Educational Journal of Learning Technology
Vol. 2, No. 2, pp. 93-101, January 2025
https://doi.org/.10.58230/edutech.v2i2.36
Received Desember 16, 2024; Revised January 09, 2025; Accepted January 20, 2025

Development of Pop-up Book Media for Islamic Religious Education Learning in Junior High Schools

Muliani[1], and Fatmarida Sabani[2],
[1-3]Institut Agama Islam Negeri Palopo
Agatis Street, Balandai Village, Bara District, Palopo City, Indonesia.
20107100400@iainpalopo.ac.id

Abstract: This study aims to develop pop-up book media on Prayer and Zikir material in Islamic Religious Education in grade VII of SMP Negeri 4 Angkona and evaluate its validity and practicality. This study uses a quantitative Research and Development (R&D) method based on the 4D model (Define, Design, Develop, Disseminate). Data was collected through observation, documentation, and questionnaires and then analyzed in a quantitative descriptive manner. The study results show that the steps to develop Pop Up Book media follow the stages of a 4D model. This media has an excellent level of validity, with a rating of 75% from media experts and 100% from material experts. This pop-up book media has proven to be effective and practical in supporting Islamic Religious Education learning, so it can be an innovative solution to increase students' interest in and understanding of the material.

Keywords: Media Development, Pop Up Book, Islamic Religious Education

1. Introduction

Education is a crucial component in efforts to form a comprehensive and in-depth character to improve the status and self-esteem of the nation (Munandar, 2020). By what has been stipulated in the Constitution of the Republic of Indonesia, the purpose of national Education in Indonesia is that education can develop and create noble morals (Indonesia, Central Government, 1945). In addition, education also aims to increase the dignity of the Indonesian nation, educate the people's lives, and develop the potential of students to become individuals who believe in and fear God Almighty, are healthy, have noble ethics, are knowledgeable, creative, skilled, independent, and become democratic and responsible citizens (Hasani, 2023). Thus, education not only functions as a means of knowledge transfer but also as an instrument for building a dignified and competitive society.

In the context of Islamic teachings, education also guides students in carrying out religious orders, including Prayer. Prayer is an obligation for every believer and believer (Q.S. an-Nisa'/4:103) (Ministry of Religion of the Republic of Indonesia, 2018). Education is expected to teach various aspects that support social life towards a better (Proklamasari & Rufi'i, 2023).

According to (Trisiana, 2020), learning facilities can be in the form of tools that are directly used to Deliver subject matter to students. Learning media also functions as a tool for teachers to convey material effectively. (Supardi, 2017) emphasized that the presence of media in the teaching and learning process is very important because it can help explain material that is initially difficult to understand. Thus, using appropriate learning media can improve the quality of the teaching and learning process and help students understand the material more deeply.

(Hasriadi, 2022b) stated that using media in learning can help students achieve the expected goals. Therefore, learning objectives must be the main reference when selecting and using media. If

©Authors
This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

these goals are ignored, the media can hinder achieving learning outcomes effectively and efficiently. Thus, using targeted learning objectives is very important to support the success of the teaching and learning process.

The availability of learning aids in various schools is still inadequate and uneven (Pujiaty, 2024). Some schools have been able to provide a wide range of learning aids in large quantities, while others do not yet have the variety and number of tools needed (Aifalesasunanda et al., 2024). This results in the variety and amount of media used to be diverse.

Some teachers use various media optimistically, but some use it a little (Abdullah, 2016). For example, at SMP Negeri 4 Angkona, learning facilities are limited, especially in Islamic Religious Education lessons regarding Prayer and dhikr. Teachers rely solely on textbooks, utilize blackboards, and occasionally use videos to perform prayers and dhikr if facilities allow.

The researcher conducted an initial study of teachers and students to understand the learning conditions of Islamic Religious Education. The study results show that the learning process of Islamic Religious Education still needs special attention in improving teaching methods to create better communication between teachers and students. Currently, the media used in learning Islamic Religious Education is limited to printed books, with the lecture method being the main choice of teachers in delivering material. From the student's side, it was revealed that teachers tend to use books too often as the main source, so students are more focused on paying attention to the words conveyed by the teacher to adjust to their varied abilities. However, this method causes students to easily feel bored due to the lack of variety in learning.

When asked about pictures, students admitted they were more interested in pictures in books than writing. Media Pop Up Book has also never been used by teachers or students. Because there is no use for pop-up books in these schools, especially in Islamic religious education subjects, this condition encourages researchers to present innovations in learning, namely by developing teaching materials in the form of pop books.

Research conducted by (Inayah et al., 2024) shows that using Pop Up Book media in learning can increase students' interest and understanding of the material presented. The study proves this media effectively creates a more interesting and interactive learning atmosphere. Furthermore, research (Rozie, 2018) Expresses the importance of using learning media to support the teaching and learning process efficiently. Their research emphasizes that well-designed media can help students achieve maximum learning outcomes. Besides that, research (Dewantara et al., 2021) found that the availability and variety of learning media in schools are still limited, which causes the teaching and learning process less than optimal. Therefore, this research is relevant in developing learning media innovations in the form of pop-up books to increase learning effectiveness, especially in Islamic Religious Education subjects.

With these conditions, research on the Media Development Pop-Up Book for Salat and Zikir's material in Islamic Religious Education learning is important. This research aims to discover the steps in developing a media pop-up book for Islamic Religious Education learning. In addition, this study also aims to evaluate the validity and practicality of the media Pop-up Book in the context of Islamic Religious Education learning.

The importance of this research lies in efforts to overcome the limitations of innovative and interesting learning media, especially in Islamic Religious Education learning. By presenting the PopUp Book, it is hoped that learning will be more interactive, increasing students' understanding of the material of Prayer and Zikir. In addition, this research helps teachers choose appropriate learning media to increase teaching effectiveness. The results of this study can also be a reference in the development of similar learning media in other schools that face similar obstacles.

2. Method

This type of research is research and development with a 4D model. This research was carried out in September 2024 in grade VII of SMP Negeri 4 Angkona, Angkona District, East Luwu Regency, which consisted of 20 Learners. Data collection methods include observation, documentation and questionnaires. The data obtained were analyzed descriptively to test the validity of the media development Pop-up Book. Product validity is intended to evaluate validation data by validators.

Table 1. Validity Criteria

Percentage (%)	Category
81-100	Highly Valid
61-80	Valid
41-60	Less Valid
0-40	Very Invalid

3. Results

Media development results Pop-up Book on the subject of Prayer and Dhikr education Islam is carried out based on the development procedure on a 4D model consisting of from There are four stages, namely:

Analysis

a. Initial and final analysis

The researcher's initial process includes observation and interviews with teachers, aiming to investigate issues or challenges teachers and students face in learning. The results of interviews with Islamic Religious Education teachers revealed that learning aids in the form of books have never been applied when teaching. Teachers rely more on existing package books, using traditional teaching methods such as discussions and lectures, often making the learning atmosphere monotonous and boring.

b. Curriculum analysis

Curriculum analysis is carried out by paying attention to the curriculum characteristics used at SMP Negeri 4 Angkona. This curriculum analysis showed that the curriculum used at SMP Negeri 4 Angkona is an independent curriculum applied in grades VII, VIII and IX.

c. Student Analysis

From observation, it is known that each class at SMP Negeri 4 Angkona has various characteristics of students. In learning, there are still students who have difficulty understanding the material. Some students do not understand the language used, and some are not serious about participating in lessons.

Teachers need to have skills in organizing classes so that students can understand the material and follow the learning well. If teachers use appropriate media when delivering material, learning goals can be achieved, and students' interest in learning can increase.

Design

The media design process for the pop-up book starts with the researcher developing a plan to make media. This includes determining the material to be presented, gathering the necessary tools and materials, and carrying out the manufacturing process pop-up book steps.

Development

The development stage begins with creating the product, followed by a validation process involving two validators to evaluate the media pop-up book. After that, the media design is

developed based on feedback for improvement. Here are the results of the product development pop-up book regarding the material of Salat and Zikir in Islamic religious education subjects.



Figure 1. Media pop-up book

Table 2. Expert Validation Result Data

No	Percentage Score Total Indicator	%	Category
1	Media Members	75	Valid
2	Material Expert	100	Highly Valid

Table 3. Product Revision by Experts

Pop-Up Book Learning Media Before Revision	Pop-Up Book Learning Media After Revision
	

Based on the results of validation from media experts, it is known that the media pop-up book on the material of Prayer and Remembrance Islamic religious education subjects is categorized as valid. In contrast, material experts know that the media pop-up book on the material of Salat and Zikir Islamic religious education subjects are categorized as very valid.

4. Discussion

Development

The results of the development of pop-up book media for Salat and Zikir learning at SMP Negeri 4 Angkona show a positive impact in improving the quality of learning. The development of this media is carried out following a 4D model consisting of four stages: Analysis, Design, Development, and Deployment. This discussion will discuss the stages of media development, compare them with previous research, and analyze existing findings. At the end of the discussion, solutions will be given to increase the effectiveness of the use of pop-up book media in learning.

The development process begins with the analysis stage, which involves observation and teacher interviews to explore learning challenges. Based on interviews with Islamic Religious Education teachers, it is known that pop-up book media has never been used before. Teachers rely more on traditional package books with lecture and discussion methods, which tend to make the learning atmosphere monotonous and boring. Curriculum analysis also shows that SMP Negeri 4 Angkona implements the Independent Curriculum in grades VII, VIII, and IX, which provides flexibility in the selection of materials based on students' characteristics.

From the analysis of the students, it was found that there was diversity in the abilities and characteristics of the students. Some students have difficulty understanding the material, some do not understand the language used in the lesson, and some are not serious about participating in learning. These results show the importance of using appropriate media to improve student understanding and engagement. At the design stage, the materials selected for the pop-up book are Salat and Zikir, two important aspects of Islamic Religious Education learning. Creating this media involves selecting the appropriate tools and materials to create interactive and engaging media.

At the development stage, two media and material experts tested and validated the pop-up book product. The validation results show that this medium is worthy of use and has an excellent score. The validation of the media expert gave a score of 75, indicating that this media was acceptable and valid. In contrast, the validation of the material expert obtained a score of 100, which indicates that the material presented is very valid and meets the learning objectives.

Based on the comparison with previous research, this study's results align with the existing findings. Research (Ayun & Wathon, 2021) showed that interactive and fun media were more effective in improving student understanding. This is reflected in the use of pop-up books at SMP Negeri 4 Angkona, which has increased student involvement in understanding the material of Salat and Zikir. Research (Ismail et al., 2023) supports these findings, where using appropriate media can overcome learning challenges, such as difficulty understanding the material and low student motivation. Pop-up books have been proven to increase students' interest, especially those who struggle with conventional methods. In addition, research (Elfiana et al., 2022) emphasized the importance of interactive media that encourages the active participation of students, which was also found in the use of pop-up books at SMP Negeri 4 Angkona.

The use of pop-up book media positively impacts learning in Salat and Zikir by increasing student interest and engagement. This media makes it easier for students to understand the material through interesting visual elements, as well as helping them remember the steps of Salat and Zikir. One of its advantages is its ability to present material in a more engaging and easy-to-understand way. In addition, this media also improves interaction between teachers and students, creating a dynamic and fun learning atmosphere.

However, despite its success, there are challenges in implementing this media, such as limited resources that affect the provision of media in schools with limited budgets. Therefore, it is important to find solutions to optimize the use of pop-up book media in various conditions. Some of the solutions that can be implemented include training teachers to design simple but effective media and developing a digital version of a pop-up book to overcome physical limitations. Schools can collaborate with publishers or third parties to get more affordable media. In addition, using various types of learning media, such as videos or interactive applications, can enrich the student learning experience. With these solutions, pop-up book media is hoped to be maximized, creating fun and interactive learning for students.

Validity

The results of this study show that the development of pop-up book media for learning Salat and Zikir at SMP Negeri 4 Angkona has a high level of validity. Based on the validity analysis of two media experts and material experts, this media pop-up book received a positive assessment. The validity of the media experts shows that this media is included in the "Valid" category with a percentage of 75%, while the validity of the material experts is declared "Very Valid" with a percentage of 100%. Validity is one of the most important aspects in the development of learning media because validity refers to the extent to which an instrument, in this case, learning media, can be considered valid and able to function well. According to (Arikunto, 2011), validity relates to the extent to which an instrument can be considered valid, while (Sugiyono, 2022) stated that the validity shows the accuracy and suitability of the measuring tool in carrying out its function. Therefore, this validity reflects the level of legitimacy of the media developed, which means that this pop-up book media can be used in learning with high reliability.

In this case, this study's results align with the opinion (Nugroho et al., 2021), which states that the validation results are considered valid if the medium or instrument is appropriate and provides the right answer to the assessed variable. Based on the validity evaluation, it is known that the pop-up book media developed for Salat and Zikir learning has a good level of validity and can be used in the context of learning at SMP Negeri 4 Angkona. This shows that the pop-up book media is very appropriate and effective in supporting the learning goals that have been set.

In terms of theory, these findings also support the importance of validity in developing learning media. High validity indicates that the learning media can accurately measure and achieve the desired learning goals. The success of pop-up book media in achieving a high level of validity provides strong empirical evidence that this media effectively supports more interactive and fun learning. Thus, this pop-up book media can potentially improve the quality of school learning, especially in Salat and Zikir, which requires a deep understanding of the steps and movements involved.

In comparing the results of this study with previous studies, several studies have similar findings regarding the use of interactive media in improving the quality of learning. Research (Yulianti, 2019)shows that using media based on students' characteristics can increase learning effectiveness. In their research, interactive and fun media proved to be more effective in improving students' understanding. This is in line with the findings in this study, where the use of pop-up book media for Salat and Zikir learning has succeeded in increasing student interest and engagement. Pop-up book media designed interactively has proven to be more interesting for students, making learning more dynamic and not boring, unlike lecture and discussion methods, often considered monotonous.

Other research by (Hasriadi, 2022a) also provides relevant findings. Hasriadi stated that choosing the right media can help overcome challenges in learning, such as difficulty understanding the material and low motivation for students. In this study, the use of pop-up book media is proven to increase students' interest in learning Salat and Zikir, especially for those who have difficulty understanding the material with conventional learning methods. This shows that media that is interesting and meets the needs of students can overcome obstacles in the learning process, such as a lack of understanding of the material or a lack of interest in learning.

A recent study by (Utomo, 2023) also emphasized the importance of using learning media to encourage active student participation. Utomo found that interactive learning media, such as pop-up books, can increase student engagement in the learning process. This research aligns with the findings at SMP Negeri 4 Angkona, where pop-up book media can encourage students to be more active in understanding Salat and Zikir material. Unlike passive approaches such as lectures, pop-

up book media provides a fun learning experience and allows students to focus more and be directly involved in the learning process.

Based on the comparison results with previous studies, it can be concluded that the use of pop-up book media in learning Salat and Zikir is compatible with previous findings. Interactive and engaging media can improve student understanding and encourage student involvement in the learning process, which in turn can improve the overall quality of learning.

Based on the research results, the use of pop-up book media for Salat and Zikir learning at SMP Negeri 4 Angkona can positively impact learning effectiveness. The use of pop-up book media has proven to be successful in stimulating the interest and engagement of students, who previously relied more on lecture and discussion methods that were considered boring. The interactively designed pop-up book media provides a more engaging learning experience, with visual elements that help students understand and remember Salat and Zikir's steps more easily.

One of the main advantages of pop-up book media is its ability to present material in a more engaging and easy-to-understand way. In the context of Salat and Dhikr learning, this media allows students to see visual representations of Salat movements clearly, which helps them better understand and remember each movement well. This way, students not only listen to the explanation verbally but also see first-hand visual representations that make the material easier to understand.

In addition, the use of pop-up book media also has the potential to increase interaction between teachers and students. In learning using this media, teachers can invite students to actively participate by asking them to explain or show the movements of the Prayer using interactive elements in the book. This creates a more dynamic and fun learning atmosphere, which is very beneficial for maintaining students' interest and attention during learning.

However, although pop-up book media has proven to be effective in improving the quality of learning, several challenges need to be considered. One of them is the limited resources that can affect the provision of this media in schools with limited budgets. Creating and distributing physical pop-up books requires much money, which can be an obstacle in schools that do not have enough funds.

Several solutions can be implemented to overcome the limitations of pop-up book media. One of them is to train teachers to design and develop simple but effective learning media. This training will help teachers understand how to integrate pop-up book media into the learning process more efficiently, as well as provide insight into how to utilize the materials available around them.

Another solution is to develop a digital version of the pop-up book media. Given the limitations of providing physical pop-up books, schools can leverage technology to create digital versions of these media. Technology-based learning apps or platforms allow students to access pop-up book media online, reducing production and distribution costs. In addition, this digital version also provides flexibility for students to learn anytime and anywhere, which is very useful in distance learning.

Schools may also consider collaborating with publishers or third parties to provide pop-up book media at more affordable prices. This collaboration can produce high-quality media products at a lower cost so more schools can access them. In addition, to enrich students' learning experience, teachers can integrate different types of learning media, such as videos, animations, or interactive applications, providing a more varied and enjoyable learning experience. With these solutions, it is hoped that the use of pop-up book media in learning Salat and Zikir can be maximized, help students achieve learning goals more effectively, and create a more interactive and enjoyable learning experience.

5. Conclusion

This study aims to develop and assess the use of media *pop-up books* on the learning of Salat and Zikir in Islamic religious education. The main findings show that this media has succeeded in attracting the attention and participation of students, with a validity assessment of 75% from media experts and 100% from material experts, and is considered very practical, with a percentage of 82.5% from teachers and 80% from students. The recommendations of this study include the application of *pop-up books* in interactive learning, increased training for teachers regarding the use of media, and further studies to test the measures, validity, and practicality of the media *pop-up book*. This study contributes to the educational literature by presenting empirical evidence about the importance of valid and practical learning media to improve learning outcomes and attract students' interest.

6. References

Abdullah, R. (2016). Pembelajaran dalam Perspektif Kreativitas Guru dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal*, *4*(1), Article 1. https://doi.org/10.22373/lj.v4i1.1866

Aifalesasunanda, R., Citriadin, Y., & Maujud, F. (2024). Strategi Pengembangan Sumber Daya Manusia Melalui Literasi Digital Di MTS Nurul Yasin Buer Sumbawa. *ASCENT: Al-Bahjah Journal of Islamic Education Management*, *2*(1), Article 1. https://doi.org/10.61553/ascent.v2i1.153

Arikunto, S. (2011). *Prosedur penelitian: Suatu pendekatan praktik* (VI). Rineka Cipta. https://opac.perpusnas.go.id/DetailOpac.aspx?id=217760

Ayun, Q., & Wathon, A. (2021). *Penerapan Media Pohon Kata Untuk Meningkatkan Kemampuan Mengenal Huruf pada Anak Usia Dini* (2). *4*(2), Article 2.

Dewantara, A. H., B, A., & Harnida, H. (2021). Kreativitas Guru dalam Memanfaatkan Media Berbasis IT Ditinjau Dari Gaya Belajar Siswa. *AL-GURFAH: Journal of Primary Education*, *1*(1), Article 1.

Elfiana, U. M., Widiyono, A., & Zumrotun, E. (2022). *Pengaruh Penggunaan Media Pop Up Book Alim (Alat Indra Manusia) terhadap Hasil Belajar IPA Siswa Kelas IV SD Negeri 4 Tunahan Jepara | Jurnal Pendidikan dan Konseling (JPDK)*. https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/4346

Hasani, B. (2023). Peran Keluarga dalam Penguatan Moderasi Beragama untuk Pemantapan Empat Pilar Kebangsaan. *Kaganga:Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, *6*(1), 260–273. https://doi.org/10.31539/kaganga.v6i1.5593

Hasriadi, H. (2022a). *Faktor yang Mempengaruhi Minat Mahasiswa Pendidikan Agama Islam terhadap Mata Kuliah Teknik Pembelajaran Berbasis IT | Jurnal Konsepsi*. https://p3i.my.id/index.php/konsepsi/article/view/139

Hasriadi, H. (2022b). Metode Pembelajaran Inovatif di Era Digitalisasi. *Jurnal Sinestesia*, *12*(1), Article 1.

Inayah, A., Harahap, F. K. S., Widia, F., Purba, H. M., Handini, N., & Yusnaldi, E. (2024). Pengembangan Media Pop Up Book Untuk Meningkatan Minat Belajar Siswa pada Mata Pembelajaran IPS di MI/SD. *Jurnal Pendidikan Tambusai*, *8*(1), 674-681. https://doi.org/10.31004/jptam.v8i1.12446

Indonesia, Pemerintah Pusat. (1945). *Undang-undang Dasar (UUD) Tahun 1945*. http://peraturan.bpk.go.id/Details/101646/uud-no--

Ismail, H., Hasriadi, H., & Thaha, H. (2023). Enhancing Islamic Religious Education at SMPN 03 Palopo: Validity and Practicality of E-Modules Utilizing Canva and Heyzine Applications. *Educational Journal of Learning Technology*, *1*(1), Article 1. https://doi.org/10.58230/edutech.v1i1.4

Kementrian Agama Republik Indonesia. (2018). *Al-Qur'an dan Terjemahnya* (1st ed.). Tiga Serangkai Pustaka Mandiri.

Munandar, A. (2020). Manajemen Strategik dan Mutu Pendidikan Islam. *NUR EL-ISLAM : Jurnal Pendidikan Dan Sosial Keagamaan*, *6*(2), 73–97. https://doi.org/10.51311/nuris.v6i2.132

Nugroho, W. A., Yudha, R. P., Sundari, S., & Praja, H. N. (2021). Analisis Instrumen Asesmen Unjuk Kerja pada Pembelajaran PJOK di Sekolah Dasar Kota Cirebon. *Gelanggang Olahraga: Jurnal Pendidikan Jasmani Dan Olahraga (JPJO)*, *4*(2), Article 2. https://doi.org/10.31539/jpjo.v4i2.1795

Proklamasari, A. S. D., & Rufi'i, R. (2023). Pengembangan Media Pop-Up Book sebagai Media Pembelajaran PPKn Materi Kelas III Tema 8 di SDN Ketegan 3 Taman Sidoarjo. *MODELING: Jurnal Program Studi PGMI*, *10*(4), Article 4. https://doi.org/10.69896/modeling.v10i4.2068

Pujiaty, E. (2024). Trategi Pengelolaan Pendidikan Inklusif Untuk Meningkatkan Aksesibilitas Di Sekolah Dasar. *Jurnal Tahsinia*, *5*(2), Article 2. https://doi.org/10.57171/jt.v5i2.584

Rozie, F. (2018). Persepsi Guru Sekolah Dasar Tentang Penggunaan Media Pembelajaran Sebagai Alat Bantu Pencapaian Tujuan Pembelajaran. *Widyagogik : Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *5*(2), Article 2. https://doi.org/10.21107/widyagogik.v5i2.3863

Sugiyono, S. (2022). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (4th ed.). Alfabeta.

Supardi, K. (2017). Media Visual Dan Pembelajaran IPA di Sekolah Dasar. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, *1*(2), Article 2.

Trisiana, A. (2020). Penguatan Pembelajaran Pendidikan Kewarganegaraan Melalui Digitalisasi Media Pembelajaran. *Jurnal Pendidikan Kewarganegaraan*, *10*(2), 31–41. http://dx.doi.org/10.20527/kewarganegaraan.v10i2.9304

Utomo, F. T. S. (2023). Inovasi Media Pembelajaran Interaktif untuk Meningkatkan Efektivitas Pembelajaran Era Digital di Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *8*(2), Article 2. https://doi.org/10.23969/jp.v8i2.10066

Yulianti, N. A. F. D. M. (2019). Pengembangan Media E-Booklet Materi Zat Untuk Meningkatkan Karakter Siswa SD Islamic Global School Malang. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, *6*(2), Article 2. https://doi.org/10.31316/esjurnal.v6i2.269