Powerpoint-Based Pop Up Book Media in Fifth Grade Historical Narrative Text Material in Elementary Schools

Fira Bening Akhiraningrum[1*], Kurniana Bektiningsih[2] iD

[1,2] Primary School Teacher Education, Semarang State University, Semarang, Indonesia

A R T I C L E   I N F O

A B S T R A K

Ditemukan permasalahan kurangnya variasi media pembelajaran pada proses pembelajaran di kelas terutama muatan pembelajaran Bahasa Indonesia menyebabkan rendahnya minat belajar siswa serta sulitnya pemahaman siswa pada materi. Pada penelitian ini memiliki tujuan mengembangkan media pembelajaran, kelayakan media, serta keefektifan media pembelajaran Pop-Up Book berbasis Powerpoint materi teks narasi sejarah kelas V sekolah dasar. Jenis penelitian ini yaitu pengembangan dengan dengan menggunakan model ADDIE. Subjek pada penelitian ini yakni guru kelas, siswa, dan tim ahli. Metode pengumpulan data yang pada penelitian ini menggunakan observasi, wawancara, tes, kuesioner. Instrumen pengumpulan data menggunakan lembar kuesioner. Pada penelitian ini teknik dalam analisis data menggunakan beberapa teknik yaitu teknik deskriptif kualitatif, deskriptif kuantitatif, serta statistik inferensial. Hasil dari penelitian ini diperoleh dari uji ahli materi sebesar 96,4%, ahli media 95%, uji guru kelas 95%, dan uji peserta didik 91,25%. Hasil keefektifan dari pretest dan postest memiliki peningkatan kompetensi pengetahuan. Hasil dari uji n-gain menyatakan media yang dikembangkan cukup efektif digunakan dalam kegiatan belajar mengajar. Disimpulkan bahwa media Pop-Up Book berbasis Powerpoint pada materi teks narasi sejarah sangat baik, efektif, dan cukup layak digunakan pada pembelajaran dan mampu meningkatkan pada hasil belajar siswa.

A B S T R A C T

The problem was found to be a need for more variety of learning media in the learning process in the classroom, especially the Indonesian language learning content, causing low student interest in learning and difficulty in students understanding the material. This research aims to develop learning media, the suitability of the media, and the effectiveness of Powerpoint-based Pop-Up Book learning media as historical narrative text material for class V elementary schools. This type of research is developed using the ADDIE model. The subjects in this research were class teachers, students, and a team of experts. The data collection method used in this research uses observation, interviews, tests, and questionnaires. The data collection instrument uses a questionnaire sheet. In this research, data analysis techniques used several techniques, namely qualitative descriptive techniques, quantitative descriptive techniques, and inferential statistics. The results of this research were obtained from material expert tests of 96.4%, media experts at 95%, class teacher tests at 95%, and student tests at 91.25%. The results of the effectiveness of the pretest and posttest have increased knowledge competency. The results of the n-gain test stated that the media developed was quite effective for use in teaching and learning activities. It was concluded that the PowerPoint-based Pop-Up Book media on historical narrative text material is very good, effective, and quite suitable for learning and can improve student learning outcomes.

1. INTRODUCTION

Education is one of the most important things in human life which has the aim of increasing devotion to God Almighty, intelligence, heightening character, skills, can strengthen and build a good personality, and be responsible for the development of the nationand state. Education is a conscious and planned effort in realizing an atmosphere of learning activities and student learning processes so that students can actively develop their potential to have religious spiritual strength, self-control,

Corresponding author
E-mail addresses: fira.akhiraaningrum26@students.unnes.ac.id (Fira Bening Akhiraningrum)

personality, intelligence, noble character, and skills needed by themselves, society, and nation and state (Dewi et al., 2022; Saudah, 2015). There are several factors that can affect quality education, one of which is the teacher who is the designer and implementer in the learning process. The teacher is someone who knows the learning process that occurs in the classroom for students. The teaching and learning process is the core part of the overall educational process with the teacher being the main role (Ahmad, 2017; Sabaniah et al., 2021).

In human life, language plays a very important role. Language is a means of communication and a means of conveying information carried out in everyday life (Mailani et al., 2022; Zakiyah et al., 2022). Previous research states that language can be poured in oral form is an idea, feeling, opinion that can be assembled through words in order to improve the ability of students to communicate orally which can be pursued with various innovative methods and techniques that can create a conducive learning atmosphere (Ali, 2020; Arsanti & Setiana, 2020). In line with this, similar studies states that Indonesian language is mandatory in learning starting from basic education to higher education which has the aim that students can have language skills, develop personality, and also make Indonesian language a better communication (Arsanti & Setiana, 2020; Mailani et al., 2022).

The function of Indonesian asa language of instruction. This is because Indonesian has an important role in the education process in Indonesia (Hamzah & Khoiruman, 2021; Harjono, 2018). In the curriculum at elementary school, Indonesian has four aspects there are language skills, namely, listening skills, speaking skills, reading skills, and writing skills. The four skills have interconnected ties with one another and cannot be independent. Therefore, in a dynamic learning process, it can be expected that the creation of a form of communication between students and one another is patterned on listening, speaking, reading, and writing skills so that it can provide a good learning atmosphere and avoid boredom (Hamzah & Khoiruman, 2021; Hayati, 2021).

In the school environment, Indonesian language learning activities are still not enjoyed by students, especially in class V SDN Plumbungan 05 Sragen. Learners are mostly hesitant and lack of interest when they are asked to express an idea that is in their minds to be poured into writing. The problems that often occur by students in general in learning Indonesian are students who are asked to write with a lot of writing, then have difficulty in expressing an idea and stringing words into a coherent and coherent paragraph (Chandra et al., 2018; Hamzah & Khoiruman, 2021). In the world of education in the elementary school environment is an important aspect in human life ranging from knowledge, developing insights, values, and character and culture. So, educators need to prepare good and appropriate methods or media in teaching and learning activities in order to encourage educational success (Nabila et al., 2021; Revita et al., 2023).

In Indonesian language learning there is narrative text material which is a story that presents or provides various events of an event and can be arranged chronologically either fact or fiction with the suitability of the time sequence. The creation of narrative text usually aims to entertain readers with aesthetic experiences that can be through stories and stories. Previous research revealed that to develop students' abilities in writing, it is necessary to introduce various types of texts.The difficulties experienced by students in writing narrative texts can be caused by not being accustomed to making a narrative text essay (Putri & Setiawan, 2021; Renza et al., 2022).

Learning becomes a process of interaction between teachers, students and learning resources that need support by using the right media. Previous research states that media is a form of intermediary to channel ideas or ideas that can reach and be accepted by the recipient. As a teacher, you must be able to identify and make types of media that are suitable and appropriate for use as a support for learning activities (Nabila et al., 2021; Puteri et al., 2022). Types of media that can generally be used can be objects in the surrounding environment and also production results. From the explanation of the definition of the media from experts, it can be concluded that the media is a form of intermediary used by conveying ideas, messages, or ideas that will later reach the recipient of the message in a way thatis safe and effective clear and complete (N. M. Ulfa, 2020; Zakiyah et al., 2022).

Based on the results of observations, interviews, results of documentation studies and assessments at SDN Plumbungan 05 Sragen, namely on January 26, 2023 the results obtained that there are several problems found in classroom learning activities experienced by teachers and students. These problems are in the form of not fully using learning media in teaching and learning activities in the era of technological development as it is today. Then, the learning methods used vary but the methods used by teachers in the lecture, question and answer, and discussion methods are often used by teachers during class learning. In narrative text learning material, some students cannot focus on the material because the amount of reading makes students experience unfocused and boredom, the

lack of developing students' writing skills, and the lack of variety of learning resources. This happens in Indonesian language learning which can be proven through the learning outcomes of 28 students with a percentage of 60% (17 students) who have not met the KKM. While students who reach the KKM are only 40% (11 students) with the achievement of KKM with a score of 70. Some students think that learning Indonesian is difficult learning, and many students with the main target on an event.

There are problems found, so the use of learning media is needed with interesting and innovative ones in order to attract students' interest and effectiveness in learning takes place. The use of learning media makes one of the important factors in learning because it can help teachers in delivering and distributing information to students (Wulandari et al., 2023; Zaini & Dewi, 2017). According previous research revealed that in the 21st century education looks at knowledge which is the basis of further education in the era of information technology as it is today. Indonesian language learning content is one of the main lessons that is the basis for mastering other learning content, because Indonesian language learning content focuses on the ability of students to literacy, namely reading and writing (Alifa, 2020; Chandra et al., 2018).

According previous research the use of learning media can provide smoothness in the teaching and learning process, from the delivery of material by teachers and understanding of material in students. Learning media is a tool that can be used in teaching to make it easier for students to capture or understand the material being taught. In choosing a learning media, not only the characteristics of the media are considered, but also the characteristics of t h e learners (Suganda et al., 2022; Suwatra et al., 2019). Characteristics of learners, material to be taught, and time in learning. This is done so that the media can function optimally, make it easier and can clarify the material presented by the teacher. The selection of media to channel messages from educators to students is utilized as a support in learning interactions. There are many kinds of learning media, one of which is the Pop-Up Book media (Nabila et al., 2021; Yusron et al., 2020).

From the explanation above, to create new media and can arouse students' learning motivation, namely with Pop-Up Book media. Pop-Up Book is like a book that has two or three-dimensional elements that have moving parts when the page is opened (Dewi et al., 2022; Rama & Antara, 2022). In this case, Pop-Up Book can stimulate students by retelling the content in it. The many surprises in the Pop-Up Book Media will stimulate the imagination of students. In the development of learning media this time, researchers chose to develop Powerpoint-based Pop-Up Book media to implement learning media in digital form. In choosing this media in order to assist educators in teaching to achieve the learning objectives set. The reason researchers use this Powerpoint- based Pop-Up Book media is because the two or three-dimensional display is in Powerpoint so that it can facilitate researchers in making learning media. In addition, it can also add motion animation in each slide that will attract attention by students (Rama & Antara, 2022; Yusron et al., 2020).

Then, with other research findings, it also states that digital Pop-Up Book learning media is feasible to use and effective in helping the teaching and learning process take place. The benefits of using Pop-Up Book media include being able to foster students' motivation in reading, which is contained in the animation and audio contained in the Pop-Up Book learning media, and makes it easier to communicate to others (Aini et al., 2021; Yusron et al., 2020). Other research findings also say that digital Pop-Up Book learning media is feasible and effective in helping the teaching and learning process take place (Dewi et al., 2022; Rama & Antara, 2022). Based on the results of previous research, it can be said that the Powerpoint-based Pop-Up Book learning media is an effective and feasible media and can be used in the teaching and learning process because it can increase imagination and can motivate students. Therefore, researchers aim to develop Powerpoint-based Pop-Up Book learning media on historical narrative text material in grade 5 SDN Plumbungan 05 Sragen.

2. METHOD

The method used in this research is classified as Research and development (R&D). This type of research is a method to validate and develop products. This research was conducted at SDN Plumbungan 05 Sragen. This research also requires a subject, including 1) Students, 2) Teacher, 3) Team of experts (material experts and media experts). The model used in this research is the ADDIE model. The ADDIE model has 5 levels or stages, namely analysis (analyze), design (design), development (development), implementation (implementation), and evaluation (evaluation) (Angko, 2017; Rustandi, 2021). In the first stage, namely analysis, which at this stage the researcher identifies the results of observations, teacher interviews, documentation, and document data in the form of learning outcomes for grade 5 SDN Plumbungan 05 Sragen.

In the second stage in the form of the design stage (design). This stage becomes the design stage of the design process in product development by starting to compile a two- or three-dimensional book framework on Pop-Up Book learning media. Next, namely the development stage (development) product. At this stage, the product design that has been prepared can be developed with the following stages. First, researchers can first compile and make Powerpoint-based Pop-Up Book media. Then, researchers can correct or recheck the media that has been developed before being validated, if it is finished, it can be stated that the developed product is ready for validation. Second, the next step is to make a questionnaire for expert experts, a questionnaire for teachers and students for the response of the developed media or product. In this questionnaire, there is a lattice of instruments developed. Third, validation on the design of Powerpoint-based Pop-Up Book learning media can be done by a team of experts (material and media experts). The fourth stage is implementation. In the product development process that has been produced, it will be tested for feasibility through a product validity test conducted to a team of experts, namely material experts and learning media experts. This product trial was tested on large and small groups. At this stage, it aims to show the effectiveness of the product and the feasibility of the product developed. The fifth stage is evaluation. The previous stages that have been carried out in the Implementation stage must have deficiencies and weaknesses in the product media developed. The existence of existing deficiencies and weaknesses requires analysis as material for improving the developed product so that it is more effective in accordance with the indicators achieved. If there is no revision, then the media can or should be used. The instruments used in this study can be seen in Table 1, and Table 2**.**

Table 1. Material Expert Instrument Lattice

Aspects	AssessmentIndicator	Grain	Number of Item
Competence	Relevant to KI, KD, Indicators and Learning objectives	1. Suitability of material with KI and KD 2. Suitability of material with learning indicators 3. Suitability of material with learning objectives 4. All materials are covered in the Powerpoint-based 5. Pop-Up Book learning media	5
Linguistic	Material in accordance with the level of thingking	1. Suitability of material to the intellectual development of learners 2. Appropriateness to learners' emotional development 3. The suitability of the material in relation to lifeeveryday 4. Matri is adjusted to the level of difficulty	4
Suitability	Suitability of material with questions in the media	1. Material which Available on media can increase students' knowledge 2. Material in the media is able to increase positive attitudes in students 3. The material in the media is able to increase 4. students' interest in reading 5. The questions in the media are relevant to realsituations	4
Presentiation	Image suitability with material	1. Images, videos, and illustrations in the media have a relationship with the material 2. Images, videos, and illustrations are able toclarify the content of the material 3. Images, videos, and illustrations are able to help students understand the materia 4. Images, videos, and illustrations on the mediaare clear and interesting	4
Totally			**17**

Table 2. Media Expert Instrument Lattice

Aspect	AssessmentIndicator	Grain	Number of item
Compatibility	Media in accordance with KI, KD, Indicators, and objectives learning	1. Pop-Up Book media in accordance with thecompetencies to be achieved 2. Images and writing are appropriate for the discussion of the material	2
View	Appropriate to the Developmental level of learners	1. The material presented is sequential or coherent 2. In learning 3. Images are clear and logical 4. Text can be clear and logical 5. Overall all media displays are attractive	4
Excellence	Visual display design	1. Powerpoint-besed Pop-Up Book media as education that is easy to use in the learning process. 2. Powerpoint-based Pop-Up Book media is appropriate for student development	2
Totally	The media is easy to use by teachers and learners	1. Powerpoint-based Pop-Up Book media design can attract students' interest in learning. 2. Powerpoint-based Pop-Up Book media is equipped with images and text that are in accordance with the 3. material for compiling paragraphs based on images 4. Attractive mix of colors, images, and texts 5. Text and images are clearly visible	4
Totally			**12**

In this study, the data analysis used using inferential statistical methods is data processing by applying inferential statistical formulas as a research hypothesis tester about the product developed and drawing conclusions from testing the hypothesis (Wicaksana et al., 2020; Widiastini & Yudiana, 2021). The technique used to determine the effectiveness of the product by using the analysis of the measurement results of the test instrument from before and after the use of Powerpoint-based Pop- Up Book learning media. To find out from the measurement results of the instrument, data was collected using the pre-test and post-test. Then, further results use the dependent sample t-test to determine the difference from the previous results and continued with the N-gain test to determine the increase in learning outcomes from the difference in post-test and pre-test scores with the maximum difference and pre-test.

3. RESULT AND DISCUSSION

Result

The results of the research on this development are discussed from three main points, from the design of the Pop-Up Book learning media, effectiveness, and feasibility of Powerpoint-based Pop-Up Book media. In developing this media, the model used is the ADDIE model which has 5 stages, namely analysis (analyze), design(design), development (development), implementation (implementation), and evaluation (evaluation).

In the first stage, namely analysis, the researcher first identifies through teacher interviews, observations, and document studies of student learning outcomes at SDN Plumbungan 05 Sragen. Interview activities were carried out with fifth grade teachers where the questions focused on learning content and material that was difficultfor students to understand and where there were still many scores below KKM, the attitude of students during learning, and about learning media. The acquisition of the results of the interview can be concluded that the lack of optimization in the teaching and learning process in the classroom on the material of historical narrative text inIndonesian language learning content due to the lack of student interest in learning and learning media applied in learning.

The design stage, this stage is a media design that is developed through the following stages, such as compiling a plan in making media by starting to compile the framework needed in making Powerpoint-based Pop-Up Book learning media. Then the shape of the book, color and animation that is suitable in each slide on the media that will be developed through Powerpoint. At this stage of development, researchers compile and make Powerpoint-based Pop-Up Book learning media. Then, researchers recheck the results of media development before submitting it to a team of experts, after all is done the product is ready to be validated to a team of experts. Furthermore, making a product validity questionnaire to a team of experts (media material experts), teacher and student response questionnaires. The results of media development are presented in Figure 1.

Figure 1. Media Initial Display

At the implementation stage is a stage that states that the product is suitable for use and is applied to the teaching and learning process, in this case in order to determine the effectiveness of the media can provide pre- test and post-test questions. In giving the test twice, before and after using the product. This was done to test the level of initial knowledge of students on the material presented without the product and after students in the use of the product to test the level of knowledge of students in the delivery of material.

The implementation of the pre-test and post-test carried out by students before they are given treatment first using a product that is suitable for use in learning. This is done to conduct tests, namely product validity tests and product trials using dependent sample t-tests to determine differences from previous results. Then continued with the N-gain test to determine the increase in learning outcomes from the difference in post-test and pre-test scores with the maximum difference and pre-test.

In the validation of the product through reviews or opinions from experts, from the fifth grade teacher of SDN Plumbungan 05 Sragen, material experts with lecturers of the PGSD study program, UNNES and lecturers of the TP (Educational Engineering) study program, UNNES. Then, the trial was conducted to students, in the test. Small groups were conducted by 6 (six) learners and large groups of 22 (twenty-two) learners in class V SDN Plumbungan 05 Sragen.

At the evaluation stage is the final stage, at this stage to improve with responses and suggestions given to experts as the level of media feasibility, t-test and N-gain test. In more detail, it can be presented in Table 3 as a product validity test, then in Table 4 the N-gain test table as follows.

Table 3. Product Validity Test Results

No.	Validity Subject	Validity Result	Description
1.	Material Ali Test	96,4%	Very feasible
2.	Media Expert Test	95%	Very feasible
3.	Class V Learner Test	91,25%	Very feasible
4.	Class V Teacher Test	95%	Very feasible

Table 4. N-gain Test Results

N	Minimum	Maximum	Mean	Std. Deviation
N-gain_Score	28	0.41	1.00	0.6511
N-gain_Percent	28	40.91	100.00	65.1077
Valid N (listwise)	28			

From these results it can be shown that the Powerpoint-based Pop-Up Book media is in the qualification quite effectively used in the teaching and learning process on the historical narrative text material "The Arrival of Western Nations to Indonesia" in class V SDN Plumbungan 05 Sragen. This is evidenced by the increase in knowledge competence on historical narrative text material before and after using Powerpoint-based Pop-Up Book learning media on historical narrative text material in grade V at SDN Plumbangan 05 Sragen.

Discussion

Based on the results of data analysis obtained in the table above, the Powerpoint-based Pop-Up Book learning media can obtain effective qualifications, worth using. This is further supported by several elements that can influence it. Firstly, the utilization of learning media development, based on the structured and efficient ADDIE (Analysis, Design, Development, Implementation, and Evaluation) systematic approach, is a strategic step in enhancing the quality of the educational process. Commencing from the analysis stage, where learning needs are meticulously identified, to the comprehensive evaluation stage, the ADDIE approach ensures that every element of the learning medium is thoroughly planned and implemented. In this context, learning media in the form of Pop-Up Books is perceived as a highly relevant and suitable choice for application. In-depth analysis in the early stages allows for the identification of specific needs in the learning process, while meticulous planning ensures that each element of learning is integrated synergistically. The implementation of Pop-Up Book learning media, with its advantages in visually and interactively presenting material, is capable of providing an engaging and effective learning experience for students. The structured management of the learning media is expected to offer flexibility in its use across various learning contexts (Nabila et al., 2021; Zakiyah et al., 2022).

Secondly, in tandem with technological advancements, learning media is undergoing expansion, and one of the innovative outcomes is the Power-Point-based Pop-Up Book media. This medium confers a substantial advantage in the learning process by furnishing students with facilities that enhance their comprehension of the material. Within this framework, the inclusion of animated images, text, video, and compelling audio in the media introduces a novel dimension to the learning experience. This, in turn, can instill high motivation in students, thereby positively augmenting the effectiveness of the learning process. Power-Point-based Pop-Up Books do not merely present information statically; instead, they enrich the material with dynamic visual and auditory elements. The presence of animated images not only embellishes the presentation but also facilitates the understanding of intricate concepts. Furthermore, the textual content disseminated through this medium can be interactively accessed, fostering active student engagement in the learning process (Nabila et al., 2021; Rama & Antara, 2022).

Thirdly, the presentation of material within the learning context holds significant relevance when aligned with the targeted competencies and desired learning outcomes. In this context, the utilization of Pop-Up Book learning media emerges as a potent tool in steering students towards a profound grasp of the material while simultaneously honing their concentration skills (Aini et al., 2021; Dewi et al., 2022). The distinctive feature of this media resides in its capability to captivate students' attention, present information in a visually appealing manner, and purposefully direct their focus towards the presented material. Pop-Up Book learning media is gaining increasing relevance in the realm of modern education, where the challenge of sustaining student concentration amidst dynamic information is growing more intricate. The array of visual elements, encompassing animated images, text, video, and audio embedded in this media, not only introduces diversity in the information delivery process but also contributes to creating a stimulating and challenging learning environment. The accentuated importance of quality in the teaching and learning process is becoming more pronounced, and the incorporation of Pop-Up Book learning media significantly contributes to the attainment of learning objectives in a more effective manner. This media transcends its role as a mere instructional tool; it transforms into a medium capable of engendering a more enjoyable learning experience for students. Consequently, students not only comprehend the material conceptually but also actively participate in the learning process, thereby constructing a robust foundation for a more profound understanding (Karumpa et al., 2022; M. S. Ulfa & Nasryah, 2020).

Fourthly, findings from previous studies affirm that digital Pop-Up Book media possesses sufficient validity and makes a noteworthy contribution to the teaching and learning process. The utilization of this media has demonstrated its effectiveness in supporting learning, providing a tool that dynamically facilitates student interaction with learning materials. Its established validity and efficacy render Pop-Up Book media a viable means for application within the educational domain. The benefits derived from the implementation of Pop-Up Book media are paramount. A key advantage lies in its capacity to cultivate student motivation towards reading activities. This stems from the incorporation of animated and audio elements that deliver information in an engaging and enjoyable manner. The presence

of dynamic animations and the creative use of audio elements can effectively stimulate students' interest, rendering the learning process more entertaining and capturing their attention more effectively (Karumpa et al., 2022; Nabila et al., 2021). Previous research findings also state that digital *Pop-Up Book* media is feasible to use and effective in helping the teaching and learning process take place (Rama & Antara, 2022; M. S. Ulfa & Nasryah, 2020).

4. CONCLUSION

The development of Powerpoint-based Pop-Up Book learning media on historical narrative text material for Indonesian language learning content is feasible and effective in the learning process. Withthat, one of the products produced is the right learning media capable of improving the learning outcomesof students, especially on the material of the historical narrative text "the arrival of the West in Indonesia"in Indonesian language learning content in grade V elementary school.

5. REFERENCES

Ahmad, L. I. (2017). Konsep penilaian kinerja guru dan faktor yang mempengaruhinya. *Idaarah: Jurnal Manajemen Pendidikan*, *1*(1). https://doi.org/10.24252/idaarah.v1i1.4133.

Aini, Q., Almadinab, M., Safitri, V., Mawaddah, N., & Sa'ida, N. (2021). Pop Up Digital Sebagai Media Untuk Menumbuhkan Motivasi Membaca Anak. *JCE (Journal of Childhood Education)*, *5*(2), 516. https://doi.org/10.30736/jce.v5i2.657.

Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, *3*(1), 35–44. https://doi.org/10.31851/pernik.v3i2.4839.

Alifa, N. dan N. H. S. (2020). Pengaruh Keterampilan Menyimak Dan Membaca Cerpen Terhadap Keterampilan Menulis Teks Cerpen. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *9*(2), 102. https://doi.org/10.15294/jpbsi.v9i2.39634.

Angko, N. (2017). Pengembangan bahan ajar dengan model addie untuk mata pelajaran matematika kelas 5 SDS Mawar Sharon Surabaya. *Kwangsan: Jurnal Teknologi Pendidikan*, *1*(1), 1–15. https://doi.org/10.31800/jtp.kw.v1n1.p1--15.

Arsanti, M., & Setiana, L. N. (2020). Pudarnya Pesona Bahasa Indonesia di Media Sosial (Sebuah Kajian Sosiolinguistik Penggunaan Bahasa Indonesia). *Lingua Franca:Jurnal Bahasa, Sastra, Dan Pengajarannya*, *4*(1), 1–12. https://doi.org/10.30651/lf.v4i1.4314.

Chandra, C., Mayarnimar, M., & Habibi, M. (2018). Keterampilan Membaca Dan Menulis Permulaan Menggunakan Model Vark Untuk Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, *2*(1). https://doi.org/10.24036/jippsd.v2i1.100050.

Dewi, S. M., Sofyan, D., & Priyono, A. (2022). Pop-Up Book Learning Media for Nationalism Character Building. *International Journal of Elementary Education*, *6*(1), 10–17. https://doi.org/10.23887/ijee.v6i1.41402.

Hamzah, M. Z., & Khoiruman, M. A. (2021). Problematik Pendidikan Bahasa Indonesia Kajian Pembelajaran Bahasa Indonesia pada Sekolah Dasar. *Jurnal Syntax Transformation*, *2*(6), 843–848. https://doi.org/10.46799/jst.v2i6.307.

Harjono, H. S. (2018). Literasi digital: Prospek dan implikasinya dalam pembelajaran bahasa. *Pena: Jurnal Pendidikan Bahasa Dan Sastra*, *8*(1), 1–7. https://doi.org/10.22437/pena.v8i1.6706.

Hayati, N. (2021). Implikasi Aspek Keterampilan Berbahasa Indonesia Terhadap Linguistik Sinkronis Pada Buku Tematik Kelas IV SD/MI Kurikulum 2013. *Jurnal Edukasi Khatulistiwa: Pembelajaran Bahasa Dan Sastra Indonesia*, *4*(1), 47–56. https://doi.org/10.26418/ekha.v3i2.41407.

Karumpa, A., Halimah, A., & Sulastri, S. (2022). Efektivitas Penggunaan Media Pop Up Book dan Big Book terhadap Kemampuan Siswa Memahami Isi Bacaan. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, *8*(2), 818–825. https://doi.org/10.30605/onoma.v8i2.2089.

Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa sebagai alat komunikasi dalam kehidupan manusia. *Kampret Journal*, *1*(2), 1–10. https://doi.org/10.35335/kampret.v1i1.8.

Nabila, S., Adha, I., & Febriandi, R. (2021). Pengembangan Media Pembelajaran Pop Up Book Berbasis Kearifan Lokal pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 3928–3939. https://doi.org/10.31004/basicedu.v5i5.1475.

Puteri, A., Ferdiansyah, M., & Murjainah, M. (2022). Media Komik Proklamasi untuk Kemampuan Membaca Pemahaman Siswa SD. *MIMBAR PGSD Undiksha*, *10*(1), 46–53. https://doi.org/10.23887/jjpgsd.v10i1.41070.

Putri, N. A., & Setiawan, H. (2021). Pengaruh Model Pembelajaran Think Talk Write Berbantu Media Gambar Terhadap Keterampilan Menulis Teks Narasi Siswa. *Journal of Classroom Action Research*, *3*(2), 134–139. https://doi.org/10.29303/jcar.v4i2.1682.

Rama, P. K., & Antara, P. A. (2022). Media Pembelajaran Pop-Up Book Berbasis Pengenalan Motif Hias Bali Kelas III Pada Pembelajaran Seni Budaya dan Prakarya. *Jurnal Ilmiah Pendidikan Profesi Guru*, *5*(2). https://doi.org/10.23887/jippg.v5i2.49657.

Renza, M. A., Affandi, L. H., & Setiawan, H. (2022). Pengembangan Media Gambar Berseri Pada Materi Keterampilan Menulis Teks Narasi Siswa Kelas IV. *Jurnal Ilmiah Profesi Pendidikan*, *7*(2), 445–451. https://doi.org/10.29303/jipp.v7i2.562.

Revita, Y., Marsidin, S., & Sulastri, S. (2023). Peran Bahasa dalam Penerapan Ilmu Pengetahuan. *Journal on Education*, *5*(2), 2981–2987. https://doi.org/10.31004/joe.v5i2.949.

Rustandi, A. (2021). Penerapan model ADDIE dalam pengembangan media pembelajaran di SMPN 22 Kota Samarinda. *Jurnal Fasilkom*, *11*(2), 57–60. https://doi.org/10.37859/jf.v11i2.2546.

Sabaniah, S., Ramdhan, D. F., & Rohmah, S. K. (2021). Peran guru dalam pelaksanaan pembelajaran jarak jauh di tengah wabah Covid-19. *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(1), 43–54. https://doi.org/10.51276/edu.v2i1.77.

Saudah, S. (2015). Lintas Sejarah Dan Ragam Penyelenggaraan Pendidikan Anak Usia Dini (Formal, Non Formal, Informal). *JEA (Jurnal Edukasi AUD)*, *1*(1), 1–30. https://doi.org/10.18592/jea.v1i1.2145.

Suganda, A. P., Setiawan, A., & Ma'ruf, M. F. (2022). Pengembangan Media Komik Untuk Meningkatkan Hasil Belajar Siswa Kelas Iv. *Jurnal Pendidikan DEWANTARA: Media Komunikasi, Kreasi Dan Inovasi Ilmiah Pendidikan*, *8*(1), 8–15. https://doi.org/10.55933/jpd.v8i1.187.

Suwatra, I. W., Magta, M., & Christiani, C. L. A. (2019). Pengaruh Media Busy Book Terhadap Kemampuan Problem Solving Anak Kelompok a Taman Kanak-Kanak. *Mimbar Ilmu*, *24*(2), 185–193. https://doi.org/10.23887/mi.v24i2.21257.

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.

Ulfa, N. M. (2020). Analisis media pembelajaran flash card untuk anak usia dini. *GENIUS: Indonesian Journal of Early Childhood Education*, *1*(1), 34–42. https://doi.org/10.35719/gns.v1i1.4.

Wicaksana, I. P. G. C. R., Agung, A. A. G., & Jampel, I. N. (2020). Pengembangan E-Komik Dengan Model Addie Untuk Meningkatkan Minat Belajar Tentang Perjuangan Persiapan Kemerdekaan Indonesia. *Jurnal Edutech Undiksha*, *7*(2), 48. https://doi.org/10.23887/jeu.v7i2.23159.

Widiastini, N. W. E., & Yudiana, I. K. E. (2021). Pembelajaran Daring Berbantuan Paired Storytelling terhadap Hasil Belajar Pengembangan Pembelajaran PKn Mahasiswa PGSD. *Jurnal Pedagogi Dan Pembelajaran*, *4*(3). https://doi.org/10.23887/jp2.v4i3.40052.

Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, *5*(2), 3928–3936. https://doi.org/10.31004/joe.v5i2.1074.

Yusron, M., Ika Puspita, A. M., & Puspitaningsih, F. (2020). Pengaruh Media Pop Up Book Berbasis Literasi Digital Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas Rendah. *MADROSATUNA : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *3*(1), 39–45. https://doi.org/10.47971/mjpgmi.v3i1.208.

Zaini, H., & Dewi, K. (2017). Pentingnya media pembelajaran untuk anak usia dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, *1*(1), 81–96. https://doi.org/10.19109/ra.v1i1.1489.

Zakiyah, Z., Arisandi, M., Oktora, S. D., Hidayat, A., Karlimah, K., & Saputra, E. R. (2022). Pengembangan Buku Teks Bahasa Indonesia Berbasis Media Komik Digital Bermuatan Keterampilan Berpikir Kritis. *Jurnal Basicedu*, *6*(5), 8431–8440. https://doi.org/10.31004/basicedu.v6i5.3869.