



DEVELOPMENT OF POP-UP BOOK-BASED PICTURE MEDIA TO IMPROVE THE ABILITY OF WRITING INDONESIAN LANGUAGE NARRATIVES IN GRADE IV

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Article Info

ABSTRACT

Keywords:

Language, Media Series of Pictures, Narratives, Pop Up Books

This study aims to evaluate the validity, practicality, and effectiveness of Pop-Up Book-based image series media in enhancing narrative writing skills in Indonesian language lessons for fourth-grade students at MIS Al-Washliyah Timbang Lawan. Using a Research and Development (R&D) approach with the ADDIE model, the research includes stages of Analysis, Design, Development, Implementation, and Evaluation. The product underwent validation by media, material, and language experts. Results showed that media experts rated the Pop-Up Book learning media at 95.7% (very valid), material experts at 72.3% (valid), and language experts at 94.2% (very valid). In terms of practicality, educators gave it a 96% rating (very practical), while students rated it 93.1% (very practical). The writing ability observation sheet showed that students' writing skills improved significantly, from 65.6% to 95% after using the media. In conclusion, the Pop-Up Book-based learning media is effective in improving students' writing skills.

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1. INTRODUCTION

Skills are a person's ability to express thoughts in written language, so that the writing is systematic and can be understood by the reader [1]. According to [2] Writing activities are not just copying words and sentences, but also expressing and developing thoughts, ideas, or ideas in a structured, logical, systematic writing, so that it is easy for the reader to understand. Writing skills are considered very important because through writing humans can recognize the abilities and potential that exist within themselves and can develop various ideas. In addition, through writing skills humans are able to search for and listen to various information and organize ideas systematically. Without having writing skills from an early age, children will experience learning difficulties later in school, writing learning is directed to improve their ability to communicate in Indonesian well and correctly both orally and in writing, and to foster appreciation for the results of Indonesian literary works [3]. Writing skills are very necessary in the world of education which have a positive impact on the general literacy skills of students in the future. Participants who are able to write well have a greater opportunity to succeed in education and daily life. This ability can influence success in education, careers, and interpersonal communication, as well as being an important tool in personal and intellectual development [4].

In reality, students' writing skills are still relatively low, especially in writing narrative texts. [5] states that narrative text is a form of arrangement of several paragraphs that tell or relate an event or incident, whether factual

(which really happened) or fictional (imaginative/composed) by the author. Students' knowledge of literary works is still lacking. Students still feel difficulty or lack of ability in expressing ideas and thoughts in a piece of writing. This is caused by a lack of interest and motivation in writing, a lack of practice or training in writing and teachers tend to be monotonous in delivering material so that students feel bored, fed up and uninspired in the learning provided by teachers [6]. In addition, there are still many schools that do not use media during learning, this is in accordance with what was stated by [7] that the provision of learning media has so far been an obstacle or problem. The problem is a lack of... teacher creativity in designing learning media, lack of financial assistance provided by the school to teachers, lack of institutions or parties that help teachers to develop learning media.

Based on the results of observations and interviews at MIS Al- Wasliyah school, it was found that the school did not have varied media due to the lack of learning media facilities at the school, which led to a lack of student interest and a lack of student enthusiasm in the learning process. In addition, the narrative writing skills of students at the school were still relatively low, many students found it difficult to express their ideas and ideas in writing, they also did not know much vocabulary so that their writing was less detailed and not standard. Based on these problems, the researcher developed a series of picture learning media based on Pop Up. The book is expected to increase students' interest and enthusiasm, and can improve students' narrative writing skills, especially in learning Indonesian language narrative writing material. Schools should monitor teachers while teaching to know the obstacles experienced during the learning process. This is in accordance with what was stated by [8] that it is important for teachers and schools to continuously monitor and evaluate the use of learning media in the learning process. In this way, they can identify obstacles that may arise and find appropriate solutions to overcome them, so that the use of learning media can provide maximum benefits for the learning process as a whole.

To optimize students' writing skills, teachers have a very important role in the learning process. Teachers can use learning strategies, techniques, models or media in learning to write narratives. Learning media is very necessary for teachers to help students understand learning in the classroom. According to [9] Learning media is a tool used to convey the content of learning materials that can stimulate participants in following the learning process, this is in line with what was stated by [10] who stated that learning media is a tool (means) used by teachers to convey material and channel lesson information to students in the form of visual, audio or audio-visual media, and can be a stimulus for students to learn. Learning media plays a role as an aid in the teaching and learning process, with the existence of learning media, educators become easier to convey a material, learning media can also make it easier for students to understand the material because the media can make abstract things more concrete or real [11]. The use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students [12]. By using learning media, teachers no longer convey material only by using words which is identical to using lectures, but can lead their students to understand the material being conveyed concretely and realistically [13].

One of the learning media that can be used in learning writing skills is a series of pictures, [14] states that a series of pictures is a series of pictures that depict a series of stories in sequence based on the topic in the picture. With a series of pictures, students are trained to express the scenes and activities in the picture. The benefits of using a series of pictures are: 1) helping students remember the names of objects or people they see. 2) helping students understand the material faster. 3) helping students understand the concepts of the material being studied [15].

In this study, the researcher developed a series of image media based on Pop Up. Book, due to Pop Up learning media Books are considered to have a special attraction for students because this media presents visualizations in interesting forms. [16] states that Pop- Up Media A book is a three-dimensional teaching aid that can stimulate a child's imagination and increase knowledge, making it easier for children to understand the depiction of the shape of a Pop-Up object. The book is made using a folding technique that can move upwards so that it looks real, this gives students surprise and admiration when they open each page. That way, the material will more easily enter students' memories when using it [17]. Pop Up Books can also strengthen memory, develop imagination, and increase students' motivation to learn. By presenting learning in pop- up media, Book, teachers can more easily explain concepts to students, foster interest, and stimulate their creativity after seeing imitation objects in interesting three-dimensional forms that resemble real objects, even though in a smaller size. [18]. [19] Emphasizes that Pop-Up Books have a positive impact on learning outcomes because they increase the effectiveness of students' abilities and understanding.

There are several studies that are relevant to this research, the first is research conducted [20] with the title "Use of Serial Image Media in Improving Elementary School Students' Narrative Writing Skills", this research has resulted in the fact that serial image media can improve elementary school students' narrative writing skills. Students' writing skills improve in every aspect, including content, language elements, and spelling. This was also stated by [21] in his research entitled "The Role of Serial Image Media on Elementary School Students' Writing

Skills", in this research, it was found that with the presence of serial image media in writing lessons, it can increase students' enthusiasm for learning, especially in writing, students will find it easier to develop their ideas, thoughts, opinions and imagination to tell stories. [22] in his research entitled "Pop Up Media Book " To Practice Elementary School Students' Writing Skills" found that learning using Pop- Up media Books can improve essay writing skills.

Based on the research above, the innovation of this media is a serial image media made in the form of a pop-up. 3D books are expected to attract students' interest in the learning process, so that they can improve students' writing skills. Therefore, researchers are interested in researching "the development of serial image learning media based on Pop Ups". Book to improve Indonesian narrative writing skills for Grade IV"

2. RESEARCH METHODS

The type of research used in this study is research and development (R&D). According to [23] Research and development is a research method used to produce a particular product and test the effectiveness of the product. This research is carried out using steps that refer to the ADDIE model, this model includes: analysis, design, development, implementation, evaluation. Research and development is a research method that develops or perfects an educational product. [24] . This research resulted in a series of image media based on Pop Up. Book, the resulting product is said to be worthy if it meets the criteria of being valid, practical and effective.

According to [25], data collection techniques used observation, questionnaires and interviews with the homeroom teacher of class IV MIS Al- Washliyah Timbang Lawan, which were then analyzed and concluded that it was necessary to develop a series of image media based on Pop Up. Books on Indonesian language learning, especially narrative texts. In this study, questionnaires were used for experts and practicality questionnaires for teachers and students.

Data analysis techniques include validity tests, practicality tests, and effectiveness tests of Pop-Up media. Book. Validation tests are conducted by experts in their fields. Validation experts analyze Pop Up media Book designed and provides suggestions and input. Pop Up media validity data Books were obtained from media expert lecturers from the educational technology and visual communication design department, language expert lecturers from the Indonesian language education department, and material expert lecturers from the Indonesian language and literature education department. Practicality data was obtained through teacher and student response questionnaires, and effectiveness data was obtained through observation sheets [26] .

1. Validation Sheet Data Analysis

validity values with the following formula:

$$\text{Validation Value} = \frac{\text{Amount scores achieved}}{\text{Amount total score}} \times 100\%$$

Table 1. Pop-Up media validity criteria Book

Average Investment Score	Classification
81% – 100%	Very Valid
61% – 80%	Valid
41% – 60%	Quite Valid
21% – 40%	Less Valid
0% – 20%	Invalid

2. Practical Data Analysis

The practicality value is given using the following formula:

$$\text{Practicality Value} = \frac{\text{Amount scores achieved}}{\text{Amount total score}} \times 100\%$$

Table 2. criteria for the practicality of Pop-Up media Book

Average Investment Score	Classification
81% – 100 %	Very Practical
61% – 80%	Practical
41% – 60%	Enough practical
21% – 40%	Less practical
0% – 20%	No Practical

3. Effectiveness Data Analysis

Table 3. Effectiveness Criteria

Level ability (in %)	Qualification Value
90-100	Very Good
80-89	Good
70-79	Enough
60-69	Not enough
≤59	Very not enough

The formula for determining the value of narrative writing ability is:

$$\text{Value} = \frac{\text{Number Of Scores Achieved}}{\text{Maximum score}} \times 100\%$$

3. RESULT AND ANALYSIS

In this research, the product produced is a series of image media based on Pop Up. This book is applied to learning to write Indonesian narratives for fourth graders. The development model used by the researcher is the ADDIE development model, which has five stages: analysis, design, development, implementation, and evaluation. The following is the development produced by the researcher for each stage. each stage:

Analysis

The analysis stage is the activity of analyzing problems and student needs in the learning process activities in the classroom. The analysis stage is needed to develop learning media. Development begins with the problems faced by students in the learning process [27] . At this stage, researchers collect information about students, learning objectives, obstacles that may be faced, the design needed for learning, and the media needed. By understanding the needs and characteristics of students, learning can be designed more effectively. The resulting information was obtained through interviews with the homeroom teacher of class IV MIS Al- Washliyah Timbang Lawan. Based on the results of the interview, it was found that students found it difficult to express their ideas and thoughts into writing, this was because the school did not have varied media due to the lack of learning media facilities at the school.

Planning (Design)

At the design stage, product development planning is carried out based on the results of the analysis in the previous stage [28] . The media that suits students' needs is Pop- Up based Image Series media. Book, then the researcher starts by determining the theme and storyline, determining the images, determining the design using the Canva application, designing the images, printing the images, cutting, folding, forming the images, and combining the images that have been formed on each slide to become a book which when the book is opened will form a dimensional image called Pop Up Book.



Figure 1. Pop Up Book media

Development

The development stage aims to produce and validate the selected learning resources. The resources needed to implement the planned learning must be identified by the teacher to complete this development stage. [29] . Media development is carried out in several stages. In the initial step, the researcher selects the material based on Basic Competencies (KD), Indicators and textbooks for class IV semester 2. After selecting the material to be used, the next step is to plan the media to be developed by creating a series of Pop Up -based image learning media design. Book. Pop Up The book that has been designed is then printed, then shaped and assembled using

the Pop-Up technique. Books used. n After development, the next stage is product validation. Validation is carried out to determine the suitability of the learning media. Validation of learning media is carried out by media experts, material experts, and language experts.

a) Validation media expert

Validation media experts aim for test eligibility as well as give assessment of media for know eligibility from the media and obtain results as following:

Table 5. media validation assessment

No	Rated aspect	Validation score
1	Media display	20
2	Practicality of media	20
3	Eligibility graphics	17
4	Security used	10
	Score	67

Pop Up media validation results *the book* gets a score of 67. So, if calculated using the formula, the result will be as follows: $P = \frac{67}{70} \times 100 = 95.7\%$. In the research and development of serial image media based on *Pop Up Book* The validator from the media expert, namely Mrs. Idzni Azhima, M. Pd, obtained a validity score of 95.7% with the category "very valid".

b) Validation expert material

Validation expert material aim for test completeness material in the product, truth material as well as systematics material on learning media and obtain score as following:

Table 6. material validation assessment

No	Rated aspect	Validation Score
1	Completeness material	8
2	Compliance objective learning	4
3	Extent material	8
4	Use Language	7
5	Appearance design	8
6	The attractiveness of the packaged media	12
	Score	47

Results of material validation on *Pop Up media the book* got a score of 47. So, if calculated using the formula, the result will be as follows: $P = \frac{47}{65} \times 100 = 72.3\%$. The validator is a material expert on *Pop Up media. The book* is Mr. Saripuddin Lubis M. Pd with a validity score of 72.3% with the "valid" category.

c) Validation expert Language

Validation expert Language aim for test completeness Language from aspect language used and acquired score as following:

Table 7 evaluation validation Language

No	Rated aspect	Validation Score
1	Compliance Language	33
	Score	33

Validation results language in *Pop Up Book media* get score 33 then If counted with formula will get results as the following $P = \frac{33}{35} \times 100 = 94.2\%$. Linguists who are validators of the *Pop-Up Book* media that is Mr. Budiman, S.Pd. I, M. Pd with get score validity by 94.2% with "very valid" category.

d) Revision

revision of learning media done as form action carry on on results validation that has been given by the validator, either from aspect materials, design, and language used in learning media. At stage this, researcher do revisions to learning media based on input and suggestions from validators, Revision product aim For repair if There is weakness or errors recommended by the validator [30] . Following is *Pop Up Book* media comparison before and after revision:



Figure 2. product before and after revision

Implementation

At the stage implementation in study This is stages for implement design teaching materials that have been developed in real situations in class. During implementation, design teaching materials that have been developed applied to actual conditions. Material teaching materials that have been developed delivered in accordance with learning [31] . Stages This aims for teachers to prepare environment learn and engage student with Good in the learning process.

Trials product conducted on students Class IV of MIS Al- Washlyyah Weigh Opponent, thing This aim for measure ability write participant educate and measure practicality of learning media *Pop Up Book*, researcher measure ability write student with use sheet observation ability write, and get score as following:

Table 8. results score sheet observation

No Respondents	Score before using media	Score after using media
1	70	100
2	70	100
3	80	90
4	70	100
5	70	100
6	60	90
7	80	100
8	70	90
9	80	100
10	50	90
11	80	90
12	50	80
13	60	100
14	40	100
15	60	100
16	60	90
Average	65.6%	95%

Based on results sheet observation ability write the found results that ability write participant educate increase from 65.6% to 95% after using *Pop Up Book* media.

questionnaires were also given to educator for measure practicality of media and knowing opinion educator regarding image media glow-based *Pop-Up Book* as learning aids. and obtained results as following:

Table 9 results data response educator

No	Rated aspect	Score
1	Practicality <i>Pop Up Book</i>	48
Score		48

Assessment results products by educators in Pop Up Book media get score 48. If calculated with formula will get results as follows: $P = \frac{48}{50} \times 100 = 96\%$. Evaluation product carried out by educators that is Mrs. Mira Fadila S. Pd as guardian Class IV of MIS Al- Washliyah Weigh Against through questionnaire teacher response, score practicality gained by 96% with “very” category practical”.

A questionnaire was also given to participant educate for measure the practicality of *Pop-Up Book* media and obtaining score as following:

Table 10. Result Data Response Participant Educate

No respondents	Amount Score	Score	Category
1	48	96%	Very Agree
2	47	94%	Strongly agree
3	50	100%	Very Agree
4	46	92%	Very Agree
5	48	96%	Very Agree
6	48	96%	Very Agree
7	47	94%	Very Agree
8	41	82%	Very Agree
9	47	94%	Very Agree
10	45	90%	Very Agree
11	48	96%	Very Agree
12	50	100%	Very Agree
13	44	88%	Very Agree
14	46	92%	Very Agree
15	43	86%	Very Agree
16	47	94%	Very Agree
Average		93.1%	Very Practical

based on percentage score evaluation obtained amount total 745 with amount score maximum 800 and average percentage of 93.1% with “very” category practical”. This is show that the image media glow-based *Pop-Up Book* No only effective from aspect results learning, but also easy used and interesting interest participant educate. Through questionnaire this, it is hoped can obtained information about to what extent is *Pop Up Book* media effective in convey material learning to students, as well as how much big Power pull the media in support activity Study teach.

Evaluation

Stages This covering evaluation formative and evaluation summative. Evaluation formative done For collect data on each stages used For improvement and evaluation summative done at the end of the program to know its influence to results Study participant education and quality learning in a way wide [23] . At the stage evaluation formative covers evaluation validation media expert, evaluation validation expert material, evaluation validation expert language, as well as trials on participants educate Class IV of MIS Al- Washliyah Weigh Opponent. Validation carried out by validators who are experts in their field, after do revision based on input from the validator then the media will be tested to participant educate. At this stage These researchers give questionnaire for measure practicality of image media glow-based *Pop-Up Book*. Response results show that majority participant educate give response positive towards *Pop Up Book* media.

Evaluation summative done after the media is finished developed and tested try, to know media effectiveness in increase ability write narrative. Data collected through sheet observation ability write. This is show that learning media picture glow-based *Pop-Up Book* No only worthy and interesting but also effective in support the learning process and can increase ability write narrative student class IV.

The results of this study indicate that a series of images based on Pop-Up Books is effective in the learning process, particularly in Indonesian language learning. The development process for this series of images based on Pop-Up Books was carried out through the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. During the analysis phase, it was discovered that fourth-grade students' narrative writing skills were still relatively low. This was demonstrated by interviews with teachers, who stated that most students experienced difficulty developing ideas and structuring stories. Furthermore, students tended to become bored with monotonous learning media. Based on this analysis, the researchers designed a Pop-Up Book featuring a series of images with engaging stories and interactive visuals. This Pop-Up Book was designed to stimulate students' imaginations and facilitate their narrative writing based on the sequence of images.

Media expert validation yielded a score of 95.7%, categorized as "very adequate." The visual aspects, layout, design of the Pop-Up Book, and clarity of the illustrations were deemed good, but there were suggestions to increase the font size for better readability. The validation results from material experts indicated that the media was rated "adequate" with an average score of 72.3%. The aspects assessed included the content's suitability to core competencies, the accuracy of the material, and the completeness of the story elements. The content expert stated that the pop-up book's content aligns with the fourth-grade Indonesian language learning objectives, although some improvements are needed regarding the completeness of the content and illustrations. The linguist's validation resulted in a score of 94.2%, categorized as "very appropriate." Aspects assessed included clarity of language use, appropriateness of vocabulary to the students' developmental level, and clarity of the text. The linguist stated that the text in the pop-up book did not yet conform to Indonesian language usage rules, and suggested improvements to the language use in the pop-up book.

The product trial was conducted with fourth-grade students at MIS Al-Washliyah Timbang Lawan. Based on observations and student response sheets, 93.1% of students enjoyed using the pop-up book. A teacher questionnaire yielded a score of 96%, categorized as "very practical." Teachers also stated that this media facilitated the explanation of narrative material, as students were more enthusiastic and focused during the learning activities. In addition, the results of narrative writing observations also showed an increase in students' writing skills before and after using the media. Before using the Pop-Up Book media, the score obtained was 65.6%, then increased after using the Pop-Up Book media to 95%.

This study is in line with research conducted by [22] in his study entitled "Pop Up Book media to train elementary school students' essay writing skills," the results found that learning using Pop-Up Book media can improve essay writing skills. The advantages of Pop-Up Book media are that Pop Up Books are made using thick paper so that they are not easily damaged and torn, Pop Up Books contain attractive images on each page so that students are interested and more active in participating in the learning process, Pop Up Books can be used both individually and in groups [32]. In addition, Pop Up Book media also has disadvantages, namely that the process of making this Pop-Up Book media requires high skills such as paper folding skills, requires quite a lot of costs, and is quite time consuming so it requires a long process.

This Pop-Up Book-based image series media is designed as an alternative learning media that aims to improve the narrative writing skills of fourth grade students. The design of this media was motivated by field findings that showed that most students experience difficulties in developing ideas, constructing storylines, and writing narratives that are coherent and structured. Furthermore, the process of learning Indonesian, especially narrative writing, is often less engaging for students due to the minimal use of creative and interactive media. Therefore, a series of images based on Pop Up Books was presented to address these issues. This media is designed by combining visual elements in the form of a series of structured images, as well as Pop Up elements that provide a three-dimensional and interactive effect. Thus, students do not only passively view images, but can interact directly through the media, which is expected to increase their interest and motivation in participating in learning.

4. CONCLUSION

The validation results on the Pop-Up Book learning media by media experts obtained an average percentage of 95.7% with very valid criteria, material experts obtained an average percentage of 72.3% with valid criteria, and language experts obtained 94.2% with very valid criteria. The trial results showed that the Pop Up Book media was effective in improving students' writing skills, this was evidenced by the writing ability observation sheet which showed an increase in students' writing skills before and after using the media. So it can be concluded that the Pop-Up Book-based serial image learning media for grade IV that was developed is suitable for use as a learning medium. This Pop Up Book-based serial image media was designed as an alternative learning medium that aims to improve the narrative writing skills of grade IV students. Based on the student response sheet, data obtained that 93.1% of students felt happy using this Pop Up Book media. Through the teacher response questionnaire, a score of 96% was obtained which was categorized as "very practical". Based on the results of the writing ability observation sheet, it was found that students' writing skills increased from 65.6% to 95% after using the Pop Up Book media. This shows that the Pop Up Book-based picture series learning media is not only feasible and interesting but also effective in supporting the learning process and can improve the narrative writing skills of fourth grade students.

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