

POP-UP BOOKS AS A CREATIVE LEARNING MEDIA TO INCREASE YOUNG LEARNERS ' INTEREST IN LEARNING

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POP-UP BOOKS AS A CREATIVE LEARNING MEDIA TO INCREASE YOUNG LEARNERS' INTEREST IN LEARNING

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Abstract

This research aims to know the efficiency of pop-up books as a creative learning media used by kindergarten teachers to increase young learners' interest in learning. The researchers used a qualitative method by observing the student's enthusiasm for using pop-up books and interviewing students and teachers in kindergarten on February 2023. The subjects of this study consisted of thirty students as young learners and three kindergarten teachers at TK Tunas Karya 1 in Kayen village. According to the research result, some of the young learners in TK Tunas Karya 1 were enthusiastic when learning pop-up books, and their interest in learning increased. It is because they consider learning activities by using pop-up books a new thing that had not been done before. Meanwhile, from the kindergarten teacher's point of view, the media of pop-up books are very helpful in increasing students' interest in learning because it makes them not bored.

Keywords: *pop-up books, media, young learners*

Introduction

Media is a tool or means that has a function to convey information. Meanwhile, learning media is anything that is used to transmit messages from the sender to the recipient so that they can stimulate thoughts, feelings, attention, and interest in learning. According to Aqid (2013) in Arip & Aswat (2021: 262), learning media can convey messages or information in the teaching and learning process to stimulate students' attention and intentions in learning. Furthermore, Hamalik in Dewanti et al. (2018) revealed that the use of media could help the learning process more effectively, accelerating the process of students' understanding of the subject matter they are studying. Learning media is anything the kindergarten teacher uses as a visual aid to assist in teaching and learning activities to achieve learning objectives.

Learning media is an essential part of the learning process that can help students understand the subjects offered. In developing a learning environment, attention must be paid to creativity and innovation to achieve maximum results. One creative and innovative learning tool is a pop-up book. Pop-up books can provide fun and interactive learning to students by displaying three-dimensional elements that can increase student interest in learning. In addition, pop-ups can also facilitate students' understanding of abstract or complex concepts such as molecular structure, the solar system, or animal and plant systems. Pop-up book media allows these concepts to be presented in a three-dimensional form that is easier for students to understand and remember.

According to Montanaro (1993), Pop-up books are more inclined to the mechanical manufacture of paper to create images that are more different in terms of perspective and dimensions and shape changes so that they can move in a way that is arranged as naturally as possible. Meanwhile, Bluemel and Taylor (2012) revealed that Pop-up books present visualizations with forms made by folding and so on. Moreover, Masturah et al. (2018) said that Pop-up book media is efficient and can increase student interest in learning because it visualizes learning concepts into three-dimensional images. Furthermore, Montanaro in Masna (2015) argued that at first glance, a pop-up book is almost identical to origami, where both arts use folding paper techniques. Pop-up books can help children, especially kindergarteners, expand their vocabulary. In the pop-up books, there are lots of new words that kids will learn. Besides that, pop-up books also help develop children's motor skills because they have to move pop-up books to open them.

Children's enthusiasm to get to know pop-up books is very high because this is something new and attracts their imagination. Ardiansyah (2019) in Arip & Aswat (2021: 263) defined a pop-up book as how a paper card, when opened at a certain angle (90° and 180°), will cause the resulting image to be displayed. With this definition, it can be seen that pop-up books are very interesting for children because they are imaginative learning media. Meanwhile, Najanah (2016) stated that the pop-up book provides a more compelling story visualization. In addition, there is a welcome surprise on every page of this book, a surprise when the page is opened. So pop-up book media attracts children because it has unique and attractive packaging, with three-dimensional media presentations that can imitate particular objects.

Learning packaged in pop-up books is presented in three dimensions, looking attractive and resembling natural objects. So it made kindergarten teachers easier in delivering teaching materials. It can also increase young learners' interest in learning, as children's language development needs to develop since childhood (Ardhyantama & Apriyanti, 2021). Children enjoyed and were surprised by every page displayed on the pop-up books. Such pictures of animals and trees appeared natural, unlike storybooks in general. Hamalik (Dewanti et al., 2018) revealed that using media could help the learning process more effectively, accelerating the students' understanding of the subject matter they are studying. These pop-up books will help kindergarten teachers provide material in an exciting way for children.

While pop-up books have the potential to be engaging and interactive learning environments, there are also some barriers to using pop-up books as learning media. These limitations can reduce the effectiveness and efficiency of pop-up books as teaching media. One of the biggest hurdles is the age save and sustainability pop-up book. Pop-up books used as learning media must be durable and resistant to repeated use. However, pop-up books are often made of less durable materials and are more easily damaged, requiring frequent maintenance and replacement. Another obstacle is the problem of cost. Pop-up books are usually more expensive than regular books, and high-quality ones also have higher production costs. This can make using pop-up books as a learning environment out of reach for some. Other limitations include accessibility and news. Good quality pop-up books are hard to find in some regions or developing countries. In addition, the design and content of pop-up books that are not regularly updated can make them less relevant to learn.

Learning media that are creative and build imagination will increase children's understanding of the material being studied. The researcher raised this topic because it is interesting to inspire kindergarten teachers to think about how to convey material to kindergarten-aged children. This study is appealing compared to other studies because researchers use qualitative observation methods to obtain reliable data results and are not easily imitated. The researcher immediately jumps in and interacts with the subject concerned so that they can collect reliable data.

Method

In this research, the searchers used qualitative observation methods to get a lot of convincing data. Qualitative observations are applied in the context of natural events and follow the natural flow of life. Qualitative observations are not limited to the classification of measurement values (quantitative) and responses that are evaluated first. Denzin & Lincoln (2009: 524) cited the opinion of Gardner (1988), stating that qualitative observation is used to understand the background with different assignments between objectives, interactive interpretations, and reasoned interpretations. Free qualitative observation explores the concepts and categories in each subsequent session to give meaning to the research topic or observation. Meanwhile, Barbie (1986: 91-92) stated that qualitative observation has strengths in terms of specification, the process of imitation, and generalization. Insights about experiential concepts

can arise unexpectedly based on typical symptoms, social events or phenomena, patterns, and specific behaviors.

Observation is the first step towards a broader focus, namely participant observation, on practical observation as an independent method. This observation can be attributed to the stability of the theoretical roots of the symbolic interaction method because while collecting data, researchers can also interact with their subjects (Denzin & Lincoln, 2009:524). The researchers collected data by visiting TK Tunas Karya 1, a kindergarten school institution in Kayen village, for two days, on 9-10 February 2023, for conducted this process. Previously, collaboratively with the kindergarten teachers, the researcher led the students' learning using pop-up books. Then, they observed thirty students and three kindergarten teachers in the class. In addition, the researchers also conducted interviews with the kindergarten teachers who taught there. The observation result of students' responses to using pop-up books and interviews with the kindergarten teachers for the next step was processed by classifying according to the specified clusters and drawing research conclusions.

Findings and Discussions

In this research, the researchers reveal the efficiency of pop-up books as a creative and attention-grabbing learning media for young learners. Learning media are all tools or facilities used in the learning process to facilitate understanding of the material presented. Learning media can be in the form of visual media, audio media, audio-visual media, and technology-based media. Learning media greatly influence students to capture the material. So that is why the learning media should be creative to attract young learners' attention.

Child Enthusiasm for Pop-up Books

The research data showed that young learners at TK Tunas Karya 1 in Kayen village enjoyed learning by using pop-up books. This was proven when the researchers showed the pop-up book; the small children seemed fascinated by the book. Some sentences that show enthusiasm is as follows:

Table 1 Child's Respond to Book

1. Students Respond to Pop-up Book

"*Mba bukunya bagus banget*" (The book is amazing, Miss.)

"*Mba mau bukunya*" (Miss, I want the book.)

"*Mas bukunya boleh dibawa pulang?*" (Sir, can I get this book to home?)

"*Mas beli buku ini dimana?*" (Sir, where is I can get this book?)

According to the data gained, thirty students said the book was fascinating, so they wanted it to be theirs. This is evidenced in table 1, examples of sentences told by these students as young learners, such as "*Mas*, the book is good" and "Ma'am, I want the book." This data proved that students' enthusiasm for the pop-up book at TK Tunas Karya 1 in Kayen village is very high. They were very interested in pop-up books because they are full of pictures, colors, and three-dimensional shapes, so they can see the three-dimensional form of the vocabulary being studied when they open them. Learning to use pop-up books and media related to the material about Getting to Know Animals is stated to be maximal. This was proven when the researchers showed some animal samples; the students, as young learners, could recognize the animals the researchers showed.

Pop-up Books as Creative and Exciting Learning Media

To support the data, the researcher interviewed three kindergarten teachers who taught at TK Tunas Karya 1 in Kayen village. The three kindergarten teachers showed positive

reactions to some of the questions the researchers asked, as follows:

Table 2

Question	Answer
<p><i>Bagaimana pendapat Ibu tentang buku pop-up sebagai media pembelajaran untuk anak TK?</i> (What do you think about pop-up books as a learning media for kindergarten)</p>	<p>Kindergarten teacher 1 : <i>"Ya lebih menarik mas dan memang seperti itu seharusnya"</i> (It is interesting and that how it should be) Kindergarten teacher 2: <i>"Bagus sih mas dan inovatif juga"</i> (It is excellent and innovative) Kindergarten teacher 3: <i>"Itu bisa membangun kreasi anak juga si mas"</i> (It can increase students' imagination)</p>
<p><i>Kalau buku pop-up ini jadi media pembelajaran utama di TK Tunas Karya 1 Kayen, bagaimana menurut Ibu?</i> (What do you think about this pop-up book as a primary learning media at TK Tunas Karya 1 Kayen?)</p>	<p>Kindergarten teacher 1 : <i>"Bisa sih mas, tapi ya harus cari lebih banyak dong"</i> (It is can, but must have many stocks) Kindergarten teacher 2: <i>"Setuju saja mas"</i> (I agree) Kindergarten teacher 3 : <i>"Ide yang bagus sih itu mas"</i> (That is a good idea)</p>
<p><i>Jadi, menurut Ibu guru semua ini buku Pop-Up ini bisa di aplikasikan ke anak-anak ya?</i> (So, in your opinion this book can be applicated to students?)</p>	<p>Kindergarten teacher 1: <i>"Tentu dong mas"</i> (Of course) Kindergarten teacher 2 : <i>"Sangat bisa mas"</i> (Yes, it can) Kindergarten teacher 3 : <i>"Ya kalau dilihat dari mereka tadi, it itu bisa saja mas"</i> (As we can see, it is work mas)</p>

Based on the data in table 2 above, kindergarten teachers at TK Tunas Karya 1 in Kayen village were very supportive of the use of pop-up books as one of the learning media for students as young learners. Hamalik (Dewanti et al., 2018) revealed that the use of media can help the learning process more effectively, accelerating the process of students' understanding of the subject matter they are studying. According to Montanaro (1993), the pop-up is more inclined to the mechanical manufacture of paper to create images that are more different in terms of perspective and dimensions, shape changes so that they can move in a way that is arranged as naturally as possible. So pop-up books can increase children's imagination and make it easier to recognize new vocabulary because they are shown relevant pictures.

In addition, according to the observations made by the researchers, kindergarten teachers at TK Tunas Karya 1 in Kayen village can use pop-up books as engaging learning media for students. It is shown from the kindergarten teachers' way of presenting and introducing some vocabulary of the animal by using pop-up books to the students. As young learners, they easily can recognize the animals shown while the kindergarten teachers gave sounds effect of the animals. It is straightforward to see that kindergarten teachers could use pop-up books as teaching and learning creative media to teach young learners. So it can be said that this creative learning media is efficiently used for teaching students as young learners.

Obstacles Using Pop-up Books as Learning Media for Young Learners

Learning media always has problems in its use, one of which is the resilience of pop-up books, which are easily damaged if children play with them too often. To support the results, the researcher conducted interviews with three kindergarten teachers at TK Tunas Karya 1 in

Kayen village as follows:

Table 3

Question	Answer
<p><i>Kalau menurut Ibu sendiri, buku ini memiliki kekurangan atau tidak? (In your opinion, this book has a lack or not?)</i></p>	<p>Kindergarten teacher 1 : <i>"Ini mas kalau sering dimainin itu gampang rusak"</i> (This book easy to broke)</p> <p>Kindergarten teacher 2: <i>"Kita juga pernah punya buku seperti ini tapi tuh gampang sobek sama anak-anak"</i> (We once had a book like this and it tore easily because children play with it)</p> <p>Kindergarten teacher 3 : <i>"Sama ini mas, anak-anak kan gampang bosan jadi harus sedia buku banyak terus buku ini juga nggak murah"</i> (The children easily bored, so we must have a stock and the book's price is not cheap)</p>

One of the drawbacks of pop-up books as learning media is the limited information they contain, so they cannot be the only source of information for learning. This was mentioned by Lau et al. (2013), who revealed that in their research on using pop-up books as learning media in Tiongkok. However, before using pop-up books as an educational resource, it is essential to consider factors such as production costs, vulnerability to tampering, and limited information content. When used correctly and in the proper context, pop-up books can be practical tools for improving the quality of learning.

On the research data in table 3, as presented above, the researchers found a shortcoming in pop-up books as learning media, namely the durability of these books if used by young learners over a long time. Books that have low-quality paper tend to be easily torn and damaged. Even on good-quality paper, it will pull quickly if used too often. Another obstacle from the kindergarten teacher's side is the price of the books. The cost of creative media, such as pop-up books themselves, is not cheap. So, kindergarten teachers had to provide a lot of stock of pop-up books. It is because young learner students need to vary and exciting media to learn new vocabulary, so they enjoy and do not bore with learning.

Conclusion

The researcher concludes that pop-up books can be used as creative learning media for young learners, especially for students in TK Tunas Karya 1 in Kayen village. Pop-up books contributed to increasing students' interest in learning. Based on the result of the research that has been presented, the enthusiasm of the children when receiving learning using pop-up books is very high, touching all of the thirty respondents. In addition, from the kindergarten teacher's point of view, this book can be used as a creative learning medium for kindergarten students. It can be seen from the response of young learners in the class when receiving material from kindergarten teachers using pop-up books. Learning media has advantages and disadvantages. On the positive side, the kindergarten students seemed enthusiastic and excited about learning by using this creative media. According to the research result, all the kindergarten teachers at TK Tunas Karya 1 in Kayen village strongly agree that pop-up books were suitably used as learning media for their students. However, this pop-up book had several drawbacks: easily damaged, easily torn, must have a lot of stock, and the price was not low. Hopefully, this research can motivate kindergarten teachers to be more creative and innovative in using various

media for teaching young learners.

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