# Inovasi Kurikulum

# Pop-up book Putri Tujuh to improve the ability to read aloud

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## ABSTRACT

*This study aims to develop an interactive learning medium in the form of a pop-up book titled Putri Tujuh to enhance the reading-aloud ability of third-grade students at SD Negeri 057751 Simpang UPL. The study followed the ADDIE development model, which involved five stages. Firstly, the analysis stage revealed the need for more engaging learning media. Secondly, the design stage focused on creating a pop-up book design using simple materials as an interactive learning tool. Thirdly, the development stage involved validation by material and language experts, resulting in a high feasibility rating. Fourthly, the implementation stage included an effectiveness test that showed a significant improvement in reading skills and a practicality test that indicated the media's usefulness. Finally, the evaluation stage concluded that the product did not require further improvement based on the positive results of the tests conducted. The media effectively increased students' reading-aloud skills and reading interests. The implications of this research suggest that the use of pop-up books can be an effective alternative in teaching reading aloud in elementary schools, providing a solution to increase student motivation and engagement and assisting teachers in delivering more interactive and engaging learning materials.*

## ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berupa buku pop-up berjudul Putri Tujuh untuk meningkatkan kemampuan membaca nyaring siswa kelas III SD Negeri 057751 Simpang UPL. Penelitian ini mengikuti model pengembangan ADDIE yang meliputi lima tahap. Pertama, tahap analisis mengungkapkan perlunya media pembelajaran yang lebih menarik. Kedua, tahap desain difokuskan pada pembuatan desain buku pop-up sebagai alat pembelajaran interaktif dengan menggunakan bahan ajar sederhana. Ketiga, tahap pengembangan melibatkan validasi oleh ahli materi dan bahasa, menghasilkan peringkat kelayakan yang tinggi. Keempat, tahap implementasi meliputi uji efektivitas yang menunjukkan peningkatan keterampilan membaca yang signifikan, serta uji praktikalitas yang menunjukkan kegunaan media. Terakhir, tahap evaluasi menyimpulkan bahwa produk tidak memerlukan perbaikan lebih lanjut berdasarkan hasil positif dari uji yang dilakukan. Media efektif meningkatkan keterampilan membaca nyaring dan minat baca siswa. Implikasi dari penelitian ini menunjukkan bahwa penggunaan buku pop-up dapat menjadi alternatif yang efektif dalam pengajaran membaca nyaring di sekolah dasar, memberikan solusi untuk meningkatkan motivasi dan keterlibatan siswa, serta membantu guru dalam menyampaikan materi pembelajaran yang lebih interaktif dan menarik.

*Kata Kunci: buku pop-up; cerita rakyat; membaca nyaring*

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# INTRODUCTION

The field of Indonesian study must be taught at all levels of education. In the field of Indonesian studies, there are four skills that educators must develop for their students. The Indonesian language has a special section in the Kurikulum 2013 (K13) with Standar Kompetensi (SK), which covers the four language skills, including the ability of students to listen, speak, read, and write, as well as the thinking process that underlies a language is closely related to these four language skills. By reading, we can understand letters and symbols and collections of words and sentences (Hoerudin, 2023; Komara & Hadiapurwa, 2023). Reading is the process of perceiving and comprehending written texts vocally or silently. It is a leisure activity and a skill individuals can enhance over time. (Megantara & Wachid, 2021).

Ability originates from 'able,' which means 'can' or 'capable' of doing something, and 'ability,' which refers to one's capacity, proficiency, or strength. Thus, ability refers to an internal quality in a person that enables them to master a skill and perform various tasks in a given job (Yanuar, 2019). One of the essential language skills that students must acquire at the beginning of their schooling is basic reading ability (Putri & Kasriman, 2022). Reading proficiency is a crucial skill that everyone should possess (Sulastri *et al.*, 2020). Fundamentally, reading is a challenging skill involving visual engagement and cognitive processes beyond merely vocalizing written words. A student's learning success depends significantly on their ability to read and comprehend texts (Muliawanti *et al.*, 2022).

Learning is an effort to encourage students to engage in the learning process, enabling them to achieve a higher level of understanding (Harefa, 2023). The effectiveness of learning increases when it is designed according to the needs and developmental characteristics of the students (Putri, 2021). Educators convey their ideas and teach students how to be virtuous citizens. Educators must use engaging media (Noor & Halimah, 2023). Media are commonly described as intermediaries that deliver information to the intended audience. They serve as tools for capturing, processing, and editing visual and verbal data. The impact given by learning media is enormous because of the correlation between educators and students (Ardian *et al.*, 2022).

Learning media is considered an alternative way to solve learning problems in the classroom (Andriani & Siregar, 2023). Learning media is essential to achieving learning objectives (Hadiapurwa *et al.*, 2023; Simbolon & Fitriyani, 2021). Learning media is important in the learning process because it can function as a learning resource that helps educators enrich students' knowledge (Hidayat, 2021). Educational tools are the same as educational media and facilities (Wandini *et al.*, 2020). Many learning tools are used in elementary schools, including pictures. Not just a picture but an image that has incredible imagination. The emergence of three-dimensional books has been around for a long time, but they are still challenging to find or rare; if someone sells them, they will be sold at a price that is not cheap. Not all artworks in the form of pictures are implemented into a three-dimensional form, which makes it easier for students to receive learning. Pop-up book media is a three-dimensional teaching tool that can attract students' attention, increase imagination, and facilitate understanding of abstract concepts (Wulandari, 2021).

This is evidenced by the observations that have been carried out showing that the learning media applied by schools still use non-modern media. The first observation at SD Negeri 057751 Simpang UPL found that the available learning media can be good because of many variations and is immensely supportive in delivering material. However, the storybook in each class is the same as the usual storybook. The books used are colored but not three-dimensional. Books like this can help students who are already proficient in reading. However, those who are less fluent will face difficulties when reading them. The school library has many monotonous storybooks with pictures and no three-dimensional storybooks. Educators also use package books or printed books as a learning medium for reading, and students are asked to pay attention to the content of the stories in the book. That way, students are less interested in reading the story's text,

which decreases their reading interest and reading ability. In addition, students' reading ability is not all fluent reading; several obstacles affect students when learning. When students take turns reading parts of the package book, they read with a weak voice, and when there is a period/comma, students pass it and immediately read the following sentence. Therefore, the development of interactive learning media needs to be carried out in this school.

The use of pop-up book media positively impacts the reading ability of grade II students of SDN No. 138 Inpres Mangulabbe, Takalar Regency. After pop-up books are used as learning media, students' reading ability increases. (Khatimah & Bahri, 2023). This event shows that pop-up book media can be an effective alternative to the problem of students having difficulty reading stories. Pop-up book media can also increase students' interest in learning and positively impact students' ability to read stories. The results of previous research showed that the use of pop-up books significantly influenced the reading ability of grade I students at SDN Wonokerto 1, with an N-Gain of 0.47 pop-up books meeting the criteria of medium or effective (Nurhidayah *et al.*, 2023). This shows that using pop-up books effectively improves the reading ability of grade I students of SDN Wonokerto 1.

Departing from the results of initial observations followed by previous research, developing pop-up books as a learning medium in improving the reading ability of grade III students is essential. The importance of using interactive learning media in supporting students' willingness to learn needs to be accompanied by the provision of adequate facilities. These reasons are the background for developing a pop-up book from the Putri Tujuh storybook, which was chosen because the story content engages students. The development of this pop-up book aims to improve students' reading ability and increase students' interest in reading. The 3D pop-up book product developed as a learning medium for reading aloud skills can be used as best as possible in Indonesian lessons. The use of this pop-up book learning media can attract the attention of students to pay more attention to how to read punctuation and the use of intonation in writing. In addition, pop-up books can increase students' creativity and imagination in understanding reading.

# LITERATURE REVIEW

## Reading Aloud

Reading helps us enrich the present, appreciate the past, and prepare for the future. Reading is considered a complex activity that involves directing many separate actions, including the need for people to use comprehension, imagination, observation, and reminders (Harianto, 2020). That is, the reader gathers word for word until they merge with the intent and flow of the reading, allowing the reader to understand the author's intent through his thoughts and ideas. Rohman said reading can help other language skills, such as speaking and writing. Students are expected to understand the basics of reading skills. The two most common methods of acquiring information are reading and listening. The more they understand these basics, the more they can explore the topics mostly contained in the writing. The more diligent a learner reads, the more likely they are to understand the text's content (Bungsu & Dafit, 2021).

Reading aloud can also be defined as reading a written or reading with the right speech and intonation so that listeners and readers get information. Reading aloud is an activity or activity that allows the reader, educator, or student to work closely with the listener to capture or understand information. The goal of reading aloud is to help readers pronounce words or sentences accurately and clearly. When reading aloud, one must be careful and use proper and precise intonation. That is, reading aloud is pronouncing the pronunciation of sentences or words using intonation precisely and clearly. Reading aloud is reading with a clear and loud voice (Utami *et al.*, 2022).

## Media *Pop-Up Book*

The word "media" or its singular form "medium" comes from Latin and means "intermediary" or "intermediary," which refers to something that can connect data from the source to the receiver (Rahmawati, 2020). Learning media helps educators interact and talk to students during learning (Marsa & Desnita, 2020). Pop-up books are an alternative that educators can use to help students in lessons (Nisaa & Adriyani, 2021). Pop-up Book is a type of book that, when opened, the hype appears (Sari, 2021). Pop-up book media is a reading medium with moving parts or two-dimensional and three-dimensional components and provides interesting story visualization, starting from displaying images that can move when opened (Hartono *et al.*, 2023). Pop-up Books are books with moving parts or three-dimensional elements that provide interesting story visualization starting from the appearance. Pop-up Books can increase students' enthusiasm for learning and allow them to use media independently or in groups with images that can move when the pages are opened (Sukmawarti, 2021).

## METHODS

The research and development research method using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model was chosen as a suitable method to research and develop pop-up book products systematically and efficiently. This research consists of five stages (see **Figure 1**), including 1) the Analysis Stage, conducted to analyze performance and needs; 2) The Design stage, carried out by designing a pop-up book design on the learning media of the Seventh Princess storybook, followed by the process of printing and assembling products; 3) Development stage, carried out by validating products by media experts and language experts. Lecturer at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra as a media expert and linguist who validates pop-up books; 4) Implementation stage, product trials are carried out to measure the effectiveness and practicality of the product. Pre-test and post-test to measure the effectiveness of using pop-up book learning media in improving students' reading ability aloud. A questionnaire with a Likert scale is used to determine the practicality of the product based on the assessment of students and educators; 5) Evaluation is carried out by analyzing the data of validation, pre-test, and post-test, as well as questionnaires to find out whether or not it is necessary to make repairs to the pop-up book.
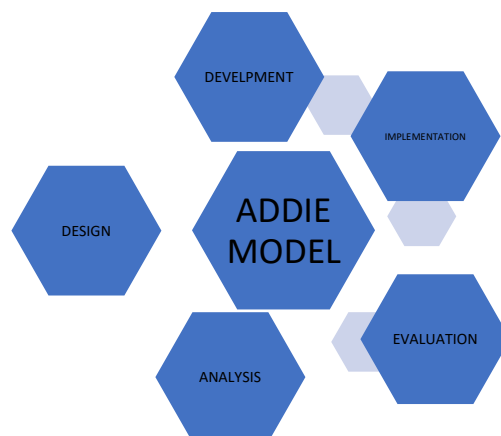


**Figure 1.** Design ADDIE
Source: Sugiyono in *"Penelitian & pengembangan (Research and Development/R&D)"*

This research was carried out in grade III of SD Negeri 057751 Simpang UPL with 12 students. The media developed is a pop-up book for learning third-grade folklore entitled Putri Tujuh. The data collected in this study are: 1) Qualitative data obtained from suggestions and criticisms provided by media expert validators and linguists to get a professional perspective on the quality of the developed learning media. Response

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questionnaires from educators and students were collected to get their views on the 3D pop-up book media; 2) Quantitative data is obtained through validation results by media experts and linguists to determine the feasibility of pop-up books. The questionnaires were distributed to educators and students to determine the product's practicality. Pre-tests and post-tests are carried out to determine the effectiveness of 3D pop-up book media in improving students' understanding. **Table 1** explains the criteria for validity and practicality of media.

**Table 1.** Percentage Criteria for Media Validity and Practicality

| Percentage Range (%) | Criteria |
|---|---|
| 86-100 | Very Good |
| 76-85 | Good |
| 56-75 | Fair |
| 41-45 | Less Good |

*Source: Modified by the author, 2024*

Data analysis is carried out according to the type of data analyzed. Descriptive analysis is used to analyze qualitative data to examine the advantages and disadvantages of the developed media. Furthermore, the questionnaire results data were analyzed using the Likert scale, with a scale of 1 showing terrible results and a scale of 4 showing excellent results (Tanujaya *et al.*, 2022). The data is then processed using the following formula

$$P = \frac{f}{N} \times 100\%$$

3D pop-up book media can be reasonably feasible and practical if the results obtained are by criteria ≥56. Furthermore, the processing of data on pre-test and post-test results uses the completeness criteria from the school, which is 65, followed by calculating these results in the classic learning completeness formula.

$$P = \frac{Nilai \geq 65}{siswa} x 100\%$$

N-Gain is used to determine whether student scores increase, which shows the effectiveness of 3D pop-up book media in increasing student understanding. The N-Gain formula is as follows.

$$\frac{posttest - pretest}{100 - pretest}$$

The calculation results were then matched with the N-Gain criteria in **Table 2.**

**Table 2.** N-Gain Criteria

| Criteria | Precentage |
|---|---|
| Decrease Occurred | $-1,00 \leq g \leq 0,0$ |
| No Increase | $g = 0$ |
| Low | $0,0 < g < 0,30$ |
| Moderate | $0,30 < g < 0,70$ |
| High | $0,70 < g < 1,00$ |

*Source: Sukarelawan et al., in the book "N-Gain vs Stacking: Analisis perubahan abilitas peserta didik dalam desain one group pretest-posttest"*

## RESULTS AND DISCUSSION

Research using the ADDIE approach includes five stages: analysis, planning, development, implementation, and evaluation. The stages carried out in the study show the following results.

**Analysis Stage**

The results of the analysis show that in the reading-aloud activities of students in the Indonesian subject in grade III of elementary school (see Figure 2), there are students who ignore punctuation marks in the reading text in the form of full stops (.), commas (,) and students' voices when reading sounds quiet. The learning facilities provided are only thematic books, not providing special learning media for reading aloud. In learning activities, educators only instruct students to read by heart rather than reading aloud. As a result, students do not practice reading aloud directly. Therefore, 3D pop-up book media development needs to be carried out to encourage students' reading skills.



**Figure 2.** Observation at SD 060877
*Source: Author Documentation 2024*

**Design Stage**

The pop-up book was designed using the Putri Tujuh storybook as a product developed into a simple story concept to make it easier for students to read (see **Figure 3**). Pictures as a complement to the pop-up book are also added with a bulky display to help students understand the story's content and attract students to read. The tools and materials used in this design are drawings from storybooks printed on HVS paper, cardboard, glue, and scissors. The pictures are cut out according to the pattern of the picture, and the pattern is made of cardboard. Next, the pattern is cut out, and the image is pasted onto cardboard. Finally, the pictures that have been prepared are then pasted to the storybook so that the picture appears to be inflated when the book is opened.



**Figure 3.** Pop-up book Putri Tujuh
*Source: Author Documentation 2024*

**Development Stage**

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Based on the questionnaire from the media expert validator, a score of 78 out of 80 was obtained, which was then processed using the following formula.

$$P = \frac{78}{80} x 100\% = 97\%$$

This means that the validity results from media experts show a figure of 97% "Very Feasible," with the note that improvements need to be made in the placement of images so that they are more varied, so that students do not get bored when reading pop-up books. The use of typefaces in writing in pop-up books is also recommended to be changed so that it does not seem monotonous.

The linguist validator assessed the questionnaire results and scored 43 out of 44, which was then processed using the following formula.

$$P = \frac{43}{44} x 100\% = 97\%$$

The validity results from linguists show a figure of 97%, meaning that using the chosen language in the story content is "Very Feasible" for students.

**Implementation Stage**

The pop-up book product, which had been improved following suggestions from experts, was then tested on 12 third-grade students of SD Negeri 057751 Simpang UPL. **Figure 4** shows the cover of the pop-up book, which has been improved by changing the font.
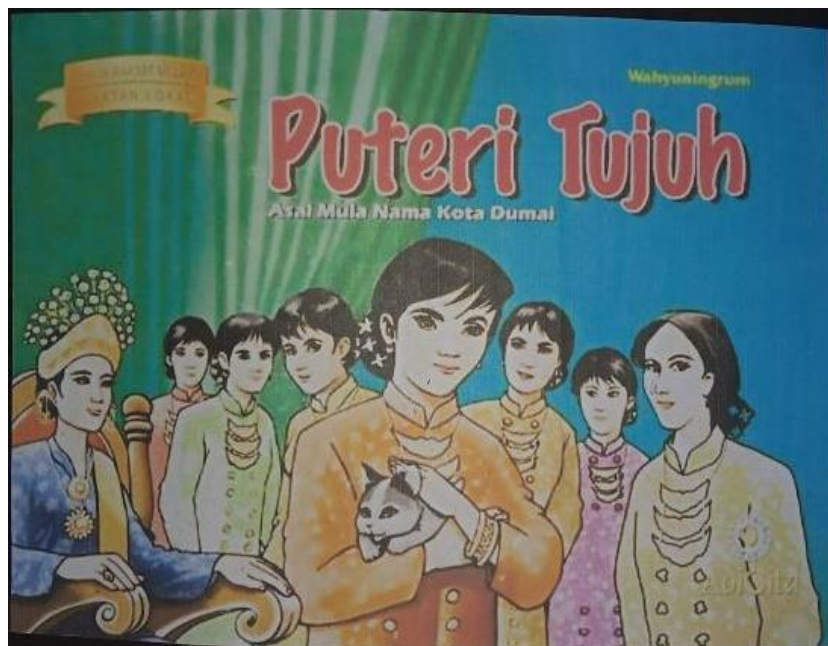


**Figure 4.** Improved Pop-book Cover
*Source: Research results 2024*

The story content was improved by placing an image on each page so students do not feel bored when reading. **Figure 5** shows the story content that has been improved by displaying an image that appears when the page is opened.
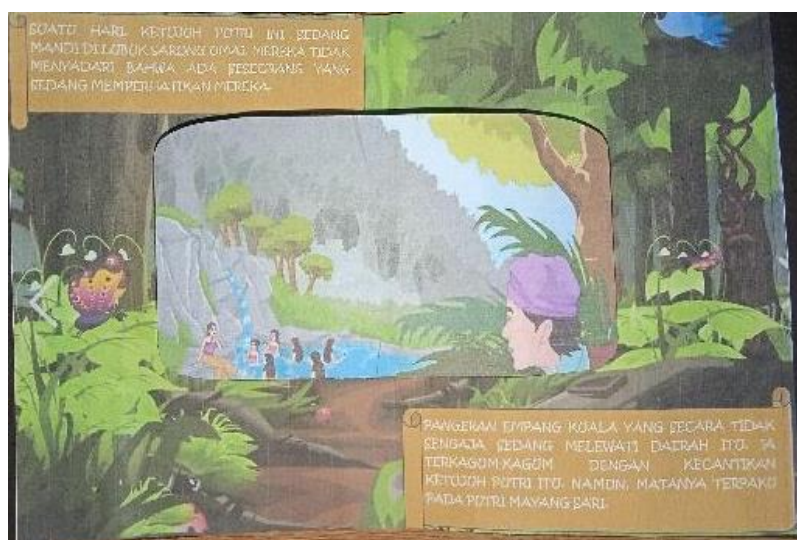
**Figure 5.** Improved Pop-book Content
*Source: Research results, 2024*

Students carry out pre-tests and post-tests to determine the effectiveness of pop-up books. The pre-test and post-test results were then processed with the classic learning completeness formula, so the pre-test score was 16.4, and the post-test score was 91.6. These numbers are then processed with the N-Gain formula to determine the product's level of effectiveness. From the calculation results, the number was 0.89 with the criterion of "High." The calculation results can be seen in **Table 4**.

**Table 4.** Trial Results of the Effectiveness of the Pop-Up Book

| Pre-test Score | Post-test Score | N-Gain |
|---|---|---|
| 16,4 | 91,6 | 0,89 |

*Source: Research, 2024*

A questionnaire with a Likert scale was distributed to students and educators to find out the practicality of the pop-up book. The results of the product's practicality showed a score of 34, which was then processed using the following formula.

$$P = \frac{34}{40} x 100\% = 85\%$$

The 85% figure shows that the pop-up book is "Practical" for third-grade students of SD Negeri 057751 Simpang UPL.

**Evaluation Stage**

Based on the trial calculations, the pop-up book is "Effective" in improving students' reading ability, and "Practical" is used for reading aloud learning media, so no improvement is made. Therefore, pop-up books are suitable as a learning medium for grade III students to read aloud.

**Discussion**

The development of learning media includes various components such as display and presentation. Media is a tool to convey learning materials and increase students' interest in learning. Educators and students need interactive learning media in learning activities to facilitate information delivery and improve students' understanding (Hikmah & Damayanti, 2021; Wibowo *et al.*, 2024). The Putri Tujuh pop-up book, as an interactive learning medium, can be used to improve students' reading skills. Based on the results of

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validation from media experts, the score reaches 78 with a percentage level of 97%, meaning that the pop-up book "Very Feasible" is used as a learning medium for third-grade students of SD Negeri 057751 Simpang UPL. The validation results show a score of 43 with a percentage level of 97%, meaning that the pop-up book is "Very Feasible" for students to read.

The development of pop-up book media has proven to be effective in improving the reading ability of grade III students. This is shown by the difference in pre-test and post-test results from 12 students. Previously, when the pre-test was carried out, it was found that only two students reached the KKM. Afterward, the pop-up book was tested on the students, showing an increase in the number of students who reached the KKM to 11. Then, the pre-test and post-test results were processed with the N-Gain formula, which showed a result of 0.89 with high criteria. There is an increase in the results of using pop-up book media on students' reading-aloud popularity, meaning that pop-up books are effectively used as a learning medium to read aloud. This is in line with research (Khatimah & Bahri, 2023), which states that pop-up books effectively overcome the problem of reading difficulties in students.

In the product practicality test, a questionnaire with a Likert scale was distributed to students and educators, who scored 34 out of 40. Then, this score is processed by entering it into the formula so that the results of the practicality test are 85% "Practical." Pop-up books as a learning medium provide an interactive and fun learning experience for students to improve their literacy skills, including the ability to read aloud (Putra & Nurhadi, 2019). Using pop-up book learning media makes it easier for students to understand reading and story content more deeply (Susanti & Haryanto, 2022). In addition, visual-based pop-up book learning media can increase students' motivation and reading interest (Barut & Dursun, 2022; Aini & Susanti, 2021). This media works effectively by combining visual and reading elements that increase student engagement in the learning process (Rahmah *et al.*, 2020). The visuals and shapes in the pop-up book appeal to students because the images can move on their own and appear when the page is opened. The experience of opening the page that brings up pictures will stick in the student's memory, making it easier to understand reading (Habibi & Setyaningtyas, 2021).

## CONCLUSION

Developing the Putri Tujuh pop-up book product as a learning medium has proven effective in improving students' reading skills. The validation results from media experts and linguists show this product is "Very Feasible" to develop. Furthermore, the effectiveness of pop-up book media in improving students' reading ability has been proven to be effective. This pop-up Book has proven practical and easy to use in the learning process based on a practicality test for reading aloud skills determined by the results of media and language experts. The results of each evaluation are included in the "very valid" category. The validity of the 3D Book pop-up media for reading aloud skills is determined by the evaluations conducted by educators and students. Thus, this pop-up Book improves reading-aloud skills and increases students' interest and motivation in learning. The use of pop-up books as a learning medium provides an innovative alternative that is interactive and effective, and can help teachers deliver material in a more interesting and fun way. Recommendations for further research can develop pop-up books on other learning materials, not only Indonesian. In addition, research should be conducted at the right time and place to obtain good and satisfactory results.

## AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article and emphasizes that the data and content of the article are free from plagiarism.

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