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The Development of Pop-Up Book Learning Media to Enhance Students' Learning Interest

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ABSTRACT

Teachers are encouraged to create innovative learning media that make learning more engaging and meaningful, especially in subjects that are often considered abstract, such as Islamic Religious Education. This study aims to develop a learning medium in the form of a pop-up book for the Islamic Religious Education and Character subject to enhance the learning interest of fourth-grade students at SDN 17 Kota Bengkulu. The research employs a Research and Development (R&D) method using the 4-D model (Define, Design, Develop, Disseminate). The data were obtained from both qualitative and quantitative sources. Qualitative data consisted of feedback from media experts, content experts, subject teachers, and students. Quantitative data were derived from validation assessments and student response questionnaires. The results showed that (1) the pop-up book media was categorized as highly valid, with validation scores from content experts (100%), media experts (100%), and subject teachers (96%); (2) the practicality of the media, based on student responses, reached 94%, indicating a very practical category; and (3) students' interest in learning using the media averaged 87%, showing that the pop-up book media effectively increases learning motivation.

1. Introduction

Education serves as a fundamental pillar in shaping students' character and intellectual capabilities. In the context of 21st-century learning, instructional media plays an integral role in enhancing student motivation and academic achievement (Arsyad, 2019). One of the main challenges in teaching Islamic Religious Education (IRE) at the elementary school level is the lack of engaging and age-appropriate media that can deliver abstract material in a meaningful and comprehensible manner for young learners (Suryani, 2020).

Learning interest is one of the key factors in educational success. Students with high levels of interest tend to be more active, motivated, and engaged in the learning process (Uno, 2016). Therefore, it is necessary to develop learning media that not

only deliver content effectively but also captivate students' attention and ignite their enthusiasm. Pop-up books, as three-dimensional visual media, present information through a combination of text and illustrations that unfold when opened, offering an enjoyable and interactive learning experience (Mulyasa, 2015).

Visual media have been shown to significantly increase students' attention and content retention. Presenting abstract concepts in concrete visual forms helps students connect learning materials to real-life experiences (Mustofa & Sumarni, 2020). Pop-up books not only convey information but also provide visual and kinesthetic stimuli that activate multiple senses simultaneously. However, IRE content is often perceived by elementary students as abstract and disconnected from their daily lives. As a result, students frequently struggle to understand the essence of Islamic values and become less enthusiastic about participating in religious learning activities (Wahyuni et al., 2022). This condition highlights the need for innovation in delivering IRE materials in ways that are more contextualized and relevant to students' lived experiences.

A pop-up book that narrates the story of Prophet Muhammad's migration (*Hijrah*) holds potential as an effective medium for conveying Islamic values. The story is rich with messages of struggle, perseverance, and exemplary moral character, which can serve as inspiration for students in facing life's challenges. Presenting such stories through interactive visuals can deepen students' understanding and internalization of Islamic teachings. Although numerous studies support the effectiveness of visual media in education, the use of pop-up books specifically for IRE remains limited. This reveals a clear research gap that calls for exploration. By developing a pop-up book based on the *Hijrah* narrative, this study aims to address this gap and contribute to the existing body of literature particularly in the context of Islamic narrative-based educational media.

The development of religious narrative-based media, such as pop-up books, also aligns with the contextual teaching approach. By linking learning materials to students' real-life experiences, the learning process becomes more meaningful and relevant (Suyatno et al., 2021). Therefore, implementing such strategies in elementary IRE instruction is both necessary and promising. Innovation in learning media development must consider the cognitive characteristics of elementary students, who are generally at the concrete operational stage. They tend to learn best through sensory experiences involving sight, touch, and manipulation (Piaget in Uno, 2016). Hence, pop-up books are among the most appropriate media for this age group.

The instructional media developed in this study is expected to address several challenges in IRE learning, particularly in cultivating students' learning interest. With visually appealing designs and contextualized narratives, this medium aims to foster learning experiences that are both humanistic and inspirational. The objective of this study is to develop a valid, practical, and effective pop-up book as instructional media for Islamic Religious Education and Character Education (IRECE) to increase learning interest among fourth-grade students at SDN 17 Bengkulu City. This study does not merely produce an educational product, but also

evaluates its feasibility and effectiveness through expert validation and limited field testing. To achieve this goal, the study adopts the 4-D development model, which includes the stages of Define, Design, Develop, and Disseminate (Thiagarajan et al., 1974). This model is chosen for its systematic structure and proven effectiveness in generating applicable educational products.

In the Define stage, a needs analysis and preliminary study were conducted to examine student characteristics and curriculum requirements. The Design stage focused on creating the content and structure of the pop-up book. The Develop stage involved product development and validation, while the Disseminate stage included limited trials and analysis of the implementation results. As a solution to the problem of low student interest in IRE learning, this research connects interactive media concepts with the principles of visual-kinesthetic education, which emphasize the involvement of multiple senses in the learning process. Literature shows that the use of narrative and visual-based media can improve students' comprehension and retention (Suyatno et al., 2021). Based on this, the development hypothesis of the study is that the pop-up book can significantly increase students' learning interest compared to conventional media.

This research is also expected to serve as a reference for developing similar educational media in other disciplines, particularly those that are abstract and value-based in nature. Therefore, educational innovation must go beyond technical aspects and touch upon the substance and values of the learning content. In conclusion, the development of this pop-up book is not only a matter of design innovation, but also a pedagogical effort that addresses students' needs and curricular demands. This project affirms that meaningful and effective learning can be achieved through creative and contextual approaches.

The purpose of this research is to produce and evaluate a pop-up book that integrates Islamic values within an engaging narrative framework to enhance students' learning interest and comprehension in Islamic Religious Education. Specifically, this study aims to develop a feasible and pedagogically appropriate instructional medium based on the story of Prophet Muhammad's Hijrah; assess the validity, practicality, and effectiveness of the developed media through expert evaluation and empirical testing; and propose a model for integrating narrative-based and visual-kinesthetic learning strategies into IRE instruction at the elementary school level. Through these objectives, this study seeks to contribute both theoretically and practically to the advancement of innovative and value-oriented educational media.

2. Methodology

This study employed a Research and Development (R&D) approach to produce an instructional media product. The development model adopted was the 4-D model proposed by Thiagarajan, Semmel, and Semmel (1974), which consists of four stages: Define, Design, Develop, and Disseminate. This model is considered suitable for generating learning tools that are valid, practical, and tailored to user needs (Sugiyono, 2018). The scope of this research focused on the development of

a pop-up book learning medium for fourth-grade students at SDN 17 Kota Bengkulu in the subject of Islamic Religious Education and Character Education (IRECE). The object of this study was students' learning interest, while the subjects were fourth-grade students. The core material used for media development was the story of Prophet Muhammad's Hijrah, adapted in accordance with the curriculum. Materials and tools utilized included thick paper, printer, glue, and graphic design software.

Data collection techniques consisted of observation, interviews, and questionnaires. Observation was conducted to assess students' learning interest during the learning process, while interviews were carried out with classroom teachers and subject-matter experts. Questionnaires were used to gather quantitative data from media validators and student users. The validation process involved assessments by content experts, media experts, and subject teachers. The questionnaire was structured using a Likert scale to evaluate both the practicality of the media and the level of student interest in the developed pop-up book.

The operational definitions used in this study were as follows: (1) Media validity refers to the degree to which the content and visual designs of the media align with the instructional objectives. (2) Media practicality refers to the ease with which users understand and use the media effectively. (3) Learning interest is defined as students' attention, enjoyment, and engagement during lessons supported by the pop-up book (Uno, 2016). Data analysis was carried out using a descriptive quantitative approach. The percentage formula was applied to determine the categories of validity, practicality, and student learning interest. Meanwhile, qualitative data were analyzed using the stages of data reduction, data display, and conclusion drawing, as proposed by Miles and Huberman (2014).

The development procedure in this research are presented below:

1. Define: Analyzing students' needs and characteristics through preliminary studies.
2. Design: Designing the content structure and visual layout of the pop-up book.
3. Develop: Creating the product and conducting expert validation and revisions based on feedback.
4. Disseminate: Distributing the final product through limited field trials and analyzing its effectiveness in real classroom settings.

3. Results and Discussion

This study resulted in the development of an instructional media in the form of a pop-up book designed for the subject of Islamic Religious Education and Character Education (IRECE). The media was developed in response to the need for engaging learning tools that can enhance students' interest in learning, particularly concerning the story of the *Hijrah* (migration) of Prophet Muhammad (PBUH). The use of visual and narrative approaches was intended to help students better understand the material in an appealing and contextual manner. Validation of the pop-up book was conducted by three parties: a content expert, a media expert, and

a subject teacher. The validation results showed that the developed pop-up book media was highly valid and appropriate for use in the learning process are presented in table 1 below:

Table 1. Validation Results of the Pop-Up Book Media

Validator	Validation Percentage	Category
Content Expert	100%	Highly Valid
Media Expert	100%	Highly Valid
Subject Teacher	96%	Highly Valid

As shown in Table 1, all three validators provided validation scores above 95%, indicating that the media met the criteria of content relevance, presentation, language use, and visual design, as recommended by Arsyad (2019). This confirms that the media is feasible both in terms of instructional content and visual quality. The validation by the content expert confirmed that the materials included in the pop-up book were aligned with the learning objectives of Islamic Religious Education, factually accurate, and effective in conveying Islamic values that are relevant to students' everyday lives. The emphasis on educational value and the use of simple, age-appropriate narratives made the material easy for students to comprehend.

The media expert evaluated the visual layout, page structure, and graphic composition of the pop-up book as highly engaging and communicative. This is significant, as visual media such as pop-up books can enhance students' attention during the learning process, particularly at the elementary school level (Mulyasa, 2015). The subject teacher assessed the media as highly supportive of the teaching process, noting that it could be used both independently by students and collaboratively in group activities. The teacher also observed a high level of student enthusiasm during the use of the media, which positively influenced their engagement and comprehension in class. The practicality of the pop-up book media was assessed using student response questionnaires administered to fourth-grade students at SDN 17 Bengkulu City after they had used the media during the learning process. The data are presented in table 2 below:

Table 2. Pop-Up Book Media Practicality Test Results

Aspect	Average Score (%)	Category
Ease of use	93%	Very Practical
Student interest	95%	Very Practical
Content appropriateness	94%	Very Practical
Overall Average	94%	Very Practical

Student responses indicated that the pop-up book media was engaging, easy to understand, and aligned with the instructional content. This aligns with Mulyasa's (2015) view that interactive visual media can significantly enhance student engagement in the learning process. In an interview with one of the classroom teachers, it was stated that the media "helped students understand the story of the

Prophet's *Hijrah* better due to its appealing visuals and simple narrative.” The teacher also observed that previously passive students became more active, suggesting that the media was effective not only in delivering content but also in enhancing students’ psychological engagement and motivation. In addition, to evaluate the impact of the media on students’ learning interest, students were asked to complete a questionnaire after the learning session. The results are presented in table 3 below:

Table 3. Student Learning Interest Measurement Results

Learning Interest Indicator	Average Score (%)	Category
Student attention	88%	Very High
Interest in the media	85%	Very High
Enthusiasm during learning	89%	Very High
Overall Average	87%	Very High

High student interest was evident from their active participation during the learning process. Students were observed asking questions, engaging in discussions, and confidently answering teachers' questions. The use of a narrative-driven and three-dimensional visual media made the learning process more enjoyable and memorable. These findings indicate that the use of the pop-up book media contributed to improvements in both students' affective and cognitive learning domains in Islamic Religious Education. The media not only conveyed information effectively but also created a conducive learning environment that encouraged motivation and deeper engagement. These results support Wahyuni et al. (2022), who noted that Islamic narrative-based media can enhance students’ emotional connection to the subject matter and reinforce character values. Similarly, Mustofa and Sumarni (2020) found that pop-up book media is effective in improving both conceptual understanding and learning motivation.

Further analysis revealed that students were more likely to grasp concepts quickly when presented through pop-up media compared to traditional verbal explanations. This reinforces the importance of incorporating visual and kinesthetic elements in the learning process. Another strength of this media is its flexibility in application. Teachers can integrate the narrative into various instructional strategies, including group discussions, Q&A sessions, and independent assignments. In conclusion, this study successfully addressed the core problem of low student interest in Islamic Religious Education. The developed media effectively transformed abstract content into concrete and engaging learning experiences, promoting active and reflective participation among students. Moreover, the pop-up book serves as a medium for value internalization. The *Hijrah* story contains exemplary moral lessons that are easily understood and appreciated by students through this visual-narrative approach. This makes the media not only informative but also transformative in the context of character education.

Given the success achieved in this study, further development of similar media for other topics in Islamic Religious Education is recommended. Such innovations can

enrich value-based instructional resources and make learning more enjoyable for elementary school students are presented in figure 1.





Figure 2. Sample View of the Pop-Up Book Media in the Classroom

4. Conclusion

The findings of this study imply that the development of interactive and contextual learning media such as pop-up books can serve as a strategic alternative to address low student interest in Islamic Religious Education and Character Education (IRECE). This type of media not only offers visually appealing content but also presents narrative elements that bring students closer to Islamic values in a simple and emotionally engaging manner. A limitation of this study lies in the narrow scope of the field trial, which was conducted in only one class at a single school. Consequently, the generalizability of the results requires further investigation. Moreover, the developed media focused solely on one specific topic, indicating a promising opportunity for future expansion to other areas of the IRE curriculum.

The unique contribution of this study is the creation of a pop-up book based on the story of Prophet Muhammad's *Hijrah*, developed systematically through the 4-D model and validated by subject-matter experts. This media has demonstrated strong

effectiveness in stimulating students' learning interest and in making IRE learning more meaningful and enjoyable. Future studies are recommended to conduct trials across various educational institutions with different social and cultural contexts in order to test the consistency of the media's effectiveness. Additionally, further development of pop-up book content covering other IRE topics such as ethics (*akhlak*), worship (*ibadah*), and Islamic history is advised to broaden and sustain the educational impact of such media.

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