Educational Journal of Learning Technology
Vol. 2, No. 2, pp. 177-185, January 2025
https://doi.org/.10.58230/edutech.v2i2.42
Received January 21, 2025; Revised January 31, 2025; Accepted January 31, 2025

Development of Pop-Up Book Media on Islamic Religious Education Subjects for Elementary School Students

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Abstract: This study examines the development of pop-up book learning media in Islamic religious education subjects grade VI SD Negeri 361 Bailing, West Bajo District, Luwu Regency, to find the results of the development of Pop up book learning media to find out the results of the validity test and the results of the practicality test. This research is a type of Research and Development (R&D) research with research planning procedures using the ADDIE model, including Analysis, Design, Development, Implementation, and Evaluation. The data collection techniques used were observation, interviews, and questionnaires. The data analysis techniques used are product validity and learning media practicality analysis. The study results show that 1) The development of Pop-up book learning media is carried out systematically using the ADDIE model. 2) The Validity of Pop-up book learning media is assessed by media experts, with a percentage of 66.6%, and material experts, with a percentage of 93.7%, which is a very valid category. 3) The practicality of pop-up book learning media was based on the assessment of educators; the percentage was 94%, and the student's responses were 90% in the very practical category.

Keywords: Learning Media, Pop-up book, Prayer Procedure Material

1. Introduction

National Education, by Law of the Republic of Indonesia No. 20 of 2003, is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop the potential to have religious, spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by students (Indonesia, 2003). Education aims to cultivate individuals with intellectual abilities and noble ethical values (Sulfikram et al., 2023). Therefore, the education system must be designed comprehensively to form a generation that is not only academically intelligent but also has character and high competitiveness.

Today's interesting learning is supported by learning media, which will run alongside education. Learning media in the world of education cannot be separated from the influence of growing human resources and efforts made by improving the learning model because the learning model is also a supporting factor for students' success in learning (Hasriadi, 2020). According to (Riyana, 2012), Learning media are tools, methods, and techniques used to better identify communication and interaction between educators and students in schools' educational and teaching process.

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Learning media can function to speed up the learning process. This function means that learning media lets students capture teaching objectives and materials easier and faster (Miftah, 2022). One media offered in the learning process is the media Pop-up book. Media pop-up books are tools for educators to deliver materials to students. Media presence Pop-up book In learning, it has quite an important meaning because, in these activities, the unclarity of the material conveyed can become clearer using media (Sadiman, 2006). The complexity of the subject matter that will be delivered to students can be simplified with the help of the media to make the learning process more effective and efficient.

Based on observations and interviews conducted by the researcher with educators in the field of Islamic religious education at SD Negeri 361 Bailing, the researcher obtained information that the learning process in which the delivery of the material was described directly by the educator using standard learning media such as the lecture method or package book, then giving assignments to students. This makes students feel bored and bored due to the lack of innovative and varied learning. From these problems in the form of a lack of learning media for students, school textbooks are the only source of educational materials teachers use.

Based on recent research in the field of learning media development, several studies show that using visual and interactive media, such as pop-up books, can increase students' interest in learning and understanding, especially in conceptual and practical subjects. A study conducted by (Iksan, 2024; Kharvin et al., 2024) revealed that using visual-based learning media can increase student involvement in learning and improve their memory of the material being taught. In addition, research by (Nengsih et al., 2024; Nurusiah et al., 2024; Putri et al., 2024) found that pop-up book media is effective in improving students' understanding of abstract concepts in certain subjects, including Islamic religious education.

Although many studies have discussed the effectiveness of visual learning media, there are still gaps in its application in primary schools, especially in Islamic religious education subjects. Most existing studies focus more on science and language subjects, while research on the use of pop-up book media in Islamic religious education is still limited. In addition, empirically, previous research focused more on the effectiveness of media without exploring its Validity and practical aspects in the context of learning in elementary schools. From a theoretical perspective, a more in-depth study is still needed on how pop-up book media can be adapted to the pedagogical needs of students in understanding prayer procedures more interactively and interestingly.

Based on these gaps, this study aims to answer the following questions: (1) What are the stages of developing pop-up book media in learning Islamic religious education? (2) To what extent does pop-up book media's Validity and practicality increase students' understanding of prayer procedures? Therefore, this study aims to develop a valid and practical pop-up book learning media and evaluate its effectiveness in increasing student involvement and understanding in learning Islamic religious education, especially in prayer procedure materials. The results of this research are expected to contribute to the innovation of more interactive and interesting learning media to improve the quality of learning in elementary schools.

2. Method

This type of research is research and development (R&D), a method used to develop and test products that will later be developed in education (Maydiantoro, 2021). The development procedure uses the ADDIE model because it has collapsed, structured steps and can achieve development needs. The research of the ADDIE development model has five stages consisting of analysis, Design, Development, implementation, and Evaluation (Pranata et al., 2021).

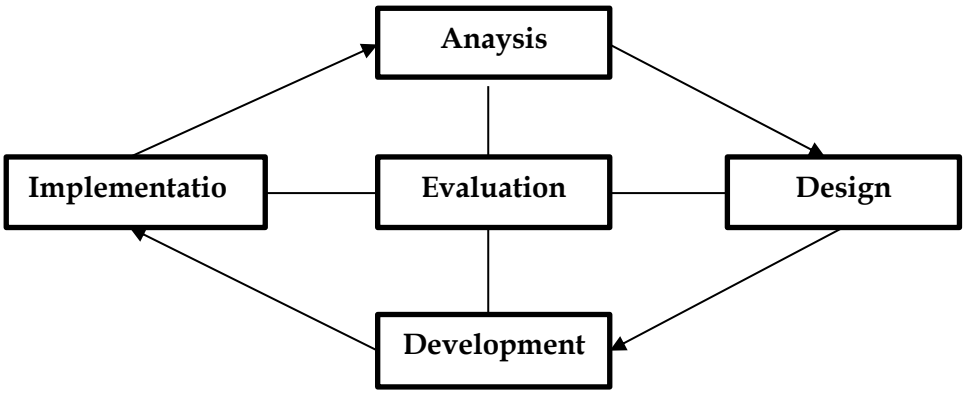


Figure 1. ADDIE Development Model Procedure (Cahyadi, 2019)

This stage of development research begins by analyzing the needs that occur in schools related to the problems obtained to find out the next steps to determine product specifications as well as materials and learning processes that must be adjusted to background conditions. The data collection techniques in this study are observation, interviews, and questionnaires. The data analysis techniques used in the study are product validity analysis and learning media practicality analysis. The data from the Validity and practicality that have been collected are then tabulated, and the presentation is searched using formulas.

$$Percentage = \frac{Total\ score\ from\ Validator}{Maximum\ number\ of\ scores} \times 100\ \%$$

Table 1. Validity Criteria

Percentage (%)	Criterion
76-100	Highly valid
51-75	Valid
26-50	Quite valid
0-25	Invalid

Table 2. Practicality criteria

Percentage (%)	Criterion
76-100	Highly valid
51-75	Valid
26-50	Quite valid
0-25	Invalid

3. Results

This development research uses the ADDIE model, which produces products in the form of pop-up book learning media for Islamic religious education subjects at SD Negeri 361 Bailing, West Bajo District, Luwu Regency, and especially grade VI. The following are the stages of developing *Pop Up Book learning media*.

a. *Analysis*

The analysis stage is the initial stage carried out by the researcher; at this stage, the activities are as follows:

1) Needs Analysis

The needs analysis results were obtained from interviews conducted by the researcher with teachers of Islamic religious education subjects to analyze the problems or obstacles experienced by

educators or students in the learning process. Based on the interview results, information was obtained about using Islamic religious education learning media. Educators and students only use package books. Therefore, educators only rely on available package books by applying conventional learning methods such as methods and discussions. As a result, the learning process tends to be monotonous and boring.

2) Learner analysis

The results of the student analysis were extracted from interviews to find out the characteristics of students during learning so that the resulting media could adjust to the student's character. Based on interviews with several students in grade VI of SD Negeri 361 Bailing regarding the material on prayer procedures, it turns out that many still do not know the material.

b. *Design*

After determining the analysis results, the next step is the design stage; at this stage, the researcher prepares and develops learning media adapted to the applicable materials and curriculum.

1) Determination of material presented in learning media

Before designing the learning media, the researcher observed class VI students and found that some students had difficulty understanding the learning conveyed. I will also assess the material included in the learning media, which is studied through several references intertwined with the prayer procedure material. References are taken from Islamic religious books, independent curricula, and prayer procedure material.

2) Learning media planning

Designing Pop-up book learning media for prayer procedures using the required materials and tools. Using manila paper and cardboard that has been formed according to the size, using colored paper, then adjusting to the size of the cover, and not forgetting to stick the poster according to the material.

c. *Development*

The development stage is the stage to improve the product that has been designed. The designed product is then made using the materials and tools needed. *Pop-up book* media certainly presents the use of prayer procedure materials in Islamic religious education to meet the needs of grade IV students of SDN 361 Bailing. The results of *the pop-up book media are presented below*.



Figure 2. Inside section and pop-up book media law

Products that have been successfully developed are then validated to determine the Validity of pop-up book media. Validation is carried out by several experts, including media experts and material experts, to get assessments and suggestions from validators before determining product results without revision.

1) Results of media expert validation

The results of the validation of media experts assessing the media aspects and the attractiveness of pop-up book media can be seen in the following table.

Table 3. Media Expert Validation Results Data

No.	Assessment Aspects	Total Score	Maximum Score
1	Media	21	32
2	Attraction	11	12
	Average	32	48
	Presentation	66,6%	
	Category	Valid	

Based on the validation test of media experts, a total score of 32 was obtained with a maximum score of 48, so 66.6% of presentations were obtained with valid categories. The assessment of the media is in the category of vali, so the learning media that has been developed can be used at the next stage, namely field trials on learning; however, the notes provided by the validator on each validated component need to make minor improvements or as necessary by the notes provided (Anjarsari et al., 2020)

2) Validation results of material experts

The results of the material expert's validation of learning content, construction, and display on pop-up book media can be seen in the following table.

Table 4. Data on the Results of Material Expert Validation

No.	Assessment Aspects	Total Score	Maximum Score
1	Learning Content	15	16
2	Construction	7	8
3	Display	8	8
	Average	30	32
	Presentation	93,7%	
	Category	Highly Valid	

Based on the material experts' validation test, a total score of 30 was obtained with a maximum score of 32, so a presentation of 95.7% was obtained with a very valid category.

3) Revision of validity test results

After validation by media experts and material experts on the pop-up book learning media developed and then revising the product, this revision activity aims to finalize or make a comprehensive final improvement to the pop-*up book* media. Revisions are made based on inputs, suggestions, and notes the validator provides. Validators suggest that the cover be neater or wrapped in plastic.



Figure 3. Before revision



Figure 4. After the revision

d. Implementation

The results of development findings used in learning to evaluate the impact on students' quality and ease of learning are referred to as the implementation or application stage. In this study, the practicality of the pop-up book media of prayer procedure material was tested by educators and students on the questionnaire distributed by the researcher and explained how to fill out the questionnaire. Aspects assessed by educators and learners include ease of use, attractiveness, and benefits.

The results of the practicality test based on the responses of educators and students can be seen in the following table.

Table 5. Educator Practicality Results Data

No.	Assessed Aspects	Total Score	Maximum Score	Percentage (%)	Category
1	Ease of Use	15	16	93,7%	Very Practical
2	Display/Attraction	11	12	91,6%	Very Practical
3	Benefit	8	8	100%	Very Practical
	Average	34	36	94%	Very Practical

Table 6. Data on Students' Practicality Results

No.	Assessed Aspects	Total Score	Maximum Score	Percentage (%)	Category
1	Ease of Use	109	120	90,8%	Very Practical
2	Display/Attraction	147	160	91,8%	Very Practical
3	Benefit	212	240	88%	Very Practical
	Average	468	520	90%	Very Practical

Based on Table 5, it can be seen that the average percentage of educators' practicality towards the *pop book learning media* on prayer procedure material received a total score of 34 with a maximum score of 36, so a percentage of 94% was obtained with the category of very practical. Meanwhile, table 6 received a positive response from students with a score of 468 out of a maximum score of 520 with a percentage of 90% with a very practical category.

e. *Evaluation*

The final stage of the ADDIE development procedure is the evaluation stage; at this stage, the researcher evaluates each stage of product development, and the evaluation is also carried out after the implementation stage to see, read, and understand the learning media provided. The researcher then distributed the practicality questionnaire to the students.

4. Discussion

The results in this study are aimed at answering the problem formulation of the development of Pop-book learning media; the researcher obtained the points that are the research objectives of the development of Pop-learning media in Islamic religious education subjects, especially the material on prayer procedures for grade VI SDN 361 Bailing as follows.

a. Development

The problems in the field obtained from the results of interviews with educators of Islamic religious education subjects at SDN 361 Bailing obtained information that students sometimes feel bored because the methods used are only lectures and assignments or taking notes during the learning process and the media used only relies on printed books on Islamic religious education. Several components in the design of Pop-up book media include using colored paper and posters with side-of-praying procedure materials.

Based on the needs analysis results, the media Pop-up book, which is used in the learning process, can foster enthusiasm attraction, and students know the procedures for prayer, as well as provide new options in the form of media Pop-up books, which are more varied. Refer to opinions (Djamarah & Zain, 2010) about media usage of pop-up books. The learning process can help students achieve learning goals, and even the abstraction of the material can be concreted with the presence of the media.

b. Validity

The results of the validation assessment of media experts were declared valid with a percentage of 66.6%, while the Validity of material experts was declared very valid with a percentage of 93.7%. In line with the explanation of Validity, according to (Muhammad Rizqi & Ahamad Faujianor, 2024), Validity is a test that functions to see whether a measuring tool is valid (valid) or invalid. Validity shows a tool's accuracy in carrying out its functions (Hutabri, 2022).

This opinion is then supported by research conducted by (Hapsari & Zulherman, 2021) that the validation results can be valid if appropriate and answer carefully about the measured variables. Based on the results of the expert validation assessment, it is known that the results of the overall assessment of pop book learning media in Islamic religious education subjects, especially the prayer procedure material developed by the researcher, have a very valid percentage of feasibility to be used in the learning process.

c. Practicality

Based on the assessment of educators and students of grade VI of SDN 361 Bailing through a response questionnaire, the research results were then determined by the level of practicality by referring to the practicality interval. Pop-up book learning media in Islamic religious education subjects, especially prayer procedure materials, are very practical to use in the learning process with the results of practicality analysis by educators getting very practical criteria with a percentage of 94%, and the results of student responses get a percentage of 90% with very practical criteria.

Practicality tests the practicality or ease of use of products developed for educators and learners when used in the learning process (Dewi & Darussyamsu, 2024). This is in line with (Saputra & Kuntjoro, 2019), which states that practicality is carried out to determine the ease of use of the learning media developed in the learning process.

The findings are also in line with the findings (Fitria et al., 2017) stated that a learning media developed can be said to be practical if it meets the practicality of 50% of students who give a positive response to the learning media by considering several aspects in the student questionnaire. This opinion is then supported by research conducted by (Setyaningrum et al., 2024) that practicality refers to how easy the learning media is to be used by students. Based on this explanation of the practicality of the media Pop-up book, several aspects need to be considered to support the pop-up book. First, judging from the available formats, the time used, and the costs incurred. Second, the

suitability of students related to the material and experience of the students. Third, educators should be able to use pop media books to attract attention and help students understand the learning material.

5. Conclusion

Based on the results of the research, the development of pop book learning media in Islamic religious education subjects grade VI SD Negeri 361 Bailing, carried out with the ADDIE development model, which consists of five stages: a) analysis stage, identifying the problems faced, 2) design stage, making Pop up book media, 3) development stage, developing Pop up book media and conducting expert validation, 4) the implementation stage, conducting a trial of Pop up book media to educators and students, e) the evaluation stage, improving the product. Linked to Validity, validators consisting of media experts are considered valid with a percentage of 66.6% and material experts 93.7% in the very valid category. In addition, the practicality of the assessment of educators of Islamic religious education subjects obtained a percentage of 94%, and the response of students obtained a percentage of 90% with very practical criteria that show that pop-up book media is very suitable for use in the learning process.

The recommendations of this research are also as a source of supporting learning for Islamic religious education subjects, through training educators can improve skills in making varied learning media to adapt subject matter, as well as for further research to focus on testing the effectiveness of Pop-up book learning media.

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