

# Pop Up Book Media to Improve Student Learning Outcomes in Thematic Learning Theme of Objects Around Me in Class III State Primary School 064986 Medan

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**Abstract:** This research aims to determine the effectiveness of applying *pop up book* media in improving student learning outcomes in thematic learning with the theme "Objects Around Me". This research was carried out in class I II of SD Negeri 064986 Medan Amplas. This research is classroom action *research*. The subjects in this research were 23 students in class I II of SD Negeri 064986 Medan Amplas. The instruments and data collection techniques used in this research were observation and tests. From the results of observations, it is known that only 7 students scored above the Minimum Completeness Criteria (KKM) and 16 students below the KKM. The percentage of student learning outcomes only reached 30.43 %. After taking action in cycle I, there was an increase in student learning outcomes. The percentage of student learning outcomes in cycle I of the first meeting, namely 43,47%, the percentage of student learning outcomes in cycle I of the second meeting, namely 52,17%. There was an increase in student learning outcomes by 21.74% in cycle I, namely from 30.43% at the time of observation to 52.17% at the end of cycle I. The percentage of student learning outcomes in cycle II of the first meeting, namely 73.91%, percentage student learning outcomes in cycle II of the second meeting, namely 86.95%. There was an increase in student learning outcomes by 56.52% in cycle II, namely from 30.43% at the time of observation to 86.95% at the end of cycle II. Thus it can be concluded that the use of *pop up book* media can improve learning outcomes for theme 3 "Objects Around Me" for class I II students at SD Negeri 064986 Medan Amplas.

**Keywords:** *Pop Up Book* Media, Learning Results, Objects Around Me.

## I. INTRODUCTION

According to Rangkuti & Sukmawarti (2022) conclude that "education is a process in human life as a means of gaining knowledge which will later be useful for sustaining life in the future. Education is basically a process of developing a culture in society so that education cannot be separated from the tradition of cultural values (Pratiwi & Sukmawarti, 2022).

Education is always related to human development efforts, so the success of education is very dependent on the human element. The human element that most determines the success of education is the implementer of education, namely the teacher. Based on this view, education is the effort of adult humans who are aware of their human side in carrying out the task of guiding, training, teaching and instilling values and basic views of life in the younger generation.

School is a center for learning activities which is an arena for developing activities. Various types of activities that students can do at school. Student activities are not enough to just listen and take notes as is common in traditional schools (Sardiman, 2014). Types of activities that students can do besides taking notes or listening are by asking questions, looking at pictures, discussions, and many other types of learning activities. A variety of learning activities will make students play an active role and easily understand the learning material. According to Sukmawarti et al,

2022:202 Learning is needed in order to prepare students to face the era of industrial revolution 4.0 which demands 21st century skills, namely creative thinking, critical thinking, communication and collaboration.

The curriculum used in the current learning process is the 2013 curriculum. According to Sukmawarti and Hidayat (2020), the 2013 Curriculum Development is a further step towards Competency-Based Curriculum Development which was pioneered in 2004 and the 2006 KTSP which emphasizes the achievement of attitudes, knowledge and skills competencies as a whole. integrated.

In the 2013 curriculum there is thematic learning. Thematic learning is learning that combines various subjects and uses certain themes (Kadir & Hanum, 2014, p. 9) . Thematic learning emphasizes selecting certain topics that correspond to one learning concept or several concepts that combine various information.

Primary school education plays a very important role in the success of students at the next stage of education, on the other hand, if the quality and quality of education at the elementary school level is low, it will also affect subsequent education. Therefore, elementary school teachers are required to be able to make innovations in the learning process. Innovation - Learning innovation that requires educators and students to think creatively and be able to adapt to current developments to produce students who are active, creative, innovative and of course have noble character (Sukmawarti et al., 2021) .

Learning media is a learning resource that can help teachers enrich students' insight . The use of learning media can foster students' interest in learning new things in the learning material that will be presented by the teacher so that they can be easily understood.

There are so many learning media, one of which is *pop up book media*. *Pop Up Book* media is a book that has dimensional elements and can move when the pages are opened, has a beautiful image display and can be erected, provides development of student creativity and awakens students' imagination.(Dzuanda, 2011) .

Based on observations on March 30 2022 at SD Negeri 064986 Medan. The researcher made direct observations and it was discovered that when the learning process was taking place in the classroom the teacher only delivered the material using media such as books and blackboards, when the teacher explained the material in front of the class there were still students who did not pay enough attention to the teacher who was delivering the lesson material. and of all the students there are only a few students who are active and pay attention to the teacher while learning. This indicates that there is still a lack of student interest in the teaching and learning process. According to Hidayat and Khayroiya (2018) to reduce the emergence of learning obstacles, teachers need to prepare appropriate learning tools.

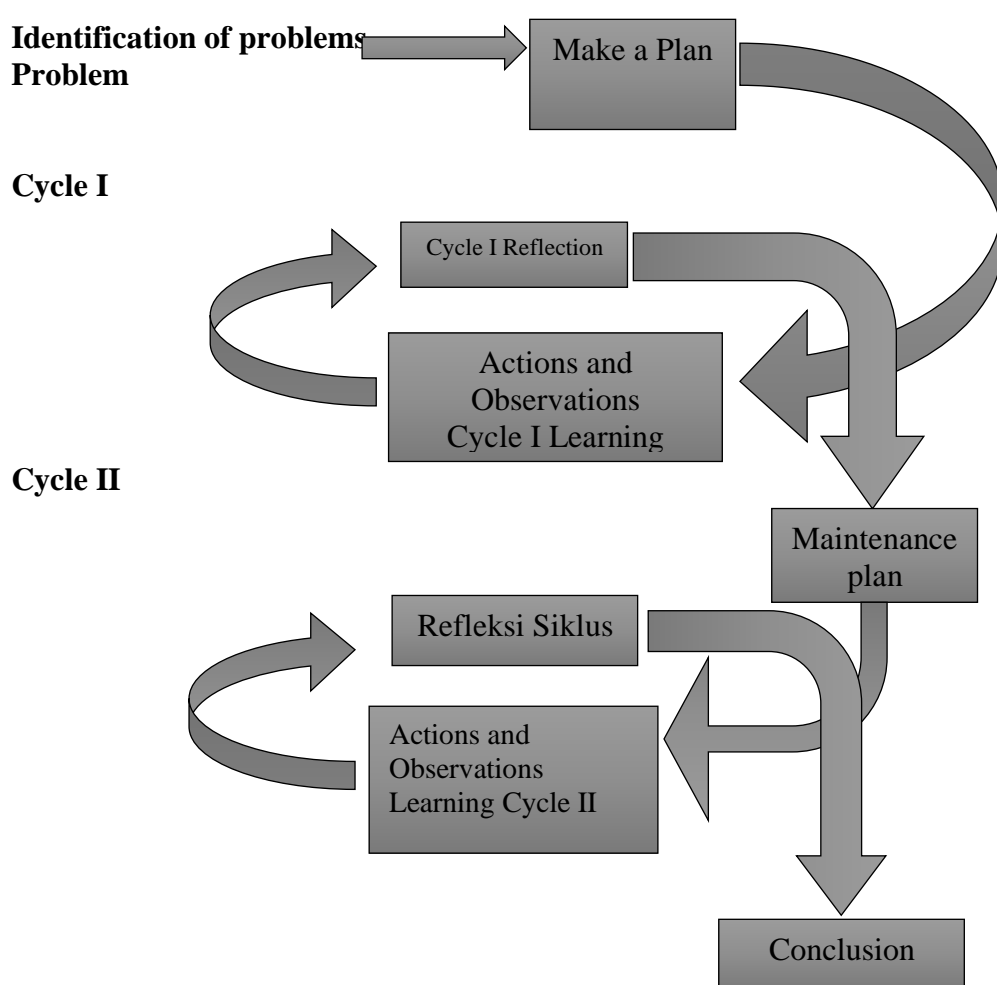
According to Hidayat, et al (2021) in this modern era, technology is developing in various fields, such as education, including at the basic education level. This technological development makes it easier for teaching staff to create learning media in order to maximize the learning process. Technology can be used in presenting lesson material and can also be used as a learning interaction technology between teachers and students (Sukmawarti, et al : 2017 )

Based on the description in above , then the problem formulation in this research is "How is the application of *pop up book* media to improve student learning outcomes in thematic learning on the theme of objects around me in class III of SD Negeri 064986 Medan?"

The aim of this research is " to determine the effectiveness of implementing pop up book media in improving student learning outcomes in thematic learning on the theme of things around me in class III SD o64986 Medan . "

## II. RESEARCH METHODS

The type of research that the author uses is Classroom Action Research (PTK) or *classroom action research* . The reason for using the Kemmis and Mc Taggart PTK model is because the stages of action are simple, so they are easy for researchers to understand. Another consideration for using this model is because the problems faced in class require resolution through PTK. For this reason, we need a research model that is appropriate to the problems in the classroom. The following describes the PTK Kemmis and MC Taggart models.



**Figure 1**  
**Classroom Action Research Design (PTK)**  
(Kemmis and Taggart ( Kasbolah, 1998:124 )

This research was conducted at SD Negeri 064986 Medan Amplas. The subjects of this research were class III students at SD Negeri 064986 Medan Amplas, consisting of 23 people. With the number of male students totaling 14, and the number of female students totaling 9 people.

There are several categories that are classified at the Classroom Action Research (PTK) stage, namely:

1. Cycle I

a. Planning

In this case, researchers need to prepare several things to prepare plans in cycle 1, namely preparing a Learning Implementation Plan (RPP), preparing observation sheets and preparing *pop up book* media that will be used to convey learning material.

b. Implementation of Actions

In implementing the action, it needs to be done after preparing a plan with the steps that will be carried out, namely learning activities that are in accordance with the RPP and the initial stages of learning.

c. Observation

The implementation of observations contains documentation activities that occur during the teaching and learning process in the classroom. At this stage new facts can be seen that can encourage the creation of new conclusions regarding the research subject so that at this stage flexibility is still needed.

d. Reflection

activity in the Classroom Action Research (PTK) series is a reflection activity. Reflection activities are carried out to restate what happened during the action implementation activities, both in terms of weaknesses and strengths. This reflection activity influences changes and taking action in the next cycle.

The data analyzed was obtained from the results of observations, documentation and tests. Learning outcomes of class III students at SD Negeri 064986 Medan Amplas during learning activities

The target to be achieved in this research is that students achieve a score of  $\geq 75$  out of a maximum score of 100 and achieve completeness of the minimum criteria set by the school. The Minimum Completeness Criteria (KKM) for research at SD Negeri 064986 Medan Amplas is 75. This research can be said to be successful if student learning outcomes increase, namely reaching  $\geq 75$  completeness and if  $\geq 75$  it is declared incomplete.

### III. RESEARCH RESULT AND DISCUSSION

Before implementing the *pop up book* media To improve the learning outcomes of class I II students at SD Negeri 064986 Medan Amplas, researchers conducted observations to determine the learning outcomes of class I II students. From the observation results, it is known that of the 23 class I II students at SDN 064986 Medan Amplas, there were only 7 students who scored above the Minimum Completeness Criteria (KKM) and 16 other students below the KKM. The percentage of student learning outcomes only reached 30.43%. From these data it can be concluded that the learning outcomes of class I II students at SD Negeri 064986 Medan Amplas are still below the Minimum Completeness Criteria (KKM) applied by SD Negeri 064986 Medan Amplas.

#### Cycle I

### 1. Planning

Researchers prepare learning implementation plans (RPP) on various work themes. The lesson plan was created based on learning material for class III students at SD Negeri 064986 Medan Amplas contained in the theme 3 textbook, namely "Objects Around Me".

### 2. Implementation of Actions

Cycle I implementation actions were carried out in 2 meetings, namely on 28 and 30 November 2022. The implementation process of cycle I was attended by all 23 class III students. This implementation is guided by the learning implementation plan (RPP) that has been prepared previously. The steps for implementing this action consist of three stages, namely: initial activities, core activities, and final activities.

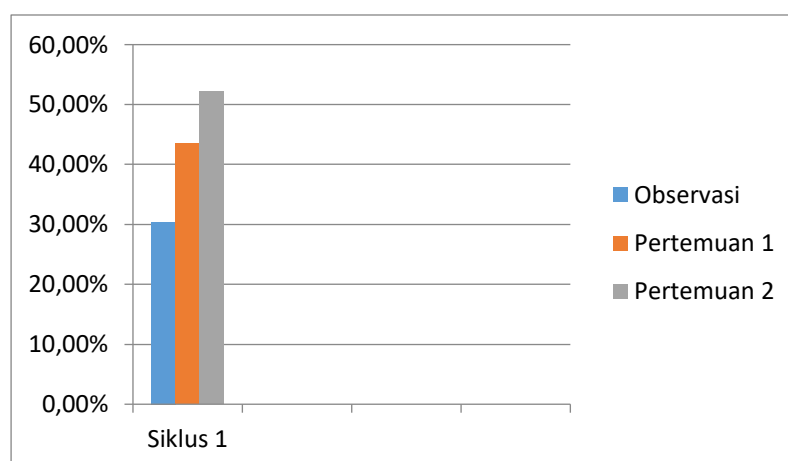
### 3. Observation

Use of *pop up book* media in cycle 1 the first meeting was held by providing material on theme 3 " Objects Around Me ", sub-theme 1 " Various Objects Around Me " . The researcher asked 10 questions at the end of the learning activity after delivering the material using *pop up book media*.



**Figure 2**  
**Pop Up Book Media**

After taking action in cycle I, out of 23 class III students, 10 students got an average score above the KKM. Meanwhile, 13 other students did not get a score above the KKM. The average value of all student learning outcomes is 71.36 with a percentage of 43.47%. From these results it can be said that the learning outcomes of class III students have not reached the KKM standards implemented by SDN 064986 Medan Amplas.



**Figure 3**  
**Diagram of Student Learning Outcomes in Cycle I**

#### 4. Reflection

*pop up book* media, no weaknesses were found in cycle 1. Students enthusiastically participated in the learning process using *pop up book* media. Of all the activities carried out, there are still students who are not focused on participating in the learning process. There are several students who are still playing around on their own when the learning material is presented. Researchers then looked for the cause and found that there was a weakness in the process of delivering the material, namely the way the material was delivered was still less attractive so it could not make students focus more when the learning material was explained. Researchers improved the process of delivering material to be more attractive in order to make students more focused and encourage students to be more active, thereby creating an interactive learning process to maximize the learning process in cycle II.

#### Cycle II

##### 1. Planning

The researcher prepared a learning implementation plan (RPP) Objects Around Me. The lesson plan was created based on learning material for class III students at SD Negeri 064986 Medan Amplas contained in the textbook theme 3, namely "Objects Around Me" sub-theme 1 "Various Objects Around Me".

##### 2. Implementation of Actions

The actions for implementing cycle II were carried out in 2 meetings, namely on 01 and 02 December 2022. The implementation process for cycle II was attended by all 23 class III students. This implementation is guided by the learning implementation plan (RPP) that has been prepared previously. The steps for implementing this action consist of three stages, namely: initial activities, core activities, and final activities.

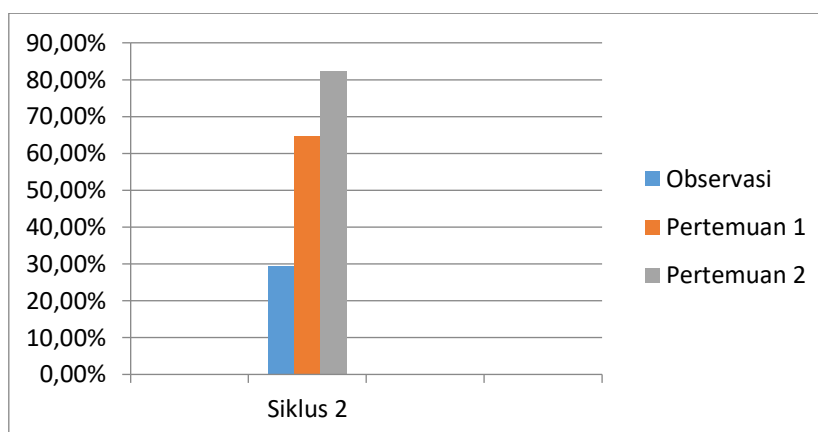
##### 3. Observation

Use of *pop up book* media In cycle II the first meeting was held by providing material on theme 3 " Objects around me ", sub-theme 1 " Various objects around me ". The researcher asked 10 questions at the end of the learning activity after delivering the material using *pop up book media*.

After taking action in cycle II, out of 23 class III students, 20 students got an average score above the KKM. Only 3 other students did not get a score above the KKM. The average value of the overall student learning outcomes is 80.39 with a percentage of 86,95%. From these results it can be said



that the learning outcomes of class I II students have reached the KKM standards implemented by SD Negeri 064986 Medan Amplas.



**Figure 4**  
**Diagram of Student Learning Outcomes in Cycle 2**

#### 4. Reflection

At this stage the researcher thoroughly reviewed the activities carried out in cycle II. Researchers evaluated the learning material presented, the use of *pop up book* media and student learning outcomes in cycle II. From the 2 meetings held in cycle II, it can be seen that the learning outcomes of class I II students have increased significantly. From this it can be said that the use of *pop up book* media can improve the learning outcomes of class III students in thematic learning on the theme of Objects Around Me .

### IV. CONCLUSION

Based on the results of research and discussion regarding the application of *Pop Up Book* media To improve student learning outcomes on the theme " Objects Around Me " in class I II elementary school, it can be concluded that:

1. The use of *Pop Up Book* media has an influence on the learning outcomes of class III students .
2. Use of *Pop Up Book* media in learning theme 3 "Objects Around Me" in class I II was carried out in 2 cycles and in each cycle there was an increase in student learning outcomes.
3. In cycle I, out of 23 students in class I II , 12 students got an average score above the KKM. Meanwhile, 11 other students did not get a score above the KKM. In cycle II, out of 23 students in class I II , 20 students got an average score above the KKM. Only 3 other students did not get a score above the KKM.
4. There was an increase in the learning outcomes of class I II students by 21.74 % in cycle I, namely from 30.43 % at the time of observation to 52.17 % at the end of cycle I. From the end of cycle II there was a significant increase in student learning outcomes, namely 56.52 %. From 30.43 % at the time of observation to 86.95 % at the end of cycle II.

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