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## Development of Pop-Up Book Media on Local Wisdom Material to Improve Global Diversity Attitudes of 4th Grade Students of Sukorejo 2 Elementary School Blitar City

Beti Anggraini<sup>1\*</sup>, Cindya Alfi<sup>2</sup>, Mohamad Fatih<sup>3</sup>

FIPS, Universitas Nahdlatul Ulama Blitar, Blitar, 66117, Indonesia

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#### \* Corresponding author:

E-mail: betiangg17@gmail.com

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### ABSTRACT

An attitude of global diversity is a behavior that students must have when implementing an independent curriculum. However, it has been found that students do not understand cultural diversity, especially in their regions. A lack of learning facilities and infrastructure also causes students to lack motivation to participate in teaching activities. This study aims to develop learning tools, it as pop-up books that are valid, appropriate, and interesting for students so it can help to improve global diversity attitude in 4th grade students of Sukorejo 2 Elementary School, Blitar City. This study used a qualitative descriptive research method with the ADDIE development model. Interview, questionnaire, and documentation techniques were used in this research. The study showed that the validation results obtained a score of 96.15% from material experts, 100% from language experts, and 95.45% from media experts. The feasibility level obtained a score of 100% from class teachers. The level of interest got a score of 92.38% and the increase in global diversity attitudes got an N-Gain score of 0.7905 which is included in the high category. Therefore, it can be concluded that pop-up book media is valid, feasible, and interesting. The media can help to improve global diversity capabilities.

## 1. Introduction

Activities carried out for humans, by humans, and between humans are called education. The purpose of implementing education is to provide knowledge from one individual to others (Alfi et al., 2023). Education is created to obtain the nation's next generation who have strong characters (Alfi\* et al., 2023). Education also continues to develop over time. This encourages humans to continue learning so that they can adapt to their environment without having to abandon the old knowledge they have.

Global diversity is an attitude that must be instilled in students so that Indonesian culture does not fade and simply disappear. According to Nurgiansah (in Nur Wijayanti, 2023), a sense of tolerance towards ethnic or linguistic diversity and

mutual respect for differences is called global diversity. Respecting differences within diversity, and tolerance towards one's culture of origin but not limiting oneself from foreign cultures is called global diversity (Indriya Mella Agustina, Duwi Nuvitalia, Ikha Listyarini, 2023). There are 3 key elements in realizing a Pancasila student profile with global diversity, including: knowing and respecting a culture, intellectual ability to interact in socializing with others, and contemplation and responsibility for experiences of diversity (Komang et al., 2022). From the explanation above, it can be concluded that global diversity can be interpreted as a form of respect for the differences in diversity that exist in Indonesia. One way to instill this attitude is through learning media.

Students can benefit from using learning media to help them comprehend the topic (Fatih et al., 2022). Additionally, according to Fatih (in Wijono et al., 2024), a teaching tool is a message that teachers convey to students. Media, teaching facilities, or learning are any elements (objects, people, and the surrounding environment) that can be used to implement and convey messages in teaching so that they can help achieve students' attention, interests, feelings, and thoughts during teaching and learning activities to achieve learning goals (Daryanto, 2010). Students can effectively implement the teacher's intended message using learning media (Fatih & Alfi, 2021). Based on the explanation above, it can be concluded that students can receive the message correctly if the teaching or learning facilities or media become the instruments for conveying messages.

Seeing the current situation in the world of education, it is necessary to create many innovative learning media in innovative, interactive, and creative ways so that learning objectives can be achieved optimally (Alfi et al., 2022). Mariani et al., (2014) argue that developing learning media needs to be carried out continuously following students' readiness and needs. Apart from that, learning media is a supporting tool to help intensify success and capacity in the teaching process in the classroom (Alfi et al., 2024). Creating interesting, practical, educational teaching tools then appropriate to the weight of learning are challenge faced by teachers today.

Based on the reality at the research location, the researcher found several problems at Sukorejo 2 Elementary School, Blitar City. It was carried out on Monday, 3rd October 2022 by observing the learning process of 4th grade teachers at UPT SDN Sukorejo 2, Blitar City, that teachers were still finding ways to teach using a lecture system that made students receive the material abstractly without looking. so learning is less than optimal. Apart from that, the problem that must be resolved is related to students' knowledge regarding the cultural diversity that exists in Indonesia, students do not know the origin of art in their region.

Based on the issues found at Sukorejo 2 Elementary School, one of the researcher's attempts to foster students' attitudes toward global diversity is to develop an innovation in the form of pop-up book learning media. Pop-up books, according to Dzuanda (in Izzah & Setiawan, 2023), will give a summary of the material used in the learning process and become more entertaining when viewed through an image that creates an interactive effect. According to various ideas, a

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pop-up book has a three-dimensional impact that moves when the book is turned on each page. It also has visual features that draw in more students and help them comprehend the subject matter (Setiyanigrum, 2020). Different from other pop-up books, the researcher developed this pop-up book with local wisdom material, so that apart from making it easier for students to grasp the essence of teaching, but also supports students in developing an attitude of global diversity. The researcher took this research based on previous research with the title "Using Pop-Up Book Learning Media to Improve Social Studies Learning Outcomes on My Nation's Cultural Diversity Material" compiled by Asidiqi et al., (2022) which includes the results of research that use of Pop-Up Book media Up Book has been proven to provide an increase in student learning outcomes in social studies thematic lessons in class IV. This is proven by a significant increase in student scores in each development cycle.

Based on the description of the framework above, to solve the problems that exist at Sukorejo 2 Elementary School in Blitar City, the researcher created innovation by conducting Research and Development (RnD) research to increase the global diversity attitude of 4th-grade students at Sukorejo 2 Elementary School on material by developing media Pop-up Book as the intermediary.

## 2. Methodology

A qualitative descriptive method with the ADDIE development model was used in this research. This model has the advantage of a systematic work procedure (Labibatus S et al., 2023). This research model is divided into five development procedures and can be seen in Figure 1 (Fatih et al., 2024).



Figure 1. The ADDIE Development Model Phase

This research/investigation study was 4<sup>th</sup>-grade students of Sukorejo 2 elementary school, Blitar City. This research concentrates on developing teaching facilities or media *pop-up book* cultural diversity of my people to help improve the attitude of global diversity. The data collection techniques used by researchers in this research are interview techniques, questionnaires or questionnaires and documentation. This technique is used by researchers to obtain data regarding the level of validity of the media, the level of appropriateness of the media, the level of attractiveness of the media and to determine the increase in students' attitudes towards global diversity after conducting the research. Validation, feasibility and attractiveness data will be analyzed using the following formula.

$$P = \frac{\sum x}{n} \times 100\%$$

Formula 1. Expert Assesment Analysis

Meanwhile, to calculate the increase in students' global diversity abilities, researchers used N-Gain with the formula below.

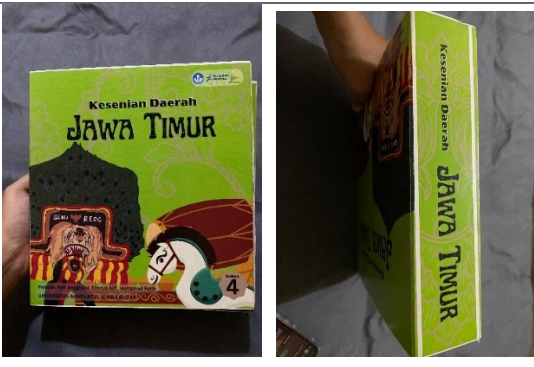
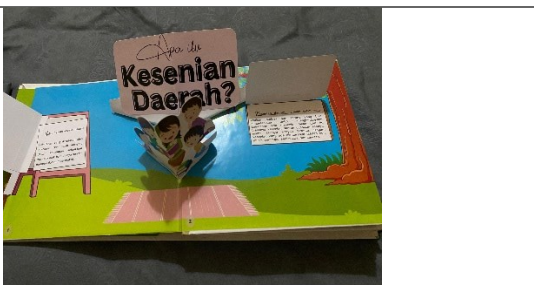
$$N - Gain = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$

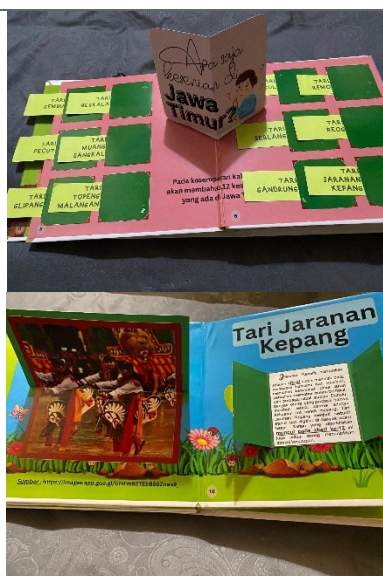
Formula 2. N-Gain

### 3. Results and Discussion

The ability to have global diversity is a skill that students must have so that they can appreciate and preserve the culture found in Indonesia, especially in the area where they live. This encourages global diversity skills to be instilled in students from an early age. One effort that can be used by teachers to instill this ability is through classroom learning activities through advanced learning media. In this research, researchers revolutionized teaching tools in the form of *pop-up book* with a background of local wisdom to improve students' global diversity abilities. The design of the media that researchers revolutionized can be seen in Table 1 below:

Table 1. *Pop Up Book* Media Development Design

<p><b>Cover</b></p>	
<p><b>Content</b></p>	



Before the media is actually used in learning activities. The media will be tested by the expert to assess the level of validity and suitability for use in the classroom. The following are the results of media testing that has been carried out by the researcher.

**Pop-Up Book Media Validity Level**

Expert verification/validation aims to obtain input and opinions as well as assess the facilities in the form of pop-up book which have been tried to be developed are also conceptualized (S. Nabila et al., 2021). Testing the level of validity of this media was carried out using a questionnaire instrument for experts. They are material experts, language experts, and media experts. Details of the validation results from an expert can be seen in Figure 2 below:

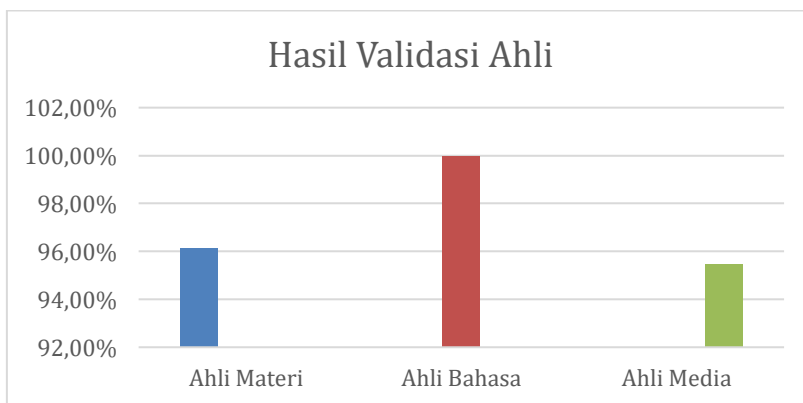


Figure 2. Expert Validation Result

The validation result from the expert received good appreciation and showed a good percentage of results without the need for revision. Based on the calculation results, it can be concluded that the teaching facilities *pop-up book* based on local

wisdom developed by researchers, can be used to research increasing students' global diversity abilities. Level of validity of learning media Pop-Up Book also has been done by previous researchers who obtained results that the media was valid and there were no improvements from experts, therefore this facility was declared very suitable for use as teaching material in learning (Sukmawarti, 2021). Another research was also conducted by Dewanti et al., (2018) which obtained the following results *Pop-Up Book* that he developed is an appropriate tool for use in teaching and learning activities.

### **Pop-Up Book Media Feasibility Level**

The researcher measured the level of Pop-up book media feasibility using a questionnaire filled out by the teacher. The results of the questionnaire given by the researcher to the teacher got a score of 11. The researcher then processed the data and got a percentage score of 100%. A graph of the level of appropriateness of teaching facilities can be seen in Figure 3 below:

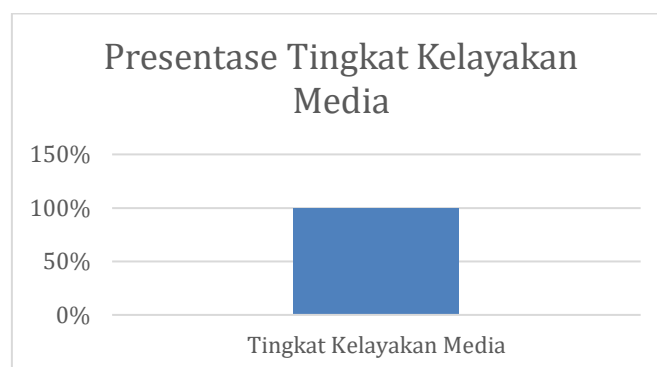


Figure 3. Media Feasibility Level

Next, the researcher matched the results with the feasibility level assessment scale table. Based on these results, it can be concluded that the feasibility level of the media obtained by researcher is included in the very appropriate category. This shows when it was used in learning activities in the classroom. This method, it was carried out by previous researchers who also obtained the results that the media was categorized as very suitable for use with input and suggestions from media experts to improve product quality (Fitri Azkia, 2023). In measuring the media feasibility level, the researcher did not receive suggestions or input from the teacher. Teachers are very happy with the media developed by researchers because it suits the level of needs in their classes.

### **Pop-Up Book Media Interest Level**

During teaching and learning activities in class, students were very enthusiastic and gave good responses. Students are very enthusiastic about participating in these learning activities. They are also interested in the media developed by the researcher. They can participate in learning activities in class in an orderly manner and understand the material being taught. The researcher then measured the *Pop-*

*Up Book* media interest level using a questionnaire filled in by students. The results of the questionnaire given by the researcher to students were then accumulated and obtained a score of 194. The results were then processed by the researcher who obtained a percentage score of 92.38%. The graph of the appropriateness level of media attractiveness can be seen in Figure 4 below:

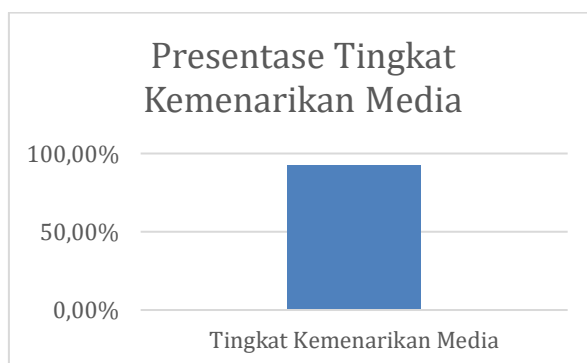


Figure 4. Media Interest Level

This score has exceeded the score of 63% therefore it can be said that the *Pop-Up Book* media developed by the researcher is an interesting media. According to Rachmawati regarding validity criteria, (2014) it is said to be valid if 80-100% of the information is used without revision. Therefore, *pop-up book* media which are prepared and conceptualized can be used as a teaching tool in the classroom for other learning resource options for students so that learning is more enjoyable and cheerful.

### Students' Global Diversity Attitudes Improvement

Global diversity is a good skill that is sought to be instilled in students so that they gain the values of unity and tolerance in dealing with cultural diversity in Indonesia (Indriya Mella Agustina, Duwi Nuvitalia, Ikha Listyarini, 2023). This ability can be measured through available indicators. Indicators of the attitude of global diversity that students must have can be seen in table 2 below:

Table 2. Global Diversity Attitudes Indicators

Elements	Sub-elements	Development Flow
Know and appreciate culture	Immerse culture and cultural identity	Identify and interpret ideas about oneself and groups in the environment, as well as the way other people behave and socialize with them
	Explore and analyze the cultural knowledge, beliefs, and practice	Identify and compare self-daily customs and other people's culture at different times and place
	Grow respect sense to cultural diversity	Knowing if diversity can give a chance for getting experience and fresh understanding
Interaction and interaction between culture	Communication between culture	Describe the difference of words, writing, and body language in the culture of surrounding place
	Consider and grow from many	Expresses the views on familiar

	perspectives	topics and knows other people's points of view. Listening to and being tolerant of other people's points of view that are different from theirs in situations in the school, family, and surrounding areas
Contemplation and responsibility with diversity experience	Reflection on diversity experience	Explain what is already known with what is being done
	Eliminate stereotypes and prejudice	By other people interact with cultural diversity in the surrounding environment Verify and classify views and predilections held regarding a person or group around them to gain a better understanding
	Harmonizing cultural diversity	Knowing about cultural diversity influences individual understanding
Social Justice	Talk about community building comprehensive, fair, and continuous	Introducing ways to contribute to a comprehensive, fair and sustainable atmosphere at school, home and the surrounding environment
	Take a role in the decision-making process	Participate in establishing options for joint alignment based on capabilities that are acceptable to the general public
	Appreciate the role individual in democracy	Understand the concept of rights and obligations and their use in behavior

These indicators are then processed and adjusted in the form of questions for students to work on to measure the increase in students' attitudes toward global diversity. Researchers carried out measurements of increasing students' global diversity attitudes through tests before learning and tests after learning. *Pretest* is used so that the teacher knows whether the student's level of understanding is appropriate or not and whether the material that has been taught is well received or not. *Posttest* aims to find out to what extent the material that has been taught in class is understood by students (Magdalena et al., 2021). The researcher carried out value comparisons *pretest* and *posttest* learning using teaching tools in the form of *Pop-Up Book*. The results of data processing using SPSS 27 carried out by the researcher can be seen in Table 3:

Tabel 3. N-Gain Test Result Using SPSS Application

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
N-gain_score	15	,44	,92	,7905	,10691
N-gain_percentage	15	44,00	91,67	79,0492	10,69109
Valid N (listwise)	15				



Based on the results of the comparison of test values before learning and the post-learning test for 4<sup>th</sup> Grade of Sukorejo 2 elementary school in Blitar City students was found to have received a score of 0.7905. The researcher then matched these results with the N-Gain criteria table as written in the previous chapter and the conclusion could be drawn that increasing attitudes toward global diversity using the means Pop-Up Book belongs to the high class. Based on the results above, it is clear that by using Pop-Up Book Cultural Diversity of My Nation, the increase in students' global diversity attitudes achieved is better than the students' global diversity attitudes without using Pop-Up Book in the teaching and learning process. This situation agrees with efforts to increase global diversity that can be obtained by engaging students in activities both inside and outside the classroom environment (A. O. Nabila & Wulandari, 2022). Research with a similar concept was carried out by Yasinta et al., (2022) who stated that attitudes towards global diversity can be improved through introduction and familiarization with the culture around students. Meanwhile, research conducted by Kusnadi & Pitaloka, (2024) states that the use of media that is interesting and liked by students can help intensify attitudes towards global diversity in students. Based on the opinion above, it can be concluded that teaching facilities in the form of Pop-Up Book carried out by the researcher can help improve attitudes towards global diversity in students.

#### **4. Conclusion**

The results and discussion of the study show that the pop-up book teaching tool that was revolutionized by researchers is an appropriate and suitable tool for use in teaching and learning activities. This situation can be seen from the results of the questionnaire conducted by the validator and class teacher. Apart from that, the teaching tool in the form of a pop-up book which was revolutionized by researchers is interesting and can help improve students' attitudes towards global diversity. This situation can be seen from the results of student questionnaires and also the results of student pre-tests and post-tests. Therefore, it can be concluded that the teaching tool in the form of a pop-up book is a tool that has an impact when used in learning and can support strengthening students' global diversity attitudes in the classroom.

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