Pop-Up Book As a Media in Improving Learning Activity

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Abstract: The aims of this research are (1) Knowing the process of increasing the learning activity of class III students of SD Negeri 30/VIII Wirotho Agung on weather material by using the media *Pop-Up Book*. (2) Knowing the increase in the learning activity of class III students of SD Negeri 30/VIII Wirotho Agung on weather material by using the media *Pop-Up Book*. The indicators in this study were participating in carrying out their learning assignments, being involved in problem solving, asking other students or the teacher if they did not understand the lesson. The research method used is Classroom Action Research with a case study type of research. Data collection techniques using observation, interviews, and documentation. The data obtained were analyzed qualitatively and quantitatively. Results of research on the use of media*Pop-Up Book* in class III students show that students' attention is more focused on learning, this can increase student learning activity. Media use *Pop-Up Book* on the theme of weather can increase student learning activity. This is based on the percentage of student learning activeness in cycle I meeting 1 was 42.7% in sufficient criteria, cycle I meeting 2 was 54.3% in good criteria but did not meet the indicators of success, cycle II meeting I was 73.9% in good criteria but has not yet achieved success indicators, cycle II meeting 2 is 87.1% in the very good category and has met the criteria for action success. The indicator of success is said to be successful if learning activity reaches 75% with good criteria. Thus it can be concluded that each cycle has increased the activeness of student learning so that this research can be said to be successful.

Kata kunci: Learning Activeness, Media *Pop-Up Book*

INTRODUCTION

Thematic learning is learning that uses themes in linking several subjects so that it can provide meaningful experiences to students (Sulhan, Ahmad dan Khairi, 2019). The theme is the main idea or main idea that becomes the subject of discussion. Thematic learning is a concept of a learning approach that involves several subjects to provide meaningful experiences for children, is believed to be an approach oriented to the practice of thematic learning effectively and helps create opportunities for students to understand complex problems that exist in the surrounding environment with a different perspective. intact, so that students are expected to have the ability to gather information around them in a meaningful way (Sulhan, Ahmad dan Khairi, 2019). Through the learning process, communication between teachers and students is needed to create active learning. As explained in Q.S. Al-Mujadalah verse 11:

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ١١

Meaning: O people who believe! When it is said to you, "Give room in the assemblies," then make room, surely God will give you room. And when it is said, "Stand up," then stand up, surely God will raise (rank) those who believe among you and those who have

been given knowledge by several degrees. And God knows what you do. (Al-Mujadalah/58:11) (Agama RI, 2014).

Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system describes education as a conscious effort to prepare students through guidance, teaching and or training activities for their future roles (Wibowo, n.d.). According to Mulyasa, a good learning process is determined by several factors, these factors are managed by the school through an educational management (Umatin, 2021). In the 2013 curriculum the learning used is integrative thematic, namely learning that has student-centered characteristics and provides direct experience to students (Pamungkas, n.d.).

Weather material is one of the discussions on thematic learning which is a problem in this study. The discussion in this material is contained in KI 3, namely: understanding factual, conceptual, procedural, and metacognitive knowledge at the basic level by observing, asking, and trying based on curiosity about himself, God's creatures and their activities, and the objects they encounter at home, at school and on the playground. Whereas KD which contains weather material is in KD 3.3 namely: exploring information about weather changes and their effects on human life which are presented in oral, written, visual forms, and environmental exploration. and KD 4.3 namely: presenting the results of extracting information about the concept of climate change and its effects on human life in written and visual forms using standard vocabulary and effective sentences. The indicators that students must achieve in this material are: correctly identifying information about weather conditions, writing main information from pictures about the weather, correctly mentioning the characteristics of weather changes, understanding weather conditions and their effects on human life.

Based on observations obtained in class III, Wirotho Agung Public Elementary School 30/VIII on May 2, 2023 with a class III teacher, it shows that there are problems in student activity in participating in learning. There are only 30.4% of the 26 students who are active in learning. When the learning process took place some students did not dare to ask questions and express their opinions if something was not understood, they tended to remain silent even though the teacher had given them the opportunity, there were still many students who did not record the teacher's explanation. Then during group discussions to work on student worksheets, there were still many who were silent, unable to discuss and ask their friends. These activities make learning activities in class ineffective, because the students are less active and tend to be passive. So that it can interfere with learning activities and will affect the achievement of learning objectives.

The things that cause low student learning activity, based on this research data are: 1) Conventional and manual learning, where teacher-oriented learning is by using the lecture method and explaining blackboard material, so the teacher cannot yet provide learning material in a way that precise and attractive. 2) Lack of teacher creativity in using learning media so that learning is monotonous and not interesting for students. 3) The learning process also does not provide a real understanding of students because learning is only limited to writing. 4) The teacher conveys learning material not using media to facilitate the learning process. From the possible causes of these problems have an impact on student learning activeness which can affect the quality of student learning. Based on the problems that arise if not resolved, it results in low student activity in learning, so that students become passive and learning becomes boring and difficult to understand.

The solution that can be taken to overcome this is by changing the way of teaching, especially in the application of learning media that is more appropriate, more interesting and fun, so that students are able to learn well. The media in question is the application of mediaPop-Up Book. Media Pop-Up Book is a learning media that has 3-dimensional elements and can

move when the page is opened, and has a beautiful and enforceable image display (Umam, n.d.).

Figure 1. Media *Pop-Up Book*

Media Pop-Up Book has its own charm for students because it is able to present visualizations in a form made by folding, moving and then appearing so as to surprise and amaze students when they open each page (Hasanah, 2019). Media Pop-Up Book is an innovation or variation of existing media, using the media Pop-Up Book students can be interested and participate during the learning process (Samisanov, 2022).

1. Active Student Learning

a. Definition of Active Learning

According to Nana Sudjana, student activity is student participation in carrying out their learning tasks, being involved in solving problems, asking other students or the teacher if they do not understand the problems they face, trying to find the information needed to solve problems, training themselves in solving problems, and assessing abilities self. Student activity in learning will appear during learning and in doing something to understand learning material, because student activity cannot be separated from the learning paradigm created by the teacher (Wahyuningsih, 2020).

According to Martinis, he explained that active student learning is a learning process that changes and improves the quality of their abilities, such as daring to ask questions, express opinions, listen to teacher explanations properly, and do assignments on time.

According to Sadirman, active learning is a very important principle or principle in teaching and learning interactions, in other words there is no learning if there is no activity because in principle learning is doing. Hisyam explained that when students learn actively it means students who dominate learning activities, by this they actively use their brains, either to find the main idea of the material, solve problems, or apply what they just learned to problems that exist in real life. With active learning, students are invited to participate in all learning processes, not only mentally but physically (Sundahry, 2022).

Thus, it can be concluded that active learning or active learning are all forms of learning that allow students to play an active role in the learning process itself, both in the form of interactions between students and students with teachers in the learning process.

b. Factors Affecting Active Learning

According to Gagne and Briggs there are 9 factors that can influence active learning as follows:

1) Motivating or attracting the attention of students so that they play an active role in learning activities.
2) Explain the purpose of teaching (basic skills to students).
3) Improving learning competence to students.
4) Providing stimulus (problems, topics and concepts to be studied)
5) Give instructions to students how to learn.
6) Bring up activities where students participate in learning activities.
7) Give feedback
8) Conduct bills to students in the form of tests to see student abilities.
9) Summarizing each material presented at the end of the lesson (Amry, Zainul and Badriah, n.d.).

c. Types of Learning Activeness

The following are 5 types of active learning carried out by students in the form of physical and psychological:

1) Listening to the teacher in learning..
2) Pay attention to the teacher's explanation.
3) Write or record the material conveyed by the teacher.
4) Read learning materials.
5) Doing exercises or practices in learning (Sundahry, 2022).

d. Learning Activity Indicator

In Sudjana's opinion, active learning can be seen from the following characteristics:

1) Participate in the implementation of the study task.
2) Engage in problem solving.
3) Asking other students or teachers when unable to understand learning (Wahyuningsih, 2020).

Based on the indicators stated above, it can be described as follows:

1) Participate in performing his duties

Participating in carrying out their duties is one indicator of active learning. According to Moh. Uzer Usman's way to improve student activity is by increasing student participation effectively in teaching and learning activities, providing clear and precise teaching according to the teaching objectives to be achieved by helping students who are less involved in active learning to investigate the causes by adjusting teaching and needs individual students (Wibowo, n.d.). The characteristics of this indicator are that students participate in the learning process, for example students listen, take notes, pay attention, work on questions and so on.

2) Get involved in problem solving

The purpose of this indicator is to participate actively in solving problems that are being discussed in class. According to Asmaidah, teaching problem solving skills to students is an activity carried out by a teacher to arouse students to accept and respond to questions posed and guide students to arrive at problem solving (Elita, n.d.).

Furthermore, according to Anggo, that the main purpose of teaching problem solving in learning is not only to equip students with a set of skills or processes but to develop various ways that might be taken in solving problems (Elita, n.d.). For example, when the teacher gives a problem or question in class, students participate in discussing it, students dare to provide responses from the opinions of their peers and students dare to present their learning outcomes.

3) Ask other students or the teacher if you do not understand the learning

According to Helmiati, active learning is learning that optimizes all the potential that students have based on their characteristics, where students are the center of learning that plays an active role in understanding learning material mentally by using existing potential optimally (Kezia dan Sintinjak, n.d.). According to Rusman, student activity is shown when students have the courage to ask and answer questions (Kezia dan Sintinjak, n.d.). The purpose of this indicator is that if students do not understand a learning material or do not understand the teacher's explanation, it is expected that students can ask questions either to the teacher or other students and students dare to express ideas/ideas (Winarti, n.d.).

2. Fact *Pop-Up Book*

a. Definition of Media *Pop-Up Book*

According to Dzuana *Pop-Up Book* is a book that has moving parts or has elements of three dimensions and motion, wherein *Pop-Up Book* The material to be presented is in the form of attractive images and provides an interesting story visualization starting from the display of images that can move when the page is opened, change and give the impression of arising so that it can attract students in using the media. *Pop-Up Book* (Mantondang, Rahmawati, 2021).

Media *Pop-Up Book* is one of the media in learning because it is very effectively used in learning activities, depicts visually and provides new experiences and provides opportunities for students to participate in the learning process (Sukmawarti, n.d.).

Tisna Umi Hanifah stated that the media *Pop-Up Book* is a three-dimensional teaching aid that can stimulate children's imagination and increase knowledge so that it can make it easier for children to know the description of the shape of an object and increase children's understanding. This is in line with Solichah and Mariana who argued that *Pop-Up Book* including 3D media types capable of providing interesting effects, because each page that is opened will reveal an image that appears and the material contained on it. *Pop-Up Book* can be adjusted to the teaching material that you want to convey (Setiyaningrum, 2020).

According to Bluemel and Taylor *Pop-Up Book* is a book that can move when the page is opened and its interaction through the use of paper as a material for folds, rolls, shapes, wheels and rotation. Bluemel and Taylor also mention several uses of media*Pop-Up Book* namely to develop young people's love for books and to be able to capture meaning through interesting pictures to create a desire and encouragement to read (Dewanti, Handaruni., n.d.).

According to Dzuana, the media *Pop-Up Book* has benefits in learning including:
1) Teach students to have a sense of and appreciate a book by caring for and maintaining the book properly when using it.
2) Develop children's creativity.
3) Growing student imagination in learning.
4) Increase students' knowledge of an object form.
5) Growing curiosity to learn (Mantondang, Rahmawati, 2021).

Based on the above understanding it can be concluded that the media *Pop-Up Book* is a book media which contains three-dimensional elements that display an image that can be adapted to the material to be conveyed in the learning process.

b. Steps to Implement Learning Media Pop-Up Book
Media application steps *Pop-Up Book* as follows:
1) The teacher explains in general about the material being taught.
2) The teacher explains how to use the media *Pop-Up Book.*
3) Students are divided into several groups.
4) The groups formed were asked to hold discussions.
5) Each group presented the results of their discussion and students were able to explain to other groups who asked about the material they explained.
6) The teacher gives an assessment (Samisanov, 2022).

c. Media Advantage Pop-Up Book
According to Anggraini, there are several advantages in the media *Pop-Up Book*, that is:
1) Provides a more attractive visualization starting from the display of images that can move when the page is opened.
2) Give surprises on every page.
3) Strengthen the impression you want to convey in an image.
4) Make it easy to read the material.
5) A more dimensional visual appearance makes the image feel more real (Samisanov, 2022). Thus students will be more active and participate in participating in learning activities.

d. Media Weaknesses Pop-Up Book
There are several weaknesses in pop-up book media, namely:
1) No one has sold media yet Pop-Up Book contains thematic learning material, because generally the Pop-Up Book media that is sold contains folk tales, fairy tales, fables, as well as contains encyclopedias of knowledge.
2) It takes a long time in the manufacturing process because it demands extra precision.

3) It costs quite a lot to make (Umam, n.d.).

METHODS

1. Types of research

This research is a Classroom Action Research type of case research. Classroom Action Research (CAR) is research conducted by teachers or lecturers or students or researchers in the class they teach based on the results of self-reflection with the aim of improving the quality of learning through cycles (Jalaludin, 2021). PTK is action research whose application can be seen, felt, and internalized. Then the question arises whether the learning practices that have been implemented so far have high effectiveness (Susilowati, n.d.). According to Suharsimi Arikunto, Classroom Action Research is a digestion of learning activities in the form of an action that occurs simultaneously in the classroom (Parnawi, 2020).

The research approach used in this PTK is a collaborative approach. This means that in implementing CAR, researchers involve other parties as work partners or as observers (Yudhistira, 2013). The research was carried out in collaboration with class teachers, with the division of tasks as follows: Teachers as observers and researchers as teachers and researchers. The PTK model that the researchers chose was the Kemmis and Taggart Models. The Kemmis and Taggart models are the second model developed on the basis of the weaknesses of the Kurt Lewin Model. According to Tanujaya and Mumu, the Kemmis and Taggart Models are a model in the form of a network in one unit consisting of several components, namely planning, action and observation, reflection, and re-planning (Jalaludin, 2021).

The reason for choosing the Kemmis and Taggart models is that they have advantages. The Kemmis and Taggart model explains that in this model the process of implementing the action with the observation time is carried out simultaneously and will assist researchers in obtaining accurate data because the data carried out during the observation is a picture of the actual situation, then in this model the inclusion of quite important stages after re-planning is carried out so that it is clearly illustrated what is the sequence of activities when entering the next cycle (Jalaludin, 2021).

2. Research procedure

The procedure for implementing CAR is in accordance with the procedure proposed by the Kemmis and Mc Taggart models. Kemmis & Taggart's designs may cover a number of cycles, each consisting of the following stages: planning (*planning*), implementation and observation (*acting & observe*), reflection (*reflect*) and replanning (*revised plan*). Action component (*acting*) with observation (*observing*) together on the grounds that the two activities cannot be separated. That is, both activities must be carried out in one unit of time, when the action is carried out as well as the observation must also be carried out. In addition to actions and observations that are combined in one activity, in the Kemmis & Taggart model there is an emphasis on replanning activities (*revised plan*). The re-planning proposed by these two experts stated the start of the next cycle in action research. (Kusumah, Wijaya dan Dwitagama, 2021).

RESULT AND DISCUSSION

A. Description of Research Results
1. Pre cycle

Based on the results of observations made in class III, Wirotho Agung Public Elementary School 30/VIII, it can be seen that learning activity in the thematic learning on the weather theme in the pre-cycle was 30.4% of 26 students, which was in good enough criteria. On the indicator of asking other students or teachers if they don't understand it reaches a percentage of

17.9% in the unfavorable criteria. In the indicators involved in problem solving, it reaches a percentage of 26.2% in good enough criteria. In the indicators of participating in carrying out their learning assignments, they managed to achieve a percentage of 47.1% in the criteria of being quite good. Based on this data it can be concluded that student learning activeness still really needs to be improved. And the results of the data can be described in the following diagram:
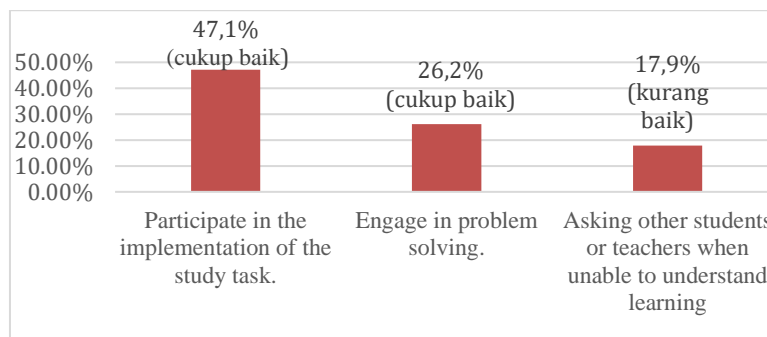

Figure 2. Diagram of Student Activity Achievement Per Indicator in Pre-Cycle

2. Cycle I

After the implementation of the action using the media*Pop-Up Book*, it can be seen that the percentage of student learning activeness in learning weather material is 54.3% which is still in the good enough criteria. This study shows that the indicators of participating in carrying out their learning assignments reach a percentage of 68.2% in good criteria. Then on the involved indicator of problem solving it reaches a percentage of 49.9% in the criteria good enough and on the indicator asking other students or the teacher if they don't understand the learning it reaches a percentage of 51.2% in the good criteria. These results can be seen in the following diagram:
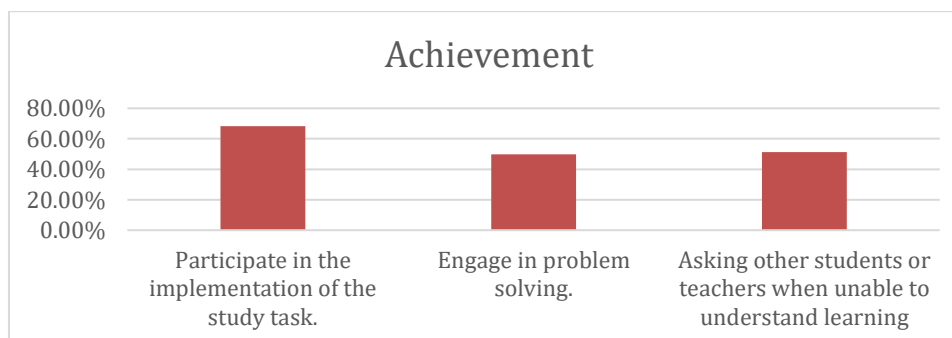

Figure 3. Diagram of Student Activity Achievement Per Indicator in Cycle I

Based on the results of observations of the implementation of cycle I actions, it can be concluded that learning is still not in accordance with the aspects to be achieved. Aspects that have not been implemented properly include:
a. Teachers are not optimal in managing learning time.
b. Students are still reluctant to express their opinions during discussions.
c. Students tend to work alone and have not helped each other between groups, because students are still not familiar with group work methods and students still rely on one another.
d. The teacher has not been able to direct students as a whole to ask or answer questions.
e. Student activeness has not reached the target of 75% of each indicator.

Based on the reflection results in cycle I above, the re-planning that the researchers did in cycle II was by developing media*Pop-Up Book* which is more fun so that students are more active in learning, motivating students to be brave enough to present the results of discussions,

researchers are more maximizing in controlling students so that learning can run more optimally.

3. Cycle 2

After the implementation of the action by using the media*Pop-Up Book* it can be seen that the percentage of student learning activeness with an average value of 87.3% which has Very Good criteria. Has reached the maximum target with an average value of > 75%. This study shows that the indicators of participating in carrying out their learning assignments reach a percentage of 94.2% in very good criteria. Then on the involved indicator of problem solving it reaches a percentage of 85.8% in very good criteria and on the indicator of asking other students or teachers if they don't understand learning it reaches a percentage of 82.1% in very good criteria. These results can be seen in the following diagram:
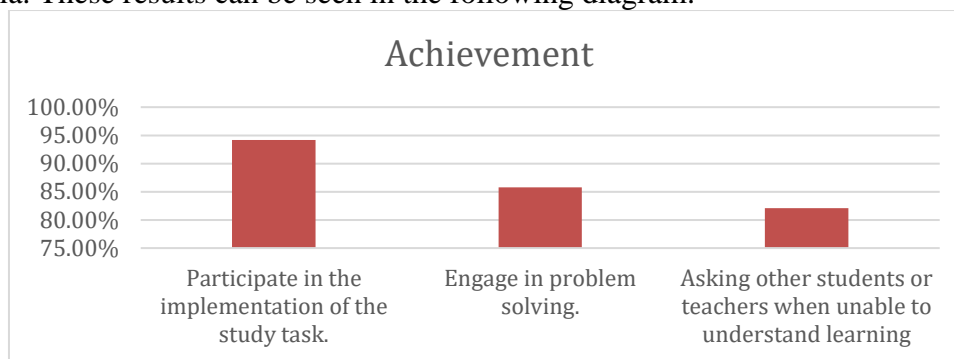

Figure 4. Student Activeness Achievement Diagram per Indicator in Cycle II

Based on these diagrams, it can be concluded that the use of media*Pop-Up Book* on weather conditions material followed by weather change material can increase student learning activity. Therefore, the research in cycle II was said to be successful so that the action research was stopped and not continued in the next cycle.

B. Discussion

Based on the results of observations made at Public Elementary School 30/VIII Wirotho Agung before the action was taken, it was found that students' active learning was still very low. This is caused by the teacher's lack of creativity in using learning media so that learning is monotonous and unattractive to students. The following can be seen from the 10 forms of behavior from the indicators of learning activity which indicate very good criteria, there are 4 forms of behavior, namely students listening to teacher explanations in learning with a percentage of 74%, students reading teaching materials with a percentage of 79.7%, students working on questions with percentage of 76.8%, students participate in discussing learning material provided by the teacher independently or in groups in the class with a percentage of 76.9%. This is in accordance with the advantages of Pop-Up Book media, namely providing interesting story visualizations starting from displaying images that can attract students' attention in learning, making it easy to read material, providing a visual appearance and giving a real impression. So that students will be more active and participate in learning.

Furthermore, the form of behavior that indicates good criteria, there are 5 forms of behavior, namely students record teacher explanations with a percentage of 64.3%, students present their learning outcomes with a percentage of 63.4%, students ask friends who are more familiar with the explanation given by the teacher with percentage of 62.4%, students ask the teacher about things that are not understood with a percentage of 66.3%, students dare to express ideas / ideas with a percentage of 50.9%. This is in accordance with the benefits of Pop-Up Book media,

namely Pop-Up Book media can foster curiosity to learn. So that students have the courage to ask about things that are not understood.

While the form of behavior that indicates sufficient criteria, there is 1 form of behavior, namely students giving responses from their friends' opinions with a percentage of 46.1%. This is in accordance with the weakness of the Pop-Up Book Media, namely that there is no Pop-Up Book media that contains complete thematic learning material so that students experience difficulties in giving responses if they do not have a complete guidebook. Therefore, it is necessary to make learning media that link learning material, especially in thematic learning. The following table discusses all forms of active learning behavior:

Table 1. Student Learning Activeness

No	Forms of Behavior	Cycle I Pert. 1	Cycle I Pert.2	Cycle II Pert.1	Cycle II Pert. 2	Rate-rate
1	Students listen to the teacher's explanation in learning	57,6%	69,2%	76,9%	92,3%	74%
2	Students record the teacher's explanation	42,3%	53,8%	65,3%	96,1%	64,3%
3	Reading teaching materials	65,3%	73,1%	80,7%	100%	79,7%
4	Students work on questions	61,5%	76,9%	80,7%	88,4%	76,8%
5	Students participate in discussing the learning material provided by the teacher independently or in groups in the classroom	61,5%	73,1%	84,6%	88,4%	76,9%
6	Students give responses from their friends' opinions	19,2%	30,7%	65,3%	69,2%	46,1%
7	Students present their learning outcomes	30,7%	46,1%	76,9%	100%	63,4%
8	Students ask friends who understand more about the explanation given by the teacher	50%	57,6%	65,3%	76,9%	62,45%
9	Students ask the teacher about things that are not understood	34,6%	61,5%	76,9%	92,3%	66,3%
10	Students dare to express ideas / ideas	19,2%	34,6%	73,1%	76,9%	50,9%

Source: Research Result Data Cycle

CONCLUSIONS

Based on the results of the research that has been discussed, it can be concluded that learning uses the media*Pop-Up Book* impact on increasing learning activity. This can be seen through the indicators showing the activeness of student learning has reached a success indicator of 75%. The average student learning activity in cycle I meeting 1 was 42.7% in sufficient criteria, cycle I meeting 2 was 56.4% in good criteria but did not meet the indicators of success, cycle II meeting I was 73.9% in good criteria but has not yet reached the indicator of success, cycle II meeting 2 is 87.3% in very good criteria and has fulfilled the criteria for action success. Thus with the use of media *Pop-Up Book* can increase the active learning of students in class III 30/VIII Wirotho Agung Public Elementary School, Rimbo Bujang District, Tebo Regency.

ACKNOWLEDGEMENTS

First and foremost, the writer wishes to thank to Allah Almighty for the blessing and all the giving, so that the writer can finish this research entitled "**Increasing Active Learning Through Media *Pop-Up Book* in Class III Public Elementary School 30/VIII Wirotho Agung Rimbo Bujang District, Tebo Regency**".

Second writer realizes that she would not be able to finish this thesis without advice, suggestion, encouragement and criticism from other persons. Therefore, in this occasion she would like to express her sincere, thanks to the 1) head master of SDN 30/VIII Wirotho Agung, 2) Selvia Nelis and Fitri Indahwati as collaborators in this research.

Then, she realizes that this thesis may still be imperfect. Finally, she hopes that this thesis will be useful for others.

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