

THE DEVELOPMENT OF POP UP BOOK LEARNING MEDIA TO IMPROVE STUDENT LEARNING OUTCOMES ON TEACH I LMU SOCIAL KNOWLEDGE

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ABSTRACT

This research is classified into types of research R & D (Research and Development) by using lines of inquiry Sugiyono with restrictions until the testing phase of the product. The subjects in this research were the fifth grade students of SDN 105 Kota Utara, totaling 25 people. The research data were collected using observation techniques, tests, questionnaires and documentation. Based on the results of data analysis on the development of pop-up book learning media material on the types of business and economic activities of the Indonesian people, it can be seen that the validation results from media experts get a score of 97.06, from material experts get a score of 98, and for media content and language suitability experts get a score of 73.21. The results of the recapitulation of the validation score of the three validators obtained an overall score of 89.42 with very feasible criteria. For student learning outcomes before using the media obtained an average value of 65.85 with a percentage of learning completeness of 35% and after using the media obtained an average value of 80.4 with a percentage of learning completeness reaching 80%. Based on the results of the data analysis, it can be concluded that the pop up book learning media is suitable for use in material types of businesses and economic activities of the Indonesian people and can improve student learning outcomes.

Keywords: Pop Up Book, Community Economic Activities, and Learning Outcomes.

INTRODUCTION

Through education, humans carry out learning activities, namely gaining knowledge and experience obtained when the learning process is carried out. Nowadays the world of education always gets a sharp spotlight regarding the demand to produce quality human resources who are able to face scientific developments. However, the current field of education can be said that it still has many obstacles related to the quality of education, especially the low quality of teachers themselves. Because, at this time students prefer learning that is directly linked to a learning aid. One way to help teachers improve the quality of learning is the use of instructional media. There are several learning media that teachers can use to support learning to be more interesting so that students can better understand the material presented by the teacher. Learning media is useful for guiding and directing students to gain learning experiences, the experiences obtained by students depend on student interaction with the media. With the use of learning media that is in accordance with the learning objectives, it will certainly improve learning outcomes (Guslinda & Kurnia, 2018: 3). Based on the results of a preliminary study conducted by researchers in the learning process in class V SDN 105 Kota Utara on March 19 2019 - March 22 2019 relating to social studies learning, students have a lot of difficulty understanding the material that the teacher has conveyed, this can be done Look at the inactivity of students during the learning process and only listen to the explanations given by the teacher and even occasionally students play with their peers without anything to do with the lesson.

In the learning process at SDN 105 Kota Utara, it was found that teachers only rely on learning media that are already available in schools in the form of textbooks and objects around students. This resulted in a low level of student understanding of social studies material. The textbooks used in learning are also less interesting because they only contain a lot of writing and a few pictures so that they have a boring and monotonous impression. Therefore, it is necessary to have an innovation in learning activities, be it innovation in the way of teaching teachers or innovation from the learning source itself.

Based on the explanation above, the researcher is interested in developing good media in social studies learning, in this case the researcher takes the popup book media. Because popup book media can be designed

creatively as possible. With this media, it can help teachers in student learning activities to make it easier to implement concrete examples, pop up books can also be designed according to the material needs that must be taught to students. Pop up books can also increase the enthusiasm of students in learning, because they can visualize the concepts in the lesson in the form of 3D images, so as to improve student learning outcomes. As the old saying goes "I hear and I forget, I see and I remember, I do and I understand."

LITERATURE REVIEW

Development Research

Research and development methods or in English, Research and Development is a research method used to produce certain products. Brog and Gall stated that, research and development (Research and Development / R & D), is a research method used to develop or validate products used in education and learning (Sugiyono, 2017).

Sujadi (2003: 164) states that research and development or what is said to be Research and Development (R&D) is a process or steps to develop a new product, or improve an existing product, which can be justified. These products are not always in the form of objects or hardware (hardware), such as books, modules, learning aids in class or in laboratories, but can also be software (software), such as computer programs for data processing in classroom learning, in libraries. or laboratories, or models of education, learning, training, guidance, evaluation, or management .

According to the opinion of the experts can be concluded that is an effort to improve products and to create new products, which will result in a pr oduk to address the problems that exist .

Learning Media

Media is all forms and channels to deliver message / information from the source message to a recipient who can stimulate the mind, uplifting, caring, and the willingness of students so that students are able to acquire the knowledge, or manner consistent with the purpose of the information submitted. The media also acts as an intermediary for the teacher to present everything / messages that cannot be seen directly by students, but can be described indirectly through the media. Whereas learning media are all forms and means of delivering information that are made or used in accordance with learning theory, can be used for learning purposes in transmitting messages, stimulating thoughts, feelings, attention, and the will of students so as to encourage a deliberate, purposeful, and learning process. under control (Suryani, Setiawan & Putria, 2018: 3-5). Learning media is a form of equipment, method, or technique used in transmitting messages, helping to reinforce the learning material, so that it can generate interest and motivation for students or students in participating in the teaching and learning process (Guslinda & Kurnia, 2018: 3). According to the opinion of the experts above, it can be concluded that learning media is a tool, technique, or method that is a means of delivering information to develop and arouse enthusiasm, interest and motivation for student learning so that students are able to acquire knowledge, skills, or attitudes that are in accordance with information objectives. that was delivered.

Media Pop Up Book

Bluemel & Taylor (2012: 1) defines "a pop up book is a book that offers the potential for motion and interaction through the use of paper mechanisms such as folds, scrolls, slides, tabs or wheels" . A pop up book is a book that displays the potential for movement and its interactions through the use of paper as a material for its folds, rolls, shapes, wheels or turns. Meanwhile, according to Jacobs & Tunnell in Bluemel & Taylor (2012) pop-up books are "engineered books," which implies a credibility that we believe is certainly justified ". Pop up books are artificial books that imply credibility that we believe is justified. M ccording Jackson (2014: 8) " Pop-ups are commonly Considered to be three-dimensional roomates rise automatically when a sheet of card that has been folded in two is unfolded". The pop-up has a three-dimensional shape that appears automatically when the card that has been folded in half is stretched out.

Rahmawati (2012) , describes the notion of pop-up book is a book that has a three-dimensional element and can move when the page is opened, in addition to the pop-up book has the look of beautiful pictures and enforceable (Kusrianto, Suhito & Wuryanto, 2016). According to the opinion of the experts above, it can be

concluded that the pop up book media is a book that has a 3D shape that appears and moves automatically when the card sheet that has been folded into two parts is stretched out.

Student Learning Outcomes

Learning outcomes are a number of experiences obtained by students covering the cognitive, affective, and psychomotor domains. Learning is not only mastery of subject theory concepts, but also mastery of habits, perceptions, pleasures, talents, social adjustments, types of skills, aspirations, desires, and expectations (Rusman, 2017: 129-130). In simple terms, what is meant by student learning outcomes is the ability a child gets after going through learning activities. Because learning itself is a process of someone trying to obtain a relatively permanent form of behavior change? In learning activities or instructional activities, teachers usually set learning goals. Children who succeed in learning are those who succeed in achieving learning or instructional goals (Susanto, 2016: 5).

According to the opinion of the experts above, it can be concluded that learning outcomes are a process of experience or abilities carried out by a person after the activity is carried out.

RESEARCH METHODS

Research is done by using this type of research and development, because the researchers developed a learning media used during the process activities. A medium or produce a product, required particular. Based on the picture, Sugiyono explains that there are 10 steps in media development. However, because this study was used on a small scale, this study only used 6 steps, namely: potentials and problems, data collection, product design, design validation, design revision, and product testing. This research was conducted in class V SDN 105 Kota Utara which is located at Jl. Kh. Adam Zakaria, Wongkaditi Barat Village, Kota Utara District, Gorontalo City . The data collected from the results of the evaluation of media experts , material experts, media content experts and language suitability through an assessment questionnaire about the quality of the developed learning media are then presented in tabular form. The results of the evaluation of media experts, material experts, media content experts and language suitability are also used as a basis for revising the pop up book learning media .

RESEARCH RESULTS AND DISCUSSION

This research was conducted at SDN 105 Kota Utara from August 2019 - September 2019. The target of the study was 25 grade V students, consisting of 13 male students and 12 female students. This research is more focused on the development of learning media, namely pop up book media to improve student learning outcomes in social studies learning. Therefore, the objectives of this study were to: (1) determine the development of pop up book media in social studies class V SDN 105 Kota Utara; (2) knowing the feasibility of pop up book media in social studies class V SD N 105 Kota Utara; and (3) knowing the increase in student learning outcomes of class V SDN 105 Kota Utara after the use of pop up book media in social studies learning. The product produced from this research is in the form of pop up book learning media on the types of businesses and economic activities of the Indonesian people for grade V SD. In developing this media, researchers used Sugiyono's research lines (2017 : 409). This model consists of 10 steps, namely potentials and problems, data collection, product design, design validation, design revision, product testing, product revision, usage testing, product revision, and mass production. Due to limited research time, this research step is limited to the sixth step, namely product testing.

The research results in this study have been adjusted to the research flow of Sugiyono (2017 : 409) , which has been adapted and modified by the researcher. The steps in this study were started from the potential and problem observation steps, data collection, product design , design validation , design revision and finally product testing. The product produced from this research and development is in the form of pop up book media to improve the learning outcomes of fifth grade students in social studies learning on the types of businesses and economic activities of the Indonesian people. In developing this media, the researcher uses Sugiyono's research lines (2017 : 409) , including: observing potentials and problems, data collection, product design, design validation, product testing, product revisions, usage trials, product revisions and mass production . However, due to limited research time, the research steps are limited to the product trial stage. At the

observation stage, various problems that occurred in social studies learning were found. This problem is that students find it difficult to understand the material provided by the teacher. This is because teachers only rely on learning media that are already available in schools in the form of textbooks and objects around students. The textbooks used in learning are also less interesting because they only contain a lot of writing and a few pictures so that they have a boring and monotonous impression.

Based on these observations, it is necessary to develop media that can increase social studies learning motivation, make it easier for students to understand learning material, and add new media variations in social studies learning. Media that is able to answer this problem is pop up book media . Because with this media it can help teachers in student learning activities to make it easier to implement concrete examples. Pop up books can also increase the enthusiasm of students in learning, because they can visualize the concepts in the lesson in the form of 3D images, so as to improve student learning outcomes.

Eligibility of Pop Up Book Learning Media

The feasibility of learning media pop up book is seen based on the results of validation by experts . The results of the media expert validation obtained a percentage of feasibility of 97.06; the results of the material expert's validation obtained an eligibility percentage of 98%; and the results of expert validation on media content and language suitability obtained an eligibility percentage of 73.21%. Based on the results of the overall validation of the experts, the percentage of eligibility was 89.42% or in the category of "very feasible".

Based on the data above, it can be concluded that the pop up book media is suitable for use as learning media in elementary schools. This is based on the theory of Sukmadinata (2013: 164) , development research is more directed at efforts to produce certain products and then tested their effectiveness so that they are ready for real use in the field. In other words, products that are ready for use in the field are products that fall into the "feasible " category . According to Sukardjo (2005: 53) , a product is said to be feasible if it gets a minimum value of b or is in the feasible category.

Improved Student Learning Outcomes after the Use of Pop Up Book Learning Media

Student learning outcomes after gaining learning experiences using pop up book learning media have increased from the pretest to posttest scores . Most of the students achieved completeness in this learning, although there were still four children who still did not reach the specified KKM score . The increase in this value can be seen in the following table:

Table of Student Learning Outcomes Test Analysis

No.	Description	Pretest	Posttest
1.	Number of test takers	20 students	20 students
2.	Average score of students	65.85	80.4
3.	The number of students who have completed their studies	7 students	16 students
4.	The number of students who did not complete their studies	13 students	4 students
5.	Mastery learning	35%	80%

(Source: Processed primary data 2019)

Based on the table above, it can be seen that student learning outcomes have increased from pretest to posttest. This can be seen from the student's average score of 65.85 (pretest) , and increased to 80.4 (posttest). In addition to being seen from the average score of students, the increase in student learning outcomes can also be seen from the completeness of learning with the Minimum Completion Criteria (KKM) set at 75. Evidenced by the pretest results, of the 20 students who took the test there were 7 students who completed learning and 13 students who do not complete the study, with a percentage of learning completeness of 35%. Increased in the posttest results, of the 20 students who took the test there were 16 students who completed learning and 4 students who did not complete their studies. With a percentage of learning completeness reaching 80%.

CONCLUSION

The conclusion in the study entitled "Development of Pop Up Book Learning Media to Improve Student Learning Outcomes in Social Studies Learning in Class V SDN 105 Kota Utara " are as follows: This learning media was developed by observing potentials and problems, collecting data, designing products, validating designs and product trials . Media learning pop-up book is declared fit for use, it is seen by the results of the validation by experts. The results of the media expert validation obtained a percentage of feasibility of 97.06%; the results of the material expert validation obtained an eligibility percentage of 98%; and the results of expert validation on media content and language suitability obtained an eligibility percentage of 73.21%. Based on the results of the overall validation of the experts, the percentage of eligibility is 89.42% or in the category of "very feasible" and can be continued to the next stage. Learning media pop-up book in social studies learning materials types of businesses and economic activities of the people of Indonesia improving student learning outcomes, as evidenced from the average student scores 65.85 in pretest and increased to 80.4 in the posttest. Apart from being seen from the student's average score, the increase in student learning outcomes can also be seen from the completeness of learning. In the pretest learning mastery results 35% and increases in the posttest results to 80%.

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