



Pop-Up Book Learning Media Used with the Problem Based Learning Model to Determine Characters in Fictional Stories

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ABSTRAK

Rendahnya hasil belajar bahasa Indonesia siswa disebabkan oleh kurangnya media atau ketidaksesuaian model pembelajaran yang digunakan guru dalam pembelajaran. Penelitian ini bertujuan untuk mengembangkan media pembelajaran Pop-Up Book dengan model pembelajaran Problem Based Learning (PBL) untuk meningkatkan hasil belajar bahasa Indonesia siswa kelas IV Sekolah Dasar. Jenis penelitian ini yaitu pengembangan dengan menggunakan model pengembangan Borg & Gall. Subjek penelitian yaitu siswa yang berjumlah 25 orang. Ahli yang menjadi subjek penelitian ini adalah ahli media dan ahli materi. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, angket, dokumentasi dan tes. Instrumen penelitian ini berupa angket dan soal tes. Teknik analisis data menggunakan Uji normalitas data (Kolmogorov Smirnov), Uji t berpasangan dan Uji N-gain. Hasil penelitian menunjukkan bahwa setelah melalui tahap validasi produk oleh ahli materi diperoleh skor 90,9% dan oleh ahli media diperoleh skor 85,4% dengan kategori sangat layak. Keefektifan media diuji dengan perhitungan hasil nilai tes awal dan tes akhir menggunakan uji-t berpasangan diperoleh terdapat perbedaan rata-rata hasil belajar sebelum dan setelah menerapkan media pembelajaran Pop-Up Book dengan model PBL. Disimpulkan bahwa Pop-Up Book efektif dan layak digunakan dalam pembelajaran dan mampu meningkatkan kemampuan siswa untuk memahami materi menemukan tokoh cerita fiksi pada mata pelajaran Bahasa Indonesia. Implikasi penelitian ini yaitu Pop-Up Book yang dikembangkan dapat digunakan dalam pembelajaran Bahasa Indonesia.

ABSTRACT

The low student learning outcomes in Indonesian are caused by a lack of media or a mismatch in the learning models used by teachers in learning. This research aims to develop Pop-Up Book learning media with a Problem-Based Learning (PBL) learning model to improve Indonesian language learning outcomes for fourth-grade elementary school students. This type of research is developed using the Borg & Gall development model. The research subjects were 25 students. The experts who are the subject of this research are media experts and material experts. The methods used to collect data are observation, interviews, questionnaires, documentation, and tests. This research instrument is in the form of a questionnaire and test questions. Data analysis techniques use data normality tests (Kolmogorov Smirnov), paired t-tests, and N-gain tests. The research results showed that after going through the product validation stage by material experts, a score of 90.9% was obtained. According to media experts obtained a score of 85.4% in the very feasible category. The effectiveness of the media was tested by calculating the results of the initial and final tests using the paired t-test. It was found that there were differences in the average learning outcomes before and after applying the Pop-Up Book learning media with the PBL model. It was concluded that the Pop-Up Book was effective and suitable for learning and improved students' ability to understand the material of finding fictional story characters in Indonesian subjects. The implication of this research is that the Pop-Up Book developed can be used in Indonesian language learning.

1. INTRODUCTION

Education is an essential aspect of people's lives. Education is vital for increasing human resources because it can free people from backwardness, ignorance, and poverty (Afandi et al., 2019; Kamar et al., 2020; Simaremare, 2018). Education also provides opportunities for individuals to learn, develop and acquire the knowledge and skills needed to succeed in life (Afandi & Sentot Wijanarka, 2019; Wagiran et al., 2019). One of the formal education that must be obtained is elementary school. In elementary schools in Indonesia, Indonesian is a crucial subject to equip children with language skills (Darmawati et al., 2021; Dharma, 2019; H. U. Nisa & Supriyanto, 2016). Indonesian language subjects can help shape and develop character in elementary school. Indonesian is a subject that has a vital role in education. In this subject, children are taught to master various aspects of the Indonesian language, such as vocabulary, spelling and grammar, grammar, writing and speaking, and reading (Fatma Dewi et al., 2019; Triwulandari et al., 2021). Indonesian language content in elementary schools aims to equip children with good language skills and language literacy so that they can use Indonesian effectively and efficiently in everyday life (Darmawati et al., 2021; Dharma, 2019; Heriwan & Taufina, 2020; H. U. Nisa & Supriyanto, 2016). Indonesian language education in elementary schools aims to guide students to use the language to learn, express ideas fluently and clearly, and communicate effectively with others (Heriwan & Taufina, 2020; Rukayah, 2021).

However, the current problem is that there are still many students who feel bored while studying. Previous research findings also stated that students felt bored when participating in class learning (Marliana & Subrata, 2023; Sari et al., 2021). Other research also confirms that students get low results in learning Indonesian due to a lack of media or a mismatch in the learning model used by teachers in learning (Astuti et al., 2022; Lestari et al., 2022). According to students, one of the difficulties in learning Indonesian is that Indonesian language material tends to involve much writing. The difficulties experienced in learning Indonesian cause students to be less enthusiastic in receiving lessons. Based on the interviews and observations of class IV teachers at SDN 01 Ngraho, Gayam District, Bojonegoro Regency, several problems were found in learning, especially fiction story material in Indonesian language learning content. Students' lack of understanding and appreciation of the content of fictional stories is caused by their lack of understanding and appreciation of the content because the content of fictional stories is too long, and there needs to be more learning media. This causes students to be less interested because the only media used to tell the contents of fictional stories are student books. The method used by teachers in telling fictional stories is the lecture method. Learning that only uses lecture methods like this makes students quickly bored and become passive. The learning process using conventional models shows a need for teachers to provide learning variations. This problem is reinforced by data on the learning outcomes of class IV students at SD Negeri Ngraho 01 received from the homeroom teacher; the average score for the content of the Indonesian language subject is still below average compared to the content of other learning subjects. The minimum completeness criteria set at 75 indicates that out of 30 students, the number of students reached the KKM (completed) was 12 students (40%). The number of students who had not yet reached the KKM (not completed) was 18 (60%).

Based on these problems, the solution offered is the application of good learning media to attract student interest and enthusiasm so that it can support student learning activities. One learning media that can improve Indonesian language learning outcomes for students is the Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model. In the process of selecting learning media as a learning technology, initial activities must be planned, selected and determined carefully and specifically designed to solve learning problems (Ambarita, 2021; Ari Cahyani et al., 2019; Diani & Nurhayati, 2019). Making learning media has several criteria that must be considered. These criteria are analyzing needs and characteristics, formulating learning objectives, formulating material details that support goal achievement, developing success measuring tools, writing media texts, and carrying out tests and revisions (Angga et al., 2020; Fatma Dewi et al., 2019; Susilo, 2020; Wibowo & Rahmayanti, 2020). Pop-Up Books are book-shaped media with three-dimensional and moving elements (Eri Karisma et al., 2020; Elisa Diah Masturah et al., 2018a; Nikmah et al., 2019). Pop-up books can strengthen the impression that the material wants to convey so that the material is easier to remember and learn. This media can also attract attention and increase learning motivation (Aeni, 2018; Mustofa & Syafi'ah, 2018). Pop-up books have the advantage of activities such as opening, folding, moving and sliding parts of the pop-up book so that they provide surprise and awe for students when they open each page.

Pop-up book media is applied to the Problem-Based Learning (PBL) learning model. PBL is a learning strategy that is driven by a problem. The problem in question can be a challenge or unexpected event that contains an exciting element and requires a solution or explanation (Husnidar & Hayati, 2021; Liu & Pásztor, 2022). PBL is a learning model based on social constructivist theory, which is learner-centered and characterized by the construction of various knowledge perspectives with various representations of social activities, which focus on collaborative discovery and Learning, scaffolding,

training and authentic assessment. PBL, as a learning theory, states that students do not only learn by accumulating knowledge but also need to build a personal understanding of the concepts being studied (Ariyani & Kristin, 2021; Fadillah et al., 2020). Problem-Based Learning is a learning model with real-world problems as the main focus and as a means for students to develop skills in solving problems, thinking critically and creatively and building new knowledge through open-ended solutions (Ariyani & Kristin, 2021; Cik'ani, 2021; Liu & Pásztor, 2022). PBL is designed to help students build a broad and flexible knowledge base, develop problem-solving skills, develop independent Learning as a lifelong learning skill, become effective collaborators and become intrinsically motivated to learn (Abdulah et al., 2021; Melindawati et al., 2021; Suwono et al., 2021).

Previous research findings also reveal that Pop-Up Book learning media can increase students' enthusiasm for learning so that the learning atmosphere becomes more active (Aeni, 2018; Eri Karisma et al., 2020; Elisa Diah Masturah et al., 2018a). Other research also reveals that Pop-Up Books can significantly improve student learning outcomes (Arum & Yuanta, 2019; Mustofa & Syafi'ah, 2018; Rulyansah et al., 2019). Other findings also confirm that a learning model with real-world problems as the primary focus can improve students' learning abilities so that the PBL model is used effectively (Herutomo et al., 2020; Puspitasari, R. P., Sutarno, S., & Dasna, 2020; Wahyuni et al., 2017). The Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model can improve Indonesian language learning outcomes for elementary school students. However, there has yet to be a study regarding the development of Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model that can be used to improve Indonesian language learning outcomes for fourth-grade elementary school students. The advantage of the Pop-Up Book learning media with the Problem-Based Learning Model is that this media will present exciting material combined with problems that are factual and easy to find in students' lives so that they can improve students' thinking abilities. Based on this, this research aims to develop Pop-Up Book learning media with a Problem-Based Learning (PBL) learning model that can be used to improve Indonesian language learning outcomes for fourth-grade elementary school students.

2. METHOD

This type of research includes research and development (Research and Development/R&D). Research and development methods are research methods used to develop or validate products used in education and learning activities (Sugiyono, 2016). In this research, researchers will develop a Pop-Up Book product with Indonesian language lesson content on the material of determining fictional story characters. The development model used in this research is the development model proposed by Borg and Gall which has 10 steps, namely: 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product trials, 7) product revisions, 8) usage trials, 9) product revisions, and 10) mass production (Borg, W. R., & Gall, 2003). To test this product, media feasibility testing is carried out by expert validators consisting of material experts and media expert. Meanwhile, the effectiveness of the media can be seen based on the ability to determine fictional story characters after trial use as well as student and teacher response questionnaires. The subjects in this research were fourth grade students at Ngraho 01 State Elementary School, whose address is Ngraho Village, Gayam District, Bojonegoro Regency, East Java Province. The research subjects for the development of pop-up book learning media consisted of students and class IV teachers at SD Negeri 01 Ngraho, Bojonegoro Regency, a team of validator experts, and researchers.

The students who were the research subjects were class IV students at SD Negeri 01 Ngraho, Bojonegoro Regency, totaling 25 students. Data was obtained through interviews and direct observation. The teacher who was the subject of this research was a class IV teacher at SD Negeri 01 Ngraho, Bojonegoro Regency. The teacher acts as a source of data regarding needs obtained through a needs questionnaire and plays a role in assessing the pop-up book learning media. The results of interviews and observations carried out directly are also sources of data obtained through teachers. The experts who are the subjects of this research are media experts and material experts. Experts act as validators whose job is to test the feasibility and effectiveness of products developed by researchers in terms of media, materials and language. The small product test was carried out at Ngraho 01 State Elementary School by taking 6 fourth grade students selected using a purposive sampling technique. Meanwhile, the trial use (large group) was carried out in the fourth grade of Ngraho 01 State Elementary School, outside of the trial sample of 25 students.

The methods used to collect data are observation, interviews, questionnaires, documentation and tests. This research used observation techniques by observing teachers and students in learning activities using pop-up book learning media. The interview technique used needs to be more structured. Unstructured interviews are used because these interviews do not limit questions and answers, so the information obtained from the sources can flow and be broad to discover potential problems during the

learning process in class IV of SD Negeri 01 Ngraho. This research uses a questionnaire for expert validation testing and teacher and student response questionnaires. An expert validation questionnaire was used to determine the suitability of the pop-up book learning media that had been created. Teacher and student response questionnaires were used to determine responses to learning after using pop-up book learning media. This research uses documentation techniques by viewing and analyzing student learning outcomes, listing students' names and numbers, and analyzing recorded interview results. In this study, researchers used an objective test with multiple choices. Objective tests consist of several questions, namely true and false, multiple choice, matching, and complete answers or short answers. Two tests were carried out, namely, pretest and posttest. This research instrument is in the form of a questionnaire and test questions. The questionnaire grid is presented in Table 1 and Table 2.

Table 1. Pop-up Book Media Expert Assessment Grid

No	Indicator	Descriptor
1.	Accuracy with the goals to be achieved	1. Conformity with Learning Outcomes (CP) 2. Suitability to Learning Objectives (TP) 3. Conformity with Learning Goal Achievement Indicators (IKTP) 4. Conformity with the Flow of Learning Objectives (ATP) 5. Material according to developmental level
2.	Teacher skills in operating media	6. Content and contents are appropriate to the material 7. Media use 8. Interactive media
3.	In accordance with the characteristics and thinking abilities of students	9. Attractive media design 10. Attractive media colors 11. Attractive media images 12. The text is easy to understand

Table 2. Learning Material Expert Assessment Grid

No	Indicator	Descriptor
1.	Suitability of material with CP, TP, indicators and flow of learning objectives	1. Material in accordance with Learning Achievements (CP) and Learning Objectives (TP) 2. Material according to Learning Goal Achievement Indicators (IKTP) and Learning Goal Flow (ATP) 3. The material is appropriate to the Indonesian language topic
2.	Suitability of the material to the questions in the media	4. Form questions in the media 5. Benefits of questions for students 6. Questions as a learning resource 7. The material is appropriate to the emotional development of students 8. The material is appropriate to the intellectual development of students 9. The material is appropriate to the students' environment
3.	Suitability of material to students' level of thinking	10. The image matches the material 11. Pictures help students understand the material

Data analysis techniques use product data analysis, average initial data analysis and final data analysis. To analyze initial data, researchers used descriptive analysis and normality tests. Descriptive analysis was used to determine the results of interviews conducted with class IV teachers at SD Negeri 01 Ngraho. Descriptive analysis is used as the first step to analyze data, in order to describe and describe the data as it is. To analyze the final data using the t-test and N-Gain test.

3. RESULT AND DISCUSSION

Result

The aim of development research is to develop a product by starting with needs research and then developing it to produce a product that is valid and tested through validation from experts. So the aim of this research is to test the feasibility and effectiveness of pop-up book learning media in learning Indonesian language content for the fourth grade at State Elementary School 01 Ngraho. This pop-up book learning

media product is a book that can be flipped open and has a 3D display, its attractive appearance will definitely increase students' interest in learning, especially in the material of determining fictional story characters. Learning media must also be accompanied by a supportive learning model, in this research the researcher chose to use the PBL learning model. The aim of PBL is to help students develop critical thinking skills, problem solving and intellectual skills, so students are expected to be able to explore and find their own solutions to existing problems so that it can stimulate their independent learning process. The results of research on the development of Pop-Up Books for Indonesian language subjects include: (1) development of Pop-Up Books, (2) feasibility of Pop-Up Books, and (3) effectiveness of Pop-Up Books.

First, gathering information and solving problems. At this stage the researcher identified the problems found in class IV SDN 01 Ngraho. From the identification that has been carried out, there are several problems that occur. The first problem is the lack of media used in learning Indonesian, teachers tend to use student books without other media when delivering material. The second problem is that the ability to determine fictional story characters for fourth grade students in Indonesian language subjects is not yet optimal. These two problems became the basis for researchers to conduct research as an effort to solve problems in class at SDN 01 Ngraho.

Second, collecting data. After identifying and obtaining information on the problems and potential that exist in class IV SDN 01 Ngraho, the next step taken by the researcher was to collect data for problem solving. As a solution to problems that occurred in class IV at SDN 01 Ngraho, researchers conducted research on the development of Pop-Up Books. The development of the Pop-Up Book is tailored to the needs of teachers and students obtained from questionnaires or questionnaires that have been distributed. The contents of the need's questionnaire or teacher and student questionnaire are adjusted to the product specifications. Collecting data on media needs for students and teachers aims to strengthen the function of the media that will be prepared. The functions of the media are 1) Attention, which is the core function of learning media, namely being interesting and able to direct students' attention to concentrate on the learning material to be conveyed; 2) Affective, is the function of learning media which can be seen from the student's comfort level when studying or when reading illustrated text. The images displayed can arouse students' emotions and attitudes; 3) Cognitive, is one of the functions of learning media which can be seen from its appearance. The display of material can facilitate the achievement of goals to understand and remember the information or messages contained in the learning material; and 4) Compensatory, is a function of learning media that can be seen from research results.

Third, designing products. At this stage, the researcher began to prepare a media design in the form of a Pop-Up Book. The aim of designing this media is to improve the ability to determine fictional story characters for class IV students at SDN 01 Ngraho in learning Indonesian with material for determining fictional story characters. The choice of learning media should not be separated from the context, namely that media is a component of the overall constructional system. The choice of learning media must take into account other factors such as student character, teaching and learning strategies, study group organization, allocation of time and resources, and assessment procedures also need to be considered. Apart from suitability to learning objectives, there are still four more things that must be considered in selecting media. The first is the availability of local resources. The second is whether to buy or produce it yourself, there are funds, energy and facilities. Third are factors regarding the flexibility, practicality and durability of the media in question for a long time. Fourth is its cost effectiveness in the long term.

Fourth, product development. The development of the Pop-Up Book was developed in accordance with the results of the analysis of teacher and student needs. This Pop-Up Book media contains material on determining fictional story characters. Pop-Up Book media is also adapted to the characteristics of PBL as follows. 1) Problems are used to initiate learning, 2) The problems used are real world problems that are presented floatingly, 3) Problems usually require multiple perspectives, 4) Problems challenge students to get new learning, 5) Highly prioritize independent learning, 6) Utilize varied sources of knowledge, and 7) Learning is collaborative, communicative and cooperative. Product specifications developed: 1) Pop-up book learning media assisted by the problem base learning model is printed on 260 gram Ivory paper; 2) The product is bound using a hardcover taking into account the strength of the binding used so that the product is durable; 3) The contents of the pop-up book consist of the beginning, contents and end. The initial section contains a cover, foreword, learning outcomes, learning objectives, and instructions for use. The content section consists of characterization material, illustrated stories. The final part consists of an evaluation and bibliography; 4) The back cover contains the researcher's biodata included with the photo; and 5) The pop-up book learning media is expected to attract students' learning interest in the material of determining fictional story characters. The development of the Pop-Up Book was developed in accordance with the results of the analysis of teacher and student needs. This Pop-Up Book media contains material on determining fictional story characters. The development results are presented in [Figure 1](#).



Figure 1. Results of Pop-Up Book Development

Fifth, validating the design. The Pop-Up Book learning media that has been developed needs to be tested for its suitability through 2 stages of expert testing. The two test stages include material validation by one material expert and media validation by one media expert. The expert test aims to obtain an assessment of materials and media that are suitable for use. Results of the Validation Test of Material Experts and Media Experts showed in Table 3.

Table 3. Results of the Validation Test of Material Experts and Media Experts

Validation	Score Percentage	Category
Material Expert Validation	90.9%	Very Worth it
Media Expert Validation	85.4%	Very Worth it
Average score	88.2%	Very Worth it

Base on Table 3, it is known that the overall score of the Pop-Up Book is 40 out of 44 or in the form of a percentage of 90.9% in the very worthy category. Results of the media expert assessment questionnaire, showed that the overall value of the Pop-Up Book is 41 out of 48 or in the form of a percentage of 85.4% in the very worthy category. The results of research carried out in class IV of SDN 01 Ngraho with a total of 25 students showed very decent results for the Pop-Up Book. The Pop-Up Book was declared very suitable for use in Indonesian language learning, especially in the material of determining fictional story characters in class IV, the percentage of responses from teachers and students was 97.5% and 81.7% in the very good category. Results of the Validation Test of Material Experts and Media Experts showed in Table 4.

Table 4. Results of the Validation Test of Material Experts and Media Experts

Validation	Score Percentage	Category
Teacher Validation	97.5%	Very Worth it
Students Validation	81.7%	Very Worth it

Base on Table 4, it was concluded that the Pop-Up Book material on the benefits of unity and unity is practically used in learning. The effectiveness test of the Pop-Up Book was carried out to determine the effectiveness of using the Pop-Up Book on the ability to determine the characters of Indonesian fictional stories. To determine the effectiveness or hypothesis of using Pop-Up Book Media, it was analyzed using a paired t-test. It was concluded that the results of the t test in small groups obtained a value of $t_{count} = 20.916$ and $t_{table} = 2.570$. Or obtained $t_{count} = 20.916 > t_{table} = 2.570$ then H_0 is rejected and H_a is accepted or interpreted as meaning that Pop-Up Book Media is effective in improving the ability to determine characters in fourth grade Indonesian fiction stories. The results of the t test in the large group obtained a value of $t_{count} = 18.568$ and $t_{table} = 2.051$. Or obtained $t_{count} = 18.568 > t_{table} = 2.051$ then H_0 is rejected and H_a is accepted or interpreted as meaning that Pop-Up Book Media is effective in improving the ability to determine characters in fourth grade Indonesian fiction stories. There was an increase in students' ability to determine fictional story characters by looking at the average score. The KKM for small group student learning outcomes was 75. The average pretest score was 43, increasing to 83 in the posttest score. It was found that there was an increase in the ability to determine the fictional story characters of large groups of students by looking at the average score. The KKM student learning outcomes was 75. The average pretest score was 47, increasing to 87 on the posttest score. The calculated N-gain value in the small group test was 0.70 with medium criteria, and in the large group it was 0.76 with medium criteria.

Discussion

The results of data analysis show that the Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model developed is suitable for use in learning. Several factors cause this. First, the Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model is suitable for use in learning because it can improve students' Indonesian language learning outcomes. It is also supported by previous findings which reveal that Pop-Up Book learning media can improve student learning outcomes (Hidayah et al., 2020; Ningtiyas et al., 2019; Sentarik & Kusmariyatni, 2020). Other research reveals that Pop-Up Book learning media can improve student learning outcomes because students more easily absorb the learning material presented in Pop-up books (Pahriadi et al., 2022; Solichah & Mariana, 2018; Yuliani et al., 2020). Apart from that, the use of PBL also allows students to think critically. This certainly has an impact on learning outcomes and increasing student abilities (Abdurrozak & Jayadinata, 2016; Silvia et al., 2023). Valid pop-up book media will provide benefits, including being able to be used as a medium to instill a love of reading. Apart from that, using the right learning model combined with valid learning media will certainly make it easier for students to learn. This is why the Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model can improve students' Indonesian language learning outcomes.

Second, the Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model is suitable for learning because it increases learning motivation. Students become more active in learning activities using Pop-Up Book learning media with the Problem-Based Learning learning model. This is because using good learning media can make students interested and more likely to participate and interact (Angga et al., 2020; Fatma Dewi et al., 2019; Susilo, 2020; Wibowo & Rahmayanti, 2020). Pop-Up Books combined with the Problem-Based Learning (PBL) model are suitable for learning because they can increase student motivation. Several other studies also state that using pop-up books can increase students' enthusiasm for learning (E D Masturah, et al., 2018; Sentarik & Kusmariyatni, 2020). Other research also confirms that Pop-Up book media can increase maximum enthusiasm for learning in students so that it is appropriate to use (Khoiriyah & Sari, 2018; Ningtiyas et al., 2019). Therefore, the combination of Pop-Up Books with the PBL model is supported by research evidence highlighting its effectiveness in increasing student motivation and improving learning outcomes.

Third, the Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model is suitable for learning because it is easy to use and the learning atmosphere becomes active. Learning media in the world of education has a vital role in increasing the effectiveness of the learning process ((Arifah et al., 2019; Khairani et al., 2019; Ramadayanty et al., 2021). Learning methods that only use one-way delivery of material, such as lectures by teachers, will only make students feel bored and lack motivation during the learning process (Dewi et al., 2019; Dinayusadewi et al., 2020; Pramana & Suarjana, 2019). Using Pop-Up Book learning media will make it easier for a teacher to convey and make students interested in the material being taught (Aeni, 2018; Mustofa & Syafi'ah, 2018). Using appropriate learning media will increase teacher-student interaction, reducing boredom during learning activities. The increasingly advanced development of learning media will shift the learning philosophy from being centered only on the teacher to being centered on the students themselves (Angga et al., 2020; Fatma Dewi et al., 2019; Susilo, 2020; Wibowo & Rahmayanti, 2020). This is because using learning media will increase students' ability to learn independently, individually, and in groups, compared to just watching and listening to the teacher in front of the class.

Previous research findings also state that the benefits of pop-up books can increase learning motivation and improve student learning outcomes significantly (Masturah, Mahadewi, & Simamora, 2018; T. W. Ningtiyas et al., 2019; Sentarik & Kusmariyatni, 2020). Other research also states that pop-up books can strengthen the impression conveyed in the material, making the material easier to remember and learn (Nisa et al., 2018; Ruqoyyah et al., 2020). Pop-up books have several advantages and can be used as learning media. The advantage is that it has concrete properties because it can be seen clearly and held, and objects can be displayed as if they were real because they are displayed in three dimensions. Based on this explanation, pop-up book media is suitable for Indonesian language learning, especially in determining fictional story characters. This is because pop-up books have an attractive appearance, so that they can increase students' interest in learning. Apart from that, the use of the Problem-Based Learning Model helps students build a broad and flexible knowledge base and develop problem-solving skills (Fitria et al., 2020; Istiandaru et al., 2015; Ratnawati et al., 2020).

It was concluded that Pop-Up Book learning media with the Problem-Based Learning (PBL) learning model could improve students' Indonesian language learning outcomes. This research implies that the Pop-Up Book learning media with the Problem-Based Learning model developed can be used in Indonesian language learning. The limitation of this research is that the Pop-Up Book learning media developed can only be used for fourth grade elementary school students in fiction story subjects. Applying Pop-Up Books with the PBL model allows students to access learning repeatedly, which is very effective.

Both students and teachers can feel the benefits of using Pop-Up Books in teaching and learning. Students will improve their abilities and be able to understand the material with the help of various media. At the same time, teachers can reduce the burden when explaining the material and conveying the material in more detail to students.

4. CONCLUSION

The results of data analysis show that the Pop-Up Book Media that has been developed has received qualifications and is very suitable for use in learning. The N-gain value is in the small group test with high classification and the large group test with medium classification. The t-test results stated a difference in the average pre-test and post-test scores. It was concluded that the Pop Up Book media effectively increased the ability to determine the diversity of characters in class IV Indonesian fiction stories.

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