



# Media Pop-Up Book Using Adobe After Effect Material on Procedures for Ablution in Kindergarten

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## ABSTRAK

Variasi media dalam membiasakan tata cara berwudhu untuk anak usia dini masih terbatas hanya berupa gambar dan poster saja. Permasalahan tersebut menyebabkan minimnya pengetahuan anak mengenai urutan-urutan berwudhu yang benar. Penelitian ini bertujuan untuk mengembangkan media pop-up book menggunakan adobe after effect materi tata cara berwudhu untuk anak kelompok B di Taman Kanak-kanak. Jenis penelitian yang digunakan yaitu penelitian pengembangan mengacu pada model ADDIE. Subjek penelitian berjumlah 1 orang ahli media, 1 orang ahli materi, 1 orang ahli bahasa dan 30 orang peserta didik. Metode pengumpulan data yang digunakan adalah wawancara, angket dan Observasi. Instrumen yang digunakan berupa angket tertutup. Teknik analisis yang digunakan yaitu deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan validasi sangat baik yang terdiri validasi materi 86%, media 100% dan bahasa 88%. Sedangkan kepraktisan media 89% kategori sangat baik. Hasil uji efektivitas menunjukkan penggunaan media pop-up book meningkatkan pemahaman anak tentang tata cara berwudhu. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa media pop-up book menggunakan adobe after effect valid, praktis, efektif serta layak digunakan sebagai media pembelajaran materi tata cara berwudhu di Taman Kanak-kanak untuk anak kelompok B. Media pop-up book menggunakan adobe after effect dapat meningkatkan semangat dan memudahkan anak dalam belajar tata cara berwudhu.

## ABSTRAK

Media variations in familiarizing ablution procedures for early childhood are still limited to pictures and posters. This problem causes a lack of knowledge in children about the correct sequence of ablution. This study aims to develop pop-up book media using Adobe After Effects, material for ablution procedures for group B children in Kindergarten. The type of research used is development research referring to the ADDIE model. The research subjects comprised one media expert, a material expert, a linguist, and 30 students. Data collection methods used are interviews, questionnaires, and observation. The instrument used is a closed questionnaire. The analysis technique used is descriptive qualitative and quantitative. The results showed good validation consisting of 86% material validation, 100% media, and 88% language. While the practicality of the media is 89%, the category is very good. The effectiveness test results showed that the use of book pop-up media increased children's understanding of the procedures for ablution. It was concluded that pop-up book media using Adobe After Effects is valid, practical, effective, and appropriate to be used as a learning media for kindergarteners' ablution procedures for group B children. Using Adobe After Effect, pop-up book media can increase enthusiasm and make it easier for children to learn how to perform ablution.

## 1. INTRODUCTION

Religious and moral values are one of the aspects of early childhood education (Hewi & Shaleh, 2020; Maudidah et al., 2022). To achieve child development in religious and moral values, children aged 5-6 should know their religion and practice worship (Akmal, 2018; Sulaiman et al., 2019). One type of worship in Islam that can be taught to young children is ablution. Ablution is one of the legal conditions for prayer, which must be carried out by washing or washing all certain limbs using water before praying

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(Firmansyah et al., 2022; Lubis & Sutisna, 2022). Wudhu is an important part before praying, so introducing the procedures for ablution to early childhood plays an important role in making children able to carry out the steps for ablution according to the Qur'an and Sunnah that exist in everyday life and if the steps for the child's ablution are not perfect, then the prayer will not be accepted (Barutu & Harfiani, 2023; Hidayat, 2022; Revita & Hartati, 2020). Thus it is expected that students can know the material presented well. The teacher must also know and master the material for ablution procedures that will be taught to children by making learning more varied and a variety of methods and media that are not boring so that children are interested in learning the correct procedures for ablution and the implementation of learning material for ablution procedures for early childhood can be achieved as desired.

However, the reality on the ground shows that children's knowledge of the sequences for ablution is still very minimal, so there are parts of the body that are skipped to be wetted (Arinal et al., 2019). It is in line with the results of observations and interviews conducted at Insan Mandiri Cendekia Palembang Kindergarten and Palembang Moulya Kindergarten, where the observations showed that at Moulya Palembang Kindergarten, children were rarely taught about the correct procedures for ablution so that many children did not know the correct procedures for ablution, the teacher only introduced the procedures for ablution to children through posters with pictures of ablution affixed to the classroom walls. In addition, the results of observations at the Insan Mandiri Cendekia Palembang Kindergarten show that children are still not able to perform ablution activities properly because, in the learning process, the teacher does not use interesting media in teaching the correct procedures for ablution. In practice, the teacher only teaches children through demonstration methods, there are also books on procedures for ablution, but these books seem less attractive to early childhood, so these books are rarely used. If left unchecked, this problem will certainly impact children's lack of understanding of the proper and correct procedures for ablution (Barutu & Harfiani, 2023; Hidayat, 2022).

One effort that can be made to overcome this problem is by using pop-up book media to help increase students' understanding of how to do ablution properly. Pop-up book media is one of the 3-dimensional shaped media, embossed and can move when opened, which is useful in conveying the contents of messages in an interesting way that can be used in applying moral values (Arip & Aswat, 2021; Idhartono, 2020). Along with technological developments, pop-up book media can be designed using an application such as Adobe After Effects. Adobe After Effects is a popular compositing software used to edit and create special effects for animated videos, multimedia, film, and the web so that any object can be manipulated with a more interesting mix of effects (Akina et al., 2023; Mair & Kartika, 2021). The pop-up book media developed using the Adobe After Effects application will produce a pop-up book in the form of a 3D digital video on procedures for ablution combined with attractive 3D images, reading text, and audio that imparts Islamic nuances in an interesting and fun way (Oktaviana, 2021; Sentarik & Kusmariyatni, 2020). Several studies have revealed that developing an audiovisual pop-up book product can teach ablution in early childhood, making it more efficient, attractive, and effective (Cahyani et al., 2020). Other studies revealed that developing pop-up book instructional media could significantly improve third-grade students' science learning outcomes (Masturah et al., 2018). Further research revealed that pop-up book media based on local wisdom in thematic learning is valid and practical to use in the learning process (Nabila et al., 2021). Based on some of the results of these studies, pop-up book media is a media that is very feasible to be developed because it can improve student learning outcomes. In previous research, no study specifically discusses the development of pop-up book media using Adobe After Effects regarding procedures for ablution in Kindergarten. So this research was focused on this study to assess the validity, practicality, and effectiveness of pop-up book media using Adobe After Effects on ablution procedures for group B children in Kindergarten.

## 2. METHOD

The type of research used in this research is research and development. In the research on the development of pop-up book media using Adobe After Effects, this model uses the ADDIE model, which includes several stages, namely the stages of Analysis, Design, Development, Implementation, and Evaluation. The first stage, namely the Analysis stage, is carried out by carrying out two stages, namely the stage of performance analysis and needs analysis. Performance analysis is carried out to identify problems that exist in schools. Then the performance analysis that has been carried out is used as a needs analysis study for how to overcome problems that arise in the field. The second stage, namely Design, consists of several stages: selecting applications in Adobe After Effects, designing pop-up book media, storyboarding, and preparing instruments. The third stage, namely the Development stage, namely media development in the form of realization of pop-up book media using Adobe After Effects and validation of experts, namely material experts, media experts, and linguists. In the fourth stage, namely the Implementation stage, the media that has been developed will be implemented through experiments and observations. The pop-up

book media that has been developed is then tested on children using observation through the one-to-one, small group, and field test stages. The fifth stage, the Evaluation stage, evaluates and measures how well the pop-up book media uses Adobe After Effects in teaching abluion procedures in early childhood. At this evaluation stage, pre-test and post-test assessments were carried out to test the effectiveness of the media before and after using the pop-up book using Adobe After Effects on the material for abluion procedures. The simple research design procedure is presented in Figure 1.

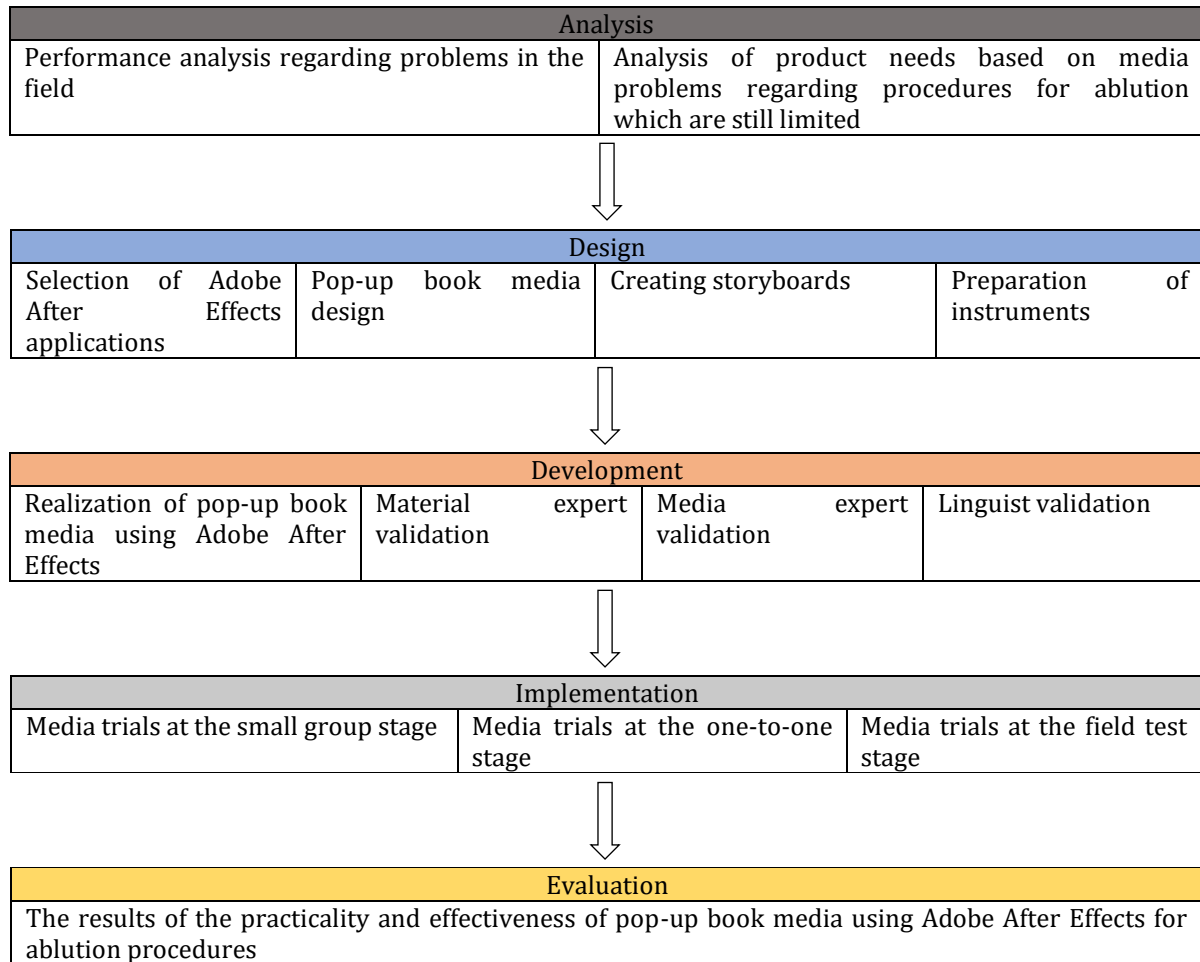


Figure 1. Addie Development Model Procedure

The product trial subjects in this study were experts consisting of material, media, and language experts as well as 30 group B children (aged 5-6 years) with low, medium, and high learning ability levels. Data collection methods were used using interviews, questionnaires, and observation. The instrument used in this study was a closed questionnaire that provided choices for answering questions. The instrument grids are presented in Tables 1, 2, 3, and 4.

Table 1. Material Expert Instruments

No	Components	Indicator
1	Appropriate material with the development of group B children (Ages 5-6 Years)	1. Conformity with indicators of moral and religious values development. 2. Clarity of material in increasing knowledge about procedures for abluion 3. Image conformity 4. Clarity of images in stimulating abluion procedures
2	Conformity of product appearance with material	1. Material according to children's needs 2. The content of the material is easy to understand 3. The material is presented systematically 4. Learning interesting material for children

**Table 2. Media Expert Instruments**

No	Component	Indicator
1	Product Display	<ol style="list-style-type: none"> <li>1. The attractiveness of the product display design</li> <li>2. Color attractiveness</li> <li>3. Background suitability</li> <li>4. Appropriateness of the composition and layout of the writing</li> </ol>
2	Audio/Sound	<ol style="list-style-type: none"> <li>1. Audio clarity on the product</li> <li>2. The suitability of using audio/voice for the material</li> <li>3. Adequate audio/sound does not interfere with product appearance</li> <li>4. The suitability of the use of audio/sound with the character of the product</li> </ol>
3.	Text/Writing	<ol style="list-style-type: none"> <li>1. Selection of appropriate font</li> <li>2. Accurate font size</li> <li>3. The suitability of the color selection of the letters</li> <li>4. Letters are legible</li> </ol>
4	Animations/pictures	<ol style="list-style-type: none"> <li>1. Animations/images use bright colors</li> <li>2. The suitability of the animation/image with the material</li> <li>3. Appropriateness of animations/images with the characteristics of the child</li> <li>4. The accuracy of the size of the animation/image</li> <li>5. Animation/image clarity</li> </ol>

**Table 3. Instruments of Linguists**

No	Component	Indicator
1	Readability and appropriateness of the language used	<ol style="list-style-type: none"> <li>1. The text is legible</li> <li>2. The text is not too dense</li> <li>3. Using language that is easy for children to understand</li> <li>4. The language used is by the rules of Indonesian</li> </ol>
2	Use of letters (type and size)	<ol style="list-style-type: none"> <li>1. Selection of font suitable for early childhood</li> <li>2. The font size is not too small</li> <li>3. The font size is not too big</li> <li>4. The suitability of the color of the letters for early childhood</li> </ol>

**Table 4. Instruments for Observing Children's Assessment of Media Use**

No	Component	Indicator
1	Media suitability on the aspect of religious and moral values	<ol style="list-style-type: none"> <li>1. Skilled in doing ablution properly</li> <li>2. Saying a prayer before performing ablution</li> <li>3. Saying a prayer after performing ablution</li> </ol>
2	Media suitability with 5-6 year old development material	<ol style="list-style-type: none"> <li>1. Able to mention the order of ablution correctly</li> <li>2. Knowing the importance of ablution before prayer</li> </ol>

The data analysis method used to assess the effectiveness of the pop-up book media using Adobe After Effects is the material for ablution procedures, namely the qualitative descriptive analysis method and the quantitative descriptive analysis method. Qualitative techniques were used to find and process data from criticism, comments, and suggestions from experts obtained in questionnaires and then used to revise the developed pop-up book media. While the scores obtained in this study were analyzed using quantitative analysis techniques. This technique processes the data obtained through a questionnaire into the form of scores, which are analyzed using four categories, namely BB (Not Developing) score 1, MB (Starting to Develop) score 2, BSH (Developing According to Expectations) score 3, and BSB (Very Well Developing) score 4 (Martin et al., 2022; Solihah et al., 2020). Then the score obtained from each subject is changed as a percentage. To find the media's effectiveness at the field test stage. Test results were analyzed by comparing students' learning outcomes scores during the initial and final test mastery results. The average value increase and comparison using the N-gain Score (Cholifah & Novita, 2022; Fitriyati & Karyanto, 2021). High or low N Gain can be classified in Table 5.

**Table 5.** Classification of High or Low N-Gain

N-gain Score	Category
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Medium
$g < 0,3$	Low

### 3. RESULT AND DISCUSSION

#### Results

Data analysis in the study was carried out through three stages of analysis, including media validity test analysis, media practicality test analysis, and media effectiveness test analysis. First, the validity test of the media begins with revising the pop-up book media using Adobe After Effects. Based on the results of suggestions from the validator, a revision of the pop-up book media using Adobe After Effects was carried out. This product revision aims to perfect pop-up book media learning using Adobe After Effects for abluton procedures to become a valid, practical, and effective learning media. Revisions were carried out with material, media, and language experts, as presented in [Table 6](#).

**Table 6.** Expert Validation Results

No	Expert	Before Revision	After Revision
1	Material Expert	The sound of the voice is not natural, the voice of the children. To add to the attractiveness of the media is made to be more interactive.	The product has been improved with a more natural sound of children's voices. It is more interactive because there is a question-and-answer process in the audio pop-up book.
2	Media Expert	At the end of the video, add a short media bio. The child's skin color should not be too white. Flower vases should not be white.	There is a short bio in the form of a song. The product has been corrected with the child's skin color being olive. Blue and brown flower vase.
3	Linguists	Wall color is made more contrast with the floor color. Preferably in the audio, there is narration of adults and children.	The wall color is more contrasting than the floor color. There is audio narration in the form of adult and child voices.

Second, test the practicality of the media. The pop-up book media uses Adobe After Effects, the material for the procedure for abluton, which has been revised according to the assessment of the validator, so a trial will then be carried out to see the practicality of the media. The practicality of the media is used to obtain convenience, benefits, and efficiency in using pop-up book media using Adobe After Effects, material for abluton procedures for group B children in Kindergarten. Practicality testing is carried out in the one-to-one and small group stages by assessing children's abilities based on low, medium, and high ability levels, which are assessed using a practicality questionnaire for students and educators. The results of the questionnaire were then analyzed. The analysis results showed the practicality of using pop-up book media using the Adobe After Effect material for abluton procedures based on predetermined criteria. Pop-up book media using the Adobe After Effect material for abluton procedures can be stated as practical if it is easy to understand and use.

Third, test the effectiveness of the media. The effectiveness of using learning media is reviewed in two ways: by looking at the achievement of the minimum completeness criteria classically and by calculating the pre-test and post-test data using the Gain Score. Classical completeness can be seen from the percentage of students who completed after using pop-up book media using Adobe After Effects material for abluton procedures. The basis for determining the effectiveness of the pop-up book media using Adobe After Effects for abluton procedures is that if students' classical results are greater than or equal to 85%, then pop-up book media using Adobe After Effects for abluton procedures is effectively used. Based on the results of the analysis, the number of students who graduated was 27 people (90%). This shows that classical completeness has been achieved. The pop-up book media uses Adobe After Effects, and the material for the procedures for abluton is effective when viewed from the classical provisions. After knowing the results of the pre-test and post-test analysis, an analysis of the differences in the pre-test and post-test results with the data is shown in [Table 7](#).

**Table 7.** Differences in Pre-Test and Post-Test Results

Result	Maximum Score	Minimum Score	Average
Pre-test	85	60	74
Post-test	100	80	93
<b>The Difference in Average Pre-test and Post-test Scores</b>			<b>19,03</b>
Gain Score		0,71	
Gain Score		High	
Classification			

Data in Table 7 shows the average score achieved by students in the initial test before learning the procedures for ablution using the pop-up book media using Adobe After Effects is 74. While the final test scores obtained after students learn the procedures for ablution using the pop-up book media using Adobe After Effects are 93. When compared between the average value of the pre-test and post-test, there is an increase of 19.03. N-Gain analysis obtained a score of 0.71 with a high classification. The results illustrate that the effectiveness of pop-up book media using Adobe After Effects is well used in learning activities for ablution procedures for Group B children in Kindergarten.

**Discussion**

The media developed is pop-up book media using Adobe After Effects, material for ablution procedures that are valid, practical, effective, and suitable for several reasons. First, the pop-up book media using Adobe After Effects is valid because it is seen from the validation results carried out by material experts, media experts, and linguists. The results of the validation of material experts get very good categories because in terms of conformity with developmental indicators, material clarity, image suitability, image clarity, material as needed, material content is easy to understand, material is presented systematically, and learning material is interesting for early childhood. It shows that in making media, it is necessary to comply with the material and indicators that must be achieved (Candra & Negara, 2021; Geni et al., 2020). In addition, the contents of the material presented must facilitate students in understanding the material so that the developed media can be more communicative and interesting. Judging from the results of validation by media experts, the category is very good, seen from the attractiveness of the product display design, clarity of audio/sound, suitability of text/writing, and animation/images. Display of animation, text, color, sound, or audio, as well as interesting images, will be able to increase interest and focus students' attention in the learning process so that children's listening skills will also increase (Ali, 2022; Aryani & Ambara, 2021). In addition to using an attractive design, good media uses grammar that is easily understood by children and language that does not have double meanings when read by students.

Second, pop-up book media using Adobe After Effects is practical and effective because it is seen in children's activities towards media use. The pop-up book media uses Adobe After Effects. The material for ablution procedures is assessed from several indicators, namely the skill of ablution, saying prayers before and after ablution, mentioning the order of ablution, and the importance of ablution. These results indicate that the success achieved in the ability to perform ablution can be seen from several indicators in which the child can mention the intention before ablution, say a prayer after ablution, and perform the ablution movement correctly (Cahyani et al., 2020; Iradathia et al., 2022). Pop-up book media using Adobe After Effects is effective in getting high and very good categories because there is an increase in the learning success of students who previously only learned the procedures for ablution through posters and pictures only compared to learning how to perform ablutions with pop-up book media using Adobe After Effects. The success of learning media can be seen from the learning outcomes obtained by students (Novita et al., 2019; Ulfa & Nasryah, 2020). Third, the developed pop-up book media can help convey the contents of learning messages by attracting students' attention. In addition, the application of pop-up book media can also make students more active and interactive in the learning process, increase their love of reading, develop fantasy power, and increase memory in learning (Arip & Aswat, 2021; Idhartono, 2020; Koroh et al., 2023; Sentarik & Kusmariyatni, 2020). The results obtained in this study are in line with the results of previous research, which also revealed that developing an audiovisual pop-up book product can teach ablution in early childhood so that it is more efficient, attractive, and also effective (Cahyani et al., 2020). Other studies revealed that developing pop-up book instructional media could significantly improve third-grade students' science learning outcomes (Masturah et al., 2018). Further research revealed that pop-up book media based on local wisdom in thematic learning is valid and practical to use in the learning process (Nabila et al., 2021). Based on some of the results of these studies, pop-up book media is a media that is very feasible to be developed because it can improve student learning outcomes..

#### 4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the pop-up book media using Adobe after effect is in the category of valid, practical, effective, and appropriate for use in ablution procedures for group B children in Kindergarten, as seen from the results of validity tests and product trials that get high and very good qualifications.

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