with a very valid category. Based on the results of the validation that has been carried out, the pop-up book media is declared very valid in developing the character of nationalism in social studies subjects for elementary school students. The limitation of this study is that we did not test the effectiveness of the pop-up book development model. The recommendation for further researchers is to test the effectiveness of this model, in order to obtain information that the pop-up book development model is feasible and effective to use for elementary school students.

## 1. INTRODUCTION

Incorporating elements of the value or character of nationalism is a necessity and is applied from an early age as an embodiment of love for the homeland. Love for the homeland can be interpreted as a way of thinking, acting, and having insight that places the interests of the nation and state above the interests of oneself and the group (Mustaqim et al., 2021). The starting point for the discursive definition of nationalism is the marker of "nation" (De Cleen & Stavrakakis, 2017). Modern nationalism is constantly being

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reproduced, not only through official discourse but also through popular culture and in the daily lives of citizens (Eddyono, 2020).

Analysis "identity" is a poor tool for understanding various phenomena that are usually studied under the broad umbrella of "nationalism", such as nationalist rhetoric, nationalization politics, the concept of nationality, the image of the nation, and so on (Maxwell, 2018). Nationalism is related to ethnic conceptions that define national identity based on specified criteria, such as the same ethnic heritage, kinship ties, and linguistic and cultural homogeneity (Condor, 2001; Miglietta et al., 2020). There is a growing body of research that makes visible and everyday nationalism in adult society, however, in the institutional life of very young children it is rare (Millei, 2019). The important point is that a concept like nationalism means different things in different contexts and, as a result, different features of the world come to the fore (Murstedt et al., 2015). Several studies have shown how the state fulfills this requirement by building a 'nation' and spreading national identity through public schools, particularly civic education (Siebers, 2018).

The learning process will run effectively and efficiently if an educator is able to choose, sort, and create appropriate learning methods. Teaching and learning activities in general only rely on teachers, books as learning resources (Ukhtinasari et al., 2017). Educators must prepare appropriate teaching methods to advance successful education, especially in the era of the industrial revolution 4.0 (Afandi et al., 2021; Maghfiroh et al., 2020; Ukhtinasari et al., 2017). By providing an understanding of concepts and theories to students, students can gain a meaningful experience directly (Permana & Sari, 2018). Learning media are everything that humans use to convey learning messages (Pratiwi et al., 2020). Media literacy has been described as an educational process in which students develop critical thinking (Rhinesmith & Stanton, 2018). Strengthening the teaching-learning experience of all involved both narratively and visually (Ruggiero, 2017). Visual attention is very important to filter out external information that enters the higher-order cognition process (Anderson, 2002; Wei & Ma, 2016).

One type of learning media that can make students interested, not bored, and help students during the learning process is Pop-Up media. Pop-Ups are amazing when used in learning activities in the form of visual media (Elfiani et al., 2019). At first glance, pop-ups are almost the same as origami where both of these arts use paper folding techniques. However, origami is more focused on making objects or objects, while pop-ups are more likely to make mechanical paper that can make images look more different in terms of perspective/dimensions, shape changes and can move (Darmawati et al., 2021). Pop-ups can be used as learning media used by teachers to stimulate students to be more passionate about learning. The existence of the right learning media can facilitate the student learning process which in the end the learning outcomes achieved are also satisfactory (Lawrence & Tar, 2018). Pop-ups are meant to appear "spontaneous, vibrant, innovative, and unpredictable" (Beene et al., 2019; Davis et al., 2015). The pop-up format is dynamic and captures the imagination of young readers through movement by adding an element of surprise (Brown & Towell, 2015).

Pop-up books can be an interesting medium for children and can be a medium of learning (Rahmawati & Rukiyati, 2018). Pop-up book media can be an alternative in developing students' knowledge and critical thinking. Pop-up book learning media must contain elements of a moral message or a good mandate for the reader (Ariyani & Setyowati, 2021). This cute contraption is configured to pop or open when opening a collapsible surface (Sari & Suryana, 2019). A pop-up book is a book where each page contains moving parts and has three-dimensional elements (Wulandari et al., 2020). One alternative learning media that has the potential to attract children's attention is pop-up book media (Barsihanor et al., 2020). Teachers respond pedagogically to new opportunities for play and learning (Fleer, 2020). Pop-up books provide opportunities for students to experiment on their own and find the answers themselves (Kusno & Kusuma, 2018). Pop-up books adopt variations in aspects such as page turning, punching, pulling and twisting, three-dimensional appearance, and texture, to emphasize the interaction between the reader and the book and the functionality of the book, thereby stimulating the imagination, creativity of readers, cognitive abilities, and visual experience to increase interest in reading and achieve interactive learning (Ma & Wei, 2015).

Pop-up books, cards, and constructions are of great interest to students; simple pop-ups are easy to create; and science inquiry learning can be supported by its creations (Olsen et al., 2013). The illustration moves back and forth and turns into a dimensional image when the page is opened (Shcherbina, 2016). Several studies have been conducted using pop-up book media. The results showed that pop-up book media was able to improve learning outcomes (Amalia & Setiyawati, 2020; Haryanti et al., 2017); more enthusiastic (Khoiriyah & Sari, 2018); improve students' social science knowledge competence in inclusive schools (Gading et al., 2021); literacy of elementary school students (Ariyani & Setyowati, 2021); develop language appreciation, cognitive, and aesthetic abilities (Elia et al., 2010; Hsiao, 2010; Wei & Ma, 2020).

The relationship between Social Sciences (IPS) and a sense of nationalism plays an important role in directing students to become Indonesian citizens who are democratic, responsible, and peaceful citizens of the world, and students can interact individually and in groups. The results of observations at SDN Palumbonsari class IV on social studies subjects, researchers found several gaps in social studies learning, especially in the matter of ethnic and cultural diversity, including: 1) teachers still use conventional media and only use textbooks as teaching materials, 2) media that used only relying on objects that are around the school, 3) in this pandemic period teachers only use whatsapp as a medium to convey material, 4) students do not know ethnicity and culture, 5) students do not know and memorize national songs and songs regions, 6) students are not enthusiastic when learning, 7) students do not know the birthday of Indonesian heroes, 8) students are still passive when studying. As far as we know, there has been no publication regarding the use of pop-up book media in social studies subjects. Not all teachers are able to develop various interesting media for their students (Indrianto & Kurniawati, 2020).

The purpose of this research is to develop learning media in the form of a book entitled Pop-up Book using thick paper. The development of this Pop-up Book media aims to build the nationalist character of fourth grade elementary school students in social studies subjects. It is hoped that with the development of this pop-up book, students will be able to recognize and recognize the diversity of the Indonesian nation, so that mutual respect and respect for all existing differences will be embedded. The impact of using pop-up book media is one solution to increase children's ability to get to know the culture of their country. As stated by several experts who stated that, the operation of the pop-up book can inspire the imagination and creativity of readers, improve their thinking and understanding abilities, and develop their aesthetic experience, thereby increasing the enjoyment of reading and achieving the effect of interactive learning (Wei & Ma, 2020). Students show creativity during work, playing with words about pictures (Olsen et al., 2013).

## 2. METHOD

Researchers used the Research and Development method. R&D is a research activity starting with research and continuing with development that produces new products produced through process development by testing product effectiveness (Permana & Sari, 2018). Broadly speaking, this type of research will produce a product that has been validated by experts. Many types of R&D research have been developed into different research models by several experts. The steps taken in this study only reached product revision. The steps are (1) Research and information gathering, at this stage the researcher collects information by means of literature studies on previous studies and then field studies by collecting information from student nationalism questionnaires, teacher interviews, and interviews with students. (2) Planning, at this stage, researchers design media by making story boards, use cases, and flow charts. (3) Development of the initial form of the product, at this stage, researchers make rules in pop-up books, materials in MoPan and develop pop-up book media, (4) Initial field test, at this stage, researchers conduct media validation tests, test material validation, and language validation tests by experts. (5) Product revision, at this stage, researchers make revisions based on the results of the assessment of the experts.

The sample in this study were male and female students in grade IV at SD Negeri Palumbonsari III in grade IV. The total sample was 41 people (men 16, women 25), with a mean age of 11.7 years, two teachers were involved in filling out the interview questions. The instruments used in this study were questionnaire sheets, interview sheets, and validation sheets. The three assessment instruments are non-test. The questionnaire that will be used is to measure students' nationalism and learning media needs. Interview sheets were addressed to teachers and students regarding nationalism and media needs. The validation sheet is intended to determine the validity of the media to be developed which consists of the suitability of the material and language. The data analysis technique used in this research is descriptive qualitative and quantitative data analysis techniques. The data that has been collected through the instrument is then processed and analyzed in order to answer the problem formulation and prove the hypothesis that has been made. Qualitative descriptive data analysis techniques in this study were carried out to process data from media needs questionnaires, student nationalism level questionnaires, teacher interviews, and student interviews. Quantitative data analysis techniques in this study were carried out to process data from media validation, material validation, and language validation.

## 3. RESULT AND DISCUSSION

### Result

Related to the results of media validation, that the pop-up book media developed is valid and can be accepted by students and teachers as an alternative in learning, especially developing the character of

student nationalism. Related to the results of language validation, that the language used in the pop-up book media is easily understood by students because the language prepared by the researcher is adjusted to the level of development and ability of students to reason and understand the sentences read. The use of language can be accepted by students and teachers as learning materials in developing students' nationalistic character. The validation in this study was conducted to assess the feasibility of pop-up book media in developing the nationalism of fourth grade elementary school students. On the validation of media, the material developed in the pop-up book media has been adapted to the mandate of the curriculum and in accordance with the needs of students in learning. The material content in the developed pop-up book is also able to train students' identification and reasoning skills related to cultural diversity so that the basic sense of nationalism is imprinted in students. The development of the pop-up book media was developed using a three-dimensional display that contains interesting interactive elements that can move when opened as if an object appears from each opening in the form of a box or box. Pop up media in its manufacture uses paper and folding techniques. Therefore, Pop-Up media can give an interesting impression to students, thus the message to be conveyed can be conveyed in accordance with the learning objectives. Based on the results of student interviews that have been conducted, the researcher concludes that students are quite aware of the importance of nationalism but still do not apply it in daily life. There are still some students who have not participated in preserving the culture in Indonesia. As for the need for learning media, students need it because most teachers who teach only rely on textbooks and worksheets. Students need and are interested in learning media in the form of pop-up media so that the learning process is more fun.

Research and development that has been carried out by researchers produces a product in the form of interactive learning media created, namely pop-up media. The product that has been made contains material on Ethnic and Cultural Diversity in social studies subjects for grade IV Elementary School. This product can be studied independently or studied in groups, can be touched directly by students. Based on the student nationalism questionnaire analysis that has been carried out, there are 25.6% of students who have high nationalism, 44.2% of students who have quite high nationalism and 30.2% of students who have low nationalism. From these data, the researcher concludes that the level of nationalism of fourth grade elementary school students is not evenly distributed. Based on the media needs questionnaire analysis that has been carried out, there are 24.4% of students who really need learning media, 40% of students need learning media, 33.3% of students need enough learning media, and only 2.2% of students need less learning media. From these data, the researcher concludes that students need learning media, especially learning media in the form of pop-up media.

## Discussion

This has not been able to increase students' sense of nationalism towards their own country. Judging from the results of observations, students are not familiar with the existence of ethnicity and culture, students do not know and memorize national anthems and folk songs, students are less enthusiastic when studying, students do not know the birthday of Indonesian heroes, and students are still passive when learning. So that learning is indeed less interesting and can be categorized as passive learning in class, because students pay less attention to the teacher who is explaining. In explaining the material, teacher does not use media to attract students' attention in learning, so pop-up media are needed during learning to increase students' sense of nationalism. So, the researcher wants to examine the sense of nationalism in the hope of increasing the sense of nationalism of elementary school students. Ernest Gellner melihat nasionalisme sebagai persyaratan fungsional masyarakat industri modern (Siebers, 2018). Maja defines nationalism as a phenomenon that unconsciously permeates everyday life and is seen as natural (Murstedt et al., 2015).

Much of the talk of "identity," of course, goes beyond nationalism (Maxwell, 2018). These connections between populism and nationalism have led to a (partial) conflation of populism and nationalism (De Cleen & Stavrakakis, 2017). Social science (IPS) explains how in human life involves social interaction between communities both locally and internationally. Social plays an important role in human life, because it increases socialization between people and the environment. Basically, social studies in a study of humans and the world around them. This means that the subject of the study of social studies lessons is the relationship between humans and the environment in real human life. Likewise, Social Studies explains the attitudes, skills, knowledge, and values of students, so that in their live students are able to interact with their environment. The relationship between social studies learning and nationalism for students plays an important role in directing students to become democratic, responsible citizens of Indonesia, as well as peace-loving citizens of the world, and students can interact individually or in groups.

Thus, social science is a very important subject for students to study how social interaction is in society, because social studies studies social sciences such as sociology, cultural anthropology, social

psychology, history, geography, economics, political science, and so on. The education system is the dominant cultural mediator in society and influences the conceptualization of the nation-state and national identity (Miglietta et al., 2020). Nationalism is usually absorbed by existing institutional practices in stable, modern democracies (Bonikowski, 2016; Millei, 2019b). The content standard also states that social studies subjects are arranged systematically, comprehensively, and integratedly in the learning process towards maturity and success in life in society. With this approach, it is hoped that students will gain a broader and deeper understanding of the related field of science. Social Studies plays a very important role in the educational process and technological developments. Social studies in one of the subjects included in the national exam for elementary school students, therefore, social studies learning must be made fun, so that it is more meaningful and sustainable in order to get maximum results. In social studies learning begins with measuring students' understanding of nationalism, namely students gain a sense of affective nationalism. In understanding social studies learning in the material of ethnic and cultural diversity, students can apply a sense of nationalism within themselves. Nationalism is an attitude, feeling, and behavior to show a sense of love for the country and the homeland, especially for ethnicity and culture.

The use of learning media can be used as a solution to increase students' sense of nationalism in social studies learning in elementary schools, one of the learning media that can and is suitable to be applied to elementary school students is the pop-up book media, which focuses on pictures- interesting pictures that can stimulate students in understanding the subject matter, besides this pop-up media is concrete or real. To overcome the above problems in increasing the sense of nationalism, there must be interesting learning, in addition to interesting learning, students must be able to animate and share the material about ethnic and cultural diversity described by the teacher, so the teacher must be creative in making learning media and also in accordance with the material to be taught, so that students pay more attention to the learning that takes place, the atmosphere in the classroom is not passive and students are more active in learning, by using this pop-up media students pay more attention to social studies learning on ethnic and cultural diversity material. If the teacher uses pop-up media to explain social studies subjects, students will pay more attention and can increase their sense of nationalism towards themselves, as well as in student learning to be active in the classroom. One technique is the pop-up layer, which extends from the interior fold in the book (Brown & Towell, 2015). Teachers are responding pedagogically to these new opportunities for play and learning (Fleer, 2020).

Based on the results of teacher interviews that have been conducted, the researcher concludes that teachers and schools have tried to build the character of nationalism in accordance with the existing curriculum and the evidence is that the teachers see that students have the character of nationalism in life at school. Meanwhile, teachers need the latest learning media to be used in the social studies learning process. Pop Up learning media is one that is needed in social studies learning. Pop-up media has advantages, the first is that this pop-up book is practical to use and easy to carry. The advantages of the two pop-up books are different from books in general because they have dimensions when this book is used. This is certainly the attraction of the reader. The third advantage of pop-up media invites user interactivity, both individually and in groups. The fourth advantage is that it stimulates the user's imagination. Basically, pop-up books are made more varied than ordinary books, this will stimulate the user's imagination process. Based on the explanation of the advantages and disadvantages above, the use of pop-up learning media is expected to be more interesting for students in learning ornaments. Experts obtained a percentage of 97%. This presentation shows that the pop-up book media according to media experts is in the very valid category based on table 4.7 regarding the assessment criteria. In material expert validation, the percentage obtained is 86%. This percentage shows that the pop-up book media is in a very valid category which indicates that the material is very relevant to the learning objectives. On the validation of language experts, obtained a percentage of 88%. This presentation shows that the pop-up book media is in the very valid category based on table 4.9 regarding the assessment criteria.

The validation in this study was conducted to assess the feasibility of pop-up book media in developing the nationalism of fourth grade elementary school students. On the validation of media experts obtained a percentage of 97%. This presentation shows that the pop-up book media according to media experts is in the very valid category based on table 1, regarding the assessment criteria. In material expert validation, the percentage obtained is 86%. This percentage shows that the pop-up book media is in the very valid category which indicates that the material is very relevant to the learning objectives. On the validation of language experts, obtained a percentage of 88%. This percentage indicates that the pop-up book media is in the very valid category based on table 2 regarding the assessment criteria. In addition to planning in the manufacture of products, researchers develop in the form of pop-up games media that have been validated. Pop-up media is a three-dimensional display that contains interesting interactive elements that can move when opened as if an object appears from each opening in the form of a box or box. Pop up media in its manufacture uses paper and folding techniques. The limitation of this study is that it cannot

generally describe students in a large sample scope due to differences in demographics, culture, local wisdom, family and community environments. The recommendation for further research is to conduct a more in-depth study of the pop-up book media with a larger sample scale.

Pop-up books can be an interesting medium for children and can be a medium of learning (Rahmawati & Rukiyati, 2018). Pop-up book media can be an alternative in developing students' knowledge and critical thinking. Pop-up book learning media must contain elements of a moral message or a good mandate for the reader (Ariyani & Setyowati, 2021). This cute contraption is configured to pop or open when opening a collapsible surface (Sari & Suryana, 2019). A pop-up book is a book where each page contains moving parts and has three-dimensional elements (Wulandari et al., 2020). One alternative learning media that has the potential to attract children's attention is pop-up book media (Barsihanor et al., 2020). Teachers respond pedagogically to new opportunities for play and learning (Fleer, 2020). Pop-up books provide opportunities for students to experiment on their own and find the answers themselves (Kusno & Kusuma, 2018). Pop-up books adopt variations in aspects such as page turning, punching, pulling and twisting, three-dimensional appearance, and texture, to emphasize the interaction between the reader and the book and the functionality of the book, thereby stimulating the imagination, creativity of readers, cognitive abilities, and visual experience to increase interest in reading and achieve interactive learning (Ma & Wei, 2015).

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#### 4. CONCLUSION

The development of pop-up book media by using three-dimensional display is considered very valid and worthy of use in developing the character of nationalism of primary school students. The limitation of this study is that it cannot describe students in general within a large sample size due to differences in demographics, culture, local wisdom, family and community environment. The recommendation for further research is to conduct a more in-depth study of pop-up book media with a larger sample scale and does not rule out the possibility of studying multiculturalism in IPS learning.

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